ANNUAL ASSESSMENT

for the

Academic Subject Certificate – Hawaiian Studies Program

for

Academic Year 2004 - 2005

March 10, 2006
Program Review Health Indicator Summary

Hawaiian Studies Program
for AY 2004 - 2005

Overall Program Status

<table>
<thead>
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Overall Program Demand

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Overall Program Efficiency

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Overall Program Outcome

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### Abbreviations and Acronyms Used in this Program Review

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
</table>
| APAPA        | Academic Planning, Assessment, and Policy Analysis  
Office of the Associate Vice President  
Community Colleges Academic Affairs,  
University of Hawaii |
| ASC          | Academic Subject Certificate |
| CTE          | Career and Technical Education |
| FTE          | full-time equivalent |
| IEC          | Institutional Effectiveness Committee |
| IRO          | Institutional Resource Office, University of Hawaii, Manoa |
| PHI          | Program Health Indicator |
| UH           | University of Hawaii |
| WCC          | Windward Community College |
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</tbody>
</table>
Mission Statements

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.

Program mission statement

The purpose of the Academic Subject Certificate (ASC) in Hawaiian Studies is to prepare students for careers in education at all levels of the education profession, in the visitor industry and in all fields requiring expertise in Hawaiian subject matter, including the performance and graphic arts. The Certificate also provides skills and knowledge of matters Hawaiian that enhance personal understanding and appreciation.

The specific objectives of the program are to:

1. Strengthen and fulfill the UH Master Plan directive and the WCC Academic Development Plan mission toward establishing a viable and enhanced Hawaiian Studies focus across the curriculum at WCC.

2. Enhance interest in and growth of Hawaiian Studies curriculum and offerings at WCC.

3. Satisfy State needs towards the promulgation of Hawaiian Studies in the State education system.

4. Encourage students to continue on toward further educational goals in the field of Hawaii Studies and related disciplines.

5. Meet community needs for skills and knowledge in the applications of Hawaii Studies.

(source: ASC Hawaiian Studies Proposal, November 1997)
Part I. Executive Summary of Program Status

Review of the program rating

Based on available data, this program has been rated “Healthy” in the four indicator summary areas, Overall Program Status, Overall Program Demand, Overall Program Efficiency, and Overall Program Outcome.

The program has received “Healthy” ratings due to the strong demand for the program, the high level of efficiency in the administration of the program, the high level of FTE faculty participation and the low level of the use of lecturers. Enrollment in the program is strong and it is anticipated to remain so. The resources allocated to the program are sufficient to support the program and no re-allocation of resources is anticipated.

It is recommended that the following programmatic needs be addressed: 1) the recently-developed SLOs have not yet been adequately assessed and modified; 2) positive program outcomes such as the attainment of student educational goals, persistence, graduation rates, occupational placement and employer satisfaction, among other indicators, are yet to be adequately tracked; and 3) at least 20% of the curriculum has not been recently reviewed. In addition, student satisfaction surveys need to be administered. This area of the program needs to be strengthened through the acquisition of supporting information.

Response to previous program review recommendations

This is the first formal review of the program. As such there are no previous annual or five-year program review recommendations to respond to.
Part II. Program Description

Description and history of the program

What comprises Hawaiian Studies? Broadly speaking, Hawaiian Studies is a cross-disciplinary concentration comparable to other existing subject area foci, such as American Studies, Asian Studies, Native American Studies, Pacific Studies and Polynesian Studies, etc.

More precisely, Hawaiian Studies can be described as an academically-defined and accepted cross-disciplinary approach to the subject matter, which is defined as (a) that which broadly pertains to Hawaii in general and the people(s) of Hawaii, as (b) that which more narrowly pertains to the Native Hawaiians and their heritage, or (c) a combination of (a) and (b).

At WCC “Hawaiiana” courses were initiated beginning in 1972-73, in the year that the College was first established. As enrollment at the college grew, there was a notable increase in the demand for and enrollment in courses pertaining to Hawai and its heritage. Hawaiian Studies core course enrollment more than doubled between 1992 and 1996, while native Hawaiian student enrollment increased to some 27% of the College enrollment by 1995-96.

In 1997 in response to this demand and in concert with the University of Hawaii Strategic Plan, 1996-2006, and the College’s Academic Development plan of 1996, a proposal was submitted to the Chancellor for Community Colleges to establish an Academic Subject Certificate in Hawaiian Studies. The program was approved in 1998 and implemented at the College in Spring Semester 1998.

