AUTHORIZATION TO PLAN (ATP) AN ACADEMIC PROGRAM (Revised 06/12/07)

Please complete all sections with an emphasis on items 7, 8, 9 and 10. The ATP is not to exceed 5 pages.

1. School/College and Department/Unit Windward Community College

2. Chair/Convener of Planning Committee Dr. Peter Kalawaia Moore

3. Program Category: ___New ___Modified ___Interdisciplinary

4a. Degree or Certificate Proposed: Associate of Arts, Kahua ‘Ike Hawai‘i, Foundation in Hawaiian Studies

4b. List similar degrees or certificates offered in UH System:

   ASC Hawaiian Studies at WCC, MCC, LCC, Kaua‘i CC, KCC
   Certificate in Basic Hawaiian Culture (UH Hilo)
   Certificate of Hawaiian Language at (UH Hilo, UH Mānoa)
   AAS Hawaiian Lifestyles, Lawai‘a, Mahi‘ai Kalo, Hula (Hawai‘i Community College)
   Native Hawaiian Law Certificate (UH Mānoa)

5. Planning
   a. Planning period (not to exceed one year or reapplication is necessary): November 2011 to November 2012
   b. Activities to be undertaken during the planning phase
      i. Create new classes
      ii. Solicit further feedback from interested students, community members, faculty, staff and administration
      iii. Formalize articulation between WCC and baccalaureate 4-year campuses
      iv. Continue planning for the renovation of current Hale A‘o, Hawaiian Studies Building
      v. Hire full time faculty
      vi. Recruit lecturers
   c. Submission date of program proposal November 2012 (or sooner)
   d. Workload/budget implications during planning period

   Windward Community College will be hiring an Instructor, Curriculum and Programmatic Developer (1.0 FTE) through funding acquired in a Title III renovation grant to help design new curriculum, coordinate feedback into the planning process, and formalize agreements between WCC and other institutions and partners.

6. Program Description (Objectives and relationship to campus mission and strategic plan)

   We are proposing a 60-credit Associate of Arts degree in Kahua ‘Ike Hawai‘i, Foundation in Hawaiian Studies. This program is a foundational degree in Hawaiian culture and knowledge. The structure of this degree is patterned after the current WCC Associate of Arts in Liberal Arts, and is meant to allow students to finish their general education core, allowing them to transfer to the four year institutions as a Junior upon completion, while also focusing their two year experience at WCC in Hawaiian Studies. This A.A. degree includes the broader liberal arts requirements and is an expansion upon the Academic Subject Certificate in Hawaiian Studies, which is the current offering at WCC that focuses much more succinctly on just Hawaiian Studies classes.
The Associate of Arts Kahua ‘Ike Hawai‘i has comparable foundation, graduation and diversification requirements to the WCC A.A. in Liberal Arts, and includes the opportunity for student to take up to 12 credits in Hawaiian Studies electives. Students can either concentrate in one area of Hawaiian Studies or broaden their exposure in Hawaiian culture and knowledge (See Appendix A).

The program objectives are to:
1) Provide a foundational introduction to the study of Hawaiian knowledge, and values through exposure to Hawaiian language, history, politics, and culture.
2) Provide exposure and create relationships with sources and mentors of Hawaiian knowledge and traditions that will enhance personal lives and inspire further research in Hawaiian Studies and the practice of Hawaiian culture.
3) Educate students in a base of Hawaiian knowledge that will be an asset in continued studies in broader areas of science, humanities, arts, social sciences, and professional endeavors.
4) Support the development and training of students toward the use of Hawaiian based knowledge and methods in the workforce and in the creation of industries in which Hawaiian knowledge is highly valued.

Our program objectives support Windward Community College’s new mission statement.
“Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu Ko‘olau regions and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.”

