University of Hawaii Community Colleges
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
     - Other

2. New Alpha, Number and Title
   IS 201 The Ahupua'a

3. Credits
   3 credits

4. Old Alpha, Number and Title

5. New Catalog Description
   Study of the traditional Hawaiian approaches to natural resource development, utilization, exploitation, and management. The ahupua'a, as the traditional Hawaiian unit of land and sea subdivision, beginning in the upland forests, stretching across lower elevations, past the shoreline to the edge of the reef, will be evaluated as a microcosm of an integrated ecosystem and as a model for natural resource management and sustainability.

7. Prerequisites
   - BIOL 101
   - SCI 124, or equivalent

8. Student Contact Hours Per Week
   - Lecture: 2.0
   - Lecture/Lab: 2.0
   - Lab: 3.0

9. Proposed Date of First Offering
   - Semester: Spring
   - Year: 2004

10. This course can fulfill
    - Bio-Resources and Technology Academic Subject Certificate in Bio-Resource Development and Management
    - Hawaiian Studies Academic Subject Certificate

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>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Mano</td>
<td>HWST 207 Malama Ahupua'a: Native Resource</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></td>
<td></td>
</tr>
</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:

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   IS 201 shares a few characteristics in common with UHM's HWST 207. However, the emphasis of IS 201 is much heavier on environmental science. Therefore, no articulation with HWST 207 is requested.

Requested by: [Signature]
Department Chairperson
Date: 11/10/02

Approved by: [Signature]
Curriculum Committee Chairperson
Date: 11/21/02

Dean of Instruction
Date: 1/22/03

Provost
Date: 1/22/03

CCCM #6100 (Amended for WCC use October 2001)
# Levels of Review of Course Proposal at Windward Community College

**Course Alpha, Number, and Title:** IS 201 The Ahupua'a

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Area</strong> <em>(more than one departmental instructor's signature required)</em></td>
<td></td>
</tr>
<tr>
<td>[Signature]</td>
<td>10/18/02</td>
</tr>
<tr>
<td>[Signature]</td>
<td>10/18/02</td>
</tr>
<tr>
<td>[Signature]</td>
<td>10/18/02</td>
</tr>
<tr>
<td><strong>Department Chairperson</strong></td>
<td></td>
</tr>
<tr>
<td>[Signature]</td>
<td>10/18/02</td>
</tr>
<tr>
<td><strong>Was this course discussed in a department meeting?</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>Division</strong></td>
<td></td>
</tr>
<tr>
<td>[Signature]</td>
<td>10/28/02</td>
</tr>
<tr>
<td><strong>Curriculum Committee Review</strong></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>☐</td>
</tr>
<tr>
<td>Disapproved</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Reason:</strong></td>
<td></td>
</tr>
<tr>
<td>[Signature]</td>
<td>10/31/02</td>
</tr>
</tbody>
</table>

[Signature] **Curriculum Committee Chairperson**
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
New Course Proposal Form – Go to next page for Course Modification

WCC Form for New Course Proposals
(This sheet was originally pink.)

1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

*This class fulfills the college’s commitment to developing and enhancing its Hawaiian studies and environmental studies curriculum.*

1. 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?

*The initial offerings of this course would involve alternation with existing classes or it would be supported through the solicitation of extramural funds.*

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

*IS 201 shares a few things in common with UHM’s HWST 207, Malama Ahupua’a: Native Resource Management. However, IS 201 emphasizes environmental science to a much greater extent than does HWST 207.*

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

*Other than its similarity to UHM’s HWST 207, this class is unlike any class in the University system. It’s impact is in being the centerpiece class to the Academic Subject Certificate in Bio-Resources and Technology, Bio-Resource Development and Management Track. It also supports the Hawaiian Studies Program (Natural Sciences Track). Perhaps the most significant feature of this class is how it combines traditional ways of knowing with modern science.*

1. 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.

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.