This review shows that there is a continuing need to meet the increased and growing interest and enrollment in Hawaiian Studies and related courses at the College. This ASC meets student and community demand for certification for those not continuing on toward the A.A. or the bachelor’s degree and it also enhances the employability of individuals in such areas as the visitor industry and other areas requiring skill and knowledge in Hawaiian subject matter, or for those seeking personal enrichment.

Based on past demand for this area of emphasis at the College, it is anticipated that this ASC will continue indefinitely.
Program goals/occupations for which this program prepares students:

* Hawaii Tour Guide
* Hawaiian Community Outreach Worker/Mediator
* Hawaiian Hospitality Worker
* Hawaiian Cultural Advisor/Mentor
* Hawaiian Environmental Educator
* Hawaiian Hula Instructor
* Hawaiian Immersion School Educator
* Hawaiian Language Instructor
* Hawaiian Language Translator
* Hawaiian Musician/Performer
* Hawaiian Studies Educator

Program student learning outcomes (SLOs)

The SLOs for the program stipulate that a student leaving the program will be able to:

* access sources of information about Hawaii and Hawaiian Studies
* analyze critically information and issues about Hawaii and Hawaiian Studies
* communicate applying correct Hawaiian pronunciation, spelling, basic phrase and sentence patterns
* apply a firm foundation to continued Hawaiian language acquisition
* demonstrate a basic understanding of Hawaii, its natural and social history and its Hawaiian heritage
* identify Hawaiian environmental and community issues and ways to contribute to Hawaii by applying information and understanding gained from the ASC in Hawaiian Studies
* understand, appreciate, articulate and safeguard Hawaii, its unique heritage and identity through having attained the ASC in Hawaiian Studies

These SLOs are under review and the program is working with the IEC to assess their outcomes.

Admission requirements

There are no admission requirements to the program.
Credentials, licensures offered

There are no credentials or licensures offered as part of the program. An Academic Subject Certificate (ASC) is awarded to the students who complete the program.

Faculty and staff

One FTE faculty member, Assistant Professor F. Meinecke, is the Coordinator and lead instructor of the program. When necessary, lecturers are used to augment the program offerings. There are no staff positions assigned to the program.

Resources

The resources allocated to the program are sufficient to support the attainment of its mission, goals and objectives. There are two FTE faculty members allocated to the program. The program has new and adequate facilities in Hale 'A'o which serves as a central location for the program.

Articulation agreements

There are no articulation agreements with this program within the University of Hawaii system.

Community connections, advisory committees, internships, co-ops, DOE connections

The Hawaiian Studies Advisory Committee is composed of the following members:

- Thomas Cummings
- Roy Fujimoto
- Mark Hamasaki
- Rubellite Kawena Johnson
- Fred Kalani Meinecke
- Adrian Kealoha Keohokalole
- Emalia Keohokalole
- Hirini Moko Mead
- Robert Suggs
- Emil Wolframmm

Distance education programs

There are no distance education programs associated with this program.
Part III. Quantitative Indicators for Program Review

Demand/Efficiency

Current and projected positions in the occupation (for CTE programs)
Information not available

Annual new positions in the State (for CTE programs)
Information not available

Number of applicants
Information not available
Student semester hours for all program classes

No data available
Number of classes taught

The number of Hawaiian Studies classes taught in 2004-2005 was 17.

The number of Faculty semester credits was 50.

The number of Lecturer semester credits was 8.

There were no small courses.

Hawaiian Studies Program Classes Offered in 2004-2005

In AY 2004-2005, the following courses were offered. This record keeping is important as it allows us to know if the course offerings are sufficient to allow students to complete required program courses in two years.

Fall 2004:

HAW 101 [3 sections]
HAW 201 [1 section]
HAWT 107 [4 sections]

Spring 2005:

HAW 102 [2 sections]
HAW 202 [1 section]
HAWST 107 [5 sections]
HAWST 270 [1 section]
Average class size
Data not available

Class fill rate
Data not available
FTE of BOR appointed program faculty

Through AY 2004-2005, this program was supported by only one FTE faculty member. As of Spring semester, 2006, an additional FTE faculty member was added, a 100% increase in FTE faculty count.
Semester credits taught by lecturers

In 2004-2005, one lecturer taught a total of 8 semester credits; 4 credits in each of the two semesters.

