UNIVERSITY OF HAWAIʻI
KAPIʻOLANI COMMUNITY COLLEGE

2020-21 CATALOG

Kūlia I Ka Nuʻu

Strive for the Highest

www.kapiolani.hawaii.edu
FALL 2020 Academic Calendar (8/21/2020 – 12/18/2020)

August 21      Statehood Day
August 24      FIRST DAY OF INSTRUCTION
September 7    HOLIDAY: Labor Day
November 03    HOLIDAY: Election Day
November 11    HOLIDAY: Veterans Day
November 26    HOLIDAY: Thanksgiving Day
November 26    Non-Instructional Day
December 10    LAST DAY OF INSTRUCTION
December 11 - 18 Final Examination Period
December 18    Last day of Fall 2020 semester

SPRING 2021 Academic Calendar (1/11/21 – 5/14/21)

January 11     FIRST DAY OF INSTRUCTION
January 18     HOLIDAY: Martin Luther King Jr. Day
February 15    HOLIDAY: President’s Day
March 15 - 19  Spring Break (Campus closed)
March 26       HOLIDAY: Prince Jonah Kūhiō Kalanianaole Day
April 2        HOLIDAY: Good Friday
May 7         LAST DAY OF INSTRUCTION
May 8 - 14    Final Examination Period
May 14        Last day of Spring 2021 semester

Summer Session I (5/24/21 – 7/2/21)

Summer Session II (7/6/21 – 8/13/21)
This catalog provides general information about Kapiʻolani Community College, its programs and services, and summarizes those major policies and procedures of relevance to the student. Every effort has been made to ensure the accuracy of the information in this catalog. 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, without prior notice, to change, delete, supplement, or otherwise amend at any time the information, requirements, and policies contained in this catalog or other documents.

Kapiʻolani Community College is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court records, sexual orientation, or status as a covered veteran. This policy covers academic considerations such as admission and access to, and participation and treatment in, the college’s programs, activities, and services. With regard to employment, the college is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and compensation. Sexual harassment is expressly prohibited under college policy.

The college strives to promote full realization of equal opportunity through a positive, continuing affirmative action program in compliance with federal executive order 12246. The program includes measuring performance against specific annual hiring goals, monitoring progress, and reporting on good faith efforts and results in annual affirmative action plan reports. As a government contractor, the college is committed to an affirmative policy of hiring and advancing in employment qualified persons with disabilities and covered veterans.

For information on policies or complaint procedures for the college, contact:

**STUDENTS**
Thomas Noʻeau Keopuhiwa, Vice Chancellor for Student Affairs, ‘Ilima Building 205
(808) 734-9522 noeaue.keopuhiwa@hawaii.edu

**EMPLOYEES AND AFFIRMATIVE ACTION PLAN**
Acting Human Resources Manager, ‘Ilima Building 208
darsh@hawaii.edu

**STUDENTS WITH DISABILITIES**
Kapiʻolani Community College recognizes its obligation to provide equal access to programs, services, and activities to students with disabilities. For information on accessibility information and services, contact the Disability Support Services Office, ‘Iliahi Building 107, (808) 734-9552 kapdss@hawaii.edu
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC CALENDAR</td>
<td>i</td>
</tr>
<tr>
<td>DISCLAIMER</td>
<td>ii</td>
</tr>
<tr>
<td>NONDISCRIMINATION POLICY</td>
<td>ii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iii</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>COMMITMENT TO STUDENT SUPPORT SERVICES</td>
<td>11</td>
</tr>
<tr>
<td>TRANSFER ADVISING</td>
<td>16</td>
</tr>
<tr>
<td>ADMISSIONS, REGISTRATION, and FINANCIAL INFORMATION</td>
<td>30</td>
</tr>
<tr>
<td>COLLEGE POLICIES AND REGULATIONS</td>
<td>53</td>
</tr>
<tr>
<td>STUDENT REGULATIONS</td>
<td>63</td>
</tr>
<tr>
<td>DEGREE AND CERTIFICATE PROGRAMS</td>
<td>73</td>
</tr>
<tr>
<td>DEGREE AND CERTIFICATE PROGRAM CURRICULA</td>
<td></td>
</tr>
<tr>
<td>COURSE DESCRIPTIONS</td>
<td></td>
</tr>
<tr>
<td>Courses A-B</td>
<td>Courses M</td>
</tr>
<tr>
<td>Courses C-D</td>
<td>Courses N</td>
</tr>
<tr>
<td>Courses E-G</td>
<td>Courses O-P</td>
</tr>
<tr>
<td>Courses H-I</td>
<td>Courses R-S</td>
</tr>
<tr>
<td>Courses J-L</td>
<td>Courses T-Z</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>APPENDIX Section D Faculty and Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii</td>
</tr>
</tbody>
</table>
Introduction

ʻO ke kahua ma mua, ma hope ke kūkulu. (Pukui 268)
The site first, and then the building.
(Learn all you can, then practice.)

As an open-door, community-based institution of higher education, Kapiʻolani Community College is dedicated to enabling its diverse students to attain their highest educational potential while providing them with a firm foundation for lifelong learning and contributing to their communities. The College is committed to providing a range of academic, career, and technical programs and support services designed to promote student engagement, student learning, and student achievement for success.

Mission (Ala Nuʻukia)
Kapiʻolani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Ala Nuʻukia (Mission)
He hale hāmama ʻo Kapiʻolani Kula Nui Kaiāulu no nā ʻano kaiāulu like ʻole, e hoʻolako i nā kānaka hoʻākea ʻike e hiki aku i ka pahuhoʻu ʻimi naʻauao, ʻimi ʻoihana, a hoʻolaulā ʻike. He loaʻa nā palapala aʻo, nā kēkelē mua puka, me nā polokalamu hoʻili kula he kilohana wale e hoʻomākaukau i nā haumāna maoli, kūloko, kaumokuʻāna, kauʻāina no ka mua he lako.

Vision (ʻŌlelo Nuʻukia)
Kapi‘olani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai‘i and the world.

ʻŌlelo Nuʻukia (Vision)
He Kula Nui Kākoʻo ʻOiwiʻo Kapiʻolani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e hoʻoikaika i ke kaiāulu o ko Hawaiʻi mau kaiāulu likeʻole ma ka honua e loli mau.

Values (Nā lawena waiwai)
Kapi‘olani Community College honors the legacy of Queen Kapiʻolani through these values:
  Kūpono - Practicing honesty and integrity with clarity in all relationships.
  Kuleana - Sharing a common responsibility to support the future of our students, college, community, land, and sea.
  Mālama - Protecting and perpetuating ancestral knowledge.
  Kūloaʻa - Ensuring that the needs of our students are met with support and service.
  Kūlia - Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

We are guided by our shared vision, values and commitments and by the recommendations of Hawaiʻi Papa O Ke Ao.
Nā lawena waiwai (Values)
Hoʻohanohano ʻia ka hoʻilina a ka Mōʻiwhine o Kapiʻolani e Kapiʻolani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:

**Kūpono** - Practicing honesty and integrity with clarity in all relationships.

**Kuleana** - Sharing a common responsibility to support the future of our students, college, community, land, and sea.

**Mālama** - Protecting and perpetuating ancestral knowledge.

**Kūloaʻa** - Ensuring that the needs of our students are met with support and service.

**Kūlia** - Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

*Alakaʻi ʻia mākou e kā mākou ʻukia like, lawena waiwai like, a me ka hoʻokō kuleana haumāna like ma o ke kākōʻo ʻiʻini, ke aʻo, ka hoʻokō pahuholu, me ka palapala ʻo Hawaiʻi Papa o Ke Ao.*

**A COMMITMENT TO OUR COMMUNITY**

The College responds to the needs of the community, identifying current interests or trends and providing programs that enrich public education. It maintains ties with business, government, and social institutions and utilizes community resources and representatives in curriculum planning and development.

**Advisory Committees**
To keep curricula and requirements current and relevant, the College has invited community leaders in business, industry, and the professions to serve as advisors. These consultants provide guidance regarding course content, selection of training equipment, employment needs, and the effectiveness of different programs. Advisory committees are formed as new needs and programs are identified.

**University of Hawaiʻi System**
There are ten campuses within the University of Hawaiʻi system. The four baccalaureate institutions are University of Hawaiʻi at Mānoa, University of Hawaiʻi at Hilo, the University of Hawaiʻi–West Oʻahu, and University of Hawaiʻi Maui College, on the island of Maui. UH Mānoa is the founding baccalaureate, graduate, and research campus located in Mānoa Valley on Oʻahu; UH Hilo is on the island of Hawaiʻi; and UH–West Oʻahu is on the western side of the island of Oʻahu. There are seven community colleges: four on Oʻahu (Honolulu CC, Kapiʻolani CC, Windward CC, and Leeward CC) and one each on the islands of Kauaʻi and Hawaiʻi. In addition to select baccalaureates in applied science, the University of Hawaiʻi Maui College also offers a range of associate degrees.

In addition to these campuses, the University of Hawaiʻi system operates learning centers and extension, research, and service programs at more than 70 sites in the state of Hawaiʻi and is engaged in instructional, research, and service activities across the Pacific Islands and in various foreign countries.
These institutions are governed by the University of Hawai‘i Board of Regents. The Vice President for Community Colleges is the chief officer for the University of Hawai‘i Community College system. Students on any of the campuses are also part of the larger University of Hawai‘i system, with access to the full range of associate, baccalaureate, and graduate degree programs. Founded in 1907 under the auspices of the Morrill Act, the University of Hawai‘i is one of twelve U.S. universities designated as land-grant, sea-grant, and space-grant institutions.

**History**

Kapi‘olani Community College is named after Julia Kapi‘olani Nāpela-Kapu-o-Ka‘a‘e, an ali‘i or chiefess who was beloved by her people as Queen Kapi‘olani. She and her husband, King Kalākaua, reigned during the turbulent years of 1874 to 1891. These were difficult years for the Hawaiian people as diseases and cultural shock reduced the population to less than 45,000. As King Kalākaua struggled to revive cultural pride and political autonomy for Hawaiians, Queen Kapi‘olani dedicated herself to preserving her race. Actively soliciting funds for the care of Hawaiian children and women who could not afford modern medicines, she was instrumental in founding Queen Kapi‘olani Hospital in 1890. Nearly a century later, Kapi‘olani Medical Center for Women and Children serves the Pacific Basin as a major medical facility. **Kūlia i ka Nu‘u**, strive for the highest, was the motto she adopted for her royal seal. With pride and responsibility, Kapi‘olani Community College has assumed the Queen’s name and motto. The College’s challenge is to perpetuate that heritage of excellence.

