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**Windward Community College**  
45-720 Kea'ahala Rd.  
Kāne'ohe, HI  
96744

**Telephone**  
808-235-7400

# The College

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## Message from the Chancellor



*Mai ka bikina a i ke komohana, mai uka a i kai, welina mai i ke kahua kulanui o ke Ko'olau!*

From the east to the west, from mountains to ocean, welcome to Windward Community College!

As you view this catalog and explore our courses, degrees, and services, you take the first step in joining our 'ohana of learners. Our counselors, faculty, staff, and administration are here to help you on this journey. Your success is our success.

*A'ole hana nui ke alu 'ia.* “No task is too hard when we work together.”

Windward Community College is here to help you navigate your path through higher education. We are working hard to meet your needs through:

- On-campus jobs
- Free daily lunches
- Food pantry
- Free tutoring
- Career support at our Career Center
- Career Closet
- Hānaiaulu Childcare Center
- Scholarships for the children of student parents to attend our childcare center

These and other services are here for you to access as you *kūlia i ka nu'u!* “strive for the highest!”

You are joining an amazing community. Windward Community College's campus is lush and beautiful, but our true beauty comes from the people who make this a great place to learn. Come, grow and thrive with us!

Wishing you a fulfilling journey,



Ardis Eschenberg, PhD  
Chancellor

*He pūnawai kahe wale ke aloha.* “Serving and supporting with aloha.”

## Mission, Vision, Core Values

Windward Community College is the youngest of seven public community colleges in Hawai‘i governed by the Board of Regents of the University of Hawai‘i. The campus is located at the foot of the majestic Ko‘olau range in Kāne‘ohe on the island of O‘ahu. Opening in the fall of 1972 with 525 students, the College had a Fall 2025 enrollment of 3,109 students. The College offers both liberal arts and career and technical education programs. The Mission, Vision, and Core Values were reaffirmed by the Windward Community College campus community in 2023.

### Mission of Windward Community College

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 the Ko‘olau region of O‘ahu and beyond with liberal arts, career, and lifelong learning in a supportive and challenging environment—*inspiring students to excellence*.

### Vision for Windward Community College

*Ka Mālamalama o ke Ko‘olau* –“Enlightening Ko‘olau”

Students and community members will be enriched by “the light of knowledge” through quality programs and be able to lead full, productive lives in a rapidly changing world.

### Core Values of Windward Community College

The College and its mission, goals, and actions are guided by core values that reflect the Hawaiian culture:

*Ka lama kū o ka na‘auao*

Creating meaningful curricula and diverse learning experiences

*‘A‘ohe hana nui ke ‘alu ‘ia*

Working collaboratively and inclusively

*He pūnūwai kahe wale ke aloha*

Serving and supporting with aloha

*Kūlia i ka nu‘u*

Striving for excellence

*He ali‘i ka ‘ūina, he kauū ke kanaka*

Caring for Hawai‘i and the planet

Windward Community College is further committed to the mission of the University of Hawai‘i Community Colleges to:

- Provide open-door access to quality postsecondary education, developmental education, general education, and career/technical training.

- Prepare a trained workforce to meet state and regional needs while fostering career mobility and personal enrichment through credit and non-credit learning.
- Stimulate community cultural and intellectual life and prepare students for a global workplace by leveraging Hawai'i's unique multicultural environment and location in Asia and the Pacific.

## Accreditation

Windward Community College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges. ACCJC is an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education.

- Accrediting Commission for Community and Junior Colleges

428 J Street, Suite 400, Sacramento, CA 95814

Phone: 415-506-0234, Web: [accjc.org](http://accjc.org)

The Veterinary Technology program is accredited by the American Veterinary Medical Association (AVMA).

## Windward Community College Security

Windward Community College is firmly committed to providing a safe and secure environment. Our institution's policies, procedures, and programs related to safety and security are designed to ensure that best practices are followed to protect persons and property. Our Campus Security workforce operates 24 hours a day, 7 days a week, year-round including holidays.

Campus Security is responsible for a variety of functions to include patrols, enforcement of institutional policies, response to campus emergencies and incidents, management of lost and found property, and providing services such as security escorts and courtesy transports. To ensure workforce readiness, security officers receive training in areas such as emergency first-aid and cardiopulmonary resuscitation, investigation and report writing, defensive measures, and crowd control (training delivered by experts from the federal, state, and local law enforcement agencies). As needed, contract security services are secured to ensure additional security presence.

The Campus Security office is located in Hale Alaka'i 113 (next to the main entrance of the building). Campus Security can be contacted by phone at 808-235-7355 (or extension 355 if calling from an internal campus phone unit). In the event of a system outage, Campus Security can be contacted at 808-294-7192. We highly recommend that you call Campus Security in advance of arriving at the office to report an incident or for lost and found inquiries. At any given time, our security officers may be on a service call or responding to an emergency. However, if you require Security assistance and find the Security office vacant, you can also use the green push-to-talk call box outside the Security Office to contact security directly. The Safety and Security Manager is available Monday-Friday during day hours in Hale Alaka'i 125; and, can be reached at 808-235-7343 (or extension 343 if calling from an internal campus phone unit). Like Campus Security, we recommend that you call in advance if visiting the office as the manager may be temporarily out of the office.

If you require the police, fire, or medical services or are reporting an emergency or crime in progress, please call 911 immediately. We ask that you take an additional 10 seconds to call Campus Security. Security Officers are on campus 24 hours a day, 7 days a week. They are trained to respond to any emergency situation and are CPR/AED certified. Security Officers will respond, assess, and react to safeguard the campus community. For non-emergency service, you can call Campus Security directly. Our security officers will respond and provide necessary security service, including making notifications to outside agencies, should the need arise.

For your safety, the University of Hawai'i System utilizes the UH RAVE Alert System which offers students, faculty, and staff a means to receive warnings and emergency notifications through smartphone technology. You can elect to receive a text or email or both. Additionally, the UH RAVE Alert System will also post similar warnings and emergency notifications to the institution's Facebook and Instagram pages. We highly encourage you to sign up to receive notifications through the [UH RAVE Alert System](https://www.hawaii.edu/alert) (<https://www.hawaii.edu/alert>).

Windward Community College utilizes Emergency call boxes across campus, and an outdoor public announcement system (loudspeakers) as another means to provide warnings and emergency notifications. Upon receiving a report of an incident, the Campus Crisis Management Team will convene and assess the best means of delivering a warning or emergency notification. The team may use one or both of the systems available.

We advocate awareness on the part of every one of our campus community members. Personal awareness of your surroundings in addition to receiving warnings and emergency notifications can effectively reduce your chances of becoming a victim. The Office of Safety and Security encourages you to sign up for UH Alert System notifications, follow our campus Facebook and Twitter pages, and utilize the information provided to make sound decisions for your safety. Also, be mindful that campus safety begins with YOU; so, *"If You See Something, Say Something."*

Additional security information and emergency procedures as well as information on lost and found, security escorts, and courtesy transport procedures, can be found on the [Windward Community College's Safety & Security website](https://windward.hawaii.edu/campus-life/safety-security/) (<https://windward.hawaii.edu/campus-life/safety-security/>).

Per the Jeanne Clery Campus Safety Act, as amended ("Clery Act") annual campus crime statistics for Windward Community College are contained in the [Annual Security Report](https://windward.hawaii.edu/campus-life/safety-security/annual-security-report/) (ASR) (<https://windward.hawaii.edu/campus-life/safety-security/annual-security-report/>).

Clery crimes recorded in the crime log are used to gather statistics that are required for inclusion in the ASR and the annual web-based data collection survey. The campus is required to make the crime log available for the most recent 60-day period and any portion older than 60 days. The log is open to public inspection during normal business hours.

Requests for logs must be made in writing and will be accommodated within two business days of the receipt of a written request.

### Windward Community College Security Department

Hale Alaka'i 125  
45-720 Kea'ahala Road  
Kāne'ohe, HI 96744

## International Programs and Services

Windward Community College participates in a variety of international programs. The Vice Chancellor for Academic Affairs may be contacted for information concerning specific programs. The chairperson of the Windward Community College International Education Committee and the coordinator of the Study Abroad Center serve as liaisons with foreign higher education institutions and with the UH and UHCC International Education Committees to provide information about study abroad programs and offer support in recruiting and assisting international students.

Each year, Windward Community College offers a variety of study abroad programs and scholarship opportunities. Study abroad program durations range from one week to a year and are offered in many different countries.

## Articulated Transfer Programs

Windward Community College maintains formal articulation agreements and transfer pathways under UH [Executive Policy 5.209](#) to support seamless credit transfer to four-year University of Hawai'i campuses:

- **General Education Transfer:** Satisfying General Education Core/Foundations and Diversification requirements at WCC fulfills General Education requirements at any UH campus.
- **AA Degree Transfer:** An earned Associate in Arts (AA) degree satisfies all lower-division General Education requirements at UH baccalaureate-granting campuses.

### Ka'ie'ie Transfer Pathway Program (UH Mānoa)

Ka'ie'ie is a dual-admission and dual-enrollment pathway program between Windward Community College and the University of Hawai'i at Mānoa. Designed to facilitate a smooth transition from WCC to UH Mānoa, the program allows qualified students to be conditionally admitted to UH Mānoa while completing their associate degree at WCC.

Benefits of the Ka'ie'ie program include:

- **Dual Enrollment:** Access to academic advising, campus resources, and registration opportunities at both WCC and UH Mānoa.
- **Streamlined Transfer:** Clear degree pathway maps ensuring WCC credits transfer directly toward UH Mānoa major and general education requirements.
- **Financial Savings:** Opportunity to complete lower-division coursework at WCC tuition rates before seamlessly transitioning to UH Mānoa to finish a bachelor's degree.

### UH Hilo Agreements

- **Astronomy & Geology:** Program-to-program pathways specifying coursework for WCC students transferring into UH Hilo's Astronomy (BS) or Geology (BA/BS) programs.

- **Pre-Pharmacy Pathway:** Preferred Admissions Pathway preparing WCC students for entry into the Doctor of Pharmacy (Pharm.D.) program at the Daniel K. Inouye College of Pharmacy.

## UH West O‘ahu Agreements

Junior-entry pathways for WCC graduates entering select UH West O‘ahu baccalaureate programs:

- **Creative Media:** AA in Liberal Arts graduates transition into the BA in Creative Media (General Creative Media, Communications & New Media Technologies, Design & Media, or Video Game Design & Development).
- **Hawaiian Studies Pathways:** AA in Hawaiian Studies graduates enter as juniors in either the BAS in Sustainable Community Food Systems (SCFS) or the BA in Humanities (Hawaiian-Pacific Studies).
- **Information Technology / Cybersecurity:** AS in Natural Science (ICT concentration) graduates transition directly into the BAS in Information Security and Assurance.

*For current pathway maps or additional articulated program details, consult a WCC academic counselor.*

## Career & Community Education

Windward Community College seeks to provide career and lifelong learning to the Ko‘olau Region and beyond. Career & Community Education provides career/workforce services, and instructional, cultural, and recreational programming in which the institution has special competence or the community has special needs.

The College offers professional development and continuing education opportunities on and off-campus in Windward O‘ahu. Persons who are interested in courses should contact the Career & Community Education office at 808-235-7433.

## Academic Calendar

The academic calendar includes holidays, non-instructional days, and key deadlines for students and the college. Dates are subject to change without notice.

### Fall 2026 Semester

| Date            | Event                                                                                                                                                                           |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 27        | Fall Registration Begins                                                                                                                                                        |
| August 1        | Deadline for Fall 2026 Admissions Application                                                                                                                                   |
| August 17       | Faculty Duty Date                                                                                                                                                               |
| August 20       | Payment Deadline for Fall Tuition/Fee by 4:00 p.m.                                                                                                                              |
| August 21       | Holiday: Statehood Day                                                                                                                                                          |
| August 24       | Fall Semester Begins: First day of Instruction<br>First 8 Weeks Classes Begin (Aug 24 - Oct 16)                                                                                 |
| Aug. 24–Sept. 1 | Late Registration (\$30 late fee) and Add/Drop Period (\$5 in-person fee)                                                                                                       |
| September 1     | Last Day for 100% Tuition Refund <sup>1</sup><br>Last Day for 100% Student Fees Refund <sup>1</sup> (complete withdrawal from ALL classes)                                      |
| September 7     | Holiday: Labor Day (                                                                                                                                                            |
| September 15    | Last Day to Withdraw without “W” grade and 50% Refund <sup>1</sup>                                                                                                              |
| October 18      | First 8 Weeks Classes Grades Due                                                                                                                                                |
| November 2      | Last Day to Withdraw with “W” grade <sup>1</sup><br>Last Day to Change to CR/NC Option or select Audit <sup>1</sup><br>Last Day to make up Spring/Summer “I” Grade <sup>1</sup> |
| November 3      | Holiday: Election Day                                                                                                                                                           |
| November 9      | Spring 2027 Registration Begins                                                                                                                                                 |
| November 11     | Holiday: Veterans Day                                                                                                                                                           |
| November 26     | Holiday: Thanksgiving Day                                                                                                                                                       |

| Date           | Event                                                         |
|----------------|---------------------------------------------------------------|
| November 27    | Non-Instructional Day                                         |
| December 10    | Last Day of Instruction                                       |
|                | Last Day to Certify/Apply for Fall Graduation                 |
| December 15    | Deadline for Spring 2027 Admissions Application               |
| December 14-18 | Exam Period                                                   |
| December 18    | End of Fall Semester                                          |
| December 22    | Grades Due by 4 p.m. for Full-Term and Second 8 Weeks Classes |

## Spring 2027 Semester

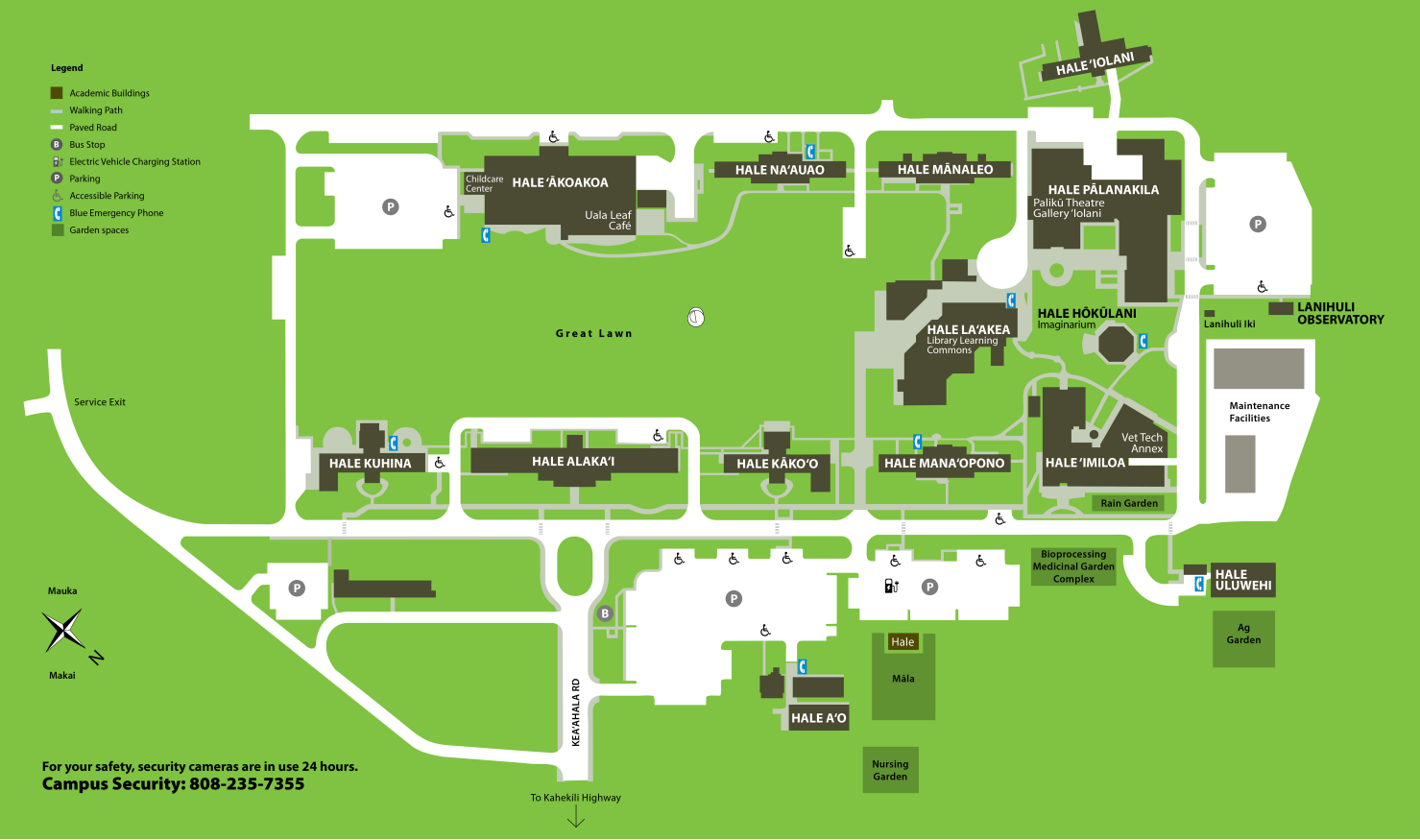
| Date          | Event                                                                                     |
|---------------|-------------------------------------------------------------------------------------------|
| November 9    | Spring Registration Begins                                                                |
| December 15   | Deadline for Spring 2027 Admissions Application                                           |
| January 1     | Holiday: New Year's Day                                                                   |
| January 4     | Faculty Duty Date for Newly Hired Faculty                                                 |
| January 8     | Payment Deadline for Spring Tuition/Fee by 4:00 p.m.                                      |
| January 11    | Spring Semester Begins: First Day of Instruction                                          |
| January 11–21 | Late Registration (\$30 late fee) and Add/Drop Period (\$5 in-person fee)                 |
| January 18    | Holiday: Martin Luther King Jr. Day                                                       |
| January 19    | Last Day for 100% Tuition Refund <sup>1</sup>                                             |
| January 19    | Last Day for 100% Student Fees Refund <sup>1</sup> (complete withdrawal from ALL classes) |
| February 3    | Last Day for 50% Tuition Refund <sup>1</sup> (complete withdrawal from ALL classes)       |
| February 3    | Last Day to Withdraw without “W” grade and 50% Refund <sup>1</sup>                        |
| February 15   | Holiday: Presidents' Day                                                                  |
| March 5       | Non-Instructional: HISSI Tentative                                                        |
| March 15-19   | Non-Instructional: Spring Recess                                                          |
| March 26      | Last Day to Withdraw with “W” grade <sup>1</sup>                                          |
| March 26      | Last Day to Change to Credit/Noncredit Option or select Audit <sup>1</sup>                |
| March 26      | Last Day to make up Fall “I” Grade <sup>1</sup>                                           |
| March 26      | Holiday: Prince Kūhiō Day                                                                 |
| March 26      | Holiday: Good Friday                                                                      |
| TBD           | Commencement Program Deadline                                                             |
| May 5         | Last Day of Instruction                                                                   |
| May 5         | Last Day to Certify/Apply for Spring Graduation                                           |
| May 10-14     | Exam Period                                                                               |
| May 14        | End of Spring Semester                                                                    |
| May 14        | Commencement                                                                              |
| May 17        | Last Faculty Duty Day                                                                     |
| May 18        | Grades Due by 4 p.m.                                                                      |

## Summer Sessions 2027

| Date             | Event                        |
|------------------|------------------------------|
| May 24–July 2    | Summer Session I             |
| July 6           | Summer Session I Grades Due  |
| July 6–August 13 | Summer Session II            |
| August 16        | Summer Session II Grades Due |

<sup>1</sup>drop, withdrawal, and refund dates are based on semester-length classes. For non-semester length dates, refer to online Class Availability via MyUH.

# Campus Map



## Campus Statistics

### Graduation and Persistence Rates

#### UH GRADUATION RATE

First-time, Full-time degree or certificate-seeking undergraduates

| UHCC <sup>1</sup> | Hawai'i | Honolulu | Kapi'olani | Kaua'i | Leeward | Maui <sup>2</sup> | Windward |
|-------------------|---------|----------|------------|--------|---------|-------------------|----------|
| 30%               | 33%     | 25%      | 22%        | 29%    | 32%     | 27%               | 31%      |

### Gender

| Gender | UHCC <sup>1</sup> | Hawai'i | Honolulu | Kapi'olani | Kaua'i | Leeward | Maui <sup>2</sup> | Windward |
|--------|-------------------|---------|----------|------------|--------|---------|-------------------|----------|
| Men    | 29%               | 39%     | 23%      | 16%        | 33%    | 29%     | 31%               | 28%      |
| Women  | 31%               | 26%     | 30%      | 27%        | 26%    | 34%     | 26%               | 33%      |

### IPEDS Race / Ethnicity

| IPEDS Race/Ethnicity             | UHCC <sup>1</sup> | Hawai'i | Honolulu | Kapi'olani | Kaua'i | Leeward | Maui <sup>2</sup> | Windward |
|----------------------------------|-------------------|---------|----------|------------|--------|---------|-------------------|----------|
| Nonresident Alien                | 44%               | #       | #        | 46%        | #      | #       | #                 | #        |
| Hispanic / Latino                | 28%               | 32%     | 36%      | 8%         | 44%    | 30%     | 21%               | 35%      |
| American Indian or Alaska Native | #                 | #       | #        | #          | #      | #       | #                 | #        |
| Asian                            | 33%               | 36%     | 24%      | 22%        | 40%    | 43%     | 38%               | 20%      |
| Black or African American        | 13%               | #       | 20%      | #          | #      | 10%     | #                 | #        |

| IPEDS Race/Ethnicity                      | UHCC <sup>1</sup> | Hawai'i | Honolulu | Kapi'olani | Kaua'i | Leeward | Maui <sup>2</sup> | Windward |
|-------------------------------------------|-------------------|---------|----------|------------|--------|---------|-------------------|----------|
| Native Hawaiian or Other Pacific Islander | 22%               | 30%     | 19%      | 25%        | #      | 13%     | 10%               | 36%      |
| White                                     | 33%               | 33%     | 20%      | 23%        | 64%    | 28%     | 18%               | #        |
| Two or more races                         | 29%               | 31%     | 22%      | 16%        | 54%    | 38%     | 27%               | 22%      |
| Race and ethnicity unknown                | 31%               | #       | 45%      | 20%        | #      | 25%     | #                 | 43%      |

## Federal Grant / Loan Recipient

| Federal Grant/Loan Recipients                                               | UHCC <sup>1</sup> | Hawai'i | Honolulu | Kapi'olani | Kaua'i | Leeward | Maui <sup>2</sup> | Windward |
|-----------------------------------------------------------------------------|-------------------|---------|----------|------------|--------|---------|-------------------|----------|
| Recipient of a Federal Pell Grant                                           | 28%               | 31%     | 28%      | 14%        | 22%    | 29%     | 20%               | 74%      |
| Recipient of a subsidized Stafford Loan who did not receive a Pell Grant    | #                 | #       | #        | #          | #      | #       | #                 | #        |
| Student who did not receive either a Pell Grant or subsidized Stafford Loan | 32%               | 35%     | 23%      | 27%        | 33%    | 33%     | 32%               | 1%       |

## Persistence Rate

Still enrolled after 150% of normal time to completion

| UHCC <sup>1</sup> | Hawai'i | Honolulu | Kapi'olani | Kaua'i | Leeward | Maui <sup>2</sup> | Windward |
|-------------------|---------|----------|------------|--------|---------|-------------------|----------|
| 13%               | 12%     | 11%      | 15%        | 9%     | 10%     | 18%               | 9%       |

## Transfer Out Rate

| UHCC <sup>1</sup> | Hawai'i | Honolulu | Kapi'olani | Kaua'i | Leeward | Maui <sup>2</sup> | Windward |
|-------------------|---------|----------|------------|--------|---------|-------------------|----------|
| 14%               | 11%     | 16%      | 21%        | 9%     | 11%     | 11%               | 12%      |

# denotes any cohort / subcohort with fewer than ten students.

<sup>1</sup> UHCC rates include figures for Maui college's Fall 2021 cohort not yet reported to IPEDS.

<sup>2</sup> Figures not yet reported to IPEDS.

This information is provided for the Student Right to Know Act, Public Law 101-542. It provides a partial description of the graduation and enrollment patterns of students. It should not be used to infer or predict individual behaviour.

Institutional Research, Analysis & Planning Office, University of Hawai'i, March 2025

## Annual Crime Statistics\*

### Criminal Offenses

| Offense Type                          | 2024                                                               | 2023                                                               | 2022                                                               |
|---------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Murder and Non-Negligent Manslaughter | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Manslaughter By Negligence            | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Robbery                               | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Aggravated Assault                    | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 1 On-campus property<br>0 Non-campus property<br>0 Public property |
| Burglary                              | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 1 On-campus property<br>0 Non-campus property<br>0 Public property | 2 On-campus property<br>0 Non-campus property<br>0 Public property |

| Offense Type                  | 2024                                                               | 2023                                                               | 2022                                                               |
|-------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Motor Vehicle Theft           | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 1 On-campus property<br>0 Non-campus property<br>0 Public property | 1 On-campus property<br>0 Non-campus property<br>0 Public property |
| Arson                         | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Sexual Assault Rape           | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>1 Public property | 0 On-campus property<br>0 Non-campus property<br>1 Public property |
| Sexual Assault Incest         | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Sexual Assault Fondling       | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Sexual Assault Statutory Rape | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |

## Arrests & Disciplinary Referrals

| Arrests/Disciplinary Referral Type   | 2024                                                               | 2023                                                               | 2022                                                               |
|--------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Alcohol (Violations)                 | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Illegal Drug (Violations)            | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Weapons (Violations)                 | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Alcohol (Behavioral Referrals)       | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Illegal Drugs (Behavioral Referrals) | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Weapons (Behavioral Referrals)       | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |

## VAWA Offenses

| VAWA Offense Type | 2024                                                               | 2023                                                               | 2022                                                               |
|-------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Domestic Violence | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Dating Violence   | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property |
| Stalking          | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 0 On-campus property<br>0 Non-campus property<br>0 Public property | 1 On-campus property<br>0 Non-campus property<br>0 Public property |

IMPORTANT NOTES \*Windward Community College has no On-Campus Student Housing Facilities.

There were no incidents of "Hazing" reported on campus for the year 2024.

Hate Crimes: There were no hate crimes reported at this campus for the years 2022, 2023, or 2024.

Unfounded Crimes: There were no unfounded crimes at this campus for the years 2022, 2023, or 2024.

All statistical information above are being provided in compliance with the Jeanne Clery Campus Safety Act (20 USC § 1092(f); as amended; also known as the “Clery Act”). The Honolulu Police Department and the State Department of Public Safety, Sheriffs Division, separately retain crime statistics for their respective jurisdictions. Both agencies are not able to provide a statistical breakdown by the exact geographical campus boundaries determined for Windward Community College as determined in accordance with the Clery Act implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46. This campus, however, has made good faith effort in determining duplication of reports for the same crime (example- when victims report a crime to both law enforcement and campus security separately on different dates/times).

For questions or additional information, contact the Office of the Vice Chancellor for Administrative Services in Hale Alakaʻi 120, or call 808-235-7405.

## **Faculty, Staff, and Administration**

### **University of Hawaiʻi Board of Regents**

Lauren Akitake, Chair, Maui County

Gabriel Lee, Vice Chair, Honolulu County

Keith Amemiya, Vice Chair, Honolulu County

Neil Abercrombie, Honolulu County

Makai Freitas, Hawaiʻi County

Eric Gee, Student Regent

Laurel Loo, Kauaʻi County

Marie Laderta, Honolulu County

Mike Miyahira, Hawaiʻi County

Laurie Tochiki, Honolulu County

Keola Robert Whittaker, Maui County

### **University of Hawaiʻi Administration**

Wendy Hensel

*President*

Kim Seigenthaler

*Interim Vice President for Academic Strategy*

Jan Gouveia

*Vice President for Administration*

Luis Salaveria

*Vice President for Budget & Finance/CFO*

Lui Hokoana

*Interim Vice President for Community Colleges*

Brad Christ

*Vice President for Information Technology/CIO*

Carrie K.S Okinaga

*Vice President for Legal Affairs/University General Counsel*

Chad Walton  
*Vice President for Research and Innovation*

Tim Dolan  
*Vice President for Advancement*

## **Windward Community College Administration**

Ardis Eschenberg, PhD  
*Chancellor*

Joshua Kaakua, EdD  
*Vice Chancellor for Academic Affairs*

Melanie Dorado Wilson, EdD  
*Dean for Academic Affairs, Division I*

Kathryn Fujioka-Imai, EdD  
*Interim Dean for Academic Affairs, Division II*

Jennifer L. Brown, EdD  
*Vice Chancellor for Student Affairs*

Sharon Nakagawa  
*Interim Vice Chancellor for Administrative Services*

Maria-Elena Diaz, PhD  
*Director for Career & Community Education*

## **Advisory Boards**

Windward Community College has invited a number of community leaders in business, industry, and professions to advise the staff in the development of curriculum in accordance with requirements in their fields. Consultations with these leaders relate to course content, selection of training equipment, the nature and extent of employment needs, and evaluation of the effectiveness of the curriculum. New advisory committees are formed as new needs and programs are identified.

## **Windward Community College Ambassadors**

Lani Almanza  
Terri Alvaro  
Josie Bidgood  
Brian Cordero  
Claire Durham  
Herb Lee  
Amy Luersen  
Jacqueline Maly, PhD, Emeritus Faculty  
Waynella McNeil  
Janice Nielsen  
Catherine Sato  
Terry Savage  
Betsy Takesono  
Nancy T. Taylor  
Ingelia White, PhD, Emeritus Faculty  
Sally White

## **Hawaiian Studies Advisory Committee**

Roy Fujimoto  
Mark Hamasaki  
Dennis Kauahi  
Emalia Keohokalole

Lani Ma'a Lapilio, Esq.  
Hirini Moko Mead, PhD  
Fred Kalani Meinecke  
Meleanna Aluli Meyer  
Peter Kalawai'a Moore, PhD  
Aaron Salā  
Robert Suggs, PhD

## **Veterinary Studies Advisory Committee**

Eric Ako, DVM  
Kathleen Baxter, RVT  
Lisel Coles  
Sydney Dickerson  
Sam Geiling, RVT  
Manny Himenes, DVM  
Maki Imoto-Eakin  
John Kaya, DVM  
Jenny Kelly, DVM (Chair)  
Stacie Kissel, RVT  
Sylvia Kondo, DVM  
David Krupp, PhD  
Sarah Krupp, RVT  
Ross Langston, PhD  
Wayne Marques  
Shannon Nakamura, LVT  
Jenee Odani, DVM  
Michael Wong, DVM  
Peggy Regentine, Emeritus Faculty  
Wendy Simmons, RVT, CCRP  
Whitney Watanabe, CVT  
Michael Wong, DVM

## **Administration and Faculty Listing**

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BS, Oklahoma State University  
AA, Hawai'i Community College

Kapela Wong  
Instructor, CC, Hawaiian Language  
MS, Chaminade University

## Disclaimer

This catalog provides general information about Windward Community College, its programs and services, and summarizes those major policies and procedures relevant to the student. The information contained in this catalog is not necessarily complete. For further information, students should consult with the appropriate unit. This catalog was prepared to provide information and does not constitute a contract. The College reserves the right to, without prior notice, change or delete, supplement, or otherwise amend at any time the information, requirements, and policies contained in this catalog or other documents.

For disability accommodations, please call 808-235-7448 or the TTY relay service at 1711 or 1511. Advance notice is requested. Hearing-impaired individuals desiring information may contact the College by using the Telecommunication Device for the Deaf (TTY) relay service at 808-643-8833 or by using the TTY phone located in Hale Alaka'i.

Windward Community College is an equal opportunity/affirmative action institution and does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, sexual orientation, gender identity or expression, ancestry, marital status, or veteran status in its programs and activities. For more information or inquiries regarding these policies, please contact Karen Cho, EEO/AA coordinator, at 808-235-7404 or [kcho@hawaii.edu](mailto:kcho@hawaii.edu).

## Definition of Terms

### Cancelled Courses

Courses are subject to cancellation (e.g., low enrollment). There is a 100% tuition/fees refund for canceled courses. Students are notified via mail, email, phone call, or note posted on the classroom door. A tuition refund does not apply to individual class periods that are canceled.

### Change In Registration

All changes in registration (adds, drops, or withdrawals) must be officially recorded by the deadlines. If drops and withdrawals are not officially recorded, students are subject to receiving a failing grade. Changes can be made via MyUH Services, by visiting the academic counselor, or at the

Admissions & Records Office. Once the semester begins, there is a fee for in-person add/drop transactions charged to students. Additional tuition and fees may be applicable when adding a class. Once the semester begins, complete withdrawal from ALL courses must be made in person at the student's home campus.

### **Change of Home Institution**

Enrolled UH Community College students who wish to change their home campus to Windward Community College must submit an online Change of Home Institution request through MyUH Services rather than completing a new system application.

### **Class Size**

Classes at WCC normally range in size from 15 to 35 students; Writing Intensive (WI) classes are usually limited to no more than 20 students.

### **Classified Students**

Students who are enrolled for credit in an officially declared, prescribed program leading to a degree or certificate (e.g., AA, AS, CA, CO).

### **Commencement**

A public ceremony and celebration held at the end of the academic year at which students' degrees and certificates are recognized.

### **Course**

A unit of instruction consisting of varying combinations of recitations, lectures, laboratory sessions, and field trips in a particular subject within the period of a semester or session.

### **Credit Hours (also referred to as semester hours, credits, or units)**

The value assigned to each class of each course. One credit hour usually equals 15 hours in class per semester. The number of credit hours for each course is determined by the number of lecture, laboratory, or field experience hours determined necessary for each semester course. No student may register for more than 18 credits without obtaining approval from a counselor at registration.

### **Continuing Student**

After admission, students must be enrolled each semester (Fall/Spring) for at least 1 credit hour of coursework. Students who are not enrolled will need to submit the system application form for readmission with the established regulations. Students who are readmitted will be subject to the degree requirements in effect at the time of readmission.

### **Drop Period (formerly Erase Period)**

The initial registration period at the start of the term during which a student may drop a course without it appearing on their official academic transcript. Refer to the Academic Calendar for specific semester deadlines.

### **Full-time Student**

A student carrying 12 or more credit hours in a Fall or Spring semester, or 6 or more credits in a 6-week Summer session. *Note: Third-party sponsors, Financial Aid, and Veterans Affairs (VA) may use different credit definitions to determine full-time benefits.*

### **Online Education (formerly Distance Learning)**

Instruction delivered primarily over the internet ([UHEP 5.204](#)).

### **Part-time Student**

A student carrying 11 or fewer credit hours in a semester.

### **Prerequisite**

Skills or courses required before enrollment in a course. Course descriptions indicate prerequisites if they apply.

### **Returning Students**

Students who have missed (stopped out) a semester or longer (Fall/Spring) must reapply for admissions if they wish to return to the college.

### **Semester**

An academic term spanning approximately 15 weeks during which courses are offered and completed. Accelerated terms (e.g., 8-week) may also be offered within a semester. There are two standard semesters per academic year: Fall and Spring.

### **Summer Session**

Instructional terms offered during the summer. Tuition and fees for summer sessions may differ from Fall/Spring rates. Enrolled Spring students may register for summer classes without reapplying; new or returning summer students who wish to continue in the Fall must apply for Fall admission.

### **Unclassified Students**

Students enrolled in credit courses who are not officially declared in a degree or certificate program at WCC.

# Quick Telephone Reference

## Academic Counseling and Advising

808-235-7413

Hale Kako'o 118

<https://windward.hawaii.edu/services-for-students/counseling-advising/>

## Admissions & Records Office

808-235-7432

Hale Alaka'i 112

<https://windward.hawaii.edu/how-to-apply/admissions-records/>

## Bookstore

808-956-8022

Online only

<https://windward.hawaii.edu/services-for-students/bookstore/>

## Business Office (Cashier)

808-235-7411

Hale Alaka'i 114

<https://windward.hawaii.edu/about-wcc/leadership-administration/chancellor/administrative-services/business-office/>

## Disabilities Services

808-235-7448

Hale Kako'o 106

<https://windward.hawaii.edu/services-for-students/disabilities-services/>

## Financial Aid Office

808-235-7449

Hale Alaka'i 107

<https://windward.hawaii.edu/paying-for-college/financial-aid/>

## Library Learning Commons

808-235-7436

Hale La'akea

<https://library.wcc.hawaii.edu/>

## Testing Center (Placement Testing)

808-235-7498

Hale La'akea 228

<https://windward.hawaii.edu/services-for-students/testing-center/>

## TRiO Student Support Services

808-235-7487

Hale Kako'o 116

<https://windward.hawaii.edu/services-for-students/tutoring/trio-sss/>

# Admissions Information

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## Admission Eligibility

Windward Community College is an open-door institution that welcomes all students who desire to attend college and can benefit from the educational courses and programs offered. Any U.S. high school graduate or equivalent (e.g., GED), or applicant 18 years of age or older (prior to the start of the semester) may attend. Additional Admissions requirements are in place for International students and certain selective programs (e.g., Veterinary Assisting, Veterinary Technology).

## Admissions & Records Office

Hale Alaka'i 112

808-235-7432

<https://windward.hawaii.edu/admissions-records/>

### **Special Early Admissions Programs**

Windward Community College offers educational opportunities for high school students through our [Early Admissions Programs](https://windward.hawaii.edu/programs-of-study/pre-college-programs/early-admit-programs/) (<https://windward.hawaii.edu/programs-of-study/pre-college-programs/early-admit-programs/>). These programs enable students to begin their college studies while attending high school.

- **Early College** - Enables high school students to earn both high school and college credit simultaneously at designated high school campuses.
- **Running Start** - A partnership between the Department of Education and the University of Hawai'i that allows Hawai'i public high school (and charter school) students to attend college classes while earning dual credit toward both their high school requirements and college degree.
- **Early Admit** - Allows high school and homeschool students to enroll in college classes at Windward Community College while completing their high school education.

Jasmine Akiona

Early College Coordinator

808-235-7483

[jlakiona@hawaii.edu](mailto:jlakiona@hawaii.edu)

## **Application**

All applicants are required to complete the online University of Hawai'i System Application, and submit all supporting documents, by the published deadline. Applicants are encouraged to file their application for admission as early as possible. For application deadline dates, please visit the [Admissions & Records website](https://windward.hawaii.edu/admissions-records/) (<https://windward.hawaii.edu/admissions-records/>).

- Students who have missed at least one semester of enrollment must reapply for admission. Students who have stopped out within the past two years may contact the Admissions & Records Office to reactivate their application, provided Windward Community College was their last Home Campus.

The enrollment of Non-Resident and International students is governed by Board of Regents policy. Non-Residents are assessed a \$25.00 non-refundable Non-Resident application fee.

All documents received by the College become the property of the College and will not be returned to the applicant.

### **Early Admissions Programs**

Students must complete the University of Hawai'i Community College [Kama'āina Application](https://star.hawaii.edu/shortapp/app/?campus=WIN&ProgramFilter=EarlyAdmit#/) (<https://star.hawaii.edu/shortapp/app/?campus=WIN&ProgramFilter=EarlyAdmit#/>), and submit the following documents by the published deadline:

- Running Start and Early College: [UH Dual Credit Application](https://www.hawaii.edu/dualcredit/dual-credit-application/) (<https://www.hawaii.edu/dualcredit/dual-credit-application/>) - Requires high school and parent/legal guardian approval to enroll in college classes while earning dual credit that may be applied toward high school graduation and a college degree.
- Early Admit: [UH Dual Credit Application](https://www.hawaii.edu/dualcredit/dual-credit-application/) (<https://www.hawaii.edu/dualcredit/dual-credit-application/>) - Requires high school and parent/legal guardian approval to attend college classes while enrolled in high school.
- Homeschool: [UH Dual Credit Application](https://www.hawaii.edu/dualcredit/dual-credit-application/) (<https://www.hawaii.edu/dualcredit/dual-credit-application/>) - Requires parent/legal guardian approval and the Department of Education Exceptions to Compulsory Education (4140) form.

High school students who wish to continue their Early Admissions studies must submit a new [UH Dual Credit Application](https://www.hawaii.edu/dualcredit/dual-credit-application/) (<https://www.hawaii.edu/dualcredit/dual-credit-application/>) each semester to gain registration clearance. Early Admissions graduates who choose to continue their studies at Windward Community College as freshmen must submit a [Kama'āina Application for Hawai'i High School Graduates](https://star.hawaii.edu/shortapp/app/?campus=WIN&ProgramFilter=highSchoolGrad) (<https://star.hawaii.edu/shortapp/app/?campus=WIN&ProgramFilter=highSchoolGrad>) to update their status and declare a degree program.

### **Auditing**

Refer to Auditing in the Academic Regulations section.

### **Senior Citizen Visitor Pass**

The Senior Citizen Visitor Pass (SCVP) allows seniors to “visit” courses that are offered at Windward Community College free of charge if applicable seats are available (a maximum of three classes per semester). Senior Citizen Visitors are exempt from tuition and fee payments; however, no credit is awarded, no name will appear on the instructor’s class roster via MyUH, and no permanent academic records are retained in the Admissions & Records Office. The Senior Citizen Visitor status does not provide an active UHID, access to MyUH, Lamakū, or full library privileges.

Senior Citizens who meet the following conditions may apply during the Late Registration Period at the Admissions & Records Office:

- Hawai’i resident for tuition purposes
- At least 60 years of age prior to the first day of the semester
- Clear of any University of Hawai’i financial obligations
- Meet the course prerequisites
- Meet the State of Hawai’i Department of Health health clearance requirements
- Senior Citizen Visitor Pass Application is required each semester (Fall and Spring only)

Senior Citizens who wish to enroll in courses to earn credit are required to follow the same procedure and deadline as standard applicants. Once a Senior Citizen Visitor Pass is issued, the Senior Citizen Visitor cannot request credit for said class(es).

### **Faculty/Staff Tuition Waiver**

Employees must be employed half-time or more to be eligible for tuition waivers at any UH Campus, for a maximum of six credit hours per semester. Faculty/staff tuition waiver applicants must follow the same Admissions requirements, procedures, and deadlines as other students. Once accepted, registration must occur only during the Late Registration period. Refer to the Human Resources Department for more information.

## **Academic Records**

The Admissions & Records Office provides students with a wide range of support services, including the interpretation of policies and procedures, troubleshooting registration errors, identifying and resolving registration holds, general registration assistance with adding/dropping/withdrawing/auditing classes, transcript requests, enrollment verification, Veterans Affairs certification, transfer credit evaluation requests, degree conferrals, and diploma processing.

### Admissions & Records Office

Hale Alaka’i 112

808-235-7432

<https://windward.hawaii.edu/admissions-records/>

### **Transcript Requests**

Transcript requests may be submitted online via the National Student Clearinghouse, in person or by mail. Transcript requests will not be accepted by telephone or from any individual other than the student without the student’s written permission.

A transcript request is no longer required within the University of Hawai’i System. Students should contact their home UH Home Campus for additional information.

A standard transcript request is processed within 7 working days for a fee of \$5.00 per copy. A rush request is processed within 24 business hours for a fee of \$15.00 per copy. Payment is required before the request will be processed and the student must be cleared of all UH financial obligations. Fees and processing times differ for online orders. Please see the Admissions & Records Transcript Request site for additional information: <https://windward.hawaii.edu/how-to-apply/admissions-records/transcripts/>

### **Veterans Administration**

Windward Community College is an approved institution for education and training under the Veteran’s Educational Assistance Act (GI Bill \*) and the Dependent’s Act. Information regarding eligibility, entitlement, and types of training authorized may be obtained from the Veterans Administration Regional Office in Muskogee, OK at 1-888-442-4551. GI Bill\* is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

The Admissions & Records Office is responsible for processing VA Enrollment Certification requests and reporting enrollment, academic action and degree conferral information to the VA. To request certification, students must meet with their Academic Counselor to complete a VA Registration Form. Completed forms should be submitted to the Admissions & Records Office for processing.

Transfer students must submit official transcripts of all college coursework and/or military training completed before their enrollment can be certified. Transfer credit will be applied to the student's program of study to decrease the number of required courses needed. All records of will be kept on file and provided to the VA or State Approving Agency upon request. Failure to comply may result in a disruption of VA benefits.

Windward Community College complies with Public Law 116-315, Section 1018, and 38 U.S.C. § 3679(e). VA beneficiaries are provided a College Financing Plan displaying the variety of costs and Financial Aid options for their chosen educational program. In accordance with 38 U.S.C. § 3679(e), the College will not impose any penalty - including the assessment of late fees; denial of access to classes, libraries, or other institutional facilities; or the requirement that a covered individual borrow additional funds - on any covered individual because of the individual's inability to meet financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under Chapter 31 Vocational Rehabilitation and Employment or Chapter 33 Post-9/11 GI Bill.

Students receiving VA benefits are limited to two consecutive semesters on academic probation. If they remain in probationary status for a third consecutive semester or longer, their VA benefits will be discontinued until they are in good academic standing

### **Verification of Enrollment**

The Admissions & Records Office is responsible for processing Enrollment Verification requests. Students must complete a Verification of Enrollment form, and submit the signed request to the Admissions & Records Office for processing. Requests are not accepted by telephone or from individuals other than the student without the student's written permission.

### **Change of Address**

Students are responsible for informing the Admissions & Records Office of any changes to their mailing and permanent addresses. Mailing addresses can be updated via MyUH. International students must list a permanent address in their home country.

### **Change of Major**

Students who wish to change their major must submit a Change of Major form to the Admissions & Records Office. The new major/program will be effective the following semester, excluding the Summer Session.

### **Change of Name/Preferred First Name Request**

Students may request a name change by providing official documentation. Additionally, they may request a preferred name, such as a Hawaiian name, an international name, or a name that aligns with their gender identity.

### **Change of Home Institution**

Students currently attending a UH System Campus may request a Change of Home Institution without applying for Admission to Windward Community College. A Home Institution is the designated campus from which a student intends to obtain their degree and receive financial support, such as Financial Aid or Veterans Educational Benefits. A [Change of Home Institution request](https://go.hawaii.edu/WEk) may be submitted online at <https://go.hawaii.edu/WEk>.

### **Request for Transcript Evaluation**

Students who wish to transfer prior college (non-UH System) coursework or military training to Windward Community College must be classified as degree-seeking at Windward Community College and currently enrolled or registered/accepted to qualify for a transfer credit evaluation. Official transcripts must be sent directly from the prior institution to the Admissions & Records Office. A Request for Transcript Evaluation form may be submitted to inform the Admissions & Records office of the incoming transcript. Transcripts not sent for evaluation due to the student's status will be maintained for one year.

Credits earned at other UH System campuses will be evaluated at the end of each semester and can be viewed via STAR. A Request for Transcript Evaluation form may be submitted to inform the Admissions & Records Office of the UH credits.

More information about transcripts can be found on the [Admissions & Records Office Transcript Request website](https://windward.hawaii.edu/how-to-apply/admissions-records/transcripts/) (<https://windward.hawaii.edu/how-to-apply/admissions-records/transcripts/>).

### **Kingdom of Hawai'i Declaration**

Students who would like the UH System to designate their affiliation with the Kingdom of Hawai'i in the student information system, please complete the Kingdom of Hawai'i Declaration form at the Admissions & Records Office.

# Registering for Classes

Students must apply for admission and be accepted by the College to be eligible to register for classes. Applicants will receive notification of their admission decision via email, along with instructions to help them prepare for registration.

## Health Clearances

The State of Hawai'i Department of Health Administrative Rules, Title 11 Chapter 157 and 164.2 requires all students to meet its health requirements prior to attendance at any post-secondary institution in the State of Hawai'i. Certificate of TB (Tuberculosis) Examination, and Immunization documentation for Measles, Mumps and Rubella (MMR), Varicella (chickenpox), effective Fall 2020, and Tdap (Tetanus-diphtheria-acellular pertussis), effective Fall 2020, are required. Health Clearances must be signed and stamped by a U.S. licensed Medical Doctor (MD), Doctor of Osteopathy (DO), Advanced Practiced Registered Nurse (APRN), Physician Assistant (PA), or clinic. Completed forms should be uploaded to Med+Proctor, the University of Hawai'i's partner in processing immunization verifications. Please visit our [Health Clearance site](https://windward.hawaii.edu/how-to-apply/admissions-records/health-clearance/) (<https://windward.hawaii.edu/how-to-apply/admissions-records/health-clearance/>) for additional information.

## Placement Testing

Evidence is required to determine placement for Math, English, and other courses with a Math or English pre-requisite. To determine placement, students may:

- Provide documents for placement evaluation (e.g., high school transcript, college transcript, SAT, ACT, Smarter Balance Assessment) to their Windward Community College Counselor
- Take the Accuplacer or EdReady Placement test. Please visit the [Testing Center](https://windward.hawaii.edu/testing-center/) (<https://windward.hawaii.edu/testing-center/>) for more information on these testing options

Placement options can be discussed at New Student Orientation or with a counselor prior to registration. Transfer students who have completed college-level courses in math and English are not required to take placement tests. Proof of completed courses (e.g., copy of a transcript or grade report) must be provided to the counselor prior to registration.

## MyUH Account

[MyUH Services](https://myuh.hawaii.edu) (<https://myuh.hawaii.edu>) provides students with a one-stop resource to access UH forms and apps, such as Class Availability, Registration Timetables, the Course Transfer Database, and Student Payments & Financial Resources.

- Your <username>@hawaii.edu is the official means of communication within the University of Hawai'i System. UH email should be checked frequently for important messages
- [Set up/manage your UH username](https://hawaii.edu/username/) at <https://hawaii.edu/username/>

## New Student Orientation

All first-year college students are required to attend a New Student Orientation session. At this meeting, students receive information about registration, campus resources, and college success. Accommodations for distance learning (online) students are available. Contact Student Affairs Peer Mentors at 808-235-7454.

## Welina Windward

[Welina Windward](https://windward.hawaii.edu/services-for-students/peer-mentor-center/frosh-camp/) (<https://windward.hawaii.edu/services-for-students/peer-mentor-center/frosh-camp/>) introduces all first-year students to the Windward Community College 'ohana. This daytime event includes a campus tour, tips & tools for navigating the first few weeks of college, information on student resources, and a chance to meet your fellow peers and administrators. To RSVP, please contact the Peer Mentor Center at 808-235-7454 or [wccpeers@hawaii.edu](mailto:wccpeers@hawaii.edu).

## Register for Classes

First-year college students must see a counselor before registering for classes. Counselors assist students with academic advising, class scheduling, and registration. Contact Student Affairs Counseling and Advising at 808-235-7413. Returning and transfer students in good academic standing may register independently online via STAR GPS.

## Tuition/Fees Payment

Payment can be made online via [MyUH Services](https://myuh.hawaii.edu/launch-task/all/pay-tuition) (<https://myuh.hawaii.edu/launch-task/all/pay-tuition>) or in person at any UH Cashier's Office. Any outstanding balance may lead to a financial debt, referral to a collection agency, and denial of UH services. Students who register but choose not to attend must drop their classes by the deadline to avoid financial charges and punitive grades (e.g. F grade).

# Tuition and Fees

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## Tuition and Fee Information

|                                                  |                                                                                                                            |                                                                                                                            |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Fall and Spring Tuition</b>                   | Resident: \$131 per credit                                                                                                 | Non-Resident Tuition: \$345 per credit                                                                                     |
| <b>Summer Tuition</b>                            | Resident: \$131 per credit                                                                                                 | Non-resident: \$345 per credit                                                                                             |
| <b>Mandatory Student Fees (Fall/Spring only)</b> | Publication Fee: \$1 per credit, \$10 max. Student Activity Fee: \$7.50 flat fee. Student Government Fee: \$7.50 flat fee. | Publication Fee: \$1 per credit, \$10 max. Student Activity Fee: \$7.50 flat fee. Student Government Fee: \$7.50 flat fee. |
| <b>Professional Fees</b>                         | Veterinary Assisting Professional Fee: \$100/semester<br>Veterinary Technology Professional Fee: \$300/semester            | Veterinary Assisting Professional Fee: \$100/semester<br>Veterinary Technology Professional Fee: \$300/semester            |

Visit Windward Community College's [Tuition and Fees page](#) for most current information about tuition and fees.

## Credit Courses

All tuition and fee charges at University of Hawai'i campuses are subject to change in accordance with requirements of state law and/or action by the Board of Regents or the University administration.

## Noncredit Courses

Tuition and fees vary, depending on the length of the course. Contact the Office of Career & Community Education for detailed information, 808-235-7433.

## Dishonored Check Fee

A \$25 service charge is assessed for checks which were made out to the University of Hawai'i and returned for any cause.

## Late Registration Fee

A \$30 fee will be assessed for the Fall/Spring semester for registration during or after the late registration period.

## Diploma Fee

A \$25 fee is payable when applying for graduation. Diplomas and certificates will not be mailed without this payment.

## Transcript Fee

A \$5 per copy fee is charged for official transcripts ordered with standard processing (printed within 7 working days). A \$15 per copy fee is charged for rush requests (printed within 24 business hours). Processing time does not include mail/delivery time, and appropriate postage fees are charged for transcripts that are sent outside of the United States. For an additional processing fee, transcripts may be ordered online via the [National Student Clearinghouse Transcript Ordering Center](https://tsorder.studentclearinghouse.org/school/ficcode/01122000) (https://tsorder.studentclearinghouse.org/school/ficcode/01122000) (debit or credit card payment and a valid email address are required).

## Non-Resident Application Fee

A \$25 nonrefundable, nontransferable fee is charged for all non-resident applicants, except those who qualify for one of the following Board of Regents Exemptions: Active Duty U.S. military personnel stationed in Hawai'i and their authorized dependents; Veterans discharged within three years of enrollment, who are eligible for GI Bill Educational Benefits and reside in the state of Hawai'i; Native Hawaiians whose domicile is outside of Hawai'i.

## Educational Record Fee

A \$2 fee is charged for a copy of each educational record (e.g., fee statement).

## Printing Fee

A minimum fee of \$0.09 per page for black & white printing and \$0.25 per page for color printing is charged to print on the public printers in the Library Learning Commons

## Credit by Institutional Exam (CBIE) Fee

An assessment fee equivalent to 50% of the tuition of the course. This is a nonrefundable fee regardless of how many credits are petitioned and/or how many are awarded.

## Portfolio-based Assessment (PBA) Fee

An assessment fee equivalent to 60% of the tuition of the course. This is a nonrefundable fee regardless of how many credits are petitioned and/or how many are awarded.

## Residency for Tuition Purposes

The University of Hawai'i Windward Community College, like all public institutions of higher learning, has residency requirements for payment of resident tuition. These requirements, similar to those of other states, are complex. Detailed information is available at [Hawai'i Administrative Rules on Determination of Residency as Applied to Tuition Payments and Admissions](http://www.hawaii.edu/offices/bor/adminrules/chapter04.pdf) (<http://www.hawaii.edu/offices/bor/adminrules/chapter04.pdf>). Residency rules may change as a result of legislation or administrative action.

A student who does not qualify as a bona fide resident of the State of Hawai'i must pay the non-resident tuition rate. A non-refundable non-resident application fee is also assessed. Applicants may be required to provide documentation to verify residency status. An official determination of residency status will be made prior to enrollment. Once classified as a non-resident, a student continues to be so classified during his/her term at the college until he/she can present clear and convincing evidence to the Residency Officer that proves otherwise. This request must be submitted prior to the start of the term of the change.

For complete rules and regulations or interpretation, contact the Residency Officer in the Admissions & Records Office.

Condensed University Residency regulations follow.

### Definition of Hawai'i Residency

Hawai'i state law has determined residency to be established by an independent adult, an emancipated minor, or a minor's parents/legal guardian who:

- Demonstrated intent to permanently reside in Hawai'i (see below for evidence);
- Been physically present in Hawai'i for the 12 consecutive months prior to the first day of instruction, and after the demonstration of intent to make Hawai'i his/her legal residency; and
- The student, whether adult or minor, has not been claimed as a dependent for tax purposes for at least 12 consecutive months prior to the first day of instruction by his/her parents or legal guardians who are not legal residents of Hawai'i.

To demonstrate the intent to make Hawai'i the student's legal residency, the following evidence applies:

- Filing Hawai'i resident personal income tax return
- Voting/registering to vote in the State of Hawai'i

Other evidence, such as permanent employment and ownership or continuous leasing of a dwelling in Hawai'i, may apply, but no single act is sufficient to establish residency in the State of Hawai'i.

Other legal factors in making a residency determination include:

- The 12 months of continuous residence in Hawai'i shall begin on the date upon which the first overt action (see evidence) is taken to make Hawai'i the permanent residence. Residency will be lost if it is interrupted during the 12 months immediately preceding the first day of instruction.
- Residency in Hawai'i and residency in another place cannot be held simultaneously.
- Presence in Hawai'i primarily to attend an institution of higher learning does not create resident status. A nonresident student enrolled for 6 credits or more during any term within the 12-month period is presumed to be in Hawai'i primarily to attend college. Such periods of enrollment cannot be applied toward the physical presence requirement.
- The residency of unmarried students who are minors follows that of the parents or legal guardian. Marriage emancipates a minor.
- Resident status, once acquired, will be lost by future voluntary action of the resident inconsistent with such status.

However, Hawai'i residency will not be lost solely because of absence from the State while a member of the United States Armed Forces, while engaged in navigation, or while a student at any institution of learning, provided that Hawai'i is claimed and maintained as the person's legal residence.

### Board of Regents Exemptions

Non-residents may be allowed to pay resident tuition if they qualify as one of the following:

- United States military personnel and their authorized dependents during the period such personnel are stationed in Hawai'i on active duty
- Members of the Hawai'i National Guard and Hawai'i-based Reserves
- Full-time employees of the University of Hawai'i and their spouses and legal dependents
- East-West Center student grantees pursuing baccalaureate or advanced degrees
- Hawaiians, descendants of the aboriginal peoples who inhabited the Hawaiian Islands and exercised sovereignty in the Hawaiian Islands in 1778
- Veterans eligible to use Post 9/11 GI Bill® or Montgomery GI Bill® Active Duty education benefits OR individuals eligible to use transferred Post 9/11 GI Bill® education benefits, who live in Hawai'i, and enroll at the University, regardless of the length of time that has passed since discharge from a period of active duty, per Public Law 116-315, Section 1005
- Individuals eligible to use transferred Post 9/11 GI Bill® education benefits, who live in Hawai'i, and whose transferor is a member of the uniformed service who is serving on active duty
- Individuals eligible to use Post 9/11 GI Bill® education benefits under the Marine Gunnery Sergeant John Fry Scholarship who live in Hawai'i
- Individuals eligible to use Vocational Rehabilitation and Employment (VR&E) education benefits, who live in Hawai'i

Citizens of an eligible Pacific island district, commonwealth, territory, or insular jurisdiction, state or nation which does not provide public institutions that grant baccalaureate degrees may be allowed to pay 150% of the resident tuition. At the time of publication, these included the following:

- American Samoa
- Commonwealth of the Northern Mariana Islands
- Cook Islands
- Federated States of Micronesia
- Futuna
- Kiribati
- Nauru
- New Caledonia
- Niue
- Rapa Nui (Easter Island)
- Republic of Palau
- Republic of the Marshall Islands
- Solomon Islands
- Tokelau
- Tonga
- Tuvalu
- Vanuatu
- Wallis

This list is subject to change. Please contact the Admissions & Records Office for eligibility and documentation requirements.

### **Misrepresentation**

A student or prospective student who provides incorrect information on any form or document intended for use in determination of residency status for tuition purposes will be subject to the requirements and/or disciplinary measures provided for in the rules and regulations governing residency status.

### **Appeal Process**

Please contact the Residency Officer in the Admissions & Records Office for information on residency appeals. Appeals are heard by the University of Hawai'i Residency Appeals Board, and may only be filed once non-resident tuition has been paid or placed on a payment plan.

## **Paying for Tuition**

Login to MyUH Services, click on the Pay Tuition and Fees box. The home page will display the current amount you owe. An E-Statement will be sent to your hawaii.edu email address monthly to provide current account information. Only full payments are accepted. If you are receiving a tuition waiver or scholarship, check with your home campus financial aid office or the awarding department before making payment.

Tuition and fee payments can be made by:

- MyUH Online: Pay by MasterCard, VISA or any credit card accepted by the Discover Network such as Discover, Diners, and JCB, pin-less debit card or web check (checking or savings account).

Registered students may sign up for an [installment payment plan](https://www.hawaii.edu/myuhinfo/payment-plan/) (<https://www.hawaii.edu/myuhinfo/payment-plan/>) for the Fall and Spring terms. Log on to [MyUH](https://myuh.hawaii.edu) (<https://myuh.hawaii.edu>) for more details. The payment plan is not available during the summer terms.

Find more detailed information on [making payments](https://www.hawaii.edu/myuhinfo/payment_options/) ([https://www.hawaii.edu/myuhinfo/payment\\_options/](https://www.hawaii.edu/myuhinfo/payment_options/)) and the [payment plan](https://www.hawaii.edu/myuhinfo/payment-plan/) (<https://www.hawaii.edu/myuhinfo/payment-plan/>).

- Mail: Make checks payable to “University of Hawai‘i” and mail to the following address:

Windward Community College  
C/O Business Office  
45-720 Kea‘ahala Rd.  
Kāne‘ohe, HI 96744

Mailed payments must be received by the appropriate payment deadline. You should allow a minimum of 5 days for delivery prior to the deadline. Do not use Campus Mail. To ensure proper crediting to your account, write your UH number on the bottom left corner of the check.

- In-Person: Pay by cash, check, money order, debit card, or cashier’s check at any campus business office (no in-person credit card payment).
- Parents and Other Authorized Users: If you have been set up as an Authorized User, you may logon to the Authorized User site with your email address and password provided to you.

It is the responsibility of students to pay their tuition/fees or drop their courses by the [deadline](https://www.hawaii.edu/myuhinfo/payment) (<https://www.hawaii.edu/myuhinfo/payment>) that may cause a financial obligation. Not doing so will lead to a financial debt that if not paid, will be sent to a collection agency. Refer to Financial Obligations to the University policy.

## Refunds

You must first formally withdraw from your class(es) online or in person. If you are eligible for a tuition refund, allow a minimum of 6 weeks to process. Refer to the [Academic Calendar](https://windward.hawaii.edu/academic-calendar) (<https://windward.hawaii.edu/academic-calendar>) or Schedule of Classes for refund dates.

### eRefunds (Direct Deposit)

eRefunds are a quick, secure and convenient way to get your credit balance refunds. eRefunds can be deposited directly into your checking or savings account, and you don’t have to worry about a check getting lost in the mail, or make a trip to your bank. In addition, the use of eRefunds means fewer paper checks and the conservation of valuable resources.

To enroll in eRefunds:

1. Go to [MyUH](https://myuh.hawaii.edu) (<https://myuh.hawaii.edu>)
2. Type in your UH username and UH password.
3. Click on the “View My Student Account” box.
4. Click on the “Refund” tab at the top of the page.

After a refund is posted to your account, you will receive an email confirming the amount of the refund and the date the refund was processed by the cashier’s office. Please allow 3-5 business days after the email for the funds to be credited to your bank account. Be sure to check with your bank that your funds are available in your account before you begin to write checks, pay bills, or withdraw money.

Answers to frequently asked questions about eRefunds are available at the [University of Hawai‘i FAQs for Student eCommerce Services](https://www.hawaii.edu/myuhinfo/payment-faqs) (<https://www.hawaii.edu/myuhinfo/payment-faqs>).

Note: If your financial aid is reduced for any reason (i.e., your full-time or half-time status has changed, you receive additional resources, etc), you may owe a portion or all of the credit balance refund back to the University.

## Tuition

If you withdraw from the College or any of your courses, you may be eligible for a tuition refund. The amount of the refund is determined by the date of official withdrawal.

## Student Fees

If a complete withdrawal from all courses is made before the end of the late registration period, you will receive a 100% refund.

## Canceled Classes

A 100% tuition/fees refund is made available to a student if classes are canceled by the College and the student does not re-enroll in other classes.

## Financial Obligations to the University

Students who have not satisfactorily addressed their financial obligations to any part of the University of Hawai'i system (i.e., tuition and fees, traffic violations, parking tickets, unreturned library books, library fines, other fines, locker fees, laboratory breakage charges, transcript fees, loans past due, rental payments, etc.) may be denied transcripts, diplomas, and registration, including add/drops and other entitlement services (e.g., Enrollment Verification, VA Enrollment Certification).

A copy of the "Rules and Regulations Governing Delinquent Financial Obligations Owed the University of Hawai'i," promulgated by the Board of Regents, is on file in the Office of the Vice Chancellor for Student Affairs.

# Financial Aid

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## Financial Aid and Eligibility Requirements

Windward Community College offers financial aid to students who seek help in funding their cost of education. These expenses may include tuition charges, student fees, books, supplies, living expenses, personal expenses, and childcare costs. The Windward Community College Financial Aid Office administers federal, state, and institutional aid programs through grants, student loans, scholarships, and employment opportunities. Students applying for financial aid at Windward Community College must submit a FAFSA (Free Application for Federal Student Aid) each year. Additional financial aid information and forms are available on the [Financial Aid Office homepage](https://windward.hawaii.edu/paying-for-college/financial-aid) (<https://windward.hawaii.edu/paying-for-college/financial-aid>).

## Eligibility

To be eligible for financial aid, students must:

- Be enrolled in an eligible degree or certificate program at Windward Community College. The programs eligible for financial aid at Windward Community College are all Associate Degree Programs (Liberal Arts, Hawaiian Studies, Natural Sciences, and Veterinary Technician), as well as the Certificate of Achievement Programs in Acting, Agripharmatech (Limu Studies, Ethnopharmacognosy, Plant Biotechnology), Mental Health Technician, and Veterinary Assisting
- Have a high school diploma or a GED
- Be either a U.S. citizen or an eligible non-citizen (i.e., permanent resident alien)
- Be meeting satisfactory academic progress requirements towards their degree objective if they are a continuing student
- Not owe a repayment on a federal grant or be in default on a federal student loan

## Federal Financial Aid Programs

### The Federal Pell Grant

The Federal Pell Grant is based on demonstrated need and is awarded to students who have not earned a bachelor's degree. This grant does not have to be repaid.

### The Federal Supplemental Educational Opportunity Grant (SEOG)

The Federal Supplemental Educational Opportunity Grant (SEOG) is based on exceptional financial need and is awarded to students who are enrolled at least halftime. This grant does not have to be repaid and funds are limited.

### The Federal Work-Study Program

The Federal Work-Study Program is based on financial need and offers students the opportunity to earn their financial aid award through part-time employment on campus. Work hours are scheduled around a student's class hours and it's a great opportunity to gain valuable work experience while attending school.

### The Federal Direct Stafford Loan Programs

The Federal Direct Subsidized Stafford Loan is made to the student and is based on financial need. There is no interest accrual while the student is enrolled in school at least halftime. The maximum award is based on a student's class standing - up to \$3,500 per year for a first-year student and up to \$4,500 per year for a second-year student. Repayment begins six (6) months after the student graduates or ceases to be enrolled at least halftime.

The Federal Direct Unsubsidized Stafford Loan is made to the student. The maximum award is based on a student's dependency status, level of need, and class standing. The maximum award is \$9,500 per year for a first-year student and \$10,500 per year for a second-year student. Repayment begins 6 months after the student graduates or ceases to be enrolled at least halftime.

## **The Federal Direct Parent Loan for Undergraduate Students (PLUS loan)**

The Federal Direct Parent Loan for Undergraduate Students (PLUS loan) is a credit based loan that has a fixed interest rate and is made to a parent of dependent undergraduate students. For new borrowers, the maximum loan amount is capped at \$20,000 per academic year and a lifetime aggregate of \$65,000 per student, or the cost of attendance minus any other financial aid awarded, whichever is less. Repayment of this loan begins 60 days after the funds are disbursed.

## **State Financial Aid Programs**

### **The UH Opportunity Grant**

The UH Opportunity Grant is based on financial need and at least half-time enrollment. Funds are limited.

### **The Native Hawaiian Tuition Waiver and Second Century Scholars Grant**

The Native Hawaiian Tuition Waiver and Second Century Scholars Grant awards are based on Native Hawaiian ancestry, financial need, and at least half-time enrollment. Funds are limited.

### **The UH Centennial Scholarship**

The UH Centennial Scholarship is for incoming full-time freshmen who will graduate from a Hawai'i high school. The student must have a cumulative high school GPA of at least 3.8 or higher or a combined score of 1800 on the three-part SAT Reasoning Test (or ACT equivalent).

### **The State of Hawai'i B Plus Scholarship**

The State of Hawai'i B Plus Scholarship is for students who demonstrate financial need and graduated from a public Hawai'i high school. The student must have a cumulative high school GPA of at least 3.0 or higher, completion of certain high school courses, and a senior project.

### **Hawai'i Promise Scholarship**

The Hawai'i Promise Scholarship is a last-dollar, need-based award toward the unmet direct cost need of qualified students enrolled at any community college campus of the University of Hawai'i. Direct cost for the purposes of awarding Hawai'i Promise Scholarships consists of tuition, fees, books and supplies, and transportation (\$225/semester). Recipients must qualify for Hawai'i resident tuition, complete the FAFSA and accept all federal and state grants, scholarships, and other funding sources that do not require repayment. Recipients must also maintain satisfactory academic progress. Award amounts are contingent upon funding and the individual student's FAFSA information.

## **Scholarships**

### **UH Foundation Scholarships at Windward Community College**

Through the generous support of individuals and private organizations in the community, a variety of scholarships are available exclusively for Windward Community College students each year. The scholarships listed below range in value from \$250 to \$1,000 per year. These scholarships are applied for through the online UH Common application which is typically available from October through March.

- Charles Hemenway Scholarship
- Hawaiian Studies Scholarship
- Hawaii Veterans Memorial Scholarship
- Minami Community Foundation Scholarship
- Windward Community College Scholarship Fund
- Paul & Jane Field Scholarship
- Garden Club of Honolulu Scholarship
- Phil Hagstrom Scholarship
- Lani-Kailua Outdoor Circle Scholarship

- Kitty Lagareta Student Fund Scholarship
- Patrick & Janet Bullard Scholarship
- Kaneohe Rotary Club Scholarship
- Peter Dyer Memorial Scholarship
- Joseph Rothstein & Ann Yoklavich Scholarship
- Jacquie & Ted Maly Scholarship
- Bentley Guss Scholarship
- Lea Albert Endowed Scholarship
- Hawaii Veterinary Medical Association Scholarship
- Sabrina Guss Scholarship
- White Scholarship
- Burns-Sox Vet Tech Scholarship
- Dr. Eric Ako Endowed Scholarship
- Windward Community College Theatre and Dance Scholarship
- Langston Craddock Endowed Scholarship
- Ed Bernauer Scholarship
- Henry Kapon Foundation Scholarship
- Dr. Dennis Carroll Scholarship
- CNA-LPN Pathway Program Scholarship
- Dr. Joseph Ciotti Endowed Scholarship
- Jacqueline "Snookie" Mello Endowed Scholarship
- John Young Scholarship
- Kathleen M. Jaycox Student Success Fund
- Annette Takahashi Veterinary Technician Scholarship
- Ipo Bullard Memorial Scholarship

### **Isamu Shinshiro Scholarship for Sustainable Technology Education & Training Scholarship**

The Isamu Shinshiro Scholarship for Sustainable Technology Education and Training helps UHCC students who aspire to obtain a certificate in a sustainable technology program at Windward Community College. It was the desire of the late Isamu Shinshiro to help lower financial barriers that prevent students from accessing a good education and training in industries that sustain Hawai'i's natural environment, ecosystems and resources.

- Completed at least one semester at a UHCC campus
- Hawai'i resident and U.S. citizen
- Enrolled full-time (at least 12 credits)
- Major in a Windward Community College credit program focusing on sustainable technology as follows:
  - Bio-Resources & Technology: Bio-Resources Development & Management (ASC)
  - Bio-Resources & Technology: Plant Biotechnology (ASC)
- Minimum cumulative 2.5 GPA at Windward Community College
- Demonstrated Need based on most recent FAFSA

### **The My Career Advancement Account (MyCAA) Scholarship Program**

#### **For Military Spouses Only!**

MyCAA Military Spouse Scholarships are available for up to \$4,000 toward career training at Windward Community College for high-demand jobs in Agripharmatech, Business, Veterinary Technology, Cyber Security, Psych-Social Development, and more! Visit the [MyCAA website](https://mycaa.militaryonesource.mil/mycaa) (<https://mycaa.militaryonesource.mil/mycaa>) for application and information or call a Windward Community College counselor at 808-235-7413.

## **FAFSA Application Process**

Students applying for financial aid at Windward Community College should submit a FAFSA (Free Application for Federal Student Aid) each year.

To apply, please follow the steps below:

- You and possibly your parent, parent's spouse or your spouse depending on your situation, will need to create a Federal Student Aid (FSA) ID at <http://studentaid.gov>. The FSA ID will allow you to file the FAFSA electronically.

- File your FAFSA electronically at [Studentaid.gov](https://studentaid.gov) (<https://studentaid.gov>). Please be sure to list Windward Community College on your FAFSA, otherwise, we will not receive your results. Windward Community College's FAFSA Federal School Code is 010390. You and any contributors will need to consent to retrieve your tax information from the IRS.
- Upon receipt of your FAFSA results, the Windward Community College Financial Aid Office will inform you through your UH email via MyUH Services if additional information is required to complete your application for financial aid packaging.
- Upon determination of your financial aid eligibility, the Windward Community College Financial Aid Office will inform you of your Financial Aid status and any additional information regarding your financial aid package through your UH email.

