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 prerequisites or co-requisites, in number or alpha, Other

2. New Alpha, Number and Title
   REL 297V Special Topics in Religion

3. Credits
   - 3 credits

4. Old Alpha, Number and Title

5. Credits

6. New Catalog Description
   Students will investigate important topics in the study of religion. 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
   - Lecture/Lab
   - Lab
   - Other (click to specify)

9. Proposed Date of First Offering
   - Semester Fall
   - Year 2009

10. This course is proposed for the Liberal Arts Program.

11. This course can fulfill AA Elective.

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

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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, 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 these interests in detail.

Requested by: [Signature]
Date: 2/1/09

Approved by: [Signature]
Date: 2/1/09

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

Course Alpha, Number, and Title: REL 297  Special Topics in Religion

Signatures

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

   Gloria W. Petterson
   Mark A. Cote
   Andrew Hodges

Dates
   12/4/08
   12/4/08
   12/4/08

2. Department
   Bennett J. Millet
   Department Chairperson

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

3. Division

   Elizabeth Ashley

   12/5/08

4. Curriculum Committee Review

   Approved ☑
   Disapproved ☐

   Reason:

   Paul R. Jaffe
   Curriculum Committee Chairperson
   01/29/09

CCCM #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?

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 their critical thinking skills, writing skills, communication skills, 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

Yes, this course is experimental and unique to Windward Community College. I have the students' interests at heart and feel that the addition of this course would be of interest to them. 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.

I would not offer this course 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.

CCCM #6100 (Amended for WCC use September 2002)
Original dated WCC 9/91
REL 297V Special Topics in Religion
3 credits

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
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 student may enroll and receive credit for this course more than one time (for different topics). A specific course description will be printed in the schedule of classes. WCC: DH

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.

- Take two exams. Exams will be based on material covered in class and the course readings.
  - Exams contain essay questions. You will receive possible essay questions before the exam to enable you to better prepare.
  - Exam 2 is not cumulative.
  - To do your best on each of the exams, it helps to cultivate good listening, studying, and note-taking skills.

- Complete portfolio assignments before the portfolio draft collection date and complete all portfolio entries before the final collection date. There will be assignments throughout the semester that are intended for your end of the semester portfolio. Guidelines regarding the portfolio will be distributed during the first week of classes.

- Complete a variety of in-class activities and homework assignments including think logs, card swaps, webbing, debates, flashcard ‘quiz,’ movers and shakers, pair square, popcorn reading, reading quizzes, 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**. Keep all assignments in your pocket folder and bring it to every class.

ASSESSMENT TASKS AND GRADING

Grades will be based on the following grading:

- Portfolio Draft ................................................................. 10%
- Portfolio Final ................................................................. 20%
- 2 Exams (15% each) .......................................................... 30%
- Homework assignments .................................................... 20%
- In class assignments and attendance ................................. 20%

100%
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

Sacred Place by Jean Holm
Course Reader

Additional Information
Make-up 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. 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 a written assignment or make up an exam up to two weeks past the due date (the final may only be taken up to three days later). 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, discussion, reading, or video or by attending a religious event. Religious events occurring on the island are posted on the website under ‘special announcements.’ Students may write up to five extra credit papers. All extra credit must be received by December 9th, 2008.

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 instructor reserves the right to deduct in class participation points from a student’s grade if cell phones are in use.

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. In addition, by keeping up with the readings, you will be well-prepared for the exams and other assignments.

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 the instructor has on the PowerPoint slides, KeyNote slides, and the board. Very few of us have a photographic memory ;)

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!