The College started as a post-secondary technical school in 1957. Known then as Kapi‘olani Technical School, it was administered by the Territorial Department of Public Instruction. (After statehood in 1959, the department was renamed the Department of Education.) The school was a consolidation of three occupational programs: hotel and restaurant, practical nursing, and business education.

In 1965, the school was transferred to the University of Hawai‘i system and renamed Kapi‘olani Community College. Subsequently, the College has expanded its occupational offerings and added the Liberal Arts, Hawaiian Studies and Natural Sciences programs and designed transfer pathways for career and technical education programs, which allow students to undertake coursework leading to a baccalaureate degree. It has also added the Continuing Education and Training program, which offers short-term continuing education courses and contract training. The college is located on a scenic 44-acre site at Kalāhū, Kapahulu, Kona, on the island of O‘ahu. It is next to world-renowned Lē‘ahi (Diamond Head Crater), about a mile from Waikīkī Beach.

The buildings on campus are named after native Hawaiian plants. Where possible, names are related to the designated function of buildings. The buildings are ordered alphabetically in a clockwise arrangement: ‘Alani, ‘Iliahi, ‘Ilima, Kalia, Kauila, Koa, Koki‘o, Köpiko, Lama, Maile, Māmane, Mānele, Manono, Mokihana, Naio, ‘Ōhelo, ‘Ōhi‘a, ‘Ōlapa, Olonā, and Olopua. The theme of native Hawaiian plant names was selected for environmental, cultural, and historical reasons: to complement and not compete with the beauty of existing trees and plants on campus and in the neighboring areas; to suit its distinctively Hawaiian geographical location adjacent to Diamond Head, a volcanic cone known around the world as a symbol of Hawai‘i; to reflect the College’s namesake, Queen Kapi‘olani.
The theme is also compatible with one of the College’s primary missions, to contribute to and stimulate the cultural and intellectual life of the community, and one of its major emphases, Hawaiian and Asian-Pacific studies. It is an opportunity to educate faculty, staff, and students, as well as visitors from the larger community, about the fascinating variety of native Hawaiian plants. Hawai‘i has the highest proportion of native plant species in the world. Not found anywhere else, they have evolved from earlier arrivals borne on wind and water currents and developed in response to the soil and climate in the islands.

Some native plants are endangered. Since the arrival of Captain Cook in 1778, vast and often irreversible changes have been caused by the importation of domestic stock, the advent of agricultural cultivation, and the introduction of a multitude of plant species from other areas of the world. As a result, many native tree and plant species have become endangered or extinct. In the words of Samuel H. Lamb, author of *Native Trees and Shrubs of the Hawaiian Islands,* “Through knowledge of the Hawaiian forest and the tree species that compose it will come an awareness of the need to protect it.” Through its building names, Kapi‘olani Community College hopes to contribute to a better understanding of Hawaiian plants and thus support the movement to protect and preserve their uniqueness.

A COMMITMENT TO INTEGRATED LEARNING & TEACHING

The College’s Strategic Plan includes objectives explicitly focused on a commitment to meeting the learning needs of students and providing them with coherent learning experiences. These objectives are met through faculty participation in classroom assessment and research, programs of professional development, and the College’s cross-curricular and pedagogical approaches based on established best practices in enhancing student learning. A link to the plan can be found on the College’s website: https://www.kapiolani.hawaii.edu/wp-content/uploads/2013/03/Strategic-Plan-2015-2021.pdf.

**Instructional Modalities**

The College offers courses through a variety of modalities:

- On campus, in person
- Off campus, in person
- Completely Online
- Hybrid, a blend of on campus, in person, and online.

In all these modalities, the College requires high quality interaction between instructional faculty and students. This interaction is facilitated through in-person and online office hours. Faculty are also available via telephone and email and other social media. Counselors and academic advisors are also available through these same channels.

Student support services are provided for students in all courses in face-to-face or technology-mediated sessions. Regardless of the instructional modality selected, all students have access to counselors providing specialized services for First Year Experience students, single parents and displaced homemakers, veterans, students with disabilities, TRIO students, native Hawaiian students, and students who need mental health services. Additional information on the College’s Distance Learning offerings and links to additional resources are available at http://www.kapiolani.hawaii.edu/campus-life/student-services/distance-learning/
SIGNATURE PROGRAMS

International Education
Kapi‘olani Community College recognizes that working and learning environments increasingly assume multicultural dimensions. In order to prepare students to meet challenges and opportunities in the multicultural arena, international education at Kapi‘olani Community College is built on three pillars: supporting the languages, cultures, and histories of Hawai‘i’s people; developing students’ capacity to understand and respect diverse cultures; and establishing and nurturing strong educational and economic partnerships in Asia, the Pacific, and the Americas.

The Paul S. Honda International Center (HIC) provides international students with various services including admission, orientation, registration, assistance with the transition to college, academic advising, career counseling, information regarding visa regulations, health insurance and housing, and any issues that may arise from students’ living and studying in Hawai‘i. HIC takes an active role in the development of student leadership, friendship, and cultural awareness through the International Club. A special international student seminar is offered through the Intensive English Program to provide first-semester support in students’ orientation to higher education in the U.S., cultural awareness, career exploration, and college success skills. HIC also coordinates international study abroad agreements and scholarship programs, providing students with exciting opportunities to travel and study in other countries.

HIC is tasked with facilitating and implementing Kapi‘olani Community College’s commitment to international education. The International Education Committee, Paul S. Honda International Center and other key faculty, student and staff committees and clubs promote, develop and implement programs, activities and services that provide a better understanding of multiculturalism, internationalism and the interconnectedness of the global community through:

A. Academic Curricular Infusion
   • Language and culture requirements for the AA degree
   • Global/multicultural foundation requirements
   • Academic Subject Certificates in Hawai‘i/Pacific and Asian Studies

B. Cultural Extracurricular Infusion
   • International Education Week
   • International Festival
   • International lectures, conferences, seminars and special presentations

C. First and Second Language Development and Teaching
   • Intensive and content-based second language and culture studies in English, Chinese, Japanese, Korean and Spanish as Second Languages
   • Second Languages for Specific Purposes for Tourism/Hospitality, Business, leisure activities
   • Applied first languages and cultures
D. Intercultural Programs
• International Café
• International Service Learning
• International Student Club
• Kaikuaʻana and Kaikaina (mentor/mentee) program

E. Paul S. Honda International Center (HIC) Programs
• International student recruitment and enrollment management
• Study Abroad and international student exchanges
• Customized contract educational and training programs
• International exchange agreements
• International protocol activities

F. Enrollment Management and Student Transitional Services
• Admission and application assistance for entering Kapiʻolani Community College and its ESOL programs
• Orientation to Kapiʻolani Community College and its academic programs and services
• Assistance with health insurance, housing and transportation information and referrals
• Assistance with work permits, OPT, CPT
• Counseling and advising on academic issues, visa issues, financial resources, cultural adjustments
• Workshops on F-1 and other visa regulations, tax issues and intercultural communication

G. Intensive Program in English for Speakers of Other Languages (ESOL)
The Intensive Program in ESOL serves as a bridge to support international students whose academic English level is 32 – 60 on the TOEFL iBT®, or an equivalent measure. The Intensive Program in ESOL is a full-time language development program, with approximately 315 hours of classroom instruction per semester or summer term. Students in the Intensive Program in ESOL develop their academic writing skills by participating in a variety of collaborative, interactive, performance-based classroom activities, and by revising writing based on feedback. After successfully completing the program, students select a major, and enroll in credit courses offered at Kapiʻolani Community College.

For additional information, contact the Paul S. Honda International Center at Kapiʻolani Community College: (808) 734-9312 / hic@hawaii.edu

Kapiʻolani Service and Sustainability Learning (KSSL)
KSSL is a comprehensive academic program that engages students, faculty, and our community partners in co-creating balanced, equitable, life-enhancing systems for our neighborhoods, islands, and planet Earth. Service-Learning is a teaching and learning method that provides students with the opportunity to apply newly acquired skills, knowledge, and attitudes, and to build career résumés through community and civic engagement. Sustainability Learning emphasizes real world problem-solving, research, and the development of affective skills and qualities to manage and create systemic change. A guiding principle of KSSL is Ma ka hana ka ike: it is in the doing that we learn.
Over 70 course sections offer a service-learning option each semester, and course sections may carry a Sustainability designation. More than 700 students a year choose to serve, contributing over 17,000 hours of meaningful work to the community. Critical reflective journaling, which is ongoing throughout the course, and an end-of-semester capstone essay connect students’ service to course curriculum. Students are encouraged to serve at least 25 hours per semester and across multiple semesters. On-campus opportunities are designed to connect first-year students to the campus as community.

Beyond the campus, students service-learn at more than 50 community-based sites including public schools, healthcare facilities, and nonprofit organizations in Honolulu. Students engage directly with current issues in education, environment, health, and long-term care, and with current perspectives in art, history, culture, and society.

KSSL’s student success goal is to add deeper relevance, context, and meaning to student learning, and motivate students to higher levels of academic achievement and degree completion. Through participation in KSSL, students develop leadership skills for their careers and civic lives, as they advocate and act for diverse, equitable, healthy, and sustainable communities in Hawai‘i and beyond.

For additional information please visit kapiolaniserve.weebly.com or email kccserve@hawaii.edu.

**First-Year Experience**

The First-Year Experience (FYE) Program is dedicated to welcoming and supporting first-year students from all levels of preparedness and experience and serves as a bridge for their transition into college. FYE exposes students to the broad range of educational opportunities, introduces students to essential campus support programs, and collaborates with the campus community to help students achieve academic and personal success. Upon completing the first year, students will have the direction and the skills necessary to move forward on their learning and personal paths and will have integrated into the college community. Having this solid foundation, students will be able to *Ma‘ohe maua aku, Kūlia i ka Nu‘u* —“from this point on, reach the highest.” FYE activities include, but are not limited to, new student orientation, academic advising, registration and financial aid workshops, summer bridge and college success classes. For additional information, call (808) 734-9245 or email kapstart@hawaii.edu or visit the Kīkaha o Lae‘ahi Center in ‘Iliahi 231.

**King William Charles Lunalilo Scholars Program**

The Lunalilo Scholars Program is a transformative opportunity for promising individuals who have not considered higher education as a viable alternative because of financial or other barriers limiting college access. Established in 2012 by the Kaneta Foundation of Honolulu, Hawai‘i, and in partnership with the College and the University of Hawai‘i Foundation, this unique program boasts a comprehensive commitment to student success through a scholarship and academic and personal support.