CCCM #6100 (Amended for WCC use September 2002)
Original dated WCC 9/91
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number IS 201

Submitted by Dave Krupp

Date October 18, 2002

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course any related baccalaureate program area.

   The nearest counterpart is HWST 207. However, IS 201 presents a sufficiently different emphasis to be regarded as a different course. It may be possible for this class to count towards requirements in the UHM and UHH Hawaiian Studies program. The course may also be considered for completing requirements in UHM's Hui Konohiki program (in development). Finally, this course may be considered as fulfilling requirements in CTAHR's Natural Resources and Environmental Management (NREM) program. These possible articulations will be explored in the future.

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

   No.

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
WINDWARD COMMUNITY COLLEGE
OUTLINE OF COURSE OBJECTIVES

COURSE NAME: The Ahupua'a

COURSE ALPHA: IS 201

CREDIT HOURS: 03

CATALOG DESCRIPTION:
Study of the traditional Hawaiian approaches to natural resource development, utilization, exploitation, and management. The ahupua'a, as the traditional Hawaiian unit of land and sea subdivision, beginning in the upland forests, stretching across lower elevations, past the shoreline to the edge of the reef, will be evaluated as a microcosm of an integrated ecosystem and as a model for natural resource management and sustainability. (2 hours lecture; 3 hours lab/field)

REQUIREMENTS COURSE SATISFIES:

➢ Bio-Resources and Technology Academic Subject Certificate in Bio-Resource Development and Management at Windward Community College

PREREQUISITES: SCI 124 and BIOL 101; or equivalent preparation; or consent of instructor.

RECOMMENDED BASIC SKILL LEVELS:

Reading Level of Text (s): College Level

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIME:

None.

INSTRUCTOR:

OFFICE:

TELEPHONE:

FAX:

E-MAIL:

INSTRUCTOR'S WEBPAGE:

IS 201 WEBPAGE:

EFFECTIVE DATE: Spring 2004
COURSE GOALS

Upon completion of this course the student should understand and appreciate:

- the history and functioning of the ahupua'a as a system for acquiring and managing resources;
- how the ahupua'a integrated every aspect of Hawaiian life;
- the way in which the ahupua'a models as a microcosm of the interaction between humans and their environments;
- how the ahupua'a concept may, or may not, be integrated with modern resource utilization and management practices; and
- how we as humans have always impacted our environment, how we are a part of that environment, not independent of it.

COURSE OBJECTIVES

Upon completion of this course a student should be able to describe and discuss analytically the following topics:

- geologic origin, geography, and biogeography of the Hawaiian island chain;
- formation and characteristics of Hawaiian soils;
- formation and evolution of Hawai'i's coral reefs;
- origins of native Hawaiian flora and fauna, both terrestrial and marine;
- reconstructing Hawaiian prehistory through archaeology;
- how native resources were used and managed by the Hawaiians;
- utilization, and management of resources transported to the islands by the Hawaiians;
- history and characteristics of the ahupua'a;
- distribution, development, utilization, and management of resources from the different regions of the ahupua'a: the mountains (uka), plains (kula), and ocean (kai);
- traditional Hawaiian life in the ahupua'a, and the importance of the ahupua'a system in sustaining not only natural resources, but also cultural, human, and spiritual resources;
- history of human occupation and impacts in the Hawaiian islands;
- history of land tenure and ownership in Hawai'i and how changes in tenure and ownership have influenced Hawaiian natural resources;
- the nature and functioning of watersheds and their hydrologic networks as identifiable ecosystem and management units and how watersheds relate to the ahupua'a;
- the importance of water as a resource in traditional Hawaiian terms and those of modern society; and
- the ahupua'a concept applied to modern natural and developed resource management and conservation approaches.

MODE OF INSTRUCTION

The previously described objectives will be achieved through the aid of the following learning activities:

- assigned readings;
- class lecture and demonstrations;
- webpage and Internet resources;
- writing assignments; and
- laboratory and field trip attendance and participation.
The material presented in all modes of instruction will be of an introductory nature but sufficient in content to allow serious study by the interested student. Assigned readings will serve to provide background and supplemental information to provide a broad base for a basic study. Class lectures will build upon this base, helping to focus the student to some of the more important details.

