Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification:
     - in credits
     - in title
     - in number or alpha
     - in prerequisites or co-requisites

2. New Alpha, Number and Title
   HWST 131 Hula ‘Olapa ‘Elua: Traditional Hawaiian Dance II

3. Credits

4. Old Alpha, Number and Title

5. Credits

6. New Catalog Description
   Continuation of HWST 130. In this second class students will learn intermediate traditional hula interpretations. Foot work and hand gestures of traditional hula will be reinforced accompanied by chanting, Ipu Heke (double gourd) or Pahu (drum). Students will be exposed to chants, and pule of traditional and ceremonial protocols related to the discipline of hula. Students may also be required to make accompanying instruments, like Ipu (smaller single gourd), Kāi‘au (sticks), ‘Ii‘i‘i (stones), and Pil’ili (split bamboo) under the direction of the class instructor. Students will be taught different historical aspects of specific hula, associated hula mythology, ali‘i (chiefly) genealogies; plants, and place names.

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or Recommended Preparation
   - Credit for HWST 130, and enrollment in or credit for HAW 101 or HWST 107

8. Student Contact Hours Per Week
   - Lecture 2
   - Lecture/Lab
   - Lab 2

9. Proposed Date of First Offering
   - Semester
   - Spring
   - Year 2011

10. This course is proposed for the Liberal Arts Program. It can fulfill DA - Arts. If Other, specify A.A. Elective and an elective for the Academic Subject Certificate in Hawaiian Studies.

11. This course makes no difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HawaiiCC</td>
<td>HWST 131 Hula II: Olapa</td>
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</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated with:
   - Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space.
   - Appropriate for Articulation with:
   - Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.) in this space.
   - Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   This course fills a need for additional Hawaiian Studies courses requested by the community and students and covers an area as of yet uncovered. This course was discussed in a meeting of Hawaiian Studies faculty and approved unanimously to be developed as one of our future offerings.

Requested by: 9/25/10
Approved by: 11/11/2010
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: HWST 131 Hula 'Olapa 'Elua: Traditional Hawaiian Dance II

Signatures

1. Department Area (more than one departmental instructor's signature required)

   [Signatures]

   Dates

   9/30/10

2. Department

   [Signatures]

   Department Chairperson

   Was this course discussed in a department meeting? ☑ Yes ☐ No

   9/30/10

3. Division

   [Signatures]

   10/14/10

4. Curriculum Committee Review

   Approved ☑

   Disapproved ☐

   Reason:

   [Signature]

   Curriculum Committee Chairperson

   11/30/2010

[Signature]

IEC/LDO Subcommittee Approved

[Signature]

10/14/2010

CCCM #6100 (Amended for WCC use October 2002)
Proposal to Initiate, Modify or Delete a Course

Date

Chancellor

CCC M #6100 (Amended for WCC use October 2002)
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

This course meets several of our WCC Academic Development Plan goals. As a new 100-level course offering, this class strengthens our liberal arts program in an area of greater student demand (7.0 A), and it supports the goals of our Humanities Department by further developing Hawaiian Studies and Art related course offerings (7.0 C). This course also meets several of WCC’s Strategic Plan Action Outcomes. By developing courses in areas of demand for people who represent low-income populations and underserved areas (2.8), we believe that this course will help assist an “Increase...[in] the number of Native Hawaiian students who reenroll in the Spring semester and persist until the Fall” (1.5, 2.5). This course meets the educational demands of our Windward communities as expressed in both the SMS Windward Community Needs Assessment (2009) (http://windward.hawaii.edu/Govemance/Documents/SMS_Educational_Needs.pdf) and the Windward Community College Hawaiian Studies Student Survey Report (2009). In both surveys the community and students stated that they would like to see an expanded Hawaiian Studies program including more course offerings in material Hawaiian culture.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

There will be additional staff required to teach this class. There may also be additional equipment needed.

3. Is a similar course taught elsewhere in the UH system? Yes If yes, provide details of how this course differs from existing similar courses.

There is a similar class as this class taught at Hawai‘i Community College. It is taught from a different perspective or school of thought in Hula than the class offered at Hawai‘i Community College.

4. Is this course experimental and/or unique to Windward Community College? If yes, provide rationale and details of its impact on the College Curriculum.

This course expands and provides depth to the Hawaiian Studies and college curriculum building on introductory courses already offered in the Hawaiian Studies and college curriculum.

5. Is a similar course taught in the upper division level by a 4-year UH college? No If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

There is no similar course taught in the upper division level by a 4-year UH college.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Prerequisites: Hula 130, and concurrent enrollment in or credit for HAW 101 or HWST 107

In this second class students will learn intermediate traditional hula interpretations. Foot work and hand gestures of traditional hula will be reinforced accompanied by chanting, Ipu Heke (double gourd) or Pahu (drum). Students will be exposed to chants, and pule of traditional and ceremonial protocols related to the discipline of hula. Students may also be required to make accompanying instruments, like Ipu (smaller single gourd), Kāla'au (sticks), 'Ilī'ili (stones), and Pū'ilī (split bamboo) under the direction of the class instructor. Students will be taught different historical aspects of specific hula, associated hula mythology, ali'i (chiefly) genealogies; plants, and place names.

