

Curriculum Proposal Cover Sheet – Program/Degree/Certificate

Routing procedure – Official Signatures on Signature Page

Program Name: HWST

or
Course Alpha & Number: HWST 286

Author: Kanele Dukelow

Proposal Type:	
<input checked="" type="checkbox"/>	Addition
<input type="checkbox"/>	Modification
<input type="checkbox"/>	Deletion

Date of Activity:

- _____ Author Signature
- _____ Curriculum Representative Signature
- _____ Department Chair Signature
- _____ Curriculum Chair Signature
- _____ Proposals Posted in Website for General Review
- _____ Academic Senate Chair Signature
- _____ Chief Academic Officer Signature
- cmf _____ Chancellor Signature
- _____ NEW DEGREES ONLY! Chief Academic Officers Approval
- _____ NEW DEGREES ONLY! Board of Regents Approval
- _____ Signature Sheet Returned to Curriculum Chair

Distribution, Posting and Follow-Up:

- _____ Notify Proposers of Approval
- _____ Banner & IRO Input
- _____ Catalog Input Complete
- _____ Articulation Forms Forwarded to Articulation Coordinator
- _____ Five-Year Review Database Updated
- _____ Originals Filed in Chief Academic Officer's Office
- _____ Registrar & Counseling Notified

University of Hawaii Maui College

HWST 286 - Kahoolawe: Aloha Aina

1. Course Alpha. Please click on the ? to the right for help.

HWST

2. Course Number. Please click on the ? to the right for help.

286

3. Course Title/Catalog Title. Please click on the ? to the right for help.

Kahoolawe: Aloha Aina

4. Number of Credits. Please click on the ? to the right for help.

3

5. Contact Hours/Type. Please click on the ? to the right for help.

- Hour lecture (3)

6. Course Description. Please click on the ? to the right for help.

Develops and expands students' consciousness towards Kahoolawe and the practice of Aloha Aina. Employs a native Hawaiian worldview in studying the cultural history of Kahoolawe. Provides hands-on opportunities to practice Aloha Aina. Empowers students to become stewards and participate in the protection, restoration, and revitalization of Hawaii Nei. Requires access and volunteer work on Kahoolawe.

7. Pre-Requisites. Please click on the ? to the right for help.

HWST 107 or HWST 231, either with grade C or better; or consent.

8. Co-requisites.

NA

9. Recommended Preparation.

NA

10. Is this a cross-listed course? Please click on the ? to the right for help.

NO

11. Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.

This is a new course. Spring 2013 marks the official start of the AA in Hawaiian Studies. This is one of a series of 200 level courses that will be rolled out to expand program offerings.

12. **Effective Semester and Year.** For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.

Fall 2013

13. **Grading Method.** What grading methods may be used for this course? Please click on the ? to the right for help.

- Standard (Letter,Cr/NCr,Audit) (0)

14. **Is this course repeatable for credit? How often can this course be counted toward a degree or certificate?** Please click on the ? to the right for help.

NO

15. **Course Student Learning Outcomes (SLOs).** DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.

Course SLO/Competency	Explore Hawaiian cultural concepts and practices and their connection to traditional and modern land use and resource management.	Interpret Hawaiian cultural concepts and practices in academic and applied contexts.	Explore Hawaiian land use concepts and practices as they relate to the history and the environmental restoration of Kahoolawe and the surrounding ocean.	Analyze Hawaiian land use concepts and practices, as they were applied and/or ignored over time.	Demonstrate Hawaiian land use concepts and practices in applied contexts.	Explore and interpret the history of Kahoolawe during various periods: Pre-Haole, Chiefly, Monarchy, Territory, State, Renaissance and Present.	Investigate and distinguish similar issues around the world that relate to traditional land use, military occupation and political movements.
Explore and advance Hawaiian cultural concepts and practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Explore traditional Hawaiian land use concepts and practices.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Develop an understanding of the power relationships between the state, the nation and Hawaiians.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compare other indigenous and ethnic groups to identify Hawaiian politics within the global environment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO/PSLO	Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.	Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and	Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using
<p><i>to reach problems, and opportunities?</i></p> <p><i>why just 5.5?</i></p> <p><i>what does this mean?</i></p>			

		social sciences in academics and in other professional endeavors.	college-level research and writing methods.
Explore and advance Hawaiian cultural concepts and practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Explore traditional Hawaiian land use concepts and practices.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop an understanding of the power relationships between the state, the nation and Hawaiians.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compare other indigenous and ethnic groups to identify Hawaiian politics within the global environment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.

