UNIVERSITY OF HAWAII COMMUNITY COLLEGES
PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE

CCCM #6100 (July 26, 1979)

<table>
<thead>
<tr>
<th>TYPE OF ACTION (circle appropriate)</th>
<th>C. Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>in catalog</td>
</tr>
<tr>
<td>1. Regular</td>
<td></td>
</tr>
<tr>
<td>2. Experimental</td>
<td></td>
</tr>
<tr>
<td>3. Other (specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B. DELETION</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW ALPHA, NUMBER AND TITLE</td>
<td></td>
</tr>
<tr>
<td>REL 201 UNDERSTANDING THE NEW TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>OLD ALPHA, NUMBER AND TITLE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW DESCRIPTION</td>
<td></td>
</tr>
<tr>
<td>Analysis of the origin and development of the early Christian message as set forth in the New Testament. Special attention will be given to the message of Jesus and Paul and its relevance to the modern world.</td>
<td></td>
</tr>
</tbody>
</table>

| PREREQUISITES OR RECOMMENDED        | B. STUDENT CONTACT HOURS PER WEEK | 9. PROPOSED DATE OF FIRST OFFERING |
| PREPARATION                         | Lecture Lab Other (specify)        | Spring 1983 |
| none                                | 3 Other (specify)                  |

| THIS COURSE IS (REQUIRED) FOR THE AA and AS PROGRAMS |
| THIS COURSE (INCREASES) (DECREASES) (MAKES NO CHANGE) IN THE NUMBER OF CREDITS REQUIRED FOR THE PROGRAM |
| THIS COURSE IS (ALREADY ARTICULATED) (APPROPRIATE FOR ARTICULATION) (NOT APPROPRIATE FOR ARTICULATION) |

| PROVIDE DETAILS OF EXISTING OR DESIRED ARTICULATION (Date, college(s), purposes, pre-major or major, etc.) |
| Has been articulated with UHM A&S by other colleges. |

| REASON FOR INITIATING, MODIFYING OR DELETING COURSE OR PERTINENT COMMENT: |
| The course will meet an interest expressed by students. The Bible has played a significant role in history, music, science, philosophy and merits study. |

| REQUESTED BY |
| HUMANITIES |
| Janice Huckols | 10-29-82 |

| APPROVED BY |
| Curriculum Committee |
| Roy H. Frymose | 11/22/82 |
| (Other required campus signature) |
| Date |
| Dean of Instruction |
| John L. Payne | 11/22/82 |
| Provost |
| Date |
LEVELS OF REVIEW OF COURSE PROPOSALS AT WCC

1. Subject Area (one or more instructors in the area)

   Charles K. Blattner

   10-31-82

   signatures

   dates

2. Division

   J. Nichols

   department chairperson

   11/1/82

   date

3. Administrative Confirmation of System Requirements

   signature

   11/10/82

   date

4. Curriculum Committee First Review

   Disapproved

   Reason:

   Further Information Required

   Please provide the following:

   Approved for review by other divisions

   Curriculum Committee Chairperson

   date

   (target date:)

5. Curriculum Committee Second Review

   Approved

   Disapproved

   Reason:

   Curriculum Committee Chairperson

   11/22/82

   date
WCC CURRICULUM REVIEW FORM I
FORM FOR COURSE PROPOSALS

A. Information Needed for Processing ALL Course Proposals

Course Title: UNDERSTANDING THE NEW TESTAMENT

Transfer yes Non-transfer

Submitted Date 10-29-82

1. Course Objectives:

This course will provide the student with an overview of the content of the New Testament, the socio-politico-religious context in history of the world from which the New Testament emerged, and tools for interpretation of the text of the New Testament.

2. Provide details of additional staff, equipment facilities, library/media material and equipment, other financial support that would be required to implement the new course or the course modification.

Has this additional cost been included in the budget for the proposed date of offering? Include in estimate of actual cost of supplies and equipment in addition to cost already budgeted by the discipline.

Existing equipment and facilities will be sufficient. No great demand for library resources, since the course will not require student research. Maps and slides would be desirable but not an absolute requirement ($100 maximum would be useful).

Staff---lecturer could staff the course.
C. Information Needed to Process New Course Proposals

1. Course relation to EDP of the College:

Supports the concept of a well-rounded humanities offering at WCC.

2. Program course in (Please give some information concerning the status of the program and the relation of the course to the program):

The course is designed to replace REL 155, which will no longer be offered if this course is approved. It was felt that REL 155 and 150 both cover the development of religion in Hawaii, with REL 150 drawing heavily from the status of the various major religions of the world as they are practiced in Hawaii. REL 201 would offer another alternative for students interested in taking one or more courses in religion.

3. Independent work by students:

4. Rationale for articulation with UHM General Education Core--attach Windward Community College Form 3 for transfer course criteria, if appropriate:

REL 201 meets the criteria of core courses in general education, as established by UHM.