## Financial Aid Satisfactory Academic Progress Policy

Federal regulations require that financial aid recipients at Windward Community College maintain Satisfactory Academic Progress (SAP) toward the achievement of an eligible degree or certificate.

Student academic progress is evaluated annually at the conclusion of each spring term. For students on Probation and have Academic Plan requirements, satisfactory academic progress is evaluated at the end of every payment period. For students in certificate programs that are less than 24 credits, academic progress will be evaluated at the end of every term.

### Satisfactory Academic Progress Policy

Financial aid Satisfactory Academic Progress (SAP) Policy is separate and distinct from the institution's academic progress policy. All credits attempted in any semester of enrollment at the student's home campus, regardless of aid status, will be counted when calculating all measures of satisfactory academic progress.

To remain eligible for financial aid, students must meet specific academic standards. Financial aid calculations for GPA and credits earned and attempted include all home-campus coursework ever taken. Transfer credits are only factored into calculations for credits earned and attempted. The minimum academic requirements and the student's current status can be viewed in their MyUH Services portal.

### Minimum Standards

#### Qualitative Measure (GPA)

Students must maintain a minimum cumulative Financial Aid grade point average (GPA) of at least 2.0. For Financial Aid purposes, GPA is calculated by dividing the total points earned by the total credits attempted.

- Grades will be calculated into the student's GPA as follows: A (4 points), B (3 points), C (2 points), D (1 point), F (0 points), N (0 points).
- The following grades will not be calculated into the student's GPA: Credit/No Credit (CR/NC), Withdrawal (W), Incomplete (I), Record Delayed (RD), Audit (L), Credit by Exam (CE).

*Example:* Kimo completed his first year in school.

- Fall semester grades: Math 100 'D', Eng 100 'B'.
- Spring semester grades: Math 100 'B', Bio 100 'A'.
- Institutional GPA is 3.33. Kimo's first 'D' grade is no longer counted in institutional GPA because he retook the class and received a higher grade.
- Financial aid GPA is 2.75. Financial aid calculates grades for every class that Kimo has taken.

Kimo is meeting the minimum GPA requirement but this example shows how an institutional and financial aid GPA may differ.

#### Quantitative Measure (Pace & Maximum Time Frame)

##### Pace (Completion Rate)

Students must successfully pass/complete at least 67% of all credits attempted (calculation will be rounded down to the nearest percent).

*Example:* Since Kimo started attending school, he attempted 60 credits. He only successfully completed (passed) 50 credits because he withdrew from a few classes and failed one. The calculation is 50 credits divided by 60 credits equals 83% ( $50 \div 60 = 0.833$  or 83%). Therefore, Kimo has met the completion rate criteria.

- Grades: The following grades will be considered as credits attempted but not earned: Failing (F), No Credit (NC), No Grade (N), Withdrawal (W), Incomplete (I), Record Delayed (RD).

- **Incomplete Grades** An incomplete grade will be calculated as no credit earned. When it reverts to a letter grade, it will be calculated at the next financial aid evaluation period unless the student requests a review through SAP Appeal.
- **Audit:** Audited classes are not eligible for financial aid and will not be counted towards credits attempted or completed.
- **Credit by Exam:** Credit by exam (CE) will be counted as credits attempted and completed.
- **Portfolio-Based Assessment (PBA):** PBA credits will be counted as attempted and completed.
- **Transfer Credits:** All transfer credits will be counted as credits attempted and completed.
- **Repeat Courses:**
  - Students who repeat a course for which they have already earned a passing grade may be allowed to receive funding to repeat that course only ONCE.
  - All repeat courses will count as credits attempted and earned (if passed) which may be different from the institution's academic progress policy.
- **Concurrent Enrollment Courses (Financial Aid approved):**
  - Concurrent enrollment courses taken at another campus that are "completed" will be factored into the completion rate when the courses are transferred to the student's home campus.
  - Concurrent enrollment courses that are not completed/earned but have been included towards the student's financial aid credit load will be counted as an attempted but not completed credit(s) towards your completion rate.
- **Administrative Withdrawal Credits:** Administrative Withdrawal credits may be counted as attempted but not completed credit(s).
- **Academic Renewal:** Any credits forgiven through academic renewal will still be counted as credits attempted for the credit completion rate.

### Timeframe of Eligibility

Students must complete their degree program within 150% of the credits required for their degree program. All attempted credits previously mentioned will be applied towards a student's time frame. Students who are unable to complete their program and achieve minimum SAP standards by the end of their timeframe may be determined ineligible for financial aid.

- **Change of Major** Students may choose to change their major at any time, however, all credits previously attempted at the college and accepted transfer credits will be counted in their new major and resulting maximum time frame.
- **Remedial/Developmental credits:** A student is allowed 30 remedial English and Math credits that are not counted towards the maximum time frame.
- **English as a Second Language (ESL):** ESL credits are not counted against the time frame.
- **Transfer Credits:** All credits will be factored into the maximum time frame.
- **Non-applicable Program Credits:** Non-applicable credits to a student's current major may be factored into the maximum time frame.
- **Multiple Degrees:** When a student completes a degree at the home campus, the student may continue receiving financial aid for a second or subsequent degree. Please contact your Financial Aid Office for more information.

*Example:* Kimo's degree program requires 60 credits to graduate; therefore, he must complete his degree program within a total of 90 credits (60 credits x 150% = 90 credits).

### Financial Aid Suspension

Students who do not meet the cumulative 2.0 GPA or the 67% completion rate of total credits attempted (pace) will be suspended from financial aid eligibility at Windward Community College. Financial aid suspension means that the student is not eligible to receive financial aid at Windward Community College until minimum satisfactory academic progress standards are met. It will be the student's responsibility to secure other financial resources during this suspension period. Students on Financial Aid Suspension will be notified in writing of their status.

### Reinstatement

To reinstate eligibility, a student must meet all three of the following conditions:

1. Have a minimum cumulative GPA of at least 2.0.
2. Complete at least 67% of all credits attempted (includes all credits reflected on the transcript).
3. Be able to graduate within the 150% time frame allowed by Federal regulations.

### Appeal of Financial Aid Suspension

A student who is not eligible may appeal if they have experienced unusual hardship that prevented the student from meeting the minimum standards. Such situations must be exceptional, generally beyond their control, and non-recurring in nature. Common situations that may cause a student to fail to meet SAP standards include:

- Family difficulties, such as divorce or illness;
- Interpersonal problems with friends, roommates, and significant others;
- Difficulty balancing work, family responsibilities, etc., and school;
- Financial difficulties.

The appeal must explain why the student failed to make satisfactory academic progress and what has changed in the situation that will allow the student to demonstrate progress at the next evaluation. Student's must complete and submit a Satisfactory Academic Progress Appeal Form to the Financial Aid Office. Students will be notified of an appeal decision via their UH email. Please contact your home campus Financial Aid Office for any deadlines.

A student's appeal will not be considered if they are unable to meet the minimum cumulative academic standards (2.00 cumulative GPA and 67% cumulative completion rate) by the end of their financial aid timeframe.

### **Financial Aid Probation**

If an appeal is approved, the student is placed on Financial Aid Probation for one term and given academic requirements to complete each semester until they meet the overall Satisfactory Academic Progress requirements. The academic conditions will be monitored after every payment period. Students who do not meet the academic conditions will be suspended and ineligible for financial aid. Students are notified of their suspension status via their UH email.

Students with an approved appeal will be required to meet with a Financial Aid Advisor to discuss the academic requirements of their plan. For students with an Academic Plan, the Financial Aid Office will review their progress at the end of each payment period. Students will be notified of any updates to their academic standing via UH email.

### **Official and Unofficial Withdrawal**

When a student who is receiving financial aid from a campus partially withdraws, completely withdraws, or stops attending classes, a revision is made to their financial aid award. It is the student's responsibility to follow the official withdrawal process and to notify the Financial Aid Office of any changes made to their enrollment status. View the campus catalog for the official withdrawal process.

#### **Official Withdrawals**

- Withdrawing from all classes during a term may result in a change in institutional charges and will change the financial aid awards for that term. Recent changes to Federal financial aid regulations have created a new [Return of Title IV Funds Policy](https://windward.hawaii.edu/paying-for-college/financial-aid/financial-aid-disbursement-refund/return-of-title-iv-funds-policy/) (<https://windward.hawaii.edu/paying-for-college/financial-aid/financial-aid-disbursement-refund/return-of-title-iv-funds-policy/>).
- Upon withdrawing, the Financial Aid Office will do a calculation to determine how much aid a student "earned". This is based on a pro-rated schedule of enrollment up through the 60% point in an enrollment period that shows how much aid the student and school will need to return to the Federal aid programs. Basically, it is any "unearned" aid that must be returned to the Federal aid programs; which Federal aid program funds will need to be returned; and does the student have a post-withdrawal disbursement due to them, if so, how it will affect the student and their future eligibility.
- Students who are considering withdrawing from classes should contact the Financial Aid Office to discuss the impacts it will have on their current financial aid and future financial aid eligibility.

#### **Unofficial Withdrawals**

- Students who cease attending all classes during a term may also be subject to the [Return of Title IV Funds Policy](https://windward.hawaii.edu/paying-for-college/financial-aid/financial-aid-disbursement-refund/return-of-title-iv-funds-policy/) (<https://windward.hawaii.edu/paying-for-college/financial-aid/financial-aid-disbursement-refund/return-of-title-iv-funds-policy/>). In all cases, official withdrawal procedures should be followed. This is based on a pro-rated schedule of enrollment up through the 60% point in an enrollment period. The calculation will show any "unearned" aid that the student and school will need to return to the federal aid programs.
- Also, students who fail all classes during a term will be reviewed to determine if the failure was due to not attending the class. Students who have stopped attending classes before the end of the term will be treated as an unofficial withdrawal.

For inquiries on financial aid, contact the [Financial Aid Office](https://windward.hawaii.edu/paying-for-college/financial-aid/) (<https://windward.hawaii.edu/paying-for-college/financial-aid/>) at 808-235-7449, email [wccfao@hawaii.edu](mailto:wccfao@hawaii.edu), visit the Financial Aid Office in Hale Alaka'i 106 A/B.

## **Academic Advising & Counseling**

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### **Counseling and Advising**

The mission of Windward Community College counselors is to educate, challenge, and empower our diverse student population through respect, understanding, and advocacy.

This mission is reflected in our Student Learning Outcomes:

1. Students will access accurate and appropriate information with regard to their academic status, resource availability, and the next step in their educational path.

2. Counselors will foster student engagement through promoting a relationship based on trust (consistency and reliable information), respect and multiple contacts.
3. Students will develop critical thinking through identifying resources; evaluating options; establishing priorities; designing education plans and implementing actions.

Counselors are available to help students develop a program of study to meet their educational objectives. In meeting with a counselor, students will have an opportunity to develop an individualized educational plan along with a program of academic support throughout their college experience. Students will also receive guidance in academic planning through assistance in course selection.

Academic advising sessions for both traditional and distance learning (online) students are conducted throughout the registration period and may be arranged on an appointment basis by calling the Counseling Office at 808-235-7413 or by scheduling an appointment via Navigate 360 (<https://windward.navigate.eab.com/app/#/authentication/remote/>).

## Mental Health Counseling

A licensed mental health counselor is available to assist students with a variety of challenges. These issues can often make it difficult for students to stay focused while attending school. The main goal of mental health counseling revolves around goal-setting. Your mental health counselor collaborates with you to pinpoint your objectives and the actionable steps necessary to achieve them, thereby offering assistance to address your problems.

- The mental health counselor offers therapy sessions for individuals, couples, and families, as well as referrals to local health professionals.
- Group therapy sessions are conducted on a secure platform that adheres to stringent HIPAA privacy regulations.
- These counseling services are provided at no cost to all registered students at Windward Community College.
- Students eligible for these services must be living in Hawai'i.
- To schedule an appointment for individual or group counseling, please contact us at 808-235-7393 or send an email to [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu).

**Mental Health Office open Monday - Friday 9 am - 4 pm Hale Kako'o 101. We are equipped to address a broad spectrum of mental and emotional health conditions, including:**

**Anxiety disorders:** These include issues like panic disorder or generalized anxiety disorder, which cause significant anxiety or stress in everyday situations.

**Bipolar disorder:** This condition results in extreme fluctuations in mood, focus, and energy levels.

**Depression:** Depression is a serious condition that consistently impacts emotions, thoughts, and behaviors, marked by enduring sadness and disinterest in previously enjoyed activities. It can cause various emotional and physical issues, reducing one's functionality at school, work, and home.

**Obsessive-compulsive disorder (OCD):** This is a mental health disorder marked by recurring intrusive thoughts (obsessions) that drive repetitive behaviors (compulsions).

**Post-traumatic stress disorder (PTSD):** PTSD may arise after experiencing or witnessing a severe trauma, leading to prolonged emotional distress.

**Attention Deficit Hyperactivity Disorder (ADHD):** ADHD is a neurodevelopmental disorder that affects children, adolescents, and adults. It is characterized by symptoms such as inattention, hyperactivity and impulsivity.

**Grief:** Grief is the experience of coping with loss, which can be triggered by various events that disrupt or challenge our sense of normalcy or our relationship with ourselves.

**Addictions** Addictions refers to the harmful or hazardous use of psychoactive substances, including alcohol, illicit drugs, and behaviors (gambling, gaming, shopping, etc).

For information without an appointment, Drop-In sessions are available Tuesdays from 12:30 -1:30 pm to provide free, confidential, brief consultations for Windward Community College students. These consultations do not constitute mental health treatment. During the visit, a mental health counselor can help you to explore resources, assess your mental health, and, when needed, connect you to community resources.

If you have an emergency after hours, call [Hawaii CARES \(Crisis Line of Hawaii\)](https://health.hawaii.gov/amhd/consumer/access) (<https://health.hawaii.gov/amhd/consumer/access>): 988 or 800-753-6879 (from neighbor islands).

# Student Employment

Student employment assistance is available via the [Windward Community College Career Center](https://windward.hawaii.edu/career-center) (<https://windward.hawaii.edu/career-center>).

Students may qualify for Federal Work Study please see the [Federal Work Study Program](#) (FWSP) section for more information.

## Services to Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended, Windward Community College is committed to ensuring that no qualified individual with a disability is, solely on the basis of disability, excluded from participation in, denied the benefits of, or subjected to discrimination under any college program or activity.

Windward Community College provides reasonable accommodations and support services to qualified students with permanent or temporary disabilities. Available services include:

- personal, academic, and career counseling
- admissions and financial aid application assistance
- campus orientation
- registration assistance
- tutorial, reader, note-taker, interpreter, and/or other academic support services as needed
- campus accessibility map
- specifically designed auxiliary equipment to meet the needs of students with disabilities

### Requesting Accommodations

Students seeking disability accommodations or special services should contact the Disability Accommodations Coordinator as early as possible—preferably at least six weeks prior to the start of the semester—to ensure services can be arranged in a timely manner.

- **Phone:** 808-235-7448
- **Relay Service:** Hawai‘i Telecommunications Relay Service at **711**, **1711**, or **1511**
- **TTY Services:** TTY relay line at 808-643-8833 or the dedicated TTY telephone located in Hale Alaka‘i
- **Location:** Hale Alaka‘i, Room 123

## Student Resources

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### TRiO Student Support Services

TRiO Student Support Services (SSS) is a federally funded project. The purpose of SSS is to provide services to increase retention rates, graduation rates, and transfer rates from two-year to four-year colleges/universities, and to foster an institutional climate supportive of the success of low-income, first generation, and/or disabled college students.

### Peer Mentor Center and Student Activities Center

#### Peer Mentoring Center

The Peer Mentoring Center is open to all students and prospective students and is located in Hale ‘Ākoakoa 232. Here you can ask questions about campus services and classes, receive an orientation to campus, enjoy our quiet study lounge, and use computers with free printing. Call 808-235-7454 so we may help you.

#### Student Activities Center

The Student Activities Center (SAC), located in Hale ‘Ākoakoa 232, offers students some respite from a long day of studies by enjoying recreational activities like pool, table tennis, and air hockey. Students can also relax on our comfortable couches and catch up on world news and events on our big screen televisions. The SAC will occasionally host intramural sporting events, movie screenings, and other campus events. The SAC is also one of two locations where students, faculty, and staff can get their Windward Community College identification cards. Please call 808-235-7395 for more information.

## Assistive Technologies

For more information regarding the availability of assistive technologies information and services, please contact Roy Inouye at 808-235-7453.

# Ka Piko Services: Student Tech Support, Testing, and Tutoring

## Student Tech Support

Student Tech Support provides free technical support for a variety of technical issues including support with UH accounts, support for personal devices, and more. Student Tech Support is located in Hale La'akea 228 and is open Monday through Friday. Visit the [Student Tech Support webpage](https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/student-tech-support/) (<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/student-tech-support/>) for more information.

## Testing Center

The Testing Center provides testing services (e.g., placement testing, distance education testing, makeup testing, and retesting) to UH System students, and for a fee, to non-UH students and private organizations. The Testing Center is located in Hale La'akea 228 and is open Monday through Friday. Visit the [Testing Center webpage](https://windward.hawaii.edu/services-for-students/testing-center/) (<https://windward.hawaii.edu/services-for-students/testing-center/>) for more information.

## Ka Piko Tutoring Services

### Ka Piko Math Lab

The Math Lab provides free virtual and in-person assistance for all math courses offered at Windward Community College and other STEM courses (depending on tutors' proficiencies). Students can also access Math Lab resources and math references, including textbooks, calculators, and computers, while in the Math Lab. The Math Lab is located in Hale La'akea 220. Visit the [Ka Piko webpage](https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/) (<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>) for more information.

### Ka Piko Speech Lab

The Speech Lab provides free virtual and in-person assistance for a variety of communication needs including preparing and delivering presentations, visual aids, organizing and outlining, research, and APA formatting and citations. The Speech Lab is located in Hale La'akea 226. Visit the [Ka Piko webpage](https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/) (<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>) for more information.

### Ka Piko Writing Lab

The Writing Lab provides free virtual and in-person assistance for all stages of the writing process, including brainstorming ideas, thesis development, citations, and editing. The Writing Lab is located in Hale La'akea 222. Visit the [Ka Piko webpage](https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/) (<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>) for more information.

## ‘Ōlelo Hawai‘i Tutoring

Ka Piko provides free virtual and in-person assistance for ‘Ōlelo Hawai‘i in Hale La'akea 232.

## Supplemental Instruction (SI)

The Supplemental Instruction (SI) Program at Windward Community College is a free embedded tutoring program that supports students in challenging courses. SI Leaders, successful peer leaders, offer weekly group study sessions for specific courses each semester. SI Leaders also sit in on synchronous course lectures and assist students during class. Visit the [Ka Piko webpage](https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/) (<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>) for more information.

## Tutor.com

The UH Community Colleges offer free online, on-demand tutoring via Tutor.com. This tutoring service is easy to use and can be accessed on any device that connects to the internet. Tutor.com services are available 24/7. Students can connect with Tutor.com by visiting [Windward Community College's Tutor.com page](https://www.hawaii.edu/tutor/) (<https://www.hawaii.edu/tutor/>).

# Online Tutoring

Online tutoring at Windward Community College is available via Ka Piko Services and Tutor.com

1. Ka Piko Services provides online, synchronous (live) tutoring through the Ka Piko Math Lab, Ka Piko Speech Lab, and Ka Piko Writing Labs. Online tutoring utilizes ZOOM technology and is facilitated by [STAR Balance](http://star.hawaii.edu/appointment) (<http://star.hawaii.edu/appointment>). For more information, please visit the [Ka Piko webpage](https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/) (<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>).

2. Tutor.com is an online tutoring service available to all Windward Community College students, which students access through their MyUH portal. It offers 24/7 tutorial services in such subjects as English, ESL writing, math, statistics, anatomy and physiology, economics, accounting, finance, Spanish, biology, chemistry, nursing, and physics. For more information, please visit the [Windward Community College Tutor.com webpage](https://windward.hawaii.edu/services-for-students/tutoring/tutor-com/) (<https://windward.hawaii.edu/services-for-students/tutoring/tutor-com/>).

## Fujio Matsuda Technology Training and Education Center (Matsuda Center)

The Office of Career & Community Education administers the Fujio Matsuda Technology Training and Education Center. The Matsuda Center offers a wide range of noncredit courses and workshops, and follow-up activities to individuals who wish to learn about computers in a friendly, low-anxiety, high-touch environment. The center is an accessible and valuable community resource, which meets the educational and training needs of individuals and businesses in Windward O'ahu. For additional information on the Fujio Matsuda Technology Training and Education Center, please call 808-235-7433.

## Library Learning Commons

The Library Learning Commons (LLC) in Hale La'akea provides the Windward Community College community with a variety of services and resources. Professional librarians assist with all aspects of student research and offer customized class instruction and workshops. Study spaces in the LLC include group study rooms with whiteboards and monitors, lounge seating, quiet study carrels, and an open computer lab loaded with in-demand software. The library houses over 70,000 books, including thousands of items in the beautiful Hawai'i Collection Room. Current University of Hawai'i students and employees may borrow library materials with a valid photo ID. Non-UH community members may apply for a Community Borrower Card for a modest fee.

The Library's website provides access to over 400,000 ebooks, 80,000 streaming videos, and over 60 online reference and research databases.

The LLC also hosts historical and cultural exhibits and holds events in the fine and performing arts.

For more information, contact the library at 808-235-7436 or visit the [Windward Community College Library website](http://library.wcc.hawaii.edu) (<http://library.wcc.hawaii.edu>).

## Science Resources

### Center for Aerospace Education

The Center for Aerospace Education (CAE), which was piloted in 1985 and officially established in October 1986, supports Windward Community College's credit and community outreach programs in aerospace science. The mission of the CAE is to inspire students to actively engage in science activities through informal experience and formal education, to explore career options in aerospace science and industry, and to become informed, contributing citizens by becoming science-literate.

The following facilities and services are offered by the CAE:

- Aerospace Exploration Lab
- Hōkūlani Imaginarium
- NASA Flight and Rocketry Lab
- Lanihuli Observatory
- Hawai'i Space Grant Consortium–Windward

The CAE also sponsors teacher workshops and offers consultation to students and teachers on aerospace education and science projects. Visit the [CAE's online educational resources](https://aerospace.windward.hawaii.edu/resources/) at <https://aerospace.windward.hawaii.edu/resources/>

The goals of the CAE are to:

- help students develop high-tech skills to succeed in a knowledge-based global economy;
- increase enrollment and success of K-12 students in science, mathematics and technology courses in pre-college grades;
- generate greater interest in careers in science and engineering, and help facilitate the successful transition of students from high school to post-secondary institutions;
- increase the number of underserved students entering college who choose to major in science, technology, engineering and mathematics (STEM) and have the skills necessary to successfully complete their higher education.

For more information, call 808-236-9111 or visit the Center for [Aerospace Education Website](https://aerospace.windward.hawaii.edu/). <https://aerospace.windward.hawaii.edu/>.

## Aerospace Exploration Lab

The Aerospace Exploration Lab (AEL), which is managed by the College's Center for Aerospace Education, provides instructional materials and services in astronomy, astronautics (rocketry), aeronautics (aviation), and atmospheric science (weather and climate). Founded in 1989, this educational resource center acts as a "hands-on" science exploratorium, assisting K-12 students and teachers in discovering scientific principles through low-tech experiential activities.

The AEL also houses a library of aerospace books, magazines, videos, posters, curricular programs, and demonstration models. School tours of the Aerospace Exploration Lab are available on a reservation basis. Visitors can explore the world of science at the Discovery Pad—a hands-on exploratorium, as well as view numerous displays depicting air and space exploration from early flight to the future.

The Aerospace Exploration Lab is located in Hale 'Imiloa 135 (Science Building). All services are free of charge. For inquiries and reservations call 808-235-7321, or visit the [Aerospace Exploration Lab website](https://aerospace.windward.hawaii.edu/exploration-lab/) (<https://aerospace.windward.hawaii.edu/exploration-lab/>).

## Hawai'i Space Grant Consortium—Windward

Windward Community College is a participating member of the Hawai'i Space Grant Consortium (HSGC), which promotes student involvement in space science education. Each semester, a limited number of stipends are available to college students engaged in space-related projects. Students choose a topic under the guidance of a faculty mentor with whom they work throughout the semester. Past projects have included space science curriculum development, astronomical observations, remote sensing of the earth, space art, and zero-g research through the NASA Reduced Gravity Student Flight Opportunities Program on-board its KC-135A aircraft. Windward Community College Space Grant students are currently engaged in the design and construction of high-powered rockets and small payloads through Project Imua. To date, students have successfully launched four scientific payloads into outer space from NASA Wallops Flight Facility in Virginia. Other students are engaged in astronomy internships at the Lanihuli Observatory and Imaginarium. Each semester, students have the opportunity to present their work at the HSGC Fellowship Symposium. HSGC-Windward is located in Hale 'Imiloa 112 and managed by the College's Center for Aerospace Education (CAE). Call 808-236-9111 or visit the [Hawai'i Space Grant Consortium website](https://aerospace.windward.hawaii.edu/hawaii-space-grant-consortium/) (<https://aerospace.windward.hawaii.edu/hawaii-space-grant-consortium/>). For info on Project Imua, visit the [Project Imua website](https://aerospace.windward.hawaii.edu/project-imua/) (<https://aerospace.windward.hawaii.edu/project-imua/>).

## Hōkūlani Imaginarium

The Hōkūlani Imaginarium is a high-tech, multimedia planetarium and scientific visualization theater under the management of the College's Center for Aerospace Education. Opened in the summer of 2000 and officially dedicated in October 2001, the Imaginarium supports the College's astronomy and Polynesian navigation curricula and community outreach efforts. The Imaginarium consists of a full-dome, high-definition (4k) projector system with 5.1 digital surround-sound audio. Its 84 seats are equipped with interactive buttons for audience participation. This facility is available for K-12 visits as well as group and public shows. For school tours, call 808-235-7321. An admission fee is charged for shows. For public and private shows, as well as general information, call the Imaginarium manager at 808-236-7350 or visit the [Hokulani Imaginarium website](https://aerospace.windward.hawaii.edu/imaginarium/) (<https://aerospace.windward.hawaii.edu/imaginarium/>).

A 32" bronze armillary sundial with a Polynesian theme is situated on the northeast lawn of the Imaginarium. For more information, visit the [Armillary Sundial website](https://aerospace.windward.hawaii.edu/sundial/) (<https://aerospace.windward.hawaii.edu/sundial/>).

## Lanihuli Observatory

Lanihuli Observatory is an astronomical and meteorological observatory under the management of the College's Center for Aerospace Education (CAE). Dedicated in Oct 2007, Lanihuli Observatory supports the College's astronomy labs, HSGC student projects, K-12 outreach, and the general public. This facility includes:

- NOAA weather satellite tracking station providing real-time images of the weather and ocean conditions surrounding Hawai'i as well as an on-site weather station.
- Radio telescope operated in partnership with NASA Goddard Space Flight Center's Radio Jove Project. Radio observations of Jupiter and the sun are streamed to students around the world via the internet.
- Solar telescope (heliostat) consisting of a 6-inch refractor capable of white light projection and direct H-alpha viewing.
- 16-inch optical Schmidt-Cassegrain telescope under an automated 16-foot dome.
- A 5-inch refractor is mounted on the main telescope.
- Cosmic ray telescope operated in affiliation with Fermilab's QuarkNet project.
- Visitor's Gallery with library and earth/space science kiosks including a 24-inch Magic Planet display.

The Lanihuli Observatory is available to the general public after evening Imaginarium shows. There is no charge to visit this facility. To schedule a tour, contact 808-235-7321.

For more information, visit the [Lanihuli Observatory website](https://aerospace.windward.hawaii.edu/lanihuli/) (<https://aerospace.windward.hawaii.edu/lanihuli/>).

### **NASA Flight and Rocketry Lab**

The NASA Flight and Rocketry Lab houses flight simulators and a STEM lab for developing high-power rockets and small payloads for space flight. Located in Hale 'Imiloa 112, this facility provides support for the following CAE programs:

- Hawaii Space Grant Consortium: students funded through HSGC fellowships carry out their research projects at this STEM lab.
- Project Imua Headquarters: funded through HGSC, Project Imua is a joint faculty-student enterprise of multiple University of Hawai'i Community College campuses devoted to the development of high-power rockets and small payloads for space flight.
- NASA Flight Training Aerospace Education Laboratory: established in 2002 in partnership with NASA's Glenn Research Center for students in grades six and above to explore careers in aerospace science and engineering.
- High-Power Rocketry Lab: this STEM-based lab is equipped to support student research in high-power rocketry and the design and fabrication of small payloads. The lab includes a shake table, vacuum chamber, wind tunnel, zero-G drop tower and electronics lab as well as an outdoor static rocket motor test facility.

For more information, visit the [NASA Flight and Rocketry Lab website](https://aerospace.windward.hawaii.edu/flight-training.html) (<https://aerospace.windward.hawaii.edu/flight-training.html>).

## **Bioprocessing Medicinal Garden Complex**

The Bioprocessing Medicinal Garden Complex is located across from Hale 'Imiloa. It consists of three facilities: the medicinal garden (collections of plants from Asia, the Pacific, and America), the aquaponic system, and the bioprocessing facility. The complex is supported through the grants from USDA-NIFA (National Institute of Food and Agriculture) and USDA-SPEC (U.S. Department of Agriculture - Secondary and Two-Year Post secondary Agriculture Education Challenge). The medicinal plants grown organically in the garden and in the aquaponic system are processed into nutraceutical products in the bioprocessing facility and studied further for medicinal properties with bioassays and microscopy.

### **Climate-Controlled Greenhouse**

The climate-controlled greenhouse is located next to Hale 'Imiloa. The greenhouse provides a controlled atmosphere for plant mericlones and seedlings to thrive out of their post-in-vitro culture. It also houses orchid species and hybrids for the purposes of identification, cultivation, and pest and disease control.

### **Kuhi La'au**

The Kuhi La'au – Tropical Plant and Orchid Identification Facility: Inouye and Rifai Collection is located in Hale 'Imiloa 112-A. The facility provides a free plant identification service, focusing on plants of Hawai'i, tropical plants of Asia and the Pacific, and orchids. Fresh samples of branches, flowers, or fruits can be sent to the facility for identification. Information regarding plant names and ethnobotanical uses will be mailed to the sender within a week.

### **Tissue Culture and Plant Biotechnology Laboratory**

The laboratory is located in Hale 'Imiloa 101-A. It is supported through the grants from USDA-NIFA (National Institute of Food and Agriculture) and was dedicated on February 5, 2003. The Tissue Culture and Plant Biotechnology Laboratory is an aseptic room used for micropropagation of plants.

## **Pacific Center for Environmental Studies (PaCES)**

Housed within the Department of Natural Sciences, the Pacific Center for Environmental Studies (PaCES) encourages and supports environmental science education, research, and stewardship at Windward Community College through the following activities: undergraduate environmental science enrichment through classroom instruction and research; workforce training; K-12 environmental science enrichment; teacher training; and community environmental science awareness.

PaCES is guided by the following themes:

- Understanding the functioning of ecosystems and human influences on them;
- Viewing humans as functional components of ecosystems from historical, cultural, and social, as well as scientific, perspectives;
- Recognizing that the quality of human life is dependent upon the quality of our environment and our ability to sustain our humanity within this environment;
- Promoting stewardship through wise and thoughtful management of our environment and natural resources, looking to traditional practices and promising technologies of the future; and
- Embracing ahupua'a as a symbol for sustainability and positive human interaction with the environment.

Along with providing support for the College's environmental studies courses, PaCES also integrates and coordinates Windward Community College's Academic Subject Certificate in Bio-Resources Development and Management and the Marine Option Program. For more information, visit the [PaCES website](http://windward.hawaii.edu/paces) (<http://windward.hawaii.edu/paces>).

# Performing and Visual Arts Resources

## Gallery 'Iolani

Gallery 'Iolani is an exhibition space at Windward Community College serving O'ahu's Windward community. The gallery presents exhibitions by artists from Hawai'i and beyond, with a focus on work of cultural and educational significance. Through its curatorial program, Gallery 'Iolani seeks to broaden representation in the visual arts by creating opportunities for artists, perspectives, and histories to be shared. Exhibitions and related programs foster dialogue, learning, and community engagement while reflecting the cultural richness of the region. Located adjacent to Palikū Theatre in the Hale Pālanakila complex, Gallery 'Iolani provides a space where art, education, and community intersect. Visit [Gallery 'Iolani](https://gallery.windward.hawaii.edu/) (<https://gallery.windward.hawaii.edu/>).

## Palikū Theatre

Palikū Theatre is a state-of-the-art, 300-seat theatre that has operated since 2002. It offers a unique and affordable performance venue for community members to showcase their talents in theatre, music, and dance. Palikū Theatre is home to Windward CC's Hawai'i Conservatory of Performing Arts, presenting student productions like "Aloha Kaua" and "iHula," and is also used for music and hula ho'ike. For more information, call 808-235-7315, email [paliku@hawaii.edu](mailto:paliku@hawaii.edu), or visit [palikutheatre.com](http://palikutheatre.com).

## Student Organizations

The Associated Students of the University of Hawai'i at Windward Community College ([ASUH-WCC](#)) have an organized student government to develop a program of activities for students and members of the community.

Elections for ASUH-WCC seats are held each semester. Interested students are invited to participate in these activities.

## Student Participation in College Governance

Students at Windward Community College are encouraged to participate in institutional policymaking and in implementing the program of activities offered.

A number of College committees invite student participation in policymaking. Students may also serve as instructors for noncredit courses, lab assistants, and assistants in the development of a public services program.

Students interested in these activities should contact a member of the ASUH-WCC or the Student Affairs Office staff. To contact ASUH-WCC, email [wccasuh@hawaii.edu](mailto:wccasuh@hawaii.edu) or call 808-235-7395. Students are also encouraged to participate in campus clubs and organizations.

## Honor Society

Students who have earned 12 credits with a cumulative grade point average of 3.5 are invited to join the [Phi Theta Kappa National Honor Society](#) (<https://windward.hawaii.edu/phi-theta-kappa/>) each semester. The campus chapter is actively involved in sponsoring events for intellectual and scholarly growth and provides opportunities for service, social activities, and developing friendships for its members.

## Food Services

The Hub Coffee Shop in Hale La'akea (Library Learning Commons) offers coffee and specialty drinks, pastries and grab-and-go food items. There are several campus buildings equipped with vending machines offering drinks and snacks around campus and the Uala Leaf Cafe, located in Hale Akoakoa also serves bento lunches Tuesday, Wednesday and Thursday from 11:00 am to 1:00 pm to faculty, staff and students with a current and valid WCC photo ID. Additionally, there are a variety of restaurants in nearby Kāne'ohe town.

## Parking

There is no charge for parking. Parking is permitted in designated areas only. A faculty/staff parking hang tag is required to park in a designated faculty/staff parking stall.

Parking is permitted in the parking lots and along the roads marked for parking. No parking is permitted on the grass or in restricted areas indicated by signs or red or yellow markers.

Painted and marked EV stalls are reserved for electric vehicle parking with a 4-hour time limit. Vehicles in violation of the time limit may be towed away at the owner's expense in accordance with HRS 290-11.

Parking for disabled persons is provided in specially marked stalls. Special placards issued by the City and County of Honolulu are required to park in these marked stalls. Vehicles parked in restricted areas or without a valid placard are in violation of HRS Chapter 291, Part III and Hawai'i Administrative Rules, Title 11, Chapter 219, and may be towed away at owners' expense, in accordance with HRS § 290-11. The College assumes no liability for damage to or thefts from automobiles parked on campus.

## Bookstore

Effective November 1, 2025, the Windward Community College Bookstore has closed its physical location. Textbooks, supplies, and merchandise are available for purchase online and can be picked up for free in the library locker system (located outside the library entrance at Hale La'akea) or shipped to your house for an additional fee.

Visit [WCC's online store](#) for orders, services, and [WCC Bookstore closure FAQs](#). The bookstore can be contacted via email at [wccbooks@hawaii.edu](mailto:wccbooks@hawaii.edu).

## Health Services

### Health Services

Windward Community College does not maintain an on-campus health clinic. However, referrals to professional medical and mental health providers in the community can be coordinated through WCC's Mental Health & Wellness Counseling services located in Hale Kāko'o 101.

Enrolled students are eligible to purchase voluntary health insurance plans. Information regarding University-endorsed health insurance plans, coverage eligibility, and enrollment guidelines is available on the UH System Student Health Insurance webpage. Students may also explore low-cost coverage options through the Federal Health Insurance Marketplace at <https://www.healthcare.gov/>.

### Lost and Found

Articles found on campus should be turned in to the Campus Security Office located in Hale Alaka'i, Room 113 (Phone: 808-235-7355).

### Housing

Windward Community College is a commuter campus and does not maintain dormitories or offer student housing placement services.

## Academic Regulations

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### Transfer of Credits from Other Institutions

Credits earned for courses taken at any of the public community colleges in Hawai'i, or at the UH Mānoa, UH West O'ahu, and UH Hilo may be transferred to Windward Community College and applied to meet requirements of degree and certificate programs subject to the specific requirements in each program. Some credits, however, may be classified as electives if Windward Community College has no equivalent course.

Credits earned at a grade level of "D" (not D-) or better at other regionally accredited institutions either in Hawai'i or another state or country may be transferable and applied to meet program requirements at Windward Community College. "CR" or similar "PASS" grades are acceptable if the awarding institution indicates the work is of "D" level or better. Counselors are available to discuss with students which credits are acceptable in transfer from other institutions. The College's policy statement on the acceptance of transfer credits is available from the Office of the Vice Chancellor for Student Affairs.

Students must be aware, however, that transfer credits awarded are applicable to meet requirements of this College but may not necessarily be accepted by any other institution upon transfer of the student from Windward Community College to another college.

Students transferring to other institutions from Windward Community College should refer to that institution's transfer information.

### Prior Learning Credits

Students with life and work experience can shorten the road to attaining a college degree by applying for Prior Learning Assessment (PLA). PLA is a process through which students can earn college credit by identifying and documenting college-level learning that has been acquired through life experiences. Students with such life experiences may choose to validate their expertise through a number of evaluation procedures. Awarding of credits at Windward Community College applies ONLY to degrees and/or certificates student is enrolled in at this institution. Other colleges and community colleges, even within the University of Hawai'i System, may have slightly different policies for accepting transfer credits. The granting of credits at Windward Community College in no way obligates another institution to accept the same credits or apply those credits in the same manner.

There are many forms of Prior Learning Assessment. Please work with your PLA representative in the counseling office to determine what options best fit your experience.

### Credit by Examination/Course Challenge

Windward Community College students who present evidence of having achieved student learning outcomes through prior experience may apply for credit by exam or course challenge. These options are not available for all courses so students are advised to check with individual instructors and the department chairperson on a course-by-course basis. Assessment could include a competency-based exam or project, as determined by the academic experts. Students must be officially enrolled in at least one course (other than the course the student is attempting to receive credit by exam for) during the semester in which credit by exam/course challenge is attempted. Credit by examination forms must be filed with the Admissions & Records Office prior to the end of the late registration period. Students will be charged 50% of the tuition for the course credit.

### Equivalency Examinations

Students may apply for credits by having official transcripts from examination institutions sent to Windward Community College. Students must meet qualifying scores set by the campus to be awarded credit. These examination programs include the following:

- Advanced Placement (AP) Examinations: The Advanced Placement Examinations are administered at high schools by the Educational Testing Service for the College Entrance Examination Board for students who have completed specific college-level courses in high school. For program details, see <https://apcentral.collegeboard.org>. For the University's credit policy, students should consult the Student Affairs Office.
- College Level Examination Program (CLEP): The College Board also offers tests of basic entry-level college material through its [College Level Examination Program](http://www.collegeboard.com/highered/clep/index.html) (<http://www.collegeboard.com/highered/clep/index.html>). Students must achieve CLEP examination scores at or above specified levels of achievement in order to be awarded credits.
- Excelsior College Equivalency Exams (ECE or UExcel): Administered by PearsonVue. The student is advised to discuss test scores with their counselor for consideration of transferring in credits.
- International Baccalaureate (IB): Credits earned from institutions of higher education outside the U.S. may be transferred in some cases. Transcripts and related documents are to include course descriptions and MUST have certified English translations attached. The College will grant credits and/or waivers on the basis of IB higher-level examinations.

### Non-Collegiate-Sponsored Education Credit

This option evaluates learning from courses completed in non-collegiate settings (e.g. professional license, labor union courses, agency training programs, professional workshops, and military courses). Examples of such education credit include Army ACE Registry Transcript System (AARTS), Sailor Marine ACE Registry Transcript (SMART), American Council on Education (ACE), College Credit Recommendation Service, and Professional Licenses or Industry Certifications (nationally- or state-certified professionals). Documentation of non-collegiate training must be provided to the program that would be accepting credit in transfer. Course credit recommendations provided by the ACE in the National Guide to Educational Credit for Training Programs may be used by programs in deciding on the type and amount of credit that may be granted. AARTS/SMARTS transcripts sent directly to the College will be evaluated and appropriate credits granted toward a specific degree and/or certificate. Windward Community College reserves the right to reject recommendations made by the American Council on Education (ACE) guidelines. For questions on awarding credits for various licensing, please see the PLA representative in the Counseling office.

### Portfolio-Based Assessment

A portfolio-based review is one of the newest options for awarding Prior Learning (PL) credits. Using portfolio-based assessments, students prepare documentation and provide evidence of learning from outside the traditional classroom. The documentation and evidence are reviewed by a panel of subject matter experts who use course Student Learning Outcomes (SLOs) as the basis to compare the portfolio documentation and evidence. Based on this review process, recommendations will be made to award the appropriate number of college credits and a grade of "PBA," Portfolio Based Assessment, which does not give grade points but only course credits. Students pay equal to 60% of tuition for the course credit requested portfolio assessment fee. More information can be obtained from the PLA representative. Portfolio-based assessment is recommended for students who have substantial professional or community experience and college-level writing skills (i.e. qualify for ENG 100).

## Grading

Letter grades and grade points are awarded to students to reflect their level of achievement of the objectives of a course. At Windward Community College, the following grades may be awarded:

| Grade | Description                 | Grade Points | Credit Awarded? |
|-------|-----------------------------|--------------|-----------------|
| A     | Excellent achievement       | 4            | Yes             |
| B     | Above average achievement   | 3            | Yes             |
| C     | Average achievement         | 2            | Yes             |
| D     | Minimal passing achievement | 1            | Yes             |

| Grade | Description                                             | Grade Points | Credit Awarded?     |
|-------|---------------------------------------------------------|--------------|---------------------|
| F     | Less than minimal passing achievement                   | 0            | No                  |
| CR    | Achievement of course objectives at "C" level or higher | 0            | Yes                 |
| NC    | Achievement of course objectives at less than "C" level | 0            | No                  |
| N*    | Work completed; minimal objectives not met              | 0            | No                  |
| I**   | Incomplete                                              |              | No (until resolved) |
| W***  | Official withdrawal from course                         | 0            | No                  |
| L     | Audited Course                                          | 0            | No                  |
| CE    | Credit by exam                                          | 0            | Yes                 |
| NCE   | No Credit by exam                                       | 0            | No                  |
| PBA   | Portfolio Based Assessment                              | 0            | Yes                 |

\*N grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

\*\*I grade (Incomplete) is a temporary grade given at the instructor's option when a student has failed to complete a small part of a course because of circumstances beyond his or her control. The student is expected to complete the course by the designated deadline in the succeeding semester. If this is not done, the "I" will revert to the contingency grade identified by the instructor.

\*\*\*W grade indicates that the student officially dropped/withdrew from the class. If the student dropped/withdrew during the erase period, the record of the registration does not appear on the transcript. Refer to the Academic Calendar or Schedule of Classes for drop/withdrawal deadlines.

### Grade Point Average

A student's grade point average is computed by dividing the student's total grade points earned by the total credits attempted, excluding the credits for classes in which grades of I, W, N, CR, and NC were awarded. Although I, W, N, and NC are not included in the grade point average, students are advised that some colleges, especially graduate and professional schools, do not look favorably upon transcripts containing these grades. Similar attitudes occur among some employers and scholarship grantors.

### Repeating Courses (UH EP 5.233)

Students may repeat any course taken at the College. Credit is allowed only once unless the catalog course description explicitly states the course may be repeated for additional credit.

In alignment with the **University of Hawai'i System Aligned Course Repeat Policy (EP 5.233)**:

- **GPA Recalculation (1st–3rd Attempt):** For the first three attempts of a course taken at Windward Community College, the **highest grade earned** is automatically used to compute the cumulative GPA. All attempt grades remain permanently on the official transcript, but excluded grades are annotated accordingly.
- **Multiple Repeats (4th Attempt+):** For a fourth attempt and beyond, all subsequent grades earned in that course are included in the cumulative GPA calculation.
- **Transfer / Multi-Campus Repeats:** Courses repeated at other University of Hawai'i campuses or outside institutions cannot be used for grade replacement or GPA recalculation at WCC.

### Dean's List

Each semester the Dean's List recognizes students who have achieved academic excellence at the College. Students who have earned 24 credits at the College, who have a current and cumulative grade point average of 3.5 or better, and who have no N or NC grades in the current semester are automatically placed on the Dean's List, which is noted on their transcript.

### Credit/No Credit Option

The Credit/No Credit option is maintained to encourage students to broaden their education by taking courses outside of major requirements without affecting their grade point averages. No grade points are given for courses taken under this grading option. Course credit is awarded for courses completed at Windward Community College with certain restrictions. This grading option is not offered in all courses and students majoring in a particular program are not permitted to take a major required course with the CR/NC grading option. The student should consult the instructor's

course outline to determine if this option is available in a particular course. If this option is available, the student must submit the completed CR/NC Option form to the Admissions & Records Office by the deadline. Once the CR/NC Option is submitted, the CR/NC cannot be changed. Refer to the Academic Calendar or Schedule of Classes for deadline date.

### **Auditing**

No credit is given for an audited course. The grade of “L” will be recorded for the course on the student’s transcript.

Auditors must complete all admission and registration requirements and procedures, including the payment of tuition and fees. Students are permitted to audit certain classes with the written consent of the instructor. Students who want to audit a course must submit the completed Audit Request Form to the Admissions & Records Office by the deadline. Refer to the Academic Calendar or Schedule of Classes for deadline date.

### **Grade Reports**

Grade reports may be viewed online at the end of each semester. Students must report any errors on their grade report to the Admissions & Records Office within 7 calendar days following the end of term.

## **Academic Probation Policy**

Further details of the policy are available in the Office of the Vice Chancellor for Student Affairs, Hale ‘Ākoakoa 202, 808-235-7466.

A cumulative GPA of 2.0 is required to remain on satisfactory academic progress at Windward Community College. Students who do not meet this minimum GPA at the end of any semester will receive a warning of unsatisfactory academic progress. If satisfactory progress is not made in ensuing semesters, the student will be placed on academic probation and eventually suspended or dismissed from the College.

All students notified of unsatisfactory academic progress are required to meet with an academic counselor prior to registration.

### **Warning**

Students will be placed on academic warning at the end of any semester in which their cumulative GPA falls below 2.0. A warning is not notated on the permanent academic record. Warned students may continue to attend Windward Community College but must raise their cumulative GPA to 2.0 or higher. Failure to do so will result in academic probation.

### **Probation**

If students on warning fail to raise their cumulative GPA to 2.0 or higher, they will be placed on academic probation. Notation of probation is made on the students’ permanent academic record. Probationary students may continue to attend Windward Community College under the following terms:

- They will be allowed to enroll only in courses approved by an academic counselor
- They will meet regularly thereafter with that counselor to review progress
- They must earn a semester GPA of 2.0 in each probationary semester
- They will remain on probation until their cumulative GPA is raised to 2.0 or higher
- Failure to meet these conditions will result in academic suspension.

### **Suspension**

A student will be suspended for failing to meet the terms of probation. Notation of academic suspension is made on the student’s permanent academic record. A suspended student is eligible to apply and return to Windward Community College after a wait period of at least one semester (not including summer session). A student returning after suspension will be placed on probation during the semester of re-entry. Under extenuating circumstances, a waiver of the wait period may be granted, allowing a student to enroll. Failure to meet the terms of probation after returning from suspension will result in dismissal.

### **Dismissal**

A student returning after suspension will be dismissed for failing to meet the terms of probation. A dismissed student may be readmitted only in unusual circumstances, and only after the passage of at least two semesters (not including summer session). Note that readmission after dismissal occurs only rarely.

### **Removal from Probation**

A student will be removed from probation once the cumulative GPA is raised to 2.0 or higher.

## Appeals

A student may appeal a decision regarding academic probation, suspension, or dismissal by filing a formal petition with the Office of the Vice Chancellor for Student Affairs in Hale ʻĀkoakoa 202 in person or via U.S. Postal Service mail. It is recommended that receipt of appeals sent by mail be confirmed via a phone call to the Vice Chancellor for Student Affairs at 808-235-7446. Appeals must be filed as soon as notification is received, and before the first day of instruction of the following semester.

# Student Rights & Responsibilities

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## Academic Rights and Freedoms of Students

Windward Community College embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable. As members of the academic community, students are encouraged to develop a capacity for critical judgment and to engage in a sustained and independent search for truth.

### Attendance

Regular class attendance is expected of all students, including distance learning (online) students, who must regularly log in to the course Lamakū site and complete tasks and assignments promptly. Students who stop attending classes or never attend classes are likely to receive an F grade and are responsible for any tuition/fees. To avoid this, official withdrawal must be made by the deadline. Refer to the Academic Calendar or Schedule of Classes for drop/withdrawal dates.

### Participation Verification

Under this policy, students who fail to establish attendance and participation in class by the end of the late registration period (“no show”) may be dropped from the class. Tuition and fees charges for the class will be deleted from the student’s account and, if applicable, the student’s financial aid or veteran’s benefits will be recalculated accordingly. The class will be erased from the transcript, and no grade will be assigned. To implement this policy, faculty members must verify initial participation of students registered in their courses by the end of the late registration period for that term.

### Electronic Communications

UH email is the official means of communication within the university/college. Students are responsible for checking their email accounts frequently and consistently to remain current with the university/college communications. Students are expected to monitor and manage their email storage quota to ensure that their mailboxes are not saturated and are able to receive new messages.

## Student Conduct

Windward Community College follows the [University of Hawaiʻi Code of Student Conduct Policy](http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=7&policyNumber=208&menuView=closed) (<http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=7&policyNumber=208&menuView=closed>) which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct, since upon enrollment at Windward Community College the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or online.

### Impermissible Behavior

The University of Hawaiʻi Code of Student Conduct defines impermissible behavior. Students alleged to have violated this policy are subject to the disciplinary procedures of the College. Copies of the hearing procedures are available in the Office of the Vice Chancellor for Student Affairs.

### Academic Dishonesty

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the Student Conduct Code and may result in expulsion from the University.

### Cheating

Includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

## Plagiarism

Includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or drylabbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

## Student Academic Grievance Procedures

The College has adopted the University of Hawai'i's Policy and Procedures for Student and Applicant Complaints and Grievances. Copies of the procedures are available in the Office of the Vice Chancellor for Student Affairs.

Students having concerns about educational and civil rights matters are encouraged to contact:

### Vice Chancellor for Student Affairs

Windward Community College

Hale 'Ākoakoa 202

45-720 Kea'ahala Road

Kāne'ohe, HI 96744

Phone: 808-235-7466

## Student Grievance Procedures

The College maintains formal procedures for resolving complaints and grievances brought by students who believe a faculty member has acted improperly or in a manner inconsistent with the student's customary academic expectations. These procedures are contained in the Windward Community College Policy Guidelines Manual, No. 4-6. The manual is available in the Office of the Vice Chancellor for Student Affairs, the Office of the Vice Chancellor for Academic Affairs, the library, and online at <https://windward.hawaii.edu/about-wcc/policies/student-academic-grievance-procedures/>. The following is a general summary of the steps in resolving a complaint. Students who have a complaint are urged to consult Policy No. 4-6 for more information if they wish to go beyond Step 2 below.

The Windward Community College Academic Grievance Procedures protect students' freedom of expression, right to orderly and fair grading and evaluation, and right to confidentiality. These are defined in more detail in the policy.

Students who have a complaint must follow strict timelines to have their complaint resolved under this policy, as follows:

**Step 1.** Within 14 calendar days after a student has become aware of the problem, she or he must attempt to resolve the matter with the faculty member involved.

**Step 2.** If the matter is not resolved, the student may discuss the matter with the faculty member's Dean. This must be done within 7 calendar days after the last scheduled meeting with the faculty member. The Dean has 7 calendar days to resolve the complaint.

**Step 3.** If the student is not satisfied with the results of Step 2, he or she may file a written complaint with the Vice Chancellor for Academic Affairs. This must be done within 7 calendar days after notification by the Dean. The Vice Chancellor for Academic Affairs has 14 calendar days to resolve the matter.

**Step 4.** If the matter is not satisfactorily resolved by the Vice Chancellor for Academic Affairs, the student may file a written grievance with the Chairperson of the Academic Grievance Committee. This must be done within 7 calendar days after notification by the Vice Chancellor for Academic Affairs.

Within 10 calendar days, the Academic Grievance Committee must convene a hearing, detailed procedures for which are contained in the Policy Guidelines Manual. The Committee informs the Chancellor of its findings and recommendations within 5 calendar days after the close of the hearing. The Chancellor's decision is final within the University.

The process of addressing allegations of discrimination is described in the procedures for Handling Impermissible Behavior and the Academic Grievance Procedures and in CCCM No. 2210, [UH Community College Procedure and Guidelines Relating to Complaints of Discrimination](https://www.hawaii.edu/ccd/Docs/CCCM_PDF/2210-050191.pdf) ([https://www.hawaii.edu/ccd/Docs/CCCM\\_PDF/2210-050191.pdf](https://www.hawaii.edu/ccd/Docs/CCCM_PDF/2210-050191.pdf)). Copies are available online and at the Office of the Vice Chancellor for Student Affairs.

Complaints associated with the institution's compliance with academic program quality and accrediting standards can be addressed through our accrediting body, the Accrediting Commission for Community and Junior Colleges (ACCJC). Learn more about the [ACCJC complaint process](http://www.accjc.org/complaint-process) (<http://www.accjc.org/complaint-process>).

Students may also [file complaints of discrimination with the Office of Civil Rights, U.S. Department of Education](https://www2.ed.gov/about/offices/list/ocr/docs/howto.html) (<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>).

## Educational Rights and Privacy of Students

Pursuant to Section 99.6 of the rules and regulations governing the Family Educational Rights and Privacy Act of 1974 (hereinafter FERPA), students in attendance at the University of Hawai'i-Windward Community College are hereby notified of the following:

1. It is the policy of Windward Community College to subscribe to the requirements of Section 438 of the General Education Provision Act, Title IV, of Public Law 90-247, as amended, and to the rules and regulations governing Family Educational Rights and Privacy Act (FERPA), which protect the privacy rights of students.

2. FERPA affords eligible students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days after the day Windward Community College receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Windward Community College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of regents; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Windward Community College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Windward Community College.
- Parents and spouses of students are advised that information contained in education records, with the exception of directory information, will not be disclosed to them without the prior written consent of the student.
- Students are advised that institutional policy and procedures required under FERPA have been published as Administrative Procedure AP 7.022, Procedures Relating to Protection of the Educational Rights and Privacy of Students. Copies of Administrative Procedure AP 7.022 may be obtained from the Office of the Vice Chancellor for Student Affairs.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Windward Community College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202

### Directory Information

The University has designated the following information from a student's education record as "directory information":

1. Name of student;
2. Major field of study;
3. Class (i.e., freshman, sophomore, etc.);
4. Past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance);

5. Past and present participation in officially recognized sports (including positions held and official statistics related to such participation and performance);
6. Weight and height of members of athletic teams;
7. Dates of attendance;
8. Previous institution(s) attended;
9. Full or part-time status;
10. Degree(s) conferred (including dates);
11. Honors and awards (including Dean's List).

At its discretion and in conformance with applicable state law, the University may disclose directory information to the public without obtaining a student's prior consent, so long as certain conditions regarding general notification of disclosure of directory information have been followed. Specific directory information about an individual student will not be released to the public if the student has affirmatively informed the University that he or she does not want any or all of those types of information about himself or herself designated as directory information. The procedures for an individual student to "opt" out of disclosure is set forth in UH administrative policy A7.022. Note: Submission of this FERPA nondisclosure of directory information request does not automatically remove students from the UH Online Directory of email addresses, which is accessible only to those with a valid UH email address.

To remove yourself from the UH Online Directory:

1. Login to the [MyUH Portal](https://myuh.hawaii.edu) (<https://myuh.hawaii.edu>)
2. Select the My Profile Tab
3. Look for UH Online Directory, Options for Students, select Opt-out

Lists of directory information will not be made publicly available to third parties.

The school may provide the UH Foundation with lists of students with the following information: name, school/college/division/department, degree, major and minor fields of study, UH email address, home address, and telephone number for the purpose of University and alumni relations.

### **FERPA Annual Notice Addendum:**

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education" such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

### **Use of Social Security Number**

The University of Hawai'i (University) is committed to safeguarding the privacy of personal and confidential information of its students, employees, alumni, and other individuals associated with the University. In the normal practice of conducting official University business, the University collects and maintains confidential information relating to its students, including a student's Social Security Number (SSN). The University requests that a student provide a SSN at the time of application to the University. The SSN is not required for enrollment; however, the University is required by federal law to report to the Internal Revenue Service (IRS) the SSN and other information for tuition-paying students. Federal law also requires the University to obtain and report to the IRS the SSN for any person to whom compensation is paid. Due to the practical administrative difficulties which the University would encounter in maintaining adequate student records and processing financial transactions without the SSN, the University will continue to collect SSNs as permitted by law for official use within the University system. Providing the University with your SSN ensures that University programs and services are available with the least delay.

Students will be assigned a University generated student identification number upon enrollment, which will be used as the primary identifier. The SSN will not be used as the primary identifier of students associated with the University. The SSN will be used in activities, including but not limited to, matching and reconciling documents in order to determine eligibility for admission and financial aid, to determine residency for tuition purposes, to comply with federal and/or state law reporting requirements (e.g. for financial aid, Internal Revenue Service mandates, Taxpayer's Relief Act of 1997,

Immigration and Naturalization Service), and in accordance with the Family Educational Rights and Privacy Act. The SSN will not be disclosed to any persons outside the University system, except as allowed by law or with permission from the individual. This policy does not preclude, if a primary means of identification is unavailable, the University from using the SSN as needed to conduct official University business.

## College Policies

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### Nondiscrimination

The University of Hawai'i is an equal opportunity institution. Windward Community College hereby declares and reaffirms its commitment to the University's pursuit of equal education and employment opportunity and further declares that any harassment of students or employees or applicants for admission or employment will not be tolerated.

The University of Hawai'i is an equal opportunity institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, or domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities. With regard to employment, the University is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and compensation. Discriminatory harassment, including sexual harassment, is prohibited under University policy.

The University shall promote a full realization of equal opportunity through a positive, continuing program of nondiscrimination on each campus. As a government contractor, the University is committed to hiring and advancing in employment qualified persons with disabilities and covered veterans.

Executive Policy EP 1.202, [Nondiscrimination, Equal Opportunity, and Affirmative Action Policy](https://www.hawaii.edu/policy/docs/temp/ep1.202.pdf) (<https://www.hawaii.edu/policy/docs/temp/ep1.202.pdf>), provides the administrative framework to ensure compliance with applicable federal and state statutes, rules and regulations, and provisions in the collective bargaining agreements regarding nondiscrimination, equal opportunity, and affirmative action, as applicable.

For information on policies or complaint procedures, contact the campus EEO director or coordinator:

Karen Cho  
EEO Coordinator and Title IX Deputy Coordinator  
Windward Community College  
45-720 Kealahala Road, Kaneohe, HI 96744  
Phone: 808-235-7404

Christine Chun  
Director, Office of Compliance, EEO, and Title IX  
Office of the Vice President for Community Colleges  
2327 Dole Street Room 1  
Honolulu, HI 96822  
Phone: (808) 956-4564

### UH Executive Policy (EP) on Sex and Gender Based Misconduct (eff. Feb. 1, 2023)

The University of Hawai'i is committed to maintaining and promoting safe and respectful campus environments that are free from sex discrimination and gender-based violence. This includes: sex discrimination; sexual harassment; gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual exploitation; sexual assault; domestic violence; dating violence; and stalking.

This policy and procedure establishes an integrated and consistent approach to preventing, reporting, and promptly responding to these forms of sex discrimination and gender-based violence across all campuses and centers at the University of Hawai'i. A copy of the policy may be found online at <https://hawaii.edu/titleix/> or requested through your campus Title IX Coordinator.

Any person believing that they have been subjected to sex discrimination; sexual harassment; gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual exploitation; sexual assault; domestic violence; dating violence; or stalking should report the prohibited behavior immediately to the respective campus Title IX Coordinator. For more information regarding your rights under Title IX, please visit: <https://windward.hawaii.edu/title-ix>.

**Mykie Ozoa-Aglugub, Title IX Coordinator**

Hale Kāko‘o 109

45-720 Kea‘ahala Road, Kāne‘ohe, HI 96744

808-235-7468

Email: [mozoa@hawaii.edu](mailto:mozoa@hawaii.edu)

**Karen Cho, Deputy Title IX Coordinator for Employees**

Hale Alaka‘i 120

45-720 Kea‘ahala Road, Kāne‘ohe, HI 96744

808-235-7404

Email: [kcho@hawaii.edu](mailto:kcho@hawaii.edu)

For more information about the UH Executive Policy (EP) 1.204 Sex and Gender-Based Misconduct Policy, the UH Administrative Procedure (AP) 1.204 on Title IX Sexual Harassment Grievance Process, and the UH Administrative Procedure (AP) 1.202 Discrimination Complaint Procedure for Students, Employees, and Applicants for Admission or Employment, visit the [University of Hawai‘i Title IX Policy & Procedures page](https://www.hawaii.edu/titleix/policy/current-tix-pp/) (<https://www.hawaii.edu/titleix/policy/current-tix-pp/>)

You may also contact or file a complaint with:

Office for Civil Rights, Seattle Office

US Department of Education,

915 Second Avenue, Room 3310, Seattle, WA 98174-1099

Phone: 206-607-1600

Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)

If you wish to remain anonymous, speak with someone confidentially, or would like to receive information and support in a confidential setting to discuss an incident or obtain information regarding sex discrimination and/or gender-based violence, please contact a campus Confidential Resource. Windward Community College also provides short-term mental health counseling to assist students in managing personal life challenges. Our mental health counseling service provider is also considered a Confidential Resource where students can seek assistance related to sex discrimination and gender-based violence. Confidential resources of the campus will not share information about or received from a student, without the student’s informed consent, unless imminent threat to life or of bodily injury exists, or there is a legal obligation to reveal such information, e.g., in an employment context or suspected abuse or neglect of a minor. To make an appointment for assistance, please contact:

**Confidential Resources:**

Desrae Kahale, Mental Health Counselor

Hale Kako‘o 101

Phone: 808-235-7393

Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)

To file a formal complaint\* regarding an incident of sex or gender-based discrimination, contact the Title IX Coordinator or Deputy Title IX Coordinator who oversee Windward Community College’s centralized complaint, review, investigation, and resolution process.

You may also file a formal complaint at the [Title IX Portal](https://report.system.hawaii.edu/student) (<https://report.system.hawaii.edu/student>).

\*Formal Complaint means a document filed/signed by the [complainant](https://www.hawaii.edu/titleix/glossary/complainant/) (<https://www.hawaii.edu/titleix/glossary/complainant/>) or signed by the [Title IX Coordinator](https://www.hawaii.edu/titleix/glossary/title-ix-coordinator-2/) (<https://www.hawaii.edu/titleix/glossary/title-ix-coordinator-2/>) alleging a policy violation by a [respondent](https://www.hawaii.edu/titleix/glossary/respondent/) (<https://www.hawaii.edu/titleix/glossary/respondent/>) and requesting that the University investigate the allegation(s).

At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the [education program or activity](https://www.hawaii.edu/titleix/glossary/education-program-or-activity/) (<https://www.hawaii.edu/titleix/glossary/education-program-or-activity/>) of the University.

The phrase “document filed by a Complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the University) that contains the Complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

**Discrimination Complaints**

Students, employees, or applicants for admission or employment who believe that they have been discriminated against on the basis of race, age, religion, color, ancestry, national origin, disability, marital status, veteran’s status or arrest and court record may file a complaint with Karen Cho, 808-235-7404, Hale Alaka‘i 120, EEO coordinator. The EEO coordinator will explain the available avenues of recourse and direct the person to the appropriate person or office.

Students may also file complaints of discrimination with the Office for Civil Rights, Seattle Office, US Department of Education, 915 Second Avenue, Room 3310, Seattle, WA 98174-1099.

Phone: 206-607-1600, Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)

### **Federal Campus Sex Crimes Prevention Act**

Also referred to as the Wetterling Act, this act requires states to establish programs that require current address registration by residents of the state who have been convicted of sexually violent offenses or offenses involving sexual abuse or exploitation of minors, as described in the Act. The Wetterling Act is an amendment to the Family Educational Rights and Privacy Act of 1974 (FERPA) that also allows educational institutions the ability to disclose information concerning sex offenders that they receive under State sex offender registration and community notification programs. The Campus Sex Crimes Prevention Act requires colleges and universities to provide the campus community with clear guidance as to where this information can be found and to clarify that Federal laws governing the privacy of educational records do not prevent campus security agencies or other administrators from disclosing such information.

For the State of Hawai'i information regarding registered sex offenders is available through the [Hawai'i Criminal Justice Data Center](http://ag.hawaii.gov/hcjdc/sex-offender-and-other-covered-offender-info) (<http://ag.hawaii.gov/hcjdc/sex-offender-and-other-covered-offender-info>).

## **No Smoking Policy**

It is the policy of Windward Community College to provide a safe and healthy learning and working environment for students and employees.

On July 10, 2018 all University of Hawai'i campuses and facilities became tobacco-free, joining more than 2,000 U.S. universities and colleges in an effort to provide a healthy environment for all students, faculty and staff.

Hawai'i state law (SB 134, Act 160, SLH 2018) now prohibits the use of tobacco products on all 10 UH campuses and university-owned facilities. We encourage everyone to refrain from using tobacco products while on the Windward Community College campus. Tobacco products include, but are not limited to, cigarettes, cigars, pipes, smoking tobacco, electronic cigarettes, vapes and chewing tobacco.

## **No Illegal Drugs, Alcohol and Weapons Policy**

This Official Notice, by the University of Hawai'i Office of the President, is issued pursuant to the requirements of the federal Drug-Free Schools and Communities Act of 1989 and the Drug-Free Workplace Act of 1988.

In conformance with the existing law, University of Hawai'i faculty, staff, and students are not permitted to manufacture, distribute, possess, use, dispense or be under the influence of illegal drugs and/or alcohol as prohibited by state and federal law, at university-sponsored or approved events or on university property or in buildings used by the University for education, research or recreational programs. Consistent with its mission, the University will cooperate with law enforcement agencies responsible for enforcing laws related to the use of illegal drugs and alcohol. Students found in violation shall be subject to the provisions of the student conduct code. Faculty and staff found in violation are subject to disciplinary action as provided in collective bargaining agreements, University policy, and other applicable State laws and rules.

The University recognizes that substance abuse is a complex problem that is not easily resolved solely by personal effort and may require professional assistance and/or treatment. Students, faculty and staff members with substance abuse problems are encouraged to take advantage of available diagnostic, referral, counseling, and prevention services. The University will not excuse misconduct by employees and students whose judgment is impaired due to substance abuse.

The purchase, possession or consumption of alcoholic beverages is regulated by state law. Students are expected to know and abide by state law and by University rules and regulations governing the use and consumption of alcoholic beverages on campus. Students are referred to the Board of Regents policy, executive policies and campus guidelines regulating the use and consumption of alcoholic beverages on campus.

Students are not permitted to be under the influence of, possess, manufacture, distribute, or sell illicit drugs, as prohibited by state law, at university-sponsored or approved events, on university property or in buildings used by the University for its educational or recreational programs. Reasonable suspicion of possession or use of illegal drugs and substances on campus may subject the students involved to investigation.

Sanctions that may be imposed on violators of the alcohol and drug-related sections of the Student Conduct Code include disciplinary warning, probation, suspension, expulsion, or rescission of grades or degree. Copies of the full text of the [Student Conduct Code](#) are available online and in the Office of the Vice Chancellor for Student Affairs.

School-sponsored activities on campus that involve either the serving or selling of alcoholic beverages must be in compliance with applicable college/university policies and State laws.

Copies of policies governing the possession, consumption, serving, and sale of alcoholic beverages on the Windward Community College campus are available in the Office of Student Affairs.

## Weapons

The possession or the carrying of any weapon by any person, except a law enforcement officer, is strictly prohibited on Windward Community College property. By order of the Governor, Act 52 prohibits persons authorized by law to carry a concealed weapon (CCW) from entering and or remaining on sensitive government property, including schools and government buildings.

Hawai'i Revised Statutes definition of a deadly weapon is any dirk, dagger, blackjack, slug shot, metal knuckles, pistol, or any other deadly or dangerous weapon. HRS §134-51, Deadly Weapons: prohibitions. The offense is a misdemeanor unless used in a commission of a crime when it will be classified as a C Felony.

Hawai'i Revised Statutes, Section 134

§134-31, Restriction on possession, sale, gift, or delivery of electric guns. It shall be unlawful for any person, including a licensed manufacturer, licensed importer, or license dealer, to possess, offer for sale, hold for sale, sell, give, lend, or deliver any electric gun.

§134-25, Place to keep pistol or revolver. Firearms shall be confined to the possessor's place of business, residence, or sojourn and can be transported between these locations unloaded and in an enclosed container. Other places firearm can be carried is to a place of repair, target range, licensed dealer's place of business, organized firearms show, police station, sanctioned hunting or firearm use training or instruction. The offense if a Class B Felony.

§134-24, Place to keep unloaded firearms other than pistols and revolvers. The offense is a Class C Felony.

§134-26, Carrying or possessing a loaded firearm on a public highway. The offense is a Class B Felony.

§134-27, Place to keep ammunition, the offense is a Misdemeanor.

Windward Community College Security in conjunction with the Honolulu Police Department will forbid entry on or remaining on Windward Community College property while possessing or carrying weapons in violation of Hawai'i Revised Statutes.

