University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

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

2. New Alpha, Number and Title
   ZOOL 105 Hawaiian Use of Fish and Aquatic Invertebrates

3. Credits 3 credits

4. Old Alpha, Number and Title

5. Credits *

6. New Catalog Description
   A study of fish and aquatic invertebrates used traditionally by Native Hawaiians. This class will examine the role of fish and aquatic invertebrates in Hawaiian culture and resource utilization and management. (3 hrs. lect.)

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites
   - Recommended Preparation
   - High School Biology

8. Student Contact Hours Per Week
   - Lecture 3.0
   - Lecture/Lab *
   - Lab *
   - Other (click to specify)

9. Proposed Date of First Offering
   - Semester Spring
   - Year 2003

10. This course is proposed for the Liberal Arts Program. [ ] Hawaiian Studies Academic Subject Certificate. [X] can fulfill...

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>Alpha, Number, Title</th>
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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 class also balances BOT 105, Ethnobotany, by addressing Hawaiian uses of animals as opposed to plants. This class compliments the Hawaiian Studies emphasis of the college.

Requested by: [Signature] 4/19/02

Approved by: [Signature] 9/24/02

Dean of Instruction

Provoest

CCCM #6100 (Amended for WCC use October 2001)
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: ZOOL 105 Hawaiian Use of Fish and Aquatic Invertebrates

Signatures

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

   [Signatures]
   [Dates: 4/18/02, 4/18/02, 4/19/02]

2. Department

   [Signature: Department Chairperson]
   [Date: 4/19/02]

3. Division

   [Signature: Date: 4/19/02]

4. Curriculum Committee Review

   Approved 7-0
   [Signature: Jean Ishiiya]
   [Date: 9/24/02]

   [Reason]

   [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.

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

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 class is unique in that it is not offered by any University of Hawaii campus. However, the class is much like BOT 105, Ethnobotany, with the exception of dealing with animals rather than plants. The class is in line with other interdisciplinary classes that integrate knowledge in Hawaiian history, culture, and environment (e.g., Polynesian Voyaging and Surf Science).

5. Is a similar course taught in the upper division level by a 4-year UH college? * If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

no

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 October 2001)
Original dated WCC 9/91
Course
Submitted by
Date April 3, 2002

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 October 2001)
Original dated WCC 9/01
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

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 ZOOL 105 Hawaiian Use of Fish and Aquatic Invertebrates

Submitted by Dave Krupp

Date April 3, 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.

   none

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

   N/A

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: Hawaiian Use of Fish and Aquatic Invertebrates
COURSE ALPHA: ZOOL 105
CREDIT HOURS: 03

CATALOG DESCRIPTION:
A study of fish and aquatic invertebrates used traditionally by Native Hawaiians. This class will examine the role of fish and aquatic invertebrates in Hawaiian culture and resource acquisition, utilization and management.

REQUIREMENTS COURSE SATISFIES:

PREREQUISITES: None

RECOMMENDED SPECIAL PREPARATION:
High school biology.

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:
ZOOLOGY 105 WEBPAGE:
EFFECTIVE DATE:
COURSE GOALS

Upon completion of this course the student should understand and appreciate the importance of fish and aquatic invertebrates in Hawaii culture and resource acquisition, utilization and management. In addition, the student should become familiar with the common species of native Hawaiian aquatic animals used in old Hawaii and recent times.

COURSE OBJECTIVES

Upon completion of this course a student should be able to:

1) describe the origin of Hawaiian aquatic fauna in relationship to the geologic history of the Islands and human introductions; relate these animals to the environments in which they occur; distinguish between aquatic animals of native origin and those introduced by humans;

2) identify (common names, scientific names, and Hawaiian names) the fish and aquatic invertebrates used in old Hawaii and recent times and the roles these species played in Hawaiian culture and resource utilization (e.g., food and food preparation, tools, building materials, wearing apparel, ornaments, art, weapons, games, medicine, legends, cultural practices, and spiritual beliefs and activities); and

3) describe the various methods whereby aquatic animals were acquired, cultured, and managed (e.g., fishing technologies, Hawaiian fishponds, the ahupua'a system of resource management, apportionment of resources, the kapu system, etc.)

MODE OF INSTRUCTION

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

1. Assigned readings
2. Class lecture and demonstrations
3. Webpage and Internet resources

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 five 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 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.

METHOD OF GRADING

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

- Essay Assignments (five @ 10 points each) ....................... 50 points
- Quizzes (ten @ 10 points each) ............................................. 100 points
- Lecture Examinations (two @ 100 points each) .................... 200 points

TOTAL ................................................................................... 350 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, 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

ZOOl 105 includes substantial biological science content. Understanding 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 biology will be introduced to you in the context of biology. You will need to understand and use these terms in a biological science context.

While you may be provided with lecture outlines that include study guides (sold through the college bookstore), 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

The required textbooks are:


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.]


Recommended texts include:


Selected readings from the following texts may also be used:


Other reading materials may be handed out in class, placed on reserve in the library, or accessed from web pages (see http://krupp.wcc.hawaii.edu/ZOOL105/zool105.htm).

OTHER INFORMATION

Important Dates:

Last day to add or drop a class ........................................
Last day of erase period...................................................
Last day for official withdrawal ........................................

Instructor's Office Hours (or by appointment):
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<th>DAY</th>
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<tr>
<td>Tu</td>
<td>Course Introduction</td>
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<td>Geology and Geography of Hawai'i</td>
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<td>Tu</td>
<td>The Environments and Ecosystems of Hawai'i</td>
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<td>Origins of Hawaiian Fauna</td>
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<td>A Brief History of Human Arrivals in Hawai'i</td>
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<td>Overview of Human Impacts on the Hawaiian Environment and Fauna</td>
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<td>Animal Classification and Nomenclature</td>
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<td>Basic Fish Biology</td>
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<td>Fish as Food</td>
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<td>Traditional Fishing Technologies</td>
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<td>Hawaiian Fishponds</td>
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<td>Supply and Conservation</td>
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<td>Fish in Belief and Religion</td>
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<td>Other Uses of Fish</td>
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<td>MIDTERM EXAMINATION</td>
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<td>The Biology and Uses of Freshwater Animals</td>
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<td>Marine Invertebrates: Sponges</td>
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<td>Marine Invertebrates: Corals and Other Cnidarians</td>
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<td>Marine Invertebrates: Molluscs &amp; Arthropods</td>
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