

New Program Code **Replace Program Code**

Date: May 10, 2022

REQUESTOR CONTACT INFORMATION

Name Charles Sasaki Campus Windward CC
 Title Vice Chancellor for Academic Affairs Email kevinkm@hawaii.edu (Kevin Morimatsu)
 Office/Dept Academic Affairs Phone (808) 235-7495

NEW PROGRAM CODE TO CREATE

Institution WIN - Windward Community College Campus WIN - Windward Community College
 Level UG - Undergraduate Effective Term Fall 2022

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) <u>IN</u>	<u>Instructional</u>	<input type="checkbox"/> See Banner form STVCOLL
Department	(4) <u>LBRT</u>	<u>Liberal Arts</u>	<input type="checkbox"/> See Banner form STVDEPT
Degree/Certificate	(6) <u>ASC</u>	<u>Academic Subject Certificate</u>	<input type="checkbox"/> See Banner form STVDEGC
Major	(4) <u>LBRT</u>	<u>Liberal Arts</u>	<input type="checkbox"/> See Banner form STVMAJR
Concentration	(4) <u>HKI</u>	<u>Hawaiian Knowledge Innovation</u>	<input checked="" type="checkbox"/> See Banner form STVMAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STVMAJR

If a similar major/concentration code exists in Banner, please list the code: _____

Justification to warrant a new major/concentration code similar to an existing major/concentration code: _____

Is this major/concentration code being used the same way at the other UH campuses? Yes No

Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.* Yes No

RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION

Is 50% or greater of the classes in this program offered at a location other than the Home Campus? Yes No

Is this program/major/certificate financial aid eligible? Yes No

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No

See <http://www.ifap.ed.gov/CamfulEmploymentInfo/index.html>

Program Length

In academic years; decimals are acceptable. The length of the program should match what is published by the campus in any online and or written publication.

1 year

Special Program Designations

See *Special Program Designations Code Definitions on IRAD Program Code Request webpage*

A B N P T U

Required Terms of Enrollment: Fall Spring Summer Extended

EXISTING PROGRAM CODE TO REPLACE, IF APPLICABLE

Program Code _____	Program Description _____
Institution _____	Campus <u>Windward CC</u>
College _____	Department _____
Level _____	
Are current students "grandfathered" under the program code? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Should the old program code be available for use in Banner? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Effective <input type="text" value=""/> , old program code will no longer be available to admit or recruit students. <small>Term (ie. Fall 2020)</small>	
<i>This will turn off the online application, recruitment (effects Banner forms SRASUMI and SRAQUIK) and admissions (effects Banner forms SAADCRV, SAAADMS, SAASUMI, SAAQUIK, and SAAQUAN) Banner modules.</i>	
Effective <input type="text" value=""/> , old program code will no longer be available to award degree to students. <small>Term (ie. Fall 2020)</small>	
<i>This will turn off the general student (effects Banner form SGASTDN) and academic history (effects Banner form SHADEGR) Banner modules.</i>	

ATTACHMENTS

BOR Approved: Sole-credential Certificate, Associate, Bachelor and Graduate Degrees, and sole credential certificates

- BOR Meeting Minutes & Supporting Documents Curriculum

Chancellor Approved: Concentrations, Certificates and Associate in Technical Studies (ATS) Degree

- Memo from Chancellor to notify Vice President for Academic Planning and Policy regarding program action.
 Curriculum

CERTIFICATES ONLY: Please check one (1) statement. This certificate is a...

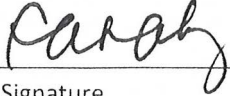
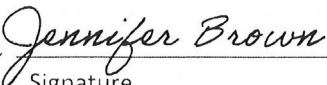

BOR approved certificate. BOR Meeting/Approval Date: _____

Chancellor approved within an authorized BOR program. BOR Program: Associate in Arts - Hawaiian Studies

Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.

VERIFICATIONS

By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.