# Degrees & Certificate Information

## Degrees and Certificates

<h2><em>Degrees & Certificates Overview</em></h2><h2>Associate Degrees</h2><h3>Associate in Arts (AA)</h3><p>The Associate in Arts (AA) degree provides a general liberal arts foundation designed for transfer to meet baccalaureate degree requirements at a four-year institution and to fulfill personal academic goals. If you plan to transfer to another campus, including UH Mānoa, work closely with an academic counselor to select courses that seamlessly fulfill requirements for your destination major.</p><ul><li data-list-item-id="eb8bf3afc6427951db2a46254fea3494b"><a href="/node/953" data-entity-type="node" data-entity-uuid="93310ad1-8011-4130-b511-cfe4f77bc427" data-entity-substitution="canonical">Associate in Arts in Liberal Arts</a></li><li data-list-item-id="e43b3cbd69b93f99025ec8ebe6b9eccf5"><a href="/node/970" data-entity-type="node" data-entity-uuid="e034cced-89b8-4f4c-8d3c-3760d3a28b7c" data-entity-substitution="canonical">Associate in Arts in Hawaiian Studies</a></li></ul><h3>Associate in Science (AS)</h3><p>The Associate in Science (AS) degree prepares you for seamless transfer into science, technology, engineering, mathematics (STEM), and other articulated bachelor's degree programs and/or for immediate employment in career and technical fields.</p><ul><li data-list-item-id="e8e1dad1f83e49fce067ed413fe9a8d08"><a href="/node/977" data-entity-type="node" data-entity-uuid="04700f71-227f-401d-af71-38bfe7b56b89" data-entity-substitution="canonical">Associate in Science in Natural Science</a></li><li data-list-item-id="e4654e419d12c4fbcacdd4ba41f9e49c"><a href="/node/986" data-entity-type="node" data-entity-uuid="9a01313f-b37b-4aa1-aa27-b406389f7b4f" data-entity-substitution="canonical">Associate in Science in Veterinary Technology</a></li></ul><h2>Certificate Programs</h2><p>Windward Community College offers short-, medium-, and long-term certificates to prepare you for entry-level employment, upgrade your professional skills, or stack directly toward an Associate in Arts degree.</p><h3>Academic Subject Certificates (ASC)</h3><p>An Academic Subject Certificate (ASC) recognizes focused study within the Associate in Arts curriculum. ASCs require at least 12 credits, fit within the AA degree structure without adding extra required credits, and allow you to stack credentials as you pursue your degree. A minimum GPA of 2.0 is required for all certificate coursework.</p><ul><li data-list-item-id="e95e316cd67f57f3009a656f34130a1e2"><a href="/node/1169" data-entity-type="node" data-entity-uuid="9ad72c0c-b463-4f8d-984e-6e41889459ef" data-entity-substitution="canonical">Aerospace Option Program</a></li><li data-list-item-id="ef33d5ff010bed3da239f591b9f1ac13e"><a href="/node/1086" data-entity-type="node" data-entity-uuid="05f547f4-916a-4fab-b3ff-50a884200aa8" data-entity-substitution="canonical">Ahupua'a Systems</a></li><li data-list-item-id="e23004df251871a0e03f17509b3dfe7af"><a href="/node/988">Art: Drawing and Painting</a></li><li data-list-item-id="e5af752248551867bebbb226b49ad574f"><a href="/node/994" data-entity-type="node" data-entity-uuid="c86599d9-8ed4-4d3a-922e-

e31a617b6573" data-entity-substitution="canonical">Bio-Resources and Technology</a></li><li data-list-item-id="e6eff67b494856981900fa3a6cb96c81f"><a href="/node/996">Business</a></li><li data-list-item-id="ede521cf32a30838a639202b63954a783"><a href="/node/1001" data-entity-type="node" data-entity-uuid="3a28a7c6-630a-4289-a058-ba338b501bfe" data-entity-substitution="canonical">Creative Media</a></li><li data-list-item-id="e11b1e358834aa7822c1df88507c37f11"><a href="/node/1003" data-entity-type="node" data-entity-uuid="e8e5fcb3-d0b5-4a0d-8a00-fde98d5731f9" data-entity-substitution="canonical">Music: General</a></li><li data-list-item-id="e47708d384ee52d4aad41c4418c928bec"><a href="/node/1151" data-entity-type="node" data-entity-uuid="64180774-4062-43fa-8347-72ca2b22e48c" data-entity-substitution="canonical">Hawaiian Knowledge Innovation</a></li><li data-list-item-id="e175bd2346f9630e754cf6ef181355c6c"><a href="/node/1005">Hawaiian Music</a></li><li data-list-item-id="e4a9bcb284f06de0c9e61438c7551bedc"><a href="/node/1008" data-entity-type="node" data-entity-uuid="09a0a498-e0b1-442d-a16f-cc0a2e904d82" data-entity-substitution="canonical">Hawaiian Studies</a></li><li data-list-item-id="ede344883ac2ffc7c10c9f00fb8f619c6"><a href="/node/1190" data-entity-type="node" data-entity-uuid="f60c6dc1-f540-4c17-af76-516f177dad84" data-entity-substitution="canonical">Human Development & Family Studies</a></li><li data-list-item-id="e26d1511a28550ca8a91ea56ddf92cc2b"><a href="/node/1027" data-entity-type="node" data-entity-uuid="2efc2673-86b6-4a5e-8716-99927beaf6a7" data-entity-substitution="canonical">Marine Option Program</a></li><li data-list-item-id="eb47143bba86041b21ae37630f37eca35"><a href="/node/1011">Psycho-Social Developmental Studies</a></li><li data-list-item-id="ea5c249fdbb599c17400fd176fa4b0ac2"><a href="/node/1012" data-entity-type="node" data-entity-uuid="eb6ef8a6-e272-4820-9aac-2498e29dc082" data-entity-substitution="canonical">Sustainability</a></li></ul><h3>Certificates of Achievement (CA)</h3><p>Certificates of Achievement (CA) are medium-term programs (24-51 credits) designed to provide direct technical and professional training for workforce entry or career advancement. A minimum GPA of 2.0 is required in all certificate courses.</p><ul><li data-list-item-id="e6e6c5f90ff5e0e67f62921f5fda8a769"><a href="/node/1020">Agripharmatech</a></li><li data-list-item-id="eb94f08642b81135a1fadef3fc4cc671a"><a href="/node/1170" data-entity-type="node" data-entity-uuid="dea46654-62a6-4b9a-adfb-9216fea7db8c" data-entity-substitution="canonical">Foundation in Acting</a></li><li data-list-item-id="ebc170a086f5eed29e1bfad06516eb87a"><a href="/node/1230" data-entity-type="node" data-entity-uuid="4d35fe08-95e6-4a06-b785-9055d03b6be6" data-entity-substitution="canonical">Mental Health Technician</a></li><li data-list-item-id="ef8815782fb39a68761927d9e014bffdb"><a href="/node/1021" data-entity-type="node" data-entity-uuid="e42b5864-f8f1-4e69-912e-2d6ea22f0cac" data-entity-substitution="canonical">Veterinary Assistant</a></li></ul><h3>Certificates of Competence (CO)</h3><p>Certificates of Competence (CO) are short-term sequences of coursework (4-23 credits) providing skills and competencies for immediate employment or career advancement. &nbsp;For credit-bearing certificates, students must earn a minimum GPA on 2.0. The issuance of a CO requires that the student's work has been evaluated and determined to be satisfactory.</p><ul><li data-list-item-id="eb20bf03378b5cacbe7d188b887a23dfb"><a href="/node/1023">Information Security Specialist</a></li><li data-list-item-id="eca2989e52f5450d00f1752e11f7c2ca8"><a href="/agriculture/landscape-and-nursery-technician">Landscape and Nursery Technician</a></li><li data-list-item-id="e3cb47137cdf7187a36f0abe387d5518"><a href="/node/1136" data-entity-type="node" data-entity-uuid="65026b5c-2848-4694-8eb7-7b805fed7c85" data-entity-substitution="canonical">Mental Health Technician</a></li><li data-list-item-id="e0a48ed68113bbb1a64d0e139293964a8"><a href="/node/1025">Plant Food Production and Technology</a></li><li data-list-item-id="ef9c622bb8a72a78d5e2698e5efd64cb0"><a href="/node/1026" data-entity-type="node" data-entity-uuid="a3934334-0748-4cc4-8e54-69464ada7109" data-entity-substitution="canonical">Sustainable Agriculture</a></li><li data-list-item-id="e45a9d1a056ad36999f69f128ee2d6e62"><a href="/node/1022" data-entity-type="node" data-entity-uuid="7b3bb976-37b6-43f8-a364-89cb9071c847" data-entity-substitution="canonical">Web Support</a></li></ul><h2>Noncredit Workforce Training</h2><p>Short-term, noncredit career training pathways designed for rapid skill development, industry credentialing, and immediate workforce entry:</p><ul><li data-list-item-id="e8ed6c5c32d850cec9380aeb1ee074812">Arboriculture</li><li data-list-item-id="e1fba7467ef9144edd41815efdca2c21b">Certified Nurse's Aide (CNA)</li><li data-list-item-id="eb2ccbb5dfdf0c2d617c2b5ddfbec90f37">CPR, First Aid, and AED</li><li data-list-item-id="ebb1e72bf2cda9e9d926b0750cbce7ad0">Foodservice</li><li data-list-item-id="e3dd75c77f00eafbab1068451ab903f79">Ocean Education and Safety</li><li data-list-item-id="ebe7fae27f31ae9989970274710e20427">Office Worker Pathway</li></ul>

## The Instructional Program

### Instructional Approach

At Windward Community College, we recognize that every student brings unique goals, strengths, and learning styles to our campus. To honor these diverse perspectives, we offer flexible learning options, varied course formats, and supportive pathways tailored to help you thrive.

Whether you are building fundamental skills or preparing for advanced study, our programs are designed to meet your specific goals:

- **Earn a Degree or Certificate:** Complete an Associate in Arts (AA), Associate in Science (AS), or specialized Certificate of Achievement (CA) or Certificate of Competence (CO) in career and technical education (CTE).
- **Transfer to a Four-Year University:** Build a seamless pathway toward a bachelor's degree at UH Mānoa, UH West O'ahu, UH Hilo, or other four-year institution.
- **Advance Your Career:** Acquire practical, in-demand skills for workplace entry, career advancement, or industry credentialing.
- **Explore Personal Enrichment:** Expand your horizons through courses designed for lifelong learning and personal growth.

- **Strengthen Academic Foundations:** Build essential college-level and professional skills and strategies.

## Learning Environments

To accommodate your diverse schedules and learning styles, Windward offers courses across a variety of formats:

- **Face-to-Face Instruction:** Traditional, in-person learning on campus providing direct interaction with faculty and peers in classrooms, labs, and studio spaces.
- **Online Asynchronous (Distance Education):** Coursework completed entirely online without scheduled class meetings, allowing you to access lectures, assignments, and discussions on a schedule that fits your life.
- **Online Synchronous (Distance Education):** Live, real-time virtual class sessions held via online conferencing at scheduled days and times, combining online flexibility with real-time faculty and peer interaction.
- **Hybrid / Blended Learning:** A combination of in-person campus meetings and online instruction, giving you hands-on interaction alongside flexible online coursework.

## General Education Mission Statement

Windward Community College provides an open door to a comprehensive general education through which students enhance basic tools of inquiry for understanding themselves and the world around them, develop their capacity to expand and apply knowledge, and cultivate more creative and meaningful lives. With an orientation to Hawai'i and its unique heritage, general education at Windward Community College includes:

- Global and Cultural Awareness
- Critical Thinking and Creativity
- Communication
- Information Literacy.

## General Education Student Learning Outcomes

### Global and Cultural Awareness

Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.

Specific outcomes in Global and Cultural Awareness may include:

- Analyze and empathize with the attitudes and beliefs of other cultures
- Identify instances where cultural norms affect cross-cultural communication
- Explore how various factors shape a culture's development and values and one's sense of place

### Critical Thinking and Creativity

Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.

Specific outcomes in Critical Thinking and Creativity may include:

- Identify challenges and problems and find solutions through creative exploration, scientific and quantitative reasoning, and other forms of inquiry
- Analyze complex ideas to arrive at reasoned conclusions
- Use creative processes to discover potential and to express ideas and beliefs

### Communication

Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.

Specific outcomes in Communication may include:

- Listen to, comprehend, interpret, analyze, synthesize, and evaluate ideas
- Present ideas in a variety of formats, including written, oral, and visual
- Convey ideas and facts to a variety of audiences in various contexts

## Information Literacy

Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.

Specific outcomes in Information Literacy may include:

- Determine the nature and extent of information needed in order to accomplish a goal
- Use appropriate resources and methods to access and acquire relevant information
- Critically evaluate information and its sources
- Organize, synthesize, and communicate information to achieve a specific purpose
- Apply ethical, legal, and social standards when using information and information technology

## Transfer of General Education Core Requirements

Students who complete the general education core requirements at Windward Community College will be considered upon transfer to have satisfied the general education core requirements at any other University of Hawai'i campus, including UH Mānoa, UH Hilo, and UH West O'ahu ([UH Executive Policy 5.209](#)).

## Additional Offerings

### Cooperative Education

Cooperative Education offers students opportunities to participate in career related experiences designed to reinforce skills learned in different areas and to apply these skills in actual job situations. No more than 12 credits in any combination of independent study or cooperative education may be applied toward associate degree requirements. Procedural details and application forms may be obtained through an instructor, an academic counselor, or the Office of the Vice Chancellor for Academic Affairs.

### Online Education

Online Education at Windward Community College provides flexible learning opportunities delivered over the internet through the University of Hawai'i Learning Management System, [Lamakū](#) (<http://lamaku.hawaii.edu>). Delivered under UH EP 5.204, online courses maintain the same academic standards and regular and substantive interaction (RSI) as campus-based instruction.

Online course instruction occurs primarily online via the Internet either asynchronously (entirely online with no regularly scheduled class meetings), synchronously (with regularly scheduled, live class meetings delivered over video conferencing software) or a combination of synchronous and asynchronous instruction.

To succeed in an online course, students must have access to a compatible computer, reliable internet service, and an active UH email account. Instructors will provide any required software specifications prior to the start of class. For orientation resources, technical requirements, and online learning strategies, visit [Windward Community College's online information page](#) (<https://windward.hawaii.edu/programs-of-study/online-education/>) [WCC Distance & Evening Education page](#).

### Independent Study

Independent Study offers students the opportunity to participate in the creation of academic learning experiences designed to meet individual needs, interests, aptitudes, and desired outcomes. It is intended to serve the student, who after completing the requirements of an introductory course, may wish to continue an in-depth study of a particular topic or issue previously covered, or who may wish to reinforce understanding of concepts or relationships covered.

A student at the College, under faculty supervision, may design an independent study project (numbered as 99, 199, and 299). An independent study project may take the form of directed reading, research, or fieldwork experience. Students are encouraged to develop original projects, and the project must be appropriate to the student's program of study, related to the existing college curriculum, and in the area of the supervising instructor's and/or co-advisor's expertise.

Independent study projects are undertaken with at least one student-selected faculty advisor. The advisor must be a member of the College faculty and participation by this faculty member is voluntary. The advisor serves as a facilitator of learning, guiding the student in establishing and achieving the goals of the independent project. An advisor may recommend particular preparation before a student undertakes a project.

No more than 12 credits in any combination of independent study or cooperative education can be applied to meet the associate degree requirements. Procedural details may be obtained through an instructor or the Office of the Vice Chancellor for Academic Affairs. The deadline for registration in an

independent study course is October 10 for the Fall semester and March 1 for the Spring semester. If these dates should fall on a weekend, the deadline is the following Monday. Students who request an Independent Study must meet the admission deadline. If students who request Independent Study are not enrolled in other classes, a late fee will apply.

## Military Science Courses

Military science and air science courses are offered through UH Mānoa. Windward Community College students maintaining satisfactory academic progress may enroll in these courses as concurrent students. For further information, contact the military departments at the UH Mānoa campus.

## Sustainability (S-designated) Courses

Sustainability (S) designated courses are designed to teach students about sustainability across various academic disciplines. They are part of a growing systemwide effort to teach students ecological literacy and make the University of Hawai'i system a leader in sustainability. These courses are not a graduation requirement, but the designation can steer students toward courses that address environmental issues. Sustainability-designated courses encourage students to learn about the social, cultural, economic, political, scientific, and artistic approaches to sustainability, recognizing the valuable contributions from each academic discipline to thinking about the health of the planet and local communities. Sustainability-designated courses may be either S-focused or S-related.

S-focused – these courses focus primarily on sustainability from within a given academic discipline, and/or the course will examine an issue or topic using sustainability as a lens.

S-related – these courses include some assignments and course content that addresses sustainability issues.

S-Designation Hallmarks:

- A significant component of readings, assignments, and other course materials address environmental topics.
- The course teaches students to think critically and examine environmental challenges and debates on an international, national, and local level.
- Students learn the underlying causes of environmental challenges and explore ways to address these challenges.

## HAP Hawaiian, Asian, and Pacific Issues

**Hawaiian, Asian, and Pacific Issues (HAP):** HAP-designated courses focus on issues in Hawaiian and Asian or Pacific cultures and history and promote cross-cultural understanding between nations and cultures. Courses listed in the class schedule with the HAP designation are intended to fulfill HAP-focus requirements at any other UH campus. HAP-designated classes satisfy the following hallmarks:

- The course content reflects the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture
- The course encourages learning from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia
- The course includes an understanding of one or more of the following: the histories, cultures, beliefs, the arts, the societal, political, economic, or technological processes of these regions (for example, the relationships of societal structures to the natural environment)
- The course involves an in-depth analysis or understanding of the issues in order to foster multi-cultural respect and understanding

## Transferring to Another College

### Student Transfer & Articulation

Many Windward Community College students transfer to other colleges and universities to complete their bachelor's degrees. Because receiving institutions establish their own credit evaluation and transfer policies, students should review target institution catalogs carefully and meet with a WCC counselor early to plan an effective course sequence.

### Transfer Credit Basics

- **Degree & Credit Requirements:** Students generally complete 60 transferable credits (courses numbered 100 and above) prior to transferring. Courses numbered below 100 are developmental and do not transfer to four-year institutions.
- **Permanent Academic Record:** Transcripts are evaluated by the receiving school to determine how credits apply toward degree requirements. Your official academic record remains permanently at Windward Community College.
- **Electives vs. Requirements:** While college-level courses (100+) transfer, specific courses may fulfill general education or major requirements while others transfer as general electives.

## When to Apply for Transfer

Students should apply for transfer at least one semester prior to their intended enrollment term. Application deadlines vary by institution, and official transcripts from all previously attended colleges must be received by the receiving school's published deadline.

## Transferring to UH Mānoa

Students planning to transfer to the University of Hawai'i at Mānoa should observe all application deadlines and note the following academic guidelines:

- **Admissions Criteria:** Transfer applicants must present at least 24 college-level credits (numbered 100 or above) with a cumulative GPA of 2.0 or higher. Applicants with fewer than 24 transferable credits are evaluated using high school transcript criteria.
- **Transfer Grades:** UH Mānoa accepts transfer credits completed with a grade of "D" (not "D–") or higher.
- **Credit/No Credit (CR/NC) Limits:** CR/NC grading options should be avoided for courses intended to fulfill UH Mānoa core or major requirements. UH Mānoa applies CR/NC marks only to general electives (unless the course was exclusively offered on a mandatory CR/NC basis).
- **Upper-Division Degree Requirements:** UH Mānoa requires 60 or more credits of non-introductory coursework (300-level and above, or courses with explicit college-level prerequisites) to earn a bachelor's degree.

*For personalized advising, see a WCC counselor or visit the UH Mānoa Transfer Coordination Center.*

## Ka'ie'ie Degree Pathway Program (UH Mānoa Partnership)

The **Ka'ie'ie Transfer Program** is a dual-admission, dual-enrollment partnership between Windward Community College and the University of Hawai'i at Mānoa. Designed for students who plan to earn a four-year degree at UH Mānoa while starting at WCC, Ka'ie'ie provides dedicated transfer advising, early registration options, and a seamless transition between campuses.

- **Contact:** Ka'ie'ie Transfer Counselor | Hale Kāko'o 123 | 808-235-7464 |

## Automatic Admission and Reverse Transfer

As part of the University of Hawai'i System, WCC students benefit from initiatives designed to streamline transfer and degree completion across campuses:

- **Automatic Admission:** Eligible students completing an Associate in Arts (AA) or designated Associate in Science (AS) degree receive an automatic admission offer to UH four-year campuses (UH Mānoa, UH Hilo, UH West O'ahu). Qualifying students are exempted from submitting a new application or paying an application fee.
- **Reverse Credit Transfer:** WCC students who transfer to a UH four-year campus before completing their associate degree can apply completed upper-division coursework back to WCC to retroactively fulfill and earn their associate degree.

## Transferring to Non-UH Institutions

Students intending to transfer to private or out-of-state universities should consult college catalogs and contact admissions offices early in their academic planning. WCC counselors assist students in mapping course selections to satisfy general education and lower-division major requirements at target non-UH institutions.

# Graduation Requirements

## Graduation Certification

Students should consult with their counselor/academic advisor at least one semester prior to registering for their projected final semester of study. For specific graduation requirements, see the programs of study listed in the catalog.

Students will follow the program requirements stated in the course catalog at the time of their initial enrollment, providing that the student has been continually enrolled. Continual enrollment is defined as attending each semester (excluding summer session) for at least one credit hour of coursework. Students who have a break in enrollment will be subject to the degree requirements in effect at the time of re-enrollment.

## **Auto Notation of Academic Credentials**

A student will be notified via email of the potential to earn a credential when enrolled in coursework that will fulfill the requirements to complete a certificate or degree. Upon successful completion of requirements, academic credentials will be notated on the student's official transcript, unless the awarding institution is informed not to notate the completed credential at the request of the student. Notation of the academic credential will be completed at no cost to the student. Students who wish to receive a physical paper diploma may submit a diploma request with the Admissions & Records Office. Granted graduates who continue enrollment at Windward Community College are advised to submit a change of major form to avoid being placed in Unclassified status.

## **Scholastic Standards**

A cumulative 2.0 grade point average is required for graduation with the associate's degree. At least 12 of the credits for the associate's degree must be earned at Windward Community College.

Students completing certificate program requirements must successfully complete credits in specified fields and maintain a cumulative grade point average of 2.0. At least 20% of the required courses for the certificate must be earned at the College.

Under certain circumstances, credential requirements may be waived by the Vice Chancellor for Academic Affairs.

## **The Associate in Arts Degree**

The Associate in Arts (AA) degree is a two-year transfer liberal arts degree consisting of at least 60 semester credits at the 100- and 200-levels.

To earn an AA 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. Students who are awarded an AA degree from a UH Community College must have a community college cumulative GPA of 2.0 or higher for all coursework taken in fulfillment of AA degree requirements.

At least 12 of the credits for the AA degree must be earned at Windward Community College. No more than 12 credits in any combination of independent study or cooperative education may apply to the degree requirements. Credits must be earned in the required areas.

## **Program Learning Outcomes**

### **Global and Cultural Awareness**

Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts. Specific outcomes in Global and Cultural Awareness may include:

- Analyze and empathize with the attitudes and beliefs of other cultures
- Identify instances where cultural norms affect cross-cultural communication
- Explore how various factors shape a culture's development and values and one's sense of place
- Take an active role in the community (work, service, co-curricular activities)

### **Critical Thinking and Creativity**

Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills. Specific outcomes in Critical Thinking and Creativity may include:

- Identify challenges and problems and find solutions through creative exploration, scientific and quantitative reasoning, and other forms of inquiry
- Analyze complex ideas to arrive at reasoned conclusions
- Use creative processes to discover potential and to express ideas and beliefs

### **Communication**

Use written, visual, and oral communication to discover, develop, communicate meaning, and respond respectfully to the ideas of others in multiple environments. Specific outcomes in Communication may include:

- Listen to, comprehend, interpret, analyze, synthesize, and evaluate ideas
- Present ideas in a variety of formats, including written, oral, and visual

- Convey ideas and facts to a variety of audiences in various contexts

## Information Literacy

Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly. Specific outcomes in information Literacy may include:

- Determine the nature and extent of information needed to accomplish a goal
- Use appropriate resources and methods to access and acquire relevant information
- Critically evaluate information and its sources
- Organize, synthesize, and communicate information to achieve a specific purpose
- Apply ethical, legal, and social standards when using information and information technology

## General Education Core Requirements

### Written Communications

REQUIREMENT: Three (3) credits in English 100 or another FW designated course

### Quantitative Reasoning

The primary goal of FQ courses is to develop mathematical reasoning skills at the college level. Students apply mathematical concepts to the interpretation and analysis of quantifiable information to solve a wide range of problems arising in pure and applied research in specific disciplines, professional settings, and/or daily life.

REQUIREMENT: Three (3) credits from FQ designated courses

### Global and Multicultural Perspectives

Global and multicultural perspectives courses provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students will gain a sense of human development from prehistory to modern times through consideration of narratives and artifacts of and from diverse cultures. At least one component of each of these courses will involve the indigenous cultures of Hawai'i, the Pacific, or Asia.

REQUIREMENT: Six (6) credits must come from two of three Global & Multicultural Perspectives groups: FGA, FGB, or FGC

### Arts and Humanities

Through study of artistic, literary, and philosophical masterworks and by examining the development of significant civilizations, cultures, and the nature of human communication, students should gain an appreciation of history and achievements. This experience should enable the student to approach future studies of a more specific character with a broadened perspective.

REQUIREMENT: A total of six (6) credits selected from two of three groups: Arts (DA), Humanities (DH), or Literature (DL)

### Natural Sciences

A scientifically literate person should know what science is, how scientific investigation is conducted, and that the activity of a scientist is a blend of creativity and rigorous thinking. Experimental investigations in the laboratory provide the student with first-hand experience with the scientific method and research.

REQUIREMENT: Minimum of six (6) credits. Must include a biological science course (DB), a physical science course (DP), and a laboratory/field trip course (DY).

### Social Sciences

Every educated person should have some appreciation of the role of culture and social institutions in the shaping of individual personality and the creation of social identities. Students should also develop an understanding of the extent to which scientific inquiry is appropriate to the creation of social knowledge and of the alternative ways of organizing human institutions and interpreting social reality.

REQUIREMENT: A total of six (6) credits from two or more DS-designated courses from two different subject areas

## Graduation Requirements

### Writing Intensive Courses

Writing Intensive (WI) Courses are part of a University of Hawai'i systemwide movement to incorporate more writing in courses from all disciplines. A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a "WI" (preceding the course title in the Schedule of Classes) learn to understand course content through writing and to write in ways appropriate to that discipline. English 100 or higher is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor's degree campuses in the UH system may bring two or three WI courses with them to count for the bachelor's degree. The hallmarks of a writing intensive course are:

- **W1.** The class uses writing to promote the learning of course materials
- **W2.** The class provides interaction between the instructor and students while students do assigned writing; At least one student-teacher conference on a writing assignment is required in writing-intensive courses at Windward Community College
- **W3.** Writing assignments must make up at least 40% of each student's course grade
- **W4.** The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages
- **W5.** To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students

To allow for meaningful student-teacher interaction on each student's writing, the class is restricted to 20 students.

**REQUIREMENT:** Two Writing Intensive (WI) courses are required.

### Oral Communication

**REQUIREMENT:** Three (3) credits selected from SP 151, 181, 251, 253, 261 or THEA 222

## Course Information

### Windward Community College General Education Requirements

|     |                                              |
|-----|----------------------------------------------|
| FW  | Written Communication                        |
| FQ  | Quantitative Reasoning                       |
| FGA | Global & Multicultural Perspectives, Group A |
| FGB | Global & Multicultural Perspectives, Group B |
| FGC | Global & Multicultural Perspectives, Group C |
| OC  | Oral Communications                          |
| DA  | Arts                                         |
| DH  | Humanities                                   |
| DL  | Literatures                                  |
| DS  | Social Sciences                              |
| DB  | Biological Science                           |
| DP  | Physical Science                             |
| DY  | Laboratory Science                           |

### Focus Requirements & Designations

|      |                                     |
|------|-------------------------------------|
| HAP  | Hawaiian, Asian, and Pacific Issues |
| OC   | Oral Communication                  |
| WI   | Writing Intensive                   |
| TXT0 | Textbook Cost \$0                   |
| SF   | Sustainability Focused              |
| EC   | Early College                       |

## Course Numbering

Each course is designated by an abbreviation which stands for the subject area of the course, followed by a number.

- Courses numbered from 1-99 are generally not applicable for credit toward a baccalaureate degree but some are applicable to certificates
- Courses numbered from 100-199 are initial or introductory courses
- Courses numbered from 200-299 are generally second-year courses in a sequence or development within a field of study
- Courses ending in -92, -94, or -96 are special topics courses dealing with timely issues or unique subject matter not included in the main curriculum. These courses may be infrequently offered
- Courses ending in -97 or -98 are experimental courses proposed for inclusion in the main curriculum and are offered for only one year on this basis
- Courses ending in -99 are independent study courses such as directed reading, research or field work experience
- The suffix "L," when used, designates a laboratory course which is a companion course (whether required or not) to a given lecture course
- The suffix "V," when used, designates variable credit. The credit to be earned is arranged with the instructor by each student at the time of registration
- The suffix "WI," when used in the class schedule, designates a Writing Intensive course

## HAP - Hawaiian, Asian, and Pacific Issues

HAP-designated courses focus on issues in Hawaiian and Asian or Pacific cultures and history and promote cross-cultural understanding between nations and cultures. Courses listed in the class schedule with the HAP designation are intended to fulfill HAP-focus requirements at any other UH campus.

To fulfill the Hawaiian, Asian, and Pacific Issues focus requirement, at least two-thirds of a course must satisfy the following Hallmarks:

- **H1.** The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture
- **H2.** A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia
- **H3.** A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment
- **H4.** A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding

### Explanatory Notes

**EN1.** The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key. A course exclusively about Hawai'i, the Pacific Islands, or Asia is not eligible for a HAP designation. A course that does not include relationships with Native Hawaiian culture is not eligible for a HAP designation.

**EN2.** The course design must include both the Native Hawaiian voice and the native voice from the indigenous people of the area of intersection. These could be represented through publications, videos, guest speakers, or field trips, for example.

# Degrees

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## Associate in Arts in Liberal Arts

### Type

Associate in Arts

### Associate in Arts Degree

The Associate in Arts (AA) degree is a two-year transfer liberal arts degree consisting of at least 60 semester credits at the 100 and 200 levels.

To earn an AA 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. Students who are awarded an AA degree from a UH community college must have a community college cumulative GPA of 2.0 or higher for all course work taken in fulfillment of AA degree requirements.

At least 12 of the credits for the AA degree must be earned at Windward Community College. No more than 12 credits in any combination of independent study or cooperative education may apply to the degree requirements. Credits must be earned in the required areas.

## Program Learning Outcomes

### Global and Cultural Awareness

Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts. Specific outcomes in Global and Cultural Awareness may include:

- Analyze and empathize with the attitudes and beliefs of other cultures
- Identify instances where cultural norms affect crosscultural communication
- Explore how various factors shape a culture's development and values and one's sense of place
- Take an active role in the community (work, service, co-curricular activities)

### Critical Thinking and Creativity

Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills. Specific outcomes in Critical Thinking and Creativity may include:

- Identify challenges and problems and find solutions through creative exploration, scientific and quantitative reasoning, and other forms of inquiry
- Analyze complex ideas to arrive at reasoned conclusions
- Use creative processes to discover potential and to express ideas and beliefs

## Communication

Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments. Specific outcomes in Communication may include:

- Listen to, comprehend, interpret, analyze, synthesize, and evaluate ideas
- Present ideas in a variety of formats, including written, oral, and visual
- Convey ideas and facts to a variety of audiences in various contexts

## Information Literacy

Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly. Specific outcomes in Information Literacy may include:

- Determine the nature and extent of information needed in order to accomplish a goal
- Use appropriate resources and methods to access and acquire relevant information
- Critically evaluate information and its sources
- Organize, synthesize, and communicate information to achieve a specific purpose
- Apply ethical, legal, and social standards when using information and information technology

## General Education Core Requirements

### Written Communication

REQUIREMENT: Three (3) credits in English 100 or other FW-designated course

### Quantitative Reasoning

The primary goal of FQ courses is to develop mathematical reasoning skills at the college level. Students apply mathematical concepts to the interpretation and analysis of quantifiable information in order to solve a wide range of problems arising in pure and applied research in specific disciplines, professional settings, and/or daily life.

REQUIREMENT: Three (3) credits from FQ designated courses

### Global and Multicultural Perspectives

Global and multicultural perspectives courses provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students will gain a sense of human development from prehistory to modern times through consideration of narratives and artifacts of and from diverse cultures. At least one component of each of these courses will involve the indigenous cultures of Hawai'i, the Pacific, or Asia.

REQUIREMENT: Six (6) credits must come from two of three Global & Multicultural Perspectives groups: FGA, FGB, or FGC.

### Arts and Humanities

Through the study of artistic, literary, and philosophical masterworks and by examining the development of significant civilizations, cultures, and the nature of human communication, students should gain an appreciation of history and achievements. This experience should enable the student to approach future studies of a more specific character with a broadened perspective.

REQUIREMENT: A total of six (6) credits selected from two of three groups: Arts (DA), Humanities (DH), or Literature (DL)

### Natural Sciences

A scientifically literate person should know what science is, how scientific investigation is conducted, and that the activity of a scientist is a blend of creativity and rigorous thinking. Experimental investigations in the laboratory provide the student with first-hand experience with the scientific method and research.

REQUIREMENT: Minimum of six (6) credits. Must include a biological science course (DB), a physical science course (DP), and a laboratory/field trip course (DY).

### Social Sciences

Every educated person should have some appreciation of the role of culture and social institutions in the shaping of individual personality and the creation of social identities. Students should also develop an understanding of the extent to which scientific inquiry is appropriate to the creation of social knowledge and of the alternative ways of organizing human institutions and interpreting social reality.

REQUIREMENT: A total of six (6) credits from two or more DS-designated courses from two different subject areas.

## Graduation Requirements

### Writing Intensive Courses

Writing Intensive (WI) Courses are part of a University of Hawai'i system-wide movement to incorporate more writing in courses from all disciplines. A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a "WI" (preceding the course title in the Schedule of Classes) learn to understand course content through writing and to write in ways appropriate to that discipline. English 100 or higher is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor's degree campuses in the UH System may bring two or three WI courses with them to count for the bachelor's degree. The hallmarks of a writing-intensive course are:

- **W1.** The class uses writing to promote the learning of course materials.
- **W2.** The class provides interaction between the instructor and students while students do assigned writing. At least one student-teacher conference on a writing assignment is required in writing-intensive courses at Windward Community College.
- **W3.** Writing assignments must make up at least 40% of each student's course grade.
- **W4.** The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
- **W5.** To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

To allow for meaningful student-teacher interaction on each student's writing, the class is restricted to 20 students.

**REQUIREMENT:** Two Writing Intensive (WI) courses are required.

## Oral Communication

**REQUIREMENT:** Three (3) credits selected from SP 151, 181, 251, 253 or THEA 222

## Associate in Arts in Liberal Arts

Windward Community College offers four Associate in Arts degrees: Liberal Arts, Liberal Arts with a Concentration in Art, Liberal Arts with a Concentration in Psychology, and Liberal Arts with a Concentration in Theatre.

NOTE

\* Generally, any one course can fulfill only one area, e.g., SP 151, SP 251 can fulfill either OC or DA, but not both.

## Graduation Requirements

### Writing Intensive (WI)

Required: A total of two courses

### Oral Communication (OC)

Required: A total of three (3) credits

| Item # | Title                   | Credits |
|--------|-------------------------|---------|
|        | Writing Intensive (WI)  |         |
|        | Oral Communication (OC) |         |

## Foundations Requirements

### Written Communication (FW)

Required: A total of three (3) credits

### Global & Multicultural Perspectives (FG)

Required: A total of six (6) credits from two different groups (A, B or C)

### Quantitative Reasoning (FQ)

Required: A total of three (3) credits

| Item # | Title                                             | Credits |
|--------|---------------------------------------------------|---------|
|        | Written Communication (FW)                        |         |
|        | Global & Multicultural Perspectives (FG): Group A |         |
|        | Global & Multicultural Perspectives (FG): Group B |         |
|        | Global & Multicultural Perspectives (FG): Group C |         |
|        | Quantitative Reasoning (FQ)                       |         |

## Diversification Requirements

### Arts, Humanities and Literature

Required: A total of six (6) credits from two different groups (DA, DH or DL)

### Natural Sciences (DB, DP and DY)

Required: A minimum of six (6) credits with three (3) credits from the biological science area (DB) and three (3) credits from the physical science area (DP). In addition, the student must take a science laboratory/field trip course (DY).

### Social Sciences (DS)

Required: A total of six (6) credits from two different subject areas

| Item # | Title                    | Credits |
|--------|--------------------------|---------|
|        | Arts (DA)                |         |
|        | Humanities (DH)          |         |
|        | Literature (DL)          |         |
|        | Biological Sciences (DB) |         |
|        | Physical Sciences (DP)   |         |
|        | Natural Sciences (DY)    |         |
|        | Social Sciences (DS)     |         |

## Electives

Required: 27 credits in courses numbered 100 or above to achieve a total of 60 credits.

## Art Concentration: Required Courses

The Associate in Arts in Liberal Arts degree with a Concentration in Art provides students with a strong studio art experience and art history curriculum that integrates conceptual and technical artistic skills with personal and creative exploration.

Required: ART 175 (FGA), ART 176 (FGB)

ART 113 and 116:

- Course articulates with UH Mānoa Art department course.
- Course cannot be used to fulfill AA Liberal Arts Diversification in Arts (DA) requirement when used to fulfill the Art Concentration requirement.

| Item #  | Title                                         | Credits |
|---------|-----------------------------------------------|---------|
| ART 113 | Introduction to Drawing                       | 3       |
| ART 116 | Introduction to Three-Dimensional Composition | 3       |
| ART 175 | Survey of Global Art                          | 3       |
| ART 176 | Survey of Global Art II                       | 3       |

## Art Concentration: Art Electives (12 credits)

Select four additional art studio lab courses from the list below. For any courses listed below which may be repeatable, only three (3) credits may be applied to the Art Concentration Elective (ACE) Requirement. When a course has fulfilled the ACE Requirement and is then repeated, the additional three (3) credits may be applied to either the Diversification in Arts (DA) or General Elective Requirements.

ART 107, 123, 207, 213, 214, 223, 243, 244, 253, 260:

- Course articulates with UH Mānoa Art department course

| Item #   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| ART 104D | Introduction to Printmaking/Screen Printing | 3       |
| ART 105B | Introduction to Ceramics–handbuilding       | 3       |
| ART 105C | Introduction to Ceramics–wheelthrowing      | 3       |
| ART 107  | Introduction to Photography                 | 3       |
| ART 107D | Intro to Digital Photography                | 3       |
| ART 111  | Introduction to Watercolor Painting         | 3       |
| ART 114  | Introduction to Color                       | 3       |
| ART 115  | Introduction to 2D Design                   | 3       |
| ART 123  | Introduction to Oil Painting                | 3       |
| ART 202  | Introduction to Digital Imaging             | 3       |
| ART 207  | Intermediate Photography: Black and White   | 3       |
| ART 213  | Intermediate Drawing                        | 3       |
| ART 214  | Introduction to Life Drawing                | 3       |
| ART 223  | Intermediate Painting                       | 3       |
| ART 224  | Painting from Life                          | 3       |
| ART 243  | Intermediate Ceramics–handbuilding          | 3       |
| ART 244  | Intermediate Ceramics–wheelthrowing         | 3       |
| ART 253  | Sculpture–figure Modeling                   | 3       |
| ART 260  | Gallery Design and Management               | 3       |

## Art Concentration: General Electives

Any 12 credits numbered 100 or higher to achieve a total of 60 credits.

## Psychology Concentration: Required Courses

The Associate in Arts degree in Liberal Arts with a concentration in Psychology prepares students to transfer to four-year institutions. This 60-credit program satisfies all of the requirements for the A.A. degree in Liberal Arts. Additionally, the program imparts solid knowledge and skills to students toward a Bachelor's degree in Psychology. After successful completion of the program, students will have a strong understanding of the field of Psychology, and good foundational knowledge of the research methods and statistics used by psychologists, as well as a clear sense of the major perspectives that define the field of Psychology. Targeted advising and a carefully planned course sequence enable students to successfully transfer to baccalaureate institutions in Hawai'i that have Psychology-related majors.

| Item #  | Title                      | Credits |
|---------|----------------------------|---------|
| PSY 100 | Survey of Psychology       | 3       |
| PSY 212 | Survey of Research Methods | 3       |
| PSY 225 | Statistical Techniques     | 3       |
|         | PSY 240 or 241             | 3       |
|         | PSY 250, 253, 255, or 260  | 3       |
|         | PSY 270, 271, or 273       | 3       |

## Psychology Concentration General Electives

Any 9 credits from courses numbered 100 or above to achieve a total of 60 credits

## Theatre Concentration: Required Courses

The Associate in Arts in Liberal Arts degree with a Concentration in Theatre provides students with a strong performing arts experience and integrates conceptual and practical performance skills with personal and creative exploration. Upon completion of this 60-credit program, which satisfies all the requirements for the AA degree in Liberal Arts, students will be prepared to transfer to a four-year institution to further their study (BA/BFA) in the various areas of theatre arts, including acting, musical theatre, playwriting, stage combat, and theatre production, or continue on their journey of becoming a professional artist.

Note: Theatre 221 Acting I must be taken to fulfill AA Liberal Arts Diversification in Arts (DA) requirement for the Theatre Concentration.

| Item #   | Title                             | Credits |
|----------|-----------------------------------|---------|
| THEA 101 | Introduction to Drama and Theatre | 3       |
|          | Any 2: THEA 200 B, C or D         | 2       |
| THEA 221 | Acting I                          | 3       |
| THEA 260 | Dramatic Production               | 3       |

## Theatre Concentration: General Electives

Electives: Any 10 credits numbered 100 or higher to achieve a total of 60 credits

## Exploratory Majors

Exploratory majors are designed to use the students' interests as a starting point and to help provide structure and narrow choices for student success. At UHCCs, Exploratory Majors are designed primarily for Liberal Arts students who are unclear as to what they want to do, but have some idea of the general area they want to study. Currently, Windward Community College has two exploratory majors: Exploratory Business and Exploratory Social Sciences. Exploratory majors will have a defined set of courses that are applicable to the students' terminal or transfer degrees. Within a well-defined set timeframe, students are counseled into a specific major or concentration.

Total Credits

60-61

## Associate in Arts in Hawaiian Studies

### Type

Associate in Arts

The Associate in Arts in Hawaiian Studies is a 60-credit degree that is a foundational degree in Hawaiian knowledge and culture. The AA degree is patterned after Windward Community College's current liberal arts AA degree and is an option for students seeking an associate degree and subsequent entry into most baccalaureate programs at UH Mānoa, UH Hilo, and UH West O'ahu. The degree is also a pathway for entrance into either UH Mānoa or UH Hilo Hawaiian Studies programs. The AA-HWST also provides students with qualifications that will be useful in the workforce where an understanding of the host culture or application of Hawaiian knowledge is desired.

## Program Outcomes

Upon successful completion of the Associate in Arts degree in Hawaiian studies, the student will be able to:

- 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

## Graduation Requirements: Oral Communication

Choose three (3) credits from the following courses:

| Item # | Title                   | Credits |
|--------|-------------------------|---------|
|        | Oral Communication (OC) |         |

## Graduation Requirements: Writing Intensive (WI)

Required: A total of two courses.

| Item # | Title                  | Credits |
|--------|------------------------|---------|
|        | Writing Intensive (WI) |         |
|        | Writing Intensive (WI) |         |

## Graduation Requirements: Hawaiian Studies Requirements

- Hawaiian Studies Core Requirements (6 credits)
- Hawaiian Language Requirements (8 credits)

| Item #   | Title                          | Credits |
|----------|--------------------------------|---------|
| HWST 107 | Hawai'i: Center of the Pacific | 3       |
| HWST 270 | Hawaiian Mythology             | 3       |
| HAW 101  | Elementary Hawaiian I          | 4       |
| HAW 102  | Elementary Hawaiian II         | 4       |

## Foundation Requirements: Written Communication (FW)

| Item #  | Title         | Credits |
|---------|---------------|---------|
| ENG 100 | Composition I | 3       |

## Foundation Requirements: Global and Multicultural Perspectives (FG)

Required: A total of six (6) credits; from two different groups

| Item # | Title                                             | Credits |
|--------|---------------------------------------------------|---------|
|        | Global & Multicultural Perspectives (FG): Group A |         |
|        | Global & Multicultural Perspectives (FG): Group B |         |
|        | Global & Multicultural Perspectives (FG): Group C |         |

## Foundation Requirements: Quantitative Reasoning (FQ)

Required: A total of three (3) credits

| Item # | Title                       | Credits |
|--------|-----------------------------|---------|
|        | Quantitative Reasoning (FQ) |         |

## Diversification Requirements (18 credits)

| Item # | Title                    | Credits |
|--------|--------------------------|---------|
|        | Arts (DA)                |         |
|        | Humanities (DH): HWST    |         |
|        | Literature (DL)          |         |
|        | Biological Sciences (DB) |         |
|        | Natural Sciences (DY)    |         |
|        | Physical Sciences (DP)   |         |
|        | Social Sciences (DS)     |         |

## Electives

Required: A total of 13 credits numbered 100 or above to achieve a total of 60 credits

|               |    |
|---------------|----|
| Total Credits | 60 |
|---------------|----|

# Associate in Science in Natural Science

## Type

Associate in Science

The Associate in Science in Natural Science is a transfer degree designed for students pursuing STEM-related educational and career goals. The courses are designed to prepare students to transfer into science programs at UH Mānoa, UH Hilo, and UH West O‘ahu.

The Associate in Science in Natural Science degree has five concentrations: Biological Sciences, Engineering, Information and Communication Technology, Physical Sciences, and Natural Resources & Environmental Management.

## Program Learning Outcomes

Upon successful completion of Associate in Science in Natural Science, students will be able to:

- Analyze data effectively using the most currently available technology
- Communicate scientific ideas and principles clearly and effectively
- Analyze and apply fundamental mathematical, physical, and chemical concepts and techniques to scientific issues
- Apply fundamental concepts and techniques in their chosen field of study, such as biology, chemistry, geology, engineering, etc.

## Graduation Requirements

The issuance of an AS degree requires that the student earn a grade point average (GPA) of 2.0 or higher for all courses applied towards the degree.

### Foundation Requirements: Written Communication (FW)

| Item #  | Title         | Credits |
|---------|---------------|---------|
| ENG 100 | Composition I | 3       |

### Foundation Requirements: Global and Multicultural Perspectives (FG)

Required: Six (6) credits from two different groups

| Item # | Title                                             | Credits |
|--------|---------------------------------------------------|---------|
|        | Global & Multicultural Perspectives (FG): Group A |         |
|        | Global & Multicultural Perspectives (FG): Group B |         |
|        | Global & Multicultural Perspectives (FG): Group C |         |

### Foundation Requirements: Quantitative Reasoning (FQ)

The requirement will be fulfilled by the MATH requirement in the concentration.

## Diversification Requirements

### Arts, Humanities and Literature (DA, DH, DL)

Required: Three (3) credits

### Social Sciences (DS)

Required: Three (3) credits

### Biological Sciences (DB)

Required for Physical Science, and Information and Communication Technology Concentrations: Three (3) credits

| Item # | Title                    | Credits |
|--------|--------------------------|---------|
|        | Arts (DA)                |         |
|        | Humanities (DH)          |         |
|        | Literature (DL)          |         |
|        | Social Sciences (DS)     |         |
|        | Biological Sciences (DB) |         |

## Elective Requirements: Natural Science Electives

Required for Biological Sciences and Physical Sciences Concentrations. Natural Science Electives are required in addition to the required Concentration courses (not required for Engineering, and Information and Communication Technology Concentrations).

Required: Six (6) credits of transfer-level Natural Sciences courses (DB, DP, DY) and/or any of the courses listed below:

| Item #   | Title                                                                        | Credits |
|----------|------------------------------------------------------------------------------|---------|
|          | Biological Sciences (DB)                                                     |         |
|          | Physical Sciences (DP)                                                       |         |
|          | Natural Sciences (DY)                                                        |         |
| EE 160   | Programming for Engineers                                                    | 3       |
| ICS 111  | Introduction to Computer Science I                                           | 3       |
| ICS 141  | Discrete Mathematics for Computer Science I                                  | 3       |
| ICS 211  | Introduction to Computer Science II                                          | 3       |
| ICS 241  | Discrete Mathematics for Computer Science II                                 | 3       |
| IS 130   | CSI Hawaii: An Introduction to the Scientific Process Using Forensic Science | 3       |
| MATH 100 | Survey of Mathematics                                                        | 3       |
| MATH 103 | College Algebra                                                              | 4       |
|          | MATH 115 or higher                                                           | 3       |
| SCI 295L | Introduction to STEM Research in Algae                                       | 1-4     |
| SCI 295A | Introduction to STEM Research in Aerospace Science                           | 1-3     |
| SCI 295N | Introduction to STEM Research in Engineering                                 | 1-3     |
| SCI 295O | Introduction to STEM Research in Ethnobotanical Pharmacognosy                | 1-4     |
| SCI 295T | Introduction to STEM Research in Plant Biotechnology                         | 1-4     |
| SCI 295V | STEM Research Experience                                                     | 1-3     |

## Elective Requirements: General Electives

Transfer-level courses (100 and 200-level courses) in any field to achieve a total of 60 credits.

## Biological Sciences Concentration (24-25 credits)

For students pursuing the Biological Sciences Concentration, CHEM 161 fulfills the DP (Physical Science Diversification) for the Biological or Physical Sciences Diversification Requirements. The total credits required (24-25) will depend on which of these courses you choose: BIOL 265/L or BIOL 275/L or CHEM 272/L or PHYS 151/L.

| Item #    | Title                                                | Credits |
|-----------|------------------------------------------------------|---------|
| BIOL 171  | Introduction to Biology I                            | 3       |
| BIOL 171L | Introduction to Biology I Laboratory                 | 1       |
| BIOL 172  | Introduction to Biology II                           | 3       |
| BIOL 172L | Introduction to Biology II Laboratory                | 1       |
| CHEM 161  | General Chemistry I                                  | 3       |
| CHEM 161L | General Chemistry I Lab                              | 1       |
| CHEM 162  | General Chemistry II                                 | 3       |
| CHEM 162L | General Chemistry II Lab                             | 1       |
| MATH 241  | Calculus I                                           | 4       |
|           | BIOL 265/L or BIOL 275/L or CHEM 272/L or PHYS 151/L | 4       |

## Engineering Concentration (31-34 credits)

The Engineering Concentration is designed for students entering into engineering fields.

Students pursuing the Engineering Concentration do not have a Biological and Physical Sciences Diversification Requirement.

| Item #    | Title                                               | Credits |
|-----------|-----------------------------------------------------|---------|
| CHEM 161  | General Chemistry I                                 | 3       |
| CHEM 161L | General Chemistry I Lab                             | 1       |
| CHEM 162  | General Chemistry II                                | 3       |
| MATH 241  | Calculus I                                          | 4       |
| MATH 242  | Calculus II                                         | 4       |
| MATH 243  | Calculus III                                        | 3       |
| MATH 244  | Calculus IV                                         | 3       |
| PHYS 170  | General Physics I                                   | 4       |
| PHYS 170L | General Physics I Lab                               | 1       |
| PHYS 272  | General Physics II                                  | 3       |
| PHYS 272L | General Physics II Lab                              | 1       |
|           | CE 270 or EE 160 or EE 211 or PHYS 274 or SCI 295EN | 1-4     |

## Information and Computer Sciences Concentration (31-32 credits)

An Associate in Science in Natural Science with a Concentration in Information and Computer Sciences is a transfer degree designed for students interested in pursuing an academic study and career in fields related to computer science, including database design, website creation, and mobile applications.

Required for Physical Science, and Information and Communication Technology Concentrations: Three (3) credits

| Item #   | Title                                        | Credits |
|----------|----------------------------------------------|---------|
| MATH 241 | Calculus I                                   | 4       |
| MATH 242 | Calculus II                                  | 4       |
| ICS 111  | Introduction to Computer Science I           | 3       |
| ICS 141  | Discrete Mathematics for Computer Science I  | 3       |
| ICS 211  | Introduction to Computer Science II          | 3       |
|          | ICS 212 or ICS 215                           | 3       |
| ICS 241  | Discrete Mathematics for Computer Science II | 3       |
|          | ICS Natural Science Electives                | 8-9     |

## Physical Sciences Concentration (24-25 credits)

Students pursuing the Physical Sciences concentration must take at least one Biological Science course (DB) as the Biological Sciences Diversification Requirements.

NOTE: On the Physics options, choose the lab courses that correspond to your chosen lecture courses. Students must take six (6) credits from the Natural Science Elective section above.

| Item #    | Title                    | Credits |
|-----------|--------------------------|---------|
| CHEM 161  | General Chemistry I      | 3       |
| CHEM 161L | General Chemistry I Lab  | 1       |
| CHEM 162  | General Chemistry II     | 3       |
| CHEM 162L | General Chemistry II Lab | 1       |
| MATH 241  | Calculus I               | 4       |
| MATH 242  | Calculus II              | 4       |
|           | PHYS 151 or PHYS 170     | 3-4     |
|           | PHYS 151L or PHYS 170L   | 1       |
|           | PHYS 152 or PHYS 272     | 3       |
|           | PHYS 152L or PHYS 272L   | 1       |

## Natural Resources and Environmental Management (NREM) Concentration (25-27 credits)

The Associate in Science in Natural Sciences degree concentration in Natural Resources and Environmental Management (NREM) prepares students to transfer to four-year universities and colleges. This 60-credit program provides clear, explicit, and coherent pathways for Science, Technology, Engineering, and Mathematics (STEM) students to transfer into NREM related majors at baccalaureate institutions. The program provides curricula that focus on basic science and mathematics, as well as including social sciences. As they matriculate through the natural resources and environmental management curriculum, students are provided with advanced laboratory and field training, and mentoring experiences, including enriched undergraduate research opportunities. Targeted advising and appropriate course sequencing support the efficient transfer of students to four-year colleges with programs in natural resources and environmental management.

| Item #    | Title                                 | Credits |
|-----------|---------------------------------------|---------|
|           | MATH 203 or MATH 241                  | 3-4     |
|           | ECON 130 or ECON 220                  | 3       |
|           | BIOL 124/124L or IS 201               | 3-4     |
| CHEM 161  | General Chemistry I                   | 3       |
| CHEM 161L | General Chemistry I Lab               | 1       |
| BIOL 171L | Introduction to Biology I Laboratory  | 1       |
| BIOL 171L | Introduction to Biology I Laboratory  | 1       |
| BIOL 172  | Introduction to Biology II            | 3       |
| BIOL 172L | Introduction to Biology II Laboratory | 1       |
| BIOL 265  | Ecology and Evolutionary Biology      | 3       |
| BIOL 265L | Ecology and Evolutionary Biology Lab  | 1       |
|           | Total Credits                         | 60      |

## Associate in Science in Veterinary Technology

### Type

Associate in Science

The Associate in Science in Veterinary Technology degree combines traditional classroom instruction with intensive hands-on laboratory and practical experience utilizing live animals in a clinical setting. Students enrolled in the program will receive didactic and practical training in pharmacology, radiology, anesthesiology, surgical assisting, dentistry, nutrition, and veterinary office procedures and will learn how to perform over 200 skill sets deemed essential by the American Veterinary Medical Association (AVMA). During the final year of the program, students will intern at some of the over 20 preceptor clinics and shelters associated with Windward Community College where their skills will be evaluated and critiqued by industry professionals. Not only does this experience allow students to hone and apply their skills in a real-world setting, but it will also serve as a bridge to future employment. The program is accredited by the AVMA.

Windward Community College also offers a **Hybrid program**. The three-year hybrid program is ideal for students who wish to complete their veterinary technology training while they continue working in a veterinary facility. Students complete their lecture courses online and attend in-person labs. O'ahu students come to campus weekly or for all-day labs a few times per semester while neighbor island students will fly to O'ahu to attend all-day fast-track labs.

The Certificate of Achievement in Veterinary Assisting (VETA) and Associate in Science in Veterinary Technology (VETT) are stackable credentials. The VETA certificate comprises a component of the veterinary technology degree. Students enrolled in the VETA certificate can apply to the VETT degree. Admission to the VETT degree, traditional or hybrid program, is competitive. Prospective students with credits to transfer should contact a counselor for a transcript evaluation.

There is a \$100 professional fee each semester for the first year and a \$300 professional fee each semester for the second year (subject to increase based on program cost and institutional approval).

## Admission Requirements

Students must go through a competitive application process to be accepted into the second year. Acceptance is based on:

- Completion of VETA certificate
- GPA above 2.0 & "C" or better in all VETA courses
- Clinical aptitude & attendance
- Letters of recommendation (2)
- Documentation of work in the veterinary field

## Outcomes

After completing the program, students will be able to:

- Effectively communicate with clients and veterinary staff
- Perform routine business transactions and maintain patient and facility records
- Ensure the safety of patients, clients, and staff and maintain compliance with regulatory agencies
- Identify common breeds of companion animals, list their nutritional requirements and husbandry needs, and describe the anatomy and functions of major body systems
- Assist with physical exams and obtain patient histories
- Perform routine nursing procedures including first-aid, wound-management, and administration of medications and vaccines
- Develop a working knowledge of common companion animal diseases and their medical treatments
- Collect biological samples and perform diagnostic laboratory tests
- Assist with surgical procedures and dental cleaning

## Curriculum

An AS in Veterinary Technology is awarded to students who complete the required 73 credits. Students in the program must attain and maintain a grade of “C” or better in all classes and maintain a cumulative GPA of 2.0 or higher. If a student withdraws or makes below a grade of “C” in a class, the student may not progress in the program until the course has been repeated successfully. Core classes may only be repeated once; students failing to make a grade “C” or better in a course that has been repeated may be dismissed from the program. Course repetition will be based on instructor approval and program resources.

It is anticipated that students will complete the degree in two years. Students are eligible for the Certificate of Achievement in Veterinary Assisting after the first year. Below are the degree requirements with current course descriptions:

### Year One: General Education and Preparatory Classes (9 credits)

| Item #  | Title                   | Credits |
|---------|-------------------------|---------|
| ENG 100 | Composition I           | 3       |
| PSY 100 | Survey of Psychology    | 3       |
|         | Oral Communication (OC) | 3       |

### Veterinary Assisting Core Classes (22 credits)

| Item #    | Title                                      | Credits |
|-----------|--------------------------------------------|---------|
| ANSC 140  | Introduction to Veterinary Technology      | 3       |
| ANSC 142  | Anatomy and Physiology of Domestic Animals | 3       |
| ANSC 142L | Anatomy of Domestic Animals Laboratory     | 1       |
| ANSC 151  | Clinical Laboratory Techniques             | 3       |
| ANSC 151L | Clinical Laboratory Techniques Lab         | 1       |
| ANSC 153  | Companion Animal Nursing and Nutrition     | 3       |
| ANSC 153L | Companion Animal Nursing Lab               | 1       |
| ANSC 191  | Veterinary Office and Computer Skills      | 3       |
| HLTH 125  | Survey of Medical Terminology              | 1       |
|           | ANSC 143 or MATH 101                       | 3       |

### Year Two: Associate in Science in Veterinary Technology

**Humanities:** Three (3) credits of courses designated DA, DH, DL, or ART 175, ART 176, HIST 151, HIST 152, REL 150

## Year Two: Veterinary Technology Core Classes (39 credits)

| Item #    | Title                                                                  | Credits |
|-----------|------------------------------------------------------------------------|---------|
| ANSC 152  | Companion Animal Diseases                                              | 3       |
| ANSC 190  | Veterinary Clinical Practices and Internship I                         | 3       |
| ANSC 252  | Diagnostic Imaging for Veterinary Technicians                          | 3       |
| ANSC 252L | Diagnostic Imaging for Veterinary Technicians Lab                      | 1       |
| ANSC 253  | Applied Pharmacology for Veterinary Technicians                        | 3       |
| ANSC 258  | Clinical Laboratory Techniques II                                      | 3       |
| ANSC 258L | Clinical Laboratory Techniques II Lab                                  | 1       |
| ANSC 261  | Anesthesiology and Dentistry for Veterinary Technicians                | 3       |
| ANSC 261L | Anesthesiology and Veterinary Dentistry for Veterinary Technicians Lab | 2       |
| ANSC 262  | Clinical Procedures for Large Animals                                  | 3       |
| ANSC 262L | Clinical Procedures for Large Animals Lab                              | 1       |
| ANSC 263  | Exotic and Laboratory Animal Procedures                                | 3       |
| ANSC 263L | Exotic and Laboratory Animal Procedures Lab                            | 1       |
| ANSC 266  | Veterinary Clinical Practices & Internship II                          | 3       |
| ANSC 271  | Anesthesiology and Surgical Nursing for Veterinary Technicians         | 3       |
| ANSC 271L | Anesthesiology and Surgical Nursing for Veterinary Technicians Lab     | 2       |
| ANSC 290  | Veterinary Technician Exam Review                                      | 1       |
|           | Total Credits                                                          | 73      |

# Academic Subject Certificates (ASC)

## Aerospace Option Program

### Type

Academic Subject Certificate

The Aerospace Option Program (AOP) is designed to assist undergraduate students interested in pursuing aerospace science and engineering careers—especially in the fields of astronomy, astronautics, aeronautics and atmosphericology. Through AOP, students may add an aerospace designation to their own major while earning an official University of Hawai'i Certificate, which is registered on their transcript. AOP emphasizes experiential, hands-on learning by applying traditional STEM coursework to real-world, project-based research and internships. AOP is managed through Windward Community College's Center for Aerospace Education in affiliation with the Hawai'i Space Grant Consortium.

For information about the program, contact the Windward Community College AOP coordinator at 808-236-9168, email [mferguso@hawaii.edu](mailto:mferguso@hawaii.edu), or visit the website: <https://windward.hawaii.edu/aerospace-option-program/>.

After completing this program, graduates will be able to:

- Identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics.
- Conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.
- Communicate with strong verbal and written skills when presenting and writing engineering and scientific reports both to the professional and layman audience.
- Utilize fundamental STEM skills to advance in their educational studies and successfully compete for technical, engineering and science positions in the local, national and global workforce.

## Required Courses (Total Credits: 1)

Students are required to design and engage in an aerospace-related research project. This capstone requirement may be fulfilled in one of two ways:

- SCI 295EN: Introduction to STEM Research in Engineering (1 credit)
- SCI 295AS: Introduction to STEM Research in Aerospace Science (1 credit).

During this capstone course the student must be engaged in an aerospace or engineering research project conducted under the auspices of Hawaii Space Grant Consortium or similar aerospace-related granting agency. The student is required to make a presentation of his/her project at a public venue such as the HSGC Fellowship Symposium.

| Item #   | Title                                              | Credits |
|----------|----------------------------------------------------|---------|
| SCI 295N | Introduction to STEM Research in Engineering       | 1-3     |
| SCI 295A | Introduction to STEM Research in Aerospace Science | 1-3     |

## Elective Courses (minimum of 12 credits from the following elective courses)

### RESTRICTIONS for Elective Courses:

1. Any number of the following astronomy, engineering, and physics courses may be applied to the 12-credit elective minimum: ASTR 110; ASTR 110L; ASTR 170; ASTR 180; CE 270; EE 211; PHYS 151 or PHYS 170; PHYS 151L or PHYS 170L; PHYS 152 or PHYS 272; PHYS 152L or PHYS 272L; PHYS 274
2. No more than two of the following ICS courses may be applied to the 12-credit elective minimum with the specified restrictions: ICS 111; ICS 211; ICS 212 or EE 160; ICS 215
3. No more than three of the following chemistry and geoscience courses may be applied to the 12-credit elective minimum with the specified restrictions: ATMO 101; CHEM 151 or CHEM 161; CHEM 161L; CHEM 162; CHEM 162L; EARTH 101; EARTH 101L

| Item #    | Title                               | Credits |
|-----------|-------------------------------------|---------|
| ASTR 110  | Survey of Astronomy                 | 3       |
| ASTR 110L | Survey of Astronomy Lab             | 1       |
| ASTR 170  | Introduction to Rocketry            | 3       |
| ASTR 180  | Planetary Astronomy                 | 3       |
| ATMO 101  | Introduction to Weather and Climate | 3       |
| CE 270    | Applied Mechanics I                 | 3       |
| CHEM 151  | Elementary Survey of Chemistry      | 3       |
| CHEM 161  | General Chemistry I                 | 3       |
| CHEM 161L | General Chemistry I Lab             | 1       |
| CHEM 162  | General Chemistry II                | 3       |
| CHEM 162L | General Chemistry II Lab            | 1       |
| EE 160    | Programming for Engineers           | 3       |
| EE 211    | Basic Circuit Analysis I            | 4       |
| ERTH 101  | Introduction to Geology             | 3       |
| ERTH 101L | Introduction to Geology Lab         | 1       |
| ICS 111   | Introduction to Computer Science I  | 3       |
| ICS 211   | Introduction to Computer Science II | 3       |
| ICS 212   | Program Structure                   | 3       |
| ICS 215   | Introduction to Scripting           | 3       |
| PHYS 151  | College Physics I                   | 3       |
| PHYS 151L | College Physics I Lab               | 1       |
| PHYS 152  | College Physics II                  | 3       |
| PHYS 152L | College Physics II Lab              | 1       |
| PHYS 170  | General Physics I                   | 4       |
| PHYS 170L | General Physics I Lab               | 1       |
| PHYS 272  | General Physics II                  | 3       |
| PHYS 272L | General Physics II Lab              | 1       |
| PHYS 274  | General Physics III                 | 3       |
|           | Total Credits                       | 13      |

## Ahupua'a Systems: Indigenous Resource Management & Food Production

### Type

Academic Subject Certificate

The Academic Subject Certificate in Ahupua'a Systems: Indigenous Resource Management & Food Production is an academic internship program for students interested in 'āina based work, carrying on cultural practices and traditions, and creating a sustainable food system, to gain hands-on experience, training, and education that ultimately provides a career in ahupua'a sustainability and community food systems. This ASC is geared to be a critical component of a Ko'olaupoko district-wide collaborative internship/degree program with 'āina based organizations and Windward Community College providing opportunities for interested youth to pursue career experience and higher education learning about traditional Hawaiian and contemporary community-based food sustainable systems and practices.

This certificate requires a total of 12-15 credits representing approximately one semester's worth of coursework.

Upon successful completion of this certificate, students will be able to:

- Describe industrial farming practices with traditional based small scale, family, and community models
- Integrate basic environmental science concepts with traditional and modern resource management practices in recommending environmental, agricultural, and cultural management decisions
- Describe how traditional and indigenous perspectives inform practices of sustainable food production systems
- Describe the Konohiki system of land management as a means for modern-day natural resource management and food production
- Exhibit best management practices when participating in internship activities and utilizing natural resources

## Required Courses (6-7 credits)

\*If HWST 140 is chosen as a required course, AQUA 201/L could be used for the Area of Emphasis: Natural Resources. Or, if AQUA 201/L is chosen as a required course, HWST 140 could be used for the Area of Emphasis: Natural Resources.

| Item # | Title                  | Credits |
|--------|------------------------|---------|
|        | HWST 140 or AQUA 201/L | 3-4     |
| IS 201 | The Ahupua'a           | 3       |

## Required Courses for Area of Emphasis: Natural Resources

\*Choose 3-4 credits from the following:

| Item #    | Title                                                 | Credits |
|-----------|-------------------------------------------------------|---------|
| AG 120    | Plant Science                                         | 3       |
| AG 202    | Agriculture, Environment, and Society                 | 3       |
| ANTH 210  | Archaeology                                           | 3       |
| AQUA 201  | The Hawai'i Fishpond                                  | 3       |
| AQUA 201L | The Hawai'i Fishpond Lab                              | 1       |
| BIOL 200  | Coral Reefs                                           | 3       |
| BOT 105   | Ethnobotany                                           | 3       |
| BOT 130   | Plants in the Hawaiian Environment                    | 3       |
| ERTH 103  | Geology of Hawaiian Islands                           | 3       |
| GEO 101   | The Natural Environment                               | 3       |
| HWST 107  | Hawai'i: Center of the Pacific                        | 3       |
| HWST 140  | Mahi'ai I: Hawaiian Taro Culture                      | 3       |
| HWST 155  | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses     | 3       |
| HWST 155L | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab | 1       |
| HWST 275  | Wahi Pana: Mythology of the Hawaiian Landscape        | 3       |
| OCN 102   | Introduction to the Environment and Sustainability    | 3       |
| OCN 120   | Global Environmental Challenges                       | 3       |

## Required Courses for Area of Emphasis: Cultural Practice

\*Choose 3-4 credits from the following:

| Item #   | Title                                           | Credits |
|----------|-------------------------------------------------|---------|
| HAW 101  | Elementary Hawaiian I                           | 4       |
| HAW 102  | Elementary Hawaiian II                          | 4       |
| HAW 201  | Intermediate Hawaiian I                         | 4       |
| HAW 202  | Intermediate Hawaiian II                        | 4       |
| HWST 110 | Huaka'i Wa'a: Introduction to Hawaiian Voyaging | 3       |
| HWST 135 | Kālai Lā'au: Hawaiian Woodwork and Wood Carving | 3       |
| HWST 222 | Ma'awe No'eau: Hawaiian Fiber Work              | 3       |
| HWST 285 | Lā'au Lapa'au I: Hawaiian Medicinal Herbs       | 4       |
| ZOOL 105 | Hawaiian Use of Fish and Aquatic Invertebrates  | 3       |
|          | Total Credits                                   | 12-15   |

## Art: Drawing and Painting

Type

## Academic Subject Certificate

The purpose of this Academic Subject Certificate in Art: Drawing and Painting is to provide pre-professional training for students planning careers in the visual arts in the areas of drawing and painting. The certificate would meet the goals of students who plan to (1) transfer to a four-year institution to earn a Bachelor of Fine Arts degree (BFA) and/or, (2) become a professional artist exhibiting in galleries and completing portraiture commissions, and/or, (3) enter a career in commercial art.

Upon successful completion of this certificate, students will be able to:

- Make accurate drawings and paintings from observation
- Apply the visual elements of line, shape, light and shadow, color, texture, and the design principles of balance, rhythm, focal points, implied movement, and unity in works of art
- Draw the human figure accurately and expressively

## Exit Portfolio Review

Completion of the Academic Subject Certificate in Art: Drawing and Painting requires a portfolio review. The student must consult with the full-time faculty in drawing and painting in preparation for his or her exit portfolio review. A review committee will be formed consisting of two faculty members in drawing and painting. The portfolio submission will occur in the week following spring break, or at the end of the first Summer Session, if the student completed the Windward Atelier as his or her last studio art course.

The student's exit portfolio must include six to eight drawings and three to four paintings that demonstrate that the student has developed his or her skills in observational and figurative drawing and painting. A student's work must pass the portfolio review in order to receive the Academic Subject Certificate. The portfolio review is the capstone of the Academic Subject Certificate in Art: Drawing and Painting.

The Academic Subject Certificate in Art: Drawing and Painting consists of 21 credits. At least half of the classes must be taken at Windward Community College. See course descriptions for prerequisites.

## Required Courses

| Item #  | Title                        | Credits |
|---------|------------------------------|---------|
| ART 113 | Introduction to Drawing      | 3       |
| ART 114 | Introduction to Color        | 3       |
| ART 115 | Introduction to 2D Design    | 3       |
| ART 123 | Introduction to Oil Painting | 3       |
| ART 213 | Intermediate Drawing         | 3       |
| ART 214 | Introduction to Life Drawing | 3       |
|         | ART 223 or ART 224           | 3       |

## Other Requirements

Approved Portfolio review required for graduation

In addition, the drawing and painting faculty strongly recommend that the student complete ART 101 and ART 111.

|               |    |
|---------------|----|
| Total Credits | 21 |
|---------------|----|

## Bio-Resources and Technology: Bio-Resource Development and Management

### Type

Academic Subject Certificate

The Academic Subject Certificate in Bio-Resources and Technology: Bio-Resource Development and Management will prepare students for careers in environmental science/studies and qualify them to transfer to Bachelor of Science degree programs. Knowledge and training in Bio-Resource Development and Management will be an asset to the productive and efficient use of natural resources for promoting sustainable management of our environment.

This certificate consists of 26 credits. See course descriptions for prerequisites.

Upon successful completion of this certificate, students will be able to:

- Integrate basic environmental science concepts with traditional and modern resource management practices in recommending environmental management decisions
- Exhibit best management practices when extracting and utilizing natural resources
- Design and implement an environmental study
- Effectively use laboratory and field instrumentation to collect data
- Analyze and interpret environmental data
- Write an objective technical report involving the presentation and analysis of environmental data

## Required Courses (14 credits)

\*BIOL 171/171L & 172/172L (General Biology I & II plus labs; 8 credits total) may replace BIOL 101. BIOL 171/171L & 172/172L are highly recommended for those students intending to major in an environmental science discipline at a four-year institution.

\*ERTH 101 (Dynamic Earth; 3 credits) may replace GEO 101.

\*Students may also replace the BIOL 124/124L requirement with BIOL 172/172L provided they take BIOL 265/265L in Elective Set 2.

| Item #    | Title                       | Credits |
|-----------|-----------------------------|---------|
| BIOL 101  | Biology and Society         | 3       |
| BIOL 101L | Biology and Society Lab     | 1       |
| BIOL 124  | Environment and Ecology     | 3       |
| BIOL 124L | Environment and Ecology Lab | 1       |
| GEO 101   | The Natural Environment     | 3       |
| IS 201    | The Ahupua'a                | 3       |

## Elective Set 1 (6 credits)

Choose six (6) credits from the following

| Item #    | Title                                          | Credits |
|-----------|------------------------------------------------|---------|
| AQUA 106  | Small Scale Aquaculture                        | 3       |
| AQUA 106L | Small Scale Aquaculture Laboratory             | 1       |
| AQUA 201  | The Hawai'i Fishpond                           | 3       |
| AQUA 201L | The Hawai'i Fishpond Lab                       | 1       |
| BOT 105   | Ethnobotany                                    | 3       |
| CHEM 151  | Elementary Survey of Chemistry                 | 3       |
|           | ENVST 199 or 299                               | 1-4     |
| ZOOL 105  | Hawaiian Use of Fish and Aquatic Invertebrates | 3       |

## Elective Set 2 (6 credits)

### Environment and Ecology

Choose six (6) credits from the following:

\*BIOL 265/265L and GEO 101L are highly recommended for those students intending to enroll in a baccalaureate-level environmental science program.

| Item #    | Title                                   | Credits |
|-----------|-----------------------------------------|---------|
| BIOL 200  | Coral Reefs                             | 3       |
| BIOL 200L | Coral Reef Laboratory and Field Studies | 1       |
|           | BIOL 265 & 265L                         | 4       |
|           | BOT 130 & 130L                          | 4       |
|           | ENVST 199 or 299                        | 1-4     |
| GEO 101L  | The Natural Environment Laboratory      | 1       |
| ERTH 103  | Geology of Hawaiian Islands             | 3       |
| HIST 285  | Environmental History of Hawai'i        | 3       |
| OCN 201   | Science of the Sea                      | 3       |
| ZOOL 200  | Marine Biology                          | 3       |
| ZOOL 200L | Marine Biology Lab                      | 1       |
|           | Total Credits                           | 26      |

## Business

### Type

Academic Subject Certificate

The Academic Subject Certificate in Business is a college credential for students who have completed a specific sequence of credit courses to prepare and qualify them for transfer to a four-year institution. This certificate is designed to provide Windward Community College students with recognition for their accomplishments and to also serve as an indication to potential employers that students who have earned an Academic Subject Certificate have specific prerequisite business skills.