The Lunalilo Scholars Program helps students achieve their first-year goals through a Summer Bridge Program, College Success courses, peer mentoring, technological support, academic tutoring, placement test preparation, career and personality assessments, advising and counseling services, assistance with tuition, fees, books, and supplies, a U-PASS, and assistance with the FAFSA and scholarship applications. The diverse programs and strong peer support equip Lunalilo Scholars with the necessary skills and confidence to succeed in the collegiate
world, become resourceful, and gain financial literacy to effectively fund their future education, develop themselves and their communities. Program staff identify individual students’ academic and emotional needs to support and guide them in overcoming obstacles and learning to thrive independently. Lunalilo Scholars must attend Kapiʻolani CC and are required to enroll in a minimum of nine credits per semester. A committee reviews applications and referral forms to determine acceptance into the Program for the fall semester only. For additional information, call (808) 734-9371 or email lunalilo@hawaii.edu.

Science, Technology, Engineering and Mathematics (STEM)

The goal of the STEM program is to enhance the quality of the science, technology, engineering, and mathematics instructional and outreach programs at the College, as well as to increase the number of STEM students transferring to four-year degree programs as they prepare for careers in the STEM disciplines.

An Associate in Science in Natural Science (ASNS) degree with concentrations in Biological Science, Physical Science, Information and Communications Technology, or Engineering provides clear and explicit, coherent pathways for students intending to transfer into STEM majors at baccalaureate institutions. The program provides students with undergraduate research opportunities as they move through STEM curricular pathways.

A Certificate of Achievement in STEM Education (CA-STEM ED) provides students with solid knowledge and skills in STEM and Education. It provides a clear pathway for students planning to transfer to a university teacher education program in Secondary Education Program, which leads students to be secondary school educators in STEM.

A Certificate of Achievement in Biotechnology (CA-BIOTECH) will prepare students for entry-level employment in the biotechnology industry and research laboratories. Students will learn basic laboratory skills, equipment operation and maintenance, quality control, safety and good manufacturing practices.

The STEM Center provides a collaborative learning space where STEM students and faculty have easy access to one another. The Center also provides peer mentoring in most STEM disciplines.

Center on Responsive Education (CORE)

CORE is a collaborative partnership between four unique 2-year degree/university transfer programs: American Sign Language, Deaf Education/Deaf Studies, Education, and Second Language Teaching. These programs prepare students who are interested in the teaching profession or other related fields. Students can earn an AA degree in Liberal Arts with concentrations in these areas and/or transfer to university baccalaureate programs.

American Sign Language (ASL) is one of the fastest growing languages of study in the United States. People learn ASL for many reasons: to communicate with a Deaf relative or friend; to fulfill a language requirement in college; or to enhance professional qualifications. Kapiʻolani Community College has a well-established program offering ASL courses. Our Deaf instructors teach in their natural language, ASL. In class you will tune into a visual culture. Outside of class you will experience an amazing cross-cultural journey! For additional information, contact the ASL Program Coordinator at (808) 792-3704 (VP/phone).
The AA degree in Liberal Arts with a Concentration in Deaf Studies and Deaf Education provides students with strong intermediate skills in American Sign Language and an understanding of the diversity of the Deaf Experience in Hawai‘i, the Pacific and the U.S. mainland. It also introduces students to the issues and challenges in Deaf Education and provides a pathway for those students interested in pursuing deaf-related professional careers. Targeted advising and a carefully planned course sequence enable students to successfully transfer to baccalaureate institutions on the U.S. mainland that have deaf-related majors, such as Lamar University in Texas. For additional information, contact the Deaf Center Counselor coordinator at (808) 447-1379 (VP/phone).

The AA degree in Liberal Arts with Concentrations in Elementary Education and Secondary Education provides students with solid knowledge and skills to be successful in entering a university teacher education program in Elementary Education, Secondary Education, and Dual Preparation Programs, which leads students to be licensed in dual areas of the field such as Early Childhood and Elementary Education, Early Childhood and Special Education, or Elementary Education and Special Education. Graduates will also be prepared to serve as educational assistants in public and private preschool and K-12 settings. For additional information, contact the Education Program Coordinator at (808) 734-9833.

The AS degree for Educational Paraprofessionals with a concentration in Second Language Teaching (SLT) prepares students to work as assistants with English as a Second Language (ESL) students in various classroom settings, including public and private, K-12 and adult education settings, locally and abroad. The program is intended to serve ESL teachers and assistants presently working in the field to update and refine their skills and individuals preparing for work in the field of ESL. For additional information, contact the SLT Program Coordinator at (808) 734-9327.

**The Honors Program**

**Pi‘i aku a kau i ka nu‘u.** (Pukui 289)

*(Ascend and stand on a place of honor.)*

Honors education is designed to recognize high-achieving students and to offer them opportunities that enrich their college experience. There are two distinct parts of honors education: The Honors Curriculum Program and Phi Theta Kappa International Honor Society of the Two-Year College. The eligibility requirements are the same for both. Students receive letters of invitation when they have completed 11 or more credits at 100-level or above and have attained a cumulative GPR of 3.5 or above. Students are encouraged to take advantage of both facets as they provide different experiences.

The Honors Curriculum Program allows academically excellent students to enroll in honors classes at Kapi‘olani Community College. Typically, honor students, in addition to completing the regular class requirements, work with the instructor to design and complete an honors component of a regular class. All honors classes are writing-intensive. Upon completion of degrees, honor students who have completed two honors classes and maintained a cumulative GPR of 3.5 or above will attain the distinction of Kapi‘olani Community College Scholar. This honor is indicated on students’ transcripts.
Phi Theta Kappa International Honor Society is the International Honor Society of the Two-Year College. Recognizing and promoting scholastic achievement among community, technical, and junior college students since 1918, Phi Theta Kappa International Honor Society offers academically excellent students international recognition and opportunities to develop records of leadership and service to the College and the community. The society is built on four hallmarks: leadership, scholarship, service and fellowship. Kapi'olani Community College’s chapter, Alpha Kappa Psi, is an active chapter that organizes many campus-wide activities and events. The chapter participates in regional events with other chapters in the Pacific Region, and students regularly travel to international society events. The chapter, individual members, and officers have won many awards at the international and regional levels. By participating in the society and its programs, students receive additional recognition and develop résumés that lead to more successful applications for scholarships, university transfers, and employment. Phi Theta Kappa offers lifetime membership and benefits including scholarship opportunities, discounts, and references. Upon completion of degrees, Phi Theta Kappans receive special seals for their diplomas, and students are distinguished at commencement as they wear Phi Theta Kappa stoles and tassels with their graduation regalia. For additional information, contact the Honors coordinator at (808) 734-9421.

Independent Study
The purpose of independent study is to provide students with an opportunity to participate in the design and selection of learning experiences geared to their interests, aptitudes, and desired learning outcomes. Students may pursue a project or program of study for credit in any subject area in which credit courses are offered.

Independent study is undertaken under the guidance of at least one student-selected faculty member of the College who agrees to serve as a voluntary advisor.

Individual and group study cannot be in a catalog-listed course and should not be used as a substitute for a canceled class or classes. Before applying for independent study, students must successfully complete all or a substantial portion of the regular credit courses offered in the subject area.

Prior to applying for independent study, a student or student group consults with the faculty member about the project or program of study to be undertaken and the number of credits to be earned by the student(s). A group study course, ALPHA 199 (e.g. PSY 199), should not involve more than six students without prior approval and authorization by the program dean. Faculty should consider the amount of time required to serve as a voluntary advisor, since no teaching reduction or overload assignment is granted for the service.

An independent study course proposal must be submitted in advance of the planned semester when the class section is to be offered. The independent study course proposal must be submitted to the Kuali Student Curriculum Management (KSCM) course approval workflow by the instructor a minimum of two weeks (14 days) prior to the first day of the semester so that the course and class may be created in the registration database OR so that the student may enroll in an alternate class or classes if approval of the independent study is denied.

After a project or program of study has been agreed upon by the faculty member and the student or student group and after being approved in KSCM by the department chair, the program dean, as well as the Vice Chancellor for Academic Affairs, an independent study course is set up: ALPHA 299 (e.g. HWST 299) for individual study and ALPHA 199 (e.g. HIST 199) for group study. To register for the class, the student must take a printed copy of the approved independent study course proposal to the Kekaulike Center for Admissions,
Records, Graduation and Financial Aid in the ‘Ilima Building, Room 102. Registration may take place at the student’s assigned registration time or during the late registration/change of registration period. If the student registers for independent study as part of their initial registration during either the early or regular registration periods then they will not be charged an additional fee. The student will be charged an add/drop fee to add an independent study class during the late registration period. If the student does initial registration during the late registration period they will be charged a late registration fee.

A COMMITMENT TO STUDENT SUPPORT SERVICES

Noho pū i ka uahi pōhina. (Pukui 253) (Said of a teacher and pupils who sat about a smoky fire)

This Hawaiian proverb speaks of a person who understands how to help people in need. This adage is especially appropriate at Kapiʻolani Community College, where student services, activities, and special programs lend their support to all students.

Counseling

Counselors are available to assist prospective and enrolled students with their educational, personal, and career goals. Counselors provide resources in self-evaluation, major exploration, and academic planning to support students in their process of transferring, graduating, and obtaining careers. In addition to individual and group counseling, students may utilize STAR, an online tool, to guide their optimal selection of courses towards a certificate or degree. The units outlined below support students in reaching their specific goals.

Disability Accommodations and Support Services

Disability Support Services Office (DSSO)
Kapiʻolani Community College is committed to a barrier-free campus, ensuring that all students have equal access to education. The College agrees to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act. For additional information contact DSSO at (808) 734-9552, or e-mail DSSO at kapdss@hawaii.edu. The DSSO office is located at ‘Ilima 107. Additional information can be found at our website: http://www.kapiolani.hawaii.edu/campus-life/student-services/disability-support-services-office-dsso/

TRIO Student Support Services

TRIO Student Support Services helps students attain their academic goal of graduation or graduation and transfer to a baccalaureate institution within four years. To be eligible, students must qualify as low-income as defined by the federal government or be a first-generation student (parent or legal guardian does not have a baccalaureate degree) and/or have a documented disability and be a U.S. citizen or permanent resident. Students must take an English placement test and place at the English 22 level or higher, enroll as a full-time student and have academic need as defined by the program. The program is funded by the U.S. Department of Education.