EVALUATION OF OBJECTIVE ACHIEVEMENT

ESSAY ASSIGNMENTS. The student will complete four essay assignments (generally two to three pages each; each essay is worth 10 points) throughout the semester. Each essay will address a question or a topic (related to information presented during the course) posed by the instructor. Specific instructions regarding these essays will be presented in class. In order to be eligible to receive full credit, each essay must be completed and submitted by its assigned due date. Late assignments will be accepted up to one week following the due date, but with an automatic point penalty assessed on top of the score received (1.5 points per late essay). Essay assignments received more than one week following the due date will not be accepted for grading.

QUIZZES. The student will take a minimum of ten quizzes (10 points each; 100 points total). These quizzes will address the detailed content and major concepts presented in the lectures, lecture outlines, text readings, and study guide activities. If the student takes more than ten quizzes, only the best ten quiz scores will be used in calculating the student’s total points. Quizzes will be administered only during the first ten minutes of class period during which the quiz is scheduled. Because more than ten quizzes (ten is the minimum needed) will be administered during the semester, NO MAKE UP QUIZZES WILL BE ADMINISTERED FOR ANY REASON.

EXAMINATIONS. The student will take one midterm examination (100 points) and one non-cumulative final examination (100 points) to demonstrate understanding of information presented during lectures and assigned readings. These examinations, which will be administered during a scheduled class session will be CLOSED-BOOK EXAMINATIONS: the student will NOT be able to refer to instructional resources while taking these examinations. NO RETESTS will be given. A student missing an examination because of an illness or legitimate emergency may take a make-up exam only during the FIRST class meeting to which the student returns. In such a circumstance, the student should make every reasonable attempt to contact the instructor before the exam is administered to the class (or as soon as possible). While make-up exams will cover the same content area as a missed exam, the exam format and specific questions may be different.

LABORATORY AND FIELD TRIP REPORTS. The student will be required to attend laboratories and field trips scheduled during the laboratory period. Field trips may include, but are not limited to, any of the following: watershed tour, visit to a working Hawaiian fishpond, working in a kalo patch, or coral reef snorkel/survey. The student will document participation in the laboratory and field trip activities in the form of a written reports (the specific format, which depends upon the activity, will be described by the instructor; 16 reports @ 10 points each; 160 points total).

METHOD OF GRADING

The assignment of points will be according to the following protocol:

- Essay Assignments (four @ 10 points each) .................. 40 points
- Quizzes (ten @ 10 points each) ................................. 100 points
- Lecture Examinations (two @ 100 points each) ........... 200 points
- Field Trip and Field Trip Reports ............................. 160 points

TOTAL.......................................................................... 500 points
Letter grades will be assigned as follows:

A-------90% or above in total points.
B-------80-89.9% of total points.
C-------65-79.9% of total points.
D-------55-64.9% of total points.
F-------Below 55% of total points or informal or incomplete official withdrawal from course.
I-------Incomplete; given at the INSTRUCTOR'S OPTION when student is unable to complete a small part of the course because of circumstances beyond his or her control. It is the STUDENT'S responsibility to make up incomplete work. Failure to satisfactorily make up incomplete work within the appropriate time period will result in a grade change for "I" to the contingency grade identified by the instructor (see catalog).
CR-----65% or above in total points; the student must indicate the intent to take the course as CR/NC in writing by the end of the 10th week of classes (see catalog).
NC-----Below 65% of total points; this grade only available under the CR/NC option (see above and see catalog).
N-------NOT GIVEN BY THIS INSTRUCTOR EXCEPT UNDER EXTREMELY RARE CIRCUMSTANCES (e.g., documented serious illness or emergency that prevents the student from officially withdrawing from the course); never used as an alternative for an "F" grade.
W------Official withdrawal from the course after the third week and prior to the end of the 10th week of classes (see catalog).