Percent of classes taught by lecturers

The one lecturer taught 12.5% of the classes in Fall 2004 and 11.1% of the classes in Spring 2005.
**FTE workload**

The only FTE faculty member in this program in 2004-2005 carried an FTE workload of 13 semester credits per semester.

**Majors per FTE faculty**

There are no data available to present the number of majors per FTE faculty.

**Number of certificates awarded in this program**

The number of ASC certificates earned in the Hawaiian Studies program for 2004-2005 was six (6), reflecting a 300% increase in the ASC certificates earned in the previous year.
Cost of the program per student major

There are no data available to present the cost of the program per student major.
Outcomes

Note: the program has gathered little information regarding outcomes; it is an area of weakness that the program will be strengthening in the future.

Attainment of student educational goals

The program has no information regarding the attainment of student goals.

Persistence of majors Fall to Spring

The program has no information regarding the persistence of majors from Fall to Spring.

Graduation rate

The program has no information regarding graduation rates of its students.

Transfer rates

The program has no information regarding transfer rates of its students.

Success at another UH campus (based on GPA)

The program has no information regarding the success of its students at other UH campuses.

Occupational placement in jobs

The program has no information regarding the placement of its students in jobs after they leave the program.

Licensure information where applicable

Licensure information does not apply to this program.
Graduate/Leaver survey results (for CTE programs)

The program has no Graduate/Leaver survey results for its students.

Perkins core indicators/PHIs for CTE programs

The program is not a vocational program and as such the Perkins core indicators are not applicable to the program.
Part IV. Assessment Results Chart for Program SLOs

Assessment Results Charts are being developed in accordance with IEC plans and activities.
Part V. Curriculum Revision and Review

The curriculum for this program has not undergone the required review of 20% of the courses in the program on a yearly basis. The program is presently submitting four courses to the curriculum committee for review.

Description of the program's curriculum

This certificate consists of a minimum of 25 total credits with three different areas of emphasis: Language, History/Culture, and Science. See course descriptions for prerequisites.

Required Core Courses for all Areas of Emphasis (11 credits)

HAW 101 Elementary Hawaiian I (4)
HAW 102 Elementary Hawaiian II (4)
HWST 107 Hawai‘i: Center of the Pacific (3)

Required Courses for Area of Emphasis (6 - 9 credits)

(Select one Area of Emphasis)
Language (8 credits)
HAW 201 Intermediate Hawaiian I (4)
HAW 202 Intermediate Hawaiian II (4)

Recommended Electives for Language Emphasis

HPER 124 Dances of Hawai‘i I (1)
HPER 125 Dances of Hawai‘i II (1)
History/Culture (6 credits)
HIST 224 History of Hawai‘i (3)
HAWST 270 Hawaiian Mythology (3) or REL 205 Understanding Hawaiian Religion (3)

Recommended Electives for History/Culture Emphasis

HPER 124 Dances of Hawai‘i I (1)
HPER 125 Dances of Hawai‘i II (1)
IS 160 Polynesian Voyaging & Seamanship (3)
IS 260 Polynesian Voyaging & Seamanship (3)

Science (9 credits)

BOT 105 Ethnobotany (3)
IS 160 Polynesian Voyaging & Seamanship (3)
IS 260 Polynesian Voyaging & Seamanship (3)

Recommended Electives for Science Emphasis
**Introduction**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ASTR 110</td>
<td>Introduction to Astronomy</td>
<td>(3)</td>
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<tr>
<td>BIOL 200</td>
<td>Coral Reefs</td>
<td>(3)</td>
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<tr>
<td>BOT 130</td>
<td>Plants in the Hawaiian Environment</td>
<td>(4)</td>
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<tr>
<td>BOT 181</td>
<td>Plant Sea Life</td>
<td>(4)</td>
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<tr>
<td>GG 103</td>
<td>Geology of the Hawaiian Islands</td>
<td>(3)</td>
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<tr>
<td>OCEAN 201</td>
<td>Science of the Sea</td>
<td>(3)</td>
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<tr>
<td>ZOOL 107</td>
<td>Identification of Hawaiian Fishes</td>
<td>(3)</td>
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**Electives (5 - 8 credits)**

Any one course can be used only once in each Academic Subject Certificate.