The following services are provided: academic advising and course selection, financial aid support - FAFSA and scholarship applications, tutorial assistance, financial literacy, advising on non-academic concerns, career counseling support, transfer support services, peer mentoring, cultural diversity enrichment and midterm assessment. For additional information, contact the academic program counselors at (808) 734-9553.
Services for Deaf and Hard-of-Hearing Students
Deaf and hard-of-hearing students may receive the following support services: application, orientation, and registration assistance; academic, personal, and career counseling by a counselor fluent in American Sign Language; interpreters for any credit or continuing education class, workshop, or campus activity; computer assisted note-takers; note-takers; and tutors. Individuals desiring information about these and other services may contact the Kapi‘olani Deaf Center at (808) 734-9210 (V Telecommunication Device for the Deaf [TDD] relay service at 711). Campus TTY locations are printed on the campus map.

Student Parents Program
The mission of the Student Parents Program (SPP) is to support parents and guardians of minor children in pursuing their educational, family and life goals. Services include information sessions, career and personal counseling, financial aid and scholarship search assistance and referrals to community resources in areas such as child care, welfare cash and food assistance, domestic violence, legal services and housing. Assistance with campus employment for the Department of Human Services-First to Work recipients is also provided to eligible students via the system-wide Bridge to Hope Program. For additional information about the Student Parents Program call (808) 734-9504, or e-mail at sppkcc@hawaii.edu. SPP online information can be found at: https://www.kapiolani.hawaii.edu/campus-life/student-services/students-parents-program/

PAU Violence Coalition
The Prevention Awareness Understanding- PAU Violence Coalition’s mission is to educate and empower the campus community to create a culture of respect and end all forms of sexual and gender-based violence. The Coalition is a college-wide effort with representation from students, faculty, staff, administrators and community partners. Goals of the Coalition include: advocating for a safe and respectful atmosphere through educational programming with a focus on healthy and consensual relationships and bystander intervention; supporting the campus commitment to uphold Title IX mandates to provide awareness and prevention education; and collaborating with UH system and community partners to broaden impact and support collective efforts. For additional information about the PAU Violence Coalition call (808) 734-9504, or e-mail at pauv@hawaii.edu.

Employment Prep Center (EPC)
The Employment Prep Center provides Kapi‘olani Community College students and alumni career development education and employment resources by collaborating with academic programs, campus stakeholders, and community partners to promote lifelong career and educational goals. The career platform Job Center Online is available for students and alumni to search for their next job; and, for employers to promote their opportunities and search for qualified candidates. For further information, please contact the program at (808) 734-9066 or email gethired@hawaii.edu.

Ka'au Program for Student Mental Health & Wellness
The Ka‘au Program provides confidential, personal counseling and community referral services to registered students. Counseling services are strength-based and solution focused to help students manage personal life issues and navigate their college experience. Ka‘au Program also offers in-class presentations and educational services to the campus community on topics relevant to mental health. Services are free and confidential. To schedule an appointment or for campus outreach requests, please email kapmhw@hawaii.edu or call 734-9585.

Student Counseling Services include
- Personal Wellness Screenings: (Depression, Anxiety, Eating Disorders, Alcohol)
- Mental Health Screenings & Assessments
- Supportive short-term counseling
- Crisis counseling
- Referrals and linkage to community providers
- Case Management
- Social Skills Support
- Workshops or presentations to student groups
- Title IX Confidential Space

Outreach Services include
- Consultation with faculty, staff and administrators
- Tabling Events On-campus
- Classroom Presentations

Kapo‘oloku Program for Native Hawaiian Student Success
The Kapo‘oloku Program for Native Hawaiian Student Success exists to ensure that the College’s programs and services are equitable for students of Hawaiian ancestry. The program provides a solid foundation for students by reinforcing the importance of education by promoting personal growth and development within the social, community and cultural contexts of Hawai‘i’s history.

The goals of the program are:
1. Coordinate initiatives at Kapi‘olani Community College that support Native Hawaiian student success.
2. Serve as the piko for college programs serving Native Hawaiian students.
3. Identify barriers to success for Native Hawaiian Students that impact success at the College.
4. Plan, develop and implement programs that encourage student development towards success through academic equity, servant leadership and participation in co-curricular activities.

For further information, please contact the Kapo‘oloku Program for Native Hawaiian Student Success program at (808) 734-9714 or email kapnhss@hawaii.edu.

Kuilei Outreach Program
The Kuilei Outreach Program is a college transition pathway program that strives to promote cooperative, successful connections, transitions and educational experiences for students who choose to continue their education at Kapi‘olani Community College (KapCC). The Program serve all high schools with an emphasis on KapCC’s feeder high schools which are Farrington, Kaimuki, Kaiser, Kalani, McKinley, and Roosevelt High School, in addition to schools that support GED, HiSET, and adult age students. The Program also supports
postsecondary awareness opportunities with Oahu’s Department of Education (DOE) Middle and Intermediate Schools. Services through the Program include high touch student support services that assist prospective students to successfully complete the admissions, testing, enrollment, registration and financial aid processes; complete their academic goals; and reduce the time to degree completion through initiatives such as college awareness activities and Campus Tours led by Peer Mentors, high school and middle school visits, and dual credit opportunities. For further information, please contact the Kuilei Outreach Coordinator at (808) 734-9842 or kuilei@hawaii.edu.

Kūlia ma Kapi‘olani - the Native Hawaiian Career and Technical Education Project
Kūlia ma Kapi‘olani - the Native Hawaiian Career and Technical Education (CTE) Project, is a federally funded partnership between Alu Like Inc. and Kapi‘olani Community College. The goal of the project is to assist Native Hawaiian students to successfully gain admission, graduate, and find employment from one of the College’s CTE programs. Native Hawaiian ancestry is verified through birth certificate(s), OHA Hawaiian Registry card, Kamehameha Schools Ho‘oulu Hawaiian Data Center verification letter, or other forms of established documentation. Services include stipend assistance for unpaid clinical/internship/practicum; reimbursement for required program equipment and supplies, membership in a professional organization, professional certification and licensure, and experiential training; academic and tutorial support, computer resources, peer mentoring, financial aid and scholarship application assistance, and job readiness workshops and services. For further information, please contact (808) 734-9654.

Pāhihi Program for Returning Adults
The Pāhihi program provides college-wide assistance to students transferring to the College with previous college credits, and also to students who are returning to the College. The program is an onboarding operation for prospective students, assisting with the admissions process, registration for classes and connection to campus resources. The mission of the program is to provide direct services to and advocacy for students while also minimizing the barriers to education through program development and partnerships. For additional information about the program, please call (808) 734-9511 or email pahihi@hawaii.edu.

Maida Kamber Center for Career Exploration, Transfer and Graduation Services
The Maida Kamber Center for Career Exploration, Transfer and Graduation Services provides quality information and guidance to assist all students in identifying and choosing majors and career paths. In addition, students whose goal is to transfer to a baccalaureate institution will find the Maida Kamber Center to be a rich resource on transfer and career programs to baccalaureate campuses within the University of Hawai‘i system as well as other institutions in Hawai‘i or on the mainland. The Maida Kamber Center sponsors transfer workshops, career and transfer fairs, and career and interest inventories. Access to online and print resources supports students’ pathway to successful graduation. For additional information, contact the coordinator at (808) 734-9500 or visit ‘Ilima 104.

Mental Health and Wellness Program
The Mental Health and Wellness office is an essential resource to the entire campus community in dealing with mental health conditions by providing a range of counseling services, as well as wellness activities to support students’ academic and life goals. For additional information, contact the mental health counselor at (808) 734-9585 or visit ‘Iliahi 113.

Veteran & Military Resource Center (VMRC)
The Veteran & Military Resource Center supports student veterans, active duty military, reservists, spouses, and dependents who wish to use their service-connected education benefits at Kapi‘olani. We provide counseling and academic advising, course certification, programming to meet the needs of our student population, and a dedicated space to foster a sense of community and positive transition to student life.

Services include:

- informing veterans and eligible dependents of veteran-related educational benefits available through the U.S. Department of Veteran Affairs (VA);
- providing priority registration for veterans and eligible dependents using VA-connected educational benefits;
- providing efficient and orderly processing of applications for and certification of veteran educational benefits;
- evaluating prior coursework from previously attended educational institutions and the application of that coursework to veterans’ current educational program as mandated by VA;
- answering related questions about military benefits such as Tuition Assistance, Kicker, and other similar benefits; and
- adhering to applicable federal laws, regulations, and policies.

For further information, contact the VMRC at ‘Iliahi 112, (808) 734-9583, or view vabenefits.kapiolani.hawaii.edu.

**Academic Advising**

Students use Academic Advising to learn about college majors, services, and resources; clarify educational goals; and receive support for academic success.

**Student Responsibilities for Academic Advising**

As a student, you are responsible for:

- Taking the time to identify and clarify your academic values and goals.
- Reading carefully and understanding all the information you receive from the College by mail, email and MyUH Portal.
- Communicating regularly and keeping appointments with your academic advisor/counselor.
- Being familiar with important deadlines, academic policies, college regulations, program requirements, and course descriptions, which can be found in the Kapi‘olani Community College Catalog, the online Schedule of Classes, the academic calendar and the College website.
- Complying with academic deadlines and policies.
- Understanding academic requirements and monitoring progress toward achieving your degree or educational goal.
- Asking questions early enough to take action.
- Maintaining a personal academic file of notes and copies of forms submitted for processing.
- Taking the initiative to learn about and use the college services and resources available to you.
- Informing your counselor/advisor immediately when a serious problem or concern interferes with your academic progress such as your ability to attend classes or focus on coursework.

**Academic Advisor Responsibilities for Academic Advising**
Academic Advisors are responsible for:
- Assisting students to identify their academic values and goals, consistent with their capabilities, interests, and educational backgrounds
- Clarifying pertinent information and discussing the implications toward students’ academic success
- Being accessible and available to students to respond to their questions and concerns
- Clarifying academic policies, college regulations, program requirements, procedures, and other college information
- Maintaining professional integrity, confidentiality, respect, and sensitivity in advising
- Helping students define and develop educational plans; assisting in the selection of appropriate coursework and opportunities to achieve students’ goals
- Respecting students’ individual needs and diversity
- Assisting students to independently monitor their progress toward achieving their educational and career goals
- Being knowledgeable about, promoting and referring students to appropriate campus and community resources and services
- Informing students of the roles and responsibilities of the advisor/student relationship
- Maintaining currency in academic advising trends and techniques through professional development

TRANSFER PROGRAMS

Kapi‘olani Community College has established dual admission, dual enrollment agreements with four baccalaureate campuses: University of Hawai‘i at Mānoa (Ka‘ie‘ie), University of Hawai‘i at Hilo (Ho‘omi‘i), University of Hawai‘i – West O‘ahu (Mānanawai), and Oregon State University (Degree Pathway Partnership).