Upon successful completion of this certificate, students will be able to:

- Utilize the appropriate computer applications to produce professional-level documents, including electronic spreadsheets, presentations, databases, and web pages to enhance effective communication
- Understand and apply basic accounting skills such as recording, posting, summarizing, and interpreting financial data of an organization
- Develop a working understanding of skills required for effective management of a business, including but not limited to communications, administrative, technical, human relations, and problem-solving
- Develop a basic understanding of ethical and moral issues involved in and related to the use of computer technology, the misuse of accounting information, and employment issues of women and other minority groups

This certificate consists of 24 credits. The sequence of courses required for the Academic Subject Certificate in Business is designed to provide a foundation in accounting, economics, computer science, and written and oral communications, while also qualifying for articulation as transfer credits to four-year college business degree programs. See course descriptions for prerequisites.

Please note that completing the sequence of courses below does not automatically qualify a student for entrance into a four-year college program. There may be other required courses. See your Windward Community College counselor, or check the four-year institution's applicable program requirements or current catalog.

## Required Courses (24 credits)

| Item #   | Title                                   | Credits |
|----------|-----------------------------------------|---------|
|          | ACC 201/202 or ACC 200/210              | 6       |
| ECON 130 | Principles of Microeconomics            | 3       |
| ECON 131 | Principles of Macroeconomics            | 3       |
| ENG 100  | Composition I                           | 3       |
| ENG 209  | Business Writing                        | 3       |
| ICS 101  | Digital Tools for the Information World | 3       |
|          | SP 151 or SP 251                        | 3       |
|          | Total Credits                           | 24      |

## Creative Media

### Type

Academic Subject Certificate

The current Academic Subject Certificate [ASC] in Creative Media focuses on video game design or filmmaking, learning the foundational skills of their craft, and producing a final project with professional equipment that conforms to professional standards.

Presently, the Creative Media ASC is not accepting any additional students into the programs for the foreseeable future. Please check with your counselor for any updates to this action.

## Creative Writing

### Type

Academic Subject Certificate

The Academic Subject Certificate in Creative Writing prepares and encourages students to pursue a professional career in writing, editing, or English academia. The program provides students with a community of writers and creative writing activities, instruction and guidance from established writers, and support in improving their writing skills and marketing their work.

Upon successful completion of this certificate, students will be able to:

- Create works of creative writing in two or more genres
- Apply elements of creative writing such as structure, figurative language, character development, plot and conflict, point of view, tone and style
- Analyze the elements of craft as well as the effect of cultural and historical context on literary works
- Propose and employ feedback in the writing workshop
- Submit original work for publication

## Required Courses (12 credits)

\*Choose Two from ENG 204A, ENG 204B, CM/ENG 204C, and ENG 204D

\*Choose either ENG 271 or ENG 272

| Item #  | Title                                     | Credits |
|---------|-------------------------------------------|---------|
| ENG 100 | Composition I                             | 3       |
|         | ENG 204A, ENG 204B, CM/ENG 204C, ENG 204D | 6       |
|         | ENG 271 or ENG 272                        | 3       |

## Elective Courses (3 credits)

Select course from the list below.

| Item #   | Title                                                 | Credits |
|----------|-------------------------------------------------------|---------|
| ENG 204A | Introduction to Creative Writing (Fiction)            | 3       |
| ENG 204B | Introduction to Creative Writing (Poetry)             | 3       |
| ENG 204C | Introduction to Creative Writing (Screenwriting)      | 3       |
| CM 204C  | Introduction to Creative Writing (Screenwriting)      | 3       |
| ENG 204D | Introduction to Creative Writing: Creative Nonfiction | 3       |
| ENG 271  | Introduction to Literature: Genre                     | 3       |
| ENG 272  | Introduction to Literature: Culture and Literature    | 3       |
| ENG 280  | Book Production: Pueo Literary and Art Journal        | 3       |
| CM 280   | Book Production: Pueo Literary and Art Journal        | 3       |
|          | Total Credits                                         | 15      |

## Hawaiian Knowledge Innovation

### Type

Academic Subject Certificate

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.

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

This certificate consists of a minimum of 27 credits.

## Required Courses (15 credits)

Student must work directly with a Windward Community College 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.

| Item #   | Title                                  | Credits |
|----------|----------------------------------------|---------|
|          | ACC 201 or BUS 120                     | 3       |
| HWST 107 | Hawai'i: Center of the Pacific         | 3       |
|          | ICS 100 or ICS 101                     | 3       |
| ICS 107  | Web Site Development                   | 3       |
| IS 295A  | Hawaiian Knowledge Innovation Capstone | 3       |

## Elective Courses (12 credits)

At least one course from each Area (A and B).

## Area A: Hawaiian Studies Elective Credits

Select at least one course from Area A

| Item #   | Title                                           | Credits |
|----------|-------------------------------------------------|---------|
| HAW 101  | Elementary Hawaiian I                           | 4       |
| HWST 110 | Huaka‘i Wa‘a: Introduction to Hawaiian Voyaging | 3       |
| HWST 130 | Hula ‘Ōlapa: Traditional Hawaiian Dance         | 3       |
| HWST 135 | Kālai Lā‘au: Hawaiian Woodwork and Wood Carving | 3       |
| HWST 140 | Mahi‘ai I: Hawaiian Taro Culture                | 3       |
| HWST 222 | Ma‘awe No‘eau: Hawaiian Fiber Work              | 3       |
| HWST 253 | Kamehameha I and the Hawaiian Kingdom           | 3       |
| HWST 255 | Introduction to the Hawaiian Kingdom            | 3       |
| HWST 263 | Hawaiian and Indigenous Film & Literature       | 3       |
| HWST 270 | Hawaiian Mythology                              | 3       |
| HWST 285 | Lā‘au Lapa‘au I: Hawaiian Medicinal Herbs       | 4       |
| IS 201   | The Ahupua‘a                                    | 3       |

## Area B: Information and Computer Science Elective Credits

Select at least one course from Area B

| Item #  | Title                                              | Credits |
|---------|----------------------------------------------------|---------|
| BUS 122 | Introduction to Entrepreneurship                   | 3       |
| ENG 209 | Business Writing                                   | 3       |
| ICS 119 | Introduction to Social Media                       | 3       |
| ICS 123 | Introduction to Digital Audio and Video Production | 3       |
| ICS 203 | Digital Image Editing                              | 3       |
| ICS 207 | Building Web Applications                          | 3       |
|         | Total Credits                                      | 27      |

## Hawaiian Studies

### Type

Academic Subject Certificate

The Academic Subject Certificate (ASC) in Hawaiian Studies prepares students for careers in education, healthcare, the visitor industry, or in fields requiring expertise in Hawaiian subject matter.

Upon successful completion of this certificate, students will be able to:

- Access sources of information about Hawai‘i and Hawaiian studies
- Critically analyze information about Hawai‘i 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 Hawai‘i, its natural and social history, and its Hawaiian heritage
- Identify Hawaiian environmental and community issues and ways to contribute to Hawai‘i by applying information and understanding gained from the ASC in Hawaiian Studies
- Understand, appreciate, articulate, and safeguard Hawai‘i, its unique heritage and identity through having attained the ASC in Hawaiian Studies

This certificate consists of a minimum of 24 total credits with five different areas of emphasis: Language, History/Culture, Science, and Performing and Visual Arts. See course descriptions for prerequisites.

### NOTE

Choose ONE Area of Concentration (8–9 credits) from the following:

- ‘Ōlelo Hawai‘i (Hawaiian Language) (8 credits)
- Mo‘olelo Hawai‘i (Hawaiian History and Traditions) (9 credits)
- Hawaiian Performing Arts (9 credits)
- Hawaiian Visual Art & Design (9 credits)
- Ahupua‘a (Hawaiian Land and Ocean Systems) (9 credits)

## Ke Kahua - Core Courses (11 credits)

| Item #   | Title                          | Credits |
|----------|--------------------------------|---------|
| HWST 107 | Hawai‘i: Center of the Pacific | 3       |
| HAW 101  | Elementary Hawaiian I          | 4       |
| HAW 102  | Elementary Hawaiian II         | 4       |

## ‘Ōlelo Hawai‘i (Hawaiian Language) Concentration (8 credits)

| Item #  | Title                    | Credits |
|---------|--------------------------|---------|
| HAW 201 | Intermediate Hawaiian I  | 4       |
| HAW 202 | Intermediate Hawaiian II | 4       |

## Mo‘olelo Hawai‘i (Hawaiian History and Traditions) (Any 9 credits from list below)

| Item #   | Title                                             | Credits |
|----------|---------------------------------------------------|---------|
| HWST 110 | Huaka‘i Wa‘a: Introduction to Hawaiian Voyaging   | 3       |
| HWST 115 | Mo‘okūauhau: Hawaiian Genealogies                 | 3       |
| HWST 215 | Oli Hōlona: Beginning Hawaiian Protocol and Chant | 3       |
| HWST 217 | Understanding Polynesian Religions                | 3       |
| HWST 253 | Kamehameha I and the Hawaiian Kingdom             | 3       |
| HWST 255 | Introduction to the Hawaiian Kingdom              | 3       |
| HWST 263 | Hawaiian and Indigenous Film & Literature         | 3       |
| HWST 270 | Hawaiian Mythology                                | 3       |
| HIST 284 | History of Hawai‘i                                | 3       |
| POLS 180 | Introduction to Hawaiian Politics                 | 3       |
| REL 205  | Understanding Hawaiian Religion                   | 3       |
| REL 217  | Understanding Polynesian Religions                | 3       |

## Hawaiian Performing Arts (Any 9 credits from list below)

| Item #   | Title                                             | Credits |
|----------|---------------------------------------------------|---------|
| HWST 130 | Hula ‘Ōlapa: Traditional Hawaiian Dance           | 3       |
| HWST 131 | Hula Ōlapa ‘elua: Traditional Hawaiian Dance II   | 3       |
| HWST 215 | Oli Hōlona: Beginning Hawaiian Protocol and Chant | 3       |
| MUS 121F | Slack Key Guitar 1                                | 2       |
| MUS 121H | Hawaiian Singing                                  | 2       |
| MUS 121Z | ‘Ukulele 1                                        | 2       |
| MUS 122F | Slack Key Guitar 2                                | 2       |
| MUS 122H | Hawaiian Singing 2                                | 2       |
| MUS 122Z | ‘Ukulele 2                                        | 2       |
| MUS 130F | Slack Key Guitar Ensemble                         | 2       |
| MUS 177  | Intro to Hawaiian Music                           | 3       |
| MUS 211  | Intro to Hawaiian Ensemble                        | 2       |

## Hawaiian Visual Art and Design (Any 9 credits from list below)

| Item #   | Title                                                   | Credits |
|----------|---------------------------------------------------------|---------|
| ART 113  | Introduction to Drawing                                 | 3       |
| HWST 135 | Kālai Lā'au: Hawaiian Woodwork and Wood Carving         | 3       |
| HWST 136 | Kālai Lā'au II: Advanced Techniques in Hawaiian Carving | 3       |
| HWST 222 | Ma'awe No'eau: Hawaiian Fiber Work                      | 3       |
| HWST 263 | Hawaiian and Indigenous Film & Literature               | 3       |
| HWST 273 | Tattoo Traditions of Polynesia                          | 3       |

## Ahupua'a (Hawaiian Land and Ocean Systems) (Any 9 credits from list below)

| Item #    | Title                                                                       | Credits |
|-----------|-----------------------------------------------------------------------------|---------|
| ANTH 175  | Polynesian Surf Culture                                                     | 3       |
| AQUA 201  | The Hawai'i Fishpond                                                        | 3       |
| BIOL 200  | Coral Reefs                                                                 | 3       |
| BOT 105   | Ethnobotany                                                                 | 3       |
|           | BOT 130 & 130L                                                              | 4       |
| BOT 205   | Ethnobotanical Pharmacognosy                                                | 4       |
| ERTH 103  | Geology of Hawaiian Islands                                                 | 3       |
| HWST 110  | Huaka'i Wā'a: Introduction to Hawaiian Voyaging                             | 3       |
| HWST 140  | Mahi'ai I: Hawaiian Taro Culture                                            | 3       |
| HWST 142  | Mahi'ai Kalo II - Traditional and Modern Techniques of Lo'i Kalo Production | 3       |
| HWST 155  | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses                           | 3       |
| HWST 155L | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab                       | 1       |
| HWST 275  | Wahi Pana: Mythology of the Hawaiian Landscape                              | 3       |
| HWST 285  | Lā'au Lapa'au I: Hawaiian Medicinal Herbs                                   | 4       |
| IS 201    | The Ahupua'a                                                                | 3       |
| SCI 210   | Polynesian Voyaging: Seamanship and Stewardship                             | 3       |
| ZOOL 105  | Hawaiian Use of Fish and Aquatic Invertebrates                              | 3       |

## Electives (5–6 credits)

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

| Item #    | Title                                                                       | Credits |
|-----------|-----------------------------------------------------------------------------|---------|
| ANTH 175  | Polynesian Surf Culture                                                     | 3       |
| ANTH 175L | Surf Culture Field Lab                                                      | 1       |
| AQUA 110  | Introduction to Algae Cultivation                                           | 3       |
| AQUA 110L | Introduction to Algae Cultivation Lab                                       | 1       |
| AQUA 201  | The Hawai'i Fishpond                                                        | 3       |
| AQUA 201L | The Hawai'i Fishpond Lab                                                    | 1       |
| ART 113   | Introduction to Drawing                                                     | 3       |
| ASTR 110  | Survey of Astronomy                                                         | 3       |
| BIOL 200  | Coral Reefs                                                                 | 3       |
| BOT 105   | Ethnobotany                                                                 | 3       |
| BOT 130   | Plants in the Hawaiian Environment                                          | 3       |
| BOT 130L  | Plants in the Hawaiian Environment Lab                                      | 1       |
| ERTH 103  | Geology of Hawaiian Islands                                                 | 3       |
| ERTH 210  | O'ahu Field Geology                                                         | 1       |
| ERTH 211  | Big Island Field Geology                                                    | 1       |
| ERTH 212  | Maui Field Geology                                                          | 1       |
| ERTH 213  | Moloka'i, Lana'i, and Kaho'olawe Field Geology                              | 1       |
| ERTH 214  | Kaua'i and Ni'ihau Field Geology                                            | 1       |
| HAW 201   | Intermediate Hawaiian I                                                     | 4       |
| HAW 202   | Intermediate Hawaiian II                                                    | 4       |
| HWST 110  | Huaka'i Wa'a: Introduction to Hawaiian Voyaging                             | 3       |
| HWST 115  | Mo'okūauhau: Hawaiian Genealogies                                           | 3       |
| HWST 130  | Hula 'Ōlapa: Traditional Hawaiian Dance                                     | 3       |
| HWST 131  | Hula Ōlapa 'elua: Traditional Hawaiian Dance II                             | 3       |
| HWST 135  | Kālai Lā'au: Hawaiian Woodwork and Wood Carving                             | 3       |
| HWST 136  | Kālai Lā'au II: Advanced Techniques in Hawaiian Carving                     | 3       |
| HWST 140  | Mahi'ai I: Hawaiian Taro Culture                                            | 3       |
| HWST 142  | Mahi'ai Kalo II - Traditional and Modern Techniques of Lo'i Kalo Production | 3       |
| HWST 155  | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses                           | 3       |
| HWST 155L | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab                       | 1       |
| HWST 215  | Oli Hōlona: Beginning Hawaiian Protocol and Chant                           | 3       |
| HWST 217  | Understanding Polynesian Religions                                          | 3       |
| HWST 222  | Ma'awe No'eau: Hawaiian Fiber Work                                          | 3       |
| HWST 253  | Kamehameha I and the Hawaiian Kingdom                                       | 3       |
| HWST 255  | Introduction to the Hawaiian Kingdom                                        | 3       |
| HWST 263  | Hawaiian and Indigenous Film & Literature                                   | 3       |
| HWST 270  | Hawaiian Mythology                                                          | 3       |
| HWST 273  | Tattoo Traditions of Polynesia                                              | 3       |
| HWST 275  | Wahi Pana: Mythology of the Hawaiian Landscape                              | 3       |
| HWST 285  | Lā'au Lapa'au I: Hawaiian Medicinal Herbs                                   | 4       |
| HWST 296  | Special Topics in Hawaiian Studies                                          | 3       |
| HIST 284  | History of Hawai'i                                                          | 3       |
| IS 201    | The Ahupua'a                                                                | 3       |
| MUS 121F  | Slack Key Guitar 1                                                          | 2       |
| MUS 121H  | Hawaiian Singing                                                            | 2       |
| MUS 121Z  | 'Ukulele 1                                                                  | 2       |
| MUS 122F  | Slack Key Guitar 2                                                          | 2       |
| MUS 122H  | Hawaiian Singing 2                                                          | 2       |
| MUS 122Z  | 'Ukulele 2                                                                  | 2       |
| MUS 130F  | Slack Key Guitar Ensemble                                                   | 2       |
| MUS 177   | Intro to Hawaiian Music                                                     | 3       |

|          |                                                            |    |
|----------|------------------------------------------------------------|----|
| MUS 211  | Intro to Hawaiian Ensemble                                 | 2  |
| OCN 201  | Science of the Sea                                         | 3  |
| OCN 260  | Pacific Surf Science and Technology                        | 3  |
| OCN 260L | O'ahu Surf Science and Technology Lab                      | 1  |
| PACS 108 | Pacific Worlds: an Introduction to Pacific Islands Studies | 3  |
| POLS 180 | Introduction to Hawaiian Politics                          | 3  |
| REL 205  | Understanding Hawaiian Religion                            | 3  |
| REL 217  | Understanding Polynesian Religions                         | 3  |
| SCI 210  | Polynesian Voyaging: Seamanship and Stewardship            | 3  |
| SCI 210L | Polynesian Voyaging: Seamanship and Stewardship Lab        | 1  |
| ZOOL 105 | Hawaiian Use of Fish and Aquatic Invertebrates             | 3  |
|          | Total Credits                                              | 24 |

## Human Development & Family Science

### Type

Academic Subject Certificate

The Human Development and Family Science (HDFS) academic subject certification focuses on supporting positive human development over the life course in diverse economic and cultural contexts. HDFS helps people identify and develop important life skills for effective management of personal, family, and community resources, enabling families to thrive and lead healthy and happy lives. Students are prepared for positions in family service agencies; family life and parenting education programs; children's, youth, and gerontology programs; child care and early childhood education centers; and consumer affairs agencies.

After completing the program, graduates will be able to:

- Plan for the changing needs, dynamics, and challenges families experience over time
- Articulate the growth and development of individuals over the human life cycle
- Describe the interrelationships of families and communities in the context of diverse socio-economic and cultural systems

Human Development and Family Studies (HDFS) is currently offered as a four-year degree at UH Mānoa. The courses included in this academic subject certificate will count towards transfer credit for the HDFS degree.

## Required Courses (Total Credits: 6)

| Item #   | Title                                   | Credits |
|----------|-----------------------------------------|---------|
| HDFS 230 | Human Development and Family Science    | 3       |
| SOC 251  | Introduction to Sociology of the Family | 3       |

## Elective Courses (6 credits from the following elective courses)

| Item #   | Title                       | Credits |
|----------|-----------------------------|---------|
| HDFS 231 | Infancy and Early Childhood | 3       |
| HDFS 232 | Childhood                   | 3       |
| HDFS 241 | Parenting                   | 3       |
|          | Total Credits               | 12      |

## Marine Option Program

### Type

Academic Subject Certificate

The Marine Option Program (MOP) is designed to assist undergraduate and other students interested in marine and freshwater systems. Through MOP, you can obtain a marine orientation to your own major while earning an official University of Hawai'i certificate, which is registered on your transcript. MOP emphasizes experiential, cross-disciplinary education, and provides opportunities to apply your traditional coursework to the real world while you obtain practical marine skills through a hands-on internship, research project, or employment.

An Academic Subject Certificate (ASC) is awarded to students who successfully complete at least 10 credit hours of marine-related courses:

- OCN 101 – one (1) credit
- OCN 201 or ZOOL 200 – three (3) credits
- Marine electives – six (6) credits
- MOP skill project – Academic Independent Study 199, SCI 195VI, or SCI 295V – two (2) or more credits

The unique MOP skill project allows students to design and conduct an independent aquatic project related to their academic field of interest or educational goals. At Windward Community College, MOP is managed by the Pacific Center for Environmental Studies (PaCES).

For information about the program, contact the Windward Community College MOP coordinator Mackenzie Manning at [mmanning@hawaii.edu](mailto:mmanning@hawaii.edu), or visit the website: <https://windward.hawaii.edu/marine-option-program/>.

### **Marine Option Program Seminar Class (1 credit required)**

| <b>Item #</b> | <b>Title</b>                              | <b>Credits</b> |
|---------------|-------------------------------------------|----------------|
| OCN 101       | Introduction to the Marine Option Program | 1              |

### **Ocean Survey Class (3 credits required)**

OCN 201 or ZOOL 200 (3 credits)

| <b>Item #</b> | <b>Title</b>       | <b>Credits</b> |
|---------------|--------------------|----------------|
| OCN 201       | Science of the Sea | 3              |
| ZOOL 200      | Marine Biology     | 3              |

## Electives (6 credits required)

| Item #    | Title                                                      | Credits |
|-----------|------------------------------------------------------------|---------|
| AG 170    | Introduction to Aquaponics                                 | 4       |
| ANTH 175  | Polynesian Surf Culture                                    | 3       |
| ANTH 175L | Surf Culture Field Lab                                     | 1       |
| AQUA 106  | Small Scale Aquaculture                                    | 3       |
| AQUA 106L | Small Scale Aquaculture Laboratory                         | 1       |
| AQUA 110  | Introduction to Algae Cultivation                          | 3       |
| AQUA 110L | Introduction to Algae Cultivation Lab                      | 1       |
| AQUA 201  | The Hawai'i Fishpond                                       | 3       |
| AQUA 201L | The Hawai'i Fishpond Lab                                   | 1       |
| ATMO 101  | Introduction to Weather and Climate                        | 3       |
| BIOL 101  | Biology and Society                                        | 3       |
| BIOL 124  | Environment and Ecology                                    | 3       |
| BIOL 124L | Environment and Ecology Lab                                | 1       |
| BIOL 172  | Introduction to Biology II                                 | 3       |
| BIOL 172L | Introduction to Biology II Laboratory                      | 1       |
| BIOL 200  | Coral Reefs                                                | 3       |
| BIOL 200L | Coral Reef Laboratory and Field Studies                    | 1       |
| BIOL 265  | Ecology and Evolutionary Biology                           | 3       |
| BIOL 265L | Ecology and Evolutionary Biology Lab                       | 1       |
| BOT 101   | General Botany                                             | 3       |
| BOT 101L  | General Botany Lab                                         | 1       |
| BOT 130   | Plants in the Hawaiian Environment                         | 3       |
| BOT 130L  | Plants in the Hawaiian Environment Lab                     | 1       |
| ECON 220  | Introduction to Environmental Economics                    | 3       |
| ERTH 101  | Introduction to Geology                                    | 3       |
| ERTH 101L | Introduction to Geology Lab                                | 1       |
| ERTH 103  | Geology of Hawaiian Islands                                | 3       |
| ERTH 210  | O'ahu Field Geology                                        | 1       |
| ERTH 211  | Big Island Field Geology                                   | 1       |
| ERTH 212  | Maui Field Geology                                         | 1       |
| ERTH 213  | Moloka'i, Lana'i, and Kaho'olawe Field Geology             | 1       |
| ERTH 214  | Kaua'i and Ni'ihau Field Geology                           | 1       |
| GEO 101   | The Natural Environment                                    | 3       |
| GEO 101L  | The Natural Environment Laboratory                         | 1       |
| HIST 285  | Environmental History of Hawai'i                           | 3       |
| HWST 107  | Hawai'i: Center of the Pacific                             | 3       |
| HWST 155  | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses          | 3       |
| HWST 155L | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab      | 1       |
| IS 201    | The Ahupua'a                                               | 3       |
| OCN 102   | Introduction to the Environment and Sustainability         | 3       |
| OCN 120   | Global Environmental Challenges                            | 3       |
| OCN 201   | Science of the Sea                                         | 3       |
| OCN 201L  | Science of the Sea Lab                                     | 1       |
| OCN 260   | Pacific Surf Science and Technology                        | 3       |
| OCN 260L  | O'ahu Surf Science and Technology Lab                      | 1       |
| PACS 108  | Pacific Worlds: an Introduction to Pacific Islands Studies | 3       |
| SCI 210   | Polynesian Voyaging: Seamanship and Stewardship            | 3       |
| SCI 210L  | Polynesian Voyaging: Seamanship and Stewardship Lab        | 1       |
| ZOOL 105  | Hawaiian Use of Fish and Aquatic Invertebrates             | 3       |
| ZOOL 200  | Marine Biology                                             | 3       |
| ZOOL 200L | Marine Biology Lab                                         | 1       |

## Final MOP Skill Project (minimum 2 credits as Independent Study, SCI 195VI, or SCI 295V)

MOP's philosophy is that, with only classroom and laboratory learning, you leave College incompletely educated about the ocean. Therefore, first-hand experience is central to the Certificate requirements. The MOP seminar (OCN 101, Introduction to the Marine Option Program) is designed to help you choose a topic and develop a written plan or proposal for your project. By enrolling for credit while carrying out the project, it becomes part of your academic record.

The MOP staff will help you survey potential topics, identify an appropriate mentor, prepare your proposal and carry out your project in a timely fashion. You can come into the MOP office with an idea, or you can find a ready-made opportunity by reading Seawords, the MOP newsletter, or by scanning the bulletin board in your campus MOP office. Not all projects fit the academic calendar - this can be accommodated. You may undertake a project alone or with one or more MOP students. The projects can be based on or off campus. Often MOP can provide supplies, equipment or funds to assist with your project. Topics can range from fisheries, marine biology, marine art, and journalism, maritime archaeology, marine education, to marketing surveys for an ecotourism firm. Keep in touch with your MOP Coordinator during the project by submitting periodic progress reports.

Projects are concluded by a final report which may be written, an oral presentation at the annual MOP Student Symposium, a performance, an art show, etc. MOP Coordinators assist students in selecting an appropriate format for the final report and guide students in evaluating their learning.

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Total Credits

12

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## Music: General

### Type

Academic Subject Certificate

The Academic Subject Certificate in General Music prepares and encourages students to pursue a professional career in music performance, studio recording, or music academia.

Upon successful completion of this certificate students will be able to:

- Demonstrate basic elements of music theory and applications in areas such as notation, rhythm, and expression
- Demonstrate professional performance practices
- Analyze music history, literature, and culture
- Demonstrate proficiency on their instrument of choice

This certificate consists of a minimum of 12 credits.

## Required Courses (12 credits)

| Item #  | Title                                    | Credits |
|---------|------------------------------------------|---------|
| MUS 108 | Music Fundamentals                       | 3       |
|         | MUS 106 or MUS 107 or MUS 177 or MUS 277 | 3       |
|         | MUS 121 (B, C, D, F, or Z)               | 2       |
|         | MUS 122 (B, C, D, F, or Z) or MUS 211    | 2       |

## Elective Courses (2 credits)

Music Course Electives: Minimum of two (2) credits

| Item #   | Title                                     | Credits |
|----------|-------------------------------------------|---------|
| MUS 114  | College Chorus                            | 2       |
| MUS 121B | Voice 1                                   | 2       |
| MUS 121D | Guitar 1                                  | 2       |
| MUS 121F | Slack Key Guitar 1                        | 2       |
| MUS 122F | Slack Key Guitar 2                        | 2       |
| MUS 121G | Hawaiian Steel Guitar 1                   | 2       |
| MUS 121H | Hawaiian Singing                          | 2       |
| MUS 121Z | ‘Ukulele 1                                | 2       |
| MUS 122B | Voice 2                                   | 2       |
| MUS 122C | Piano 2                                   | 2       |
| MUS 122Z | ‘Ukulele 2                                | 2       |
| MUS 211  | Intro to Hawaiian Ensemble                | 2       |
| MUS 212  | Polynesian Music                          | 2       |
| MUS 140  | Introduction to Audio Production          | 3       |
| MUS 221C | Piano 3                                   | 2       |
| MUS 222C | Piano 4                                   | 2       |
| MUS 231B | Applied Music, Western (Voice)            | 1-6     |
| MUS 231C | Applied Music, Western (Piano)            | 1-6     |
| MUS 231F | Applied Music, Western (Slack Key Guitar) | 1       |
| MUS 166  | Popular Music in America                  | 3       |
| MUS 231Z | Applied Music, Western (‘Ukulele)         | 1       |
| MUS 140  | Introduction to Audio Production          | 3       |
| MUS 166  | Popular Music in America                  | 3       |
| MUS 177  | Intro to Hawaiian Music                   | 3       |
| MUS 277  | Mele, Mo’olelo, and Motion                | 3-6     |
| MUS 240  | Introduction to Digital Music             | 3       |
| MUS 241  | Digital Music Production II               | 3       |
| MUS 253  | Elementary Music in Action                | 3       |
| MUS 296  | Special Topics in Music                   | 3       |
|          | Total Credits                             | 12      |

## Psycho-Social Developmental Studies

### Type

Academic Subject Certificate

The Academic Subject Certificate in Psycho-Social Developmental Studies provides pre-professional training for students planning careers in human services (e.g., social work, counseling, education, corrections, psychology, and human development). The curriculum combines existing liberal arts courses and cooperative education at designated field sites in partnership with a social service agency or hospital. This certificate is unique because of the linkage and collaboration with liberal arts courses (interdisciplinary).

Upon successful completion of this certificate, students will be able to:

- Communicate effectively via writing, speaking, and non-verbal cues
- Manage a group by supervising, negotiating, evaluating others, fostering teamwork and open communication
- Operate a computer to manage records, communicate, and gather information
- Interact effectively and ethically one-on-one or in a group, show good listening skills, empathy, and problem-solving

To earn the PSDS Academic Subject Certificate, students must complete a total of 27 credits with a cumulative grade point average of 2.0 or better for all required courses.

Twelve credits, including SSCI 193V and SSCI 293V, must be taken at Windward Community College. See course descriptions for prerequisites.

## Required Courses (24 credits)

| Item #  | Title                                      | Credits |
|---------|--------------------------------------------|---------|
| PSY 100 | Survey of Psychology                       | 3       |
|         | PSY 170 or SOC 218 or SOC 231              | 3       |
| PSY 224 | Abnormal Psychology                        | 3       |
|         | PSY 240 or PSY 241 or HDFS 230             | 3       |
| SOC 100 | Survey of General Sociology                | 3       |
| SOC 251 | Introduction to Sociology of the Family    | 3       |
|         | SSCI 193V or CHW 101 or SW 200             | 3       |
|         | SSCI 293V or PSY 260 or PSY 270 or PSY 255 | 3       |

## Electives (3 credits)

Any social Science (DS) designated course or IS 103 Introduction to College (3)

|               |    |
|---------------|----|
| Total Credits | 27 |
|---------------|----|

## Sustainability

### Type

Academic Subject Certificate

The Academic Subject Certificate in Sustainability provides students with an interdisciplinary introduction to core concepts of sustainability. This certificate will prepare students to transfer to UH West O'ahu BAS in Sustainable Community Food Systems, UH Maui College BAS in Sustainability Science 101 Management, or the UH Mānoa Interdisciplinary Studies BA in Sustainability, BA in Hawaiian Studies, Mālama 'Āina track. Perhaps more importantly, it will help students to understand the interdisciplinary nature and relevance of sustainability in whatever major and career they choose.

Upon successful completion of this certificate, students will be able to:

- Define sustainability on local, national, and international levels
- Identify the personal values and attitudes that can facilitate sustainable living
- Describe how the individual relates to the wider issues of sustainability
- Measure one's impact on the triple bottom line: People, Planet, and Profit
- Identify the sociocultural values and attitudes that facilitate sustainable living at the local, regional, and global levels
- Apply concepts of sustainability to local, regional, and/or global challenges
- Demonstrate how concepts of sustainability are connected to local, regional, and global issues
- Describe how traditional and Indigenous perspectives inform practices of sustainability

This certificate consists of a minimum of 12 credits.

## Required Courses (9 credits)

Three (3) credits must be taken in each of the following three categories:

- S-focused Course in the Natural Sciences
- S-focused Course in Social Sciences/Language Arts/Humanities/Math & Business
- S-Focused Course in Hawaiian Studies

## Independent Study or Special Topics Course in the discipline of choice (3 credits)

- Any discipline independent study course (199 or 299) or Special Topics Course (296) approved by the Sustainability Curriculum Committee to receive an S-designation.

Please consult the following document for the current list of S-designated courses at Windward Community College:

[S-designated courses \(Google Doc\)](#)

You can also consult the [class availability page](#) to find currently offered S-designated courses at Windward Community College.

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Total Credits

12

# Certificates of Achievement (CA)

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## Agripharmatech

### Type

Certificate of Achievement

The Certificate of Achievement in Agripharmatech is organized in three tracks: Plant Biotechnology, Ethnopharmacognosy, and Limu Culture. Each track consists of 30 credits and requires a unique capstone class (see below).

## Plant Biotechnology

The Plant Biotechnology track deals with developing and improving plant production in order to supply the world's need for healthier (decreased use of pesticides) and more nutritious food crops, novel ornamentals, and plant-derived pharmaceuticals.

## Ethnopharmacognosy

Ethnopharmacognosy is the study of traditional medicines derived from natural sources (medicinal/nutritious plants).

## Limu Culture

The Limu Culture track is designed to prepare students for the next generation of algal-based jobs. After successful completion of this certificate, students will gain the basic understanding of sustainable algae cultivation, and develop practical skills for algae mass production and biomanufacturing.

## Outcomes

Students will be able to complete the certificate in two to three semesters with coursework flexible enough to prepare them for employment in agricultural biotechnology or pharmacognosy, for entrepreneurship in agribusiness or plant-based product manufacturing, and for seamless credit transfer to higher degree institutions for the study of agriculture, pharmacy, and related disciplines.

After completing the program, students will be able to:

- Apply knowledge gained in plant sciences: identify plants, propagate/cultivate/maintain plants in vivo and in vitro
- Apply knowledge gained in microbial sciences: prepare/maintain bacterial cultures for genetic transformation and bioassay tests
- Conduct plant biotech and/or pharmacognosy research

## Biotechnology

In addition, students opting for the biotechnological track will focus on plant molecular genetics, and will:

- Operate specialized lab equipment such as autoclave, gel electrophoresis, PCR machine, Particle Deliver/1000 Helium System, spectrophotometer, fluorescent microscope, Gel Doc System
- Perform DNA/RNA extraction, electrophoresis, PCR reaction, DNA sequencing, gene transformation via bacteria, and particle bombardment, alignment and analyzing DA sequence results using Sequencher, PAUP, Finch TV software systems

## Ethnopharmacognosy

Students opting for the ethnopharmacognosy track will focus on plant pharmacognostical study and will:

- Operate laboratory equipment: autoclave, spectrophotometer, stereo microscope, anaerobic transfer chamber, rotary evaporator, distiller, Biacore Q system
- Conduct pharmaceutical and nutraceutical research

## Limu Culture

Students opting for the Limu Culture track will focus on algae cultivation and will:

- Describe biological importance and economic applications of algae
- demonstrate the knowledge and skills in algae cultivation
- operate and maintain algae cultivation equipment or facilities, establishing laboratory and scale-up algae culture systems

- Conduct algae-based research

## Notes

\* Math 100 is recommended for those who seek certificates to enter the workforce or become agribusiness entrepreneurs. Otherwise, Math 103 is recommended.

\* BOT 199/299 in Ethnopharmacognosy involves pharmaceutical/nutraceutical research.

\* BOT 199/299 in Plant Biotechnology involves plant biotechnology research.

\* SCI 295 EP and SCI 295 PB may only be used for one certificate requirement.

## Required Courses (11 credits)

| Item #    | Title                    | Credits |
|-----------|--------------------------|---------|
|           | ENG 100 or SP 151        | 3       |
| MATH 100  | Survey of Mathematics    | 3       |
| MICR 130  | General Microbiology     | 3       |
| MICR 140L | General Microbiology Lab | 2       |

## Ethnopharmacognosy and Plant Biotechnology Required Courses (6–7 credits)

| Item # | Title                                        | Credits |
|--------|----------------------------------------------|---------|
| AG 152 | Orchid Culture                               | 3       |
|        | AG 120 or BIOL 172/L or BOT 101/L or BOT 160 | 3-4     |

## Limu Culture Track: Required Courses (7 credits)

| Item #    | Title                                 | Credits |
|-----------|---------------------------------------|---------|
| BOT 111   | Introduction to Algae                 | 3       |
| AQUA 110  | Introduction to Algae Cultivation     | 3       |
| AQUA 110L | Introduction to Algae Cultivation Lab | 1       |

## Ethnopharmacognosy Track: Capstone (4-5 credits)

| Item # | Title                | Credits |
|--------|----------------------|---------|
|        | BOT 205 or SCI 295EP | 4-5     |

## Ethnopharmacognosy Track: Electives (8-9 credits)

Choose eight to nine (8-9) credits from the following

| Item #    | Title                                                         | Credits |
|-----------|---------------------------------------------------------------|---------|
| AG 149    | Plant Propagation                                             | 3       |
| AQUA 110  | Introduction to Algae Cultivation                             | 3       |
| AQUA 110L | Introduction to Algae Cultivation Lab                         | 1       |
| BOT 105   | Ethnobotany                                                   | 3       |
| BOT 111   | Introduction to Algae                                         | 3       |
|           | BOT 130 & 130L                                                | 4       |
| BOT 192V  | Special Topics in Plant Science                               | 1-4     |
|           | BOT 199/299                                                   | 1-4     |
| BUS 122   | Introduction to Entrepreneurship                              | 3       |
|           | CHEM 161 & 161L                                               | 4       |
| FSHN 185  | Human Nutrition                                               | 3       |
| HWST 155  | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses             | 3       |
| HWST 155L | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab         | 1       |
| SCI 295L  | Introduction to STEM Research in Algae                        | 1-4     |
| SCI 295O  | Introduction to STEM Research in Ethnobotanical Pharmacognosy | 1-4     |

## Plant Biotechnology Track: Capstone (4-5 credits)

| Item # | Title                              | Credits |
|--------|------------------------------------|---------|
|        | BIOL 275/L or BOT 210 or SCI 295PB | 4-5     |

## Plant Biotechnology Track: Electives (8-9 credits)

| Item #    | Title                                                 | Credits |
|-----------|-------------------------------------------------------|---------|
| AQUA 110  | Introduction to Algae Cultivation                     | 3       |
| AQUA 110L | Introduction to Algae Cultivation Lab                 | 1       |
|           | BIOL 171 & 171L                                       | 4       |
| BOT 111   | Introduction to Algae                                 | 3       |
| BOT 192V  | Special Topics in Plant Science                       | 1-4     |
|           | BOT 199/299                                           | 1-4     |
| BUS 122   | Introduction to Entrepreneurship                      | 3       |
|           | CHEM 161 & 161L                                       | 4       |
|           | CHEM 162 & 162L                                       | 4       |
| HWST 155  | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses     | 3       |
| HWST 155L | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab | 1       |
| SCI 295L  | Introduction to STEM Research in Algae                | 1-4     |
| SCI 295T  | Introduction to STEM Research in Plant Biotechnology  | 1-4     |

## Limu Culture Track: Capstone (4 credits)

| Item # | Title                | Credits |
|--------|----------------------|---------|
|        | SCI 295AL or AG 192V | 1-4     |

## Limu Culture Track: Electives (8-9 Credits)

| Item #    | Title                                                     | Credits |
|-----------|-----------------------------------------------------------|---------|
| AQUA 106  | Small Scale Aquaculture                                   | 3       |
| AQUA 106L | Small Scale Aquaculture Laboratory                        | 1       |
| AQUA 201  | The Hawai'i Fishpond                                      | 3       |
| AQUA 201L | The Hawai'i Fishpond Lab                                  | 1       |
| HWST 155  | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses         | 3       |
| HWST 155L | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab     | 1       |
| AG 171    | Farm Renewable Energy Systems                             | 3       |
| AG 120    | Plant Science                                             | 3       |
| AG 170    | Introduction to Aquaponics                                | 4       |
| AG 192V   | Special Topics in Agriculture                             | 1-4     |
| AG 202    | Agriculture, Environment, and Society                     | 3       |
| AG 202L   | Agriculture, Environment, and Society Laboratory          | 1       |
| IS 201    | The Ahupua'a                                              | 3       |
| BUS 122B  | Introduction to Entrepreneurship: Sustainable Agriculture | 3       |
| CHEM 161  | General Chemistry I                                       | 3       |
| CHEM 161L | General Chemistry I Lab                                   | 1       |
|           | Total Credits                                             | 30-32   |

## Foundation in Acting

### Type

Certificate of Achievement

The Foundation in Acting is a one-year intensive workforce preparation program for performers intending to pursue a career in the entertainment industry on stage or screen.

After completing this program, graduates will:

- Demonstrate competency in various approaches to acting and performance for both live stage productions, and for new media productions.
- Portray roles in classical and established productions as well as originate roles in newly devised scripts.
- Demonstrate control, strength and nuance in both voice and physicality for theatre and media.
- Navigate the various access points of the professional entertainment industry.

## Required Courses (Total Credits: 29)

NOTE: THEA 251 to be repeated for 2 credits.

| Item #   | Title                             | Credits |
|----------|-----------------------------------|---------|
| THEA 101 | Introduction to Drama and Theatre | 3       |
| THEA 133 | Stage Combat Workshop Level I     | 3       |
|          | Any 2: THEA 200 B, C or D         | 2       |
| THEA 220 | Beginning Voice and Movement      | 3       |
| THEA 221 | Acting I                          | 3       |
| THEA 222 | Acting II                         | 3       |
|          | CM/THEA 223                       | 3       |
| THEA 225 | Shakespeare Workshop              | 3       |
| THEA 251 | Applied Theatre                   | 1       |
| THEA 251 | Applied Theatre                   | 1       |
| THEA 252 | Professional Preparation          | 1       |
| THEA 260 | Dramatic Production               | 3       |
|          | Total Credits                     | 29      |

## Mental Health Technician

### Type

Certificate of Achievement

The Certificate of Achievement in Mental Health Technician is a 30-credit program that prepares students for work as assistants to mental health professionals in institutional settings. Successful completion of this certificate broadens and enhances the skills and knowledge of existing state mental health employees and incumbent workers in other related fields. Graduates will gain knowledge in human behavior and the biopsychosocial nature of abnormal behaviors, and the current theories and interventions in working with individuals living with mental health issues.

Upon successful completion of this certificate, students will be able to:

- Develop a basic understanding of human behavior and the biopsychosocial nature of abnormal behaviors.
- Identify current theories and interventions in working with individuals living with mental health issues.

## Required Courses (30 credits)

| Item #   | Title                                            | Credits |
|----------|--------------------------------------------------|---------|
| ENG 100  | Composition I                                    | 3       |
| PSY 100  | Survey of Psychology                             | 3       |
| HLTH 123 | Introduction to Clinical Skills and Patient Care | 3       |
| PHYL 141 | Human Anatomy and Physiology I                   | 3       |
| HDFS 230 | Human Development and Family Science             | 3       |
| PSY 224  | Abnormal Psychology                              | 3       |
| PSY 253  | Conflict Resolution & Mediation                  | 3       |
| PSY 270  | Introduction to Clinical Psychology              | 3       |

## Mental Health (MH) Elective Options (6 credits)

Choose 2 courses from the following:

HLTH 125, PHYL 142, PSY 170, PSY 240, SP 181, SP 253, SP 261

## Veterinary Assisting

### Type

Certificate of Achievement

The Certificate of Achievement in Veterinary Assisting is designed to provide students with the basic knowledge and skills required to perform effectively as an assistant in a veterinarian's office, animal shelter or animal research facility. The two-semester program includes coursework in life sciences as well as hands-on experience in live animal laboratories.

The Certificate of Achievement in Veterinary Assisting (VETA) is also considered a component of the Associate in Science in Veterinary Technology (VETT). Veterinary Assisting courses count towards advanced studies in Veterinary Technology. Thus the VETA certificate and VETT degree are stackable credentials. Students enrolled in the VETA certificate can apply to the VETT degree. Admission to the VETT degree is competitive. Prospective students with credits to transfer should contact a counselor for a transcript evaluation

## Admission Requirements

Applicants must:

- Be 18 years or older by the first day of instruction
- Attend an [information session](#)
- Submit an application to Windward Community College and complete health clearance requirements through Admissions & Records office
- Placed into ENG 100 and MATH 101
- Show proof of health insurance

Students in the program must attain and maintain a grade of "C" or better in each of the core classes and maintain a cumulative GPA of 2.0 or higher. If a student withdraws or make below a grade of "C" in a core class, the student may not progress in the program until the course has been repeated successfully. Core classes may only be repeated once; students failing to make a grade "C" or better in a course that has been repeated may be dismissed from the program. Course repetition will be based on instructor approval and program resources. There is a \$100 professional fee each semester. Fees are subject to increase based on program cost and institutional approval.

## Outcomes

Upon successful completion of this certificate, students will be able to:

- Effectively communicate with clients and veterinary staff
- Schedule appointments and generate invoices
- Identify common breeds of companion animals, list their nutritional requirements and husbandry needs, and describe the anatomy and functions of major body systems
- Assist with physical exams and obtain patient histories
- Demonstrate proper patient restraint and safety procedures
- Conduct routine physical exams and obtain patient histories
- Calculate dosages and administer medications
- Collect blood samples and perform diagnostic laboratory tests

## Required Courses (31 credits)

See course descriptions for prerequisites.

| Item #    | Title                                      | Credits |
|-----------|--------------------------------------------|---------|
| ANSC 140  | Introduction to Veterinary Technology      | 3       |
| ANSC 142  | Anatomy and Physiology of Domestic Animals | 3       |
| ANSC 142L | Anatomy of Domestic Animals Laboratory     | 1       |
| ANSC 151  | Clinical Laboratory Techniques             | 3       |
| ANSC 151L | Clinical Laboratory Techniques Lab         | 1       |
| ANSC 153  | Companion Animal Nursing and Nutrition     | 3       |
| ANSC 153L | Companion Animal Nursing Lab               | 1       |
| ANSC 191  | Veterinary Office and Computer Skills      | 3       |
| ENG 100   | Composition I                              | 3       |
| HLTH 125  | Survey of Medical Terminology              | 1       |
| PSY 100   | Survey of Psychology                       | 3       |
|           | ANSC 143 or MATH 101                       | 3       |
|           | Oral Communication (OC)                    | 3       |
|           | Total Credits                              | 31      |

# Certificates of Competence (CO)

## Information Security Specialist

### Type

Certificate of Competence

The Certificate of Competence in Information Security will introduce students to the essentials of computer security. They will perform basic ethical (white hat) hacking, and learn about the moral and legal issues that are involved while performing the learned techniques. Students will learn how to perform basic computer forensics such as operating system diagnostics, as well as to use a forensic toolkit to examine and validate computer activity. Students will acquire knowledge about the proper techniques for data collection, examination and preservation of forensic data.

Upon successful completion of this certificate, students will be able to:

- Create and implement security policies and procedures to aid in security administration
- Apply techniques involved with Ethical Hacking
- Aid in the collection, examination and preservation of data using proper computer forensics

## Required Courses

See course descriptions for prerequisites.

| Item #  | Title                             | Credits |
|---------|-----------------------------------|---------|
| ICS 171 | Introduction to Computer Security | 3       |
| ICS 184 | Introduction to Networking        | 3       |
| ICS 281 | Ethical Hacking                   | 3       |
| ICS 282 | Computer Forensics                | 3       |
|         | Total Credits                     | 12      |

## Limu Studies

### Type

Certificate of Competence

Certificate of Competence in Limu Studies is designed for students who are interested in algae cultivation. The certificate provides students with the basic knowledge in skills in algal biology, sustainable culture, biomanufacturing, and the applications of Hawaiian Limu.

## Outcomes

After completing this program, graduates will be able to:

- Describe the fundamentals of algae
- Develop basic understanding of the principles and techniques in sustainable algae cultivation
- Describe major Hawaiian Limu groups
- Conduct research on an algae-based project

## Required Courses

See course descriptions for prerequisites.

| Item #   | Title                                             | Credits |
|----------|---------------------------------------------------|---------|
| HWST 155 | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses | 3       |
| BOT 111  | Introduction to Algae                             | 3       |
| AQUA 110 | Introduction to Algae Cultivation                 | 3       |
|          | SCI 295AL or AG 192V                              | 1-4     |
|          | Total Credits                                     | 10-13   |

## Mental Health Technician

### Type

Certificate of Competence

The Certificate of Competence in Mental Health Technician is a 9-credit program that prepares students for work as assistants to mental health professionals in institutional settings. Successful completion of this certificate broadens and enhances the skills and knowledge of existing state mental health employees and incumbent workers in other related fields. Graduates will gain knowledge in human behavior and the biopsychosocial nature of abnormal behaviors and the current theories and intervention in working with individuals living with mental health issues.

Upon successful completion of this certificate, students will be able to:

- Develop basic understanding of human behavior and the biopsychosocial nature of abnormal behaviors.
- Identify current theories and interventions in working with individuals living with mental health issues.

## Required Courses (6 credits)

| Item #  | Title                           | Credits |
|---------|---------------------------------|---------|
| PSY 100 | Survey of Psychology            | 3       |
| PSY 253 | Conflict Resolution & Mediation | 3       |

## Electives (3 credits)

Choose 1 course from the following:

| Item #  | Title                               | Credits |
|---------|-------------------------------------|---------|
| PSY 170 | Psychology of Adjustment            | 3       |
| PSY 224 | Abnormal Psychology                 | 3       |
| PSY 240 | Developmental Psychology            | 3       |
| PSY 270 | Introduction to Clinical Psychology | 3       |
|         | Total Credits                       | 9       |

## Plant Food Production and Technology

### Type

Certificate of Competence

The Certificate of Competence in Plant Food Production and Technology is a nine-credit certificate that appeals to a new generation of skilled agricultural-food technicians who seek to expand their skills and knowledge in agricultural biotech and related fields. Besides employing people for research and development, the industry also caters to various other agricultural biotech-related fields including horticulture, floriculture, and tissue culture. Agricultural based biotechnologists can also sharpen students' academic skills by working with food processing or post-harvest technology. Graduates will gain knowledge in propagating, planting, and understanding the uses of plants, as well as skills in tissue culture and food sciences.

## Required Courses: Minimum 9 credits

| Item #    | Title                                                 | Credits |
|-----------|-------------------------------------------------------|---------|
| AG 120    | Plant Science                                         | 3       |
| AG 149    | Plant Propagation                                     | 3       |
| AG 152    | Orchid Culture                                        | 3       |
| BIOC 106  | Ono Cooking and Food Science                          | 3       |
| BOT 105   | Ethnobotany                                           | 3       |
| BOT 111   | Introduction to Algae                                 | 3       |
|           | BOT 130 & 130L                                        | 4       |
| BOT 160   | Identification of Tropical Plants                     | 3       |
| BOT 192V  | Special Topics in Plant Science                       | 1-4     |
| BOT 199   | Independent Study                                     | 2-3     |
| FSHN 185  | Human Nutrition                                       | 3       |
| HWST 155  | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses     | 3       |
| HWST 155L | Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab | 1       |
|           | Total Credits                                         | 9       |

## Sustainable Agriculture

### Type

Certificate of Competence

The Certificate of Competence in Sustainable Agriculture is a 18-21 credit certificate designed for students who want to engage in small-scale farming in Hawai'i. Sustainable agriculture integrates long-term environmental stability with economic profitability in a way that focuses on stewardship of both human and physical resources. In contrast to the ways of farming that have become typical in the last century, sustainable agriculture focuses on reducing energy and resource demands, removing harmful chemicals and by-products of farming, and using alternative processes, such as aquaponics, to create a viable farm.

Upon completion of the Certificate of Competence in Sustainable Agriculture, the student will be able to:

- Evaluate sustainable farming systems and business plans
- Determine the sustainable farming system suited for a specific location in Hawai'i
- Recommend cultural practices, solve problems and cultivate horticultural crops in a sustainable manner based on sound biological and technological principles

## Required Courses

| Item #   | Title                                                     | Credits |
|----------|-----------------------------------------------------------|---------|
| AG 120   | Plant Science                                             | 3       |
| AG 170   | Introduction to Aquaponics                                | 4       |
| AG 192V  | Special Topics in Agriculture                             | 1-4     |
| AG 202   | Agriculture, Environment, and Society                     | 3       |
| BUS 122B | Introduction to Entrepreneurship: Sustainable Agriculture | 3       |
| IS 201   | The Ahupua'a                                              | 3       |
|          | Total Credits                                             | 18-21   |

## Web Support

### Type

Certificate of Competence

The Certificate of Competence in Web Support is a competency-based program designed for the novice or professional information worker who has little to no experience in web support. This certificate is appropriate for upgrading the web skills of industry members or for administrative support professionals.

Upon successful completion of this certificate, students will be able to:

- Use appropriate web development tools to support publishing an effective website that communicates a message, incorporates appropriate media, and adheres to usability and accessibility standards
- Create and edit web-publishable media such as audio, video, and apps
- Describe related terminology, practices, and ethics involved in web publishing

## Required Course

| Item #  | Title                | Credits |
|---------|----------------------|---------|
| ICS 107 | Web Site Development | 3       |

## Electives (6 credits)

Choose 2 courses from the following.

See course descriptions for prerequisites.

| Item #  | Title                                              | Credits |
|---------|----------------------------------------------------|---------|
| ICS 119 | Introduction to Social Media                       | 3       |
| ICS 123 | Introduction to Digital Audio and Video Production | 3       |
| ICS 203 | Digital Image Editing                              | 3       |
| ICS 207 | Building Web Applications                          | 3       |
|         | Total Credits                                      | 9       |

# Course Descriptions

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## Accounting

### **ACC 200 : Introduction to Accounting I**

Introduction to managerial and financial accounting and methods used to record and report managerial and financial information to decision makers internal and external to the firm.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Placement into ENG 100W or higher.

#### **Course Outcomes**

- Demonstrate a basic understanding of financial statements, how transactions affect the financial statements and how financial statements are used to evaluate performance.
- Demonstrate a basic understanding of how financial (and other) information is used by individuals within a company to make decisions about resource allocation and evaluate performance.

### **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.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Placement into ENG 100 or equivalent

#### **Course Outcomes**

- 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.

### **ACC 202 : Introduction to Managerial Accounting**

An introduction to managerial accounting methods for evaluating performance including cost accounting, budgeting, break-even analysis, ratio analysis, standard cost systems, and reporting for internal decision making.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

ACC 201 with "C" or better.

#### **Course Outcomes**

- Analyze, record, and report equity and long-term liability transactions related to partnerships and corporations from both an issuer and investor perspective using GAAP.
- Prepare and analyze the Statement of Cash Flows.
- Analyze financial statements using horizontal analysis, vertical analysis, and financial statement ratio techniques.
- Describe the concepts of managerial accounting and explain how they are applied to various business models.
- Analyze, record, and report the activities of a manufacturing company using process cost, job order cost, and standard cost accounting systems.
- Prepare information and reports that may be used by management to plan, direct, motivate, and control a business using Cost-Volume-Profit analysis, incremental analysis, and operational and capital budgeting techniques.

### **ACC 210 : Introduction to Accounting II**

Introduction to managerial and financial accounting and methods used to record and report managerial and financial information to decision makers internal and external to the firm. Part II.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Placement into ENG 100W or higher.

#### **Prerequisites**

A grade of C or better in ACC 200.

#### **Course Outcomes**

- Understand financial statements, how transactions affect the financial statements and how financial statements are used to evaluate performance.
- Understand how financial (and other) information is used by individuals within a company to make decisions about resource allocation and evaluate performance.

### **ACC 252 : Using Quickbooks® in Accounting**

ACC 252 provides "hands-on" approach to computerized accounting using QuickBooks®. This course applies previously acquired accounting skills and knowledge in a computerized environment to setup and maintain accounting records. Emphasis will be placed on the application of QuickBooks® to the accounting cycle. This course also presents the basic concepts of an accounting information system and methods to document such systems. The course content of ACC 252 prepares students for the QuickBooks® Certification Examination.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Students should have basic computer skills such as internet navigation and basic PC operation. To gain these skills, students can take ICS 100 or ICS 101.

#### **Prerequisite Courses**

**ACC 201**

#### **Prerequisites**

Credit or concurrent enrollment in ACC 201 or consent of instructor.

#### **Course Outcomes**

- Apply fundamental accounting principles to set up and maintain records using QuickBooks.
- Apply fundamental accounting principles to set up, evaluate, and communicate business performance based on various reports.
- Demonstrate effective communication and teamwork skills.

### **ACC 255 : Using Excel® in Accounting**

ACC 255 provides hands-on training in the use of spreadsheets to solve accounting problems. Coursework involves application of previously acquired accounting skills and knowledge with emphasis on financial and managerial accounting. This course also reviews basic database concepts, and introduces basic Data Analytics concepts and applications in accounting.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Students should have basic computer skills such as internet navigation and basic PC operation. To gain these skills, students can take ICS 100 or ICS 101.

#### **Prerequisite Courses**

**ACC 201**

#### **Prerequisites**

Credit for or concurrently enrolled in ACC 201 or the consent of instructor.

#### **Course Outcomes**

- Compile financial data utilizing an electronic spreadsheet, and generate accurate and relevant output.
- Analyze results of accounting problems and use the results to propose business recommendations.
- Explain basic database and data analytics concepts and their applications in accounting.
- Demonstrate effective communication and teamwork skills.

# Agriculture

## **AG 120 : Plant Science**

The study of plant science, morphology, anatomy, physiology classification, growth, growth regulators, and propagation.

**Credits** 3

**Lab Hours** 2

**Lecture Hours** 2

**Designation**

DB

### **Course Outcomes**

- Describe and explain general plant structure and function in relation to plant growth and development.
- Demonstrate knowledge of horticultural principles in the cultivation of plants.
- Examine commercial agricultural enterprises for to become familiar with employment opportunities and the impact of horticulture on our lives.
- Research and report on a horticultural plant.

## **AG 132 : Integrated Pest Management**

Strategies of integrated pest management; biological and cultural pest controls, weed control, disease control, insect control.

**Credits** 3

**Lecture Hours** 3

### **Course Outcomes**

- Identify major insects, weeds, diseases that are detrimental to the horticulture industry in Hawai'i.
- Define Integrated Plant Management and develop an IPM plan.
- Understand and use economic thresholds.
- Identify common predators and parasites.
- Identify management strategies to reduce pest pressures on plants.

## **AG 134 : Nursery and Landscape Plants: Identification and Use**

This course introduces ornamental trees, shrubs, and herbaceous plants commonly used in landscape designs in Hawai'i. Students will learn to identify species by botanical and common names, understand growth habits and environmental preferences, and uses for plants. Field trips are integral for the observation of plants in varied settings.

**Credits** 3

**Lab Hours** 3

**Lecture Hours** 2

**Designation**

DB

DY

### **Course Outcomes**

- Identify common native, endemic, and introduced plant species used in Hawai'i landscaping practices.
- Describe the environmental conditions (e.g., soil type, water, sun, elevation) favored by plant species.
- Match plant species to landscape scenarios based on cultural, ecological, and functional requirements.

## **AG 149 : Plant Propagation**

Introduction to the principles and practices of propagation of fruit, vegetable, and ornamental crops by seed, cuttings, grafting, budding, layering and division.

**Credits** 3

**Lecture Hours** 3

### **Recommended Preparation**

12th Grade reading level.

### **Course Outcomes**

- Describe basic plant growth.
- Relate the principles of plant growth to the solution of everyday problems in plant production.
- Understand the influence of environmental factors on plant growth.
- Propagate plants by various methods.
- Determine the best form of propagation for a selected plant.

**AG 152 : Orchid Culture**

An extensive study of orchid identification, breeding, growth, and culture. Students are required to write a 10 to 15 page research report.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Course Outcomes**

- Identify orchid species, hybrids and trace their pedigrees.
- Provide cultural requirements for each genus, including temperature, light intensity, humidity, watering, fertilizing, media composition, and pest or disease control and repotting.
- Perform traditional and in vitro propagation techniques.
- Perform orchid breeding and discuss its economic importance.
- Conduct research and submit research paper.

**AG 153 : Tree Maintenance and Pruning Techniques**

This course introduces the principles and practices of tree pruning and maintenance for tree species commonly found in Hawai'i. Students will learn proper pruning techniques using both hand tools and chainsaws in accordance with ISA (International Society of Arboriculture) and ANSI (American National Standards Institute) guidelines. Emphasis is placed on tree identification, anatomy, physiology, and safe, professional arboriculture practices used in the field.

**Credits** 4

**Lab Hours** 3

**Lecture Hours** 3

**Course Outcomes**

- Identify and describe the characteristics of tree species.
- Describe tree anatomy and physiology.
- Recommend tree preservation techniques during construction.
- Use ISA pruning standards (ANSI A300) to properly prune trees.
- Operate a chainsaw using ISA safety guidelines (ANSI Z133.1).
- Identify and safely use proper arboriculture tools and Personal Protective Equipment (PPE).

**AG 170 : Introduction to Aquaponics**

The course covers aquaculture, hydroponics, aquaponics, sustainable aquatic feed production, renewable local seeding technologies and micronutrient supplementation, fish and plant physiology, renewable energy systems, water catchment and conservation techniques, and best aquaponic food safety practices. The basic physical and biological principles governing sustainable farm and agribusiness operations are emphasized.

**Credits** 4

**Lab Hours** 3

**Lecture Hours** 3

**Recommended Preparation**

AG 120 and IS 201.

**Course Outcomes**

- Design and construct a basic aquaponic system that uses all three grow-out technologies (nutrient film technique, ebb and flow, and floating raft) either alone or in combination.
- Apply best aquaculture practices for culturing fishes in an aquaponic setting.
- Identify the water quality parameters and manage them in order to maximize fish, plant and microbial outputs in an aquaponic setting.
- Use best agricultural practices for plant crop production in an aquaponic setting. Prepare seedlings for planting, harvest produce, stagger production of both plant and fish, and apply food safety procedures.

**AG 171 : Farm Renewable Energy Systems**

This course explores the various renewable energy systems potentially employable on small farms. Topics such as solar, solar thermal, wind, micro-hydraulic, biomass, and hybrid technologies are covered in the course.

**Credits** 3

**Lecture Hours** 3

**Course Outcomes**

- Evaluate photovoltaic systems applicable to small farms
- Evaluate solar thermal applications for small farms
- Evaluate biomass systems applicable to small farms
- Evaluate wind systems for small farms
- Evaluate micro-hydraulic systems for small farms
- Evaluate hybrid system applications for small farms

**AG 181 : Landscape Equipment Maintenance, Safety, and Operation**

This course introduces students to the safe use, operation, and maintenance of tools and equipment used in the nursery and landscape industry. Students will develop hands-on skills in equipment operation, tool usage, and workplace hazard awareness.

**Credits** 3

**Lab Hours** 3

**Lecture Hours** 2

**Course Outcomes**

- Identify and correctly use appropriate personal protective equipment (PPE) in nursery and landscape tasks.
- Safely operate and maintain commonly used landscaping and nursery power tools.
- Demonstrate proper maintenance techniques for hand tools, power tools, and small engines.
- Interpret and apply safety standards (e.g., OSHA, ANSI) relevant to horticultural equipment use.
- Follow standard safety protocols and emergency procedures for workplace incidents.
- Identify hazards, demonstrate safe operating procedures, and perform basic maintenance related to heavy equipment such as mini excavators, skid-steers, and Dingos.

**AG 192V : Special Topics in Agriculture**

Topics related to diversified agriculture chosen by the Instructor. Course content may vary. May be repeated up to 5 credits with different topics.

**Credits** 1

**Lab Hours** 0

**Lecture Hours** 1

**Course Outcomes**

- Identify the important concepts and facts presented for the topic (s) under examination.
- Make inferences and draw conclusions from the topic (s) under discussion.
- Develop skills appropriate to the topic (s) under discussion.
- Gain a higher appreciation for the human endeavor of agriculture.
- Gain a higher awareness of the potential career paths that this special topic course in agriculture covers.

**AG 200 : Principles of Horticulture**

Relationship of plants and the environment, and how they relate to society. Introduces plant botany and physiology. Discusses plant nutrients, moisture, and environmental requirements and plant propagation. Studies culture and production techniques for selected ornamental crops. This course will also demonstrate types of scientific writing, practice library and online research to develop a coherent, well-written scientific horticultural crop paper to be handed in and presented in class using PowerPoint.

**Credits** 4

**Lab Hours** 3

**Lecture Hours** 3

**Recommended Preparation**

ENG 22 or ENG 23 with grade C or better, or enrollment in ENG 100 or consent Keyboard and basic computer skills

**Course Outcomes**

- Identify the relationship of plants and the environment, and how they relate to society.
- Describe and explain general plant structure and function in relation to plant growth and development.
- Demonstrate knowledge of horticultural principles in the cultivation of plants.
- Examine commercial agricultural enterprises.

**AG 202 : Agriculture, Environment, and Society**

The goal of this course is to establish foundational knowledge of agroecosystems. Emphasis is on the interrelationship among the crop plants, essential plant nutrients, social factors, and cultural practices. Key goals are to introduce students to the broad range of topics covered within agroecosystems, as well technical writing in agricultural science, and oral discussion and argument.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Recommended Preparation**

A grade of C or better in ENG 100

**Course Outcomes**

- Analyze and interpret information from technical and non-technical sources, with an emphasis on scientific articles.
- Discuss interrelationship between plants and animals, and the socio-economic importance of them to humans.
- Describe the relationship(s) between agriculture, society and the environment.
- Describe the concept of agroecosystems and form critical questions for in-class discussion.

**AG 202L : Agriculture, Environment, and Society Laboratory**

The goal of this course is to establish foundational knowledge of agroecosystems. Emphasis is on the interrelationship among the crop plants, essential plant nutrients, social factors, and cultural practices. Key goals are to introduce students to the broad range of topics covered within agroecosystems, as well as field and laboratory investigations in agroecology.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

Grade of C or better in ENG 100.

**Prerequisites**

Grade of C or better or concurrent enrollment in AG 202.

**Course Outcomes**

- Use the scientific method of inquiry to investigate ecological concepts and principles in an agricultural setting.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Conduct experiments that evaluate the application of ecological concepts and principles to the design and management of sustainable food systems.

**AG 235 : Irrigation Principles and Design**

Fundamentals of irrigation principles, plant, soil, water relationships, soil moisture sensing devices, delivery systems, set up of drip, sprinkler, and surface irrigation systems. Use of chemigation.

**Credits** 3

**Lecture Hours** 3

**Recommended Preparation**

Credit in Math 22, 24, 25, 26, 28, 29, 75X or higher.

**Course Outcomes**

- Determine water requirements for plant growth.
- Describe soil water concepts.
- Select the appropriate irrigation method and components for the situation.
- Design a basic drip and sprinkler irrigation system.
- Trouble shoot irrigation problems.

## Animal Sciences

**ANSC 140 : Introduction to Veterinary Technology**

This course introduces students to the field of veterinary technology and describes the responsibilities and expectations for students enrolled in the program. Topics include: roles of the veterinary team members, legal and ethical aspects of veterinary practice, breeds of companion animals, safety, sanitation and waste-disposal protocols, and career fields in veterinary medicine.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

Registration in or a grade "C" or better in ANSC 142 and ANSC 142L. Credit for or placement in ENG 100 and MATH 101. Confirmed attendance to Windward Community College veterinary technology information session.

**Course Outcomes**

- Describe the roles and legal boundaries of veterinary health care team members and discuss the legality of the veterinary- client-patient relationship.
- Identify and describe common workplace hazards, including zoonotic diseases.
- Establish and maintain appropriate sanitation, nosocomial, and waste-disposal protocols.
- Identify common breeds of companion animals.

### **ANSC 142 : Anatomy and Physiology of Domestic Animals**

Introduction to the anatomy and physiology of domestic animals. Compares the anatomy and function of major body systems for the cat, dog and horse, with lesser emphasis on birds, reptiles and amphibians. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

Registration in or a grade "C" or better in ANSC 140 and ANSC 142L. Credit for or placement in ENG 100 and MATH 101. Confirmed attendance to Windward Community College veterinary technology information session.

**Course Outcomes**

- Discuss the chemical building blocks of major biological molecules.
- Describe the link between cells, tissues, organs, and organ systems.
- Contrast the structure and function of major body systems (e.g., skeletal, circulatory, respiratory, and reproductive) among companion animals and selected livestock species.
- Explain how disease and disorders disrupt the homeostasis of each of the above body systems and discuss how common veterinary medical treatments are used to restore homeostasis.

### **ANSC 142L : Anatomy of Domestic Animals Laboratory**

Laboratory to accompany ANSC 142. This course is designed to acquaint the student with the body systems of common domestic species (e.g., cats, dogs, horses and birds) through dissections, examinations of models, laboratory exercises, and other hands-on activities. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Registration in or a grade "C" or better in ANSC 140 and ANSC 142. Credit for or placement in ENG 100 and MATH 101. Confirmed attendance to Windward Community College veterinary technology information session.

**Course Outcomes**

- Identify and describe the anatomy of the major body systems for cats, dogs and horses using prepared slides, skeletons, models and dissections.
- Use standard anatomical terms to describe body directions, regions and sectioning planes.
- Identify major anatomical landmarks used to assess patient health during physical exams.
- Demonstrate proficiency at the use of the microscope as a clinical instrument.

### **ANSC 143 : Medical Dosages and Calculations for Veterinary Technicians**

Introduction to Medical Dosages and Calculation for Veterinary Technicians. This course is designed to present the information commonly referred to as posology, which is defined as the study of dose and dosage in the field of applied pharmacology. This course will include, but not be limited to, the following: general mathematics used by veterinary medical personnel involved in calculating dosages of common drugs, reading drug orders and labels, and calculating intravenous fluid rates. Students will learn systems of measure, drug orders, drug concentration, conversions and different methods of dose calculations. The goal of this course is that each student be confident and capable of calculating correct drug doses regardless of the physical form of the medication. This course requires a strong background in algebra, the metric system, and an understanding of word problems. It is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Recommended Preparation**

Grade of C or better in MATH 25, 26, 28, 29, 75X or higher or equivalent, satisfactory math placement test score.

**Prerequisites**

Enrolled as a Veterinary Assisting Program student; Placement in Eng 100 and ANSC 143 level courses.

**Course Outcomes**

- Convert between standard and imperial units.
- Calculate correct medication and drug dosages for patients based on weight.
- Calculate appropriate Intravenous fluid drip rate.
- Calculate Maintenance Energy Requirements (MER), Resting Energy Requirements (RER), and basic feeding plans for patient nutritional requirements.

**ANSC 151 : Clinical Laboratory Techniques**

Provides students with the background knowledge needed to perform and interpret laboratory techniques commonly used in veterinary practice. Topics include: Homeostatic relationships, cytology, histology, parasitology and clinical physiology of major body systems. Includes a discussion of common disorders affecting major body systems and the techniques used for diagnosis. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

A grade of "C" or better in ANSC 142 and 142L.

**Corequisites**

Registration in ANSC 151L.

**Course Outcomes**

- Describe the procedures for safely collecting specimens from domestic animals.
- Discuss the clinical tests performed in hematology, urinalysis, clinical chemistries, and cytology.
- Compare the technologies used by automated hematology and blood chemistry machines and discuss their impacts on the accuracy and reliability of test results.
- Recognize accurate vs. erroneous results in order to provide maximum diagnostic benefit.

**ANSC 151L : Clinical Laboratory Techniques Lab**

Laboratory to accompany ANSC 151. Provides students with the knowledge and skills necessary to perform common veterinary lab tests including urinalysis, hematology, blood chemistry, cytology and parasitology. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

A grade of "C" or better in ANSC 142 and ANSC 142L.

**Course Outcomes**

- Properly package, handle and store specimens for laboratory analysis.
- Demonstrate proficiency in the use of veterinary lab equipment (e.g. microscopes, blood chemistry analyzers, centrifuges, and refractometers).
- Determine proper maintenance and quality control procedures necessary to ensure accurate results.
- Properly carry out analysis of laboratory specimens, including urinalysis, CBC, blood chemistry and common cytological and parasitological procedures.
- Use critical thinking to analyze and interpret clinical data to determine if a need exists for additional laboratory tests that will provide useful diagnostic information.

**ANSC 152 : Companion Animal Diseases**

An introduction to the common diseases and medical care of companion animals. Topics include identification, clinical signs and symptoms, and treatment of diseases affecting companion animals. This course is intended for students entering veterinary technology or other animal-related fields.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of "C" or better in all completed ANSC courses.

**Course Outcomes**

- Describe the common diseases of companion animals and identify the life stage at which the disease typically occurs.
- List the clinical signs and tests used in the diagnosis of common companion animal diseases.
- Explain the medical treatments for common companion animal diseases.
- Communicate the information that a client or owner would need in the event that a pet was diagnosed with a specific disease.

**ANSC 153 : Companion Animal Nursing and Nutrition**

An introduction to the husbandry and medical care of companion animals. Topics include: safe animal handling techniques, medical records and obtaining patient information, nursing tasks such as bandaging, administering medications, and sample collection. This class also discusses nutritional requirements of dogs and cats in all life stages and toxic substances. This course is intended for students entering veterinary technology, veterinary assisting, or other animal-related fields.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

Grade “C” or better in ANSC 142 and ANSC 142L.