Registrar (Print Name)	Financial Aid Officer (Print Name)	For Community Colleges, verification of consultation with OVPCC Academic Affairs:
<u>Farah Doiguchi</u>	<u>Jennifer Brown, Interim VCSA</u>	<u>Tiana Loo</u>
		
Signature	Signature	Signature
<u>05/10/22</u>	<u>5/12/22</u>	<u>1/12/23</u>
Date	Date	Date

ADDITIONAL COMMENTS

Academic Subject Certificate (ASC) in Hawaiian Knowledge Innovation




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May 10, 2022

MEMORANDUM

TO: Debora Halbert
Interim Vice President for Academic Strategy

FROM: Ardis Eschenberg 
Chancellor

SUBJECT: Program Actions at Windward Community College

I have approved the following program actions on May 05, 2022, effective Fall 2022.

New

Academic Subject Certificate (ASC) in Hawaiian Knowledge Innovation

cc Pearl Iboshi, IRAO
Farah Doiguchi, Registrar
Jennifer Brown, Interim Vice Chancellor of Student Affairs



Windward Community College Program Proposal

The purpose of this form is to propose a new program or certificate at Windward Community College through the Curriculum Committee.
For further guidance, see WCC Curriculum Policies and Procedures.
To see descriptions of certificates and programs, see UHCC Policy 5.203.

Proposed Program Name: Hawaiian Knowledge Innovation Academic Subject Certificate

Date proposal submitted via email to Curriculum Chair (*signatures 1-4 on final page are required prior to submitting to Curriculum Committee*):

Date of proposed program implementation: Fall 2022

Type of Program or Certificate:

- Associate of Arts*
- Concentration in Associate of Arts
- Associate of Science*
- Concentration in Associate of Science
- Certificate of Achievement (CA)*
- Certificate of Competence (CO)
- Academic Subject Certificate (ASC)
- Other: _____

*AA, AS, and CA degrees require an approved Authorization to Plan form prior to submitting the Program Proposal form.

This ASC and its requirements fall under the AA in ~~Hawaiian Studies~~. Liberal Arts

i. Catalog Description of the Program

One paragraph outlining the program.

The Hawaiian Knowledge Innovation Certificate is meant to give students an introductory grounding in Hawaiian traditional technologies as well as contemporary digital technologies and entrepreneurship. By combining these knowledge sets students will be uniquely positioned to contribute to Hawaiian innovation because they'll have the skills required in innovation sectors today. In the final semester students complete a capstone project that demonstrates their learning about how Hawaiian culture-based innovation can be carried into a digital future.

ii. Program Learning Outcomes

Four to five outcomes that students will achieve by completing this program. These outcomes should be measurable, as they will be assessed as part of the campus accreditation requirements. Using Bloom's Taxonomy verbs can help.



Windward Community College Program Proposal

After completing this program, graduates will:

- Compare and contrast Hawaiian cultural practices, technologies, ethics, values, or knowledge.
- Use appropriate technologies and standards to effectively communicate.
- Use digital technologies to effectively communicate or showcase traditional Hawaiian cultural practices, technologies, ethics, values, or knowledge

iii. Courses connected to the Program

Specify the courses required and optional/elective to complete the program. Provide each course alpha and title, catalog description, student learning outcomes (SLOs), number and type of credits (ex: 3 credits lecture, 1 credit lab) If there are courses that are not currently offered by the college, provide a course proposal to offer the course or proof of course options at other UH campuses. Please complete the summary table after you list each course in detail.