**Ka‘ie‘ie: Dual Admission, Dual Enrollment at the University of Hawai‘i at Mānoa**

Ka‘ie‘ie is a dual admission, dual-enrollment program for students who plan to complete four-year undergraduate degrees at UH Mānoa (UHM) but choose to begin their degree at Kapi‘olani Community College. The main goal of Ka‘ie‘ie is to promote smooth transition and on-time graduation within clear and explicit curricular pathways to a bachelor’s degree within as close as possible to a total of four years (or the equivalent in part-time attendance). Details on the Ka‘ie‘ie program are available at [http://uhcc.hawaii.edu/kaieie/overview.php](http://uhcc.hawaii.edu/kaieie/overview.php).

There are two categories of Ka‘ie‘ie Students, JOIN and TRANSFER. New students to the program who are close to completing 24 transferable credits with a 2.0 GPR (2.5 for non-residents) are eligible to JOIN the program and once admitted, may choose to take courses at UHM while maintaining their status at KapCC. Students who join the program, spend one additional semester at the College, and who meet criteria for transfer (see policies below) may transfer to UHM as Ka‘ie‘ie TRANSFER students. At the point of transfer, they receive early registration as UH continuing students. Both the JOIN and TRANSFER students have access to academic advising and resources at both institutions.

Benefits of the program include expedited completion of transcript evaluation, early registration with continuing students at UHM in the transfer semester, no application fee and no tuition deposit. Ka‘ie‘ie students also receive early completion of the transfer credit report, the ability to take courses at UH Manoa prior to transfer, and are required to develop a long-term academic plan and regularly participate in academic advising.
Ka‘ie‘ie was chosen as the name for this program for historical as well as symbolic reasons. Ka‘ie‘ie is the name of the channel between Kaua‘i and O‘ahu. Queen Kapi‘olani’s genealogical roots are firmly in Kaua‘i. However, her lineage also extends to Mānoa Valley. The Queen’s great-great grandfather Kā‘eokulani was also the half-brother of Nāmāhana, who was Ka‘ahumanu’s mother. Ka‘ahumanu lived and ended her life in Mānoa Valley.

The ‘ie‘ie plant stands as a metaphor for the symbiotic relationship between UHM and the College, in a number of different ways. The ‘ie‘ie is a vine that grows along the ground, but when it finds a tree, it generates adventitious roots that make it possible for the vine to grow up the trunk and out onto the branches. The roots of the ‘ie‘ie are used to create the base for mahiʻole, the feathered helmets worn by chiefs. Finally, the ‘ie‘ie plant is used in the process of preparing a koa tree in the making of a canoe. After the koa is cut down, the kahuna wraps the trunk of the koa with the ‘ie‘ie vine at the place where the crown of the tree is to be severed from the trunk. After several prayers, the top of the koa is cut.

Through this agreement the College is performing all the important protocols of growing and felling the tree and is giving the students the log to fashion their canoe to sail on their pathway.

University of Hawai‘i at Mānoa Transfer Policy
Please read the “Degree and Certificate Programs” section for information about general education core requirements and the articulated AA degree. The following conditions of transfer are in effect:

1. Student Transfer—The application period is November to March 1 for the fall semester and July to October 1 for the spring semester. Students are advised to check requirements of the college of their choice since some at University of Hawai‘i at Mānoa have earlier deadlines. Information about University of Hawai‘i at Mānoa academic programs is available at http://manoa.hawaii.edu/ovcaa/programsheets/

   Students may transfer to University of Hawai‘i at Mānoa if they meet the following requirements:
   a. Complete a minimum of 24 credits in applicable courses numbered 100 or higher.
   b. Earn a 2.0 GPR or higher (2.5 for nonresidents) for the courses taken.

2. Credit Transfer
   a. Credit for some courses numbered 100-199 will transfer to University of Hawai‘i at Mānoa.
   b. Credit for a “D” grade or higher for transferable courses taken within the University of Hawai‘i System will transfer to University of Hawai‘i at Mānoa.

3. Grade Point Transfer — University of Hawai‘i at Mānoa does not include community college GPR in its cumulative GPR.

Students are encouraged to read University of Hawai‘i at Mānoa’s catalog (www.catalog.hawaii.edu/) for general program information or visit the University of Hawai‘i at Mānoa website (www.hawaii.edu/gened/) for complete information on University of Hawai‘i at Mānoa’s general education requirements. They should also contact the academic advisors at the Maida Kamber Center for Career Exploration, Transfer and Graduation Services for complete information on transfer to University of Hawai‘i at Mānoa or other four-year institutions (808) 734-9500. The course selections students make at Kapi‘olani Community College may help them meet University of Hawai‘i at Mānoa’s graduation requirements in addition to meeting the general education requirements.

Information on transfer to University of Hawai‘i at Mānoa:
manoa.hawaii.edu/admissions/undergrad/transfer.html
Listing of Kapiʻolani Community College General Education courses articulated to University of Hawai‘i at Mānoa: www.hawaii.edu/gened/articulation_kapcc.htm

Searchable database of Kapiʻolani Community College course equivalencies at UHM: www.hawaii.edu/transferdatabase/

**Hoʻomiʻi: Dual Admission, Dual Enrollment at the University of Hawai‘i at Hilo**

Through Hoʻomiʻi, a dual admission, dual enrollment pathway agreement, Kapiʻolani Community College students who meet admissions requirements at the University of Hawai‘i at Hilo may elect to begin their program at the College and transfer to UHH. Through Hoʻomiʻi, the College and UHH cooperate to promote successful undergraduate educational experiences for students who wish to follow curricular pathways started at the College and completed at UHH. The goals of the partnership are to enable students to be jointly admitted to UH Hilo while completing program requirements at the College, improve student access, success and four-year degree completion, expand options for college-level services and curriculum, and improve program articulation. The transfer policies for UH Hilo are explained below.

The name Hoʻomiʻi was chosen for this degree partnership to honor the relationship between Hilo and the namesake of our College, Queen Kapiʻolani. Kapiʻolani I, after whom Queen Kapiʻolani was named, was born in Hilo during the reign of Kalaniʻōpuʻu in 1781. Her mother Kekikipaʻa was the daughter of Kameʻeiamoku and the sister of Ulumāhiehie Hoapili. Her father was Keawemaʻuhili, a high ranking chief and a sacred one in the time of Kalaniʻōpuʻu.

When Kamehameha was at war with the chiefs of Hilo, Kapiʻolani almost died when they fled to the forest. Those who were in charge of her tossed her into a clump of ferns because her weight retarded them when danger was near. Another man, walking through the forest, heard a child’s cry and drew near to investigate. He discovered that the wailing voice belonged to his chiefess, who had been cast aside. He picked her up and ran with sorrow for her in his heart. The name of the man was Hoʻomiʻi. Without the help of Hoʻomiʻi, Kapiʻolani I might have been killed by enemy warriors.

**University of Hawai‘i at Hilo Transfer Policy**

Students wishing to transfer to University of Hawai‘i at Hilo with an AA degree will be considered to have met the general education requirements for a BA degree. Students pursuing a BS degree (agriculture, astronomy, biology, computer science, geology, and nursing) or a BBA degree (business administration) will have some supplemental general education requirements to meet. These additional requirements are identified in the current University of Hawai‘i at Hilo Catalog at https://hilo.hawaii.edu/catalog/

Students may transfer to University of Hawai‘i at Hilo with 24 or more baccalaureate-level semester credits if they have a 2.0 grade point ratio (GPR) in those courses. They may also transfer with fewer than 24 credits if they earned a 3.0 high school GPR in required courses or have a 2.5 high school GPR in required courses with a combined SAT score of 980 or higher or ACT score of 20 or higher. For additional information about applying for admission go to https://hilo.hawaii.edu/admissions/ Prospective transfer students should consult with their Kapiʻolani Community College academic advisor about the specific applicability of Kapiʻolani Community College courses to University of Hawai‘i at Hilo majors.
Information on all University of Hawai‘i at Hilo programs is also available from University of Hawai‘i at Hilo Admissions Office, (800) 897-HILO, uhhadm@hawaii.edu or the UHH Advising Center, (808) 932-7776.

Information on transfer to University of Hawai‘i at Hilo:
http://hilo.hawaii.edu/catalog/admission-of-transfer-students

Searchable database of Kapi‘olani Community College course equivalencies at UH:
www.hawaii.edu/transferdatabase/

Detailed information about transferring to UH Hilo is also available at the Maida Kamber Center for Career Exploration, Transfer and Graduation Services in ‘Ililma 104.

Mānanawai: Dual Admission, Dual Enrollment at the University of Hawai‘i—West O‘ahu
Kapi‘olani Community College has entered into a degree pathway partnership with the University of Hawai‘i — West O‘ahu (UHWO) to promote students’ successful completion of baccalaureate degrees. Students may enroll in Mānanawai at two stages: as new students or as transfer students. Students who meet admission requirements at the UHWO (westoahu.hawaii.edu/eligibility) may elect to take all their courses at Kapi‘olani Community College while maintaining their status as UHWO students. On the other hand, Kapi‘olani Community College students who meet criteria for transfer (see policies below) may enroll in Mānanawai at the point of eligibility for transfer, and continue to take their courses at the College.

Information on transfer to University of Hawai‘i—West O‘ahu:
http://www.uhwo.hawaii.edu/admissions/apply-to-uhwo/transfer-admission/

Listing of Kapi‘olani Community College programs and courses articulated with UHWO
http://www.uhwo.hawaii.edu/academics/articulations/

Searchable database of Kapi‘olani Community College course equivalencies at UHWO:
www.hawaii.edu/transferdatabase/

This degree partnership receives its name from the geographical character of O‘ahu’s west side and the nature of the relationship between Kapi‘olani Community College and UH—West O‘ahu. Mānanawai is a contraction of mānana nā wai, where mānana means buoyant; to float as canoes; to move together, as people and wai means water. Mānanawai represents people moving together in their canoes towards a common destination and from there spreading out into the world.

