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

2. New Alpha, Number and Title
   REL 296 - Special Topics in Religion

3. Credits
   3 credits

4. Old Alpha, Number and Title
   REL 297V Special Topics in Religion

5. Credits
   3 credits

6. New Catalog Description
   Students will investigate important topics in the study of religion such as Sacred Places, Religion and the Media, or Religion and Politics. A specific course description will be printed in the schedule of classes.

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or Recommended Preparation
   - REL 150 or REL 151

8. Student Contact Hours Per Week
   - Lecture 3
   - Lab
   Other (click to specify)

9. Proposed Date of First Offering
   - Semester Fall
   - Year 2010

10. This course is proposed for the Liberal Arts Program. It can fulfill AA Elective if Other, specify.

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:

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<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
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13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated
     Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - Appropriate for Articulation
     Provide details of existing or desired articulation (date, colleges(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:
   The creation of this course will increase the number of 200 level courses offered, providing students with more educational options. After having taken REL 150 or REL 151, many students are often interested in learning more about religious topics such as the impact of religion on politics, the significance of sacred places, the relationship between religion and the media, etc. This course will allow them to explore those interests in detail. This course was offered as an experimental course in Fall 2009.

Requested by: [Signature]
Approved by: [Signature]

Date: 1/27/10
Date: 2/11/10
Date: 2/3/10
Date: 2/18/10

CCCM #6100 (Amended for WCC use October 2002)
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: REL 296 A, B, and C - Special Topics in Religion

Signatures

1. Department Area (more than one departmental instructor’s signature required)
   - Gloria V. Fattah
   - James W. Nichols
   - Dates: 12/14/09, 12/15/09

2. Department
   - Department Chairperson
   - Was this course discussed in a department meeting? □ Yes □ No
   - Dates: 12/10/09

3. Division
   - Dates: 01/04/09

4. Curriculum Committee Review
   - Approved □
   - Disapproved □
   - Reason:

   ________________________________
   Curriculum Committee Chairperson

CCCM #6100 (Amended for WCC use October 2002)
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?

   The creation of this course will increase the number of 200 level courses offered, providing students with more educational options. This course will help students develop skills in critical thinking, research, writing, communication, and more. This course will stress analysis and introspection as well.

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?

   The religion faculty will teach the course. No additional support is required to implement the course.

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

   No

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 was offered as an experimental course in the Fall 2009 semester. This course is unique to Windward Community College. After having completed REL 150 or REL 151, many students express a desire to continue studying religious issues rather than a particular religion in detail. This course would enable them to do so.

   This course will not be offered every semester so it should not negatively affect the balance of religion courses or humanities courses offered in an academic year.

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.

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.
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Course Modification Form – Go to next page for Articulation Form

WCC Form for Course Modifications

Course Submitted by
Date January 12, 2010

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

2. What is the rationale for the change?

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly.

4. Is the course articulated with any 4-year program? *

   If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? * If yes, provide details and justification for these alterations.

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (Go to next page for transfer course criteria.) *

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

Submitted by

Date January 12, 2010

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

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

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.
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  
Articulation with 4-year UH Campus Form  

**COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)**

**ORIGINATING CAMPUS:** Windward Community College  
**DATE SUBMITTED:** January 12, 2010

**COURSE ALPHA & NUMBER:**  
**SEMESTER CREDITS:** *

**COURSE TITLE:**

**DATE OF OUTLINE:** January 12, 2010  
**Year [*]**

(* Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees  
   - Written Communication  
   - Mathematical & Logical Thinking  
   - World Civilizations  
   - Languages  
   - Arts & Humanities  
   - Natural Science  
   - Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

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<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
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<td>UH Hilo</td>
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<td>UH Manoa</td>
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<td>UH West Oahu</td>
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<td>Windward CC</td>
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3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

   ____________________________
   Typed Name or Signature

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format).

If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

**Note: UCA Clearinghouse**

John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COMMITTEE LEVEL:

1. When the committee has completed its review of a course, the "ARTICULATION RECOMMENDATION FORM" (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee's choice is "accept," indicate receiving campus core area. If the committee's choice is "not recommended," a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course's supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

RECEIVING CAMPUS:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even if it is "we agree with the committee").

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication.

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:

   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

   (b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

   (c) This policy is retroactive to the time the current articulation effort started.

   (d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UB Campus Form

ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

Course Alpha & Number:
Title:

Revised Course

Course Alpha & Number:
Title:

Semester and Year when the revised course was/will be first offered:

Reason for the change in Alpha/Number/and/or Title:

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College
Certifying Authority (Typed Name or Signature and Title)
Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor's Office for CC, 2327 Dole Street
Revised 1/19/01
REL 296 - Special Topics in Religion
3 credits

INSTRUCTOR: .......................................................... 
OFFICE: ................................................................
OFFICE HOURS: ..................................................
WEBSITE: ................................................................
EMAIL: ................................................................
TELEPHONE: ......................................................
EFFECTIVE DATE: ...............................................

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

Students will investigate important topics in the study of religion. A specific course description will be printed in the schedule of classes. Fall 2009 Special Topic was Sacred Places.