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<tr>
<th>Course Code</th>
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<td>The Hawaiian Fishpond</td>
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<td>AQUA 201L</td>
<td>The Hawaiian Fishpond Lab</td>
<td>(1)</td>
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<tr>
<td>ART 189</td>
<td>Ka Unu Pa’a—Introduction to Hawaiian Art &amp; Design</td>
<td>(3)</td>
</tr>
<tr>
<td>ASTR 110</td>
<td>Introduction to Astronomy</td>
<td>(3)</td>
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<td>BIOL 200</td>
<td>Coral Reefs</td>
<td>(3)</td>
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<tr>
<td>BOT 105</td>
<td>Ethnobotany</td>
<td>(3)</td>
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<tr>
<td>BOT 130</td>
<td>Plants in the Hawaiian Environment</td>
<td>(4)</td>
</tr>
<tr>
<td>BOT 181</td>
<td>Plant Sea Life</td>
<td>(4)</td>
</tr>
<tr>
<td>GEOG 122</td>
<td>Geography of Hawai’i</td>
<td>(3)</td>
</tr>
<tr>
<td>GG 103</td>
<td>Geology of the Hawaiian Islands</td>
<td>(3)</td>
</tr>
<tr>
<td>GG 210</td>
<td>O‘ahu Field Geology</td>
<td>(1)</td>
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<tr>
<td>GG 211</td>
<td>Big Island Field Geology</td>
<td>(1)</td>
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<tr>
<td>GG 212</td>
<td>Maui Field Geology</td>
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<tr>
<td>GG 213</td>
<td>Moloka‘i, La‘ na‘i, and Kaho‘olawe Field Geology</td>
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<td>GG 214</td>
<td>Kaua‘i and Ni‘ihau Field Geology</td>
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<td>HAW 201</td>
<td>Intermediate Hawaiian I</td>
<td>(4)</td>
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<tr>
<td>HAW 202</td>
<td>Intermediate Hawaiian II</td>
<td>(4)</td>
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<td>HWST 270</td>
<td>Hawaiian Mythology</td>
<td>(3)</td>
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<tr>
<td>HIST 224</td>
<td>History of Hawai’i</td>
<td>(3)</td>
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<td>HPER 124</td>
<td>Dances of Hawai’i I</td>
<td>(1)</td>
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<tr>
<td>HPER 125</td>
<td>Dances of Hawai’i II</td>
<td>(1)</td>
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<tr>
<td>IS 160A/B</td>
<td>Polynesian Voyaging and Seamanship</td>
<td>(3)</td>
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<td>IS 160L</td>
<td>Polynesian Voyaging and Seamanship Lab</td>
<td>(1)</td>
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<tr>
<td>IS 201</td>
<td>The Ahupua’a</td>
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<td>IS 260A/B</td>
<td>Polynesian Voyaging and Stewardship</td>
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<td>IS 260L</td>
<td>Polynesian Voyaging and Stewardship Lab</td>
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<tr>
<td>MUS 121F</td>
<td>Beginning Slack Key Guitar</td>
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<tr>
<td>MUS 122F</td>
<td>Intermediate Slack Key Guitar I</td>
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<td>MUS 121Z</td>
<td>Beginning ‘Ukulele</td>
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<td>MUS 130F</td>
<td>Slack Key Guitar Ensemble</td>
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<td>MUS 177</td>
<td>Introduction to Hawaiian Music</td>
<td>(3)</td>
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<tr>
<td>OCEAN 201</td>
<td>Science of the Sea</td>
<td>(3)</td>
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<tr>
<td>POLS 180</td>
<td>Introduction to Hawaiian Politics</td>
<td>(3)</td>
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<tr>
<td>REL 205</td>
<td>Understanding Hawaiian Religion</td>
<td>(3)</td>
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<tr>
<td>SOC 250</td>
<td>Community Forces in Hawai’i</td>
<td>(3)</td>
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<td>ZOOL 105</td>
<td>Hawaiian Use of Fish and Aquatic Invertebrates</td>
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Part VI. Student Satisfaction Survey Results

The program currently has no information regarding student satisfaction surveys. A student satisfaction survey will be developed.
Part VII. Analysis of the Program

Alignment with the mission statement

This program is closely aligned with the mission statement.

The program has strengthened and fulfilled the UH Master Plan directive and the WCC Academic Development Plan mission toward establishing a viable and enhanced Hawaiian Studies focus across the curriculum at WCC and it has also satisfied State needs towards the promulgation of Hawaiian Studies in the State.