University of Hawai‘i—West O‘ahu Transfer Policy
The University of Hawai‘i—West O‘ahu offers junior- and senior-level courses. Students who have completed associate in arts degrees or 55 or more credits of college-level (100+) courses are eligible for admission. Students with AA degrees are deemed to have met University of Hawai‘i—West O‘ahu’s general education requirements. In addition, those who complete an articulated AS degree in the paralegal, accounting or marketing programs at Kapi‘olani Community College may also transfer to University of Hawai‘i—West O‘ahu as classified students. All others with at least 45 credits of transferable course work may be considered for unclassified status, following a transcript evaluation. University of Hawai‘i—West O‘ahu offers bachelor of arts
degrees in business administration, humanities, public administration, and the social sciences. Students may specialize in accounting, anthropology, general business, economics, Hawaiian-Pacific studies, history, justice administration, literature, philosophy, political science, psychology, public administration, or sociology. Students who are interested in applying or obtaining additional information may call University of Hawai‘i–West O‘ahu at (808) 454-4700 Monday to Friday from 8:00 a.m. to 6:30 p.m. or visit the UHWO web site (www.uhwo.hawaii.edu).

Detailed information about transferring to UHWO is also available at the Maida Kamber Center for Career Exploration, Transfer and Graduation Services in ‘Ilima 104.

Degree Pathway Partnership with Oregon State University

Students may begin their Oregon State University (OSU) bachelor’s degree at Kapi‘olani Community College. The Degree Pathway Partnership with OSU is a dual-enrollment program that allows students to be jointly admitted and enrolled at Oregon State University and Kapi‘olani. The program is open to all U.S. citizens and residents pursuing their bachelor’s degree. Benefits of being a degree partnership student include access to advisors on both campuses and access to OSU online courses while at the College. Details about the Degree Pathway Partnership are available at oregonstate.edu/dpp.

Information on OSU Admissions: oregonstate.edu/admissions/index.php

Information on KapCC to OSU course equivalencies: oregonstate.edu/admissions/baccalaureate-core-course-equivalencies-kapiolani-community-college

Information on OSU Financial Aid and Scholarships: http://financialaid.oregonstate.edu/

Information on OSU Extended Campus (online courses): ecampus.oregonstate.edu/future

Detailed information about transferring to OSU is also available at the Maida Kamber Center for Career Exploration, Transfer and Graduation Services in ‘Ilima 104.

Co-Curricular Student Activities

Board of Student Activities
The Board of Student Activities (BOSA) oversees the co-curricular activities program at the College. Its mission is to complement the academic program and to enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, on-campus community service, recreational, leadership and governance activities. The primary focus of the program is “There’s More to College Than da Books.” Students are encouraged to participate in all aspects of the program. Activities include clubs, concerts, “Cactus-n-Coffee” garden clean up, Study With Your Buddy (SWYB) program during final exams, Campus Safety, Health and Nutrition Series, intramural sports, multicultural performances, convenience services (e.g., sale of bus passes, discounted movie tickets, campus lost-and-found center), and social events. For additional information, contact the office at (808) 734-9576.
Student Congress
The Associated Students of Kapiʻolani Community College Student Congress is a Chartered Student Organization of the University of Hawaiʻi system. Student Congress is the official channel between students and the College administration. By charter, all students who have paid their Student Congress fees and maintain a GPR of 2.0 or higher are eligible to become regular voting members of the Student Congress. Elections are held each spring for At-Large positions from which the Congress members elect the executive board, including the chair, vice-chair, treasurer, secretary, and public relations officer. The number of At-Large seats is equal to the current number of Registered Clubs and Boards recognized by the OSA at the end of the previous academic year. Student Congress general meetings are open to all students at the College. For additional information, contact the advisor at (808) 734-9580.

Board of Student Publications
The Board of Student Publications (BOSP) oversees and coordinates all student publications at KapCC. One of their major responsibilities is to oversee expenditure of funds collected from students as a publication fee. The mission of the Board of Student Publications is to (1) Provide media for instruction and training; (2) Showcase student talents; (3) Provide media for sharing information, ideas and opinions; and (4) Support cross-curricular emphasis.

Regularly, BOSP publishes the student newspaper, Kapiʻo News (http://www.kapionews.com); three cross-curricular journals: (1) Lē‘ahi, a journal of creative writing and arts; (2) Ka Hue Anahā, a journal of academic and research writing from across the curriculum; and (3) Pueo O Kū, a journal of Science, Technology, Engineering, and Math (STEM); and manages the Student Media Lab. They also sponsor co-curricular events in support of their mission.

For information about submitting articles and art or participating in the publication process, email the BOSP coordinator at kccbosp@hawaii.edu or (808) 734-9120.

A COMMITMENT TO THE LEARNING ENVIRONMENT

Child Care
The ‘Alani Children’s Center, located on the Kapiʻolani Community College campus, provides care for children of students, faculty, and staff members. The Center enrolls children ages two through five and is operated by staff and faculty from Honolulu Community College’s Early Childhood Education program. The hours of operation are 7:30 a.m. to 4:00 p.m. for the Fall and Spring semesters. For information on applications, costs, and available openings, call the Center at (808) 734-9394 or e-mail pgooch@hawaii.edu. Additional contacts are: Honolulu Community College’s Children Center office at (808) 845-9466 or the Single Parents Program at (808) 734-9504 (e-mail: spdh@hawaii.edu).

Safety and Security
Campus security is present 24 hours a day, seven days a week. The office is located in the Olopua building, (808) 734-9900.

Parking
There is no charge for parking at Kapiʻolani Community College. However, students who wish to park in the
upper campus parking lot at the corner of Makapu‘u and Kīlauea Avenue (Lot A) must apply for a no-cost permit. Parking in all other lots (except restricted areas) requires no permit at this time. There is no guarantee that parking will be available at peak periods. Applicable rules and regulations must be followed. Rules and regulations, including maps, are posted at various locations on campus and are available at the Auxiliary Services Office, Olopu 103. Parking is permitted only in areas marked and specified for parking. Vehicles obstructing traffic (e.g., parked at red curbs, fully or partially; on the grass or other landscaped areas; next to fire hydrants; in driveways; on crosswalks) will be ticketed and subject to towing.

Parking for Persons with Disabilities
All persons with disabilities who have a current State Department of Transportation Disabled Persons Parking Permit issued by the City and County of Honolulu are authorized to park in spaces designated for the disabled and in other parking areas not reserved for faculty, staff, and visitors. Vehicles violating this requirement are subject to a campus parking citation, a Honolulu Police Department Parking Citation, and towing at the owner’s expense.

Bookstore
The Kapi‘olani Community College Bookstore is an institutionally owned bookstore under the direction of the University of Hawai‘i Bookstore. The Bookstore offers a selection of academic books and general merchandise. Located in the ‘Ōhi’a Building, it is open Monday through Friday, 8:00 a.m. to 3:30 p.m. Extended hours for the first week of instruction will be posted online.

The textbook department provides the academic community with books that are requested by the faculty for course instruction. To meet the needs of the student body, the Bookstore conducts book buybacks twice a year.

The Bookstore through the UH Bookstore is able to provide computer hardware, peripherals, and a wide selection of software from major vendors for sale to eligible students, faculty, and staff members at educational discount pricing. A valid KapCC ID or a current KapCC registration form must be shown for certain purchases.

The Bookstore sells general school and office supplies, art, gifts, greeting cards, and emblematic clothing. The Bookstore’s website contains course materials. Make your online purchases at www.bookstore.hawaii.edu.

A COMMITMENT TO LEARNING SUPPORT

Ka waihona o ka naʻauao. (Pukui 178)
(The repository of learning.)

For Native Hawaiians, the repositories of learning were those men and women who were blessed with wisdom. To support student learning, Kapiʻolani Community College also offers learning centers—modern, technically innovative facilities that provide students with resource materials, tutorial assistance, audiovisual aids and access to computers. Students are encouraged to take advantage of the following facilities:

Library & Learning Resources
Located in the Lama building, the Library & Learning Resources Unit is home to the Library, Testing Center, Lamakū Learning Center, and an open computer lab. The Lama Library accommodates both quiet study and
active learning and provides access to electronic and print books, periodicals, films, databases and other information resources. Library services include research and information literacy instruction, reference assistance, academic support workshops, course reserves, group study rooms, printing, scanning, and photocopying. Laptops are available for use inside and outside the library. Students, faculty, and staff have borrowing privileges at other libraries in the University of Hawai‘i System. The Testing Center supports placement, distance learning, make-up, and accommodations (ADA) testing. The Study Hub in Lamakū Learning Center offers peer tutoring for math and writing. Faculty and community volunteers provide additional support for math, writing, and other disciplines.

**The Center for Excellence in Learning, Teaching and Technology (CELT)**
The Center for Excellence in Learning, Teaching and Technology is committed to student learning through the support of teaching and technology for administration, faculty, and staff. CELTT provides campus-wide access to information technology for instructional and administrative functions, and coordinates distance education professional development for faculty and staff. Through consultations, workshops, and training activities, CELTT encourages faculty and staff to develop and implement innovative instructional strategies that facilitate learning through new and emerging technologies. CELTT is located in the Naio building and provides support for collaborative faculty projects, professional development workshops, video production, distance learning, website and mobile app development, audiovisual needs, graphics layout, centralized technology procurement and management, customer care services, networking infrastructure, server management, system application support, phone services, analog line services, IT and A/V consultation for renovations and new constructions, high voltage projects, 2-way radios, emergency response, and information security.

**Learning Assistance Centers**
To encourage student success, the College offers supplementary instruction outside of the classroom and laboratory. Because of the diverse abilities and schedules of its student body, the College provides learning and enrichment centers where students can be more proactive about their learning.

Kōpiko Learning Community: The Kōpiko Learning Community, located in Kōpiko 101, is a business education computer lab set up to serve the students majoring in one of the College’s business programs and for students taking business courses. It gives students access to the hardware and software they need to complete assignments, especially for courses such as accounting, business, business law, eBusiness, entrepreneurship, information technology, information and computer science, management and marketing. Most of the software is program specific and not available in any other lab at the College. The lab also provides space for independent study for business students.