The instructor may announce extra credit options at various times during the course. However, in order for the student to be eligible for any extra credit activity, the student must demonstrate responsibility in completing all regular course assignments, taking the minimum number of quizzes (ten), and taking both examinations. In addition the student must demonstrate a sustained interest in the content of the course by regularly attending and participating in class. Some extra credit assignments may require same-day class attendance in order for the student to be eligible to receive credit for these assignments. **THE INSTRUCTOR IS NOT OBLIGATED TO ACCEPT PROJECTS FOR EXTRA CREDIT.**

Waiver of minimum level of achievement and course requirements may be given only in unique situations at the instructor's discretion.

Students involved in academic dishonesty will receive an "F" grade for the course.

**STUDENT RESPONSIBILITIES**

Students are expected to attend all lectures, laboratories and field excursions, participate in all activities, and complete all course assignments on time.

Students are expected to be prepared in advance when they arrive to class. Being prepared includes the following: having already read text materials (e.g., textbook readings and handouts) assigned for that day's activities; and bringing required work materials (e.g., textbook, handouts, writing supplies, etc.).

Any changes in the course schedule, such as examination dates, deadlines, etc., will be announced ahead of time in class. It is the student's responsibility to be informed of these changes.

It is the student's responsibility to be informed about deadlines critical to making registration changes (e.g., last day of erase period and last day for making an official withdrawal).
Science courses at W.C.C. generally require two to three hours of independent private study time for each hour in class (depends upon the student’s science background). It is the student’s responsibility to allocate the appropriate time needed for study in an environment conducive to quality study. The student must budget time efficiently and be realistic about all personal and professional commitments that consume time.

**HOW TO SUCCEED IN THIS CLASS**

IS 201 includes substantial environmental and biological science content. Understanding environmental and biological science involves understanding many difficult concepts and vocabulary, not just knowing facts. You should know that the details to these concepts are important. In addition, you will be introduced to hundreds of new words. In some cases, words that are familiar to you in a context other than environmental and biological science will be introduced to you in the context of environmental and biological science. You will need to understand and use these terms in an environmental and biological science context.

While you may be provided with lecture outlines that include study guides, you will not succeed in this class unless you take your own careful lecture notes and read the corresponding material in the textbook. The lecture outlines are not to be used in place of your own note taking. As soon as possible (best if you do it the same day), copy over your lecture notes filling in gaps and missing information by referring to the lecture outlines and textbook. You should carefully review these rewritten lecture notes as often as possible. In addition to reviewing these notes before a quiz or exam, it would be useful to try to rewrite these notes from memory.

In addition to copying over your lecture notes, your study activities should include drawing your own labeled diagrams or graphs that illustrate important concepts and phenomena. These diagrams need not be works of art, but should clearly illustrate significant information. Before a quiz or exam, it would be useful to redraw these labeled diagrams and graphs from memory.

Make flashcards for each new vocabulary word you learn (refer to study guides provided for a list of terms). On one side write the word. On the other side write the appropriate definition for the word. Test your ability to provide the right definition as often as possible. Practice using the word to explain biological concepts.

Write out answers to all of the study guide questions as though you were required to turn them in. Allow someone else to read your answers and give you feedback. Read someone else’s answers and provide constructive feedback.

Read the textbook materials corresponding to a particular lecture before and after that lecture. Review this material before quizzes and exams.

**TEXTBOOK AND OTHER ASSIGNED INSTRUCTIONAL MATERIALS**

*Required texts include the following (note several of these are short articles):*


Selected text readings will also assigned from the following materials:


Titcomb, M., 1978. Native Use of Marine Invertebrates in Old Hawaii. Pacific Science 32(4): 325-386. [This text is no longer in print; copies will be provided either as hard copies or in digital format.]


Other reading materials may be handed out in class, placed on reserve in the library, or accessed from web pages.