Strengths and weaknesses based on analysis of data

The available data indicate that the program strengths lie in being adequately supported and that the historical and projected program demand is high. Program weaknesses are generally in the area of empirical and anecdotal information gathering with which to document and improve outcomes.

Evidence of quality

There is no factual evidence of quality for the program.

There is a large amount of anecdotal evidence of quality mostly gathered by “word-of-mouth” comments received by those involved in the program.

Evidence of student learning

There is little present evidence of student learning. This omission will be corrected by the efforts planned, in conjunction with the IEC, to gather evidence regarding student learning.

Resource sufficiency

The program is sufficiently supported at its present levels.

Recommendations for improving outcomes

To improve program outcomes the program needs to continue to work closely with the IEC and the implementation of plans jointly developed and to develop mechanisms to gather outcome information.
Part VIII. Action Plan

The program has developed the following action plan:

This Annual Assessment, the first formal review of the Academic Subject Certificate – Hawaiian Studies program for Academic Year 2004-2005 was prepared by Windward Community College Institutional Researcher, Professor Jeffrey Hunt, utilizing the compiled data available to him and by faculty member Assistant Professor F. Meinecke, coordinator for Hawaiian Studies.

As noted in part VII. Analysis of the Program, in discussion of the strengths and weaknesses based on analysis of data, program strengths are attributed to adequate support and to high program demand. Program weaknesses are “in the area of empirical and anecdotal information gathering with which to document and improve outcomes.”

One means of addressing the current dearth of empirical and anecdotal information enabling the program the means of tracking ASC-Hawaiian Studies students may be the creation of a Hawaiian Studies faculty advisor to advise and track all declared ASC-Hawaiian Studies candidates. Such a resource, at little or no cost to the program, would be an easily implementable means of surveying student satisfaction and outcomes prior to and after leaving our institution. Currently, WCC data on student transfer rates, success at another UH campus (based on GPA), occupational placement in jobs and employer satisfaction remain elusive, if non-existent.

As of this writing, SLOs and assessment means for evaluating student learning outcomes are being developed for all courses in this ASC-Hawaiian Studies program.
Part IX. Budget Implications

The program’s Action Plan and the improvement of outcome gathering has the following budget implications: the implementation of the faculty advisor capacity may require assigned time.
Appendices

A. Academic Program Profile Data

ART 189: A. Landgraff (Lec.)
ASTR 110: J. Hudson (Lec.), M. Kessler (Lec.)
BIOL 200: D. Krupp (FTE), M. Miliefsky (Lec.), M. Smith (Lec.)
BOT 105: A. Nishimoto (Lec.)
BOT 130: A. Nishimoto (Lec.)
GEOG 122: T. Ikagawa (FTE)
GG 103: F. McCoy (FTE)
GG 210: F. McCoy (FTE)
GG 211: F. McCoy (FTE)
GG 212: F. McCoy (FTE)
GG 213: F. McCoy (FTE)
GG 214: F. McCoy (FTE)
HAW 101: K. Hoe (FTE), F. Meinecke (FTE), C. Silva (Lec.)
HAW 102: K. Hoe (FTE), F. Meinecke (FTE), C. Silva (Lec.)
HAW 201: K. Hoe (FTE), F. Meinecke (FTE), C. Silva (Lec.)
HAW 202: K. Hoe (FTE), F. Meinecke (FTE), C. Silva (Lec.)
HAWST 107: K. Hoe (FTE), F. Meinecke (FTE)
HAWST 270: K. Hoe (FTE)
HIST 224: P. Field (FTE)
HPER 124: E. Tenn (Lec.)
HPER 125: E. Tenn (Lec.)
IS 160: J. Ciotti (FTE), K. Hoe (FTE), F. McCoy (FTE)
IS 160L: L. Dierks (FTE)
IS 201: W. Kong (FTE), C. Tamaru (Lec.)
IS 260: J. Ciotti (FTE), K. Hoe (FTE), F. McCoy (FTE)
IS 260L: L. Dierks (FTE)
MUS 121F: R. Loo (FTE)
MUS 121Z: R. Loo (FTE)
MUS 122F: R. Loo (FTE)
MUS 130F: R. Loo (FTE)
MUS 177: R. Loo (FTE), F. Meinecke (FTE), G. Moore (FTE)
OCEAN 201: F. McCoy (FTE)
POLS 180: R. Fujimoto (FTE)
REL 205: K. Hoe (FTE)
SOC 250: A. Yanagisako (Lec.)
ZOOL 105: D. Krupp (FTE)
ZOOL 107: D. Krupp (FTE)
B. Windward Community College Academic Subject Certificate
Hawaiian Studies
Hawaiian Studies

The ASC in Hawaiian Studies prepares students for careers in education, the visitor industry, or in fields requiring expertise in Hawaiian subject matter. This certificate consists of a minimum of 25 total credits with three different areas of emphasis: Language, History/Culture, and Science. See course descriptions for prerequisites.