Hawaiian Knowledge Innovation, Academic Subject Certificate – min. 27 Credits	
Core Required Courses (15 credits)	Elective Courses (12 Credits, at least one course from each Area, A and B)
<p>ACC 201 Introduction to Financial Accounting OR BUS 120 Principles of Business</p> <p>ICS 100 Computing Literacy and Applications OR ICS 101 Digital Tools for the Information World</p> <p>ICS 107 Website Development</p> <p>HWST 107 Hawai'i: Center of the Pacific (DH, HAP)</p> <p>IS 295A Traditional Hawaiian Knowledge Innovation Capstone Course</p>	<p>Area A: Hawaiian Studies Elective Credits</p> <ul style="list-style-type: none"> • IS 201 The Ahupua'a (DB/DY) • HWST 110 Huaka'i Wa'a: Hawaiian Voyaging (DH) • HWST 135 Kālai Lā'au: Hawaiian Woodwork and Wood Carving (DA) • HWST 140 Mahi 'Ai I: - Hawaiian Taro Culture (DH) • HWST 222 Ma'awe No'eau: Hawaiian Fiber Work (DA) • HWST 285 Lā'au Lapa'au I: Hawaiian Medicinal Herbs (DH) • HAW 101 Beginning Hawaiian I <p>Area B: Information and Computer Science Elective Credits</p> <ul style="list-style-type: none"> • ICS 123 Introduction to Audio & Video (DA) • ICS 203 Digital Imaging (DA) • ICS 119 Social Media • ENG 209 Business Writing • BUS 122 Introduction to Entrepreneurship



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Student must work directly with a WCC faculty member to complete a project that showcases the use of traditional Hawaiian knowledge with contemporary digital technologies while enrolled in IS 295A Hawaiian Knowledge Innovation Capstone

Course descriptions and Competencies to be attained

Course Alpha, Number, Title	Course Description
<ul style="list-style-type: none"> • Competencies to be attained (SLOs) 	
ACC 201 Introduction to Financial Accounting	Introduction to accounting principles and practices used to record and communicate financial information. Analyze methods for valuating assets, liabilities, and equity of an organization.
<ul style="list-style-type: none"> • Describe and understand the nature, environment and role of accounting as it relates to individuals, business organizations, and the business community. • Analyze, record and report the business activities and transactions of a service and/or merchandising type organization using generally accepted accounting principles (GAAP). • Understand and describe what internal controls are, including its basic components and limitation, and apply internal control activities in the control of cash and merchandising transactions. • Apply GAAP in accounting for financial assets and liabilities including, but not limited to, short-term financial assets, inventories, long-term assets, and current liabilities. 	
BUS 120 Principles of Business	Surveys the fundamentals of the American business enterprise. Examines the foundations and responsibilities of accounting, business, management, finance, marketing, and the business environment.
<ul style="list-style-type: none"> • Demonstrate qualitative understanding of the impact of external factors on business decisions relative to the accomplishment of the mission and objectives of an organization. • Demonstrate qualitative understanding of various forms of business ownership to determine their appropriateness relative to an organization's resources, goals, and objectives. • Demonstrate qualitative understanding of various business functions and practices and their impact on the successful operation of a business. • Demonstrate qualitative understanding of the impact of business decisions on the external environment. 	



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<p>BUS 122 Introduction to Entrepreneurship</p>	<p>This course covers the basic economic and business principles regarding small-scale business enterprises. Focusing on the creation of a business plan, topics include researching and evaluating resources, planning, marketing, cultivating money resources, and understanding key concepts in law, budgeting, financial statements, and business documentation.</p>
<ul style="list-style-type: none">• Develop a comprehensive business plan for a future business enterprise.• Apply fundamental economic, financial, and organizational principles that govern the operation of business.• Work collaboratively in a group setting to cultivate entrepreneurship and develop solutions to economic issues.	
<p>ENG 209 Business Writing</p>	<p>A study of business and managerial writing; practice in writing letters, memos, and reports, including a report requiring research and documentation.</p>
<ul style="list-style-type: none">• Compose and edit business messages and reports for specific contexts, audiences, and purposes.• Conduct business research by gathering and analyzing information, drawing conclusions, documenting sources, and presenting results both in writing and orally.• Develop collaborative communication and writing skills.• Proofread and edit business writing for grammatical, spelling, punctuation and mechanical errors.	
<p>ICS 100 Computing Literacy and Applications</p>	<p>Fundamental information technology concepts and computing terminology, productivity software for problem solving, computer technology trends and impact on individuals and society. Emphasizes the utilization of operating systems and the production of professional documents, spreadsheets, presentations, databases, and web pages.</p>
<ul style="list-style-type: none">• Utilize the basic features of computer applications to communicate effectively (major content area).• Utilize operating system interfaces to manage computing resources effectively and securely.• Utilize online resources for research and communication.• Define, explain, and demonstrate proper computing terminology usage in areas such as hardware, software, and communications.• Describe ethical and security issues involved in the use of computing technology.	