There will be a final class performance at the end of the semester to be determined by the Instructor.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Describe and discuss the stories behind the creation and performance of various hula.
2. Perform several hula demonstrating the relationship between movements and the significance of lyrical content in mele.
3. Prepare and use adornment for specific hula.

ASSESSMENT TASKS AND GRADING

Attendance: Students are required to attend classes. Attendance will be taken at each class. A doctor’s note or some other form of documentation must substantiate classes missed for a valid
reason. The student’s point total will have 5 points deducted for every absence after two initial absences.

Cultural Research papers: Students will be required to research the cultural use, background, and history and/or significance of the hula being taught. Student papers should be type-written, include any photos or diagrams that students can find, and include an annotated bibliography of sources.

Adornment completion: Students are required to put together adornments, if any are needed, for the hula they are dancing. Students will be graded on completion and on quality of effort put in to creating their assigned adornment.

Class participation and progress: Students will be graded on their class participation and progress. Attending class consistently and active participation are important to the success of group and individual performances.

Ho‘ike (Presentation): Students will be graded on a final group presentation in which the class will showcase several of the hula learned throughout the semester.

Students will graded as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Cultural research papers</td>
<td>100pts</td>
</tr>
<tr>
<td>Adornments</td>
<td>50pts</td>
</tr>
<tr>
<td>Class participation and progress</td>
<td>100pts</td>
</tr>
<tr>
<td>Ho‘ike</td>
<td>50pts</td>
</tr>
</tbody>
</table>

Grade scales:

A = 90 – 100% of total points
B = 80 – 89% of total points
C = 70 – 79% of total points
D = 60 – 69% of total points
F = less than 60% of total points

I (incomplete), is given at the INSTRUCTOR’S DISCRETION if the student is unable to complete a small part of the course because of circumstances beyond your control. It is THE STUDENT’S responsibility to make up incomplete work with a minimum level (or better) of achievement. Failure to satisfactorily make up incomplete work within the appropriate time period will result in a grade change from “I” to the contingency grade identified by the instructor (see WCC Catalog).

CR (credit), 70% or above in total points. The student must indicate an intent to take the course as CR/N in writing by the end of the 10th week of classes (see WCC Catalog).

NC (no credit), below 70% or above in total points (see catalog). The NC grade will not be used as an alternative grade for an “F”

W (withdrawal), Official withdrawal is determined by the date listed in the Schedule of Classes.
The instructor, based on the hula danced, will determine the materials and supplies for this course.

### Schedule of Topics for each Hula (Several Hula to be learned each semester)

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the hula to be danced</td>
</tr>
<tr>
<td>Research guidance on the hula history, and significance</td>
</tr>
<tr>
<td>Performance Practice</td>
</tr>
<tr>
<td>Adornment and/or accompanying instrument instruction</td>
</tr>
<tr>
<td>Performance Practice</td>
</tr>
</tbody>
</table>

### DISABILITIES ACCOMMODATION STATEMENT

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.*
To: The Humanities Department, The Credit Curriculum and Academic Affairs Committee (CCAAC), The Faculty Senate and Windward Community College Administration

From: The Hawaiian Studies Faculty

Date: October 25, 2010

Re: Course Proposals for HWST 131, HWST 222, HWST 275, HWST 275L

In discussing and reviewing our Hawaiian Studies ASC, we had earlier decided to develop HWST 131 Hula ‘Olapa ‘Elua traditional Hawaiian Dance II, HWST 222 Ma’awe No’eau Hawaiian Fiber Work, HWST 275 Wahi Pana: Hawaiian Mythology of the Landscape, and HWST 275L Wahl Pana: Hawaiian Mythology of the Landscape Lab as elective offerings for our certificate program.

We have reviewed the currently revised course proposals and agree that they meet our standards as excellent course offerings. These classes also enhance the development of our Hawaiian Studies ASC, and future degree proposals currently in draft form, and they are in line with the development of Hawaiian Studies as one of WCC’s stated areas of academic excellence. These classes also meet one of the demands of our Windward communities to develop further Hawaiian Studies offerings.

Mahalo a Nui,

Kalani Meinecke
Assistant Professor, Hawaiian Language and Hawaiian Studies

Kelikokauaikeikai Hoe
Assistant Professor, Hawaiian Studies

Kalawaia Moore
Instructor and Coordinator, Hawaiian Studies

University of Hawai‘i
WINDWARD COMMUNITY COLLEGE

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