**Course Outcomes**

- Discuss energy and nutrient requirements for various life stages of companion animals and list substances that, when ingested, result in toxicity.
- Describe how animal anatomy and physiology are integrated with animal behavior; compare normal, abnormal, and aggressive animal behavior; and discuss low-stress animal handling techniques.
- Outline nursing procedures such as basic patient care and grooming, bandaging, sample collection, and administering medications and treatments.
- Describe the safe and effective manner in which vaccines must be administered.

**ANSC 153L : Companion Animal Nursing Lab**

This course provides students with hands-on training in basic companion-animal exam and nursing skills. Topics include: animal restraint methods, medical charting and patient exam procedures, specimen collection, administration of medications, grooming and husbandry. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.

**Credits** 1

**Lab Hours** 3

**Prerequisites**

Grade “C” or better in ANSC 142 and ANSC 142L.

**Course Outcomes**

- Safely and effectively restrain companion animals
- Gather subjective and objective patient information efficiently
- Perform venipuncture and collect diagnostic samples of skin, blood, urine, and feces
- Perform basic grooming such as bathing, nail trims, and ear cleaning
- Apply emergency splints and bandages & administer medications by various routes (IV, IM, SQ, & PO)

**ANSC 190 : Veterinary Clinical Practices and Internship I**

Practical animal experience at veterinary clinics, zoos, research labs or other animal facilities. Topics covered may include restraint procedures, venipuncture, vital signs assessment, radiological techniques, veterinary business and front-office procedures, routine nursing care and animal husbandry. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. Students participating in ANSC 190 are required to show proof of current health insurance and obtain a professional liability policy through their internship supervisor.

**Credits** 3

**Internship Hours** 9

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of “C” or better in all completed ANSC courses.

**Course Outcomes**

- Perform required clinical competencies in assigned veterinary location(s).
- Demonstrate professionalism in attendance, attitude, and behavior.
- Discuss multiple aspects of veterinary medicine through case studies, guest lecturers, or other assignments.

### **ANSC 191 : Veterinary Office and Computer Skills**

Veterinary Office and Computer Skills covers the support skills needed in a veterinary office. Because veterinary office skills are critical in the success or failure of a practice, this course will emphasize the following: client communication, public relations, ethical and legal procedures, bookkeeping functions, scheduling, records management, and telephone skills. Students will be introduced to one or more industry-standard veterinary software programs as well as word processing and spreadsheet software.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Registration in or a grade “C” or better in ANSC 142 and ANSC 142L. Credit for or placement in ENG 100 and MATH 101. Confirmed attendance to Windward Community College veterinary technology information session.

#### **Course Outcomes**

- Contribute to a welcoming office environment that promotes accurate interactions with patients and clients.
- Work as a team member to deliver service in an ethical, compassionate manner, following the Veterinary Technician Code of Ethics developed by the National Association of Veterinary Technicians Association Ethics Committee.
- Perform introductory office administrative duties to insure up-to-date filing and retrieval of documents, data entry, billing and receipts, and inventory.
- Demonstrate knowledge of an industry-standard veterinary software program.
- Demonstrate introductory skills for a word processing and spreadsheet program.

### **ANSC 252 : Diagnostic Imaging for Veterinary Technicians**

This course covers the nature and use of x-ray technology in veterinary technology. Students are also given an overview of alternative imaging techniques (ultrasound, CT scans, and digital radiography), as well as an introduction to the radiography of large animals and exotics.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Admission in the Veterinary Technology Program and a grade of “C” or better in all completed ANSC courses.

#### **Corequisites**

Concurrent enrollment in ANSC 252L.

#### **Course Outcomes**

- Describe the uses and functioning of various types of medical imaging equipment.
- Implement and observe recommended radiation safety measures.
- Evaluate radiographic images for proper radiographic technique and patient positioning.
- Explain the clinical uses of alternative imaging technologies.

### **ANSC 252L : Diagnostic Imaging for Veterinary Technicians Lab**

This lab trains students to safely and effectively use x-ray technology to obtain diagnostic radiographs of the skeletal- and soft anatomy of companion animals.

**Credits** 1

**Lab Hours** 3

#### **Prerequisites**

Admission in the Veterinary Technology Program and a grade of “C” or better in all completed ANSC courses

#### **Corequisites**

Concurrent enrollment in ANSC 252.

#### **Course Outcomes**

- Utilize radiographic equipment to expose and develop radiographic films in order to create diagnostic radiographic images.
- Properly label and file radiographic films and complete radiographic logs and reports.
- Utilize radiographic contrast agents to produce diagnostic images of urinary and GI organs.
- Perform radiographic techniques utilized in screening for canine hip dysplasia.
- Demonstrate proper maintenance and troubleshooting of radiographic equipment.
- Position companion animals safely and humanely for radiographic studies.

### **ANSC 253 : Applied Pharmacology for Veterinary Technicians**

This course is designed to give students a practical knowledge of drugs used in veterinary medicine. Topics include drug classification, methods of action, calculations, administration, effects and side effects. Also includes a discussion of client education, drug safety, and federal regulations governing the purchase and storage of controlled drugs. Upon successful completion, students will be able to properly calculate, dispense, and administer medications, recognize adverse reactions, and maintain pharmaceutical inventory and administrative records. This course is intended for students entering veterinary technology, veterinary assisting, or other animal-related fields.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of “C” or better in all completed ANSC courses.

**Course Outcomes**

- Recognize groups of veterinary drugs, their mechanisms & actions, and clinically relevant side effects.
- Correctly interpret a veterinarian's pharmacy orders.
- Accurately calculate the correct dose and dispensing quantity of medications in various dosage forms.
- Understand the role of federal and state regulatory agencies with regards to drug approval, labeling, and prescribing as well as record-keeping and inventory management of controlled substances.
- Accurately communicate drug information and dosing instructions to clients in order to maximize safety, compliance with prescribed therapy and successful treatment of the patient.

### **ANSC 258 : Clinical Laboratory Techniques II**

A continuation of ANSC 151& 151L, this course provides students with additional instruction and hands-on experience with laboratory tests commonly used in veterinary practice. Topics include: 1) identification of internal parasites, 2) performance and evaluation of microbiologic and serologic tests, 3) collection & evaluation of cytological samples, 4) veterinary necropsy procedures. Included in this course is a review of the anatomy and physiology of major body systems and an overview of common diseases seen in veterinary practice. This course is intended for students entering veterinary assisting, veterinary technology or other animal-related fields.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of “C” or better in all completed ANSC courses

**Corequisites**

ANSC 258L

**Course Outcomes**

- Distinguish different types of bacteria and the methods used to identify common bacteria in veterinary medicine.
- Identify and describe the life cycle of select internal and external parasites of companion animals, livestock, & exotic species.
- Compare the different aspects of the immune system and discuss immunologic testing commonly performed in veterinary medicine. .

### **ANSC 258L : Clinical Laboratory Techniques II Lab**

A continuation of ANSC 151 and 151L, this course provides students with additional instruction and hands-on experience with laboratory tests commonly used in veterinary practice. Topics include: 1) identification of internal parasites 2) performance and evaluation of microbiologic and serologic tests, 3) collection & evaluation of cytological samples 4) veterinary necropsy procedures. Included in this course is a review of the anatomy and physiology of major body systems and an overview of common diseases seen in veterinary practice. This course is intended for students entering veterinary assisting, veterinary technology or other animal-related fields.

**Credits** 1

**Lab Hours** 3

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of “C” or better in all completed ANSC courses

**Co-Requisite Courses**

**ANSC 258**

**Course Outcomes**

- Properly package, handle and store specimens for laboratory analysis.
- Perform parasitological tests to identify select internal and external parasites of veterinary medicine.
- Collect, culture, and identify bacteria from animal tissues and perform sensitivity testing.
- Perform a postmortem examination of a non-preserved animal.

### **ANSC 261 : Anesthesiology and Dentistry for Veterinary Technicians**

This course will focus on dental anatomy, common dental diseases, and basic dental procedures. Topics will include proper charting, routine periodontal care, anesthesia, patient monitoring, analgesia, post-op concerns, and homecare for clients. Dental equipment and instruments will be reviewed in preparation for the concurrent lab (ANSC 261L).

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of “C” or better in all completed ANSC courses

**Corequisites**

Co-registration in ANSC 261L.

**Course Outcomes**

- Explain all aspects of anesthetic monitoring.
- Understand the proper operation of anesthetic delivery equipment and monitoring instruments.
- Understand and integrate all aspects of patient management for common dental procedures in companion animal species.
- Identify and provide appropriate instruments, supplies and environment to maintain asepsis during dental procedures.
- Understand the principles of routine dental care and be able to make recommendations to pet owners.
- Recognize the levels of periodontal disease and how it affects a patient’s overall health.
- Identify normal dental anatomy of common veterinary species.

### **ANSC 261L : Anesthesiology and Veterinary Dentistry for Veterinary Technicians Lab**

This course will focus on the clinical skills necessary for safe and effective anesthesia and dental prophylaxis of companion animal patients (dogs and cats). Skills such as intravenous catheter placement, endotracheal intubation, patient preparation and monitoring, and dental prophylaxis under general anesthesia will be stressed. The use and side effects of commonly used sedatives, analgesics and anesthetics will be covered. Postoperative procedures include patient monitoring and charting as well as client education for postoperative care.

**Credits** 2

**Lab Hours** 6

**Designation**

DY

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of “C” or better in all completed ANSC courses

**Corequisites**

Co-registration in ANSC 261.

**Course Outcomes**

- Safely and effectively manage patients during all phases of anesthetic procedures.
- Safely and effectively select, operate and maintain anesthetic delivery equipment and monitoring instruments.
- Safely and effectively operate and maintain dental equipment.
- Understand and integrate all aspects of patient management for common dental procedures in companion animal species.
- Identify and provide appropriate instruments, supplies and environment to maintain asepsis during dental procedures.

### **ANSC 262 : Clinical Procedures for Large Animals**

The student will learn techniques in large animal restraint, husbandry and clinical procedures and be provided some introduction to relevant large animal diseases. Biosecurity and public health will be discussed as they apply to large animal health care and husbandry. The course is appropriate for those entering animal husbandry, veterinary assisting, veterinary technology or animal science fields.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of “C” or better in all completed ANSC courses

**Corequisites**

ANSC 262L

**Course Outcomes**

- Describe common zoonotic diseases of large animals as they apply to animal health and public safety.
- Discuss biosecurity and isolation procedures necessary in livestock operations.
- Describe the signs and treatment for common diseases of large animals.
- Explain anesthetic, surgical, dental, and recovery procedures for large animals.

**ANSC 262L : Clinical Procedures for Large Animals Lab**

The student will learn techniques in large animal restraint, husbandry and clinical procedures and be provided some introduction to relevant large animal diseases. Biosecurity and public health will be discussed as they apply to large animal health care and husbandry. The course is appropriate for those entering animal husbandry, veterinary assisting, veterinary technology or animal science fields.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of "C" or better in all completed ANSC courses

**Co-Requisite Courses**

ANSC 262

**Course Outcomes**

- Safely and successfully restrain various species of livestock for medical examination and procedures.
- Medicate, bandage, groom, and feed large animals.
- Successfully perform diagnostic sampling and imaging tasks on large animals.

**ANSC 263 : Exotic and Laboratory Animal Procedures**

Introduction to the husbandry, care and use of exotics and laboratory animals. Includes discussion in common diseases, biosecurity, and public health as they apply to a wide variety of species, including those found in Hawaii and beyond. This course is intended for students entering lab animal medicine, veterinary technology, veterinary assisting or other animal-related fields.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of "C" or better in all completed ANSC courses.

**Course Outcomes**

- Comply with national and institutional regulations regarding the housing, care, and use of laboratory animals.
- Recognize of exotic and lab animal species and describe the signs and treatments for common diseases of lab animals.
- Describe common zoonotic diseases of exotics and lab animals as they apply to animal health and public safety.

**ANSC 263L : Exotic and Laboratory Animal Procedures Lab**

Laboratory to accompany ANSC 263. Provides student training in restraint and handling, health assessment, and nursing skills of exotic and laboratory animal species. This course is intended for students entering lab animal medicine, veterinary technology, veterinary assisting or other animal-related fields.

**Credits** 1

**Lab Hours** 3

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of "C" or better in all completed ANSC courses.

**Course Outcomes**

- Safely and humanely restrain common exotic and lab animals for procedures.
- Administer drugs and medications using appropriate sites and routes (IV, IM, SQ and Oral Dosing) to exotic and lab animal species.
- Humanely collect blood samples from exotics and lab animal species.
- Identify and describe the anatomy of the major body systems for exotic mammalian and avian species using skeletons and models.
- Explain anesthetic and recovery procedures in exotics and lab animal species.

**ANSC 266 : Veterinary Clinical Practices & Internship II**

A continuation of ANSC 190, this course provides veterinary technology students with additional practical experience in a clinical setting. Topics covered include: advanced sample collection & handling techniques, dentistry, administration of medications, anesthesiology & surgical assisting, and advanced nursing techniques. Emphasis is placed on integrating classroom learning with practical work experience.

**Credits** 3

**Internship Hours** 9

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of "C" or better in all completed ANSC courses.

**Course Outcomes**

- Perform required clinical competencies in assigned veterinary location(s).
- Demonstrate professionalism in attendance, attitude, and behavior.
- Discuss multiple aspects of veterinary medicine through case studies, guest lecturers, or other assignments.

**ANSC 271 : Anesthesiology and Surgical Nursing for Veterinary Technicians**

This course will focus on the clinical skills necessary for safe and effective anesthesia and surgery of companion animal patients (dogs and cats). Skills such as intravenous catheter placement, proper endotracheal intubation, patient and surgical site preparation, and patient monitoring under general anesthesia will be stressed. The use and side effects of commonly used sedatives, analgesics and anesthetics will be covered. Postoperative procedures include patient monitoring and charting as well as client education for postoperative care.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of "C" or better in all completed ANSC courses

**Corequisites**

Co-registration in ANSC 271L

**Course Outcomes**

- Understand the proper operation of anesthetic delivery equipment and monitoring instruments.
- Explain all aspects of anesthetic monitoring.
- Understand and integrate all aspects of patient management for common surgical procedures in companion animal species.
- Identify and provide appropriate instruments, supplies and environment to maintain asepsis during surgical procedures.
- Demonstrate understanding of routine surgical procedures including surgeries in these categories: ovariohysterectomy, cesarean section, orchiectomy, laparotomies, and orthopedic procedures.

**ANSC 271L : Anesthesiology and Surgical Nursing for Veterinary Technicians Lab**

This course will focus on the clinical skills necessary for safe and effective anesthesia and surgery of companion animal patients (dogs and cats). Skills such as intravenous catheter placement, proper endotracheal intubation, patient and surgical site preparation, and patient monitoring under general anesthesia will be stressed. The use and side effects of commonly used sedatives, analgesics and anesthetics will be covered. Postoperative procedures include patient monitoring and charting as well as client education for postoperative care.

**Credits** 2

**Lab Hours** 6

**Designation**

DY

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of "C" or better in all completed ANSC courses

**Corequisites**

Co-registration in ANSC 271.

**Course Outcomes**

- Safely and effectively manage patients during all phases of anesthetic procedures.
- Safely and effectively select, operate, and maintain anesthetic delivery equipment and monitoring instruments.
- Understand and integrate all aspects of patient management for common surgical procedures in companion animal species.
- Identify and provide appropriate instruments, supplies, and environment to maintain asepsis during surgical procedures.
- Maintain a controlled substances logbook in accordance with local and federal laws

**ANSC 290 : Veterinary Technician Exam Review**

This course prepares students for the Veterinary Technician National Exam (VTNE). Topics include test-taking strategies, formation of a study plan, and a review of topics from previous veterinary technology courses. Students enrolled in this course will develop essential test-taking skills by completing practice exams covering all major topics of the Windward Community College veterinary technology curriculum.

**Credits** 1

**Lecture Hours** 1

**Prerequisites**

Admission in the Veterinary Technology Program and a grade of "C" or better in all completed ANSC courses.

**Course Outcomes**

- Develop an appropriate study plan and essential test-taking skills to prepare for the VTNE.
- Identify areas of competence as well as topics which require further study.

# Anthropology

## **ANTH 151 : Emerging Humanity**

This course is an introduction to human biological evolution and the archaeology of culture in the world prior to AD 1500.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGA

### **Course Outcomes**

- Explain how archaeologists gather and use evidence about the past to describe human evolution, cultural change, and environmental relationships.
- Describe human evolution, applying the theory of natural selection to explain major morphological transitions of the lineage.
- Discuss the prehistoric and historic relationship(s) among human biology, culture, and environment and compare them to modern environmental challenges.

## **ANTH 152 : Culture and Humanity**

Introduction to cultural anthropology. This course explores how humans create, understand, order and modify their natural, social, supernatural and physical environments, and make meaning and order.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGB

### **Course Outcomes**

- Identify how cultural perspectives and social norms are socially and historically constructed.
- Apply anthropological perspectives to critically analyze current social issues.
- Describe anthropological research methodologies and collect and analyze ethnographic data.
- Apply anthropological perspectives and research methods to careers and research outside of the discipline.

## **ANTH 175 : Polynesian Surf Culture**

Provides students with an understanding of surf culture in the Pacific Basin. Environmental and cultural factors are assessed in relation to surfing's development in Polynesia, integration into Hawaiian culture, decline due to Western influence, and revitalization as a modern recreational activity. The modern surfing industry is also assessed through a cultural perspective that analyzes business practices utilized by surfing organizations today.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

### **Recommended Preparation**

Concurrent enrollment in ANTH 175L

### **Course Outcomes**

- Discuss environmental and cultural factors affecting the development of surfing in Polynesia.
- Discuss how surfing has evolved due to western influence and modern popular culture.
- Discuss modern social and legal issues relating to surfing.

## **ANTH 175L : Surf Culture Field Lab**

Complements the lecture materials presented in the ANTH 175. Provides students with an understanding of surf culture in the Pacific Basin using O'ahu as a model for understanding ancient and modern surfing culture in Hawai'i. Field activities include surfing demonstrations and instruction, opportunities to speak with local cultural informants, and fieldtrips to various museums to learn about Hawai'i's surfing heritage. A coastal tour of O'ahu will be made to study the history of several major surf breaks.

**Credits** 1

**Lab Hours** 3

**Designation**

DS

### **Prerequisite Courses**

**ANTH 175**

### **Prerequisites**

Credit for or registration in ANTH 175.

### **Course Outcomes**

- Discuss environmental and cultural factors affecting the development of surfing in Polynesia.
- Discuss principles of anthropology as they apply to the creation and shaping of surfing culture.
- Discuss modern social and legal issues relating to surfing.

### **ANTH 210 : Archaeology**

This course is an introduction to prehistoric archaeology providing a overview of methods and techniques of excavation and laboratory analysis and a brief survey of theory in relation to change and diversity in prehistoric human groups.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

#### **Course Outcomes**

- Categorize and evaluate the cultural and environmental processes which shape the archaeological record.
- Demonstrate and compare the major methods used by archaeologists in the field and in the laboratory to discover, excavate, date and interpret human cultural materials. Be able to evaluate the validity and usefulness of the various methods with relationship to actual sites.
- Examine the major explanatory concepts and theories in archaeology, and analyze how they are used to develop an understanding of development, change and diversity in prehistoric human groups.
- Analyze examples from specific areas with an emphasis on Hawai'i to explore how archaeology has been used/misused to develop scientific and popular views of prehistory.
- Examine and evaluate major issues in Hawai'i in modern archaeology, especially as they Cultural Resource Management.
- Discuss the ethical, legal and social implication of archaeological work especially in relation to NAGPRA and how these issues relate to current debates in Hawai'i.

## **Aquaculture**

### **AQUA 106 : Small Scale Aquaculture**

Survey of possibilities of small scale aquaculture. Application of basic biological and ecological concepts and theories to the selection, planning and design of small scale aquaculture systems.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

#### **Recommended Preparation**

Registration in AQUA 106L.

#### **Course Outcomes**

- Describe past and present aquaculture technologies.
- Plan and design a small scale aquaculture system.
- Select appropriate small scale aquaculture organisms.
- Determine the optimal conditions for cultivating small scale aquaculture organisms.
- Develop a small-scale aquaculture husbandry and management plan.
- Evaluate the economic feasibility of developing a small-scale aquaculture system.

### **AQUA 106L : Small Scale Aquaculture Laboratory**

Companion laboratory to AQUA 106, Small Scale Aquaculture. Practical, hands-on experiences in small scale aquaculture. Laboratory/field trip class.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

#### **Prerequisites**

Credit for or registration in AQUA 106.

#### **Course Outcomes**

- Construct and operate different kinds of small-scale aquaculture systems.
- Identify and classify common species of aquaculture organisms.
- Identify anatomical (internal and external) features of aquaculture organisms.
- Operate a small-scale aquaculture system to successful harvest of target species.
- Monitor culture conditions (physical, chemical and biological) in small-scale aquaculture systems.
- Demonstrate techniques for the cultivation of live food cultivation.
- Demonstrate techniques for the reproduction of aquaculture species.

### **AQUA 110 : Introduction to Algae Cultivation**

An introduction to algal biology and sustainable cultivation for both limu (macroalgae) and microalgae. Students are introduced to water and nutrient cycling, water testing methods, algae anatomy and chemical structure as they relate to potential products from algae. Student will engage in a deep dive into photosystems and photosynthesis is also provided. In addition, a practical focus on water pumping and filtration systems, carpentry and plumbing will be taught.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

#### **Course Outcomes**

- Identify and describe the major algae groups used in sustainable commercial applications.
- Apply cell biology and chemistry to algae cultivation.
- Describe basic operations of algae cultivation facilities.
- Indicate how to create and maintain a safe working environment.

### **AQUA 110L : Introduction to Algae Cultivation Lab**

An introduction to algal biology and sustainable cultivation. Students are introduced to media preparation, sterile technique, culture inoculation, and microscopy through hands on instruction/experiential learning activities. Students scale-up from isolated strains to 10-liter photobioreactors. Standard monitoring equipment is also introduced for the analysis of water and media chemistry, monitoring algal growth rates, and troubleshooting. Data collection, record keeping, and safety are emphasized throughout the course. If possible, students will be exposed to algae cultivation facilities in operation.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

#### **Prerequisite Courses**

**AQUA 110**

#### **Prerequisites**

Grade of C or better or registration in AQUA 110.

#### **Course Outcomes**

- Demonstrate the proficiency in microscopy
- Isolate an algae colony from a mixed population
- Prepare media and cultivate algae up to 10 L
- Use analytical instrumentation to monitor an algae/limu culture
- Operate basic lab equipment used in algae production facilities and lab safety

### **AQUA 201 : The Hawai'i Fishpond**

An introduction into the history, development, biology and ecology, management, restoration, and future of Hawaiian fishponds. This course will study traditional Hawaiian fishponds, merging traditional knowledge with the principles of modern Western science.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

#### **Recommended Preparation**

Registration in AQUA 201L.

#### **Course Outcomes**

- Explain the process and philosophical basis of scientific inquiry.
- Distinguish between the types of traditional Hawaiian fishponds, the history of their construction and use throughout the Hawaiian Islands, how and where they were constructed, their operation and management, their characteristics, and their biota.
- Describe the oceanography, biology and ecology of Hawaiian fishponds.
- Describe the basic principles of aquaculture, including pond dynamics, feeding regimes, cultivated species propagation and growth, disease management, production, harvesting and maintenance.
- Discuss the status of Hawaiian fishponds in modern times, including their restoration and their future.

### **AQUA 201L : The Hawai'i Fishpond Lab**

An introduction into the history, development, biology and ecology, management, restoration, and future of Hawaiian fishponds. This course will study traditional Hawaiian fishponds, merging traditional knowledge with the principles of modern Western science.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in AQUA 201 or consent of instructor.

**Course Outcomes**

- Use the scientific method of inquiry to study a Hawaiian fishpond.
- Apply the concepts learned in AQUA 201 to an experimental and hands-on observational setting.
- Use analytical tools and instruments to study the oceanography, biology and ecology of Hawaiian fishponds.
- Collect, reduce, and interpret data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Identify and classify common fishpond species.
- Design a Hawaiian fishpond.
- Manage all aspects of a Hawaiian fishpond.

## **Art**

### **ART 101 : Introduction to the Visual Arts**

Art101 is an introductory course that focuses on the question "What is the nature of visual art?" and the forms and conditions under which art is expressed. Projects will be required. Independent field trips to art galleries may be required.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Course Outcomes**

- Identify how an appreciation of the visual arts' influences the quality of life.
- Analyze how the elements of form and principles of design work together with the creative process to produce a work of art.
- Describe individual art disciplines, media and specific methods of making art.
- Define major historical and contemporary movements in art and discuss how art reflects its time and culture.
- Execute studio art projects in order to experience visual concepts, art disciplines and media in each of the following:
  - Maintain a comprehensive sketchbook demonstrating understanding of the elements of art.
  - Create at least one basic 2D and 3D studio art project, utilizing media specific to the successful outcome of each project.
  - Execute one project based upon art history or museum observation.

### **ART 104D : Introduction to Printmaking/Screen Printing**

Studio experience mainly for non-majors. An introduction to printmaking providing experience in the development of skills used in designing for screen printing on paper. Includes skill in photo screening. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Course Outcomes**

- Demonstrate a knowledge and understanding of the elements of art, principles of design, and the creative process.
- Select and use screen printing materials.
- Complete the creative problem-solving process, from planning and discovery to implementation and evaluation.
- Examine the process of integrating content and meaning with visual form in the screen printing process.

### **ART 105B : Introduction to Ceramics–handbuilding**

Studio experience mainly for no majors. An introduction to clay as an art medium. Emphasis on basic handbuilding techniques, three-dimensional concepts in clay, glazing, decorating and firing kilns. NOTE: Art Majors: ART 105B and ART 105C must both be taken to receive equivalency at UH Mānoa as an art elective. Liberal Arts Students: ART 105B or ART 105C will transfer to fulfill the Humanities DA core requirements.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

#### **Course Outcomes**

- Demonstrate through finished ceramic objects a basic understanding of the hand building techniques.
- Comprehend and sensitively apply the visual elements of line, shape, color, texture, volume and mass and the design principles of balance, rhythm, dominance, contrast, variation and unity to the execution of ceramic objects.
- Demonstrate a basic understanding of color and color theory as it related to the use of glazes.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Demonstrate a basic understanding of drawing as a means of notation, conceptualization and visual organization.
- Demonstrate an awareness of historic and contemporary examples of ceramics.
- Begin to use the ceramic process to express personal imagery.
- Demonstrate an ability to articulate the concepts and intent of a finished ceramic piece.

### **ART 105C : Introduction to Ceramics–wheelthrowing**

Studio experience mainly for non-majors. Introduction to the potter's wheel. Emphasis on techniques of forming basic wheelthrown shapes on the electric or kick wheel. Emphasis also on decorating, glazing, and firing of ceramic pieces. NOTE: Art Majors: ART 105B and ART 105C must both be taken to receive equivalency at UH Mānoa as an art elective. Liberal Arts Students: ART 105B or ART 105C will transfer to fulfill the Humanities DA core requirements.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

#### **Course Outcomes**

- Demonstrate through finished ceramic objects a basic understanding of wheel throwing techniques.
- Comprehend and sensitively apply the visual elements of line, shape, color, texture, volume and mass and the design principles of balance, rhythm, dominance, contrast variation and unity to the execution of ceramic objects.
- Demonstrate a basic understanding of color and color theory as it relates to the use of glazes.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Demonstrate a basic understanding of drawing as a means of notation, conceptualization and visual organization.
- Demonstrate an awareness of historic and contemporary examples of ceramics.
- Begin to use the ceramic process to express personal imagery.
- Demonstrate an ability to articulate the concepts and intent of a finished ceramic piece.

### **ART 107 : Introduction to Photography**

Studio experience mainly for non-majors. An introduction to black and white photography emphasizing a variety of picture-making techniques. Student must have film camera with adjustable shutter speeds and aperture settings.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

#### **Course Outcomes**

- Perform and apply basic photographic techniques such as single lens reflex camera operation, black and white film processing and darkroom print enlargement.
- Apply the fundamental visual, design and camera optical principles.
- Discuss the traditions and history of photography.
- Experiment with the creative problem-solving process: from planning and discovery to implementation and evaluation.
- Develop strong communication skills to effectively critique and analyze photographic imagery.

**ART 107D : Intro to Digital Photography**

ART 107D is an introduction to digital photography using digital cameras and basic image editing software that emphasizes a variety of picture-making techniques, including the technical and aesthetic considerations needed for artistic expression and entry into photographic professions or the digital media workplace. Examines the broad functions of digital photography within contemporary society and cultivates understanding in the language of image making, equally relevant for both makers and consumers. Student must have access to a digital camera with manual control over shutter speeds and aperture settings. Studio experience for Art majors and non-majors.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Course Outcomes**

- Operate a digital camera in manual mode to understand how to create a properly exposed, properly focused, “intended” image.
- Discuss how photographic traditions and history inform our present-day approach to digital photography as a means of visual communication.
- Use industry-standard photo editing software for the editing and output of images.
- Present photographs that use aesthetic principles and means to express your feelings and/or ideas based on project concepts and prompts.

**ART 108 : Elementary Studio: Drawing and Painting**

Art 108 is a studio course, which includes drawing and an introduction to acrylic painting techniques, with an emphasis on acrylic painting. Course content will also emphasize composition and color theory. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Course Outcomes**

- Comprehend and use basic drawing techniques to create finished drawings.
- Use appropriate acrylic painting and color techniques to make finished paintings.
- Evaluate the creative problem-solving process to complete a final composition.
- Evaluate and critique works of art by using art terminology.
- Distinguish seeing from looking.
- Create a personal drawing and painting style through art practice and theory.

**ART 111 : Introduction to Watercolor Painting**

Art 111 is an introduction to watercolor painting materials and techniques. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 101 and ART 113.

**Course Outcomes**

- Complete assignments that reflect the use of watercolor techniques and design principles in watercolor composition.
- Use and care properly for watercolor painting tools.
- Discuss watercolor painting concepts and techniques.
- Critique work based on watercolor concepts and techniques.

**ART 112 : Introduction to Digital Art**

ART 112 is a studio introduction to digital technology and its applications to the production of visual art. Emphasis will also be placed on developing an aesthetic criteria for evaluation.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 115, ICS 100.

**Course Outcomes**

- Create original digital graphic artwork using appropriate design principles, elements of art, vocabulary, digital graphic software, and digital graphical technological processes.
- Apply problem-solving techniques to develop art projects according to specifications, and critique and defend own artwork.
- Use the vocabulary and technological processes of digital graphics.
- Demonstrate basic animation principles and skills.

**ART 113 : Introduction to Drawing**

Art113 is an introduction to the materials and techniques of drawing, focusing online drawing, rendering, and the use of perspective. This course will include the study of the drawings of old and modern masters. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 101.

**Course Outcomes**

- Complete assignments that reflect the use of basic visual elements to create an illusion of space and form.
- Use linear perspective.
- Demonstrate through drawings, skill in hand-eye coordination.
- Use skillfully a variety of drawing materials and techniques.
- Identify drawing materials and techniques used by the old and modern masters.

**ART 114 : Introduction to Color**

Art 114 is an introductory course focusing on color theory and the application of color as related to studio art practice.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 101.

**Course Outcomes**

- Formulate a personal and expressive sense of color.
- Recognize and comprehend color interaction, color phenomena, color theories and vocabulary specific to color study.
- Master skills in paint mixing, color matching and application as well as other art processes, to creatively solve color problems.
- Utilize the multiple dimensions of color: hue, value, intensity and temperature in specific color projects.
- Recognize and properly use the three types of color applications: opacity, transparency and optical mixing.

**ART 115 : Introduction to 2D Design**

Art 115 is an introductory course, which focuses on the basic design concepts, elements and principles of art. This course emphasizes projects in basic two-dimensional design.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 101.

**Course Outcomes**

- Become familiar with and successfully use the principles of design to develop individual creative designs and dynamic compositions.
- Use a variety of strategies to create and evaluate the creative problem-solving process through intuitive processes, revisions and risk-taking, to arrive at a final composition.
- Demonstrate proper use of diverse media and materials to produce a work of art.
- Evaluate and critique works of art and presentation by using art terminology.
- Identify historic references within the theory and practice of design.
- Organize a portfolio of works that demonstrate aesthetic understanding of the principles of design, elements of form, and appropriate presentation of art.

### **ART 116 : Introduction to Three-Dimensional Composition**

Focuses on building three-dimensional structures and basic sculptural forms using various approaches and materials, as well as the designing of creative environments. The student's awareness of the natural order and the aesthetic aspect of design is broadened and the student learns the use of texture, volume, color, temperature, proportion, space, time and movement in a three-dimensional form.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

#### **Course Outcomes**

- Demonstrate an understanding of the following sculpting processes: assemblage, carving, mold making, metal construction and casting.
- Utilize creative problem solving.
- Demonstrate and sensitively apply the visual elements of line, texture, color, volume and mass and the design principles of balance, directional force, rhythm, dominance, contrast, variation, and proportion.
- Demonstrate a basic understanding of drawing as a means of notation, conceptualization and visual organization.
- Demonstrate an awareness of historic and contemporary examples of sculpture.
- Begin to use the sculpting process to express personal imagery.

### **ART 123 : Introduction to Oil Painting**

Art 123 is an introduction to the materials and techniques of oil painting. Classical painting techniques will be emphasized. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

#### **Recommended Preparation**

ART 101, 113 and 114.

#### **Course Outcomes**

- Execute paintings using traditional painting techniques.
- Complete the technical process from preparation of the ground (canvas) to the completion of a painting.
- Execute underpainting, grisaille and limited palette painting techniques.
- Apply the visual elements of line, shape, light and shadow, color, texture and space as well as the design principles of balance, rhythm, focal points, implied movement and unity to a painting.
- Discuss oil painting concepts and techniques.
- Critique work based on oil painting concepts and techniques.

### **ART 126 : 3D Computer Graphics I**

This course explores introductory level conceptual and technical topics in 3D computer graphics. Autodesk Maya and related applications will be utilized to develop projects which integrate 3D modeling, UV layout, texture mapping, lighting, and rendering. (Cross-listed as CM 126)

**Credits** 3

**Studio Hours** 6

**Designation**

DA

#### **Recommended Preparation**

Algebra, Geometry

#### **Prerequisites**

A grade of C or better in ART 112 or consent of instructor.

#### **Course Outcomes**

- Develop 3D models and related art assets using introductory level technical skills, procedures, and production methodologies.
- Employ the vocabulary of 3D computer graphics to define creative objectives and evaluate outcomes.
- Apply knowledge of contemporary industry responses to 3D computer graphics in the development of 3D models and related art assets.
- Apply knowledge of the theory, history and principles of design and animation in the creation of new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.

**ART 175 : Survey of Global Art**

Art produced in Asia, Africa, Native America, Europe, and the Pacific Islands, from prehistory to the 15th century. Religious and philosophical ideas expressed in architecture, painting, prints, sculpture, applied art, body art, and textiles.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGA

**Course Outcomes**

- Distinguish how art expresses world views and reflects societies' organization and interaction with other cultures.
- Analyze art through religious, political, and economic factors that have shaped culture in different parts of the globe at different times.
- Analyze a work of art through the recognition of elements of style.

**ART 176 : Survey of Global Art II**

Art produced in Asia, Africa, Native America, Europe, and the Pacific Islands, from the 15th century to the present. Religious and philosophical ideas expressed in architecture, painting, prints, sculpture, applied art, body art, and textiles.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGB

**Course Outcomes**

- Distinguish how art expresses worldviews and reflects societies' organization and interaction with other cultures
- Analyze art through religious, political, and economic factors that have shaped culture in different parts of the globe at different times.
- Analyze a work of art through the recognition of elements of style.

**ART 187 : The Living Landscape: Developing a Sense of Place Through Art**

This course encourages the artist to seek a deeper understanding and relationship with the Hawaiian landscape and environment through their art. Students will reconsider the landscape of Hawai'i through the lens of history and mo'olelo (stories), celebrate the wonder of our natural and cultural environment, and engage with contemporary environmental, social, and economic challenges we face, as well as the developing solutions and stewardship we see here in our 'paradise'. Artistic emphasis will be on issues of concept/narrative development, composition, and representation, particular to the landscape tradition. This open-media painting course is a follow-on to all of our introductory painting courses, allowing artists to work in oils, acrylics, watercolors, or pastels. Artists should have basic experience and know-how in their medium of choice.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

C or better in an introductory-level class in related art media

**Course Outcomes**

- Depict particular features/places in the Hawaiian landscape that hold natural, cultural, and/or personal significance in a way that reflects an awareness of traditional Hawaiian knowledge, beliefs, values, or practices in a respectful manner.
- Develop a personal artistic process and approach to the landscape through experimentation.
- Create or complete artworks in the studio using a variety of reference materials from in-the-field activity (intentional observation, painted studies and sketching, photographs, presentation/lecture notes, etc.) and personal research.

**ART 202 : Introduction to Digital Imaging**

Combined theory and practice examining major techniques, concepts, and aesthetics in contemporary digital image production. Direct studio experience in essential software, printing techniques and hardware necessary in producing the gallery quality inkjet print.

**Credits** 3

**Designation**

DA

**Prerequisites**

Grade of "C" or better in Art 107 and Art 113, or consent from instructor.

**Course Outcomes**

- Produce informed images utilizing knowledge and understanding of the history of photography.
- Produce gallery quality archival pigment prints in versions and editions.
- Demonstrate competency in both raster and vector based imaging software.

**ART 207 : Intermediate Photography: Black and White**

Basic techniques and aesthetics of black and white photography; the camera as a tool for communication and self expression. Student must have a film camera with adjustable shutter speeds and aperture settings. Up to 6 credits applicable toward A.A. degree.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Prerequisite Courses**

ART 107

**Prerequisites**

Credit for ART 107 or consent of instructor.

**Course Outcomes**

- Perform and apply intermediate photographic techniques with camera operations; black and white film processing; darkroom print enlargement and manipulation; and systems of exposure and development for film.
- Show proficiency in skills and concepts relative to the practice of photography as a means of visual communication and self-expression.
- Be able to discuss the traditions and history of photography.
- Demonstrate intermediate level proficiency in the creative problem-solving process; personal insight; craftsmanship; and technical, aesthetic and critical concepts.
- Demonstrate strong communication skills by effectively critiquing and analyzing photographic imagery.

**ART 213 : Intermediate Drawing**

Art 213 is a continuation and development of drawing ideas and skills introduced in Art 113. A variety of materials, techniques and concepts are explored, particularly pertaining to drawing concepts unique to the 20th century. Portraiture will also be introduced. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 101 and ART 113.

**Course Outcomes**

- Exhibit a continued development of the skills and craft of drawing, as introduced in ART 113.
- Use perspective traditionally as well as in imaginative and creative ways.
- Draw portraits from life.
- Execute drawing concepts unique to the 20th century.
- Use drawing skills necessary to visually express creative ideas.

**ART 214 : Introduction to Life Drawing**

Art 214 is an introductory figure drawing course. Anatomical construction, light, space, diagrammatic analysis, and thematic content will be studied through the drawing process. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 101 and 213.

**Prerequisites**

Credit for ART 113 or consent of instructor.

**Course Outcomes**

- Draw the human figure accurately and expressively.
- Investigate through drawing, the interaction of structure, anatomy, design and expression, as it relates to the figure.
- Demonstrate an understanding of the relationship between the internal structure of the figure and its effects on topography.
- Discuss figure drawing concepts and techniques.
- Critique work based on figure drawing concepts and techniques.

**ART 223 : Intermediate Painting**

Survey of late 19th and early 20th century studio practice. Completion of paintings which concentrate on historical styles as well as on a more personal direction. May be repeated for up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Prerequisites**

Credit for ART 123 or consent of instructor.

**Course Outcomes**

- Create paintings that exhibit a working knowledge of recent developments in the pictorial structure of paintings.
- Understand and use the dynamic organization of pattern, two and three dimensional space and rhythmic demands of the “flat” picture plane.
- Confidently paint shape, edges, color relationships and space with increased sensitivity.
- Develop original and personal concepts and techniques.
- Demonstrate an understanding of the technical aspect of the painting process.
- Develop the language skills used in the critical evaluation of paintings.

**ART 224 : Painting from Life**

Art 224 is a survey of the figurative tradition of painting, using the model as the primary subject matter. This course is an intensive studio experience of painting from the model. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Prerequisites**

Credit for ART 123 and 214, or consent of instructor.

**Course Outcomes**

- Create paintings that exhibit a working knowledge of the figurative tradition of painting from the Renaissance to the present.
- Paint the human figure accurately and expressively.
- Sensitively apply the visual elements of line, shape, light and shadow, color, texture and space, and the design principles of balance, rhythm, focal points, implied movement and unity to figure painting projects.
- Execute the painting process from canvas preparation to the completion of a painting.
- Create limited palettes, and explore color harmony and balance within a painting.
- Use art terminology to evaluate paintings.

**ART 243 : Intermediate Ceramics–handbuilding**

Development of handbuilding techniques, sculptural and vessel concepts, and surface treatment and glazing. May be repeated up to 6 credits. NOTE: Art Majors: ART 243 and 244 must both be taken to receive equivalency at UH Mānoa as ART 242, Introduction to Ceramics.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 101, 116.

**Prerequisites**

Credit for ART 105B or consent of instructor.

**Course Outcomes**

- Demonstrate an understanding of the three basic hand- building techniques and the potential of each as structural and decorative elements.
- Demonstrate an understanding of two different clay bodies and their potential as structural and decorative elements.
- Demonstrate an awareness of the varieties of materials and techniques of the glazing and firing processes.
- Demonstrate innovative and inventive problem-solving through creative decision-making and insightful articulation of finished ceramic vessels and sculptural forms.
- Demonstrate an ability to generate creative ideas through three-dimensional visualization techniques.
- Demonstrate an understanding of color and color theory as it relates to three-dimensional form in the use of glazes and oxides.
- Demonstrate an understanding of historic and contemporary examples of hand built ceramics.
- Demonstrate an understanding of drawing as a tool for conceptualization and documentation of personal imagery and technical investigation of the ceramic process.
- Demonstrate an appreciation for and awareness of ceramic objects.
- Demonstrate an awareness of the visual elements and the design principles while creating ceramic vessels and sculptural forms.
- Demonstrate an ability to articulate the concepts and intent of a completed piece.

**ART 244 : Intermediate Ceramics–wheelthrowing**

Development of wheelthrowing techniques, vessel and structural concepts, and surface treatment and glazing. May be repeated up to 6 credits. NOTE: Art Majors: ART 243 and 244 must both be taken to receive equivalency at UH Mānoa as ART 242, Introduction to Ceramics.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 101, 105B, 116.

**Prerequisites**

Credit for ART 105C, or consent of instructor.

**Course Outcomes**

- Demonstrate through completed projects, a basic proficiency in wheel throwing techniques.
- Demonstrate an understanding of color and color theory through the use of various decorated techniques: slips, oxides, engobes, stains, and glazes.
- Demonstrate an understanding of clay bodies, oxidation and reduction firing, and of the basic chemical compositions of glazes.
- Demonstrate an awareness of the visual elements and the design principles while creating ceramic vessels and sculptural forms.
- Demonstrate innovative and inventive problem solving, through creative decision-making and insightful articulation of finished ceramics vessels and sculptural forms.
- Demonstrate an ability to generate creative ideas through three-dimensional visualization techniques.
- Demonstrate an understanding of drawing as a tool for conceptualization and documentation of personal imagery and technical investigation of the ceramic process.
- Demonstrate an understanding of historic and contemporary examples of wheel made ceramics.
- Demonstrate an ability to articulate the concepts and intent of a finished ceramic object.

**ART 251 : Mold Making for Ceramics and Sculpture**

ART 251 is an introduction to mold making techniques and their application in the creation of functional ceramics and sculptural objects. Emphasis on the fabrication of various types of plaster molds from original and “found” objects, pressing and casting forms from molds in clay and other non-metal media, and various finishing techniques including glazing and firing. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

ART 101, ART 105B, 105C, or ART 116

**Course Outcomes**

- Select, fabricate, and employ various mold types in the making of functional ceramics and sculptural objects.
- Design and produce original objects in clay and other materials to be used as mold patterns.
- Produce finished functional and artistic objects that explore the possibilities of mold made forms.

**ART 253 : Sculpture–figure Modeling**

Modeling the human figure in clay, with emphasis on the basic skeletal structure and muscles in relation to surface modulation, proportion, volume and gesture. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Course Outcomes**

- Demonstrate through finished sculpture, an understanding of figure and portrait modeling, mold-making, fabrication, and the casting process and materials.
- Demonstrate an understanding of drawing as a tool for conceptualization and documentation of personal imagery.
- Demonstrate an awareness of historic and contemporary examples of sculpture.
- Perceive and sculpt volume and mass with increased sensitivity and personal confidence.
- Trust one’s own decisions, insights, and perceptions during the creative problem-solving process.
- Demonstrate an ability to articulate the concepts and intent of a finished sculpture.

### **ART 260 : Gallery Design and Management**

Design theory and techniques for presentation of art work and mounting an exhibition. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

#### **Course Outcomes**

- Plan and install an art display using the appropriate skills and techniques of gallery design and management.
- Evaluate spatial relationships, design principles and color theory as related to gallery displays and discover the role intuition plays in the arts and gallery design.
- Critique and evaluate works of art and presentation by using art terminology.
- Prepare publicity related to gallery practice to include press releases and gallery invitations.
- Generate a portfolio documenting art exhibitions in our local community.

### **ART 296 : Special Topics In Art**

Students will investigate important topics in art, such as specific artists, genres, historical or cultural styles, or materials and related processes through research, discussion, and extensive studio activity. Specific course information will be made available in the schedule of classes. May be repeated up to 9 credits with different topics. Recommended Preparation: successful completion of introductory-level class in related art media, i.e. "C or better".

**Credits** 3

**Studio Hours** 6

#### **Recommended Preparation**

Successful completion of introductory-level class in related art media, i.e. "C or better".

#### **Course Outcomes**

- Identify the important concepts and technical aspects particular to the selected course topic.
- Analyze and interpret the nature and significance of the selected course topic.
- Create artwork that reflects personal exploration of the selected course topic.

### **ART 296 : Special Topics In Art**

Students will investigate important topics in art, such as specific artists, genres, historical or cultural styles, or materials and related processes through research, discussion, and extensive studio activity. Specific course information will be made available in the schedule of classes. May be repeated up to 9 credits with different topics. Recommended Preparation: successful completion of introductory-level class in related art media, i.e. "C or better".

**Credits** 3

**Studio Hours** 6

#### **Recommended Preparation**

Successful completion of introductory-level class in related art media, i.e. "C or better".

#### **Course Outcomes**

- Identify the important concepts and technical aspects particular to the selected course topic.
- Analyze and interpret the nature and significance of the selected course topic.
- Create artwork that reflects personal exploration of the selected course topic.

# Astronomy

## **ASTR 110 : Survey of Astronomy**

Introduction to the astronomical universe for non-science students.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

### **Course Outcomes**

- Outline the development of astronomy from ancient times to present and explain the role of the scientific method in this historic context.
- Describe and explain the apparent motions of the celestial bodies, especially as related to naked-eye observations.
- Identify the appropriate instruments used by astronomers to understand the universe.
- Outline the origins of our solar system and appraise the leading cosmological theories of the origin of the universe.
- Describe the physical and chemical properties of the objects in our solar system and apply the concept of comparative planetology.
- Describe the physical and chemical nature of stars, and especially our sun, and apply the astronomical techniques used to measure stellar properties.
- Outline the evolutionary stages in a star's life and compare and contrast the structure of our Milky Way and other galaxies.
- Apply astronomical concepts to the search for extraterrestrial life.

## **ASTR 110L : Survey of Astronomy Lab**

Demonstration of astronomical principles through laboratory observations and analysis of astronomical data. Not required for ASTR 110.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

### **Prerequisites**

Credit for or registration in ASTR 110 or consent of instructor.

### **Course Outcomes**

- Apply the scientific method to a selected group of topics in astronomy.
- Collect, report and analyze data obtained in a laboratory and/ or observatory setting in a manner exhibiting organization, proper documentation and critical thinking.
- Demonstrate a basic understanding of the use of standard astronomical instruments.
- Perform image analysis, especially as related to astronomical photographic data.
- Identify environmental factors, which affect the outcome of an experiment or observation and apply basic error analyses techniques.
- Demonstrate a working knowledge of computer on-line and Internet astronomical programs.

## **ASTR 130 : Introduction to Archaeoastronomy**

Introduction to the interdisciplinary study of cultures and astronomy for non-science majors. Topics include naked-eye astronomy, myths and rituals, calendar systems, architectural alignments and navigation.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

### **Recommended Preparation**

ASTR 110.

### **Course Outcomes**

- Describe and explain the observable daily motions of celestial bodies.
- Identify the phases of the moon and explain what causes them.
- List some cultural associations of the planets.
- Identify and use measurement tools for determining astronomical alignments.
- Illustrate how astronomical knowledge can be used in navigation.
- Compare and contrast how different cultures used astronomical knowledge.
- Assess the strengths and weaknesses of an interpretation of evidence from an archaeoastronomy site.
- Explain how culture and science are interrelated.

**ASTR 170 : Introduction to Rocketry**

This is a general introductory course to rocket science. Principles of propulsion, aerodynamics, and safety protocols for design and ground operations are stressed.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Recommended Preparation**

Math 82

**Course Outcomes**

- Demonstrate a solid understanding of propulsive methods, especially as pertains to space.
- Solve applicable problems of space craft kinematics, dynamics, and energy considerations.
- Apply the laws of planetary motion and celestial mechanics.
- Outline the historical development of manned and unmanned space flight.
- Identify and describe the appropriate instruments, detectors and space probes used by astronomers and space scientists to explore the solar system, especially in the area of remote sensing.
- Discuss the future of space colonization and exploitation.

**ASTR 180 : Planetary Astronomy**

A survey of modern solar system astronomy with emphasis on the underlying physical principles. Topics discussed include the celestial sphere and aspects of the night sky, the structure and evolution of the Sun's planetary system, comparative planetology, and theories of the formation of planetary systems. Intended for science majors and prospective science teachers.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Recommended Preparation**

The student should have a good operational familiarity with high school algebra.

**Course Outcomes**

- Outline the development of planetary astronomy from ancient times to present and explain the role of the scientific method in this historic context.
- Describe the major geological and atmospheric features of the objects in our Solar System.
- Describe the physical and chemical properties of the objects in our solar system and apply the concept of comparative planetology.
- Outline the origins of our Solar System and formulate models that explain the different physical and chemical characteristics of objects within the Solar System.
- Describe the properties of our Sun and their effects on objects in the Solar System.
- Outline techniques for discovering extrasolar planets and extraterrestrial life.

**ASTR 294V : Special Topics in Astronomy**

This course covers current topics in astronomy. The course is designed to have variable credit to coincide with the rigor of the topic. May be repeated up to 8 credits with different topics. A course description will be presented in the schedule of classes.

**Credits** 1

-4

**Lecture Hours** 1

**Designation**

DP

**Prerequisites**

Credit for ASTR 110 or consent of instructor.

**Course Outcomes**

- Identify the important concepts and facts presented for the topic under examination.
- Make inferences and draw conclusions from the special topics under discussion.
- Apply skills appropriate to the topic under discussion.
- Evaluate the science and technology of astronomy and space science.

# Atmospheric Sciences

## **ATMO 101 : Introduction to Weather and Climate**

Introductory (DP) Diversification Physical Science course for all undergraduates in any major. A non-mathematical introduction to basic atmospheric variables, Earth's past climates, global warming, air pollution, El Nino, hurricanes, tornadoes, and forecasting weather in Hawai'i.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Course Outcomes**

- Describe the components, processes and resulting weather patterns in the atmosphere.
- Interpret the components of weather maps, and forecast weather.
- Apply the scientific method and theories and concepts of meteorology (atmospheric physics) to explain major weather systems.
- Explain critically the relationship between humans and the atmospheric environment.

# Biochemistry

## **BIOC 106 : Ono Cooking and Food Science**

This course is designed to integrate the science of food with the chemical, physical, and biological nature of food. It will incorporate Hawaiian resources and sustainability. The overall goal of this course is to enhance students' understanding of the science of food using the home kitchen to demonstrate the principles of chemistry, biology, and physics of food through videos, meetings, inquiry-based activities, and a student-designed research project.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Recommended Preparation**

High school chemistry and algebra.

**Course Outcomes**

- Describe the fundamental molecules that provide the structure, function, and chemical/physical properties of foods;
- Describe the microbiology and biotechnology in food systems;
- Apply food science principles;
- Describe the local resources that can be used in preparing or preserving food.

## **BIOC 106L : Ono Cooking and Food Science Laboratory**

This laboratory course is designed to illustrate fundamental techniques in the chemical, physical, and biological nature of food through experimentation. It will incorporate Hawaiian resources and sustainability. The overall goal of this course is to enhance students' understanding of the science of food.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

A passing grade in high school chemistry and algebra, or by instructor approval.

**Prerequisites**

Grade of C or better or registration in BIOC 106.

**Course Outcomes**

- Discuss the relationship between food composition, molecular properties, and food characteristics.
- Apply the scientific method.
- Demonstrate the proper use of standard tools of a scientist.
- Transform food through chemical and physical processes.

### **BIOC 141 : Fundamentals of Biochemistry**

Biological chemistry focusing on the integration of concepts from general, inorganic, and biochemistry and their application to living systems. Satisfies the one-semester chemistry requirement for pre-nursing and pre-dental hygiene majors.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

“C” or better in MATH 25, 26, 28, 29, 75X or higher.

**Course Outcomes**

- Utilize precise chemical language to effectively communicate biochemical and allied health- related concepts and results.
- Analyze and apply appropriate procedures for solving biochemical and allied health-related calculations involving solids, liquids, gases, and solutions.
- Relate the location of an element in the periodic table to its electronic structure and chemical reactivity.
- Describe ionic and covalent bonding theories and apply them to the construction of proper Lewis structures and prediction of molecular characteristics.
- Relate biochemical and allied health-related concepts, theories and laws to everyday phenomena.

## **Biology**

### **BIOL 100 : Human Biology**

Introduction to structure and functions of cells, tissues, organs, and systems of the human body. Topics related to physical fitness, nutrition, health, and disease. Not intended for science majors. Students who have received credit for or are currently enrolled in ZOOL 101 may not receive credit for BIOL 100.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Course Outcomes**

- Use scientific reasoning to answer a question about phenomena in our natural universe or to determine the validity of a scientific claim.
- Distinguish between living things and inanimate objects.
- Relate cell structure and function to the architecture and functioning of the human body.
- Use information about the form (anatomy) and function (physiology) of the human body to make effective decisions about human health.
- Describe the interrelationships between humans and their environments.

### **BIOL 100L : Human Biology Laboratory**

Laboratory to accompany BIOL100 (Human Biology). Emphasizes the application of the scientific method, basic laboratory methods and procedures in biology, and facts and principles of human anatomy and physiology.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in BIOL 100 or equivalent preparation or consent of instructor.

**Course Outcomes**

- Use the scientific method of inquiry to investigate biological phenomena.
- Apply the concepts learned in BIOL 100 to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, computers, and other analytical tools.
- Apply the standard analytical procedures needed to study human biology, such as dissection, separation of biological compounds, microscopic examination of cells and tissues, membrane transport mechanisms, energy metabolism, genetics, digestion and nutrition, excretion, skeletal muscle physiology, cardiovascular function, nervous system function, respiration, and blood analyses.
- Recognize and identify basic human tissue types and their distinguishing characteristics.
- Demonstrate basic knowledge of anatomy (structure) and physiology (function) of the fetal pig (using preserved specimens) and human body (using models and figures).

**BIOL 101 : Biology and Society**

BIOL 101 introduces students to the process of science through the biological sciences including the historical development of scientific concepts and the interaction of society with science. BIOL 101 is primarily designed to serve non-science majors and presents a broad survey of biology with special emphasis on its relevance in our everyday lives.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Recommended Preparation**

High school chemistry, CHEM 100, or a higher-level chemistry course; concurrent enrollment in BIOL 101L; placement in ENG 100

**Course Outcomes**

- Distinguish science as a way of knowing from other epistemological systems.
- Describe the historical development of the discipline of biology into what it is today, relating the contributions made by significant individuals and concepts of the past to modern biology.
- Explain the major integrating principles of biology, including, but not limited to the chemical basis for life, energy acquisition and utilization, cell theory, evolution, and inheritance.
- Describe the origin, history and organization of the diversity of life on Earth.
- Describe how living systems function as emergent properties of the organizational levels within the hierarchy of life from atoms to the biosphere.
- Present informed, rational and objective opinions on biologically-related issues important to human society.

**BIOL 101L : Biology and Society Lab**

BIOL 101L is a laboratory to accompany BIOL 101 Biology and Society. The course includes laboratory and computer exercises, field trips and research projects to explore questions in biology.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

High school chemistry, CHEM 100, or a higher-level chemistry course; placement in ENG 100; placement in MATH 100.

**Prerequisite Courses**

**BIOL 101**

**Prerequisites**

Credit for or concurrent enrollment in BIOL 101.

**Course Outcomes**

- Apply scientific methods and research procedures to investigate questions related to biology.
- Employ proper techniques and procedures for biological investigations
- Research, evaluate and present scientific information as relevant to issues in biology and society.
- Solve problems in genetics and inheritance.
- Identify the major systematic groups to which living things belong.

**BIOL 124 : Environment and Ecology**

A study of human ecology through the analysis of the interrelationships between science and technology, the means these provide for manipulation of environment and the effects of this manipulation on the environment and on human populations. Lecture/field trip course designed for non-science majors.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Course Outcomes**

- Explain the process and philosophical basis of scientific inquiry.
- Describe the basic principles of ecology, including population ecology, community ecology, and ecosystem function.
- Describe the characteristics of the major biomes and ecosystems of the Earth.
- Describe the interrelationships between land, sea, the atmosphere and the living things that occupy these environments.
- Discuss the role that humans play in affecting the characteristics of the environment.
- Evaluate current environmental issues and problems including the solutions and management practices that have been used or offered to address these issues and problems.

**BIOL 124L : Environment and Ecology Lab**

Companion laboratory class to BIOL 124, Environment and Ecology. This class, providing hands-on experience in the laboratory and in the field, enhances the student's understanding of basic environmental science and ecological concepts presented in BIOL 124.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in BIOL 124 or consent of instructor.

**Course Outcomes**

- Use the scientific method of inquiry to investigate environmental phenomena.
- Apply the concepts learned in BIOL 124 to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the environmental scientist, such as microscopes, scales, spectrophotometers, various environmental meters, and basic statistical procedures.
- Apply the standard analytical procedures needed to study the environment, such as soil analyses, water quality determinations, stream bioassessments, and quantitative resource inventories.
- Conduct experiments that evaluate how environmental factors affect living organisms.

**BIOL 131 : CSI Hawaii: An Introduction to the Scientific Process Using Forensic Science**

This is an interdisciplinary science course that uses forensic science to teach students about the scientific process. It draws chiefly upon biology but also incorporates elements of chemistry, mathematics, and physics. Topics covered include the biology of mammals (including humans), anatomy and physiology of select body systems, types of forensic evidence, latent fingerprints, blood typing, and blood spatter analysis, osteology, hair and fiber analysis, fluorescence of bodily fluids, and ballistics. This is a non-majors class intended for students who have an interest in forensic science and wish to satisfy DB and DY requirements for the AA degree. It is not intended for forensic science majors. (Cross-listed as IS 130)

**Credits** 3

**Lab Hours** 3

**Lecture Hours** 2

**Designation**

DB

DY

**Recommended Preparation**

Credit for ENG 100 and Math 100 or higher.

**Course Outcomes**

- Explain the anatomy and function of select body systems (e.g., integumentary, skeletal, and cardiovascular)
- Describe the various types of physical and biological evidence used in forensic science and discuss their uses and limitations.
- Use the scientific method to analyze and interpret forensic data, identify a suspect, and describe the modus operandi.

### **BIOL 171 : Introduction to Biology I**

BIOL 171 is the introductory biology course appropriate for all life science majors. Topics covered include: cell structure, chemistry, growth and reproduction; DNA replication, transcription and translation; gene regulation, genetics, evolution, viruses, and bacteria.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

#### **Recommended Preparation**

High school chemistry or college chemistry and registration in BIOL 171L.

#### **Prerequisite Courses**

**CHEM 161**

#### **Prerequisites**

Credit for or concurrent enrollment in CHEM 161.

#### **Course Outcomes**

- Describe the fundamental biology of the cell, including cell anatomy, biochemical composition, cellular metabolism, respiration and photosynthesis, communication, growth and reproduction.
- Describe the fundamentals of Mendelian genetics, the chromosomal and molecular basis of heredity and apply these concepts to the mechanisms of evolution.
- Describe the process of DNA replication and DNA transcription and translation from gene to protein, including gene regulation and apply these processes to the reproduction and metabolism of the cell.
- Describe the principles of evolution through natural selection, the principles of descent with modification, and the mechanisms involved in the evolution of populations and the origin of species.
- Describe the history of life on Earth and the evolutionary relatedness of life on Earth through morphological and molecular phylogenies.
- Describe the fundamental structure and function of viruses and bacteria.

### **BIOL 171L : Introduction to Biology I Laboratory**

BIOL 171L accompanies the BIOL 171 lecture course. Topics covered may include: scientific method, biological molecules, enzyme kinetics, proper technique of compound and stereo microscopes, respirometry, photosynthesis, molecular biology and biotechnology, meiosis and mitosis in plant and animal cells, population genetics, evolution.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

#### **Recommended Preparation**

It is strongly recommended to take BIOL 171L concurrently with BIOL 171.

#### **Prerequisite Courses**

**BIOL 171**

#### **Prerequisites**

Credit for or concurrent enrollment in BIOL 171

#### **Course Outcomes**

- Demonstrate proper use of common lab equipment such as compound and stereo microscopes, respirometer, micropipettes, centrifuges, laboratory glassware, spectrophotometer.
- Apply the scientific method to design and conduct experiments, generate, test and analyze hypotheses, and construct formal lab reports.
- Properly construct, analyze and interpret data tables, graphs and scientific illustrations.
- Demonstrate proper laboratory safety procedures and execute proper lab protocol.

**BIOL 172 : Introduction to Biology II**

BIOL 172 is the continuation of BIOL 171, an introductory biology course appropriate for all life science majors. Topics covered include: Anatomy and physiology of plants and animals, systematics of plants and animals, ecology of populations and communities, and ecosystem function.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Recommended Preparation**

Concurrent enrollment in BIOL 172L

**Prerequisite Courses**

**BIOL 171**

**Prerequisites**

Credit for BIOL 171

**Course Outcomes**

- Describe the fundamental anatomy and physiology of protists, fungi and plants.
- Describe the fundamental anatomy and physiology of animals, and the evolutionary history of animal form and function.
- Describe the evolutionary history of plant form and function.
- Describe ecology, population biology, community ecology, and ecosystems ecology.

**BIOL 172L : Introduction to Biology II Laboratory**

BIOL 172L accompanies the BIOL 172 lecture course. Topics covered include: Protist and Fungus form and function; plant anatomy, reproduction and form and function; diversity of animal form and function and vertebrate anatomy, and ecology.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

It is strongly recommended to take BIOL 172L concurrently with BIOL 172.

**Prerequisite Courses**

**BIOL 172**

**Prerequisites**

Credit or concurrent enrollment in BIOL 172.

**Corequisites**

BIOL 172.

**Course Outcomes**

- Demonstrate proper use of common lab equipment such as compound and stereo microscopes, and dissection techniques.
- Apply the scientific method to design and conduct experiments, generate, test and analyze hypotheses, and construct formal lab reports.
- Properly construct, analyze and interpret data tables, graphs and scientific illustrations.
- Demonstrate proper laboratory safety procedures and execute proper lab protocol.
- Demonstrate proper use of field equipment and sampling methods including transect tapes, quadrats, water quality and environmental monitoring devices, and other field gear.

**BIOL 200 : Coral Reefs**

BIOL 200 provides an overview of the biology and ecology of stony corals and their role as foundation species for coral reef ecosystems, with specific emphasis on species found in and around the Hawaiian Islands, and their relevance to Hawaiian culture. The biology and ecological roles of algae, invertebrates and fishes found in coral reef ecosystems will be surveyed. Connectivity with associated tropical nearshore habitats, reef restoration efforts, conservation, and human impacts including climate change will also be highlighted, with emphasis on local efforts and impacts.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Course Outcomes**

- Apply the process of science to understand current research on coral reef ecosystems.
- Evaluate the significance of coral reefs through Western and Hawaiian ways of knowing about the natural world.
- Describe the biology, morphology, growth, reproduction, and ecology of stony corals.
- Describe the ecological relationships among the living components of coral reef ecosystems.
- Identify different types of reef formations, the processes that create and shape them and the physical and chemical parameters that define their distribution patterns around the world.
- Describe coral reef ecosystem resources, human impacts and conservation efforts, with emphasis on Hawai'i and Pacific Island Nations.

**BIOL 200L : Coral Reef Laboratory and Field Studies**

Laboratory and field studies of the biology, ecology, and geology of stony corals and the reef structures they build; companion course to BIOL 200.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

High school biology and algebra.

**Prerequisites**

Credit for or registration in BIOL 200 or consent of instructor

**Course Outcomes**

- Use the scientific method of inquiry to investigate biological phenomena.
- Apply the concepts learned in BIOL 200 to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, computers, and other analytical tools.
- Demonstrate the use of specialized tools and methods frequently used in the study of corals and coral reefs.

**BIOL 217 : Introduction to Histological Microtechnique**

This class covers the preparation of tissues for histological examination. Topics covered include recording specimen data, tissue collection, fixation, decalcification, dehydration, infiltration, embedding, sectioning, and microscopic examination. Secondary topics include staining, interpretation of sections, and quality control procedures.

**Credits** 3

**Lab Hours** 2

**Lecture Hours** 2

**Designation**

DB

DY

**Prerequisite Courses**

BIOL 100

BIOL 172

BIOL 172L

BOT 101

PHYL 141

**Prerequisites**

Credit for BIOL 100 or BIOL 172/172L, BOT 101 or above, or PHYL 141 or consent of instructor.

**Course Outcomes**

- Properly dissect and preserve specimens for histological analysis and record pertinent specimen info.
- Dehydrate, infiltrate, and embed specimens.
- Produce sections of suitable thickness and quality for diagnostic use.
- Properly stain and coverslip specimens.
- Identify tissue types and histological artifacts in order to improve quality of sections.

**BIOL 265 : Ecology and Evolutionary Biology**

This course is designed for life science majors, providing a foundational understanding of ecology and evolution. The course emphasizes an integrated approach, highlighting recent advances in the field. Topics include fundamental ecological principles, evolutionary mechanisms, and their application to natural systems—with a special focus on Hawaiian ecosystems. BIOL 265 serves as a gateway for students pursuing careers in biology, microbiology, botany, forestry, marine biology, and aquaculture.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

Credit for BIOL 171 and 172; or one year of introductory college biology plus labs; or equivalent preparation; or consent of the instructor.

**Corequisites**

Recommended Co-requisite: Biology 265L will provide practical application of course material.

**Course Outcomes**

- Apply appropriate terminology and foundational concepts to explain ecological and evolutionary principles, including population, community, and ecosystem ecology, in an evolutionary context.
- Analyze and explain evolutionary relationships among organisms, the mechanisms driving evolution, and how these processes contribute to biodiversity.
- Analyze ecological relationships among organisms and their environments using examples that illustrate evolutionary processes.
- Create an understanding of Hawai'i's unique evolutionary history and ecology while applying these concepts to analyze current conservation issues, such as habitat modification, introduced species, population growth, climate change, resource use, and pollution.
- Critically assess ecology and evolution theories and concepts in the primary literature, interpret and/or produce and analyze ecological data, and apply various ecological methods to evaluate hypotheses.

**BIOL 265L : Ecology and Evolutionary Biology Lab**

Laboratory to accompany BIOL 265.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

ICS 101 or ICS 105B-E; or familiarity with spreadsheets, word processing, and Internet browsers.

**Corequisites**

BIOL 265; or consent of the instructor.

**Course Outcomes**

- Use the scientific method of inquiry to investigate ecological and evolutionary phenomena.
- Apply the concepts learned in BIOL 265 to an experimental and hands-on observational setting.
- Apply standard analytical procedures for the study of evolution and ecology. These include the following areas of study: experimental design and set-up; descriptive statistics and hypothesis testing; age structure of a natural population; sampling and describing population attributes; sampling, describing, and quantifying the flora, fauna, and relevant abiotic characteristics of a terrestrial habitat; plant competition; optimal foraging theory; sampling and describing community characteristics and functions; primary productivity; natural selection; colonization and adaptive radiation of Hawaiian flora and fauna; taxonomy, systematics, and phylogenetics.
- Collect, reduce, and interpret ecological and evolutionary data.
- Prepare written objective reports describing and interpreting experimental and observational results.

**BIOL 275 : Cell and Molecular Biology**

Integrated cell and molecular biology for life science majors. Modern advances in recombinant DNA technology.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

“C” or better in BIOL171/171L and CHEM 272/272L or consent of instructor

**Corequisites**

BIOL275L or consent of instructor.

**Course Outcomes**

- Describe the principles of cytology including cell organization, structures and functions.
- Describe cell biochemistry including macromolecules of the cells, enzymes, membrane transport, cell signaling, and energy flow in cells during respiration and photosynthesis.
- Describe the principles of genetics including DNA replication, protein synthesis, mitosis, meiosis, genetic recombination and gene expression.

**BIOL 275L : Cell and Molecular Biology Lab**

Laboratory for cell and molecular biology.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

ICS 101 or ICS 105B-E, calculus or algebra.

**Corequisites**

BIOL 275; or consent of the instructor.

**Course Outcomes**

- Operate equipment used in cell and molecular biology laboratory.
- Conduct experiments including DNA/RNA/protein extraction and electrophoresis, enzyme kinetics, ELISA, RFLP, PCR, gene expression.
- Produce lab reports using the standard scientific format.

# Botany

## **BOT 101 : General Botany**

Introduction to plant structure, function, reproduction, and evolution; plants in relation to the environment and human activities. Lecture course.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Corequisites**

Registration in BOT 101L

**Course Outcomes**

- Discuss basic concepts of plant morphology, anatomy, physiology, cytology, taxonomy and genetics.
- Discuss life cycles of division in Thallophyta, Bryophyta, Pteridophyta and Spermatophyta.
- Discuss interrelationship between plants and animals, and socio-economic importance of plants on humans.
- Discuss plant biotechnology.

## **BOT 101L : General Botany Lab**

Lab observations and experiments illustrating basic principles of plant biology.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

High School Biology DY

**Prerequisites**

Credit for or registration in BOT 101.

**Course Outcomes**

- Operate dissecting and compound microscopes.
- Cultivate and maintain the growth of plants.

## **BOT 105 : Ethnobotany**

The scientific study of the interaction between human culture and plants, including the interrelationship of botany, socio-economics, belief systems and history that have shaped the cultural uses of plants in Hawai'i, as well as Asia or the Pacific. Lecture/field trip course with service-learning option.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Identify plants of major importance in various aspects of Hawaiian, Asian and Pacific Island cultures.
- Utilize the plants for food, medicine, and other material goods.

## **BOT 111 : Introduction to Algae**

This course will cover what algae are, why they are important, and why we are interested in them for both their environmental benefit, as well as their use for products. Students will explore the vast diversity of algae including the characteristics and applications of some of the main types of algae that are in commercial use today. Students will learn about algal ecology and how interactions with the environment, including pest and predators, affect algal productivity. Students will examine the processes of algae bio-manufacturing including production processes, as well as some of the products, benefits, and challenges that impact our ability to make commercially viable products from algae. Repeatable up to 6 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Course Outcomes**

- Identify and describe the major algae groups.
- Explain algal diversity and ecology.
- Describe the basics of algae biomanufacturing.
- Identify and describe the major algae groups used in sustainable commercial applications.

**BOT 111L : Introduction to Algae Lab**

Companion laboratory class to BOT 111 Introduction to Algae. This class provides hands-on activities to reinforce concepts and content presented in BOT 111.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

A grade of C or better in BOT 111 or concurrent enrollment in BOT 111 or consent of instructor.

**Course Outcomes**

- Use the scientific method of inquiry to investigate algae.
- Apply the concepts and content learned in BOT 111 to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist as they apply to the study of algae, such as microscopes, scales, spectrophotometers, computers, and other analytical tools.
- Demonstrate the use of specialized tools and methods frequently used in the study of algae.

**BOT 130 : Plants in the Hawaiian Environment**

Introduction to the evolution of plant communities and species of Hawaiian ecosystems; ecological interactions; observations, identification and systematics of native and introduced flora.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

Credit for or registration in BOT 130L

**Course Outcomes**

- Discuss geological history of the Hawaiian Islands and natural history of plants in Hawai'i.
- Discuss the arrival, establishment, major evolutionary trends and adaptive radiation of some of the surviving native species.
- Discuss natural and human-mediated changes in the ecosystems, plant succession, and interaction between native and introduced species of plants.
- Discuss botanical terminology for use in identifying native Hawaiian plants.

**BOT 130L : Plants in the Hawaiian Environment Lab**

BOT 130L focuses on observations of Native Hawaiian plant species, populations and communities as they interact in the natural environment and studies the unique characteristics of the plants through lab observations.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in BOT 130

**Course Outcomes**

- Mastering botanical terminology for use in identifying Native Hawaiian plants
- Analyzing the environmental factors that affect the plant dispersal and establishment, adaptation and diversification.