We will undoubtedly be able to recruit and retain more Native Hawaiian students through degree offerings like the one proposed here. Already, our college has seen an increase in Native Hawaiian enrollment from 29% in 2006 to 43.5% in 2010 due in part because of an expansion in our Hawaiian focused course offerings. WCC is currently the campus with the highest percentage of Native Hawaiian students in the University of Hawai‘i system.

Our program objectives align with the following aspects of Windward Community College’s Strategic Plan:
Outcome 1.1 Design and implement an effective enrollment management and recruitment plan to increase Native Hawaiian enrollment by 3% or 162 students (from 555 to 717) by 2015, especially targeting students from Kahuku and Waimanalo.
Outcome 1.4 Increase the number of full-time Native Hawaiian students (from 25 to 37) who complete at least 20 credits in the first academic year with a GPA of 2.0 or higher, and the number of part-time Native Hawaiian students (12 to 18) who complete at least 10 credits in the first academic semester with a GPA of 2.0 or higher by 5% per year.
Outcome 1.5 Increase by 5% the number of Native Hawaiian students (from 96 to 142) who reenroll in the Spring semester and persist until Fall each year.
Outcome 1.6 Increase by 6-9% the number of Native Hawaiians (from 45 to 78) who receive degrees or certificates in each Annual Fiscal Year.
Outcome 1.7 Increase by 5% per year compounded the number of Native Hawaiian transfers to UH System and non-system baccalaureate institutions who achieve an average GPA of 3.14.
Outcome 2.1 Increase enrollment, particularly in regions and with groups who are underserved, from 1781 to 2001 students by 2015.
Outcome 2.6 Increase the number of students (from 127 to 175) who receive degrees or certificates in the Annual Fiscal Year by 3-6%.
Outcome 2.8 Increase the diversity and number of programs offered to or in underserved regions by increasing the number and types of programs offered by at least one per two-year period.
Outcome 5.1 Increase the number of faculty and staff from underrepresented demographic groups within EEO parameters.
Program Justification:
This Associate of Arts meets the educational demands of our Windward communities and peoples as expressed in both the SMS Windward Community Needs Assessment (2009, http://www.wcc.hawaii.edu/Governance/Documents/SMS_Educational_Needs.pdf) and the Windward Community College Hawaiian Studies Student Survey Report (2009). In both surveys the community and students stated that they would like to see an expanded Hawaiian Studies program including more course offerings in material Hawaiian culture, history, and language.

The SMS Windward Community Needs Assessment found that of those community members who were likely to go to WCC to take classes 312 of the 400 households surveyed stated that they were more likely to take Hawaiian Studies course offerings than other classes. Most of these respondents were more likely to be Native Hawaiian. These findings show that the development of degree programs like this one, satisfies the stated desires of our community. The development of degrees like this will build toward the college's achievement in areas of Native Hawaiian enrolment, persistence, and graduation. It will also help the college achieve goals and outcomes geared toward the support of students from underrepresented populations, and underserved regions.

In the student survey concerning Hawaiian Studies at WCC conducted in Spring 2009, students expressed overwhelming demand for the offering of additional courses and degrees in Hawaiian Studies at WCC. 60 students expressed interest in pursuing an Associates of Arts in Hawaiian Studies. Of the 315 students surveyed 75% said they had either taken or would like to take Hawaiian Studies courses. Most of the course types they suggested we offer mirrored the SMS suggestions of material culture, history, and language. When asked about different types of Hawaiian Studies degrees our students would be interested in pursuing, 31% of the students surveyed expressed interested in the possibility of pursuing a degree in Hawaiian Studies. Only 41% of students surveyed stated that they had no interest in pursuing a Hawaiian Studies degree of any kind.

Currently, the Hawaiian Studies Coordinator holds the records of 87 students who have declared that they are pursuing the Academic Subject Certificate in Hawaiian Studies. The findings in the student survey suggest that there are many more students who are interested in Hawaiian Studies degrees. Many of these students pursuing the ASC in Hawaiian Studies will transition to the Associate of Arts degree. We expect 60 students to do so in the first year of the A.A. program’s existence. We anticipate more than 20 students a year will enroll in the Associate of Arts program, and that we will graduate up to 20 students a year from the program. This Associate of Arts degree will be part of a pathway that leads many of our students to pursue additional degrees in higher education at the four-year institutions in our University system.