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ICS 101 Digital Tools for the Information World	<p>Fundamental information technology concepts and computing terminology, productivity software for problem solving, computer technology trends and impact on individuals and society. Emphasizes the utilization of operating systems and the production of professional documents, spreadsheets, presentations, databases, and web pages.</p>
<ul style="list-style-type: none"> • Utilize the appropriate computing applications to produce professional documents, spreadsheets, presentations, databases, and webpages for effective communication (major content area). • Utilize operating system interfaces to manage computing resources effectively and securely. • Extract and synthesize information from available Internet resources using intelligent search and discrimination. • Define, explain, and demonstrate proper computing terminology usage in areas such as hardware, software, and communications to effectively interact with other computer users and to prepare for higher-level computer courses. • Describe ethical issues involved in the use of computer technology. 	
ICS 107 Website Development	<p>An introduction to the concepts and skills for developing websites from planning through publishing. Design, usability, accessibility, markup and styling language, and integrating media will be emphasized. Web development software utilized.</p>
<ul style="list-style-type: none"> • Demonstrate the website development cycle. • Use appropriate web development software to create an effective website that communicates a message, incorporates appropriate media, and adheres to usability and accessibility standards. • Describe ethical issues involved in the development and use of websites. 	
ICS 119 Social Media	<p>This computing course explores the foundations of building a presence on the Web, developing an entity's brand and creating a social channel to share ideas, expertise and business philosophies. Topics covered: choosing a domain name, securing a content hosting service, initiating content creation, and constructing a social web channel.</p>
<ul style="list-style-type: none"> • Use the appropriate social media tools to create an online identity. • Create content that uniquely represents an entity's image. • Plan and implement a social media campaign and analyze its effectiveness. • Analyze the ethical roles and responsibilities of a content creator. 	



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ICS 123 Introduction to Audio & Video (DA)	This is an introductory course covering concepts and skills of working with digital audio and video including recording, editing and publishing online.
<ul style="list-style-type: none"> • Record, edit and produce digital audio. • Produce a digital video project to communicate an effective message. • Define audio and video terminology and ethical practices as they apply to the use of digital media. 	
ICS 203 Digital Imaging (DA)	Introduction to the terminology, tools, features and techniques of digital image editing.
<ul style="list-style-type: none"> • Use photographic practices and concepts to demonstrate the merits of digital photography. • Implement skills for digital image capture and manipulation with a variety output formats and input devices. • Apply the visual elements of line, shape, value, color, texture, space, time and motion as well as the design principles of balance, rhythm, emphasis, contrast, variation and unity in the creation of digital art works. • Complete the creative process from concept development through revisions to final output using problem-solving strategies. 	
IS 201 The Ahupua'a (DB/DY)	Study of the traditional Hawaiian approaches to natural resource development, utilization, exploitation, and management. The ahupua'a, as the traditional Hawaiian unit of land and sea subdivision, beginning in the upland forests, stretching across lower elevations, past the shoreline to the edge of the reef, will be evaluated as a microcosm of an integrated ecosystem and as a model for natural resource management and sustainability.
<ul style="list-style-type: none"> • Describe how the Hawai'i's unique geological formation affects its sustainable natural resources. • Describe how the ancient migration begins to affect the management of its natural resources and the socio-political fabric of the "new land." • Describe the agri-spiritual relationship between plant and mahi'ai; and the fish and the lawai'a. • Discuss the ancient and present management value of water. • Describe and assist in the reconstruction of lo'i kalo and loko i'a. • Describe and discuss the current resources management practices, which augment or negate ancient practices. • Research and replicate an artifact of his or her choice. 	