**BOT 160 : Identification of Tropical Plants**

Nontechnical course in identification of common plants of tropics, including native and introduced flora.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Course Outcomes**

- Operate dissecting microscopes.
- Recognize unique vegetative and generative characteristics of plant families.
- Use manuals, flora and monographs to identify plants.
- Prepare herbaria.

**BOT 192V : Special Topics in Plant Science**

Topics from diverse fields in plant science, and chosen by the Instructor. Course content may vary. May be repeated.

**Credits** 1

-4

**Lecture Hours** 1

**Course Outcomes**

- Identify the important concepts and facts presented for the topic (s) under examination.
- Make inferences and draw conclusions from the topic (s) under discussion.
- Develop skills appropriate to the topic (s) under discussion.
- Gain a higher awareness of the potential career paths that this special topic course covers.

**BOT 199 : Independent Study**

**Credits** 2

-3

**BOT 205 : Ethnobotanical Pharmacognosy**

A study of medicinal plants of Hawai'i, their characteristics, plant extraction, isolation and identification of their chemical constituents for possible uses in pharmaceuticals or in their natural state, and bioproduct manufacturing. This course is designed to train students for careers in plant and medical biotechnology. Lecture and laboratory/fieldtrip course.

**Credits** 4

**Lab Hours** 3

**Lecture Hours** 3

**Designation**

DB

DY

**Recommended Preparation**

High school biology, chemistry and math.

**Prerequisites**

Credit for or registration in any of these courses: BOT 101, BOT 105, BOT 130, MICR 130, MICR 140, BIOL 172/172L, CHEM 152/152L or consent of instructor.

**Course Outcomes**

- Discuss theories and principles in the study of medicinal and nutritious plants.
- Discuss ethics, intellectual property rights and conservation of traditional knowledge.
- Perform Laboratory activities: plant extraction, distillation, bioassay tests, analysis of chemical constituents for possible uses in pharmaceuticals and nutraceutical products.
- Produce lab reports using the standard scientific format.

**BOT 210 : Phytobiotechnology**

Introduction to practical aspects of Plant Biotechnology. Topics include micropropagation techniques, such as plant tissue, cell and protoplast cultures; DNA-based technologies, such as DNA extraction, DNA sequencing, PCR; and methods of plant genetic engineering. This course is designed to train students for careers in advanced agriculture technology and industry.

**Credits** 4

**Lab Hours** 3

**Lecture Hours** 3

**Designation**

DB

DY

**Recommended Preparation**

High school biology or chemistry, MATH 24.

**Prerequisites**

Credit for or registration in BOT 101, or AG 152, or MICR 130 and MICR 140, or BIOL 171 and 171L. Placement into MATH 100 or higher.

**Course Outcomes**

- Apply the principles of genetics.
- Discuss and perform experiments including plant/bacterial/ human DNA/protein electrophoresis, Southern and Western blots, plant genetic engineering using biolistic bombardment and bacterial gene transformation.
- Apply bioinformatics and DNA sequencing.
- Discuss bioethical issues, risks and benefits of biotechnology.
- Produce lab reports using the standard scientific format.

# Business

## **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.

**Credits** 3

**Lecture Hours** 3

### **Recommended Preparation**

Credit for ENG 21 and ENG 22 , or ENG 23 or higher.

### **Course Outcomes**

- 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.

## **BUS 122 : Introduction to Entrepreneurship**

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.

**Credits** 3

**Lecture Hours** 3

### **Recommended Preparation**

BUS 120 and placement into ENG 100.

### **Course Outcomes**

- 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.

## **BUS 122B : Introduction to Entrepreneurship: Sustainable Agriculture**

This course is a specialized section of Introduction to Entrepreneurship that focuses on sustainable agriculture. The course will cover the basic economic and business principles regarding small-scale business enterprises connected to agriculture, with a particular focus on sustainable agriculture in Hawai'i. With a focus 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.

**Credits** 3

**Lecture Hours** 3

### **Recommended Preparation**

BUS 120 and placement into ENG 100.

### **Course Outcomes**

- Develop a comprehensive business plan for a future business enterprise.
- Apply fundamental economic, financial, and organizational principles to the operation of a sustainable agriculture business.
- Work collaboratively in a group setting to cultivate entrepreneurship and develop solutions to economic issues.
- Apply general entrepreneurial concepts to sustainable agriculture practices in Hawai'i.

### **BUS 123 : Small Business Marketing**

This course will complement Windward Community College's BUS 120 Introduction to Marketing course by allowing students to further develop the marketing plan section of the overall business plan that is created in BUS 120. This course will explore the sociological aspects of media and marketing; how psychology affects marketing; the effectiveness of different business structures; organizational behavior and psychology; and the economic impacts and influences of marketing/advertising.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

BUS 120 and Placement into ENG 100W.

#### **Course Outcomes**

- List the major influences on consumer behavior as mediated by internal perceptual, cognitive, and social psychological processes.
- Demonstrate the use of research and computer tools necessary for consumer market research, product development and consumer satisfaction assessments.
- Describe the industrial/organizational factors that impact the consumer including corporate leadership and strategic organizational change management.
- Apply basic understanding of social media as a form of social influence on consumer behavior and market research.
- Evaluate and Explain (the) sources of external influence such as cultural, environmental, and sustainability factors on globalization/localization of purchases and consumer decision making.

## **Business Law**

### **BLAW 200 : Legal Environment of Business**

Introduction to the legal environment of business operations with particular attention to business law and ethics and to principles of law relating to contracts, agency, partnerships, and corporations.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

A grade of C or higher in ENG 100.

#### **Course Outcomes**

- Summarize the American system of justice and jurisprudence, and its evolution, and effectively use its concepts, terminology, and procedures.
- Explain how laws are made, implemented, interpreted and enforced by the three branches of government at the national, state and local levels.
- Examine, explain and apply basic principles of law, including contracts, torts, real and personal property, business organizations, agency, employment, products and consumer protection, environmental law, and anti-trust, etc.
- Discuss how business and legal disputes arise and are avoided and/or resolved, including informal processes and alternative dispute resolution.
- Participate in ethical decision-making, taking into account various legal, business and ethical approaches, philosophies and codes.

## **Business Technology**

### **BUSN 121 : Introduction to Word Processing**

The course covers proper keyboarding techniques; word processing concepts (Microsoft® Word); and document formatting of letters, memos, tables, reports, and email. Basic file management and operating system functions are included. Keyboarding speed and accuracy are emphasized.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Credit for ENG 23 or higher.

#### **Course Outcomes**

- Input information (alphabetic, numeric, and symbolic) using proper techniques with accuracy
- Use the computer's operating system to manage documents and folders
- Produce basic mailable business documents in a timely manner using word processing software

# Chemistry

## **CHEM 100 : Chemistry and Society**

Introduction to chemistry for non-science majors. Discussion of basic chemistry concepts and their application to everyday life. Provides a survey of basic concepts and applications of chemistry with emphasis on the role of chemistry in the real world. This is suitable for students who have little or no background in chemistry and serves to fulfill a general education physical science core course for the nonscience major or as a preparatory course for CHEM 151 or BIOG 141.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Course Outcomes**

- Describe the relationship between properties and structure of matter.
- Name chemicals, balance chemical and nuclear equations.
- Identify the types of chemical reactions (i.e. acid-base, redox, nuclear) and their applications to everyday lives.
- Explain the chemistry of household chemicals, and the composition of air and water.

## **CHEM 100L : Chemistry and Society Laboratory**

Experiments in everyday chemistry that introduces the fundamental applications of chemistry, with a special emphasis on relevant topics and how chemistry relates to the real world.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Course Outcomes**

- Identify/locate laboratory safety equipment and apply laboratory safety procedures.
- Assemble apparatus to perform common laboratory techniques to verify fundamental chemistry principles in everyday life.
- Make and record accurate observations and precise quantitative measurements.
- Identify sources of error in laboratory experiments.

## **CHEM 151 : Elementary Survey of Chemistry**

Provides the student with an adequate background in the fundamentals of chemistry. Covers the basic language and quantitative relationships of chemistry, including atomic structure, chemical bonding, structure-property relationships, chemical reactions. Prerequisite to CHEM 152 for majors in medical technology and nursing and other allied health and science-related fields, or can be taken as a preparatory course for CHEM 161.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

Credit in MATH 24, 25, 26, 28, 29, 75X or higher, and placement in ENG 23 or higher.

**Course Outcomes**

- Predict properties of chemical elements based on their atomic structure and their location in the Periodic Table.
- Name chemical compounds, balance chemical and nuclear reactions.
- Predict properties of chemical compounds based on chemical bonding, molecular shapes, and polarity.
- Calculate mass relationships in chemical reactions and the quantity of matter in gaseous chemicals and chemical solutions.
- Predict the products of common chemical reactions.
- Apply knowledge of chemical concepts to a current environmental, health, industrial, or technological issue or condition by writing a short research paper.

**CHEM 152 : Survey of Organic and Bioorganic Chemistry**

Structure, nomenclature, properties and reactions of organic compounds will be studied with emphasis on those compounds of practical importance in life science and related fields.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

Credit for CHEM 151 or equivalent or consent of instructor.

**Course Outcomes**

- Construct molecular models and use these to describe chemical structure, geometry and physical properties.
- Identify, classify and name organic and biochemical compounds.
- Predict products of fundamental organic reactions.
- Use the vocabulary on organic chemicals and reactions in metabolism and other biochemical applications.
- Explain the role of enzymes in metabolism.
- Apply knowledge of biochemistry concepts to discuss the genetic cause of a metabolic disorder in a short research paper..

**CHEM 161 : General Chemistry I**

Basic principles of inorganic chemistry with an emphasis on problem solving. First course of a two-course sequence designed to meet the one-year General Chemistry requirement for pre-med, science and engineering majors. Topics include chemical calculations, electronic structure, chemical bonding, states of matter and solutions.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Recommended Preparation**

Student should have taken high school chemistry, CHEM 100, or CHEM 151.

**Prerequisites**

A grade of "C" or better in Math 103 or higher, or placement into Math 135 or consent of instructor

**Corequisites**

Registration in CHEM 161L.

**Course Outcomes**

- Use the mole concept in solving stoichiometry problems involving solids, liquids, gases and solutions.
- Balance chemical equations, classify reactions, identify and analyze the role of the chemicals involved in chemical reactions.
- Predict the behavior of gases while undergoing changes in volume, pressure, temperature and quantity.
- Manipulate thermochemical equations and calculate the amount of energy involved in chemical reactions.
- Predict physical and chemical properties of elements based on electronic structure and location in the Periodic Table.
- Predict physical and chemical properties of compounds based on chemical bonding, geometry and intermolecular interactions.

**CHEM 161L : General Chemistry I Lab**

Laboratory experiments illustrating fundamental principles of chemistry.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in CHEM 161.

**Course Outcomes**

- Apply laboratory safety procedures and respond to hazards.
- Use molecular and crystal models, perform common laboratory techniques competently and computer-based experiments to verify chemistry laws on stoichiometry, thermochemistry, behavior of gases and liquids.
- Apply and articulate the scientific method by preparing lab reports using the standard scientific format.
- Make and record precise measurements, calculate results using significant figures, standard deviations and identify sources of error in laboratory experiments.
- Express in writing core chemistry principles, results of experiments and do critical thinking by synthesizing conclusions based on observations and data.

**CHEM 162 : General Chemistry II**

Second course of a two-course sequence designed to meet the one-year General Chemistry requirement for pre-med, science and engineering majors. Topics include thermochemistry, kinetics, acid-base equilibrium, solubility equilibrium and electrochemistry. Emphasis on problem solving.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

A grade of "C" or better in CHEM 161, credit for or registration in MATH 135, or consent of instructor

**Corequisites**

CHEM 162L.

**Course Outcomes**

- Predict properties of pure substances using phase diagrams.
- Predict properties (boiling point, melting point, osmotic pressure, vapor pressure) of solutions based on concentration.
- Determine reaction rate law and calculate rate constants and half-life based on experimental data.
- Calculate the equilibrium concentration of chemicals in solution involved in precipitation, and acid-base and reactions.
- Predict spontaneous reactions based on enthalpy and entropy considerations.
- Determine the electrochemical potential of redox reactions.

**CHEM 162L : General Chemistry II Lab**

Laboratory experiments illustrating fundamental principles of chemistry.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in CHEM 162.

**Course Outcomes**

- Develop an appreciation for the methods of scientific inquiry through computer-based laboratory experiments showing real-time data.
- Apply knowledge to determine molar mass of unknown substance using freezing point depression data of solution.
- Calculate chemical reaction rate and constant using graphing analysis.
- Predict the effects of concentration and temperature changes on equilibrium mixtures using Le Chatelier's principle.
- Determine whether equilibrium is established and calculate equilibrium concentrations/constants and cell potentials.
- Apply and articulate the scientific method by preparing lab reports using the standard scientific format. Express in writing core chemistry principles, results of experiments and do critical thinking by synthesizing conclusions based on observations and data.

**CHEM 272 : Organic Chemistry I**

This is the first semester course in organic chemistry intended for science majors. Topics to be covered include structure, properties, nomenclature, reactions, reaction mechanisms, stereochemistry and spectroscopy of alkanes, alkenes, alkynes, alkyl halides, alcohols and their applications to biology.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

A grade of "C" or better in CHEM 162 or consent of instructor.

**Course Outcomes**

- Discuss the bonding and structure of organic compounds.
- Name various organic compounds using IUPAC rules and diagram their structures.
- Use stereochemical concepts in understanding physical and chemical properties.
- Identify chemical structure and physical chemical properties.
- Explain the relationship between structure and physical chemical properties.
- Predict reaction products, deduce starting materials and diagram reaction mechanism.
- Cite applications and important role of organic reactions in biology.

### **CHEM 272L : Organic Chemistry I Lab**

Laboratory principles of Organic Chemistry I, the first semester course in organic chemistry intended for science majors. Topics to be covered include structure, properties, nomenclature, reactions, reaction mechanisms, stereochemistry and spectroscopy of alkanes, alkenes, alkynes, alkyl halides, alcohols and their applications to biology.

**Credits** 2

**Lab Hours** 5

**Designation**

DY

**Prerequisites**

A grade of "C" or better or registration in CHEM 272 or consent of instructor.

**Course Outcomes**

- Perform and develop skills in organic chemistry laboratory methods and techniques used in separation and purification.
- Determine the chemical identity of some organic chemicals through their properties.
- Keep complete and accurate records, manipulate data for mathematical calculations, including reactant recovery and percent yield.
- Apply laboratory safety and safety disposal of waste procedures that can be used in all future laboratory experiences.
- Gain experience in conducting synthesis and functional group conversion.
- Interpret experimental data and formulate conclusions as evidenced in laboratory reports.

### **CHEM 273 : Organic Chemistry II**

This is the second semester course in organic chemistry intended for science majors. Topics to be covered include structure, properties, nomenclature, reactions, reaction mechanisms, stereochemistry and spectroscopy of conjugated systems, aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives, enols, enolates and their applications to biology.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisite Courses**

**CHEM 272**

**Prerequisites**

A grade of C or better in CHEM 272 or consent of instructor.

**Course Outcomes**

- Discuss the bonding and structure of organic compounds.
- Name various organic compounds using the IUPAC rules and diagram their structures.
- Use stereochemical concepts in understanding physical and chemical properties of organic compounds.
- Identify chemical structure based on spectroscopic data.
- Explain the relationship between structure and physical and chemical properties of organic compounds.
- Predict reaction products, deduce starting materials and diagram reaction mechanisms.
- Cite applications and the important role of organic reactions in biology.

### **CHEM 273L : Organic Chemistry II Lab**

Laboratory principles of Organic Chemistry II, the second semester course in organic chemistry intended for science majors. Topics to be covered include techniques, synthesis, qualitative organic analysis and applications of spectroscopy.

**Credits** 1

**Lab Hours** 4

**Designation**

DY

**Prerequisite Courses**

**CHEM 272L**

**CHEM 273**

**Prerequisites**

A grade of C or better in CHEM 272L and a grade of C or better or registration in CHEM 273 or consent of instructor.

**Course Outcomes**

- Perform and develop skills in organic chemistry laboratory methods and techniques used in separation and purification.
- Determine the chemical identity of some organic chemicals through their properties.
- Keep complete and accurate records, manipulate data for mathematical calculations, including reactant recovery and percent yield.
- Apply laboratory safety procedures, including safe disposal of waste.
- Gain experience in organic synthesis and functional group conversion.
- Interpret experimental data and formulate conclusions as evidenced in laboratory reports.

# Civil Engineering

## **CE 270 : Applied Mechanics I**

This course is a study of equilibrium of rigid bodies under the action of forces and the application of the principles of mechanics to solve static problems in engineering.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

Physics 170; credit for or registration in MATH 243 (formerly MATH 231) or consent of instructor

**Course Outcomes**

- Solve problems involving forces, resultant and static equilibrium and their application to rigid bodies.
- Analyze equilibrium of rigid bodies in two and three dimensions.
- Solve problems involving center of gravity, centroids, couples, and moments of inertia.
- Analyze engineering structures subjected to concentrated loads, distributed loads, and frictional forces.
- Utilize abstract thinking and analytical reasoning in the analysis of word problems dealing with mechanical structures.
- Apply calculation techniques to dynamic problems in engineering.

# Community Health Work

## **CHW 101 : Community Health Worker Fundamentals**

Identifies the roles that Community Health Workers play in Hawai'i and the broader public health system and introduces the attitudes, skills and knowledge of the profession.

**Lecture Hours** 3

**Prerequisites**

Placement into ENG 100X.

**Course Outcomes**

- Develop communication and interpersonal skills through interactions with fellow students, clients, and professionals in the community.
- Develop professional skills and identify best practices for use with various populations and in diverse human service settings.
- Use critical thinking, problem solving, and research skills to evaluate the social conditions of vulnerable populations and identify potential advocacy strategies.

## **CHW 135 : Health Promotion and Disease Prevention**

Explores the role Community Health Workers play in health promotion and disease prevention. Introduces the major causes of premature mortality and morbidity, behavioral and environmental contributions to illness and injury, and strategies for promoting health, wellness, and risk reduction. Provides opportunities to practice developing and teaching health promotion/disease prevention classes.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

Grade of C or better in CHW 101, or instructor consent.

**Course Outcomes**

- Identify health promotion strategies and their rationale.
- Examine major behavioral and environmental risk factors for illness, disease, and injury.
- Apply concepts and practice teaching skills to promote healthy behaviors and prevent chronic disease.
- Access and analyze health information.

### **CHW 140 : Introduction to Counseling & Interviewing**

Offers a basic introduction to counseling theory and practice for those interested in working in helping professions. Provides opportunities to practice skills through role-playing.

**Lecture Hours** 3

#### **Recommended Preparation**

Credit for CHW 101

#### **Prerequisites**

Placement into ENG 100X.

#### **Course Outcomes**

- Use critical thinking and problem solving skills to improve personal wellbeing and enhance professional potential.
- Demonstrate attitudes, skills and knowledge of best practice strategies appropriate to a variety of populations in diverse human service settings.
- Identify vulnerable populations and the social conditions that contribute to their vulnerability, and consider advocacy strategies to help alleviate those conditions.
- Engage in civic activities that assist in the development of self-awareness and influence the development of professionalism.

### **CHW 141 : Case Management**

Provides knowledge and practical skills to become a competent case manager in health and human services agencies. Students apply the Ecological Model, Strengths Perspective, and effective interviewing skills to case management tasks including intake, assessment, service planning, care coordination, discharge planning, and referral. Explores individual and community capacity building, cultural competence, professional ethics and boundaries.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Grade of C or better in CHW 140, or instructor consent

#### **Course Outcomes**

- Apply the Ecological Model, Strengths Perspective and Patient-Centered Care in case management tasks with people of diverse backgrounds and needs.
- Identify, demonstrate and evaluate the attitudes, skills and knowledge (ASK) required to effectively engage individuals in case management services.
- Explain and apply professional, ethical and cultural considerations in case management activities.

## **Creative Media**

### **CM 120 : Introduction to Digital Video**

Students will develop basic skills in video production.

**Credits** 3

**Lecture Hours** 2

#### **Designation**

DA

#### **Course Outcomes**

- Demonstrate basic knowledge and skills of digital video production including operating a digital video camera and sound recording kit.
- Demonstrate the ability to edit a video project in a digital non-linear system.
- Apply effective storytelling skills through the use of basic cinematography concepts, composition, light and movement.
- Produce videos that meet industry standards and ethics.

**CM 204C : Introduction to Creative Writing (Screenwriting)**

CM 204C Introduction to Creative Writing (Screenwriting) introduces students to the basic practices and principles of screenwriting. (Cross-listed as ENG 204C)

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Recommended Preparation**

Students should possess a strong foundational knowledge of grammar, word usage, and punctuation. Additionally, students must be able to accept constructive criticism from peers and the instructor.

**Prerequisites**

Grade of "C" or better in ENG 100, or consent of instructor.

**Course Outcomes**

- Create original short screenplays that include screenwriting format, devices, and conventions.
- Propose and employ feedback in the writing workshop model.
- Enter screenplays for local and/or national contests and/or productions.

**CM 220 : Intermediate Digital Video**

Students will develop intermediate skills in video production and apply them to creating videos for publication on the web and other distribution platforms. Repeatable for up to 6 credits.

**Credits** 3

**Lecture Hours** 2

**Designation**

DA

**Prerequisites**

A grade of C or better in CM 120 or consent of instructor.

**Course Outcomes**

- Produce videos that meet industry standards and ethics.
- Generate original story ideas.
- Demonstrate appropriate proficiency in cinematography, sound recording and editing skills.
- Analyze videos produced by the mass media.

**CM 223 : Introduction to Acting for Camera**

An introduction to acting techniques for film, TV production, and other camera-based media. Repeatable up to 6 credits. (Cross-listed as THEA 223)

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Recommended Preparation**

THEA 101, 221, and 222.

**Prerequisites**

Grade of C or better in THEA 221.

**Course Outcomes**

- Demonstrate the skill of acting by using the camera lens to convey story.
- Illustrate the complexities of character within a given text.
- Analyze performances for television and film for quality and desired effect on the audience.

**CM 271 : Games and Gaming in Society**

This survey study of games and gaming in human culture and society brings together various methodologies and conceptual tools.

**Credits** 3

**Lecture Hours** 3

**Course Outcomes**

- Analyze the connection between gaming and larger political, social, and psychological patterns in society.
- Conduct surveys and interviews with populations of gamers and major figures in current gaming trends.
- Calculate mathematical probabilities of success or failure in various games.
- Design an effective, balanced game that speaks to a population of gamers.

**CM 280 : Book Production: Pueo Literary and Art Journal**

This course is intended to acquaint students with the theory, practice, and skills required to publish a book (Pueo Literary and Art Journal), and, by extension, enable students to participate in the production of any small publication such as magazines, handbooks, manuals, brochures, flyers, newsletters, etc. To varying degrees over two semesters, the course covers planning, publicity, selection, editing, proofreading, layout, production, distribution, and celebration. Six credits may be applied to the AA degree. (Cross-listed as ENG 280.)

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Prerequisites**

Grade of “C” or better in Eng 100 or consent of instructor.

**Course Outcomes**

- Evaluate how audience, purpose, and mode of publication affect publication design.
- Employ skills such as editing, proofreading, design, and layout.
- Participate in imaginative and creative collaboration in the production of a journal that maintains high standards.

## Dance

**DNCE 121 : Beginning Ballet**

Introduction to classical ballet technique. May be repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Course Outcomes**

- Correctly define ballet terminology.
- Execute proper ballet technique.
- Perform ballet routines.

**DNCE 122 : Continuing Beginning Ballet**

Continuation of beginning classical ballet technique. May be repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Prerequisites**

Grade of “C” or better in DNCE 121 or consent of instructor.

**Course Outcomes**

- Demonstrate correct usage of ballet terminology and core concepts
- Execute proper ballet technique
- Perform ballet routines

**DNCE 131 : Beginning Modern Dance**

Introduction to modern dance technique. May be repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Course Outcomes**

- Correctly define modern dance terminology
- Demonstrate kinesthetic proficiency in modern dance technique through performance
- Demonstrate conceptual understanding of contemporary modern dance technique

**DNCE 132 : Continuing Beginning Modern Dance**

Continuation of beginning modern dance technique. May be repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Prerequisites**

Grade of "C" or better in DNCE 131 or Instructor consent.

**Course Outcomes**

- Discuss concepts in modern dance utilizing proper terminology
- Develop kinesthetic proficiency in contemporary modern dance technique
- Perform modern dance choreography

**DNCE 221 : Low Intermediate Ballet**

Low intermediate ballet technique. Maybe repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Prerequisites**

Grade of "C" or better in DNCE 122 or instructor's consent.

**Course Outcomes**

- Discuss Core Concepts in Ballet Using Proper Ballet Terminology
- Execute Intermediate Level Ballet Techniques
- Perform Intermediate Level Choreography

**DNCE 231 : Low Intermediate Modern Dance**

Low intermediate modern dance technique. May be repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Prerequisites**

Grade of "C" or better in DNCE 132 or Instructor consent.

**Course Outcomes**

- Discuss concepts in modern dance utilizing proper terminology
- Develop kinesthetic proficiency in contemporary modern dance technique
- Perform modern dance choreography

**DNCE 252 : Applied Dance**

This course provides individual instruction in dance, covering intermediate and advanced performance techniques taught to each student's individual level. Applied dance is a performance course. The emphasis will be toward developing performing skills from a wide range of methods and training. The goal is to facilitate student dancers in attaining a level of confidence and skill that allows for consistently powerful and effective performances. This course may be repeated for up to 4 credits. (1 hour Individual Instruction)

**Credits** 1

-4

**Designation**

DA

**Prerequisite Courses**

DNCE 121

DNCE 131

**Prerequisites**

A grade of C or better in DNCE 121 or DNCE 131.

**Course Outcomes**

- Incorporate theoretical concepts in dance performance.
- Perform dance choreography.
- Demonstrate professional performance practices.

**DNCE 270 : Dance Performance**

DNCE 270 is a performance course designed to enhance and develop students' dance skills through the staging of selected dance pieces either as individual pieces or as part of a larger production project.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Prerequisites**

Grade of C or better in DNCE 121 or 131, or Instructor's consent

**Course Outcomes**

- Demonstrate selected dance and theatre etiquette and protocol.
- Identify selected theatre and dance terminology.
- Perform dances demonstrating application of physical and interpretative skills
- Analyze dance for performance through evaluation and review.

## Earth Science

**ERTH 101 : Introduction to Geology**

The natural physical environment; the landscape; rocks and minerals, rivers and oceans; volcanism, earthquakes and other processes inside the Earth; effects of human use on the Earth and its resources. Field trip.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Course Outcomes**

- Explain the relevance of geology and geophysics to human needs, including those appropriate to Hawai'i, and be able to discuss issues related to geology and its impact on society and planet Earth.
- Apply technical knowledge of relevant computer applications, laboratory methods, and field methods to solve real-world problems in geology and geophysics.
- Use the scientific method to define, critically analyze, and solve a problem in earth science.
- Reconstruct, clearly and ethically, geological knowledge in both oral presentations and written reports.
- Evaluate, interpret, and summarize the basic principles of geology and geophysics, including the fundamental tenets of the sub-disciplines, and their context in relationship to other core sciences, to explain complex phenomena in geology and geophysics.

**ERTH 101L : Introduction to Geology Lab**

Hands-on study of minerals, rocks, and topographic maps. Examine volcanism, hydrology, coastal processes and hazards, geologic time and earthquakes. Field trips to investigate landslides, beaches and O'ahu geology.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Course Outcomes**

- Explain the relevance of geology and geophysics to human needs, including those appropriate to Hawai'i, and be able to discuss issues related to geology and its impact on society and planet Earth.
- Apply technical knowledge of relevant computer applications, laboratory methods, and field methods to solve real-world problems in geology and geophysics.
- Use the scientific method to define, critically analyze, and solve a problem in earth science.
- Reconstruct, clearly and ethically, geological knowledge in both oral presentations and written reports.
- Evaluate, interpret, and summarize the basic principles of geology and geophysics, including the fundamental tenets of the sub-disciplines, and their context in relationship to other core sciences, to explain complex phenomena in geology and geophysics.

**ERTH 102 : Quantifying Global & Environmental Change**

Introductory mathematical approaches to quantifying key aspects of global and environmental change. Includes data analysis, graphical representation, and modeling of population growth, greenhouse gas emissions and fate, sustainable resource utilization, and sea-level change.

**Lecture Hours** 3

**Designation**

FQ

**Course Outcomes**

- Explain the relevance of geology and geophysics to human needs, including those appropriate to Hawaii, and be able to discuss issues related to geology and its impact on society and planet Earth.
- Apply technical knowledge of relevant computer applications, laboratory methods, and field methods to solve real-world problems in geology and geophysics.
- Use the scientific method to define, critically analyze, and solve a problem in earth science.
- Reconstruct, clearly and ethically, geological knowledge in both oral presentations and written reports.
- Evaluate, interpret, and summarize the basic principles of geology and geophysics, including the fundamental tenets of the sub-disciplines and their context in relationship to other core sciences, to explain complex phenomena in geology and geophysics.

**ERTH 103 : Geology of Hawaiian Islands**

Hawaiian geology and geologic processes: origin of Hawaiian Islands, volcanism, rocks and minerals, land forms, stream and coastal processes, landslides, earthquakes and tsunamis, ground water, geologic and environmental hazards. Field trips arranged.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Course Outcomes**

- explain the relevance of geology and geophysics to human needs, including those appropriate to Hawaii, and be able to discuss issues related to geology and its impact on society and planet Earth.
- Apply technical knowledge of relevant computer applications, laboratory methods, and field methods to solve real-world problems in geology and geophysics.
- Use the scientific method to define, critically analyze, and solve a problem in earth science.
- Reconstruct, clearly and ethically, geological knowledge in both oral presentations and written reports.
- Evaluate, interpret, and summarize the basic principles of geology and geophysics, including the fundamental tenets of the sub-disciplines, and their context in relationship to other core sciences, to explain complex phenomena in geology and geophysics.

**ERTH 135 : Natural Disasters and Human History**

Examines how natural hazards have affected the course of human culture and societies from pre-history to the present in Hawai'i/Oceania, Asia, Africa, Europe, and the Americas.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGC

**Course Outcomes**

- Explain the relevance of geology and geophysics to human needs, including those appropriate to Hawai'i, and be able to discuss issues related to natural disasters and their impact on society and planet Earth.
- Apply technical knowledge of relevant computer applications, laboratory methods, and field methods to solve real-world problems in geology and geophysics.
- Use the scientific method to define, critically analyze, and solve a problem in earth science.
- Reconstruct, clearly and ethically, geological knowledge in both oral presentations and written reports.
- Evaluate, interpret, and summarize the basic principles of geology and geophysics, including the fundamental tenets of the sub-disciplines and their context in relationship to other core sciences, to explain complex phenomena in geology and geophysics.

### **ERTH 210 : O'ahu Field Geology**

Field trip and laboratory sessions relating to the Geology of O'ahu.

**Credits** 1

**Designation**

DY

**Prerequisites**

Credit for or registration in EARTH 101, EARTH 103, or consent of instructor.

**Course Outcomes**

- Understand through field observation, with field and laboratory exercises, geological processes that construct, modify, and destroy the Hawaiian landscape.
- Realize the hazards, mitigation of these hazards and benefits of Hawaiian volcanism, and its relationship to island culture(s).
- Appreciate current research and studies of Hawaiian volcanism through visits to appropriate museums and research laboratories.
- Understand the vastness of geological time applied to Hawai'i, and how time is measured thus the time-scale known.

### **ERTH 211 : Big Island Field Geology**

A four-day field trip on the island of Hawai'i. A survey of Hawaiian volcanic processes is illustrated by studying Kilauea, Mauna Kea, Mauna Loa, Hualalai, and Kohala volcanoes. Students are responsible for air and ground transportation, meals, and lodging.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in EARTH 101, EARTH 103, or consent of instructor. Must have medical clearance.

**Course Outcomes**

- Understand through field observation, with field and laboratory exercises, geological processes that construct, modify, and destroy the Hawaiian landscape.
- Realize the hazards, mitigation of these hazards and benefits of Hawaiian volcanism, and its relationship to island culture(s).
- Appreciate current research and studies of Hawaiian volcanism through visits to appropriate museums and research laboratories.
- Understand the vastness of geological time applied to Hawai'i, and how time is measured thus the time-scale known.

### **ERTH 212 : Maui Field Geology**

A four-day field trip on the island of Maui. A survey of Hawaiian volcanology and geomorphology illustrated by field studies of Haleakala and West Maui volcanoes. Students are responsible for air and ground transportation, meals, and lodging.

**Credits** 1

**Designation**

DY

**Prerequisites**

Credit for or registration in EARTH 101, EARTH 103, or consent of instructor. Must have medical clearance.

**Course Outcomes**

- Understand through field observation, with field and laboratory exercises, geological processes that construct, modify, and destroy the Hawaiian landscape.
- Realize the hazards, mitigation of these hazards and benefits of Hawaiian volcanism, and its relationship to island culture(s).
- Appreciate current research and studies of Hawaiian volcanism through visits to appropriate museums and research laboratories.
- Understand the vastness of geological time applied to Hawai'i, and how time is measured thus the time-scale known.

### **ERTH 213 : Moloka'i, Lana'i, and Kaho'olawe Field Geology**

A four-day field trip on the islands of Moloka'i and Lana'i. Field studies of East Moloka'i, West Moloka'i, Makenalua (Kalaupapa) and Lana'i volcanoes, and directed reading on Kaho'olawe volcano. Students are responsible for air and ground transportation, meals, and lodging.

**Credits** 1

**Designation**

DY

**Prerequisites**

Credit for or registration in EARTH 101, EARTH 103, or consent of instructor. Must have medical clearance.

**Course Outcomes**

- Understand through field observation, with field and laboratory exercises, geological processes that construct, modify, and destroy the Hawaiian landscape.
- Realize the hazards, mitigation of these hazards and benefits of Hawaiian volcanism, and its relationship to island culture(s).
- Appreciate current research and studies of Hawaiian volcanism through visits to appropriate museums and research laboratories.
- Understand the vastness of geological time applied to Hawai'i, and how time is measured thus the time-scale known.

**ERTH 214 : Kaua'i and Ni'ihau Field Geology**

A four-day fieldtrip on the island of Kaua'i to study the volcanological evolution and continuing geological history of Kaua'i and Ni'ihau volcanoes. Students are responsible for air and ground transportation, meals, and lodging.

**Credits** 1

**Designation**

DY

**Prerequisites**

Credit for or registration in EARTH 101, EARTH 103, or consent of instructor.

**Course Outcomes**

- Understand through field observation, with field and laboratory exercises, geological processes that construct, modify, and destroy the Hawaiian landscape.
- Realize the hazards, mitigation of these hazards and benefits of Hawaiian volcanism, and its relationship to island culture(s).
- Appreciate current research and studies of Hawaiian volcanism through visits to appropriate museums and research laboratories.
- Understand the vastness of geological time applied to Hawai'i, and how time is measured thus the time-scale known.

## Economics

**ECON 130 : Principles of Microeconomics**

Examination of the decision-making process of both households and firms. Analysis of the functioning of a competitive market system, using supply and demand models and the role of government in cases of market failure.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Translate important microeconomic terms and theories into various forms. Skills needed to achieve this outcome: Writing ability, ability to translate economic terms into their own words and mathematical ability, ability to translate and interpret economic theories in a two dimensional graphical space.
- Explain the basic underpinnings of consumer and producer behavior. Skills needed to achieve this outcome: Research skills, Writing skills, Ability to formulate a hypothesis, and Ability to use the scientific method.

**ECON 131 : Principles of Macroeconomics**

Examination of the forces determining levels of and changes in national income, employment and the price level, including the role of government through its fiscal and monetary policies.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Translate important macroeconomic terms and theories into various forms. Skills needed to achieve this outcome: Writing ability, ability to translate economic terms into their own words. Mathematical ability, ability to translate and interpret economic theories in a two dimensional graphical space.
- Identify, explore and analyze macroeconomic concepts using economic analysis and research skills. Skills needed to achieve this outcome: Research skills, Writing skills, Ability to formulate a thesis statement, Ability to backup arguments using published research and to cite that research appropriately.

### **ECON 220 : Introduction to Environmental Economics**

Environmental Economics uses the basic tools of economic analysis to focus on issues that pertain to the natural environment and its resources. The central theme is that there are competing demands for our limited natural resources necessitating that difficult choices be made regarding how those resources are used. Topics include global warming, Hawai'i's environment and other current environmental issues as time permits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Recommended Preparation**

Credit for Economics 130 or 131 and a course in Environmental Science, or instructor consent.

**Course Outcomes**

- Explain how prices allocate resources in a free market economy, especially as related to the environment.
- Evaluate the benefits and costs of environmental clean-up
- Contrast free market solutions to environmental clean-up vs. competing views.
- Evaluate outcomes and government policy responses in markets with negative externalities.

## **Electrical Engineering**

### **EE 160 : Programming for Engineers**

Introductory course on computer programming and modern computing environments with an emphasis on algorithm and program design, implementation and debugging. Designed for engineering students, this course includes a hands-on laboratory to develop and practice programming skills.

**Credits** 3

**Lecture Hours** 3

**Recommended Preparation**

ICS 101

**Prerequisites**

Credit for or registration in Math 140 or consent of instructor

**Course Outcomes**

- explain the steps involved in the programming process.
- solve simple problems and express those solutions as algorithms.
- use the fundamental techniques of selection, looping, assignment, input, and output to describe the steps the computer takes to solve a problem.
- write algorithms and code in a top-down manner.
- work with arrays in searching and sorting applications.
- work with structures and unions types.
- write, test, and debug small programs.
- write functions and use pointers.
- work with characters and strings.
- work in text based environment like UNIX.
- interface with text base using a GUI interface.

### **EE 211 : Basic Circuit Analysis I**

This is an introductory course covering linear passive circuits, time domain analysis, transient and steady state responses, phasors, impedance and admittance, power and energy, frequency responses, and resonance.

**Credits** 4

**Lecture Hours** 3

**Designation**

DP

DY

**Prerequisites**

Credit for or registration in MATH 243 (formerly MATH 231) or higher, credit for or registration in PHYS 272, or consent of instructor.

**Course Outcomes**

- Analyze and assemble basic circuits.
- Describe and analyze the basic functionality of the components of a basic circuit.
- Describe the rudiments of electric power production.

# English

## ENG 100 : Composition I

This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources.

**Credits** 3

**Lecture Hours** 3

**Designation**

FW

### Prerequisites

Grade of “C” or better in ENG 22, OR placement into ENG 100, OR grade of “C” or better in ENG 23 and corequisite enrollment in ENG 100W, OR placement and enrollment in co-requisite ENG 100W OR grade of “C” or better in ENG 100W OR approval of designated Language Arts representative.

### Corequisites

ENG 100W

### Course Outcomes

- Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
- Engage in a writing process that includes exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of peer and instructor feedback, editing, and proofreading.
- Find, evaluate, integrate, and properly document information from libraries, the internet, and other sources, with an eye for reliability, bias, and relevance.
- Read for main points, perspective, and purpose, and analyze the effectiveness of a variety of rhetorical strategies in order to integrate that knowledge into their writing.

## ENG 100W : Composition I Writing Workshop

This course offers increased student-teacher collaboration on English 100 course content: college-level composition, critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources. (140 min studio)

**Credits** 1

### Prerequisites

Grade of “C” or better in ENG 23, or placement into ENG 100W, or approval of designated Language Arts representative.

### Co-Requisite Courses

ENG 100

### Course Outcomes

- Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
- Engage in a writing process that includes exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of peer and instructor feedback, editing, and proofreading.
- Find, evaluate, integrate, and properly document information from libraries, the internet, and other sources, with an eye for reliability, bias, and relevance.
- Read for main points, perspective, and purpose, and analyze the effectiveness of a variety of rhetorical strategies in order to integrate that knowledge into their writing.

## ENG 200 : Composition II

A writing intensive composition course that furthers the study of rhetorical, conceptual, and stylistic demands of writing. through a variety of assignments, each essay students write will build on the next one, culminating in a final argumentative research paper into which students will incorporate the knowledge they have gained through the writing and research performed during the semester.

**Credits** 3

**Lecture Hours** 3

### Recommended Preparation

Students should possess a strong foundation in grammar and punctuation; ideally, students will know MLA and/or APA writing styles.

### Prerequisites

Grade of “C” or better in ENG 100, or consent of instructor.

### Course Outcomes

- Summarize and organize appropriate primary and secondary sources.
- Analyze written arguments and resolutions using Aristotle’s rhetorical triangle.
- Evaluate the validity and relevance in a given argument.
- Employ MLA and APA documentation styles in a written research project.

**ENG 204A : Introduction to Creative Writing (Fiction)**

English 204A Introduction to Creative Writing (fiction) introduces students to the basic practices and principles involved in the writing and publication of short stories and novels.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Prerequisites**

Grade of “C” or better in ENG 100, or consent of instructor.

**Course Outcomes**

- View the world as a writer, with an eye for detail and an ear for dialogue.
- Exercise the imagination as a tool for creation.
- Write short stories or novels.
- Submit writing for publication.
- Gain and deliver useful writing feedback.

**ENG 204B : Introduction to Creative Writing (Poetry)**

English 204B Introduction to Creative Writing (Poetry) introduces students to the basic practices and principles involved in the writing and publication of poems.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Recommended Preparation**

Students should possess a strong foundational knowledge of grammar, word usage, and punctuation. Additionally, students must be able to accept constructive criticism from peers and the instructor.

**Prerequisites**

Grade of “C” or better in ENG 100, or consent of instructor.

**Course Outcomes**

- Create original poems that reflect a skillful use of literary devices, forms, and conventions.
- Analyze poems written by peers and published authors.
- Propose and employ feedback in the writing workshop model.
- Evaluate and submit poems for publication.

**ENG 204C : Introduction to Creative Writing (Screenwriting)**

English 204C Introduction to Creative Writing (Screenwriting) introduces students to the basic practices and principles of screenwriting. (Cross-listed as CM 204C)

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Recommended Preparation**

Students should possess a strong foundational knowledge of grammar, word usage, and punctuation. Additionally, students must be able to accept constructive criticism from peers and the instructor.

**Prerequisites**

Grade of “C” or better in ENG 100, or consent of instructor.

**Course Outcomes**

- Create original short screenplays that include screenwriting format, devices, and conventions.
- Propose and employ feedback in the writing workshop model.
- Enter screenplays for local and/or national contests and/or productions.

**ENG 204D : Introduction to Creative Writing: Creative Nonfiction**

English 204D Introduction to Creative Writing (Creative Nonfiction) introduces students to the basic practices and principles involved in the writing and publication of creative nonfiction, which includes autobiography, biography, nature and travel writing, cultural criticism, and historical and scientific writing.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Recommended Preparation**

Students should possess a strong foundational knowledge of grammar, word usage, and punctuation. Additionally, students must be able to accept constructive criticism from peers and the instructor.

**Prerequisites**

Grade of C or better in ENG 100, or consent of instructor.

**Course Outcomes**

- Create original works of creative nonfiction that reflect a skillful use of literary devices, forms, and conventions.
- Analyze creative nonfiction written by peers and published authors.
- Propose and employ feedback in the writing workshop model.
- Evaluate and submit work for publication.

**ENG 209 : Business Writing**

A study of business and managerial writing; practice in writing letters, memos, and reports, including a report requiring research and documentation.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

Grade of "C" or better in ENG 100.

**Course Outcomes**

- 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.

**ENG 271 : Introduction to Literature: Genre**

This course introduces students to the study of significant works of literature in selected genres. Emphasis is on discussion of and writing about characteristics and themes of the works. A student may enroll in this course more than one time (for different genres); however, only three credits will be applied toward degree.

**Credits** 3

**Lecture Hours** 3

**Designation**

DL

**Prerequisites**

A grade of "C" or better in ENG 100.

**Course Outcomes**

- Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing.
- Respond to a work of literature as an expression of a culture's values and compare those with the student's own.
- Enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature's social, cultural, political, and philosophical themes and techniques.
- Exhibit knowledge about selected writers and their characteristic themes and techniques.

**ENG 272 : Introduction to Literature: Culture and Literature**

This course introduces students to the study of significant works of literature in selected cultures and cultural formations. Emphasis is on discussion of and writing about characteristics and themes of the works. A student may enroll in this course more than one time (for different cultures); however, only three credits will be applied toward degree.

**Credits** 3

**Lecture Hours** 3

**Designation**

DL

**Prerequisites**

A grade of “C” or better in ENG 100.

**Course Outcomes**

- Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing.
- Respond to a work of literature as an expression of a culture’s values and compare those with the student’s own.
- Enjoy a more creative, enlightened, and fulfilled life through an appreciation of literature’s social, cultural, political, and philosophical themes and techniques.
- Exhibit knowledge about selected writers and their characteristic themes and techniques.

**ENG 280 : Book Production: Pueo Literary and Art Journal**

This course is intended to acquaint students with the theory, practice, and skills required to publish a book (Pueo Literary and Art Journal), and, by extension, enable students to participate in the production of any small publication such as magazines, handbooks, manuals, brochures, flyers, newsletters, etc. To varying degrees over two semesters, the course covers planning, publicity, selection, editing, proofreading, layout, production, distribution, and celebration. Six credits may be applied to the AA degree. (Cross-listed as CM 280.)

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Recommended Preparation**

Willingness to carry out collaborative responsibilities on time and to work cooperatively with others. Strong knowledge of grammar, word usage, and punctuation. Awareness of literary forms and styles. Basic computer skills. An eye for visual detail.

**Prerequisites**

Grade of “C” or better in ENG 100 or consent of instructor.

**Course Outcomes**

- Evaluate how audience, purpose, and mode of publication affect publication design.
- Employ skills such as editing, proofreading, design, and layout.
- Participate in imaginative and creative collaboration in the production of a journal that maintains high standards.

## Finance

**FIN 150 : Personal Finance**

A goal-oriented approach to personal financial management covering budgeting, use of financial institutions, income tax effects and strategies, credit risk management, investment analysis, risks, alternatives, financial products and markets, retirement planning and estate planning. Students will be introduced to various financial planning software programs.

**Credits** 3

**Lecture Hours** 3

**Recommended Preparation**

Grade of C or better in Math 75X or equivalent.

**Course Outcomes**

- Discuss the financial institution’s role in individual personal finance.
- Critique the different types of insurance and their effectiveness in controlling and managing risk.
- Discuss the investment process.
- Utilize software and other financial planning tools.

# Food Science and Human Nutrition

## **FSHN 185 : Human Nutrition**

An introductory level biological science course which integrates basic concepts of science with the study of human nutrition. Designed for students who want an introduction to nutrition, as well as those who later choose to major in it.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Prerequisites**

Placement in ENG 100 and credit in Math 25, 26, 29, or 82 or higher, placement into Math 103 or higher, or consent of instructor.

### **Course Outcomes**

- Describe the six categories of nutrients and evaluate the nutrient adequacy of a diet.
- Identify factors influencing eating habits.
- Correctly interpret and evaluate information on food labels, packages and product advertising based on generally accepted scientific methods and standards.
- Define various types of malnutrition and discuss their causes, cures, and associated health effects.
- Discuss current issues related to the safety of the food supply, using concepts from toxicology.
- Describe physiological changes that occur during the lifecycle and explain the changes in nutrient needs that accompany these changes.
- Discuss various environmental and ecological conditions, which interact with human nutrition, both locally and globally.

# Geography & Environment

## **GEO 101 : The Natural Environment**

Survey of the natural environment; distribution and interrelationships of climates, vegetation, soil, and land forms.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

### **Course Outcomes**

- Describe the components (inputs), processes (actions) and resulting spatial patterns (outputs) of the physical environment (atmosphere, hydrosphere, lithosphere and biosphere) as a system.
- Apply the scientific method, and theories and concepts of geography to explain a physical environment.
- Explain critically the interaction of humans and the physical environment.
- Illustrate how his/her views of the physical environment have (or have not) changed.

## **GEO 101L : The Natural Environment Laboratory**

Analysis by use of maps, air photos, field and laboratory observation, and experimentation. Emphasis on Hawai'i and on human modification of environment. Required field trips during regular class hours.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in GEO 101.

### **Course Outcomes**

- Apply the scientific method to study a physical environment: Define a problem for a study, gather and record data, analyze the data, arrive at appropriate conclusions, and report the findings in written form.
- Use various instruments, such as a compass, GPS unit and thermometer, to gather environmental data.
- Use the metric system, scientific notation, graphs, and geographic and basic statistical measurements.
- Write a lab report using the standard scientific format.

## **GEO 102 : World Regional Geography**

Geography 102 is a survey of the world's major cultural regions. Environmental, cultural, political, and economic characteristics of each region and regional interactions are explored from a geographic perspective.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGB

### **Course Outcomes**

- Demonstrate knowledge of basic geographic terms, locations, concepts, theories, and methodology.
- Demonstrating an understanding of historical, social and environmental processes shaping the world's major cultural regions.
- Apply the knowledge of basic geographic terms, locations, concepts, theories, and methodology to critically explain current world events and issues and daily events.

# **Hawaiian Language**

## **HAW 100 : Language in Hawai'i: A Microcosm of Global Language Issues**

Course is a survival kit for life in Hawai'i and an introduction to Hawaiian and language related issues enhancing communicative experiences in Hawai'i. An examination of social, cultural, political, and linguistic cross-cultural interaction locally and globally. Taught in English and Hawai'i Creole English.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGB

### **Course Outcomes**

- Identify similar and distinctive patterns of development and change within different native/indigenous populations from around the world who have a shared history of colonization and/or occupation, from loss of native language and culture to efforts on behalf of native/indigenous people to revitalize and perpetuate their native language and culture.
- Develop a deeper understanding and appreciation for the local, Hawai'i community and our diverse backgrounds, cultures, languages, worldviews, and experiences, thus enhancing their communicative experience here in Hawai'i as well as in their individual home communities and setting the stage for improved relations between diverse groups.
- Make more informed decisions and better judgments about the various cross-cultural issues covered in the course.
- Explain in general the ethnic and linguistic make-up of ancient and modern Hawai'i and explain how change happened over time.
- Explain and interpret political and social points of view from the native and non-native perspective.
- Read, pronounce, and have a basic understanding of many Hawaiian and Pidgin words, names, and phrases and begin to appreciate multilingualism.

## **HAW 101 : Elementary Hawaiian I**

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.

**Credits** 4

**Lecture Hours** 4

### **Course Outcomes**

- 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.

**HAW 102 : Elementary Hawaiian II**

Continuation of HAW 101.

**Credits** 4

**Lecture Hours** 4

**Prerequisites**

Credit for HAW101 or consent of instructor.

**Course Outcomes**

- Demonstrate the increased ability to comprehend and respond to basic spoken Hawaiian about daily activities, about the student's life and interests and to narrate past, present and future events.
- Demonstrate the increased ability to read and write Hawaiian sentences using more grammatical patterns and a working vocabulary of some 1,000 words, plus idiomatic expressions.
- Speak Hawaiian with increasing fluency and with correct inflection, intonation and rhythm.

**HAW 201 : Intermediate Hawaiian I**

Continuation of HAW 102 with emphasis on increasing proficiency in use of major sentence patterns in reading, writing, conversation, and translation.

**Credits** 4

**Lecture Hours** 4

**Prerequisites**

Credit for HAW 102 or consent of instructor.

**Course Outcomes**

- Demonstrate the ability to comprehend and respond to sentence structures of greater length and complexity on a variety of topics.
- Demonstrate the ability to comprehend, speak, read and write at the intermediate level with a working vocabulary of some 1,500 words, plus idiomatic expressions.
- Write original expositions and communicate on a variety of topics within the student's experience.

**HAW 202 : Intermediate Hawaiian II**

Continuation of HAW 201. Further refinement of basic language skills including vocabulary development beyond the 201 level. Increased control over structures and idioms. Includes readings about history, culture, and diverse forms of literature.

**Credits** 4

**Lecture Hours** 4

**Prerequisites**

Credit for HAW 201 or consent of instructor.

**Course Outcomes**

- Listen and sustain comprehension of connected discourse on a variety of topics.
- Demonstrate oral and written proficiency in grammatical patterns of greater complexity, with a working vocabulary of some 2,000 words, plus idiomatic expressions.
- Demonstrate the ability to initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics.
- Demonstrate a basic familiarity with Hawaiian verbal art forms; 'ōlelo no'ēau, mele, oli, pule, mo'ōlelo, and ka'ao.

## Hawaiian Studies

**HWST 107 : Hawai'i: Center of the Pacific**

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.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- 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 109 : Hawaiian and Pacific Video Production**

This class introduces students to the beginning steps of both video production and media study through Hawaiian and Pacific Islander perspectives, ethics, themes, and values. Students will learn the introductory processes of preproduction, scripting, camera work, editing, and distribution, and the theoretical side of critically examining representations of Hawai'i, Hawaiians, the Pacific, and Pacific islanders in film, television, music, news, and digital platforms. The course emphasizes Hawaiian and Pacific voices, cultural values, and media practices in their various forms. Students will learn to identify the media's impact on Hawaiian and Pacific identities, politics, tourism, and movements, while also creating their own media projects rooted in Hawaiian and Pacific Studies methodologies.

**Credits** 3

**Lab Hours** 3

**Designation**

DA

**Recommended Preparation**

HWST 107

**Course Outcomes**

- Plan and articulate the stages of video production, including pre-production, production, and post-production workflows.
- Analyze both mainstream and Hawaiian-created media for underlying themes, cultural representation, and potential biases.
- Integrate Hawaiian or Pacific worldviews and values through the creation of video media projects.
- Discuss ethical issues related to the portrayal of Hawaiians and Hawaiian culture in video and film media.

### **HWST 110 : Huaka'i Wa'a: Introduction to Hawaiian Voyaging**

This course introduces students to modern Hawaiian canoe voyaging through a beginning examination of the science and narratives of ancient voyaging, the history of the modern revival of voyaging, and the Hawaiian navigator's toolkit.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

Familiarity with Hawaiian language and culture is helpful but not required.

**Course Outcomes**

- 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 113 : Nohona and Loina Hawai'i: Hawaiian Life and Customs**

This class introduces students to Hawaiian cultural knowledge across a range of life events, ceremonies, and practices. Students will learn Hawaiian cultural knowledge about major life events of family and individual life. They will also learn Hawaiian cultural knowledge related to the cultural life practices of the seasons and the society at large.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Describe Hawaiian cultural practices related to life cycles and major life events.
- Explain Hawaiian cultural practices in seasonal, social, and political contexts.
- Discuss traditional Hawaiian worldviews and values in ways that inform present-day contexts.

### **HWST 115 : Mo'okūauhau: Hawaiian Genealogies**

This is a course in which students will learn about the centrality of genealogy to Hawaiian history, culture, and family. Students of any ancestry or background will gain value in learning about a central aspect of Hawaiian culture, and in doing research that is geared toward either their own family genealogy or the researching of the genealogies of public figures, or historical figures. Students will be guided through a research process and set of research methodologies for vital statistics, land, tax, census, historical material, and online resources. Students will also learn chiefly and family genealogies of Hawai'i, which is a Hawaiian method through which some of the history of Hawai'i is also explored. By completion of the semester, students will be expected to assemble a genealogy and family history beyond what they might already have completed before enrollment in this class for either themselves or a public figure cleared by the instructors of this course.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

DA

DL

**Course Outcomes**

- Demonstrate knowledge of the centrality and importance of genealogy to Hawaiian culture.
- Show knowledge of some of the major genealogies of Hawaiian chiefs and large families in Hawai'i.
- Demonstrate the ability to conduct research in public and private institutions in Hawai'i, and through the use of internet genealogy web sites.
- Show that they are able to research and construct a genealogy and family history.

### **HWST 130 : Hula 'Ōlapa: Traditional Hawaiian Dance**

In this class students will learn various beginning traditional hula interpretations. Students will be taught the basic footwork and hand gestures of traditional hula accompanied by chanting, Ipu Heke (double gourd) or Pahu (drum). Students may also be required to make accompanying instruments like Ipu (smaller single gourd), Kala'au (sticks), 'Ili'ili (stones), and Pū'ili (split bamboo), and learn accompanying oli (chants) under the direction of the class Instructor. Students will be taught different historical aspects of specific hula, associated hula mythology, ali'i (chiefly) genealogies, plants and place names.

**Credits** 3

**Lab Hours** 2

**Lecture Hours** 2

**Designation**

DA

DH

DL

**Course Outcomes**

- Learn a basic understanding of the differences between traditional and more modern styles of hula including the significance of hula as part of Hawaiian culture in traditional times.
- Learn the histories and mythologies behind the creation and performance of various hula.
- Learn how to perform several hula in unison, and the relationship between movements with the significance of lyrical content in a mele or oli combined with the occasions for which one is dancing.
- Learn how to prepare adornments for their specific hula.

### **HWST 131 : Hula Ōlapa 'elua: Traditional Hawaiian Dance II**

Continuation of HWST 130. In this second class, students will learn intermediate traditional hula interpretations. Foot work and hand gestures of traditional hula will be reinforced accompanied by chanting, Ipu Heke (double gourd) or Pahu (drum). Students will be exposed to chants, and pule of traditional and ceremonial protocols related to the discipline of hula. Students may also be required to make accompanying instruments, like Ipu (smaller single gourd), Kala'au (sticks), 'Ili'ili (stones), and Pū'ili (split bamboo) under the direction of the class instructor. Students will be taught different historical aspects of specific hula, associated hula mythology, ali'i (chiefly) genealogies; plants, and place names.

**Credits** 3

**Lab Hours** 2

**Lecture Hours** 2

**Designation**

DA

DH

DL

**Prerequisites**

Credit for HWST 130, and enrollment in or credit for HAW 101 or HWST 107.

**Course Outcomes**

- Describe and discuss the stories behind the creation and performance of various hula.
- Perform several hula demonstrating the relationship between movements and the significance of lyrical content in mele.
- Prepare and use adornment for specific hula.

### **HWST 135 : Kālai Lā'au: Hawaiian Woodwork and Wood Carving**

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.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

#### **Course Outcomes**

- 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.

### **HWST 136 : Kālai Lā'au II: Advanced Techniques in Hawaiian Carving**

This is a Hawaiian cultural carving class that is a continuation of the themes and techniques learned in HWST 135 Kālai La'au. Students will be required to complete at least one large piece and two highly finished smaller pieces. Students will be expected to have a basic understanding of carving upon entering the class and will spend their time fine tuning and working on a larger scale. through this class students will develop skills and techniques with more advanced tools needed to work effectively and safely with wood, bone, and/or stone, and students will acquire the cultural knowledge important to the pieces developed. Students will also learn how to make some of the tools required for use in the class.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

DH

DL

#### **Prerequisites**

Credit for HWST 135 with a grade of "B" or better, or consent of the instructor.

#### **Course Outcomes**

- Students will plan and complete carving projects using advanced tools on wood, stone, and bone in an effective and safe manner.
- Students will research and analyze Hawaiian cultural use of wood, bone, and stone.
- Students will be able to design, forge and finish a tool for use in carving projects.

### **HWST 140 : Mahi'ai I: Hawaiian Taro Culture**

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.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

DH

DL

#### **Recommended Preparation**

HWST 107

#### **Course Outcomes**

- 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 142 : Mahi'ai Kalo II - Traditional and Modern Techniques of Lo'i Kalo Production**

This course expands on the traditional Hawaiian kalo growing knowledge covered in the first class to include the ecology of wetland kalo systems, focusing on traditional lo'i techniques, and the integration of nutrient flow analysis through the ahupua'a and nutrient management practices for lo'i kalo. Additional emphasis is placed on both scientific and practical approaches. Cooking and eating are used throughout the course to demonstrate linkages between kalo and human nutrition and wellbeing. The course will consist of a mixture of lecture and hands-on field experience.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Prerequisites**

A grade of C or better in HWST 140 or consent of instructor

**Course Outcomes**

- Explain traditional Hawaiian and modern technical farming terminology and processes;
- Discuss nutrients, nutrient budgets, or nutrient cycling in lo'i kalo farming;
- Identify major patterns of nutrient flows in ahupua'a/watershed systems and the impacts of changes to those patterns.

**HWST 155 : HWST 155 Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses**

An introduction to Hawaiian Limu biology, ecology, and diversity. Students will learn about the historical, current, and potential uses of Limu and choose a species to research. An introduction to Limu groups (red, green, and brown) and sustainable cultivation. Students will learn about the cultural significance and history of Limu in Hawai'i.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Course Outcomes**

- Identify and describe the diversity of Hawaiian limu
- Describe the biology and ecology of Hawaiian limu
- Describe the historical and current uses of Hawaiian limu
- Apply knowledge to potential limu cultivation and conservation practices

**HWST 155L : Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab**

Students will study the various morphologies of local limu species and learn basic limu hatchery and farming techniques such as tumble culture or attached cultivation methods. Hands-on experience in the cultivation, and instruction in the equipment necessary to monitor and manage the cultivation system will take place in the hands-on laboratory. Students are introduced to media preparation, sterile technique, various Limu cultivation methods, and stereomicroscopy. Students will learn seeding techniques for re-planting Limu in critical habitats. Additionally, some lab skills such as DNA extraction/sequencing, and lipid extractions will be covered.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Completed or concurrently enrolled in HWST 155.

**Course Outcomes**

- Identify Hawaiian Limu through keying out species based on morphology
- Demonstrate the use of basic lab equipment to analyze culture systems such as stereomicroscopy and biomass measurements
- Use DNA sequencing to definitively identify Limu
- Apply knowledge to potential limu cultivation and conservation practices in hands on experiential learning.

### **HWST 155L : HWST 155 L Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses Lab**

Campanion laboratory to HWST 155, Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses. Practical hands-on experiences in Hawaiian Seaweeds and their uses. Laboratory/field trip class.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisite Courses**

**HWST 155**

**Prerequisites**

Grade of C or better or concurrent enrollment in HWST 155.

**Course Outcomes**

- Identify Hawaiian Limu through keying out species based on morphology
- Demonstrate the use of basic lab equipment to analyze culture systems such as stereomicroscopy and biomass measurements
- Use DNA sequencing to definitively identify Limu
- Apply knowledge to potential limu cultivation and conservation practices in hands on experiential learning.

### **HWST 215 : Oli Hōlona: Beginning Hawaiian Protocol and Chant**

An introduction to beginning Hawaiian protocol(s) and chant. Students will learn types of chants, voice quality, modes of chanting, and their basic elements of place chants at an introductory level.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

Grade of C or better in HAW 102.

**Prerequisites**

Grade of C or better in HWST 107 or consent of instructor.

**Course Outcomes**

- Illustrate the history and types of oli and their role in protocol.
- Demonstrate techniques and performance of basic oli pule and oli mele.

### **HWST 217 : Understanding Polynesian Religions**

This course provides an introduction to the study of Polynesian religions through an exploration of the oral traditions of Hawai'i, Aotearoa (New Zealand), French Polynesia (Tahiti et al.), and Samoa among others. In this class, students will gain a foundational understanding of important religious themes that permeate Polynesia. Main themes include but are not limited to deities' forms & functions, cosmogonies, etiologies, and belief-regulated practices. Additionally, a portion of the semester will focus on belief narratives as vehicles for the transmission of knowledge and the significance of contemporary representation and self-representation of Polynesian religion and culture. This class will use comparative analysis between Hawaiian religion and the religious traditions of Aotearoa, French Polynesia, and Samoa to identify the fundamental concepts needed to understand Polynesian religions and explore how they are interconnected and interwoven into the fabric of our lives today. (Cross-listed as REL 217)

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Identify and describe significant source-language terms, major figures, and stories in Hawaiian and other Polynesian religions
- Identify and describe important themes common to Hawaiian and other Polynesian religions
- Analyze, compare, contrast, major themes common to Hawaiian and other Polynesian religions

### **HWST 222 : Ma'awe No'eau: Hawaiian Fiber Work**

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.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

DH

DL

**Course Outcomes**

- 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 253 : Kamehameha I and the Hawaiian Kingdom**

Kamehameha I, also known as Pai'ea, Ka Na'i Aupuni, and Kaiwakiloumoku is the most famous Hawaiian in history. This course will look at the rise to power of Kamehameha I, as he consolidated all of the islands under his control establishing the Hawaiian Kingdom. We will examine his genealogy and chiefly family relations including, his most famous exploits and battles, the olelo no'eau (wise sayings) related to his life, and the cultural and political legacies he has left Hawai'i.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

HWST 107 and HAW 101

**Course Outcomes**

- Identify important events and characters associated with the life and events of Kamehameha's time.
- Compare and contrast different ideas and values we see in the stories about Kamehameha.
- Relate the life and events of Kamehameha's time to contemporary events and issues.

### **HWST 255 : Introduction to the Hawaiian Kingdom**

This course focuses on the Hawaiian Kingdom era covering two major historical periods: the first from 1810 until 1893; the second from 1893 to the present. This course focuses primarily on the first historical period, allowing the legal, political, and economic conclusions from that era to inform and provide for us a continuity into the second historical period. Major topics addressed in this course are: unification; the Hawaiian Constitutions; recognition and nationhood in 1843; feudal and allodial land systems; the Hawaiian economy; the Hawaiian monarchs; the occupation of the Hawaiian Islands; issues and methods of de-occupation; historical, political, legal, and economic global contexts.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

DH

DA

DL

**Prerequisites**

A grade of "C" or better in HWST 107, HIST 284 or HIST 224.

**Course Outcomes**

- Explain the political, economic, and social development of the Hawaiian Kingdom from a pre-unification feudal society to an internationally recognized nation-state.
- Compare and contrast applicable domestic and international law terminology as applied to the Hawaiian historical context.
- Analyze past events in Hawai'i by using methodological reasoning on the various models of social, political or economic systems.
- Assess the various lawful and unlawful Hawaiian Constitutions their creation, implementation and legal authority.
- Analyze the cause and effects of the Great Mahele as a unique land tenure system on Hawaiian society.
- Analyze the problems facing each of the Ali'i Nui, their solutions to those problems and the historical significance of each Ali'i Nui from Kamehameha I to Queen Lili'uokalani

### **HWST 263 : Hawaiian and Indigenous Film & Literature**

This course is a study of film & literature created by Native Hawaiians and other Indigenous peoples; especially to focus on the situational and cultural impetus from which these texts were created.

**Credits** 3

**Lecture Hours** 3

**Designation**

DL

**Prerequisite Courses**

HWST 107

PACS 108

**Prerequisites**

Grade of C or better in HWST 107 or PACS 108, or instructor consent.

**Course Outcomes**

- Illustrate major themes seen across different film & literary works.
- Describe the diversity of film & literary opinions, conflict, and commonality in texts in course..
- Discuss stories and storytellers from a range of ethnic and cultural indigenous groups.

### **HWST 270 : Hawaiian Mythology**

Survey of gods, 'aumakua, kupua, mythical heroes, heroines, and their kinolau as the basis of traditional Hawaiian Metaphor. This course will investigate and analyze oral and written Hawaiian literary sources.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Prerequisites**

Credit for HWST 107 or HAW 102.

**Course Outcomes**

- Analyze written and oral sources of Hawaiian mo'olelo.
- Describe akua (deities), kupua (deities), 'aumakua (ancestral family deities), and kanaka (humans) and their various forms from Hawaiian mo'olelo.
- Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions.
- Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo.

### **HWST 273 : Tattoo Traditions of Polynesia**

An overview of the traditional tattoo practices of the various Polynesian islands within the context of the great Pacific.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

DA

DL

**Course Outcomes**

- Compare and contrast the migrations and the peopling of the Pacific focusing on ancestral connections and continuities in the tattoo practices of the Pacific peoples.
- Identify primary and secondary source material and incorporate original documents in their analysis whenever possible.
- Identify the cultural contexts and differences (both traditional and modern) among the tattoo styles of the primary Polynesian groups.

**HWST 275 : Wahi Pana: Mythology of the Hawaiian Landscape**

Wahi Pana: Mythology of the Landscape, is designed to illuminate Hawaiian intelligence regarding the geographic features of these islands. Students will undertake a basic study of the natural sciences from a Western/modern perspective. They will then look at various Hawaiian chants and epic tales to explore the connections with indigenous knowledge forms found in a Hawaiian worldview. Cross-cultural comparisons are made with the goal of bringing forth specific, physical information about important Hawaiian places. Students will gain cultural awareness of their surroundings through the bridging of geography and the mythology studied, thus creating a more Hawaiian sense-of-place in our community.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

DA

DL

**Recommended Preparation**

REL 205.

**Prerequisites**

Grade of “C” or better in HWST 107, or HWST 270.

**Course Outcomes**

- Students will compare and contrast landscape descriptions, mythology, and human behavior from different cultural perspectives.
- Students will analyze Hawaiian mythology as it applies to Hawaiian place names, Native Hawaiian social history, and Native Hawaiian relationship to the natural environment.
- The student will explain the importance of place in the island ecosystem and the values of environmental sustainability.

**HWST 281 : Ho‘okele I: Hawaiian Astronomy and Weather**

Introduction to the basic principles and techniques of contemporary Pacific voyaging and their basis in astronomical, atmospheric, and other natural phenomena.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Recommended Preparation**

HWST 107

**Prerequisites**

Placement in ENG 100 or instructor approval.

**Course Outcomes**

- Explain the terminology used in contemporary Pacific wayfinding.
- Describe the tools, components, and techniques used by contemporary Pacific wayfinders, such as celestial bodies, atmospheric elements, and other natural phenomena.
- Explain the role of oral traditions in contemporary wayfinding.
- Explain the connections between Hawaiian worldview and Pacific wayfinding.
- Compare and contrast contemporary Pacific and Western wayfinding techniques.

### **HWST 281L : Ho‘okele I: Hawaiian Astronomy and Weather Lab**

Companion laboratory to HWST 281, Ho‘okele I: Hawaiian Astronomy & Weather. The laboratory and field activities in HWST 281L provide students with an introduction and opportunity to apply the basic principles, techniques, and experimental methods of contemporary Pacific wayfinding learned in HWST 281.

To ensure the best stargazing conditions, labs may be held off campus. Students must provide their own transportation.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

HWST 107

**Prerequisites**

HWST 281 with a grade of C or better or concurrently enrolled in HWST 281

**Course Outcomes**

- Use the terminology of Pacific wayfinding.
- Apply the tools, components, and techniques used by contemporary Pacific wayfinders to navigate.
- Use celestial bodies and other astronomical elements to navigate.
- Interpret oral traditions in the context of Pacific wayfinding.
- Compare and contrast the components and techniques of contemporary Pacific and Western wayfinding techniques.

### **HWST 285 : Lā‘au Lapa‘au I: Hawaiian Medicinal Herbs**

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.

**Credits** 4

**Lecture Hours** 3

**Designation**

DH

DA

DL

**Prerequisites**

Credit for HWST 107 or BOT 105.

**Course Outcomes**

- Learn Hawaiian and introduced 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.

### **HWST 296 : Special Topics in Hawaiian Studies**

Students will investigate important topics in Hawaiian Studies such as specific people, events, or periods. May be repeated up to 9 credits with different topics.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

“C” or better in HWST 107.

**Course Outcomes**

- Identify the important concepts and facts particular to the selected course topic.
- Analyze and interpret the nature and significance of the selected course topic.
- Investigate connections between the selected course topic and contemporary events and issues.

# Health

## **HLTH 123 : Introduction to Clinical Skills and Patient Care**

HLTH 123 provides an opportunity for students to discover their suitability for a career in direct client care and clinical medicine. Personal and cultural values and practices, professional conduct, and team-based care will be explored. In depth study will focus on medical terminology, common illnesses, interviewing patients, clinical cases, health care service models, workforce, and provider organizations. Safety/OSHA/HIPPA, CPR/AED certification, payor systems, and health ethics. Concepts and skills learned will be supplemented with site visits to healthcare facilities and guest lectures from selected healthcare professionals.

**Credits** 3

**Lecture Hours** 3

### **Course Outcomes**

- Explain the relationship, interplay and trust between patients and providers;
- Distinguish different levels of healthcare, types of care, healthcare workforce and provider organizations;
- Perform skill sets pertaining to patient-centered care;
- Communicate effectively in written and verbal forms.

## **HLTH 123C : Introduction to Clinical Skills and Patient Care**

HLTH 123C will be taught by a registered nurse and satisfies the requirements for the State of Hawaii Certified Nurses Aide Licensure. This course provides an opportunity for students to discover their suitability for a career in direct client care and clinical medicine. Personal and cultural values and practices, professional conduct, and team-based care will be explored. In depth study will focus on medical terminology, common illnesses, interviewing patients, clinical cases, health care service models, workforce, and provider organizations. Safety/OSHA/HIPPA, CPR/AED certification, payor systems and health ethics. Concepts and skills learned will be supplemented with site visits to healthcare facilities and guest lectures from selected healthcare professionals.

**Credits** 3

**Lecture Hours** 3

### **Course Outcomes**

- Explain the relationship, interplay, and trust between patients and providers;
- Distinguish different levels of healthcare, types of care, healthcare workforce and provider organizations;
- Perform skill sets pertaining to patient-centered care;
- Communicate effectively in written and verbal forms.