Finally, the development of an Associate of Arts in Kahua ‘Ike Hawai‘i will help give students a strong grounding and introduction to sources of Hawaiian culture and knowledge. On its own this degree can prepare students to apply the knowledge they have gained from the pursuit of this degree to their own personal lives. This includes the knowledge of cultural values and traditions concerning ‘Ohana (family) practices in daily Hawaiian life, and the connections that they make through the program. In their professional careers, students can use the base of knowledge they acquire through this degree to enhance their perspectives, and their identification of source materials in considering how one develops social service and counseling programs, sustainability methods and programs, policy and political models of consultation and decision making, innovative small business and non profit enterprises, and the development of culturally based encounters. And, students who complete this degree will be grounded in some basic Hawaiian cultural knowledge that will lend itself toward a more rich experience in their continued pursuit of higher education in both Hawaiian Studies, and just about any other area of focus that touches emerging fields of study in Hawai‘i. Students will also be able to use this degree to pursue employment in positions at social service agencies, entry and mid level business positions, and other position requiring knowledge of Hawaiian culture and values.

7. Description of resources required
   a. Faculty (existing and new FTEs)
For this Associate of Arts degree, Dr. Peter Kalawaia Moore a full-time (FTE 1.0) tenure track faculty member in Hawaiian Studies will be working toward the development, maintenance, and instruction of classes comprising this degree. He teaches classes in Hawaiian history and politics. There are also two full-time tenured faculty who will be involved in the development, maintenance, and instruction of classes comprising this degree: Kalani Meinecke (FTE 1.0) teaches the Hawaiian language at all levels of instruction for the college, and also teaches classes in Hawaiian history and genealogy; and Keliko Hoe (FTE 1.0) teaches classes in Hawaiian culture, history, and Polynesian navigation.

We will also be hiring one temporary full time faculty member (FTE 1.0) as an Instructor, Curriculum and Degree Developer who will also be working toward the development of this degree. This temporary position will be funded by a Title III renovation grant, which includes monies for this position specifically to develop new curriculum and degrees. The funding for this temporary position will expire at the end of September 2012.

We will need one more full time, tenure track, faculty member (FTE 1.0, $55,000) to help teach and develop additional classes necessary for this and other newly developed degrees in Hawaiian Studies at Windward Community College. Currently we have developed eight new classes in Hawaiian Studies, all of which are attended to maximum capacity. We see the need for the development of at least eight more classes to fill out the areas of concentration for this degree.

We will need one cultural educational specialist (FTE 1.0, $36,000) to support the curriculum that is currently under development through the use of traditional Hawaiian gardens, including the development and maintenance of these spaces, and the maintenance and reconditioning of the mechanical and hand tools for this kind of work. This position will also support the maintenance and reconditioning of the carving and fiber work tools and spaces.

We will need two additional lecturers each semester to help fill out some of the area of concentration offerings to be developed.

b. Library resources (including an evaluation of current resources and an estimate of the cost of additional resources required)

There are no additional resources needed at this time. Ke Kumu Pali, the Native Hawaiian Advisory Council for WCC allocates up to $5,000.00 annually to the library at WCC to help support the acquisition of additional resources for the Hawai‘i Pacific collection.

c. Physical resources (space, equipment, etc.)

Additional space is currently under construction to support the expansion of Hawaiian studies course and degree offerings. Our campus secured a $4 million dollar, two-year, federal, Title III renovation grant to build classroom space as an addition to the current Hawaiian Studies building, Hale A‘o, and to help develop curriculum and degree offerings in Hawaiian Studies. The renovations will accommodate the classroom space needed for this degree, but future resources may be sought if necessary. In the meantime, other college space and resources are more than sufficient to support the additional needs at this time.