Competency
Explore Hawaiian cultural concepts and practices and their connection to traditional and modern land use and resource management.
Interpret Hawaiian cultural concepts and practices in academic and applied contexts.
Explore Hawaiian land use concepts and practices as they relate to the history and the environmental restoration of Kahoolawe and the surrounding ocean.
Analyze Hawaiian land use concepts and practices, as they were applied and/or ignored over time.
Demonstrate Hawaiian land use concepts and practices in applied contexts.
Explore and interpret the history of Kahoolawe during various periods: Pre-Haole, Chiefly, Monarchy, Territory, State, Renaissance and Present.
Investigate and distinguish similar issues around the world that relate to traditional land use, military occupation and political movements.

17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

- Week 1: Chiefly Period History of Kahoolawe
- Week 2: Wahi Pana and Related Traditional Cultural Concepts and Practices; Cultural Applications
- Week 3: Monarchy and Post Kingdom History of Kahoolawe
- Week 4-5: Hawaiian Land Use Concepts and Practices
- Week 6-7: Aloha Aina in Modern History and Contemporary Issues; Cultural Applications
- Week 8-9: Identification and Protection of Cultural Resources; Cultural Applications
- Week 10-11: Management and Restoration Strategies of Natural Resources; Cultural Applications
- Week 12-13: Related Indigenous issues of traditional land use, military occupation and political movements.
- Week 14-15: Volunteer Access Opportunities; Cultural Applications
- Week 16: Final Presentations

18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.

Program SLO
Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences in academics and in other professional endeavors.
Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research

and writing methods.

19. College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

<input checked="" type="checkbox"/>	Creativity - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
<input checked="" type="checkbox"/>	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level
	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
<input checked="" type="checkbox"/>	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level

GenED SLO

Creativity - Able to express originality through a variety of forms.

Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.

Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.

Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.

- Classroom/Lab (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.

shdown, Inez. Recollections of Kaho'olawe . Honolulu: Topgallant Co., LTD., 1979.

- Dames, and Moore, eds. Ola I Ke Kai O Kanaloa, Kaho'olawe Ocean Management Plan. Rep.

- Kaho'olawe Island Reserve Commission, 1997.
- Kaho'olawe Aloha 'Aina . Dir. Na Maka O Ka 'Aina. Prod. Protect Kaho'olawe 'Ohana. VHS. 1992.
 - Kaho'olawe Aloha 'Aina, Geogre Helm . Prod. Ken Yasso, Kevin Coates, Steve Morse, Joan Lander, and Protect Kaho'olawe 'Ohana. VHS. Na Maka O Ka 'Aina, 1977.
 - Kaho'olawe Island Conveyance Commission. Kaho'olawe Island: Restoring a Cultural Treasure: Final Report of the Kaho'olawe Island Conveyance Commission to the Congress of the United States. Rep. 1993.
 - Kaho'olawe: The Breath of our Ancestors . Prod. Kaho'olawe Island Reserve Commission and Hawai'i Pacific University. DVD. 2003.
 - Levin, Wayne, Franco Salmoiraghi, and David Ulrich. Kaho'olawe : Na Leo O Kanaloa: Chants and Stories of Kaho'olawe. New York: Ai Pohaku P, 1995.
 - McAllister, J. Gilbert. Archaeology of Kaho'olawe. Honolulu: Bernice P. Bishop Museum, 1933.
 - McGregor, Davianna Pomaika'i. "Kaho'olawe: Rebirth of the Sacred." Na Kua'aina, Living Hawaiian Culture. Honolulu: University of Hawai'i P, 2007. 249-85.
 - McKinzie, Edith. Na Mo'i O Kaho'olawe: The Administrators of Kaho'olawe. Rep. no. 15. Kaho'olawe Island Conveyance Commission.
 - Morales, Rodney, ed. Ho'i Ho'i Hou, A Tribute to George Helm and Kimo Mitchell. Honolulu: Bamboo Ridge Press, 1984.
 - PBR Hawai'i, ed. Palapala Ho'onohonoho Moku'aina O Kaho'olawe, Kaho'olawe Use Plan. Rep. Kaho'olawe Island Conveyance Commission, 1995.
 - Ritte, Walter, and Richard Sawyer. Na Mana'o Aloha O Kaho'olawe. Honolulu: Aloha Aina O Na Kupuna, Inc., 1978.
 - Social Science Research Institute, University of Hawai'i, ed. Ho'ola Hou I Ke Kino O Kanaloa, Kaho'olawe Environmental Restoration Plan. Rep. Kaho'olawe Island Reserve Commission, 1998.
 - Uncle Harry Kunihi Mitchell. Prod. Na Maka O Ka Aina. VHS. 1996.