Windward Community College Program Proposal

<p>IS 295A Hawaiian Knowledge Innovation Capstone</p>	<p>This is a capstone project course for the Academic Subject Certificate in Hawaiian Knowledge Innovation. Students enrolled in this ASC program will apply knowledge they have learned from both their Information and Computer Science and Hawaiian Studies Classes to develop and finish an independent technology based project using a Hawaiian theme and Hawaiian cultural content. Students will work with two faculty members, one from the Hawaiian Studies/Hawaiian Language disciplines, and one from the Information and Computer Sciences discipline to develop their project. Students can work both individually and in small groups depending on capstone enrollment and faculty approval on a case-by-case basis. Students will be required to meet with faculty mentors regularly throughout the semester. Students will be required to track weekly hours spent on research and project development.</p>
<ul style="list-style-type: none"> • Document the technical and cultural knowledge and sources needed to carry out project idea. • Translate project ideas into a realistic work plan that draws on both technical and cultural sources. • Produce and professionally present the project plan and results 	
<p>HAW 101 beginning Hawaiian I</p>	<p>An elementary course in the Hawaiian language which focuses on rules of grammar, pattern drills, the building of an adequate vocabulary to facilitate conversation, and reading of selected materials at an elementary level.</p>
<ul style="list-style-type: none"> • Recognize and reproduce the correct pronunciation of consonants, semivowels, vowels, diphthongs, words and names in Hawaiian. • Demonstrate the ability to comprehend and respond to basic directions, requests, questions and answers. • Demonstrate the ability to generate basic phrases and sentences for everyday situations with a vocabulary of 400-500 Hawaiian words, plus idiomatic expressions. • Demonstrate the ability to read and write Hawaiian sentences at an elementary level on subject matter covered in class. • Speak Hawaiian with the proper inflection, intonation, and rhythm. 	
<p>HWST 107 Hawai'i: Center of the Pacific (DH, HAP)</p>	<p>An introduction to Hawai'i and Hawaiian culture in the context of the larger Pacific, including Hawaiian origins, settlement, language, land, history, society, religion and the arts.</p>



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<ul style="list-style-type: none"> • Compare and contrast cultures and histories of Pacific island peoples in relation to their languages, religious traditions, artistic expressions, material culture, and political and economic development. • Identify ways in which the environment has shaped Hawaiian and Pacific island culture. • Describe the integration of land in Hawaiian culture and the historic changes in the relationship between people and land through written and oral communication. • Describe aspects of Hawaiian relationship with other groups of people in and outside of Hawai'i. • Identify, access, and evaluate major Hawaiian studies sources. • Identify implications of the relationships and develop proposals for possible ways to affect positive change. 	
HWST 110 Huaka'i Wa'a: Hawaiian Voyaging (DH)	This course introduces students to modern Hawaiian canoe voyaging through an examination of the science and narratives of ancient voyaging, the history of the modern revival of voyaging, and the Hawaiian navigator's toolkit.
<ul style="list-style-type: none"> • Show knowledge of location of the Hawaiian islands and island groups of Oceania. • Explain the various aboriginal and academic narratives relating to the migration to and settlement of Oceania. • Discuss the historical and cultural events leading to the revival and reestablishment of Hawaiian voyaging. • Demonstrate knowledge of the tools contemporary navigators use for open-ocean voyaging 	
HWST 135 Kālai Lā'au: Hawaiian Woodwork and Wood Carving (DA)	This is a Hawaiian cultural woodwork and wood carving project class. This class will involve the development of two to three introductory woodworking projects of Hawaiian cultural significance or ceremonial use. through this class the students will develop both the skills needed to work effectively and safely with wood, and the cultural knowledge important to the pieces developed. As a project class, there will be specific projects and themes set by the instructor of general Hawaiian cultural interest. Students will learn different aspects and solutions in carving and creating Hawaiian cultural projects.
<ul style="list-style-type: none"> • Learn to plan and create wood working projects of Hawaiian cultural relevance or significance. • Gain a deeper insight into Hawaiian cultural use of wood. • Gain deeper understanding of the cultural significance of the wood-working project the student has undertaken. • Learn to work with wood in an effective and safe manner. 	