## **HLTH 124 : Introduction to Hawaiian and Indigenous Health and Healing: Kupuna Care for Nurse Aides**

Intro to Hawaiian and Indigenous Health and Healing combines traditional and Western healing knowledge and care giving skills. Training in the Native Hawaiian traditional healing practices focuses on mālama kupuna (elder care), mālama ‘aina (agricultural practices), ‘ai pono (healthy nutrition), ho‘oponopono (mutual reciprocity), lomilomi (massage), and lā‘au lapa‘au (plant medicine). The Western elements of the course focuses on human anatomy, medical terminology, basic nursing care, basic home care, nutrition, basic personal care, patient interaction and communication, dressing, bathing and feeding patients, helping patients get out of bed or move about, taking patients' temperature, blood pressure and pulse, and reporting to nurses.

**Credits** 3

**Lecture Hours** 3

### **Prerequisites**

Grade of C or better in HLTH 123 or instructor consent.

### **Course Outcomes**

- Explain appropriate pre and post procedures used when providing care;
- Successfully perform 14 of the State of Hawaii CNA mandatory skills;
- Describe the healthcare standards of care.

### **HLTH 124C : Introduction to Hawaiian and Indigenous Health and Healing: Kupuna Care for Nurse Aides**

Intro to Hawaiian and Indigenous Health and Healing combines traditional and Western healing knowledge and caregiving skills. HLTH 124C will be taught by a registered nurse and satisfies the requirements for the State of Hawaii Certified Nurses Aid licensure. Intro to Hawaiian and Indigenous Health and Healing combines traditional and Western healing knowledge and care giving skills. Training in the Native Hawaiian traditional healing practices focuses on mālama kūpuna (elder care), mālama ‘aina (agricultural practices), ‘ai pono (healthy nutrition), ho‘oponopno (mutual reciprocation), lomilomi (massage), and lā‘au lapa‘au (plant medicine). The Western elements of the course focuses on human anatomy, medical terminology, basic nursing care, basic home care, nutrition, basic personal care, patient interaction and communication, dressing, bathing and feeding patients, helping patients get out of bed or move about, taking patients' temperature, blood pressure and pulse, and reporting to nurses.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Grade of C or better in HLTH 123C or instructor consent.

#### **Course Outcomes**

- Explain appropriate pre- and post-procedures used when providing care
- Successfully perform 14 of the State of Hawaii CNA mandatory skills; (even with the non-CNA track, they will be performing the same skills)
- Describe the healthcare standards of care.

### **HLTH 125 : Survey of Medical Terminology**

HLTH 125 familiarizes the student with medical terminology used in both human and animal medicine through analysis of prefixes, suffixes, and word roots. This course covers the pronunciation, spelling, and definitions of selected medical words dealing with mammalian body systems. Commonly used medical abbreviations and pharmacological terms are also discussed.

**Credits** 1

**Lecture Hours** 1

#### **Prerequisites**

Grade of “C” or better in ENG 21 or ENG 23, or placement in ENG 100X

#### **Corequisites**

ENG 100.

#### **Course Outcomes**

- Correctly define, spell and pronounce selected medical terms dealing with anatomical planes and regions, anatomy of major body systems and associated diseases and disorders.
- Correctly use plural endings for medical terms.
- Apply knowledge of root words, prefixes and suffixes to identify meaning of novel medical terms.
- Define and give examples of terminology used to describe common surgical and diagnostic procedures.
- Recognize and define common medical and pharmacological abbreviations.

### **HLTH 134 : Practicum to Hawaiian and Indigenous Health and Healing: Kupuna care for Nurse Aides**

This course is a practicum companion to HLTH 124 and prepares students to work in non-long-term care settings. However, it does not qualify students to sit for the State of Hawai‘i Nurse Aide exam to become a Certified Nurse Aide (CNA). Intro to Hawaiian and Indigenous Health and Healing combines traditional Western healing knowledge and care giving skills. Training in the Native Hawaiian traditional healing practices focuses on mālama kapuna (elder care), mālama ‘aina (agricultural practices), ka‘a‘ike waha (communication), ‘ai Pono (healthy nutrition), ho‘oponopono (mutual restitution), lomilomi (massage), and lā‘au lapa‘au (plant medicine). Western knowledge focuses on human anatomy, medical terminology, basic nursing care, basic home care, emergency care, nutrition, dressing, bathing and feeding patients, taking patients' temperature, blood pressure and pulse, and reporting too nurses. (3 hours Clinical Instruction)

**Credits** 1

#### **Recommended Preparation**

Grade of C or better in ENG 23, OR placement into ENG 100W or higher. Grade of C or better in MATH 75x, OR placement into MATH 82.

#### **Prerequisites**

Grade of C or better or registration in HLTH 124.

#### **Course Outcomes**

- Explain appropriate pre and post procedures used when providing various types of care;
- Successfully perform 14 of the State of Hawaii CNA mandatory skills.

**HLTH 134C : Practicum to Hawaiian and Indigenous Health and Healing: Kupuna care for Nurse Aides**

This course is a practicum companion to HLTH 124 and is required for students planning to qualify to sit for the State of Hawaii Nurse Aide exam to become a Certified Nurse Aide (CNA). Intro to Hawaiian and Indigenous Health and Healing combines traditional Western healing knowledge and care giving skills. Training in the Native Hawaiian traditional healing practices focuses on mālama kūpuna (elder care), mālama ‘aina (agricultural practices), ka ‘a‘ike waha (communication), ‘ai Pono (healthy nutrition), ho‘oponopono (mutual restitution), lomilomi (massage), and lā‘au lapa‘au (plant medicine). Western knowledge focuses on human anatomy, medical terminology, basic nursing care, basic home care, emergency care, nutrition, dressing, bathing and feeding patients, taking patients' temperature, blood pressure and pulse, and reporting to nurses. (3 hours clinical instruction)

**Credits** 1

**Recommended Preparation**

Grade of C or better in ENG 23, OR placement into ENG 100W or higher. Grade of C or better in MATH 75X, OR placement into MATH 82.

**Prerequisites**

Grade of C or better or registration in HLTH 124C.

**Course Outcomes**

- Explain appropriate pre and post procedures used when providing various types of care;
- Successfully perform 14 of the Hawaii CNA mandatory skills.

## History

**HIST 151 : World History to 1500**

A global and historical survey focusing on human societies and cross-cultural interactions to 1500 C.E.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGA

**Course Outcomes**

- Identify important individuals, events, places, organizations and concepts in pre-modern world history.
- Arrange, in chronological order, significant events in world history.
- Describe and analyze global processes from prehistory to 1500 C.E. (e.g. human migration, ecological forces, spread of world religions, creation of empires).
- Explain cause and effect relationships in history.
- Compare and contrast historical experiences across cultures and time.
- Relate historical events to contemporary issues and events.

**HIST 152 : World History Since 1500**

A global and historical survey focusing on human societies and cross-cultural interactions since 1500 C.E.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGB

**Course Outcomes**

- Identify important individuals, events, places, organizations and concepts in modern world history.
- Arrange, in chronological order, significant events in world history.
- Describe and analyze global processes from 1500 C.E. to the present (e.g. human migration, ecological forces, imperialism, decolonialism, industrialism, nationalism, globalization).
- Explain cause and effect relationships in history.
- Compare and contrast historical experiences across cultures and time.
- Relate historical events to contemporary issues and events.

### **HIST 260 : Twentieth Century World History**

This course covers the major individuals and political, economic, social, and culture events of the world during the twentieth century. Emphasis will be placed on global relationships, conflict, and changing patterns of interaction among cultures and peoples in an era of near-constant change.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

Credit for HIST 152.

**Prerequisites**

Grade of C or better in ENG 100, or consent of instructor.

**Course Outcomes**

- Identify important individuals, events, organizations, conflicts, and concepts in twentieth century world history.
- Describe and analyze global processes of the twentieth century (e.g. imperialism, colonialism, economic trends, ecological forces, conflict/war, advancements in technology, etc.)
- Explain cause and effect relationships in twentieth century world history.
- Relate historical events to contemporary issues and events.

### **HIST 270 : History, Cartoons, and Comic Books: Examining Historical Discourse through Popular Art**

This course surveys the history of newspaper strips, comic books, pulp fiction, graphic novels, and other media from the 19th century to the present. Students will analyze different themes in world history--including imperialism, colonialism, war, civil unrest, and revolution--through the medium of the "comic" as it evolved throughout the 19th and 20th centuries. Focused topics include the deconstruction of late 19th/early 20th century political cartoons, the creation of the modern comic book, the birth of the super hero, and historical events such as WWI, The Great Depression, WWII, and the Cold War.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Prerequisite Courses**

ENG 100

**Prerequisites**

Grade of C or better in ENG 100, or consent of instructor.

**Course Outcomes**

- Identify historical, cultural, political, economic, and social themes presented in 19th and 20th century popular forms of cartoons and comic art.
- Compare and contrast different forms of comic and cartoon art of the 19th and 20th centuries.
- Analyze the impact of comic and cartoon discourse throughout 19th and 20th century global history.
- Create an original argument based on the themes and topics of the course and compose a research paper that analyzes a particular piece (or pieces) of comic/cartoon art and its impact on historical discourse.

### **HIST 281 : Introduction to American History I**

An introduction to American history covering significant events in U.S. history from the colonial to Civil War period.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Describe, analyze and interpret the major themes in American history from the pre-Columbian period, through the colonial era, the American Revolution, early 19th century and the Civil War period.
- Identify important individuals and events in American history through the Civil War.
- Critically analyze primary sources.
- Make connections between contemporary events and American history.

**HIST 282 : Introduction to American History II**

Continuation of HIST 281 focusing on significant events in American history from Reconstruction (1865) to the present.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Describe, analyze and interpret the major themes in American history from Reconstruction through the 20th century to the present.
- Identify important individuals and events in American history from Reconstruction to the present.
- Critically analyze primary sources.
- Make connections between contemporary events and American history.

**HIST 284 : History of Hawai'i**

A general study of the social, political and economic development of Hawai'i from the ancient Hawaiians to the present.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Describe, analyze and interpret the major themes in history of Hawai'i from the pre-contact period to the present.
- Critically analyze primary sources.
- Identify important individuals and events in the history of Hawai'i.
- Make connections between contemporary events and Hawai'i's history.

**HIST 285 : Environmental History of Hawai'i**

This course investigates human interactions with the natural world in the Hawaiian Islands. It is interdisciplinary, drawing on insights from history, geography, anthropology and the natural sciences. Topics covered will include island biogeography and evolution; the natural and human histories of Hawai'i; Hawaiian and American attitudes toward the environment; the impact of introduced diseases, plants and animals in Hawai'i.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Describe cause and effect relationships in the interaction between humans and their environment throughout history.
- Analyze global processes as humans, plants, animals and diseases move around the world.
- Investigate traditional Hawaiian attitudes toward nature.
- Explain the evolution of American attitudes toward nature.
- Apply outcomes 1 through 4 to events specific to Hawai'i and the Windward side of O'ahu in order to evaluate current environmental problems from a historical perspective.

## Human Development and Family Science

**HDFS 230 : Human Development and Family Science**

This course provides students with theories of biological, cognitive, and psycho-social development from infancy to adulthood and with similarities and differences among individuals and their cultures.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Recommended Preparation**

PSY 100.

**Course Outcomes**

- Compare and contrast the various theories of human development and behavior.
- Describe biological, cognitive, and psychosocial development for each life-span period.
- Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture.
- Apply human development theories and concepts to personal, social, educational, and occupational experiences.

**HDFS 231 : Infancy and Early Childhood**

Growth and development from the prenatal period to age 5. Historical and current issues and research based on ecological, cross-cultural perspectives. Focus on optimal development.

**Credits** 3

**Lecture Hours** 3

**Prerequisite Courses**

**HDFS 230**

**Prerequisites**

Grade of C or better in HDFS 230.

**Course Outcomes**

- Discuss the major milestones of children from conception through age 5 in the main domains of physical, cognitive, and socio-emotional development.
- Discuss the major theories of child development.
- Discuss the interplay between the children and their environmental system (physical settings, family, peers, childcare, neighborhood, economics, social policy, and culture).
- Plan a study to demonstrate basic research skills.

**HDFS 232 : Childhood**

Intensive investigation into developmental aspects of 6–12 year old children. Historical and current issues, research, and examination of the role of schools and other community resources. Focus on optimal development.

**Credits** 3

**Lecture Hours** 3

**Prerequisite Courses**

**HDFS 230**

**Prerequisites**

Grade of C or better in HDFS 230.

**Course Outcomes**

- Discuss the major milestones of children from conception through ages 6-12 in the main domains of physical, cognitive, and socio-emotional development.
- Discuss the major theories of child development.
- Discuss the interplay between children and their various physical, social, and economic environments.
- Access credible information sources on childhood development.
- Discuss current issues in the field of Human Development and Family Science.

**HDFS 241 : Parenting**

Parenting theories, methods, skills, issues, and resources; parent-child relations in various cultural contexts.

**Credits** 3

**Lecture Hours** 3

**Prerequisite Courses**

**HDFS 230**

**Prerequisites**

Grade of C or better in HDFS 230.

**Course Outcomes**

- Discuss different concepts of democratic parenting.
- Demonstrate democratic parenting skills.
- Discuss multiple parenting styles and the Adlerian Philosophy.
- Plan an activity or event to support based on the Five Family Protective Factors to support effective and harmonious families.

### **HDFS 242 : Family Engagement in Early Childhood**

An introduction to strategies to support and partner with all families of young children to build a solid cognitive, social-emotional, and physical foundation to support the child's success.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

#### **Course Outcomes**

- Discuss and demonstrate strategies for family engagement in diverse contexts.
- Discuss and demonstrate how to strengthen families for student success.
- Discuss and demonstrate how to foster equitable partnerships with families.
- Apply one inclusive family strengthening strategy with selected students/families or redesign a school event with families to be inclusive of all families based on the 5 Protective Factors.

## **Information and Computer Sciences**

### **ICS 100 : Computing Literacy and Applications**

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.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Credit in both ENG 22 or ENG 23 and MATH 22, 24, 25, 26, 28, 29, 75X or higher.

#### **Course Outcomes**

- 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.

### **ICS 101 : Digital Tools for the Information World**

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.

**Credits** 3

**Lecture Hours** 3

#### **Course Outcomes**

- 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 and security issues involved in the use of computer technology.

### **ICS 105 : Introduction to Computing Skills**

In this introductory computing course, students will learn basic file management, digital communication, word processing, and presentation software. Students will explore various computing systems and terminology. This course is recommended for students inexperienced in computing.

**Credits** 3

**Lecture Hours** 3

#### **Course Outcomes**

- Use appropriate computing tools to communicate effectively.
- Demonstrate basic file management tasks.
- Identify computing terminology, systems, and issues.

### **ICS 106 : AI Literacy**

This introductory course explores the foundations and real-world applications of artificial intelligence (AI), beginning with an overview of the history and evolution of AI technologies. Students will gain hands-on experience with current AI tools, including mastering the essential skill of prompt engineering to effectively interact with and get the best results from systems like chatbots and recommendation engines. We will examine how AI is transforming diverse fields such as business, education, and healthcare. The curriculum provides a critical understanding of ethical concerns in AI, including bias, fairness, privacy, and the societal impact of intelligent systems. No prior programming experience is required.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Intermediate computing skills, including file management and common computing skills: cut, copy, paste, open/save files, and web search.

#### **Course Outcomes**

- Demonstrate an understanding of the history and evolution of artificial intelligence, including key milestones and foundational concepts.
- Identify and ethically evaluate issues in AI usage, such as bias, privacy, and fairness, and discuss their impact on society.
- Apply basic AI tools to solve real-world problems, and critically assess their benefits, limitations, and appropriate use cases.

### **ICS 107 : Web Site Development**

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.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Intermediate computing skills including file management and common computing skills: cut, copy, paste, open/save files, web search.

#### **Course Outcomes**

- 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 110P : Introduction to Programming**

A gentle introduction to coding for anyone. Students use design strategies to create programs. Promotes an understanding of basic programming constructs, including control structure and object-oriented programming. The alpha suffix indicates technology such as: P - Python, C - C/C++, D - Animation/Java, M - Mobile, R - Robotics, G - Games, S - C#.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Credit for ICS 100 or ICS 101

#### **Course Outcomes**

- Create a program using variables, conditional statements, looping, and event handlers.
- Use critical thinking and problem solving in creating programs.
- Create programs using the program life cycle.

### **ICS 111 : Introduction to Computer Science I**

Intended for computer science majors and all others interested in a first course in programming. An overview of the fundamentals of computer science emphasizing problem solving, algorithm development, implementation, and debugging/testing using an object-oriented programming language.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

MATH 103 with a grade of "C" or better, placement into MATH 135, or consent of instructor.

#### **Course Outcomes**

- Use an appropriate programming environment to design, code, compile, run, and debug computer programs.
- Demonstrate basic problem solving skills: analyzing problems, modeling a problem as a system of objects, creating algorithms, and implementing models and algorithms in an object-oriented computing language.
- Illustrate basic programming concepts such as program flow and syntax of a high-level general purpose language and basic security practices.
- Demonstrate working with primitive data types, strings, and arrays.

### **ICS 119 : Introduction to Social Media**

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.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Write well-formed sentences and organized paragraphs using proper grammar and correct spelling. Have computing skills including file management, uploading/ downloading files and Internet search skills.

#### **Course Outcomes**

- 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.

### **ICS 121 : Computing Topics**

This course covers current computing topics. The course is designed to have variable credits to coincide with the rigor of the topic. Maybe repeated up to 6 credits with different topics. A course description will be on record to designate the various topics for a student's transcript.

**Credits** 1

**Lecture Hours** 1

**Prerequisites**

TBA based on course topic.

#### **Course Outcomes**

- Produce a final project to demonstrate knowledge of the computer topic.

### **ICS 123 : Introduction to Digital Audio and Video Production**

This is an introductory course covering concepts and skills of working with digital audio and video including recording, editing and publishing online.

**Credits** 3

**Lecture Hours** 3

#### **Designation**

DA

#### **Recommended Preparation**

Intermediate computing skills including file management and common computing skill including cut, copy, paste, open/save files, web search and ability to independently access technical support through online forums.

#### **Course Outcomes**

- 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 129 : Introduction to Databases**

This course covers the fundamental concepts in database technology, including storage structures, access methods, recovery, concurrency, and integrity. The relational model and its implementation will be covered in depth together with an overview of SQL and its role in application development. The course will also present an overview of database administration, including modeling and design activities. A substantial part of the course involves the development of an understanding of database concepts.

**Credits** 3

**Lecture Hours** 3

#### **Course Outcomes**

- Define common database terminology.
- Create Entity Relationship Diagrams (ERD).
- Design and create a relational database using the normalization process.
- Use Structured Query Language (SQL) to manipulate data.
- Follow best practices in secure database design.

### **ICS 141 : Discrete Mathematics for Computer Science I**

This course covers logic, sets, functions, matrices, algorithmic concepts, mathematical reasoning, recursion, counting techniques, and probability theory.

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Prerequisites**

Grade of "C" or better in MATH 103 or placement into MATH 135 or higher, or consent of instructor.

**Course Outcomes**

- Analyze issues and apply mathematical problem solving skills to plan courses of action in decision-making situations.
- Solve problems by using basic mathematical formal logic, proofs, recursion, analysis of algorithms, sets, combinatorics, relations, functions, matrices and probability.

### **ICS 171 : Introduction to Computer Security**

Examines the essentials of computer security, including risk management, the use of encryption, activity monitoring, intrusion detection; and the creation and implementation of security policies and procedures to aid in security administration.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

ICS 184 with a C or better, or concurrent enrollment, or consent of the instructor.

**Course Outcomes**

- List the first principles of security and describe why each principle is important to security and its relationship to the development of security mechanisms and security policies.
- Describe why good human machine interfaces are important to system use, the interaction between security and system usability and the importance for minimizing the effects of security mechanisms.
- Analyze common security failures and identify specific design principles that have been violated, and the needed design principle, when given a specific scenario.
- List the fundamental concepts of the Information Assurance/ Cyber Defense discipline and describe how they can be used to provide system security.
- Identify the elements of a cryptographic system and describe the differences between symmetric and asymmetric algorithms, which cryptographic protocols, tools and techniques are appropriate for a given situation, and implementation issues.

### **ICS 184 : Introduction to Networking**

This course provides the student with the knowledge and skills to manage, maintain, troubleshoot, install, operate and configure basic network infrastructure, as well as to describe networking technologies, basic design principles, and adhere to wiring standards and use testing tools. The course also introduces the student to network security concepts.

**Credits** 3

**Lecture Hours** 3

**Course Outcomes**

- Manage networking projects as part of a team.
- Discuss information security technologies such as cryptography, digital signatures, key management, and authentication as they relate to computer networks.
- Describe the fundamental concepts, technologies, components, terminology, protocols, standards organizations, and business, legal, ethical, and security issues related to communications and data networks.
- Describe a basic secure network architecture in accordance with current best practices given a specific need and set of hosts/clients.
- Use current network tools to monitor, map and troubleshoot a network and to track and identify packets.

### **ICS 193V : Cooperative Education/Internship/Practicum**

Cooperative program between the student, an employer, and the College that integrates classroom learning with supervised practical experience. Reflects the student's major interest area and availability of job assignments. Offers the opportunity to develop workplace employability skills dependent on job assignments and course of study.

**Credits** 1

-3

**Lecture Hours** 1

**Prerequisites**

Various as determined by the particular course of study and placement of the cooperative education/internship practicum in the sequence of courses.

**Course Outcomes**

- Complete computer assignments in a job that is cooperatively supervised by the employer and College.
- Demonstrate the skills in the above assignments to both the College and the employer.

### **ICS 203 : Digital Image Editing**

Introduction to the terminology, tools, features and techniques of digital image editing.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

#### **Recommended Preparation**

Intermediate Computing Skills which include the following: File management File Compression Upload/ download files Internet search skills Troubleshooting skills

#### **Course Outcomes**

- 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.

### **ICS 207 : Building Web Applications**

Web Applications introduces programming for the web. Topics include: problem solving; web interactivity for websites; building applications with web authoring languages for markup, styling and scripting; presenting applications for mobile devices.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Students must have HTML and CSS experience.

#### **Course Outcomes**

- Use scripting to build dynamic web applications.
- Use styling and markup languages to create simple user interfaces.
- Design and create a web application using agile development techniques.
- Use scripting functions to optimize web applications for different devices.

### **ICS 211 : Introduction to Computer Science II**

Reinforce and strengthen problem-solving skills using abstract data types and introduce software development practices. Emphasize the use of searching and sorting algorithms and their complexity, recursion, object-oriented programming, and data structures.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

A grade of “C” or better in ICS 111 or consent of instructor.

#### **Course Outcomes**

- Use and implement abstract data types such as lists, stacks, queues, and trees.
- Select the appropriate searching or sorting algorithm based on the algorithm’s behavior.
- Develop recursive algorithms and programs.
- Use standard libraries or packages as well as advanced object-oriented programming techniques (polymorphism, inheritance, and encapsulation).
- Produce robust and secure programs using exception handling and extensive program testing.

### **ICS 212 : Program Structure**

Program organization paradigms, programming environments, implementation of a module from specifications, the C and C++ programming languages.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Grade of “C” or better in ICS 211 or consent of instructor.

#### **Course Outcomes**

- Use an editor, makefile, and a compiler in the UNIX environment.
- Use recursion, arrays, pointers, character variables, bitwise operators, structures, and linked data structures in C.
- Use classes (constructors, destructor, and overloading assignment), operator overloading, inheritance, and polymorphism in C++.
- Use linked data structures and recursion in C++.
- Use standard C++ strings and C++ STL library data structures, such as STL lists.

### **ICS 215 : Introduction to Scripting**

Introduction to scripting languages for the integration of applications and systems. Scripting in operating systems, web pages, server-side application integration, regular expressions, event handling, input validation, selection, repetition, and parameter passing for languages such as Perl, JavaScript, PHP, Python, and/ or shell scripting.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Grade of “C” or better in ICS 211 or consent of instructor.

#### **Course Outcomes**

- Use regular expressions to solve different problems.
- Produce robust client and server side scripts in a variety of scripting languages using software engineering techniques such as review and extensive program testing.
- Handle user and system generated events using various scripting languages.
- Validate user input using various scripting languages for security purposes.

### **ICS 240 : Operating Systems**

This course introduces students to various aspects of Operating Systems. This course examines and explores the structure, basic functionality, administration, troubleshooting, and installation of operating systems and related applications. Advanced topics include scripting, operating system security, maintenance and services.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisite Courses**

**ICS 111**

#### **Prerequisites**

Grade of C or better in ICS 111.

#### **Course Outcomes**

- Install and maintain an operating system and essential system services.
- Describe the core components within operating system.
- Demonstrate proper use of common operating system commands.
- Write simple shell scripts to perform different tasks.

### **ICS 241 : Discrete Mathematics for Computer Science II**

Includes program correctness, recurrence relations and their solutions, divide and conquer relations, graph theory, trees and their applications, Boolean algebra, introduction to formal languages and automata theory.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Grade of “C” or better in ICS 141 or consent of instructor.

#### **Course Outcomes**

- Analyze issues and apply more complex mathematical problem solving skills to plan courses of actions in high-level decision-making situations.
- Utilize such tools as graphs, trees, boolean algebra, and recurrence relations.
- Explain discrete math concepts such as formal languages, finite-state machines, and program correctness.

### **ICS 281 : Ethical Hacking**

This course covers basic ethical hacking techniques also known as white hat hacking. It stresses the moral and legal issues about hacking and how these techniques can be used to defend against attacks as well as to perform authorized system security evaluation testing.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Grade of C or better in ICS 171, or consent of instructor.

#### **Course Outcomes**

- Demonstrate how to apply current cyber-attack, countermeasures and best practices using current cyber defense tools, methods and components.
- Implement a defense incident response and recovery strategies.
- Evaluate the moral and legal obligations of an ethical hacker.
- Apply the knowledge gained in hardening systems to prevent or minimize attacks.

### **ICS 282 : Computer Forensics**

This course covers basic computer forensics including operating system diagnostics, the use of forensic toolkits to examine and validate computer activity and techniques for the proper collection, examination and preservation of forensic evidence.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Grade of C or better in ICS 171, or consent of instructor.

#### **Course Outcomes**

- Discuss the rules, laws, policies, and procedures that affect digital forensics.
- Demonstrate the proper use of one or more common digital forensics tools.
- Describe the steps in performing digital forensics from the initial recognition of an incident through the steps of evidence gathering, preservation and analysis, through the completion of legal proceedings.

## **Interdisciplinary Studies**

### **IS 103 : Introduction to College**

This course offers strategies for success in college and life-long learning. It emphasizes understanding yourself, setting and attaining goals, critical thinking, effective communication, relationship building, study habits and skills, time management, college resources, and setting your foundation to succeed. Students will participate in and lead classroom learning through discussions, readings, writing assignments, group activities, and hands-on experiences.

**Credits** 3

**Lecture Hours** 3

#### **Course Outcomes**

- Identify personal characteristics (e.g., learning styles, strengths and weaknesses, habits of mind) and analyze how these impact decision-making and success.
- Consider those factors which impact student relationships with others and articulate strategies and skills to encourage strong relationship building.
- Identify college policies and resources related to students.
- Practice learning strategies (e.g., note-taking, time management, test-taking) to increase success in college coursework.

### **IS 105B : Career Decision Making**

An introductory course designed to prepare students to make more focused career/life decisions through self analysis and world of work examinations.

**Credits** 2

**Lecture Hours** 2

#### **Recommended Preparation**

Placement in ENG 22 or ENG 23 or higher.

#### **Course Outcomes**

- Describe the career development process, current labor market trends, and issues related to economic self-sufficiency.
- Identify personal, family, cultural, and financial influences that relate to their career and educational decisions.
- Apply career knowledge by exploring their interests, skills, values, personality traits.
- Illustrate how their career search relates to job shadowing and service learning activities choices.
- Evaluate the effectiveness of the career decision making process by keep a journal and responding to evaluations of the instructor.

### **IS 105C : Professional Employment Preparation**

Facilitates employment search by emphasizing professional techniques and standards in the preparation of application forms, resumes, cover letters, and employment interviews.

**Credits** 1

**Lecture Hours** 1

#### **Recommended Preparation**

Credit for ENG 22, ENG 23, or higher, keyboarding skills, and knowledge of word processing.

#### **Course Outcomes**

- Integrate job interview preparation techniques into a live interview.
- Utilize resources needed to find a job.
- Assemble a career portfolio for ongoing career development.

### **IS 130 : CSI Hawaii: An Introduction to the Scientific Process Using Forensic Science**

This is an interdisciplinary science course that uses forensic science to teach students about the scientific process. It draws chiefly upon biology but also incorporates elements of chemistry, mathematics, and physics. Topics covered include the biology of mammals (including humans), anatomy and physiology of select body systems, types of forensic evidence, latent fingerprints, blood typing, and blood spatter analysis, osteology, hair and fiber analysis, fluorescence of bodily fluids, and ballistics. This is a non-majors class intended for students who have an interest in forensic science and wish to satisfy DB and DY requirements for the AA degree. It is not intended for forensic science majors.

**Credits** 3

**Lab Hours** 3

**Lecture Hours** 2

**Designation**

DB

DY

**Recommended Preparation**

Credit for ENG 100 and MATH 100 or higher

**Course Outcomes**

- Explain the anatomy and function of select body systems (e.g., integumentary, skeletal, and cardiovascular)
- Describe the various types of physical and biological evidence used in forensic science and discuss their uses and limitations.
- Use the scientific method to analyze and interpret forensic data, identify a suspect, and describe the modus operandi.

### **IS 201 : The Ahupua'a**

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.

**Credits** 3

**Lab Hours** 3

**Lecture Hours** 2

**Designation**

DB

DY

DP

**Recommended Preparation**

BIOL 101 or BIOL 124 or similar preparation.

**Course Outcomes**

- Describe how 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 lokoi'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.

### **IS 204 : Themes in Popular Culture**

An interdisciplinary study of a specific event, person, idea, or process in popular culture which will bring together various methodologies and conceptual tools to create a complex analysis. Topics covered will include: the concept of popular culture, how elements of popular culture are created and circulated, how elements of popular culture connect to historical, political, social, symbolic and intellectual history, how different groups in society are related to the elements of popular culture, and how popular culture plays a role in the lives of individuals.

**Credits** 3

**Lecture Hours** 3

**Course Outcomes**

- Identify the connection between the theme in popular culture with larger political, social, and intellectual patterns in society.
- Analyze the connection between the theme in popular culture and other themes, either contemporary or historical.
- Participate effectively in group discussions, given evidence of thoughtfulness and an engagement with other people's positions.
- Connect local elements of popular culture to global economic and political systems.
- Explain and justify an evaluation of the role of popular culture in the student's life.

### **IS 207 : Research in Sustainability**

IS 207 offers a research experience in sustainability, drawing upon the natural sciences, social science, humanities, Hawaiian studies, language arts, mathematics, or other disciplines. This is a research-based course emphasizing the application of scholarly methods to a specific project. Repeatable for up to 6 credits.

**Credits** 3

**Lecture Hours** 3

#### **Course Outcomes**

- Execute research appropriate to the discipline.
- Access information from multiple scholarly sources.
- Report research in ways appropriate to discipline.
- Examine and apply concepts of sustainability to local, regional and/or global challenges.

### **IS 231 : The Zombie Apocalypse & Other Doomsday Beliefs in Popular Culture**

An interdisciplinary study of the zombie apocalypse and other doomsday beliefs in popular culture which will bring together various methodologies and conceptual tools to create a complex analysis. Topics covered will include: the concept of apocalyptic beliefs in popular culture; how apocalyptic beliefs are created and circulated in popular culture; how elements of apocalyptic beliefs in popular culture connect to historical and contemporary philosophical, religious, political, and psychological issues; how different groups and individuals in history and contemporary society relate to apocalyptic beliefs.

**Credits** 3

**Lecture Hours** 3

#### **Designation**

DH

#### **Course Outcomes**

- Identify significant themes in representations of doomsday beliefs in popular culture (e.g., social contract, communitarianism, tribalism, realism, liberalism, neo-conservatism, fascism, barbarism, morality).
- Analyze doomsday beliefs in popular culture using historical, religious, political, philosophical, psychological, social, &/or intellectual frameworks.
- Evaluate how doomsday beliefs in popular culture serve as metaphor to current issues and events, and provides social commentary on the historical context it was produced in.

### **IS 295A : Hawaiian Knowledge Innovation Capstone**

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 (3 hours cooperative education).

**Credits** 3

#### **Prerequisites**

Instructor Consent

#### **Course Outcomes**

- 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.

# Japanese Language

## **JPN 101 : Elementary Japanese I**

An introductory course focusing on grammar and vocabulary sufficient to maintain conversation at the elementary level and on the three writing systems: hiragana, katakana, and kanji.

**Credits** 4

**Lecture Hours** 4

### **Course Outcomes**

On completing the course, students will be able to:

- Express themselves orally using learned phrases and sentences for introductory-level students in various social and academic contexts.
- Read learned materials written in hiragana, katakana and approximately 75 kanji.
- Write short sentences and passages using the three writing systems: hiragana, katakana and kanji.

## **JPN 102 : Elementary Japanese II**

A continuation of JPN 101 focusing on additional grammar topics and increased vocabulary to maintain conversation at the elementary level and on the three writing systems: hiragana, katakana, and kanji.

**Credits** 4

**Lecture Hours** 4

### **Prerequisites**

Credit for JPN 101 or consent of instructor.

### **Course Outcomes**

On completing the course, students will be able to:

- Express themselves orally using sentences combining learned and new vocabulary and grammatical structures in various social and academic contexts.
- Read materials in hiragana, katakana and learned kanji, such as menus, memos, and passages
- Develop a functional command of 161 kanji.

# Journalism

## **JOUR 150 : Media and Society**

The role of the media in contemporary society, including development, influence, rights, responsibilities, issues and trends - with emphasis on the social, political and economic effects.

**Credits** 3

**Lecture Hours** 3

### **Designation**

DS

### **Course Outcomes**

- Compare and evaluate various forms of mass media and their effect on society.
- Use critical reasoning skills to distinguish fact from opinion and judge the credibility of various information sources.
- Describe and apply basic mass media principles as well as social science methods (e.g. interviews, observation and surveys) to analyze examples from the media.
- Illustrate and explain why an understanding of news and media literacy is important in the 21st century.

## **JOUR 200 : Introduction to Multimedia Journalism**

Fundamentals of multimedia journalism including reporting stories that include photography, audio, graphics and video that can be combined into the ideal online package.

**Credits** 3

**Lecture Hours** 3

### **Course Outcomes**

- Apply basic journalistic concepts and principles to produce multimedia stories that can be published online.
- Generate story ideas and determine the best way to convey those stories through text, audio, photography, video and/ or infographics.
- Gather essential information for a story, including conducting interviews, following through on assignments and meeting deadlines.
- Take pictures using a digital camera applying concepts of photocomposition and then edit them using editing software.

### **JOUR 250 : Media Writing**

An introductory course in reporting and writing news stories for delivery to different media, including print, online media and video.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

“C” or better in ENG 100.

#### **Course Outcomes**

- Analyze the quality of coverage in stories produced by the mass media to become a more informed consumer of news.
- Describe the basic journalistic issues related to news values and communication law and ethics.
- Produce various multimedia writing (print, online media, and video) using journalistic concepts and principles.
- Write, edit and proofread stories for readability, clarity, accuracy, news value, conciseness and mechanics.

### **JOUR 287V : Newspaper Production**

Complete production of the student newspaper Ka’Ohana, including reporting, writing, layout, editing, photography, web and social media.

Repeatable for up to 6 credits.

**Credits** 1

-3

**Lecture Hours** 1

#### **Prerequisites**

Grade of C or better in ENG 100 and credit for or registration in JOUR 205 or 250; or consent of instructor. NOTE: credits are variable 1 to 3 credits.

#### **Course Outcomes**

- Apply basic journalistic concepts and principles to produce a range of articles that meet standards for publication, including readability, accuracy, news style and mechanics.
- Demonstrate a working knowledge of page design principles and software to produce pages for a tabloid publication.
- Apply knowledge of photography to take pictures using a digital camera and to edit them for publications.
- As part of a team, produce a monthly publication that meets journalistic standards for news value, readability, accuracy, objectivity, clarity, balance and fairness.
- Demonstrate an ability to generate story ideas, meet deadlines, gather and organize information, and follow through on assignments.

## **Linguistics**

### **LING 102 : Introduction to Language**

An investigation of the nature and function of language, its sounds, structures and semantics, oral and written expression, acquisition and change. General linguistic principles applicable to all languages will be covered. We will learn ways of talking about language that will enable us to discuss language and understand what linguists do and say.

**Credits** 3

**Lecture Hours** 3

#### **Designation**

DH

DA

DL

#### **Prerequisites**

Credit for ENG 22 or ENG 23 or higher or consent of instructor.

#### **Course Outcomes**

- Examine and appreciate humanity’s supreme achievement— human language—and its repercussions.
- Articulate an appreciation of human languages and how they work.
- Articulate the diversity of communication systems in daily lives.
- Examine and assess one’s own language beliefs, capabilities, and learning.

# Management

## **MGT 120 : Principles of Management**

This course is a practical introduction to and study of management principles and practices. The student will learn the elements needed to manage effectively as well as better understand the decision making process in business.

**Credits** 3

**Lecture Hours** 3

### **Course Outcomes**

- Describe the basic functions of management including planning, organizing, staffing, leading and controlling.
- Apply management skills in areas such as technical, human relations, administration, communication and problem solving.
- Discuss ethical dilemmas faced by managers and the social responsibilities of business.
- Develop strategies to reduce resistance to change

# Math

## **MATH 75X : Introduction to Mathematical Reasoning**

This course prepares students for MATH 100, MATH 101, MATH 111, and MATH 115. Course topics include ratio and percent, unit conversion, graphs, data interpretation, basic algebra, solving linear equations, and working with formulas with special emphasis on pattern recognition and problem solving. Additional topics may include set theory, inequalities, and quadratics.

**Credits** 4

**Lecture Hours** 4

### **Course Outcomes**

- Solve applied mathematical problems, judge reasonableness of results, and communicate conclusions using appropriate terminology and symbols
- Recognize and express mathematical patterns in various forms and contexts
- Perform operations on real numbers
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form

## **MATH 78 : College Math Companion**

This course provides students concurrently enrolled in MATH 100, MATH 101, MATH 111, or MATH 115 with Just-In-Time support with special emphasis on pattern recognition and problem solving. Course topics are tailored to the concurrent course and may include ratio and percent, unit conversion, graphs, data interpretation, basic algebra, solving linear equations, and working with formulas. (Grading is CR/NC)

**Credits** 1

**Lecture Hours** 1

### **Prerequisites**

Satisfactory Placement Score

### **Course Outcomes**

- Demonstrate college-level mathematical reasoning skills.

## **MATH 82 : Algebraic Foundations**

This course covers elementary algebra topics. Topics include linear equations and inequalities, graphing, linear systems, properties of exponents, operations on polynomials, factoring, rational and radical expressions and equations, quadratic equations, and applications.

**Credits** 4

**Lecture Hours** 4

### **Prerequisites**

Satisfactory Placement, or a Grade of “C” or better in Math 21, Math 21B, Math 24, Math 28, or Math 75X.

### **Course Outcomes**

- Use algebraic techniques to analyze and solve applied problems
- Graph linear and quadratic equations
- Solve equations, inequalities, and systems
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form

**MATH 88 : College Algebra Companion**

Math 88 provides students with supplemental algebra instruction that directly supports the topics covered in Math 103. (Grading is CR/NC)

**Credits** 2

**Lecture Hours** 2

**Prerequisites**

Satisfactory Placement Score

**Corequisites**

MATH 103

**Course Outcomes**

- Demonstrate algebra skills needed to be successful in Math 103

**MATH 100 : Survey of Mathematics**

An introduction to quantitative and logical reasoning for the nonscience/nonmathematics major. The question, “What is mathematics?” is explored, while focusing on mathematical systems or models, cultivating an appreciation for mathematics as an aesthetic art, and developing skills in problem-solving and analysis.

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Prerequisites**

“C” or better in MATH 25, 26, 28, 29, 75X or higher or equivalent

**Corequisites**

enrollment in MATH 78, satisfactory math placement test score, or consent of instructor.

**Course Outcomes**

- Utilize basic properties and/or operations related to the topics covered in the course.
- Employ symbolic/mathematical techniques to solve applied problems.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 101 : Mathematics for Veterinary Assistants & Technicians**

An introduction to clinical calculations used in veterinary medicine. Topics include the application of mathematical skills to solve applied problems in veterinary nursing and pharmaceutical dispensing with emphasis on dosage, concentration, dilution and drip rates. Also included is mathematical and laboratory terminology. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields.

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Prerequisites**

Grade of C or better in MATH 25, 26, 28, 29, 75X or higher or equivalent, satisfactory math placement test score.

**Course Outcomes**

- Identify information needed for dosage calculations and perform dosage calculations.
- Utilize appropriate techniques to solve applied problems in the veterinary profession.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.
- Demonstrate proficiency in calculating infusion rates for fluid therapy.

**MATH 103 : College Algebra**

Linear equations, inequalities, systems of equations, polynomials, functions, fractional expressions and equations, exponents, powers, roots, quadratic equations and functions; rational, exponential and logarithmic functions.

**Credits** 4

**Lecture Hours** 4

**Designation**

FQ

**Prerequisites**

“C” or better in MATH 25, 26, 29, 82 or equivalent

**Corequisites**

enrollment in MATH 88, satisfactory math placement test score, or consent of instructor.

**Course Outcomes**

- Graph or interpret algebraic relations that are relevant to the topics in this course.
- Employ algebraic techniques to find the solutions to equations or inequalities, or systems of equations or inequalities appropriate to the level of this course.
- Use algebraic techniques to analyze and solve applied problems.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 111 : Mathematics for Elementary Teachers I**

Math 111 is the first of a two-course sequence designed to give prospective elementary education majors the depth of understanding necessary to teach mathematics in the elementary classroom. Topics include number (natural numbers, integers, fractions, and real numbers) and operations, sets, patterns, functions and algebra. Emphasis will be on communication, connections and problem solving, representations, and reasoning and proof.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

“C” or better in Math 25, 26, 28, 29, 75X, or higher or equivalent, satisfactory math placement test, and grade of C or better in ENG 22 or ENG 23 or placement in ENG 100.

**Course Outcomes**

- Explain the meaning of numerical operations and how they relate to each other.
- Utilize symbolic forms to represent, model, and analyze mathematical situations to solve problems.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 112 : Mathematics for Elementary Teachers II**

Math 112 is the second of a two-course sequence designed to give prospective elementary education majors the depth of understanding necessary to teach mathematics in the elementary classroom. Topics include the representation of and operations on the natural numbers and properties of those operations. Emphasis will be on communication, connections and problem solving, representation and reasoning.

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Prerequisites**

Grade of “C” or better in MATH 111.

**Course Outcomes**

- Use mathematical concepts to demonstrate critical thinking.
- Employ appropriate techniques to solve problems related to elementary math education.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 115 : Introduction to Statistics and Probability**

Utilizes basic statistical topics including measures of central tendency and dispersion, classification of variables, sampling techniques, elementary probability, normal and binomial probability distributions, tests of hypothesis, linear regression and correlation in order to solve problems.

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Prerequisites**

Grade of C or better in Math 25, 26, 28, 29, 75X or higher or equivalent, satisfactory math placement test score, or consent of instructor.

**Course Outcomes**

- Calculate and interpret statistical information.
- Calculate and interpret probabilities for binomial or normal distributions, including the use of the Central Limit Theorem.
- Demonstrate the use of inferential statistics.
- Utilize appropriate statistical terminology and mathematical symbols to effectively communicate mathematics in written and/or oral form.

**MATH 135 : Precalculus: Elementary Functions**

Investigates linear, quadratic, polynomial, rational, exponential, logarithmic functions, and related topics. This course is the first part of the precalculus sequence

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Prerequisites**

Grade of “C” or better in MATH 103 or equivalent, satisfactory math placement test score, or consent of instructor.

**Course Outcomes**

- Use appropriate symbolic techniques to analyze and solve applications problems.
- Utilize elementary function concepts.
- Graph elementary functions utilizing behavior information and/or transformations.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 140 : Precalculus: Trigonometry and Analytic Geometry**

Studies trigonometric functions, analytic geometry, polar coordinates, vectors, and related topics. This course is the second part of the precalculus sequence.

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Prerequisites**

Grade of “C” or better in MATH 135 or equivalent, satisfactory math placement test score, or consent of instructor.

**Course Outcomes**

- Employ algebraic and geometric representations of trigonometric functions and other relations.
- Use appropriate techniques to analyze and solve application problems requiring the use of trigonometry or analytical geometry.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 150 : Technical College Mathematics**

This course covers the calculation of geometric perimeters, areas, and volumes; the use of trigonometric ratios to determine angle measures and values; and the solution of right and oblique triangles using trigonometry. It also includes graphing trigonometric functions and vectors, adding vectors using trigonometric methods, determining component vectors, and solving applied work-related problems.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

Grade of C or better in Math 25, 50, 75X or higher, or satisfactory math placement test score, or consent of instructor.

**Course Outcomes**

- Apply geometric and trigonometric concepts to compute perimeters, areas, volumes, and unknown sides or angles of triangles.
- Construct and analyze graphs of trigonometric functions and vectors.
- Use appropriate mathematical methods involving geometry, trigonometry, and vectors to solve applied problems.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 203 : Calculus for Business and the Social Sciences**

Basic mathematical concepts, topics in differentiation and introductory integration of algebraic, exponential and logarithmic functions. Related applications to management, finance, economics and social science will be considered.

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Prerequisites**

Grade of "B" or better in MATH 103, "C" or better in MATH 135 or equivalent, satisfactory math placement test score or consent of instructor.

**Course Outcomes**

- Demonstrate proficiency in determining limits, derivatives, and integrals.
- Use calculus techniques to analyze and solve applied problems.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 241 : Calculus I**

Basic mathematical concepts, topics in differentiation, and introductory integration of algebraic and trigonometric functions. Applications of differentiation and integration will be demonstrated. Formerly MATH 205.

**Credits** 4

**Lecture Hours** 4

**Designation**

FQ

**Prerequisites**

Grade of "C" or better in MATH 140 or equivalent, satisfactory math placement test score, or consent of instructor.

**Course Outcomes**

- Demonstrate proficiency in determining limits, derivatives, and integrals.
- Use calculus techniques to analyze and solve applied problems.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 242 : Calculus II**

Differentiation and integration concepts of trigonometric, exponential, logarithmic and hyperbolic functions. Integration implements, infinite series, and applications of derivatives and integrals are also featured. Formerly MATH 206.

**Credits** 4

**Lecture Hours** 4

**Prerequisites**

Grade of "C" or better in MATH 205 or MATH 241 or equivalent or consent of instructor.

**Course Outcomes**

- Demonstrate proficiency in determining limits, derivatives, and integrals associated with the topics in the course.
- Use concepts from the course to solve applied problems.
- Demonstrate proficiency in working with sequences or series.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

**MATH 243 : Calculus III**

Vector algebra, vector-valued functions, differentiation in several variables, and optimization. Formerly MATH 231.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

Grade of "C" or better in MATH 206 or MATH 242 or equivalent.

**Course Outcomes**

- Apply concepts and techniques in vector calculus.
- Apply principles and concepts from calculus to multivariable functions.
- Use strategies from this course to solve applied problems.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

### **MATH 244 : Calculus IV**

Math 244 is the fourth course in the calculus sequence. Topics include multiple integrals, line integrals, Green's Theorem, surface integrals, Stokes' Theorem, Gauss' Theorem and differential equations. Formerly MATH 232.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Grade of C or better in Math 231 or MATH 243 or equivalent or consent of instructor.

#### **Course Outcomes**

- Compute multiple integrals in various coordinate systems.
- Use multiple integrals or vector calculus techniques to solve applied problems.
- Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

## **Microbiology**

### **MICR 130 : General Microbiology**

Fundamentals of microbiology, growth, development, and classification of bacteria, viruses, protozoa, fungi and algae; roles of microorganisms in the environment and human affairs: medical microbiology, immunology, and applied microbiology for food sanitation and public health.

**Credits** 3

**Lecture Hours** 3

#### **Designation**

DB

#### **Course Outcomes**

- Describe the main morphological characteristics, growth, reproduction and classification of algae, bacteria, fungi, protozoa, viruses and helminthes.
- Discuss etiologies, reservoirs of infection, modes of transmission, signs, symptoms, and treatments and/or methods of prevention of common infectious diseases of humans.
- Describe the basic principles of molecular genetics as they relate to cell division, mutation, genetic engineering, protein synthesis, bacterial virulence, and antibiotic resistance.
- Describe pathogenicity, immunity and allergies.

### **MICR 140L : General Microbiology Lab**

Laboratory course illustrating fundamental techniques and concepts of microbiology, such as microscopic observations, aseptic transfer, microorganism classification and identification, environmental factors influencing microorganisms, biochemistry of microorganisms, ecological microbiology, and medical microbiology. This course is designed to complement MICR 130. Primarily for students in Agripharmatech, nursing, dental hygiene and nutrition. Science laboratory course.

**Credits** 2

**Lab Hours** 4

#### **Designation**

DY

#### **Prerequisites**

Credit for or registration in MICR 130; placement into Math 24, 25, 26, 28, 29, 82 or higher.

#### **Course Outcomes**

- Operate equipment used in microbiology laboratory.
- Prepare growth media.
- Perform aseptic transfer.
- Identify microorganisms using morphological and physiological tests.
- Follow biosafety procedures.
- Produce lab reports using the standard scientific format.

# Music

## **MUS 106 : Intro to Music Literature**

Elements, styles, and forms of music, from the listener's standpoint. Focus on classical music literature. Concert attendance and written critique required for two live performances during semester.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

### **Course Outcomes**

- Identify masterpieces of classical music repertoire.
- Distinguish the essential compositional characteristics of the several stylistic periods in music/art history and representative composers from each period, which help place unfamiliar repertoire into familiar periods.
- Contrast/compare music of any type (i.e., classical, popular, ethnic, seasonal) for texture, form, melodic contour, harmonic orientation and time of composition.
- Compare/contrast the live performances seen during the semester.
- Define the elements that make up classical performance tradition and etiquette.

## **MUS 108 : Music Fundamentals**

A basic music theory course. Emphasis on learning basic concepts involved in reading and writing music. Notation and reading of simple and compound rhythm, pitch, intervals and triads. Application to performance.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

### **Course Outcomes**

- Read and write music (pitch and rhythm) in conventional notation.
- Identify and write major and minor key signatures and scales; intervals, triads.
- Apply knowledge to performance on a primary instrument.
- Apply knowledge of solfege to diatonic melodies in major and minor keys.

## **MUS 114 : College Chorus**

Rehearsal and performance of choral literature. Open to all students. No previous choral experience required. Attendance at class concerts is required. Repeatable for up to 8 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

### **Course Outcomes**

- Read pitch and rhythmic notation in choral parts.
- Demonstrate musicianship in ensemble singing and professional performance practices.

## **MUS 121B : Voice 1**

Performance class in vocal production and literature for voice. No previous vocal training required. Repeatable for up to 4 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

### **Course Outcomes**

- Demonstrate basic vocal techniques of physical alignment, breath support, breath control, and tone production in performances of several songs.
- Apply basic concepts of rhythm and pitch accuracy in performances.
- Employ basic concepts of sight reading in learning music for performance.
- Learn and demonstrate professional performance practices

**MUS 121C : Piano 1**

Basic principles of performance. Relevant problems in piano literature at elementary level. MUS 121C, 122C must be taken in sequence. May be repeated up to 6 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Course Outcomes**

- Identify and write the basic concepts of music notation.
- Demonstrate basic concepts, such as rhythm, notation, dynamics, and expression in accurate performances.
- Analyze history of piano development.
- Learn and demonstrate professional performance practices.

**MUS 121D : Guitar 1**

Basic principles of classical guitar performance; relevant problems in literature. Repeatable for up to 4 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Course Outcomes**

- Identify and write the basic concepts of music notation.
- Demonstrate basic concepts, such as rhythm, notation, dynamics, and expression in accurate performances.
- Analyze history of guitar development.
- Learn and demonstrate professional performance practices.

**MUS 121F : Slack Key Guitar 1**

Basic principles of performance; relevant problems in literature. Student learns to play two slack key tunings. This course is intended for students with little or no background in this style of guitar playing. Ability to read music is not required. May be repeated up to 6 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Course Outcomes**

- Demonstrate knowledge of the history of slack key guitar development.
- Demonstrate knowledge of basic concepts, such as rhythm, notation, dynamics, and expression in accurate performances.
- Use knowledge of slack key techniques and music concepts (music theory) to complete in-class recitals.
- Learn and demonstrate professional performance practices.

**MUS 121G : Hawaiian Steel Guitar 1**

Introductory course in Hawaiian Steel guitar. Basic principles of performance; history and development of the steel guitar and playing methods. Focus on principles of performance. The course is intended for students with little or no experience in playing the ukulele. May be repeated for up to 6 credits.

**Credits** 2

**Lab Hours** 2

**Lecture Hours** 1

**Designation**

DA

**Course Outcomes**

- Discuss the history and development of the steel guitar.
- Demonstrate basic concepts, such as rhythm, notation, dynamics, and expression in accurate performances.
- Perform chords and vamps in multiple keys.
- Demonstrate professional performance practices.

**MUS 121H : Hawaiian Singing**

This class is a performance and history course that focuses on different Hawaiian singing styles and qualities of voice. May be repeated up to 6 credits.

**Credits** 2

**Lab Hours** 2

**Lecture Hours** 1

**Designation**

DA

**Course Outcomes**

- Demonstrate proper vocal techniques for Hawaiian Singing.
- Demonstrate proper pronunciation of Hawaiian Language music.
- Discuss different styles of Hawaiian vocal production and qualities of voice.
- Demonstrate professional performance practices.

**MUS 121Z : 'Ukulele 1**

Introductory course in 'ukulele. Basic principles of performance; history and development of 'ukulele playing methods. Focus on principles of performance. Course is intended for students with little or no experience in playing the ukulele. May be repeated for up to 6 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Course Outcomes**

- Discuss the history of 'ukulele development.
- Demonstrate basic concepts, such as rhythm, notation, dynamics, and expression in accurate performances.
- Strum chords in different keys, applying music theory applications.
- Learn and demonstrate professional performance practices.

**MUS 122B : Voice 2**

Performance class in vocal production and literature for voice. Class is designed for students with previous vocal experience or training. May be repeated up to 4 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisites**

Grade of C or better in MUS 121B or consent of instructor.

**Course Outcomes**

- Discuss the origin and development of vocal music.
- Demonstrate intermediate level vocal techniques of diction, tone production, and breath control in performance situations.
- Sight read and learn music at an intermediate level.
- Learn and demonstrate professional performance practices.

**MUS 122C : Piano 2**

Designed for further study of principles and basic skills of piano performance established in first semester piano. Continues the group participation chord approach with greater emphasis on ensemble playing and improvisation. MUS 121C and 122C must be taken in sequence. Repeatable for up to 4 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisites**

Grade of C or better in MUS 121C or consent of the instructor.

**Course Outcomes**

- Incorporate additional theoretical concepts in the performance of piano music.
- Demonstrate musical concepts such as rhythm, notation, dynamics, and expression in accurate performances of the level-two repertoire.
- Sight read music with increasing accuracy and musicianship.
- Learn and demonstrate professional performance practices with level-two repertoire.

**MUS 122F : Slack Key Guitar 2**

Intermediate slack key guitar: level I. Student learns to play solos in C tunings and intermediate solos at level I in tunings learned in the elementary class. May be repeated up to 6 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisites**

Credit for MUS 121F or consent of instructor.

**Course Outcomes**

- Incorporate additional theoretical concepts in the performance of slack key music.
- Demonstrate knowledge of intermediate level concepts on performances.
- Sight read tablature notation with increasing accuracy and musicianship.
- Exhibit greater confidence in performing level-two repertoire.

**MUS 122H : Hawaiian Singing 2**

This class is a performance and history course that focuses on different Hawaiian singing styles and qualities of voice at an intermediate level. May be repeated up to 6 credits.

**Credits** 2

**Lab Hours** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisite Courses**

**MUS 121H**

**Prerequisites**

Grade of C or better in MUS 121H or instructor consent.

**Course Outcomes**

- Discuss the origins and development of vocal techniques for Hawaiian Singing.
- Demonstrate intermediate level vocal techniques of diction, tone production, and breath control in Hawaiian Language music performance.
- Demonstrate different styles of Hawaiian vocal production and qualities of voice.
- Demonstrate professional performance practices.

**MUS 122Z : 'Ukulele 2**

Continuation of MUS 121Z. Increased emphasis on 'ukulele literature. Focus on principles of performance. Emphasis on ensemble playing. Repeatable for up to 6 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisites**

Grade of "C" or better in MUS 121Z or consent of instructor.

**Course Outcomes**

- Incorporate additional theoretical concepts in the performance of 'ukulele music.
- Demonstrate intermediate level concepts in performances, e.g., triplets, arpeggios.
- Sight-read tablature with increasing accuracy and musicianship.
- Exhibit greater confidence in performing level-two repertoire.

**MUS 130F : Slack Key Guitar Ensemble**

Continuation of Music 122F. Increased emphasis on slack key literature, techniques, and tunings. Advanced intermediate techniques of slack key guitar as applied to ensemble playing.

**Credits** 2

**Studio Hours** 3

**Designation**

DA

**Prerequisites**

Credit for MUS 122F.

**Course Outcomes**

- Analyze repertoire for articulation, phrasing and fingering difficulties.
- Incorporate intermediate level theoretical and technical concepts in the performance of chosen repertoire.
- Sight read tablature notation with greater accuracy and musicianship.
- Exhibit confidence in performing intermediate-level repertoire.

**MUS 140 : Introduction to Audio Production**

Introduction to the process of audio engineering for live concerts and performances. Students learn the proper usage of audio production tools in both the analog and digital formats through lecture and hands-on projects. May be repeated for up to 6 credits.

**Credits** 3

**Lecture Hours** 3

**Course Outcomes**

- Describe the fundamental physics of sound.
- Operate various audio equipment components.
- Employ procedures and methods used in live sound engineering.
- Discuss best practices for professional sound engineers.

**MUS 166 : Popular Music in America**

A survey of Pop Music (including Blues, Jazz, Rock and Folk), in the United States in the twentieth century. Activities will include listening to recordings, writing lyrics and tunes and learning various aspects of the business of music. Fieldtrips and concert attendance required.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Describe the role of music in different communities.
- Describe and compare the distinctive aural features and music aesthetics of the various style of popular music.
- Describe the historical, religious, social and political aspects of a society that contribute to the development of diverse musical styles.
- Compare/contrast different styles of popular music.

**MUS 177 : Intro to Hawaiian Music**

A survey of Hawaiian music from Polynesian origins and pre- contact traditional forms to acculturated and contemporary forms and expressions including vocal, instrumental and dance music in their social, cultural and religious contexts.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Identify and define the basic concepts, terminology and distinguishing features of Western European and Hawaiian music.
- Identify the distinguishing features of indigenous and post-contact Hawaiian music and musical instruments.
- Discuss the functions of music in pre-contact Hawaiian society and in contemporary Hawai'i.
- Discuss important events and personalities in the evolution of Hawaiian music.

**MUS 211 : Intro to Hawaiian Ensemble**

Performance of Hawaiian music for groups of various sizes at an introductory level. Exploration of basic principles of history and development of ensemble performance. Students learn to play while singing. Ability to read music is not required. Repeatable up to 6 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisites**

Grade of C or better in MUS 121Z, MUS 121F, MUS 121D, OR by instructor consent.

**Course Outcomes**

- Discuss the history of Hawaiian music.
- Apply basic musical concepts in accurate solo and ensemble performances.
- Demonstrate professional performance practices.

**MUS 212 : Polynesian Music**

Performance of Polynesian music for groups of various sizes. Exploration of basic principles, histories, and techniques for different Polynesian styles of music. Students learn to play while singing. Ability to read music is not required. Repeatable up to 6 credits. (1 hour lecture, 2 hour lecture/lab)

**Credits** 2

**Lab Hours** 2

**Lecture Hours** 1

**Prerequisites**

Grade of C or better in MUS 121Z, MUS 121F, MUS 121D, or MUS 211; or by instructor consent.

**Course Outcomes**

- Discuss the music history and techniques of different Polynesian islands.
- Demonstrate basic concepts, such as rhythm, notation, dynamics, and expression in accurate performances.
- Perform songs from 3 different Polynesian Islands.
- Demonstrate professional performance practices.

**MUS 221C : Piano 3**

Continuation of MUS 122C. Increased emphasis on piano literature up to the intermediate level. Repeatable for up to 4 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisites**

Grade of C or better in MUS 122C or consent of the instructor.

**Course Outcomes**

- Incorporate additional theoretical concepts in the performance of piano music.
- Demonstrate musical concepts such as rhythm, notation, dynamics, and expression in accurate performances of the level-three repertoire.
- Sight read music with increasing accuracy and musicianship.
- Learn and demonstrate professional performance practices with level-three repertoire.

**MUS 221F : Slack Key 3**

Continuation of MUS 122F. Increased emphasis on Slack Key literature up to the intermediate level. Repeatable for up to 6 credits.

**Credits** 2

**Lab Hours** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisite Courses**

MUS 122F

MUS 211

**Prerequisites**

A grade of C or better in MUS 122F or MUS 211.

**Course Outcomes**

- Demonstrate additional techniques in the performance of slack key music.
- Demonstrate musical concepts such as rhythm, dynamics, and expression in accurate performances of the level-three repertoire.
- Perform in two slack key tunings.
- Demonstrate professional performance practices.

### **MUS 221Z : 'Ukulele 3**

Continuation of MUS 122Z. Increased emphasis on 'Ukulele literature up to the intermediate level. Repeatable for up to 6 credits.

**Credits** 2

**Lab Hours** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisite Courses**

MUS 122Z

MUS 211

**Prerequisites**

A grade of C or better in MUS 122Z or MUS 211.

**Course Outcomes**

- Demonstrate additional techniques in the performance of 'ukulele music.
- Demonstrate musical concepts such as rhythm, dynamics, and expression in accurate performances of the level-three repertoire.
- Discuss improvisation techniques.
- Demonstrate professional performance practices.

### **MUS 222C : Piano 4**

Continuation of MUS 221C. Increased emphasis on piano technique and literature up to the intermediate level. Introduction to accompanying. Repeatable for up to 4 credits.

**Credits** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisites**

Grade of C or better in MUS 221C or consent of the instructor.

**Course Outcomes**

- Apply, analyze, and discuss the form, articulation, rhythm, and phrasing of performance repertoire.
- Provide logical fingering for repertoire pieces.
- Learn and demonstrate professional performance practices with level-four repertoire.

### **MUS 222F : Slack Key 4**

Continuation of MUS 221F. Increased emphasis on Slack Key literature up to the advanced level. Repeatable for up to 6 credits.

**Credits** 2

**Lab Hours** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisite Courses**

MUS 221F

**Prerequisites**

A grade of C or better in MUS 221F.

**Course Outcomes**

- Demonstrate additional techniques in the performance of slack key music.
- Demonstrate musical concepts such as rhythm, dynamics, and expression in accurate performances of the level-four repertoire.
- Perform in three slack key tunings.
- Demonstrate professional performance practices.

**MUS 222Z : 'Ukulele 4**

Continuation of MUS 221Z. Increased emphasis on 'ukulele literature up to the advanced level. Repeatable for up to 6 credits.

**Credits** 2

**Lab Hours** 2

**Lecture Hours** 1

**Designation**

DA

**Prerequisite Courses**

**MUS 221Z**

**Prerequisites**

A grade of C or better in MUS 221Z.

**Course Outcomes**

- Demonstrate additional techniques in the performance of 'ukulele music.
- Demonstrate musical concepts such as rhythm, dynamics, and expression in accurate performances of the level-four repertoire.
- Create an instrumental solo
- Demonstrate professional performance practices.

**MUS 231B : Applied Music, Western (Voice)**

This course provides individual instruction in vocal performance. The course covers intermediate vocal technique paced to an appropriate level for each student's experience. Applied Voice is a performance class. The emphasis will be toward developing vocal technique that focuses on breath technique, expression, movement, clarity, dynamics, diction and musicianship. May be repeated up to 4 credits. (1 hour individual instruction)

**Credits** 1

-6

**Designation**

DA

**Recommended Preparation**

MUS 121B

**Course Outcomes**

- Demonstrate basic vocal techniques of physical alignment, breath support, breath control, and tone production
- Apply basic concepts of rhythm and pitch accuracy in performances.
- Employ basic concepts of sight reading in learning music for performance.
- Demonstrate professional performance practices

**MUS 231C : Applied Music, Western (Piano)**

This course provides individual instruction in piano performance, covering intermediate and advanced piano technique paced to an appropriate level for each student's experience. Applied piano instruction is a performance class. The emphasis will be toward developing piano technique that has clarity, flexibility, dynamic intensity, and sensitivity of phrasing for expressive musicianship through increasingly more confident and skillful performances. Pedaling, theory, sight-reading, and learning/ practicing/ memorization/ performing techniques will also be covered. May be repeated up to 4 credits. (1 hour Individual Instruction)

**Credits** 1

-6

**Designation**

DA

**Recommended Preparation**

MUS 121C

**Course Outcomes**

- Incorporate additional theoretical concepts in the performance of piano music.
- Demonstrate musical concepts such as rhythm, notation, dynamics, and expression in accurate performance of selected repertoire
- Sight read music with increasing accuracy and musicianship.
- Learn and demonstrate professional performance practices

**MUS 231F : Applied Music, Western (Slack Key Guitar)**

This course provides individual instruction in slack key guitar. The course covers slack key techniques that are appropriate for the student's experience. Applied slack key guitar is a performance class. The emphasis will be toward developing guitar playing technique that focuses on expression, dynamics, rhythmic stability and musicianship. May be repeated up to 4 credits. (1 hour individual instruction)

**Credits** 1

**Designation**

DA

**Course Outcomes**

- Demonstrate musical concepts
- Demonstrate basic slack key techniques
- Sight read tablature
- Demonstrate professional performance practices
- Discuss the history of slack key guitar development

**MUS 231G : Applied Music, Western (Hawaiian Steel Guitar)**

This course provides individual instruction in Hawaiian Steel Guitar. The course covers Steel Guitar techniques that are appropriate for the student's level of experience. Applied Steel Guitar is a performance class. The emphasis will be toward developing playing techniques for the Steel Guitar that focus on expression, dynamics, rhythmic stability and musicianship. May be repeated up to 4 credits. (1 hour individual instruction)

**Credits** 1

**Designation**

DA

**Course Outcomes**

- Demonstrate musical concepts.
- Demonstrate basic steel guitar techniques.
- Sight read tablature.
- Discuss the history of the steel guitar.

**MUS 231Z : Applied Music, Western ('Ukulele)**

This course provides individual instruction in 'ukulele. The course covers 'ukulele techniques that are appropriate for the student's level of experience. Applied 'ukulele is a performance class. The emphasis will be toward developing playing techniques for the 'ukulele that focus on expression, dynamics, rhythmic stability and musicianship. May be repeated up to 4 credits. (1 hour individual instruction)

**Credits** 1

**Designation**

DA

**Course Outcomes**

- Demonstrate musical concepts
- Demonstrate right and left hand techniques on the 'ukulele
- Sight read tablature
- Demonstrate professional performance practices
- Discuss the history of the 'ukulele

**MUS 240 : Introduction to Digital Music**

Introduction to digital music and sound production on the Macintosh platform: MIDI sequencing, audio recording, music arranging, editing, mixing and mastering; preparing audio files for CD, video and web applications; sound synthesis and programming using virtual instruments. (Cross-listed as CM 240.)

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Recommended Preparation**

Basic Keyboard (piano) skills, computer (Mac) skills.

**Prerequisites**

MUS 108, 121 (alpha) or 253; or consent of instructor.

**Course Outcomes**

- Use MIDI sequencing and audio recording software, and/or notation software, as tools for music composition, arranging and performance.
- Apply basic skills in MIDI sequencing and editing, and digital audio recording and editing to audio mixing and mastering projects.
- Prepare audio files for CD burning, and video and web applications.
- Apply understanding of sound synthesis to create original sounds for music projects.
- Transfer skills to other MIDI sequencing and digital audio software programs across PC and Mac platforms.

### **MUS 241 : Digital Music Production II**

Continuation of principles and skills introduced in MUS 240. Digital music composition and audio production on the Macintosh platform with emphasis on advanced MIDI and mixing techniques, audio editing, sound synthesis, and programming of virtual instruments and effects.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

MUS 240 or consent of instructor.

**Course Outcomes**

- Advanced use of MIDI sequencing and audio recording software, or notation software, as tools for music composition, arranging and performance.
- Apply advanced skills in MIDI sequencing and editing, and digital audio editing to music composition projects.
- Effectively mix, bounce and prepare audio files for appropriate media and applications.
- Create and edit original sounds and effects for music projects.
- Transfer skills to other MIDI sequencing and digital audio software programs across PC and Mac platforms.

### **MUS 253 : Elementary Music in Action**

Deals with musical concepts, philosophy & pedagogy; the use of media, singing, movement, and instruments; and resources for an active elementary classroom. Presents correlation between music and brain development in early childhood. Intended for Education majors. Music is a vital stimulus to the developmental process and contributes to the emergence of positive self-esteem. Elementary education candidates learn to apply appropriate strategies in order to provide music making as part of everyday classroom activities.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Course Outcomes**

- Identify and write the basic components of Western music notation.
- Apply basic theoretical components of Western music notation to written examples of music.
- Notate and read basic rhythm and melodic patterns, both in simple and compound meters.
- Apply basic knowledge of basic theoretical concepts to performance on various instruments.
- Teach a mini model lesson, demonstrating a grade-appropriate musical concept.
- Harmonize simple melodies.

### **MUS 277 : Mele, Mo'olelo, and Motion**

This is a music class that focuses on Hawaiian songs, the stories that accompany those songs, and how the motions of the hula interact with both the lyrics and the stories. May be repeated up to 6 credits.

**Credits** 3

-6

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

MUS 177

**Course Outcomes**

- Explain the connection between Hawaiian music lyrics, the stories, and the hula motions.
- Discuss meaning of Hawaiian lyrics and poetry.
- Demonstrate motions and steps that would be appropriate for the chosen mele.
- Demonstrate correct pronunciation of Hawaiian music lyrics.

### **MUS 296 : Special Topics in Music**

Students will investigate important topics in music, such as specific people, genres, or periods. Classes may include a performance component. Specific course information will be made available in the schedule of classes. May be repeated up to 9 credits with different topics.

**Credits** 3

**Lecture Hours** 3

**Recommended Preparation**

Introductory MUS class.

**Course Outcomes**

- Identify the important concepts and facts particular to the selected course topic.
- Analyze and interpret the nature and significance of the selected course topic.
- Investigate connections between the selected course topic and contemporary events and issues.

# Natural Resources & Environmental Management

## **NREM 196V : Special Topics in Bio-Resource Development and Management**

Topics related to natural resources development and management chosen by the Instructor. Course content may vary. May be repeated up to 6 credits. (1 hour lecture per week per credit for contact hours.)

**Credits** 1

-3

### **Course Outcomes**

- Identify the important concepts and facts presented for the topic(s) under examination.
- Make inferences and draw conclusions from the topic(s) under discussion.
- Develop skills appropriate to the topic(s) under discussion.
- Gain a higher appreciation for the human endeavor of natural resources and environmental management.
- Gain a higher awareness of the potential career paths that this special topic course in natural resources and environmental management covers.

# Natural Sciences

## **HWST 155 : Nā Limu Hawai'i: Hawaiian Seaweeds and their Uses**

An introduction to Hawaiian Limu biology, ecology, and diversity. Students will learn about the historical, current, and potential uses of Limu and choose a species to research. An introduction to Limu groups (red, green and brown) and sustainable cultivation. Students will learn about the cultural significance and history of Limu in Hawai'i.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

### **Course Outcomes**

- Identify and describe the diversity of Hawaiian limu
- Describe the biology and ecology of Hawaiian limu
- Describe the historical and current uses of Hawaiian limu
- Apply knowledge to potential limu cultivation and conservation practices

# Oceanography

## **OCN 101 : Introduction to the Marine Option Program**

OCN 101 provides the student with an overview of statewide issues, agencies and organizations involved in ocean and freshwater activities to students interested in becoming involved in the Marine Option Program (MOP). The course will review the requirements of the MOP Certificate and explore opportunities for internships, research projects and careers related to aquatic environments. The course will present guidelines for the MOP skill project: proposal writing, project implementation, data collection and interpretation, and final report preparation and presentation.

**Credits** 1

**Lecture Hours** 1

**Recommended Preparation**

Credit or concurrent enrollment in ENG 100.

### **Course Outcomes**

- Develop a curriculum/program to facilitate the completion of a Marine Option Program (MOP) Certificate at Windward Community College and other MOP campuses.
- Describe the ocean and freshwater related activities that are being undertaken statewide and on other UH campuses.
- Find information about statewide/nationwide/international projects, organizations, and career opportunities relating to marine and freshwater systems.
- Find information about internship and scholarship opportunities relating to water environments.
- Identify an appropriate MOP project topic.
- Identify appropriate mentors and experts in the project area.
- Complete a written MOP project proposal.
- Prepare and deliver an oral presentation.