There will be additional monies needed for computer resources for the new faculty member (ca. $1,700), and for support materials for the new degree and classes including copying, advertising, and publication expenses (ca. $2,000). We will also need additional monies for maintenance of specialized mechanical equipment, Hula supplies, and fiber work supplies (ca. $2,000).

d. Other resources required (staff, graduate assistantships, etc.)

There will be the need for a full time clerical position (APT FTE 1.0, $36,000) to help with all of the organizing and administrative work necessary to the development and maintenance of the new Hawaiian
Studies degrees, the management of the new space from which most of the new classes will take place, advising for students majoring in the new degrees, and other duties related to support of the programs strategic plan, and auxiliary federal and state grants.

8. Five-Year Business Plan. Provide a five-year projected budget for the program that includes:
   a. Annual costs to implement the program
      The estimated recurring costs for this degree program are $149,000. This figure includes the salary for one full time tenure track instructional faculty member ($55,000), one full time cultural educational specialist ($36,000), one full time clerical position ($36,000), two lecturers per semester ($18,000), and other expenses including supplies, copying, advertising, and specialized equipment maintenance ($4,000).

   b. Projected enrollment and estimated tuition revenue
      The proposed program consists of 20 courses (60 credits) to be taken over a two-year period (30 to 31 credits/year/student). We anticipate a starting enrollment of approximately 60 students and a steady enrollment of approximately 20 students a year. For the first year the SSH= 30 credits and 60 students would mean a total of 1,860 SSH. With a tuition rate of $97/CR, the gross tuition revenue for year one would be $180,420. We are assuming an enrollment rate of approximately 20 students or more a year as the program becomes better known amongst students and community members. In the second year, as students first start to graduate with this degree, we estimate our second year number of student to be around 80, and we anticipate enrollment to increase every year after that by about ten students a year eventually leveling off somewhere between 150 to 200 students. Through years two through five we expect the student enrollment number, SSH and tuition revenue to increase as follows:
      Year 2, 80 students, SSH=2,480, tuition revenue $240,560
      Year 3, 90 students, SSH=2,790, tuition revenue $270,630
      Year 4, 100 students, SSH=3,100, tuition revenue $300,700
      Year 5, 110 students, SSH=3,410, tuition revenue $330,770

   c. How will be program be funded?
      We anticipate that the program will be funded through budget requests in the upcoming college and University biennium budget request. These requests can be made through the college and/or through the Pūkoʻa Council. Currently Title III grant funds and funding from Ke Kumu Pali will be used to defray start up costs.

   d. Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program? Please provide details.
      The current Humanities Department budget request includes a position request for a tenure track Hawaiian Studies Instructor at $65,000/yr. There are also monies available for lecturers through G-funds specifically allocated for the hiring of lecturers to support the development and maintenance of Hawaiian Studies courses at WCC ($20,000/yr).

   e. Given a “flat budget” situation, how will the proposed program be funded?
      Creating this A.A. in Kahua ‘Ike Hawai‘i will require very little funding compared to the amount of monies that it will create in revenue. One faculty position is all that is required because of the three other full time faculty in place, and the monies available already for lecturers. If monies are not forthcoming, this degree could still run based on the faculty and resources in place although in more modest proportion. The request made here in this proposal would help create a more fully grounded program that would be more desirable for our student body and community members.
f. Mini Cost Revenue Template

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<tr>
<td>PROGRAM COSTS</td>
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<td>Tuition Rate/Credit</td>
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<td>Other Sources of Income (Title III)</td>
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<td>Federal Grant Monies</td>
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<td><strong>TOTAL Revenues</strong></td>
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9. Impact on current courses or programs.