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HWST 140 Mahi 'Ai I: - Hawaiian Taro Culture (DH)	The first mahi'ai course in a series of four in Hawaiian cultivation practices. Covers the history, lore, and geographically specific methods of mahi'ai. Emphasis on the cultivation of kalo and related staple foods.
<ul style="list-style-type: none"> • Tell the Mo'olelo (traditional history) of kalo • Explain the cultural significance of kalo in Hawaiian culture • Identify varieties of kalo and their characteristics • Record and analyze observations of kalo cultivation • Create papa ku'i 'ai 	
HWST 222 Ma'awe No'eau: Hawaiian Fiber Work (DA)	This is a Hawaiian cultural fiber arts project class. This class will involve the development of three to four introductory fiber arts projects of Hawaiian cultural significance or ceremonial use. through this class students will learn how to procure the materials needed to complete various fiber arts projects, including learning related protocol and methods for gathering, understanding of Native Hawaiian gathering rights, and the type of environments in which specific materials grow and can be gathered, Students will develop the skills needed to work effectively and safely with various fiber arts materials on introductory projects, and students will learn the cultural knowledge important to the pieces created. As a project class, there will be specific projects and themes set by the instructor of general Hawaiian cultural interest.
<ul style="list-style-type: none"> • Plan, create, and finish, in a safe and effective manner, fiber arts projects of Hawaiian cultural relevance or significance. • Explain issues and history of fiber material use in Hawaiian culture and, observing cultural protocols, apply these to gathering materials for a fiber arts project. 	
HWST 285 Lā'au Lapa'au I: Hawaiian Medicinal Herbs (DH)	In this class students will learn the basic philosophy and traditions surrounding Hawaiian healing herbs. Students will also learn how to identify, grow, harvest, prepare, store and use these herbs for various human ailments.
<ul style="list-style-type: none"> • Learn Hawaiian and introduce medicinal herbs and be able to identify them by name, color, smell, taste, and sight. • Learn the beliefs and practices of Hawaiian herbal healing. • Learn planting, growing and harvesting techniques used to raise traditional Hawaiian herbal healing plants. • Prepare, use and store Hawaiian herbal remedies. 	



Windward Community College Program Proposal

SUMMARY TABLE: <i>(Add rows as needed)</i>	Credits	Grading (A-F, Cr/No Cr, etc.)
Core Required Courses (15 credits)		
<i>ALPHA Number and Course Title</i>		
ACC 201 Introduction to Financial Accounting	3	A-F
OR		
BUS 120 Principles of Business	3	A-F
ICS 100 Computing Literacy and Applications	3	A-F
OR		
ICS 101 Digital Tools for the Information World	3	A-F
ICS 107 Website Development	3	A-F
HWST 107 Hawai'i: Center of the Pacific (DH, HAP)	3	A-F
IS 295A Hawaiian Knowledge Innovation Capstone Class	3	A-F
Elective Courses (12 Credits, at least one course from each Area, A and B)		
Area A: Hawaiian Studies Elective Credits		
IS 201 The Ahupua'a (DB/DY)	3	
HAW 101 Beginning Hawaiian I	4	
HWST 110 Huaka'i Wa'a: Hawaiian Voyaging (DH)	3	
HWST 135 Kālai Lā'au: Hawaiian Woodwork and Wood Carving (DA)	3	
HWST 140 Mahi 'Ai I: - Hawaiian Taro Culture (DH)	3	
HWST 222 Ma'awe No'eau: Hawaiian Fiber Work (DA)	3	



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HWST 285 Lā'au Lapa'au I: Hawaiian Medicinal Herbs (DH)	4	
Area B: Information and Computer Science Elective Credits		
ICS 123 Introduction to Audio & Video (DA)	3	
ICS 203 Digital Imaging (DA)	3	
ICS 119 Social Media	3	
ENG 209 Business Writing	3	
BUS 122 Introduction to Entrepreneurship	3	

iv. Description of demand and social value of the program

Is this certificate or one similar to it, offered at any other college in the system? If so, discuss the similarities and differences between the course offerings. How will this program benefit students entering the workforce or continuing on in their educational journey?