### **OCN 102 : Introduction to the Environment and Sustainability**

This course will introduce students to the basic principles of environmental science and sustainability as they apply to analysis of environmental systems on a global scale. The integrated natures of ocean, terrestrial and atmospheric systems will be introduced by first introducing the Earth's major ecosystems and then discussing their coupled integration. The concepts of sustainability will be infused into the course with an emphasis on the importance of sustaining resources and mitigating pollution to ecosystems. This issue of sustainability will be approached from the perspective of the impact that 9 billion or more people will impose upon the planet's resources and ecosystems. Similarly, this course will include the concepts of sustainability with Native Hawaiian culture and indigenous knowledge.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

#### **Course Outcomes**

- Define the Earth's major ecosystems and the major flows of matter and energy through them.
- List the identity, source and action of the major pollutants that disrupt these ecosystems.
- Relate the carrying capacities of each major ecosystem relative to these pollutant loads, as well as the consequences to the environment if they fail.
- Define the fundamentals of sustainability metrics in terms of major impact categories (into which pollutants and activities are grouped) and their units.
- State how the cultural practices and indigenous knowledge of the Native Hawaiians relate to sustainability.

### **OCN 120 : Global Environmental Challenges**

Scientific approach to evaluating human-caused environmental challenges and their potential solutions.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

#### **Recommended Preparation**

Basic pre-college level math, chemistry, physics.

#### **Course Outcomes**

- Apply scientific principles and methods to describe natural Earth system interactions and human impacts on the environment.
- Solve very basic problems involving chemistry and physics, and read and create graphs of data.
- Apply scientific principles and methods to compare causes of environmental problems and impacts of potential solutions to environmental challenges.
- Apply scientific principles and reasoning to critically evaluate proposed explanations for global environmental challenges.

### **OCN 201 : Science of the Sea**

An introductory course to oceanography covering the dimensions of the science of oceanography, the physical and chemical properties of sea water, waves, tides, currents, life in the ocean, and the geologic structure of the ocean floor, environmental concerns, and human use of the oceans.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

#### **Course Outcomes**

- Understand how the scientific method works, how it has been applied in Earth science, and how it differs from other ways of acquiring knowledge.
- Articulate how the Earth is an integrative system across many scientific disciplines.
- Understand the internal structure of the Earth and the dynamic processes of plate tectonics that shape its surface, including seafloor spreading, subduction, and continental drift.
- Understand the causes of rising sea level and its impacts on coastal areas, including erosion and beach loss.
- Identify the major pathways of chemicals to the oceans and the effect that biological processes have on redistributing and removing chemicals from the oceans.
- Describe the major processes that cause the deep and shallow circulation of water in the oceans.
- Identify the major marine habitats, the types of organisms that live in those habitats, and give examples of how organisms are adapted to their habitat.
- Describe the types of interactions that occur among organisms in the marine food web and between organisms and their environment.

### **OCN 201L : Science of the Sea Lab**

Experiments, computer exercises and field trips demonstrating the geological, physical, chemical and biological principles, and equipment, of earth and ocean sciences.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

#### **Recommended Preparation**

High school algebra and chemistry; ability to use a computer.

#### **Prerequisites**

Credit for or registration in OCN 201 or equivalent preparation or consent of instructor.

#### **Course Outcomes**

- Develop a practical understanding of the principals of oceanography.
- Use the methodology of marine biology and oceanography to define and solve problems independently and collaboratively.
- Use a wide variety of laboratory and field techniques with accuracy, precision and safety.
- Accurately interpret biological and oceanographic information.
- Demonstrate proficient library, mathematical and computer skills in data gathering and analysis.
- Apply scientific concepts to environmental and societal issues.
- Apply their learning in an off-campus professional setting.

### **OCN 260 : Pacific Surf Science and Technology**

Pacific Surf Science and Technology is a lecture-based course that showcases scientific and industry aspects of the surfing world for surfers and non-surfers. The course takes a scientific approach to understanding the natural processes that create and influence Waves and surf conditions, while also introducing many ocean safety concepts relating to the environment and the popularity of ocean recreation. A weather and surf journal along with weekly campus field excursions dedicated to studying weather phenomena adds an essential experiential component to the course.

**Credits** 3

**Lecture Hours** 3

#### **Recommended Preparation**

Ability to access information from the Internet.

#### **Course Outcomes**

- Discuss the basic principles of meteorology, oceanography, and geology as they apply to the creation and shaping of waves and surf.
- Predict surf conditions using Internet web sites and local weather station reports.
- Compare and contrast past and present surfboard technology and production.
- Apply the principles of design, production, and retail marketing within surfing related industries.
- Assess the various multimedia applications related to surfing.
- Demonstrate water safety issues related to surfing.
- Apply the basic techniques of surfing.
- Maintain logs of weather and surf observations to use in future forecasts.

### **OCN 260L : O'ahu Surf Science and Technology Lab**

OCN 260L is a field lab designed to run concurrently with OCN 260, Pacific Surf Science and Technology. The course presents the surfing world through laboratory and field activities, including surfing demonstrations and instruction, learning water safety techniques, studying board design at surfboard manufacturing shops, and speaking with local industry professionals. Meteorology and surf forecasting techniques are covered through on site weather observation activities, and physical processes involved in shaping waves as they approach a shoreline will be examined through several coastal studies.

**Credits** 1

**Lab Hours** 3

#### **Prerequisites**

Credit for or registration in OCN 260.

#### **Course Outcomes**

- Distinguish between pre-historic, traditionally built papa he'e nalu, historic-era, and modern surfboards.
- Outline the procedures involved in surfboard production.
- Operate safely a surfboard using the basic techniques of surfing.
- Access information on and identify local weather phenomena and ocean/surf conditions around O'ahu.
- Describe at least five ocean and surf industries.
- Identify wave-generating facilities.
- Maintain a journal of surfing experiences.

# Pacific Islands Studies

## **PACS 108 : Pacific Worlds: an Introduction to Pacific Islands Studies**

This course situates Hawai'i in the larger context of Oceania and exposes students to issues, themes, values, and practices across the region. It also introduces students to the geography, societies, histories, cultures, and arts of Oceania, including Hawai'i. This course combines lecture and discussion that emphasize Pacific Islander perspectives and experiences.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

### **Course Outcomes**

- Locate and name the island groups, geographic regions, and political entities of Oceania.
- Describe social and cultural similarities and differences among Pacific Island societies.
- Identify themes in the works of Pacific Island artists and writers.
- Discuss contemporary social, political, economic, cultural, and environmental issues in the Pacific Islands.
- Explain significant themes in indigenous, colonial, and postcolonial histories of the Pacific Islands.

## **PACS 201 : Islands of Globalization**

Examines the nature and impact of globalization on Pacific Island societies, viewed from the perspective of islanders who engage with global forces and processes, and create strategies to survive.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

### **Recommended Preparation**

PACS 108 or HWST 107

### **Prerequisite Courses**

**ENG 100**

### **Course Outcomes**

- Define globalization.
- Identify and explain the processes and forces that facilitate globalization.
- Identify and name Pacific island countries, their capital cities and major urban centers, and the types of islands.
- Discuss the general histories, cultures, and contemporary issues in the Pacific Islands.
- Discuss the general histories, cultures, and contemporary acts of globalization on Pacific Island societies.
- Explain and examine how Pacific Islanders engage with global processes and forces.

## **PACS 202 : Pacific Islands Movement and Migration**

Examines the diaspora of Pacific Islanders. Through community engagement and cultural, social, political and economic lenses, groups of Pacific Islanders living in places other than their homelands will be explored.

**Credits** 3

**Designation**

DS

### **Recommended Preparation**

PACS 108 or HWST 107

### **Prerequisite Courses**

**ENG 100**

### **Course Outcomes**

- Discuss diaspora relating to Pacific Island peoples.
- Identify how Pacific Islanders engage with issues of movement and migration in the Pacific.
- Discuss cultural, social, political, environmental, and economic issues as they relate to diasporic Pacific communities.
- Describe the diversity of contemporary Pacific Island cultural formations in urban and modern spaces.

# Pharmacology

## **PHRM 203 : General Pharmacology**

Covers a wide range of drugs with emphasis on sites and mechanism of action, toxicity, fate and uses of major therapeutic agents. This course is intended for students in nursing and allied health fields.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Recommended Preparation**

College level chemistry.

**Prerequisites**

Grade of “C” or better in ZOOL 141 and ZOOL 142.

**Course Outcomes**

- Describe the basic mechanisms of drug action.
- Demonstrate knowledge of the terminology and special concepts useful in the study of pharmacology.
- Describe how differences between individuals govern their response to drugs.
- Define how drugs are processed and bio transformed by the body.
- Identify frequent complications and side effects associated with the major drug classes.
- Describe significant interactions between drugs.
- Use information from the pharmacokinetics of a specific drug to determine dosing schedules and best route of drug administration.
- State the therapeutic uses for each major drug group.

# Philosophy

## **PHIL 100 : Introduction to Philosophy: Survey of Problems**

Great philosophical issues, theories, and controversies. Course will focus on issues such as the problem of determinism, the problem of induction, the problem of distributive justice, the problem of the highest good, and the problem of the function of government.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Analyze contemporary issues and events using philosophical concepts and theories.
- Defend a position on a philosophical problem in philosophy.
- Identify important individuals, events, theories, and concepts in Western philosophy.
- Apply critical thinking skills (i.e. clarify concepts, raise normative questions, evaluate ideas presented in the text and handouts, and identify philosophical issues and concerns.

## **PHIL 101 : Introduction to Philosophy: Morals and Society**

Social and individual values, obligations, rights, and responsibilities. Course will cover normative theories and their applications to business, medicine, ethics and sexual relations.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

College level reading ability.

**Course Outcomes**

- Recognize the major views that have defined the Western debate on ethical matters to include: virtue ethics, teleological theory, and deontological theory.
- Use logical reasoning and ethical concepts to analyze contemporary ethical problems.
- Defend a position on a fundamental problem in ethics.
- Compare, contrast, and evaluate virtue ethics, teleological theory, and deontological ethics in terms of their respective views of (a) human nature, (b) the nature of goodness, (c) the good life.

**PHIL 102 : Introduction to Asian Philosophy: Asian Traditions**

Introductory course in selected schools of Asian thought. Universal issues/problems examined from Asian perspective. Focus will be on Indian, Chinese, and Japanese traditions.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Compare, contrast, and evaluate Indian, Chinese, Japanese, and European thought in terms of their respective views of (a) human nature, (b) the nature of goodness, (c) the good life.
- Identify and discuss contributions of schools of Asian philosophy and the influence of each on the other through a historical perspective.
- Discuss terms and concepts like “satori”, “anatta”, “jen” and evaluate their relevance (significance) for the West.
- Analyze Indian, Chinese, and Japanese thought in terms of (a) methodology, metaphysics, and ethics in order to better understand Asian concerns.

**PHIL 110 : Introduction to Logic**

A study of the foundations and development of rational thought and communication and their applications. Includes analysis of deductive reasoning, formal and informal fallacies, and the use of symbolic systems.

**Credits** 3

**Lecture Hours** 3

**Course Outcomes**

- Recognize fallacies of relevance, presumption, and ambiguity.
- Employ rules of logic in deductive analysis.
- Construct truth tables for deductive analysis.
- Use symbolic systems for deductive analysis.

**PHIL 111 : Introduction to Inductive Logic**

Introduction to the theory of arguments based on probabilities and to the theory of decision-making in the context of uncertainty.

**Credits** 3

**Lecture Hours** 3

**Designation**

FQ

**Recommended Preparation**

Credit in PHIL 110

**Course Outcomes**

- Correctly classify data and variables.
- Create and interpret various graphs.
- Calculate and interpret descriptive statistics, including the mean, median, and mode.
- Construct and interpret point and interval estimates.

# Physics

## **PHYS 122 : Introduction to Science: Physical**

Characteristics of science, historical development of scientific concepts, and interactions with society illustrated by topics from physical sciences, with emphasis in physics and chemistry. Designed for non-science majors.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

Credit in Math 25, 26, 28, 29, 75X or higher or equivalent.

**Corequisites**

PHYS 122L.

**Course Outcomes**

- Recognize the fundamental principles and philosophy upon which the scientific method is based.
- Apply the basic concepts of physics and chemistry.
- Apply the concept of conservation laws in problem solving.
- Apply basic mathematics to problems in physics and chemistry.
- Define the common terms used in the physical sciences.
- Assess the limitations of the scientific method and apply error analysis.
- Recognize the physical science principles as applied to everyday situations.

## **PHYS 122L : Introduction to Physical Science Lab**

Lab experiments illustrating topics and methods in the Physical Sciences with emphasis in Physics and Chemistry. Designed for nonscience majors.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in PHYS 122 or consent of instructor.

**Course Outcomes**

- Apply the scientific method to a selected group of topics in physics and chemistry.
- Collect, report and analyze data obtained in a laboratory setting in a manner exhibiting organization, proper documentation and critical thinking.
- Manipulate data and apply quantitative techniques, such as graphing and statistical analysis.
- Demonstrate a basic understanding of the standard instruments used in physics and chemistry.
- Identify environmental factors, which affect the outcome of an experiment or observation and apply basic error analyses techniques.

## **PHYS 123 : Introduction to Rocketry**

This is a general introductory course to rocket science. Principles of propulsion, aerodynamics, and safety protocols for design and ground operations are stressed.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Recommended Preparation**

MATH 82

**Course Outcomes**

- Demonstrate a solid understanding of propulsive methods, especially as pertains to space.
- Solve applicable problems of space craft kinematics, dynamics, and energy considerations.
- Apply the laws of planetary motion and celestial mechanics.
- Outline the historical development of manned and unmanned space flight.
- Identify and describe the appropriate instruments, detectors and space probes used by astronomers and space scientists to explore the solar system, especially in the area of remote sensing.
- Discuss the future of space colonization and exploitation.

**PHYS 151 : College Physics I**

A noncalculus one semester course for preprofessional or nonengineering majors. Study of the basic concepts of physics, including the fundamental principles and theories in mechanics, energy, and waves.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

Credit for or registration in MATH 140 or higher, or consent of instructor

**Corequisites**

PHYS 151L.

**Course Outcomes**

- Demonstrate a general understanding of the underlying philosophy of the physics, including the scientific method.
- Apply the basic concepts of physics, including mechanics, energy, simple oscillatory systems, gas laws and fluid dynamics.
- Apply the concept of conservation laws in problem solving.
- Apply basic algebraic and graphical analysis techniques to physics problems.
- Compare and contrast macroscopic and microscopic systems in physics.
- Define quantitatively and qualitatively the common terms used in physics.
- Assess the limitations of the scientific method and apply error analysis.
- Determine when to apply physics principles to everyday situations.

**PHYS 151L : College Physics I Lab**

Experiments in statics, mechanics, energy, waves, and friction.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in PHYS 151.

**Course Outcomes**

- Apply the scientific method to physical science systems involving mechanics, energy, simple oscillatory systems, gas laws and fluid dynamics.
- Collect, report and analyze data obtained in a laboratory setting in a manner exhibiting organization, proper documentation and critical thinking.
- Manipulate data and apply quantitative techniques, such as graphing and statistical analysis.
- Demonstrate a basic understanding of the standard instruments used in physics.
- Identify environmental factors, which affect the outcome of an experiment or observation and apply basic error analyses techniques.

**PHYS 152 : College Physics II**

A noncalculus, one-semester course for pre-professional or nonengineering majors. Study of the basic concepts of physics, including the fundamental principles and theories in electricity, magnetism, optics, and modern physics.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

Credit for PHYS 151 or equivalent, or consent of instructor.

**Corequisites**

PHYS 152L.

**Course Outcomes**

- Demonstrate a general understanding of the underlying philosophy of the physics, including the scientific method.
- Apply the basic concepts of physics, including thermodynamics, static and dynamic laws of electricity and magnetism, circuit analysis, electromagnetic radiation, optical systems, and the fundamentals of atomic and nuclear physics.
- Apply the concept of conservation laws in problem solving.
- Apply basic algebraic and graphical analysis techniques to physics problems.
- Compare and contrast macroscopic and microscopic systems in physics.
- Define quantitatively and qualitatively the common terms used in physics.
- Assess the limitations of the scientific method and apply error analysis.
- Recognize the physical science principles as applied to everyday situations.

**PHYS 152L : College Physics II Lab**

Experiments in electricity, magnetism, optics, and modern physics.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in PHYS 152.

**Course Outcomes**

- Apply the scientific method to physical science systems involving thermodynamics, static and dynamic laws of electricity and magnetism, electrical and electronic circuit analysis, electromagnetic radiation, optical systems, and the fundamentals of atomic and nuclear physics.
- Collect, report and analyze data obtained in a laboratory setting in a manner exhibiting organization, proper documentation and critical thinking.
- Manipulate data and apply quantitative techniques, such as graphing and statistical analysis.
- Demonstrate a basic understanding of the standard instruments used in physics.
- Identify environmental factors, which affect the outcome of an experiment or observation and apply basic error analyses techniques.

**PHYS 170 : General Physics I**

This is the first of a rigorous, calculus-based course in physics for the professional or engineering majors. The study of the concepts of physics including the fundamental principles and theories of mechanics, energy, waves and thermodynamics.

**Credits** 4

**Lecture Hours** 4

**Designation**

DP

**Prerequisites**

Credit for MATH 241 (formerly MATH 205) or higher or equivalent or consent of instructor

**Corequisites**

PHYS 170L and credit for or registration in MATH 242 (formerly MATH 206) or equivalent, or consent of instructor.

**Course Outcomes**

- Demonstrate a solid conceptual understanding of kinematics, dynamics, wave phenomena, and thermodynamics.
- Solve applicable problems using differential calculus and vector analysis.
- Apply the laws of physics to computational problems in kinematics, dynamics, wave phenomena, and thermodynamics.

**PHYS 170L : General Physics I Lab**

This laboratory course is a rigorous, calculus-based study for professional or engineering majors. Laboratory exercises are designed to reinforce the fundamental concepts of kinematics, mechanics, energy, waves and thermodynamics. (3hourslaboratory)

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Corequisites**

Credit for or registration in PHYS 170.

**Course Outcomes**

- Demonstrate an experimental understanding of some basic physical concepts and theories.
- Demonstrate familiarity with various instruments and their use in making reliable and precise measurements.
- Calculate a result with the appropriate number of significant figures.
- Analyze data using calculation and graphical methods.
- Organize an accurate and complete laboratory notebook.

**PHYS 272 : General Physics II**

This is the second in a rigorous, calculus-based physics course for the professional or engineering major. The study of the concepts of physics including the fundamental principles and theories of electricity, magnetism, light, and optical theory.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

Credit for MATH 242 (formerly MATH 206) or higher or equivalent and a grade of "C" or better in PHYS 170 or consent of instructor

**Corequisites**

PHYS 272L.

**Course Outcomes**

- Demonstrate a solid conceptual understanding of electricity, magnetism, light, and optical theory.
- Solve applicable problems using calculus and vector analysis.
- Apply the laws of physics to computational problems in electricity, magnetism, and wave phenomena.

**PHYS 272L : General Physics II Lab**

This laboratory course is a rigorous, calculus-based study for professional or engineering majors. Laboratory exercises are designed to reinforce the fundamental concepts of electricity, magnetism, light and optical theory.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in PHYS 272.

**Course Outcomes**

- Demonstrate experimental understanding of some basic physical concepts and theories.
- Demonstrate familiarity with various instruments and learn to make reliable measurements.
- Calculate a result with the appropriate number of significant figures.
- Analyze data using calculation and graphical methods.
- Organize an accurate and complete laboratory notebook.

**PHYS 274 : General Physics III**

This course focuses on the study of physical optics, special relativity, quantum mechanics, solid state physics, atomic and nuclear physics, and elementary particle physics.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

**Prerequisites**

Credit for PHYS 272 and PHYS 272L, and credit for or registration in MATH 243 (formerly MATH 231), or consent of instructor.

**Course Outcomes**

- Describe the theory of special relativity and its effects: time dilation and space contraction.
- Describe the particle like properties of electromagnetic radiation as demonstrated in the photoelectric effect and Compton scattering.
- Analyze the wavelike properties of matter known as quantum theory.
- Identify and Describe knowledge of the different properties of solids such as crystal structure, thermal and magnetic properties, and superconductivity.
- Describe nuclear structure, radioactive decay, nuclear interactions, and their applications.
- Identify the different elementary particles and describe their role in the forces that hold matter together.

# Physiology

## **PHYL 141 : Human Anatomy and Physiology I**

PHYL 141 is the first semester of a comprehensive two-semester course which provides a thorough introduction to the structure and function of the human body. PHYL 141 covers the gross anatomy, histology, and physiology of the integumentary, skeletal, muscular, and nervous systems. Students will be expected to learn details of anatomy and physiology as well as applying those details in the broader context of whole body function and homeostasis. The covered topics include body orientation, chemical level, cellular level, tissue level, integumentary system, bone tissue, skeletal system, joints, muscular tissue, muscular system, nervous tissue, spinal cord and spinal nerves, brain and cranial nerves, autonomic nervous system, and special senses.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

### **Recommended Preparation**

CHEM 151, CHEM 161 or BIOC 141 with a grade of C or better or 1 year of high school college prep chemistry with a B or better within the last 5 years. Concurrent enrollment in PHYL 141L.

### **Course Outcomes**

- Identify selected anatomical structures of the covered systems.
- Describe selected physiological functions of the covered systems.
- Apply the vocabulary of scientific/medical terminology to concepts in anatomy and physiology.
- Explain the concepts of positive/negative feedback and homeostasis as they relate to physiological processes.
- Predict healthy and pathological outcomes when provided with a set of physiological conditions or values.

## **PHYL 141L : Human Anatomy and Physiology I Lab**

PHYL 141L is the laboratory course of Human Anatomy and Physiology I and it provides a thorough introduction to the structure and function of the human body. PHYL 141L covers the gross anatomy, histology, and physiology of the integumentary, skeletal, muscular, and nervous systems. Students will be expected to learn details of anatomy and physiology through models, dissections, and physiological experimentations. Students will also apply those details in the broader context of whole body function and homeostasis. The covered topics include body orientation, chemical level, cellular level, tissue level, integumentary system, bone tissue, skeletal system, joints, muscular tissue, muscular system, nervous tissue, spinal cord and spinal nerves, brain and cranial nerves, autonomic nervous system, and special senses. Formerly ZOOL 141L.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

### **Prerequisites**

Credit for or registration in PHYL 141.

### **Course Outcomes**

- Identify anatomical structures at the level of the cell, tissue, organ, and organ system through the use of models, computer images, observation, and dissections.
- Apply the scientific method to study, measure, analyze, and understand the physiological systems of the human body.

### **PHYL 142 : Human Anatomy and Physiology II**

PHYL 142 is the second semester of a comprehensive two-semester course which provides a thorough introduction to the structure and function of the human body. PHYL 142 covers the gross anatomy, histology, and physiology of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproduction systems as well as basic concepts of inheritance and development. Students will be expected to learn details of anatomy and physiology as well as applying those details in the broader context of whole body function and homeostasis.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

**Recommended Preparation**

Registration in PHYL 142L.

**Prerequisite Courses**

**PHYL 141**

**Prerequisites**

A grade of C or better in PHYL 141.

**Course Outcomes**

- Identify selected anatomical structures of the covered systems.
- Describe selected physiological functions of the covered systems.
- Apply the vocabulary of scientific/medical terminology to concepts in anatomy and physiology.
- Explain the concepts of positive/negative feedback and homeostasis as they relate to physiological processes.
- Predict healthy and pathological outcomes when provided with a set of physiological conditions or values.

### **PHYL 142L : Human Anatomy and Physiology II Lab**

PHYL 142L is the laboratory course of PHYL 142 (Human Anatomy and Physiology II) and it provides a thorough introduction to the structure and function of the human body. PHYL 142L covers the gross anatomy, histology, and physiology of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive systems as well as basic concepts of inheritance and development. Students will be expected to learn details of anatomy and physiology through models, dissections, and physiological experimentations. Students will also apply those details in the broader context of whole body function and homeostasis. Formerly ZOOL 142L.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Prerequisites**

Credit for or registration in PHYL 142.

**Course Outcomes**

- Identify anatomical structures at the level of the cell, tissue, organ, and system through the use of models, computer images, observation, and dissections.
- Apply the scientific method to study, measure, analyze, and understand the physiological systems.

## **Political Science**

### **POLS 110 : Introduction to Political Science**

Introduction to politics as a human activity. Discusses theories, ideologies, systems, and processes of politics.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Identify and describe the structure of political issues and political relationships.
- Clearly explain and evaluate complex political thought and the positions of several thinkers in political theory.
- Examine and interpret contemporary political issues through the application of political theory.
- Relate media, technology, and language to the formation and maintenance of the political order.
- Carefully justify one's own political position.

**POLS 120 : Introduction to World Politics**

Power economics and world politics from cross-national perspectives. Discussion of U.S. foreign policy since 1945.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Explain basic terms, concepts, and principles of international relations.
- Analyze political processes, institutions, and issues in the foreign policy environment.
- Apply basic terms, concepts, and principles to everyday life.
- Assess his or her personal effectiveness in the political process.

**POLS 130 : Introduction to American Government**

Focus on American politics and government on the basis of tradition and continuity. Covers: overview of constitutional development, institutions, processes, and participants of the American political system and alternative interpretations.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Explain basic terms, concepts, and principles of politics.
- Analyze political processes, institutions, and issues.
- Apply basic terms, concepts, and principles to everyday life.
- Assess his or her personal effectiveness in the American political process.

**POLS 180 : Introduction to Hawaiian Politics**

Introduction to the study of political institutions, processes, and issues in Hawai'i.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Explain basic terms, concepts, and principles of politics.
- Analyze political processes, institutions, and issues in Hawai'i.
- Apply basic terms, concepts, and principles to everyday life.
- Assess his or her personal effectiveness in the political process.

# Psychology

**PSY 100 : Survey of Psychology**

An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Recognize the study of psychology as a science.
- Discuss the biological and environmental basis of human behavior.
- Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.

**PSY 170 : Psychology of Adjustment**

Focus is on understanding, evaluating and improving adjustment. Includes study of theories, concepts and techniques concerning personal growth and behavior change.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Identify and evaluate important issues in her or his own past and present.
- Integrate the basic perspectives, concepts, principles, and general information comprising the field psychology.
- Utilize the various psychology adjustment models and concepts in understanding his or her life.

**PSY 212 : Survey of Research Methods**

Provides an overview of research design strategies used in psychological research. Topic covered include the scientific method; reviewing literature for hypothesis development; ethical issues in research; the operational definition of variables; observational, self-report and experimental methods; data analysis; inferential hypothesis testing; and the American Psychological Association writing style. The course furnishes students with the fundamentals of research that all psychology majors should be aware of, regardless of whether they plan to pursue a research career. Emphasis is placed on the critical evaluation of psychological research as it is reported in the popular media and research periodicals.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisites**

Grade of C or better in PSY 100

**Course Outcomes**

- Describe basic research methods for psychology.
- Craft a solid research question
- Identify appropriate variables for a given research question.
- Choose the appropriate methodology to answer a research question.
- Critically analyze the research methodology in scholarly publications and in various other sources.

**PSY 224 : Abnormal Psychology**

Concepts and principles used in clinical practice: dynamics, diagnosis, and treatment of abnormal behavior. Compares and contrasts the different patterns of abnormal behavior. Examines the differences in theoretical models for understanding maladaptive behavior.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisite Courses**

PSY 100

**Prerequisites**

Grade of C or better in PSY 100

**Course Outcomes**

- Compare and contrast historical and current theories of abnormal behavior.
- Identify and describe different types of abnormal behavior and the “best practice” therapies associated with each type.
- Apply the principles of psychology to their own thoughts and feelings.
- Illustrate understanding of the role of culture, ethnicity, and socio-economic factors in defining abnormal behavior.

**PSY 225 : Statistical Techniques**

This course covers statistical methods related to behavioral sciences including frequency distributions, graphic methods, central tendency, variability, correlation, reliability, and tests of significance.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisites**

Credit in a 100-level (or above) Social Science course, placement into English 100, and placement into Math 103 or higher; or consent of instructor.

**Course Outcomes**

- Use descriptive and inferential statistics to summarize and analyze raw data.
- Present statistical data in graphs and tables.
- Use statistics to investigate the relationships among variables.
- Use t-tests, regression, and ANOVA to test hypotheses and statistical significance.

**PSY 240 : Developmental Psychology**

This course examines the emotional, mental, physical, and social development of individuals from infancy to adulthood with special attention to interests abilities and critical issues at successive developmental stages.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisite Courses**

PSY 100

**Prerequisites**

Grade of C or better in PSY 100 or consent of instructor.

**Course Outcomes**

- Discuss the biological and environmental basis of human behavior.
- Integrate the basic perspectives, concepts, principles, and general information comprising the field of developmental psychology.
- Utilize the various developmental psychology models and concepts in explaining human behaviors.
- Recognize the study of psychology as a science.

**PSY 241 : Applied Developmental Psychology**

Examines the emotional, mental, physical, and social development of individuals from infancy to adulthood with special attention to the impact of racism at each developmental stage.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisite Courses**

PSY 100

**Prerequisites**

Grade of C or better in PSY 100

**Course Outcomes**

- Discuss the biological and environmental basis of human behavior.
- Integrate the basic perspectives, concepts, and principles of developmental psychology.
- Utilize the various developmental psychology models and concepts in explaining human behaviors.
- Recognize the study of psychology as a science.
- Explain how racism impacts development at various stages of the lifespan.

**PSY 250 : Social Psychology**

This course will provide students with an understanding of the relationship of social roles on human behaviors and how interpersonal relationships, attribution theories, attitudes, group behaviors, and stereotypes affect human behaviors.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisites**

Grade of "C" or better in PSY 100.

**Course Outcomes**

- Recognize the study of social psychology as a science.
- Integrate the basic perspectives, concepts, principles, and general information comprising the field of social psychology.
- Utilize the various social psychology models and concepts in explaining human behaviors.

**PSY 251 : Human Sexuality**

Examines topic areas in the field of human sexuality including anatomy/physiology, sexual response, and sexual themes in society. Emphasizes understanding of one's sexuality through decision-making and communication skills.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisite Courses**

PSY 100

**Prerequisites**

Grade of C or better in PSY 100

**Course Outcomes**

- Recognize the study of human sexuality as a science.
- Describe the role of biology, culture, and socio-economic factors in the understanding and expression of human sexuality.
- Discuss the basic perspectives, concepts, principles, and general information comprising the field of human sexuality.

**PSY 253 : Conflict Resolution & Mediation**

Explores the reasons for conflict and the different approaches for seeking resolution for conflict. Studies personal and societal value systems, the psychology of how people respond to conflict, the impact of culture on conflict styles, communication skills useful in dealing with conflict, and alternative resolution strategies. Practices mediation skills as a third party intervention method.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Recommended Preparation**

Grade of C or better in ENG 100.

**Prerequisite Courses**

PSY 100

**Prerequisites**

Pre-Requisite: Grade of C or better in PSY 100

**Course Outcomes**

- List and discuss the basic issues of conflict, conflict management, and resolution.
- Apply the basic theories of conflict resolution.
- Integrate critical thinking of conflict resolution into communication and interaction patterns.
- Integrate constructs presented with personal knowledge and experience with conflict situations.

**PSY 255 : Applied Social Psychology**

This course explores how social psychological concepts are utilized in media, including literature, film, and television. The course emphasizes how social psychological theories are illustrated through fictional characters and situations along with investigating how accurately these characters and situations reflect real life research on said theories.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisite Courses**

PSY 100

**Prerequisites**

A grade of C or better in PSY 100.

**Course Outcomes**

- Recognize the study of psychology as a science.
- Apply the principles of social psychology to media.
- Utilize social psychology concepts in explaining media depictions human behavior.

**PSY 260 : Psychology of Personality**

An introduction to the basic theoretical approaches to personality, how they are developed, changed and analyzed.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisite Courses**

PSY 100

**Prerequisites**

Grade of C or better in PSY 100

**Course Outcomes**

- Recognize the study of personality psychology as a science.
- Discuss the basic perspectives, concepts, principles, and general information comprising the field of personality psychology.
- Utilize the various personality psychology models and concepts in explaining human behaviors.

**PSY 270 : Introduction to Clinical Psychology**

History, theories, nature of psychological problems, methods of assessment, forms of intervention, current developments.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisites**

Grade of "C" or better in PSY 100.

**Course Outcomes**

- Critique the foundation of knowledge, skills, professional attitudes and values associated with clinical psychology.
- Integrate the basic perspectives, concepts, principles, practices and general information comprising the field of clinical psychology.
- Utilize the various clinical psychology models and concepts in explaining human behaviors.

**PSY 271 : Introduction to Trauma**

This course provides an overview of trauma, covering the types of traumas experienced, the nature of trauma such as sexual abuse, combat, and natural disasters, how trauma affects individuals, grief reactions, and traumatic stress. It explores the professional's response to trauma, vicarious traumatization, the use of trauma-informed care as a crisis intervention, comorbid disorders and general treatment issues.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Recommended Preparation**

Grade of C or better in ENG 100.

**Prerequisite Courses**

PSY 100

**Prerequisites**

Grade of C or better in PSY 100 or consent of instructor.

**Course Outcomes**

- Define traumatic stress and trauma.
- Identify the common responses of individuals, families, groups, and communities affected by trauma
- Describe the connection between traumatic experiences and physical and mental health consequences
- Identify cultural considerations that impact understanding of trauma.
- Describe the elements of trauma informed intervention at the individual, family, organizational and community level.

**PSY 273 : Trauma and Self Care**

The course will discuss the different levels of trauma care, its impact on the individual, and how to navigate our trauma exposure response.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisites**

Grade of C or better in PSY 100 or consent of instructor.

**Course Outcomes**

- Examine how your self-care and lifestyle choices influence your effectiveness as a helper professional, your health, and your quality of life.
- Identify the effects of trauma exposure for clients and helping professionals.
- Apply concrete mindfulness strategies to support healing of the brain, mind, and body, which promotes a sense of well-being.
- Describe various intervention models that support mindfulness and resilience.

# Religion

**REL 150 : Introduction to World's Major Religions**

This course is a survey of the world's major religions: Buddhism, Christianity, Hinduism, Islam, Judaism. Course content will also include indigenous religions, especially those found in Hawai'i.

**Credits** 3

**Lecture Hours** 3

**Designation**

FGC

**Course Outcomes**

- Identify reasons for the academic study of religion.
- Evaluate different approaches, definitions, and components of religion.
- Describe the basic beliefs and practices of the world's major religions.
- Examine the history that has shaped the development of religions and that continues to impact religions today.

**REL 151 : Religion and the Meaning of Existence**

Introduction to the basic ideas and issues in contemporary religious thought about the meaning of existence.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Identify reasons for the academic study of religion.
- Describe the basic beliefs and existential answers for the world's major religions.
- Examine relevant issues and questions about the meaning of existence.
- Analyze the myths that provide answers to the meaning of existence.

**REL 202 : Understanding Indian Religions**

Historical survey of the teachings and practices of the major religious traditions of India.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

REL 150 or 151.

**Prerequisites**

Placement in ENG 100, or consent of instructor.

**Course Outcomes**

- Identify the myths, histories, doctrines, and practices of Hinduism, Jainism, Buddhism, and Sikhism.
- Identify each religion's understanding of the human condition, ethics, knowledge, death, the afterlife, and conceptions of the divine.
- Identify common themes within the religions studied.
- Interpret primary sources (such as epics, devotional poetry, mystical instruction, myths, and hymns).
- Examine the relationship between religion and culture/society.
- Question and think critically.

**REL 205 : Understanding Hawaiian Religion**

Major Hawaiian religious teachings and practices from ancient times to the present. Investigation of cultural influence of Hawaiian religious beliefs; analysis of religious texts and relation to other traditions. This course may be applied to the BA language/culture core requirements at UH Mānoa.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Identify and access major sources on Hawaiian religion.
- Express thoughts on Hawaiian religion in oral and written form.
- Compare and contrast elements of the Hawaiian religious experience with others or with their own.
- Identify ways in which Hawaiian religious thought and practice continues in the present.
- Interpret some symbolism of Hawaiian religious ritual and poetry.

**REL 206 : Understanding Confucianism**

Exploration of Confucianism in its philosophical, cultural, and historical context in China.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

Credit for REL 150 Introduction to Major World Religions.

**Course Outcomes**

- Analyze the primary and secondary texts.
- Explore the relevance of these texts to contemporary issues today, both in China and elsewhere.
- Describe the origins and major historical periods in Confucian belief and practice.
- Examine the relationship between religion and culture/society.

**REL 207 : Understanding Buddhism**

Survey of major forms and practices of Buddhism.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

ENG 100 and either REL 150 or REL 151.

**Prerequisite Courses**

ENG 100

**Course Outcomes**

- Identify the major schools of Buddhism.
- Describe key historical events in the development of Buddhist traditions.
- Analyze the beliefs and practices of the major schools of Buddhism.

**REL 210 : Understanding Christianity**

This course explores the history of ideas concentrating on events, persons, and issues with the greatest impact on the evolution of Christianity.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

REL 150 or REL 151

**Course Outcomes**

- Identify reasons for an academic study of Christianity.
- Assess the significance of its founder, Jesus of Nazareth.
- Examine the three main divisions within Christianity.
- Analyze the three main divisions' basic doctrines and practices.
- Evaluate the relationship between Christianity and other Abrahamic traditions.

**REL 212 : Science Fiction and Religion**

This course explores and reflects on the presence of religions and religious themes in science fiction films and television shows. Students will also discuss the ethics of robots and other forms of artificial intelligence (AI). This course explores the presence of religious themes such as the messianic hero, immortality, free will and determinism, prophecy, evil, mysticism, and apocalypse in films and tv shows including Star Trek, Star Wars, the Matrix, I Robot, Avatar, Superman, and more.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

REL 150

**Course Outcomes**

- Identify the presence of the major religious motifs in science fiction films and television shows.
- Analyze the hero archetype, the monomyth, in religious literature and science fiction media.
- Investigate the ways in which science fiction constitutes contemporary religious myth-making.
- Examine the influence and impact that artificial intelligence will have on society.

### **REL 217 : Understanding Polynesian Religions**

This course provides an introduction to the study of Polynesian religions through an exploration of the oral traditions of Hawai‘i, Aotearoa (New Zealand), French Polynesia (Tahiti et al.), and Samoa among others. In this class, students will gain a foundational understanding of important religious themes that permeate Polynesia. Main themes include but are not limited to deities’ forms & functions, cosmogonies, etiologies, and belief-regulated practices. Additionally, a portion of the semester will focus on belief narratives as vehicles for the transmission of knowledge and the significance of contemporary representation and self-representation of Polynesian religion and culture. This class will use comparative analysis between Hawaiian religion and the religious traditions of Aotearoa, French Polynesia, and Samoa to identify the fundamental concepts needed to understand Polynesian religions and explore how they are interconnected and interwoven into the fabric of our lives today. (Cross-listed as HWST 217)

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Course Outcomes**

- Identify and describe significant source-language terms, major figures, and stories in Hawaiian and other Polynesian religions
- Identify and describe important themes common to Hawaiian and other Polynesian religions
- Analyze, compare, contrast, major themes common to Hawaiian and other Polynesian religions

### **REL 296 : Special Topics in Religion**

Students will investigate important topics in the study of religion such as Sacred Places, Religion and the Media, or Religion and Politics. A specific course description will be printed in the schedule of classes.

**Credits** 3

**Lecture Hours** 3

**Recommended Preparation**

REL 150 or REL 151

**Course Outcomes**

- Identify the important concepts and facts associated with the topic under examination.
- Explain cause and effect relationships in connection to the topic discussed.
- Compare and contrast various religions’ ideas of the topic.
- Relate the topic to contemporary events.

## **Science**

### **SCI 195VI : STEM Experience: Volunteer or Internship**

SCI 195VI allows students to engage in volunteer or internship projects to successfully complete required capstone project credits toward various Academic Subject Certificates (Marine Option Program, Sustainability, and others). SCI 195VI is specific to students obtaining their credits through a volunteer or internship experience, or other applicable experience. May be repeated up to 6 credits (3 hours cooperative education/work per week per credit).

**Credits** 1

-3

**Prerequisites**

Consent of instructor.

**Course Outcomes**

- Successfully complete a volunteer or internship experience.
- Create a final report or presentation that details the learning objectives, goals, and knowledge and skills gained from the experience.

**SCI 210 : Polynesian Voyaging: Seamanship and Stewardship**

This course focuses on the fundamentals of oceanic voyaging by blending the traditions of Polynesian culture, history and skills with modern science and technology. An interdisciplinary approach is used in treating topics in astronomy, navigation, geology, oceanography, meteorology and archaeology. Students are introduced to the basic skills of seamanship and stewardship, including the techniques in navigational wayfinding and the impact of human activity on the island environments.

**Credits** 3

**Lecture Hours** 3

**Designation**

DP

DB

DY

**Recommended Preparation**

Credit for or concurrent enrollment in HSWT 110

**Course Outcomes**

- Describe the basic geography of Polynesia and its settlement as gleaned from archaeological findings.
- Apply the fundamental concepts in modern positional astronomy and techniques of wayfinding (non-instrument navigation).
- Discuss Polynesian mythology and cosmology, especially as related to voyaging.
- Apply the basic concepts in geology and weather forecasting in the Pacific area.

**SCI 210L : Polynesian Voyaging: Seamanship and Stewardship Lab**

Laboratory/field trip course designed to acquire seamanship skills and apply knowledge of astronomy, geology, oceanography, meteorology, marine biology, ethnobotany and archaeology through sailing and environmental exploring activities. Laboratory/field trip course is also designed to apply knowledge of Polynesian skills and modern science to the impact on the environment due to human settlement, especially in Hawai'i.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

**Recommended Preparation**

Credit for or concurrent enrollment in SCI 210.

**Prerequisites**

1. Minimum water skills and survival requirements Student must demonstrate an: -Ability to swim a minimum of 500 yards in the open ocean using any strokes, except backstroke. -Ability to tread water for 30 minutes in the open ocean. (Note: Accredited water skill and survival tests passed within the past year are acceptable upon instructor approval. The swim test must be completed by the date of the first sailing lab.)

2. Health Clearance: from a licensed physician must be provided. (Note: Health clearance submitted within the past year is acceptable upon instructor approval. Health clearance must be submitted by the date of the first sailing lab.)

**Course Outcomes**

- Apply both traditional Polynesian skills and modern scientific methods when engaged in sailing and environmental exploring activities.
- Apply basic sailing and navigational skills to prepare and carry out a sailing plan.
- Apply water safety skills.
- Conduct basic canoe operations, including rigging, sailing and maintenance.
- Identify Polynesian-introduced plants and native plants that are valuable for voyaging and discuss their value as food source, medicine, building material, and cordage.
- Identify common marine organisms found in Hawaii and know what to do when stung or bitten, and know which marine organisms is suitable as a food source.
- Respond to navigational and environmental problems using knowledge of constellations, wayfinding, geology, oceanography, weather forecasting, and ecology.

**SCI 295A : Introduction to STEM Research in Aerospace Science**

SCI 295AS Introduction to STEM Research in Aerospace Science (variable 1-3 credits) offers a research experience in aerospace science, which emphasizes the application of the scientific method to a specific aerospace project. Repeatable up to 6 credits. (3 hours cooperative education/work (COOP) experience per week per credit)

**Credits** 1

-3

**Recommended Preparation**

Completion of an engineering, physics, astronomy or ICS lab as stipulated by the instructor.

**Prerequisites**

Instructor consent

**Course Outcomes**

- Use research and technology skills to access information from multiple sources.
- Design and implement a plan to solve a specific STEM-based research project.
- Collect, analyze, and interpret data generated by the selected research project.
- Communicate conclusions in written and/or oral form.

**SCI 295BR : Introduction to STEM Research in Bio-Resources Development and Management**

STEM research class with the student engaged in independent research in topic areas related to bio-resources development and management. May be repeated up to 6 credits. (3 hours cooperative education/work (COOP) experience per week per credit)

**Credits** 1

-3

**Recommended Preparation**

Completion of a biological or environmental science class as stipulated by the instructor.

**Prerequisites**

Instructor consent.

**Course Outcomes**

- Identify a research question and develop a hypothesis regarding a topic in bio-resources development and management.
- Use research and technology skills to access relevant information from multiple sources.
- Design and implement a plan to test the hypothesis
- Collect, analyze, and interpret data generated by the selected research project.
- Communicate results, analyses, and conclusions in written and/or oral form.

**SCI 295L : Introduction to STEM Research in Algae**

STEM research class with a student engaged in independent research in topic areas related to Algae Studies. Credits vary from 1 – 4 based on the complexity of the research topic. May be repeated up to 6 credits. (3 hours cooperative education/work experience per week per credit.)

**Credits** 1

-4

**Prerequisites**

Instructor Consent.

**Course Outcomes**

- Use research and technology skills to access information from multiple sources
- Design and implement a plan to solve a specific STEM-based research project
- Collect, analyze, and interpret data generated by the selected research project
- Communicate conclusions in written and/or oral form

**SCI 295N : Introduction to STEM Research in Engineering**

SCI 295N Introduction to STEM Research in Engineering (variable 1-3 credits) offers a research experience in engineering, which emphasizes the application of the scientific method to a specific engineering project. Repeatable for up to 6 credits. (3 hours cooperative education/work (COOP) experience per week per credit)

**Credits** 1

-3

**Recommended Preparation**

Completion of an engineering or physics lab course as stipulated by the instructor.

**Prerequisites**

Instructor consent.

**Course Outcomes**

- Use research and technology skills to access information from multiple sources.
- Design and implement a plan to solve a specific STEM-based research project
- Collect, analyze and interpret data generated by the selected research project.
- Communicate conclusions in written and/or oral form.

**SCI 295O : Introduction to STEM Research in Ethnobotanical Pharmacognosy**

SCI 295O Introduction to STEM Research in Ethnobotanical Pharmacognosy (1-4 credits) offers a research experience in study of Hawaiian medicinal plants for the health benefits, bioactive constituents, development of value added foods, and possible production of nutraceuticals. A total of four credits are necessary to meet the capstone requirement for the Certificate in Ethnopharmacognosy. May be repeated up to 6 credits. (3 hours cooperative education/work (COOP) experience per week per credit.)

**Credits** 1

-4

**Recommended Preparation**

Completion of a MICR, BOT or BIOL lab course as stipulated by the instructor.

**Prerequisites**

Instructor Consent.

**Course Outcomes**

- Use research and technology skills to access information from multiple sources
- Design and implement a plan to solve a specific STEM-based research project
- Collect, analyze, and interpret data generated by the selected research project
- Communicate conclusions in written and/or oral form

**SCI 295T : Introduction to STEM Research in Plant Biotechnology**

SCI 295T Introduction to STEM Research in Plant Biotechnology (1-4 credits) offers a research experience in application of the principles and techniques of plant biotechnology in agricultural production and plant conservation. A total of four credits are necessary to meet the capstone requirement for the Certificate in Plant Biotechnology. May be repeated up to 6 credits. (3 hours cooperative education/work experience per week per credit.)

**Credits** 1

-4

**Recommended Preparation**

Completion of a MICR, BOT or BIOL lab course as stipulated by the instructor.

**Prerequisites**

Instructor Consent.

**Course Outcomes**

- Use research and technology skills to access information from multiple sources
- Design and implement a plan to solve a specific STEM-based research project
- Collect, analyze, and interpret data generated by the selected research project
- Communicate conclusions in written and/or oral form

**SCI 295V : STEM Research Experience**

SCI 295V offers a research experience in science, technology, engineering, and/or mathematics, emphasizing the application of the scientific method to a specific project. May be repeated up to 6 credits. (3 hours cooperative education/work experience per week per credit)

**Credits** 1

-3

**Designation**

DY

**Recommended Preparation**

Completion of a lab science course as stipulated by the instructor.

**Prerequisites**

Consent of instructor.

**Course Outcomes**

- Formulate a hypothesis.
- Design methods to test a hypothesis.
- Collect and analyze data as appropriate.
- Document and formally present results of hypothesis testing to an audience.
- Work responsibly in a lab/field setting.

# Social Work

## **SW 200 : The Field of Social Work**

Orientation to the profession of social work; the nature and scope of social work, historical development, values and philosophy, methods of practice, scope, and aims.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Prerequisites**

Credit for ENG 22 or ENG 23 or placement in ENG 100.

**Course Outcomes**

- Explain social work values and their applications in the field.
- Analyze social problems affecting individuals, families, groups, and communities.
- Explain the theories and skills of social problems and their applications.

# Sociology

## **SOC 100 : Survey of General Sociology**

This course is an introduction to the scientific discipline of sociology. It will focus on key concepts, main theoretical perspectives, and research findings used by sociologists to explain the social world and social interaction. The course examines the fundamental components and institutions that makeup the structure of human societies as well as the basic processes and direction of social change.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Summarize and distinguish the three main theoretical perspectives in sociology.
- Analyze and apply specific sociological theories and perspectives to human behavior and social issues.
- Explain and evaluate how society and culture affect our beliefs, values, behavior, and thinking patterns.
- Express and communicate ideas and opinions clearly in writing.

## **SOC 214 : Introduction to Race and Ethnic Relations**

This course focuses on race and ethnic relations from local (Hawaii), national, and international perspectives; patterns of race/ethnic relations; and the social, economic, and political problems associated with racial/ethnic conflict.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Explain why sociologists call race a "social construction".
- Describe examples of racial inequality in the United States.
- Identify examples of racism and microaggressions.
- Apply major sociological perspectives to race/ethnic relations at both the micro and structural level.

## **SOC 218 : Introduction to Social Problems**

This course is a theoretical and substantive survey of the nature and causes of social problems; selected topics may vary from semester to semester.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Identify and utilize sociological perspectives to analyze social problems in society.
- Use critical thinking skills to evaluate the causes of social problems.
- Evaluate proposed solutions to social problems.

### **SOC 231 : Introduction to Juvenile Delinquency**

This course focuses on juvenile delinquency in the U.S. and examines the nature of and trends in juvenile delinquency, explanations for and theories of juvenile delinquency, and institutional responses to and treatment of juvenile delinquency in the U.S. juvenile justice system.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Apply sociological theories of juvenile delinquency to contemporary cases.
- Explain the multiple causes of juvenile delinquency.
- Describe the differences in male and female offenders.
- Describe how social institutions prevent and/or contribute to juvenile delinquency.

### **SOC 251 : Introduction to Sociology of the Family**

SOC 251 is the study of human relationships within courtship, marriage, and the family as influenced by culture and society. It is designed to challenge students to re-examine assumptions regarding behavior, decisions, choices, and motivations in interpersonal relationships. The course places particular emphasis on diverse family forms, and the changing nature of how we define family.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

**Course Outcomes**

- Identify, describe, and analyze major trends in the family from a sociological perspective.
- Describe and analyze the connections between individual family experiences and larger social institutions.
- Analyze contemporary social and political issues and describe how those issues affect the family.

## **Spanish Language**

### **SPAN 101 : Beginning Spanish I**

Introduction to basic structures of the Spanish language emphasizing speaking, writing, listening and reading. Oral communication emphasized to provide students with the right pronunciation vocabulary and the control of basic grammar. Introduction to Hispanic culture.

**Credits** 4

**Lecture Hours** 4

**Course Outcomes**

- Use appropriate pronunciation, structure and vocabulary to communicate orally with speakers of Spanish, answering questions or making simple descriptions.
- Read and understand authentic documents in Spanish for cultural information.
- Write simple texts (shopping lists, descriptions, postcards, forms) using knowledge of vocabulary, culture and basic grammatical structures.
- Analyze oral, written and visual sources (phone messages, menus, advertisements, cartoons) of information about Hispanic culture and compare and contrast with what the students know of their own culture.

### **SPAN 102 : Beginning Spanish II**

Continues SPAN 101 through reading, speaking, writing and listening. Oral communication emphasized. Utilizes videos, stories and songs. Deals with Hispanic culture and the basic knowledge of the history, geography, and the traditions of Spanish speaking countries.

**Credits** 4

**Lecture Hours** 4

**Prerequisites**

Credit for SPAN 101 or consent of instructor.

**Course Outcomes**

- Use appropriate pronunciation, structure and vocabulary to communicate orally with speakers of Spanish with greater proficiency, using role playing to create dialogues based on real-life situations.
- Read and understand authentic documents in Spanish (simple articles, poems, newspaper articles) for cultural information with greater proficiency.
- Write simple texts (letters, diaries, simple essays) using knowledge of vocabulary, culture and basic grammatical structures with greater proficiency.
- Analyze oral, written and visual sources (dialogues, articles, film clips, Internet sites) of information about Hispanic culture and compare and contrast with what the students know of their own culture.

### **SPAN 201 : Intermediate Spanish I**

Continuation of SPAN 102. Further refinement of basic language skills. Increased control over structures and idioms in written and oral expression. Reading about Hispanic culture, society, history and literature.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Credit for SPAN 102 or consent of instructor.

#### **Course Outcomes**

- Use appropriate pronunciation, structure and vocabulary to communicate orally with speakers of Spanish.
- Read and understand authentic documents (menus, recipes, itineraries, articles) in Spanish for cultural information.
- Compose dialogues and do research on some aspect of Hispanic culture or history and present it orally.
- Analyze oral, written and visual sources of information about Hispanic culture and compare and contrast with what the students know of their own culture.
- Write descriptions, letters, diaries, showing knowledge of vocabulary, appropriate structures and knowledge of Hispanic culture.
- Use Spanish to communicate personal information and experience and narrate past events and future aspirations.

### **SPAN 202 : Intermediate Spanish II**

Continuation of SPAN 201. Further refinement of basic language skills including vocabulary development beyond the 201 level. Increased control over structures and idioms. Includes reading about literature, culture and society.

**Credits** 3

**Lecture Hours** 3

#### **Prerequisites**

Credit for SPAN 201 or consent of instructor.

#### **Course Outcomes**

- Use accurate pronunciation, structure and vocabulary to communicate orally with speakers of Spanish, creating dialogs based on real-life situations.
- Read and understand authentic documents in Spanish (articles, poems, short stories, film scripts, plays) for cultural information and critical thinking.
- Write texts (poems, essays, diaries, reports) using knowledge of vocabulary, culture and increasingly sophisticated syntax and grammatical structure, with increasing fluency and proficiency.
- Analyze oral, written and visual sources (dialogs, articles, film clips, feature length films, Internet sites) of information about Hispanic culture and compare and contrast with what the students know of their own culture.
- Create short film clips in the u-tube genre, containing both visual and verbal information about Hispanic culture.

## **Speech**

### **SP 151 : Personal and Public Speech**

This course introduces students to the basic principles of human communication. Students will receive practice in improving their competency in the areas of public speaking, specifically in informative and persuasive speaking.

**Credits** 3

**Lecture Hours** 3

#### **Designation**

DA

OC

#### **Prerequisites**

Placement in ENG 21 or ENG 23 or higher.

#### **Course Outcomes**

- Describe the principles and processes of human communication.
- Compare and contrast differences between interpersonal, intrapersonal, and public speaking.
- Demonstrate and evaluate effective verbal and nonverbal communication.
- Appropriately adapt communicative messages to the self and to others.
- Demonstrate effective listening skills.

**SP 181 : Introduction to Interpersonal Communication**

Introduction to basic principles of interaction between two people. Emphasis is on enhancement of skills in a variety of interpersonal contexts.

**Credits** 3

**Lecture Hours** 3

**Designation**

OC

**Prerequisites**

Placement in ENG 21 or ENG 23 or higher.

**Course Outcomes**

- Analyze situations in terms of communication models, identifying perspective and perception.
- Demonstrate improvement in listening skills through tests and critical analysis of other students by avoiding listening problems and practicing guidelines for listener feedback.
- Determine the source of individual values and development in understanding and analyzing self-image as the communicator.
- Recognize nonverbal communication identifying body language, gesture, facial expression, and posture.
- Apply effectively specific skills to improve assertiveness.
- Define conflict/stress and identify steps in reaching a mutually acceptable decision.
- Trace the development of relationships, identifying major steps of each level, and analyzing the progression of these levels.

**SP 251 : Principles of Effective Public Speaking**

This course provides students with the opportunity to build on their public speaking skills through extensive practice in speech preparation and delivery techniques. This course will focus on how to organize a presentation, develop rhetorical skills, and use analytical skills.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

OC

**Prerequisites**

Grade of "C" or better in ENG 100 or credit for SP 151.

**Course Outcomes**

- Demonstrate correct usage of relevant concepts, theories, and principles of effective public communication.
- Analyze the ethical implications of speaking and being an attentive audience member.
- Select appropriate and effective speech topics.
- Conduct quality research and gather supporting material for various types of public speeches.
- Critique and provide constructive feedback to public speakers.

**SP 253 : Argumentation and Debate**

SP 253 develops writing, reading, critical thinking, and communication skills. Students will learn to develop techniques to researching and presenting arguments in an effective and articulate manner.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

OC

**Recommended Preparation**

Recommended course SP 151

**Prerequisites**

Grade of "C" or better in ENG 100 or credit for SP 151.

**Course Outcomes**

- Use different speech components to form cohesive argument
- Identify support for claims and be able to refute and explain logical fallacies
- Recognize ethical and unethical arguments through the use of rhetoric
- Differentiate between propositions of fact, value, and policy
- Demonstrate an increased self-awareness of critical thinking and reasoning including identifying self-biases and inferences

**SP 261 : Organizational Communication**

Introduces theories and strategies for managing communication in organizations. Students will gain an understanding of how communication functions by addressing the self, maintaining interpersonal relationships, problem solving and decision-making, and the use of technology in the workplace.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

OC

**Course Outcomes**

- Discuss the characteristics of groups and teams in organizations
- Analyze communication problems in the workplace
- Evaluate the role of interpersonal relationships in organizations
- Apply communication theories to everyday situations using multiple perspectives
- Discuss case studies to reflect on qualitative methods used in organizational communication.

## Theatre

**THEA 101 : Introduction to Drama and Theatre**

An introduction to the art of drama and theatre. Students study selected plays that are representative of important playwrights and historical periods. These plays are studied in their historical context and provide a basis for understanding elements and styles of drama. Theatre production will also be explored by considering the functions of actors, audiences, designers, playwrights and technicians.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Course Outcomes**

- Discuss the origin and development of the theatre from its beginnings to the present.
- Discuss the theatre's influence and importance in human culture.
- Compare and contrast plays and theatre practices from different time periods and cultures.
- Analyze the artistic choices and techniques used to transform a written dramatic script into a performed work presented to an audience.

**THEA 131 : Beginning Unarmed Stage Combat**

Introduction to theatrical unarmed stage combat. Maybe repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Course Outcomes**

- Correctly define stage combat specialized terminology and concepts.
- Execute theatrical fight techniques
- Choreograph and perform staged fights

**THEA 132 : Beginning Sword Stage Combat**

Introduction to sword-fighting for the stage. May be repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Prerequisites**

Grade of "C" or better in THEA 131 or instructor consent.

**Course Outcomes**

- Demonstrate correct usage of sword stage combat terminology and core concepts
- Execute sword techniques for the stage
- Perform choreographed theatrical sword fights

**THEA 133 : Stage Combat Workshop Level I**

Continuing exploration of theatrical stage combat in assorted weapons. May be repeated up to 9 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

Credit for THEA 221 or THEA 131

**Course Outcomes**

- Define stage combat specialized terminology and concepts.
- Execute theatrical fight techniques.
- Choreograph and perform staged fights.

**THEA 177 : Introduction to Theatre of Hawai'i**

An exploration of theatrical performances and plays showcasing the people, places and history of Hawai'i.

**Credits** 3

**Lecture Hours** 3

**Designation**

DH

**Recommended Preparation**

THEA 101

**Course Outcomes**

- Describe the historical, religious and cultural content of theatre in Hawai'i.
- Analyze the dramatic and cultural content of local, original Hawaiian plays using artifacts from original performances.
- Communicate the themes and body of work of a major local or Hawaiian playwright, director or theatrical company.

**THEA 200B : Beginning Theatre Practicum: (Acting)**

Beginning workshop experience in the practical application of theatre skills: (B) acting. THEA 200 is repeatable up to four credits in each alpha. Pre: for 200B, audition and performance of role in a THEA 260 production or similar performance deemed appropriate by instructor.

**Credits** 1

**Recommended Preparation**

THEA 221

**Corequisites**

THEA 260

**Course Outcomes**

- Demonstrate skill in chosen role's duties in a professional theatrical production.
- Communicate effectively with Director and fellow cast and crewmembers in discipline specific language and terminology.
- Execute all duties of chosen role in a live theatrical performance.

**THEA 200C : Beginning Theatre Practicum: (Stagecraft)**

Beginning workshop experience in the practical application of theatre skills: (C) Stagecraft. THEA 200 is repeatable up to four credits in each alpha.

**Credits** 1

**Recommended Preparation**

THEA 101 or THEA 240

**Course Outcomes**

- Demonstrate skill in chosen role's duties in a professional theatrical production.
- Communicate effectively with Director and fellow cast and crewmembers in discipline specific language and terminology.
- Execute all duties of chosen role in alive theatrical performance.

**THEA 200D : Beginning Theatre Practicum: (Costume)**

Beginning workshop experience in the practical application of theatre skills: (D) Costume. THEA 200 is repeatable up to 4 credits in each alpha.

**Credits** 1

**Recommended Preparation**

THEA 101 or THEA 240

**Course Outcomes**

- Demonstrate skill in chosen role's duties in a professional theatrical production.
- Communicate effectively with Director and fellow cast and crewmembers in discipline specific language and terminology.
- Execute all duties of chosen role in alive theatrical performance.

**THEA 220 : Beginning Voice and Movement**

Introduction to vocal and movement techniques to increase self- awareness and potential for self-expression. May be repeated up to 6 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Course Outcomes**

- Demonstrate awareness of personal habits, tensions and methods for releasing them, and physical and vocal preferences.
- Execute a wide variety of warmup and performance tools
- Perform pieces with self-expression through vocal and physical choices.

**THEA 221 : Acting I**

Performance course concentrating on voice, relaxation, body awareness, and freedom from self-consciousness through theatre games, improvisation, and exercises. Emphasis on ensemble work. Students must see two plays and write about them or use the Service- Learning option. May be repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Course Outcomes**

- Articulate and project the voice well.
- Devise and execute pantomimes and improvisations.
- Explore dramatic one- and two-person scenes.
- Identify, analyze and critically evaluate the technique and believability of dramatic performances.

**THEA 222 : Acting II**

Performance course concentrating on exploration of character creation; continued work on voice, relaxation, and self-realization. Students must see two plays and write about them or use the Service- Learning option. May be repeated up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

OC

**Prerequisites**

Grade of “C” or better in THEA 221.

**Course Outcomes**

- Articulate and project the voice well.
- Devise and execute pantomimes and improvisations.
- Perform dramatic one- and two-person scenes.
- Identify, analyze and critically evaluate the technique and believability of dramatic performances.

**THEA 223 : Introduction to Acting for Camera**

An introduction to acting techniques for film, TV production, and other camera-based media. Repeatable up to 6 credits. (Cross-listed as CM 223)

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Recommended Preparation**

THEA 101, 221, and 222.

**Prerequisites**

Grade of C or better in THEA 221.

**Course Outcomes**

- Demonstrate the skill of acting by using the camera lens to convey story.
- Illustrate the complexities of character within a given text.
- Analyze performances for television and film for quality and desired effect on the audience.

**THEA 225 : Shakespeare Workshop**

A study of William Shakespeare's life, works, contemporary performance practices, and the Royal Shakespeare Company's current training and methods of bringing the Bard's work to life for modern audiences. The curriculum of this course is tailored to the Royal Shakespeare Company's Summer Season, and this course serves as mandatory preparation for the Windward Community College Footholds Shakespeare Study Abroad program to London and Stratford-upon-Avon. May be repeated up to 6 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Recommended Preparation**

THEA 101, THEA 221, and THEA 222.

**Prerequisites**

Grade of C or better in THEA 260 and THEA 200B, or Instructor Permission.

**Course Outcomes**

- Analyze Shakespeare's use of meter and poetry.
- Replicate Shakespeare's Contemporary Performance Practices.
- Deliver Shakespeare's Poetic Text with skillful use of iambic pentameter.
- Perform Scenes and Monologues from some of Shakespeare's great roles.

**THEA 226 : Footholds UK Shakespeare Study Abroad**

This course is a two-week intensive study abroad program to England. The first week is spent working with top-tier industry professionals at East 15 Acting School in London, and viewing productions at noted theatres there, as well as meeting professional actors for Q&A sessions. The second week is spent in Stratford-upon-Avon training closely with the Royal Shakespeare Company, attending lectures and seminars at the Shakespeare Birthplace Trust, and viewing two productions at the Royal Shakespeare Theatre. The course culminates in a performance of scenes and monologues in Shakespeare's own gardens for visiting tourists.

**Credits** 3

**Studio Hours** 6

**Recommended Preparation**

THEA 101, 221, 222, 260 and 200B.

**Prerequisites**

Grade of B or better in THEA 225.

**Course Outcomes**

- Analyze professional productions in London and Stratford.
- Interface effectively with current industry professionals.
- Demonstrate knowledge of Shakespeare's plays and roles.
- Perform scenes and monologues from Shakespeare's canon in his own gardens.

**THEA 231 : Intermediate Unarmed and Staff Stage Combat**

Intermediate training in the Unarmed and Quarterstaff disciplines of Stage Combat. Repeatable for up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Prerequisite Courses**

**THEA 131**

**Prerequisites**

Grade of C or better in THEA 131 or instructor approval.

**Course Outcomes**

- Demonstrate correct usage of stage combat terminology and core concepts.
- Execute intermediate-level techniques for the stage.
- Perform choreographed theatrical fights.

**THEA 232 : Intermediate Rapier and Dagger Stage Combat**

Intermediate training in Rapier and Rapier and Dagger weapon disciplines in Stage Combat. Repeatable for up to 9 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Recommended Preparation**

THEA 131 and THEA 132

**Prerequisites**

Grade of C or better in THEA 132 or instructor approval.

**Course Outcomes**

- Demonstrate correct usage of rapier and rapier and dagger stage combat terminology and core concepts.
- Execute rapier and rapier and dagger techniques for the stage.
- Perform choreographed theatrical sword fights.

**THEA 233 : Stage Combat Workshop Level II**

Level II Training in assorted weapon disciplines. Repeatable for up to 9 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Prerequisites**

Credit for THEA 131 AND 132, OR Credit for THEA 133 OR Instructor approval

**Course Outcomes**

- Demonstrate correct usage of stage combat terminology and core concepts.
- Execute stage combat techniques for the stage.
- Perform choreographed theatrical sword fights.

**THEA 240 : Introduction to Stagecraft**

Introduction to the technical process of theatre including scenery, lighting, sound and stage management. Students will focus on the range of skills needed to work in theatrical space. May be repeated up to 6 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Course Outcomes**

- Demonstrate competence with the use of theatrical equipment.
- Identify key theatrical terms and concepts.
- Critically evaluate a theatrical event.
- Work effectively in a theatrical environment.

**THEA 251 : Applied Theatre**

This course provides individual instruction in theatre, covering intermediate and advanced performance techniques taught to each student's individual level. Applied theatre is a performance course. The emphasis will be toward developing performing skills from a wide range of methods focusing on bringing characters to vivid life, textual analysis, cold reading, voice and movement training, and playing truthful and effective moments on stage or screen for a contemporary audience. The goal is to facilitate student actors in attaining a level of confidence and skill that allows for consistently powerful and playful performances. This course may be repeated for up to 4 credits. (1 hour Individual Instruction)

**Credits** 1

**Designation**

DA

**Prerequisite Courses**

THEA 221

**Prerequisites**

A grade of C or better in THEA 221.

**Course Outcomes**

- Incorporate theoretical concepts in theatrical performance.
- Cold read scripts with commitment, and strong appropriate character-driven choices.
- Demonstrate professional performance practices.

### **THEA 252 : Professional Preparation**

This course provides individual instruction in theatre, covering necessary professional skills and resources to facilitate student performers' transition into the professional performing arts industry. Students will learn audition best practices, procure headshots, build a resume, and cultivate a repertoire of audition pieces. This course may be repeated for up to 4 credits. (1 hour Individual Instruction)

**Credits** 1

**Designation**

DA

**Prerequisite Courses**

THEA 221

**Prerequisites**

A grade of C or better in THEA 221.

**Course Outcomes**

- Research and contact casting directors, agents, companies and studios.
- Generate self-promotional materials..
- Prepare slates, monologues and other audition pieces.
- Demonstrate professional performance practices.

### **THEA 260 : Dramatic Production**

Introduction to the process of converting a play in to a performance. Students are required to participate in at least two aspects of an actual production. Maybe repeated up to 9 credits.

**Credits** 3

**Studio Hours** 6

**Designation**

DA

**Course Outcomes**

- Identify key theatrical terms and concepts.
- Critically evaluate a theatrical event.
- Demonstrate professionalism in one particular area of theatrical production.

### **THEA 280 : Beginning Playwriting**

The course introduces structure, guidelines, and format of the monologue and short play; beginning with the conception of an idea, followed by effective outlining and research techniques, subsequent drafts, and the final product in a polished monologue and short play.

**Credits** 3

**Lecture Hours** 3

**Designation**

DA

**Prerequisites**

Credit for ENG 100.

**Course Outcomes**

- Analyze the theme, plot-structure, historical context, political and/or cultural commentary and influence on later works of three to five plays.
- Write monologues and scenes.
- Write a complete short play (one or two acts).

### **THEA 296 : Special Topics in Theatre**

Students will investigate important topics in Theatre Studies such as specific artists/practitioners, genres, or methods of training. May be repeated up to 6 credits with different topics.

**Credits** 3

**Lecture Hours** 3

**Prerequisites**

“C” or better in THEA 101 or “C” or better in THEA 221.

**Course Outcomes**

- Identify the important concepts and facts associated with the topic under examination.
- Explain cause and effect relationships in connection to the topic discussed.
- Compare and contrast various interpretations of the topic.
- Relate the topic to contemporary events.

# Women, Gender & Sexuality Studies

## **WGSS 151 : Introduction to Women, Gender, and Sexuality Studies**

This course is an introduction to feminist interdisciplinary analysis from global and critical perspectives. It explores relationships between women and men from various cultures, with a focus on gender, race, class, and sexual dynamics. The course also explores women's negotiations with institutional dynamics.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

### **Course Outcomes**

- Explain the difference between sex as a biological category and gender as a social category.
- Describe the various ways that gender categories are socially constructed.
- Describe the historical changes in both gender roles and the status of women in the United States.
- Explain the similarities and differences of women's roles across cultural, racial, social, and economic lines.

## **WGSS 200 : Culture, Gender, and Appearance**

This course explores the social construction of gender within culture and its visual expression through appearance. An analysis of role, identity, conformity, and deviance in human appearance is emphasized.

**Credits** 3

**Lecture Hours** 3

**Designation**

DS

### **Course Outcomes**

- Use concepts and apply theories to describe the role of individual choice in appearance.
- Describe the links between clothing and culture.
- Describe the role appearance plays in gender development.
- Explain the communicative nature of appearance and expressions of identity.

# Zoology

## **ZOOL 105 : Hawaiian Use of Fish and Aquatic Invertebrates**

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

**Credits** 3

**Lecture Hours** 3

**Recommended Preparation**

High school biology.

### **Course Outcomes**

- describe the origin of Hawaiian aquatic fauna in relationship to the geologic history of the Islands, human introductions and the environments in which they occur.
- identify (common names, scientific names, and Hawaiian names) the fish and aquatic invertebrates used in old Hawai'i and recent times and the roles these species played in Hawaiian culture and resource utilization.
- describe the various methods whereby aquatic animals were acquired, cultured, and managed.

**ZOOL 200 : Marine Biology**

ZOOL 200 provides an overview of: the biology, ecology and Hawaiian cultural relevance of marine organisms with specific emphasis on those found in the Hawaiian Islands; the physical and chemical properties of the marine environment and various marine habitats with specific emphasis on those found in the Hawaiian Islands; the various human impacts affecting marine environments, habitats and organisms with emphasis on impacts relevant to the marine environments of the Hawaiian Islands. May be repeated up to 6 credits.

**Credits** 3

**Lecture Hours** 3

**Designation**

DB

DP

DY

**Recommended Preparation**

Registration in ZOOL 200L.

**Course Outcomes**

- Apply the process of science to understand how the field of marine science increases our knowledge and awareness of marine systems.
- Identify the physical and chemical characteristics of the marine environment and explain how they influence life in the ocean, and on our planet.
- Apply examples of important adaptations specific to marine life by connecting their ecological roles to their environments.
- Identify and appreciate the diversity of marine organisms and habitats, especially in Hawai‘i.
- Describe a variety of resources (both intrinsic and extrinsic) that humans use from the ocean, how they extract those resources, and the impacts that direct and indirect human activity has on the health, function and resiliency of the ocean and its inhabitants, especially in Hawai‘i.

**ZOOL 200L : Marine Biology Lab**

Companion laboratory to ZOOL 200, Marine Biology. Practical, hands-on experiences in marine biology. Laboratory/fieldtrip class.

**Credits** 1

**Lab Hours** 3

**Designation**

DY

DB

DP

**Prerequisites**

Credit for or registration in ZOOL 200 or consent of instructor.

**Course Outcomes**

- Use the scientific method of inquiry to investigate biological phenomena.
- Apply the concepts learned in ZOOL 200 to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, computers, and other analytical tools.
- Demonstrate the use of specialized tools and methods frequently used in the study of the marine environments and the organisms that live in these environments.