23. Maximum enrollment. Please click on the ? to the right for help.

20. Because of the field trip component, the number of students cannot exceed 20.

24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.

NO

25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.

NO

26. Are special or additional resources needed for this course? Please click on the ? to the right for help.

No.

27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.

NO

28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.

No.

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees.

Please click on the ? to the right for help.

Degree	Program	Category
Associate in Arts:	Liberal Arts	HI - Hawai'i Emphasis CO - Human Understanding: Community
AS:	ANY	HU - Humanities
AAS:	ANY	HU - Humanities
BAS:	ANY	HU - Humanities
Developmental/ Remedial:		

Elective for AA in HWST.

Elective for AA in LIB ARTS.

30. Course designation(s) for other colleges in the UH system.

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2012-2013 General Catalog, Page 122.

32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.


Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		
Outcome 1.4 - Gather information and document sources appropriately.		
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		
Outcome 1.8 - Demonstrate proficiency in revision and editing.		
Outcome 1.9 - Develop a personal voice in written communication.		

Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		
Outcome 2.6 - Assess the validity of statistical conclusions.		
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.		
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.		
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		
Outcome 3.3 - Recognize, identify, and define an information need.		
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.		
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.		
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.		
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.		
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.		
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.		
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.		
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.		
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.		
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		
Outcome 5.3 - Formulate research questions that require descriptive and explanatory		

analyses.		
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.		
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.		
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		
Standard 6 - Creativity Able to express originality through a variety of forms.		
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.		
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		
Outcome 6.4: Apply creative principles to discover and express new ideas.		
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		

33. Additional Information

Attachments

-  DH HWST 286

**UNIVERSITY OF HAWAII MAUI COLLEGE
ASSOCIATE IN ARTS DEGREE
REVIEW OF COURSES FOR DIVERSIFICATION REQUIREMENTS**

Any UH course with a diversification or equivalent designation that transfers to another UH campus will be accepted with the sending campus' designation. At each participating UH campus, the diversification designation is consistent with the hallmarks described below. Courses are approved through a campus level process and reviewed at least every five years to ensure that the course continues to meet the hallmarks.

Banner Input Date: _____

SUBJECT ALPHA: HWST COURSE NUMBER: 286

If the course is cross-listed, please provide the cross-listing: Subject _____ Course # _____

Catalog Input Date: _____

COURSE TITLE: KAHO'OLAWA ALOHA 'ĀINA

STAR Check Date: _____

UH MANOA DIVERSIFICATION CATEGORY:

UHMC RECOMMENDED CATEGORY: DH

(Refer to attached Hallmarks)

AA Advising Sheet
Update Date: _____

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the stated Hallmarks? Yes No

If "No" and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.

OR

Recommend course be changed to another sub-category: _____

OR

Recommend course be used only as general elective

Katele Dukelow

Instructor's Printed Name

Katele Dukelow 10-29-12

Instructor's Signature Date

Michael Takemoto

Approved by: Diversification Chair Printed Name

Michael Takemoto 11/8/12

Diversification Chair Signature Date