Required Core Courses for all Areas of Emphasis (11 credits)
HAW 101 Elementary Hawaiian I (4)
HAW 102 Elementary Hawaiian II (4)
HWST 107 Hawai‘i: Center of the Pacific (3)

Required Courses for Area of Emphasis (6-9 credits)
(Select one Area of Emphasis)

Language (8 credits)
HAW 201 Intermediate Hawaiian I (4)
HAW 202 Intermediate Hawaiian II (4)

Recommended Electives for Language Emphasis
HPER 124 Dances of Hawai‘i I (1)
HPER 125 Dances of Hawai‘i II (1)

History/Culture (6 credits)
HIST 224 History of Hawai‘i (3)
HWST 270 Hawaiian Mythology (3) or REL 205 Understanding Hawaiian Religion (3)

Recommended Electives for History/Culture Emphasis
HPER 124 Dances of Hawai‘i I (1)
HPER 125 Dances of Hawai‘i II (1)
IS 160 Polynesian Voyaging & Seamanship (3)
IS 260 Polynesian Voyaging & Seamanship (3)

Science (9 credits)
BOT 105 Ethnobotany (3)
IS 160 Polynesian Voyaging & Seamanship (3)
IS 260 Polynesian Voyaging & Seamanship (3)

Recommended Electives for Science Emphasis
ASTR 110 Introduction to Astronomy (3)
BIOI 200 Coral Reefs (3)
BOT 130 Plants in the Hawaiian Environment (4)
BOT 181 Plant Sea Life (4)
GG 103 Geology of the Hawaiian Islands (3)
OCEAN 201 Science of the Sea (3)
ZOOL 107 Identification of Hawaiian Fishes (3)

Electives (5-8 credits)
Any one course can be used only once in each Academic Subject Certificate.
AQUA201 The Hawaiian Fishpond (3)
AQUA 201L The Hawaiian Fishpond Lab (1)
ART 189 Ka Unu Pa’a–Introduction to Hawaiian Art & Design (3)
ASTR 110 Introduction to Astronomy (3)
BIOI 200 Coral Reefs (3)
BOT 105 Ethnobotany (3)
BOT 130 Plants in the Hawaiian Environment (4)
BOT 181 Plant Sea Life (4)
GEOG 122 Geography of Hawai‘i (3)
GG 103 Geology of the Hawaiian Islands (3)
GG 210 O‘ahu Field Geology (1)
GG 211 Big Island Field Geology (1)
GG 212 Maui Field Geology (1)
GG 213 Moloka‘i, Lā‘na‘i, and Kaho‘olawe Field Geology (1)
GG 214 Kaua‘i and Ni‘ihau Field Geology (1)
HAW 201 Intermediate Hawaiian I (4)
HAW 202 Intermediate Hawaiian II (4)
HWST 270 Hawaiian Mythology (3)
HIST 224 History of Hawai‘i (3)
HPER 124 Dances of Hawai‘i I (1)
HPER 125 Dances of Hawai‘i II (1)
IS 160A/B Polynesian Voyaging and Seamanship (3)
IS 160L Polynesian Voyaging and Seamanship Lab (1)
IS 201 The Ahupua‘a (3)
IS 260A/B Polynesian Voyaging and Stewardship (3)
IS 260L Polynesian Voyaging and Stewardship Lab (1)
MUS 121F Beginning Slack Key Guitar (1)
MUS 122F Intermediate Slack Key Guitar I (1)
MUS 121Z Beginning ‘Ukulele (1)
MUS 130F Slack Key Guitar Ensemble (1)
MUS 177 Introduction to Hawaiian Music (3)
OCEAN 201 Science of the Sea (3)
POLS 180 Introduction to Hawaiian Politics (3)
REL 205 Understanding Hawaiian Religion (3)
SOC 250 Community Forces in Hawai‘i (3)
ZOOl 105 Hawaiian Use of Fish and Aquatic Invertebrates (3)