Activities Required at Scheduled Times Other Than Class Times

No special activities are required outside of class time.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Identify the important concepts and facts associated with the topic under examination.
2. Explain cause and effect relationships in connection to the topic discussed.
3. Compare and contrast various religions’ ideas of the topic.
4. Relate the topic to contemporary events.
COURSE TASKS

The course will be centered on the following tasks, which serve as both learning and assessment tools.

- Reading Quizzes (RQs) will be taken in the beginning of class and should not take more than 15 minutes to complete. Quizzes are open notes, open book, and timed. Copies of the course textbook and course reader are on reserve at the WCC library. Hold on to your reading quizzes once they are graded and returned to you as they will help you with your portfolio entries.

- Complete two group presentations.
  - First group presentation: You will be given an assigned group and topic on which to present.
  - Second group presentation: You can select your own group for the second presentation as well as the topic on which you wish to present. The topic should be something that we have not covered in depth already. I will provide you with a list of possible topics but feel free to select something else as well. Part of your own grade for the second presentation entails responding to other groups' presentations in writing.

- Complete portfolio assignments before the portfolio draft collection date and complete all portfolio entries before the final collection date. A guideline for the portfolio will be distributed early in the semester.

- Complete a variety of in-class activities (examples: think logs, card swaps, webbing, debates, flashcard 'quiz,’ movers and shakers, pair square, popcorn reading, role play, silent Socratic dialogue, toss a ‘test,’ crossword puzzles, word searches, symbolism identification, game shows, etc.)
  - These assignments enhance your analysis, synthesis, and critical thinking skills. They also enable you to reflect on themes in class and comprehend the topics in a more sophisticated manner.
  - Groups will typically consist of 3-4 members, and will usually be randomly assigned. The instructor acknowledges that not all students feel comfortable performing in front of the class. You will not have to participate in all of the activities. For example, role-playing and popcorn reading calls on volunteers and is not a requirement in order to pass the class.
  - For some of these in-class activities you will receive detailed feedback. For other assignments you may only receive a check mark indicating full credit.
  - Since group assignments require being present for class, you will not be able to make-up these assignments, regardless of reason, if class is missed. On the other hand, if you have a coupon, you will be allowed to make-up think logs. It is also your responsibility to see me to get any make-up assignments.
  - Some of these assignments will be collected randomly.
ASSESSMENT TASKS AND GRADING

Grades will be based on the following:

- Portfolio Draft .............................................................. 10%
- Portfolio Final ............................................................... 20%
- Reading Quizzes .............................................................. 30%
- Group Presentations (15% each) ....................................... 30%
- In class assignments and attendance ............................. 10%

Grades available:
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below
N = The 'N' grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies.

LEARNING RESOURCES

CLASS SCHEDULE

Additional Information

Attendance Policy:
Students are expected to attend all classes, arrive on time, and remain for the entire class period. Students who miss class are responsible for material covered in their absence. Consult with peers or the instructor to make up missed work. For every three classes missed, the final grade is lowered by one letter grade.

Make-up Policy:
Make-up assignments are only allowed if you use a NQA coupon. Students are provided with two ‘No Questions Asked’ coupons that enable them to turn in an assignment up to two weeks past the due date. Without the NQA coupon, late work will not be accepted. Coupons may not be shared or replicated.

Academic Honesty:
Students are expected to act with personal integrity, to respect other students' opinions and property, and to help create an academic environment in which discussion is encouraged. Students are expected not to engage or tolerate acts of plagiarism, cheating, copying, fabrication of citations, or other acts of academic dishonesty. Students charged with academic dishonesty
face serious consequences that range from an F grade for the assignment to a Fail grade for the course.

Extra Credit:
Extra credit can be earned by writing a two-page double spaced reaction paper to a class lecture, class discussion, or by attending a religious event, watching a movie or reading an article or book on the special topic. Religious events occurring on the island are posted on the website under 'special announcements.' Students may write up to five extra credit papers. Each paper is worth 2% of the final grade. All papers must be two full, typed pages. No more than two extra credit papers per student will be accepted during the last two weeks of classes. All extra credit must be received by _________________.

Cell Phones:
Kindly do not answer phone calls, text message, or play games on your cell phone during class. The instructor urges you to turn off your cell phone during class. The consequence for cell phone use is _____________________________. (students will vote on a policy during the first week of classes).

Disabilities Accommodation:
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.

RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

1. Keep up with the readings! The readings help reinforce the material. By doing the readings before class, you will feel better prepared, will easily follow along with the notes, and overall will have a more enriching educational experience.
2. Mark up your textbooks. Highlight key points and ideas. Whenever you are confused or have a question, write a ‘Q’ next to the sentence in the textbook. Define words you do not understand. (Or if you would like to return your textbook at the end of the semester, keep a separate journal of notes from your readings.)
3. Always take notes in class. Copy down everything that I have on the PowerPoint slides, KeyNote slides, and the board. Very few of us have photographic memories ;)
4. Ask questions if you don’t understand. Tell me to slow down if I am going too fast. Let me know if you’re having any problems. I am here to help you 😊 Let me know how I can make this the best educational experience for you!