Science Technology Engineering and Math (STEM) Center: Located on the second floor of the Kokiʻo building, the STEM Center offers a welcoming environment with learning resources and academic support for students taking classes in any of the STEM disciplines. The atmosphere and configuration of the center promote student interaction and collaborative learning. Peer mentors and tutors are available to assist in STEM class work, provide support services and guidance. Faculty offices surrounding the STEM Center offer easy access to class instructors. Student monitors are available to help students to better utilize the center resources. Available evaluation to drive continuous program and institutional development.
Vision and Values
In the tradition of Queen Kapi‘olani and her motto, “Kūlia i ka Nu‘u,” to strive for the highest, we have developed the following vision and values statements:
Kapi‘olani Community College ... prepares students for lives of critical inquiry and effective engagement and leadership in careers which strengthen the health, well-being, and vitality of
• the individuals, families, and communities that support all of us,
• the cultural traditions that shape and guide all of us, and
• the land and sea that sustain all of us.
Kapi‘olani Community College values ...
• Aloha for Hawai‘i, and its diverse peoples, cultures, languages, and environments.
• Service and attention to the needs of our diverse students and their experiences, contributions, expectations, and dreams.
• High quality, active, ongoing learning for everyone.
• Respect and appreciation for our faculty, staff and administration, in recognition of their ongoing innovation and achievements.
• Honesty, integrity, and clarity in professional relationships.
• Imagination and innovation in curriculum and pedagogy and support services, and in planning, assessment and improvement.
• Shared responsibility, effective communication, and partnerships in working for the educational, social, economic, and environmental betterment of the communities we serve.

Degrees and Certificates
The college offers the Associate in Arts degree (AA), the Associate in Science degree (AS), and the Associate in Technical Studies (ATS) degree. Certificates offered are Certificate of Achievement (CA), Certificate of Competence (CO), Advanced Professional Certificate (APC), Certificate of Professional Development (CPD), and Academic Subject Certificate (ASC). These degrees and certificates differ in the numbers and types of courses required to fulfill all requirements. Some students may not wish to pursue a certificate or a degree and, instead, may select their course of study according to personal interests or occupational needs. A degree is an academic credential awarded in accordance with University of Hawai‘i Board of Regents’ approval and consists of the components of general education core requirements; college/program requirements; major requirements, if any; electives, if any; and additional degree requirements, such as total credit requirements, minimum overall cumulative grade point ratio (GPR), minimum GPR or grades for courses applied to the major or program requirements, and other related requirements such as writing-intensive and Hawaiian or foreign language courses.

A COMMITMENT TO LEARNING
EDUCATION WITH A FOCUS ON STUDENT LEARNING OUTCOMES
Instruction at Kapi‘olani Community College focuses on student learning outcomes. Course and program outcomes are stated in terms of the knowledge, skills, and attitudes that students should acquire by the time of completion. The outcome statements make it clear to faculty, staff, students, and the general public, including employers, what has been achieved by students who complete the courses and programs. The statements also serve as the basis for the internal and external assessment of courses and programs to determine the
effectiveness of instruction and identify areas for improvement, including the development of alternative modes of learning.

KAPI‘OLANI COMMUNITY COLLEGE INSTITUTIONAL LEARNING OUTCOMES (ILOs)
Within professional, civic, and personal contexts, and in the pursuit of their current individual learning goals, KCC students are able to:

- use critical and creative thinking and reasoning.
- communicate clearly and appropriately.
- demonstrate an active awareness of the Hawaiian Islands and the rich diversity of its peoples, in particular the values and history of the indigenous culture.
- make contributions to their communities.

PHILOSOPHY OF GENERAL EDUCATION

Ma ka hana ka ‘ike. (Pukui 227)
“In working, one learns”:
Knowledge in ancient Hawai‘i was gained through discipline, work, observation of nature, and an abiding respect for spirit, earth, and life. Human beings demonstrated wisdom and skills not by how much they claimed to know, but by their actions and deeds.

He pūko‘a kani ‘āina. (Pukui 100)
“A coral reef that grows into an island”

A coral reef is a community of interconnected beings; as each being grows and contributes to the whole, the community becomes healthy and firmly established.

General education, integrated into both transfer programs and career and technical programs, provides a foundation for lifelong learning. This foundation consists of diverse courses that, in combination, foster intellectual and social growth. Courses required for general education emphasize communicative and interpersonal skills, critical thinking, multicultural understanding, and ethical deliberation to enable students to learn throughout their lives, to work creatively and productively with others, and to contribute to the wellbeing and vitality of the community. Learning outcomes are characterized by the ability to make conscious and informed use of knowledge, skills, and attitudes relevant to a particular situation.

General education in each program at the College shares the following learning outcomes:

**Thinking/Inquiry** - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

**Communication** - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

**Self and Community/Diversity of Human Experience** - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.
**Aesthetic Engagement** - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

**Integrative Learning** - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

These general education outcomes were adapted from the "Essential Learning Outcomes" of the Association of American Colleges and Universities. They also currently serve as the learning outcomes for the Associate in Arts degree in Liberal Arts, and as our institutional learning outcomes.

Kapiʻolani Community College believes that education is a key to the growth of the individual and the vitality of the community. To encourage students to **Kūlia i ka Nuʻu**, to strive for the highest in learning and achievement, the College aims to create an environment in which faculty, students, and staff can discover, examine, preserve and transmit knowledge, wisdom, and values that will enrich present and future generations.

**Career and Technical Education Programs**
The College offers the only health sciences, emergency medical services, and legal education programs in the state, along with programs in nursing (island-wide), business, new media arts, culinary arts and hospitality. These programs, along with a variety of short-term credit and continuing education and contract training programs, lead to associate in science degrees and certificates in over 10 career fields.

**Transfer Programs**
The Associate in Arts (AA) in Liberal Arts degree is awarded for completion of the liberal arts program and is designed to prepare students for success at a baccalaureate institution. The college’s AA degree fulfills the admission and general education core requirements at University of Hawaiʻi at Hilo, University of Hawaiʻi at Mānoa, and University of Hawaiʻi–West Oʻahu. The Associate in Arts (AA) in Hawaiian Studies is awarded upon completion of general education and Hawaiian Studies courses. This degree prepares students for transfer to the Hawaiian Studies baccalaureates at University of Hawaiʻi at Hilo and University of Hawaiʻi at Mānoa. The Associate in Science in Natural Science prepares students for baccalaureate majors in science, technology, engineering and math. Certain other Associate in Science degrees also serve as transfer degrees to baccalaureates at UH Hilo and UH–West Oʻahu.

**The Office of Continuing Education and Training**
The Office of Continuing Education and Training (OCET) is dedicated to providing customized training, professional certification, and resources towards the advancement and enrichment of Hawaiʻi’s workforce, professional, and personal development.

High quality competency-based training programs and Continuing Education courses address immediate and future workforce and professional development needs in the areas of Health Education, Culinary, Global Learning and Development, and the Office for International Affairs. Updated, flexible, and adaptive Continuing Education programs offer opportunities for professional growth beyond traditional college curriculum and are delivered through face-to-face, online, and hybrid learning environments.
OCET programs:
- Workforce focused training
- Professional Development
- Certification renewal and attainment
- Customized training
- Personal Enrichment
- Student transition to postsecondary education and employment

For additional information and to register, visit continuinged.kapiolani.hawaii.edu or email us at kccocet@hawaii.edu.

Culinary
The Professional Development series of classes are designed for current industry professionals who are interested in fine tuning their culinary techniques and skills and current culinary students interested in going more in-depth than classroom time allows. Classes are held in the culinary arts laboratories and lecture rooms. In most cases, you have the opportunity to prepare and produce certain foods, sample, and discuss methods and techniques with the chef instructor. The culinary series are modular. This means you may pick and choose classes that fit your personal interests. In order to ensure individual attention and safety, class enrollment is limited. To enroll, please call 808-734-9211.

We are able to customize contract training sessions for employers that wish to upgrade the basic and/or advanced culinary and pastry arts skill sets of the employees. Training is also available in the areas of food safety (ServSafe), restaurant management, menu merchandising, nutrition, cooking for health and wellness, food innovation, alcohol awareness, and beer and wine education. Email johnlric@hawaii.edu to arrange for a free consultation.

Global Learning and Development (GLAD)
Global Learning and Development specializes in workforce training and professional development in the areas of business, hospitality, customer service, communication, language, culture, and industry specific certification. In alignment with the evolving workforce and professional demands, GLAD specializes in incorporating global competencies into skills based programs and courses to assist individuals and organizations advance their expertise and abilities in their current or future jobs. Through its public Continuing Education programs and courses, GLAD trains the individual so they possess the knowledge and awareness of immediate industry standards, beyond the scope of the traditional college course of study, and to succeed in their professional roles.

Opportunities for Hawai‘i’s employers in both the public and private sectors to customize professional training pathways for their business or organizational structure and expectations are available through Global Learning and Development. Some of the program highlights are the State of Hawai‘i Certification for Tour Drivers and Guides, Certification for Hospitality Supervisors, Certification for Hospitality Housekeeping Executives, Global Communications Series, and Career Success and Development Series.

For programs, courses, and registration, visit https://continuinged.kapiolani.hawaii.edu/global-learning-development/
Health Education Continuing Education
The Health Education Non-Credit (HENC) Program delivers courses and programs to meet the educational needs of individuals in health career training and personal health and wellness courses.

HENC programs help individuals secure the professional training needed to enter the health care job market as well as move up their career ladder with strengthened skills. HENC serves employers by providing customized training to meet their specific needs. HENC also provides courses designed to help individuals improve their personal health and wellness via the empowerment increased information brings.

The HENC faculty and staff look forward to helping you meet your health related goals with our wide range of courses and programs. Please send questions related to current non-credit health courses and programs to NChealth@hawaii.edu.

Office for International Affairs
The Office for International Affairs (OIA) is responsible for overseeing all international programs and activities on the University of Hawaii, Kapi’olani Community College campus. Under OIA there are the Paul S. Honda International Center, the International Club, the International Café, the International Festival and International Education Week.

OIA has overall responsibility for the more than 700 international students enrolled at KapCC as well as various study abroad programs for resident students. This includes the Freeman Foundation scholarship program that sends students to China, Japan and Korea for a semester of study abroad as well as a semester of intensive language training on the KapCC campus. Students from all 7 UH community colleges are welcome to apply for the grants. OIA is also involved in internationalizing all aspects of the KapCC curriculum and its faculty and staff.

Any questions can be directed to Dr. Joseph Overton, Director of the Office for International Affairs at overton@hawaii.edu

Senior Program
The Senior Program was established by the Hawai‘i state legislature and is currently administered at Kapi‘olani Community College through the Office of College and Community Relations.

Hawai‘i state residents who are at least 60 years of age are qualified to enroll in credit classes as an auditor, pending availability and faculty consent. The Senior Program is only offered during the fall and spring semesters and is tuition-exempt to qualified seniors. Seniors may take up to two courses per semester, or six credits. Seniors registered under this Program do not receive academic credit, are not listed on official class lists, and do not receive a letter grade upon completion of the course.