5. If similar to an upper division course, explain community college application:

This is the only New Testament course in the System (Hilo has a similar course called New Testament Literature)--UHM, Leeward, Kapiolani, and Honolulu all have this course and offer it as REL 201

6. If course is experimental and unique to Windward Community College, indicate additional rationale and impact on college curriculum, if appropriate:

not applicable

D. Attach Course Outline for New Course Proposals or for Course Modifications that Involve Changes in Content, Syllabus, or Time Schedule. Use the Windward Community College FORM 2: General Course Outline for Proposed Course. A student course outline may be submitted, if it indicates the syllabus, content, and time schedule of the proposed course.
Course REL 201, Understanding the New Testament

Transfer yes Nontransfer New Modified

1. COURSE DESCRIPTION:
   Analysis of the origin and development of the early Christian message as set forth in the New Testament. Special attention will be given to the message of Jesus and Paul and its relevance to the modern world.

2. HOURS PER WEEK: LEC 3 LAB OTHER TOTAL 3

3. PREREQUISITIES: none
   COREQUISITIES: none
   RECOMMENDED PREPARATION: none

4. SPECIFIC COURSE OBJECTIVES:
   (1) The student will gain an overview of the content of the New Testament.
   (2) The student will examine the socio-politico-religious context within history of the world from which the New Testament emerged.
   (3) The student will learn about various tools for scholarly study of the New Testament and for interpretation of the text.

5. TEXTBOOK AND MATERIALS: A modern English translation of the New Testament; Perkins, READING THE NEW TESTAMENT.


7. AUXILIARY MATERIALS:
GENERAL OUTLINE FOR PROPOSED COURSE

Course: REL 201, Understanding the New Testament

7. AUXILIARY MATERIALS:

8. METHODS OF INSTRUCTION:
   Lecture-discussion
   Occasional films

9. EVALUATION:
   Written tests over content and interpretation of the New Testament and of the collateral text book

10. OTHER

11. SYLLABUS: CONTENT AND TIME SCHEDULE:
    Time schedule: the course fits the usual WCC time schedule of 3 meetings a week (50 minutes each) or two meetings a week (75 minutes each). The course would not be particularly well suited to 8-week offering.
WCC CURR. FORM 3

TRANSFER COURSE CRITERIA

Course REL 201, UNDERSTANDING THE NEW TESTAMENT

New yes Modified

Submitted by Charles Whitten Date 10-29-82

1. RATE OF STUDENT PROGRESS:

2. BASIC SKILLS NEEDED: Reading at 10th grade level or above, or consent.
   (Nelson-Denny of 53 or better is preferred)

3. AMOUNT OF SKILLS AND INDEPENDENT WORK REQUIRED: A beginning course - the expectations are that the student would read assignments and prepare worksheets outside of class.

4. REASONING REQUIRED: Freshman level in college.

5. CONCEPTUAL COURSE LEVEL: Freshman/sophomore.

6. BACKGROUND KNOWLEDGE PREREQUISITE: None. This is a beginning course.

7. MASTERY LEVEL EXPECTED:

8. COUNTERPART IN 4 YEAR CAMPUS: REL 201 - the same course title, number, and general expectations.

9. COURSE USE IN MAINLAND ACCREDITED SYSTEMS: Yes - frequently found in both public and church-related colleges and universities.
I. INTRODUCTION: What is the New Testament?

The student will state with clarity precisely what the New Testament is and how it came to be.

II. Jewish and Greek backgrounds of the Christian movement and its literature

The student will list and explain the main features of the Jewish and Greek context out of which the Christian movement and its writings emerged.

III. Jesus and His teachings

The student will state the content of Jesus' teaching on selected major themes, and will demonstrate an awareness of certain methods and problems of interpretation.

IV. The distinctive motifs in the Gospels: Matthew, Mark, Luke, John

The student will report the themes of the four books and show their relationships to the life-situation of their times.

V. The emergence of the Christian church and its spread throughout the Greek and Roman world: The Acts of the Apostles and the Writings of Paul

The student will describe the development of the Christian community, including problems that the early Christians faced and how they dealt with these problems. The life and writing of St. Paul will be generally studied.

VI. The Christian church at the end of the first century

The student will explain the situation of the Christian movement at the end of the first century as expressed in the New Testament literature it produced and as reflected in parabiblical literature of the same period.
GRADING

Unit tests will provide the primary basis for grading, supplemented by class participation (which is expected of all students) and extra-credit assignments usually comprised of reading reports. The grade of A will be for students scoring 90-100 averages on tests, exceptional classroom performance, and extra-credit reading reports; the grade of B will signify test averages 80-89 & superior class performance; the grade of C will be for students earning 70-79 on test averages and average class performance; D is for test scores 60-69, poorer than average class performance; F = work insufficient in quantity and/or quality to permit a passign grade to be assigned. The Cr/NC option described in the WCC catalog is available, subject to the deadlines for declaration as published.