Many of the classes that are required for the development of the Associate of Arts in Kahua ‘Ike Hawai‘i are already in place. There might be a jump in enrollment in some of the core classes, but nothing anticipated beyond what resources could already handle. The only program impacted by the creation of this Certificate would be the Academic Subject Certificate in Hawaiian Studies which may experience a drop in enrollment because of the new degrees being offered. We plan to leave the ASC in Hawaiian Studies in place, and, after one year, we will reassess the need for its continued existence, and evaluate any potential conflicts or issues that arise.

We do anticipate that this degree might be a stepping stone that will bring in community members who may then move on to other degree options once their experience in this program has made them more confident and comfortable in a college setting.

10. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.

The majority of classes proposed for this degree will be taught by Hawaiian Studies or Hawaiian Language faculty including the entire core set of classes (n=4 classes/14 credits). Of the other class options many of the classes will be taught by Hawaiian Studies faculty or lecturers, and other classes are also eligible as General Education Core for the A.A. in Liberal Arts. These other classes will be taught by existing WCC faculty. Because the latter classes are required for other degree programs, we do not anticipate a significantly increased need for faculty or lecturers in these disciplines.
Review of ATP Proposals at Windward Community College

New Program Proposal:  Associate of Arts Degree in Hawaiian Studies

New Program Proposal levels of review done prior to or concurrent with the ATP submission for off-campus review.

Signatures

1. Proposer

   [Signature]

   3/31/11

2. Department Area (more than one departmental instructor’s signature required)

   [Signature]

   3/31/2011

   [Signature]

   3/31/2011

   [Signature]

   3/31/11

3. Department

   [Signature]

   Department Chairperson

   3/31/11

4. Division

   [Signature]

   Dean of Instruction

   4/3/11

5. Curriculum Committee Review

   X  Approved

   ___ Disapproved

   Reason: ______________________________________________________________

   [Signature]

   Curriculum Committee Chairperson

   4/20/2011

   Date
6. Faculty Senate Review
   ✔ Approved   ☐ Disapproved
   Reason: ____________________________
   ____________________________  5/21/11
   Faculty Senate Chairperson  Date

7. Vice Chancellor for Instruction
   ☐ Approved   ✔ Disapproved
   Reason: ____________________________
   ____________________________  5/13/11
   Vice Chancellor for Instruction  Date

8. Chancellor
   ✔ Approved   ☐ Disapproved
   Reason: ____________________________
   ____________________________  5/17/11
   Chancellor  Date
APENDIX A

DRAFT
ASSOCIATE IN ARTS in Hawaiian Studies (AAHS)
Graduation Checklist for Windward Community College
60 credits

To earn an Associate in Arts (A.A.) Degree, Windward Community College students must complete 60 credits in courses numbered 100 or above with a grade-point average of at least 2.0. Credits must be earned in the required areas. The courses listed are 3 credits, except as noted in parentheses next to the entry.

This is not an official document. Use it to keep track of your academic progress. You are responsible for meeting your program and graduation requirements. Check catalog for course descriptions and course prerequisites. See your academic counselor if you need help.

GRADUATION REQUIREMENTS:

Writing Intensive Required: A total of 2 courses. ___________________________ ___________________________
Oral Communication Required: A total of 3 credits. ___SP 151 ___SP 181 ___SP 231 ___SP 251
Hawaiian Language Requirement Required: A total of 8 credits
Hawaiian Studies Core Requirement Required: A total of 6 credits ___HWST 107 ___HWST 270

FOUNDATIONS REQUIREMENTS:

WRITTEN COMMUNICATION (FW) GLOBAL & MULTICULTURAL PERSPECTIVES (FG)
Required: A total of 3 credits. Required: A total of 6 credits; each course selected from 2 different groups.
___ENG 100 ___HIST 151 (FGA) ___HIST 152 (FGB) ___REL 150 If taken at
SYMBOLIC REASONING (FS) (FGC) ___REL 150 If taken at
Required: A total of 3 credits
___ICS 141 If taken at ___MATH 100 ___MATH 112 ___MATH 140 ___MATH 205(4)
WCC Fall 2010 or later ___MATH 103(4) ___MATH 135 ___MATH 203 ___PHIL 110

DIVERSIFICATION REQUIREMENTS:

ARTS, HUMANITIES, & LITERATURE
Required: A total of 6 credits, each course selected from 2 different groups.