Existing economic data for Hawai'i shows 8.3% job growth is expected in computing jobs in the next 5 years, with average hourly earnings currently at \$32.61. Looking specifically at 15 major Native Hawaiian Organizations in the state, in October 2019 we found that of 841 public open job postings, 23% currently list technology skills as a minimum requirement and 13% require tech skills linked to educational requirements of an associate's degree or less. These numbers show that there are jobs available at Native Hawaiian Organizations (and in the state in general) for culturally competent technology workers.

Despite this demand, we also know that Native Hawaiians and Pacific Islanders make up just 2.9% of state tech employment despite being roughly 25% of the population. This underrepresentation mirrors the underrepresentation of Native Hawaiians and Indigenous peoples in Silicon Valley tech companies (along with underrepresentation of women and racial minorities). Based on studies of racial minorities in computing education, we can assume that underrepresentation in the tech sector for Native Hawaiians also starts early with young children from these groups not "seeing themselves" as belonging in STEM classrooms and disciplines.



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However, in Hawai'i and in Windward O'ahu we are seeing a shift as schools embrace Hawaiian culture-based (HCB) education, teaching STEM through cultural technologies such as navigation, loko i'a, hale building (engineering), and the ahupua'a system. There is now demand from postsecondary students who have benefited from these K-12 educational innovations who want to take their grounding in Hawaiian technologies into their postsecondary education and careers. To be successful, these students must be equipped with skills needed by local companies and necessary for participating in contemporary tech and innovation sectors. These skills include digital and information systems literacy as well as the entrepreneurial and cultural/soft skills needed by employers.

v. Description of resources needed, including budget, personnel, and facilities.

If none are required, how will existing facilities and equipment be utilized?

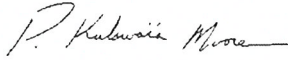
There are no additional budget, personnel, or facility resources needed. Students will enroll in classes being run as part of the normal semester scheduling of class sections, lecturers/faculty, in existing facilities.

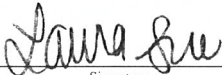



Windward Community College Program Proposal

Review of Windward Community College Program

Program Name: Hawaiian Knowledge Innovation ASC

1. Proposer:  10/12/21
Signature Date

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Signature Date


1. Proposer:  10/12/21
Signature Date

2. Department Area: Humanities (*more than one tenured or tenure-track departmental instructor's signature required*)

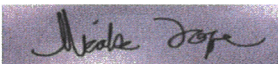
 10/27/21
Signature Date


 10/28/21
Signature Date

2. Department Area: Math and Business (*more than one tenured or tenure-track departmental instructor's signature required*)

 10/27/2021
Signature Date

 _____
Signature Date

3. Department Chair  10/26/2021
Signature Date


3. Department Chair  10/27/2021
Signature Date

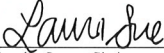
4. Division Dean  01/18/2022
Signature Date





Windward Community College Program Proposal

4. Division Dean  1/18/22
Signature Date

5. Curriculum Committee Review Approved / ~~Disapproved~~
 1/25/2022
Curriculum Committee Chair Signature Date

6. Faculty Senate Review Approved / ~~Disapproved~~
 2/1/2022
Faculty Senate Chairperson Signature Date

7. Academic Affairs Review Approved / ~~Disapproved~~
 4/4/22
Vice Chancellor for Academic Affairs Signature Date

8. Chancellor Review Approved / ~~Disapproved~~
 5/5/2022
Chancellor Signature Date

If disapproved, please provide reasons on the back of the form.