Arts (DA)
___ART 189 ___HWST 131 ___HWST 136 ___MUS 121F (1)* ___MUS 122F (1)*
___HWST 130 ___HWST 135 ___HWST 222 ___MUS 121Z (1)* ___MUS 130F (1)*

*Any combination that totals 3 credits will be considered the equivalent of one semester course.

Humanities (DH)
___HIST 284 ___HWST 255 ___IS 160A ___IS 260A ___MUS 177
___HIST 285 ___HWST 285 (4) ___IS 160B &160L (4) ___IS 260B ___REL 205
___IS 260L (1)
NATURAL SCIENCES

Required: A minimum of 6 credits with 3 credits from the biological science area (DB) and 3 credits from the physical science area (DP). In addition, the student must take a science laboratory/field trip course (DY). Note: BOLD denotes courses that fulfill both a natural science lecture (as DB or DP) and a lab requirement (DY) simultaneously.

Biological Sciences (DB)
___AQUA 201
___Biol 200

___IS 201 (2)
___BOT 130

___BOT 160
___Zool 105
___Zool 200

Physical Sciences (DP)
___GG 103
___Ocn 201

Natural Sciences Lab (DY)
___Aqua 201L (1)
___Bot 130 (1)

___GG 210 (1)
___GG 211 (1)

___GG 213 (1)
___GG 214 (1)

___IS 201 (1)
___IS 260L (1)

___OCN 201L (1)
___Zool 200L (1)

SOCIAL SCIENCES (DS)

Required: A total of 6 credits from 2 different subject areas.
___Anth 175 & 175L (4)
___Bot 105

___GEOG 122
___HWST 275

___POLS 180

Areas of Concentration:

Required: A total of 12 credits of courses numbered 100 or above from the HWST course selections

HAW 201 Intermediate Hawaiian I
HAW 202 Intermediate Hawaiian II

HWST 107 Hawaii Center of the Pacific
HWST 115 Mo oka'auau: Hawaiian Genealogies
HWST 130 Hula *Olopa
HWST 131 Hula *Olipa *Elua
HWST 135 Kalal La'au: Hawaiian woodwork and carving
HWST 136 Kalal la'au II: Advanced Techniques in Hawaiian Woodcarving
HWST 222 Ma'awe No'eau: Hawaiian Fiber Arts
HWST 255 Introduction to the Hawaiian Kingdom
HWST 270 Hawaiian Mythology
HWST 275 Wahia Pana: Legendary Places
HWST 285 La'au Lapa'au: Hawaiian Medicinal Herbs
Dear Windward CC Colleagues for Hawaiian Studies and Hawaiian language,

It is with great pleasure that we, the Hawaiian Studies faculty at Leeward Community College, offer our strong support for the planning, development and eventual successful outcome of an Associates of Arts degree in Hawaiian Studies at Windward Community College.

We believe that the A.A. in Hawaiian Studies at Windward CC enhances the College’s ability to provide quality education for Native Hawaiians, directly addresses a successful pathway for the retention and successful completion of Native Hawaiian students and moves in the direction to create a system-wide model indigenous serving institution. Moreover this degree has the strong potential to prepare Native Hawaiian students to assume leadership positions at the University and in their communities and to ensure Native Hawaiian values are practiced therein.

And looking into the future, we support the development of similar A.A. degrees in Hawaiian Studies on other Community Colleges in the University of Hawai‘i system.

We look forward to an ongoing dialogue and the sharing of best practices and ideas between our two programs as we look to strengthen our shared discipline and the application of Hawaiian knowledge across our University system.

Aloha,

Momi Kamahele
Associate Professor
Hawaiian Studies Coordinator

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