In selecting courses, seniors are asked to refer to the Class Availability listing posted on Kapi‘olani CC’s website: www.kapiolani.hawaii.edu. All registration requests must be signed, approved and received by the Office of College Relations by the first day of instruction. For additional information, call the Office of Community Relations at 734-9513.
A COMMITMENT TO QUALITY

Accreditation
Kapiʻolani Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd, Suite 104, Novato, CA 94949, (415) 506-0234, accjc@accjc.org, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Accreditations have been granted by the Hawaiʻi State Board of Nursing for the Practical Nursing and Associate in Science degree Nursing programs; the Accreditation Commission for Education in Nursing (ACEN) for the Associate in Science degree Nursing program; the National Accrediting Agency for Clinical Laboratory Sciences for the Medical Laboratory Technician program; the Joint Review Committee on Education in Radiologic Technology for the Radiologic Technology program; the Committee on Accreditation for Medical Assistant Education for the Medical Assisting program; the Accreditation Council for Occupational Therapy Education for the Occupational Therapy Assistant program; the Commission for Accreditation of Physical Therapy Education for the Physical Therapist Assistant program; the Committee on Accreditation for Respiratory Care for the Respiratory Care program; and the Accrediting Commission of the American Culinary Federation Educational Institute for the Food Service Patisserie and Culinary Arts programs. The Accounting, Information Technology and Marketing programs are accredited by the Accrediting Council for Business Schools and Programs. The Paralegal program is approved by the American Bar Association.

A COMMITMENT TO ACADEMIC FREEDOM

Kapiʻolani Community College, as a member of the University of Hawaiʻi system of institutions, guarantees its faculty the freedom to teach and its students the freedom to learn. The freedom to engage in academic inquiry and the freedom to express ideas freely are both necessary to effective and meaningful learning experiences. All students and faculty, regardless of their ethnicity, gender, sexual orientation, or country of origin, are members of an academic community dedicated to the pursuit of truth and the development of critical thinking.

Statement on Professional Ethics (from University of Hawaiʻi Community Colleges Policy UHCCP #5.211)

A. Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

B. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and academic advisors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students
reflect each student’s true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

C. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Faculty members strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institutions.

D. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although faculty members observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within their institution in determining the amount and character of the work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

E. As members of their community, faculty members have the rights and obligations of other citizens. Faculty members measure the urgency of these obligations in light of their responsibilities to their subject, to their students to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Admissions, Registration, and Financial Aid Information

I kū ka makemake e hele mai, hele nō me ka māloʻeloʻe. (Pukui 132)
(If the wish to come arises, walk firmly.)

Admission Information
For information about Kapiʻolani Community College admissions, records, graduation, registration, and financial information, write or call:
Kapiʻolani Community College
Kekaulike Center
ʻIlima 102
4303 Diamond Head Road
Honolulu, HI 96816
Phone: (808) 734-9555
Fax: (808) 734-9896
E-mail: kapinfo@hawaii.edu
Hours: Monday-Friday, 8:00 a.m. to 4:00 p.m.

Kapiʻolani Community College is an open-door college that welcomes students who meet the College’s admissions requirements, procedures, and regulations as outlined in this catalog.
Eligibility
All persons who are 18 or older, or who have earned a high school diploma or equivalency, are eligible for admission. There are, however, special requirements for International Students and for applicants to certain selective-admission programs. We have translators available for the admissions process. Please contact us at (808) 734-9555 if you would like access to translation assistance, or come by the office at ‘Ilima 102.

General Admission

I. How to Apply:
   1. Apply online at apply.hawai.edu. The system application includes:
      a. Application deadlines
      b. Academic programs offered at University of Hawai‘i campuses
      c. Notification to applicants for admission
      d. Residency regulations (condensed)
      e. Application requirements
      f. Residency declaration

   2. Electronically submit a completed online application form and appropriate supporting documentation to the Kekaulike Center for Admissions, Records, Graduation and Financial Aid in the ‘Ilima Building, Room 102, by the application deadline.

Non-Residents: A non-refundable $25 application fee is required online at the time of application.

Transfer students/students who have attended another (non-University of Hawai‘i system) college/university: Applicants who wish to transfer credits from a college or university (outside of the University of Hawai‘i system) should have official transcripts sent directly to the Kekaulike Center. Hand-carried or faxed transcripts will not be accepted.

Selective-admission programs: Certain programs have additional application requirements. Refer to the Selective Admission Requirements section of the catalog for additional details.

International students: Refer to the Requirements for international students (F1) in this catalog or online at http://www.kapiolani.hawaii.edu/admissions/international-or-non-resident-students/ for details on international student admission requirements.

Returning students: Former Kapi‘olani Community College students who have skipped at least one semester of enrollment in the University of Hawai‘i system can return to our campus without re-applying for admission. Your “roll-over” application is good for four consecutive semesters (ex: Fall 2018 to Spring 2020). Contact Admissions directly to request for a “roll-over” of your previous admissions application to the next semester of enrollment. You may call us at (808) 734-9555, email us at kapinfo@hawaii.edu, or visit us in-person at the Kekaulike Center in the ‘Ilima Building, Room 102.
II. When to Apply
Students are advised to submit their applications as soon as possible. Refer to the application deadlines listed on the University of Hawai‘i System Application Form or online at http://www.kapiolani.hawaii.edu/admissions/

Note that selective-admission programs may have earlier application deadlines.

Applicants who do not meet the deadline for submission of all required materials (e.g. submission of transcripts, testing, residency documentation, etc.) will be considered for acceptance on a space available basis.

III. Application Review Process
All documents and transcripts submitted become the property of Kapi‘olani Community College. They will not be returned to the applicant. Upon receipt of the online application form and, if applicable, supporting documents, Admissions will review the application and request, if necessary, additional information as appropriate. Students should respond promptly to any email requests for supporting documents.

After Admissions receives the completed application form and all appropriate supporting documents, a notification of acceptance and enrollment instructions is emailed to the student. The instructions will include information regarding Tuberculosis (TB) clearance and Measles, Mumps, and Rubella (MMR) immunization requirements, Tdap (Tetanus-diphtheria-acellular pertussis), and Varicella (Chicken Pox), placement testing, registration, and orientation.

Application Deadlines
A completed online University of Hawai‘i System Application form and all other requested forms and/or documents must be submitted to the Kekaulike Center by August 1 for the fall semester, December 15 for the spring semester, April 30 for the first summer session, or June 15 for the second summer session. Students are advised to file their online applications as early as possible. Programs with earlier closing deadlines for the 2020-2021 academic year are Health Sciences, New Media Arts, Nursing, and Emergency Medical Services. Refer to the following sections on application requirements for Health, Nursing, and EMS programs.

Applicants should make every effort to apply online early and to meet the testing and orientation deadlines. Applicants who apply online after the deadline or who complete other requirements (e.g., submission of transcripts, testing, orientation, and requested residency documentation) after the deadline will be considered for acceptance on a space available basis. Applicants who wish to transfer credits from a college or university (outside of the University of Hawai‘i system) they attended previously should have official transcripts sent directly to the Kekaulike Center.

Hand-carried or FAX transcripts will not be accepted. High school transcripts are not required, except for international students and students who apply to certain selective-admission programs. Refer to Special Program Admission Requirements.

Health Requirements for Registration
In compliance with public health regulations, all students prior to registration must show the following evidence:

- Free of Tuberculosis (test taken within one year of the first day of instruction);
- Documentation of Measles Mumps Rubella immunizations;
- Tetanus-Diphtheria-Pertussis (Tdap); and
• Varicella (Chickenpox).

The Health Clearance form is sent to all new students with the email acceptance letter and is also available at the Kekaulike Center. Kapi’olani Community College complies with all applicable requirements of other state health agencies and councils as may be required by law or by rules and regulations.

All health documents submitted become property of the College. They will not be returned. Should you require a copy of your healthcare clearance documents in the future, please keep copies for your own personal use or inquire with the doctor's office/clinic where you received these medical tests.

Selective Admission
Students applying for entry to Health Sciences, Nursing, EMS and New Media Arts must submit an Application for Selective Admission Program (ASAP). Students not currently enrolled at Kapi’olani Community College must also submit the University of Hawai‘i System Application form. Notification of acceptance is sent by mail.

Admission requirements and application deadlines for specific programs may be found on the Application Dates and Deadlines at [http://www.kapiolani.hawaii.edu/admissions/application-dates-and-deadlines/](http://www.kapiolani.hawaii.edu/admissions/application-dates-and-deadlines/) and in the curricula sections of this catalog. Further information regarding specific admission and application requirements may be obtained from the Kekaulike Center (808) 734-9555, Emergency Medical Services (808) 734-9288, Health Sciences (808) 734-9270, New Media Arts (808) 734-9290, and Nursing (808) 734-9305.

All applicants whose required materials are received by the deadline and who meet requirements will be considered for admission to requested programs. Students on academic probation at Kapi’olani Community College will not be considered for selection to these programs. Letters of acceptance or non-acceptance into selective admissions programs will be sent by late May or early June for fall entry and by late December for spring entry. All documents and transcripts submitted become the property of the College and will not be returned.

Requirements for International students (F-1)

Kapi’olani Community College is authorized under federal law to enroll non-immigrant (F-1) students. International students must comply with all regulations of the Department of Homeland Security as well as with applicable policy of the Board of Regents of the University of Hawai‘i and the policies of Kapi’olani Community College. For purposes of clarifying requirements for admission, international students who are not U.S. citizens and who have not been admitted to live in the U.S. permanently are designated as non-immigrants. Kapi’olani Community College complies with all applicable requirements of state health agencies and U.S embassies/councils as may be required by law or by rules and regulations.

International students who do not have the demonstrated language proficiency to enter Kapi’olani Community College’s credit classes can take a one-semester Intensive ESOL class (non-credit). It is offered fall, spring and summer terms. After successfully completing this course, students may enter Kapi’olani Community College’s credit classes and programs.

International applicants must meet general admissions requirements as well as the following additional requirements:

1. Submit a Supplementary Information Form for undergraduate International Applicants.
2. Submit an application fee of $25. It is not refundable and may not be transferred to another semester.
3. Submit an ESOL reservation fee of $75. This fee is for those who are applying for Intensive ESOL course. Also this fee is not refundable and may not be transferred to another semester.
5. Official Transcripts of their school records showing evidence of successful completion of schooling equivalent to 12 years of U.S. education or higher must be sent directly from their school to Kapi‘olani Community College or in a sealed school envelope. Student copies of transcripts and opened envelopes are not acceptable.
6. Submit an Official Bank Statement or an Affidavit of Financial Support guaranteeing that no financial assistance will be needed and no employment will be required for the first 12 months. Tuition and living expenses such as housing and food are approximately $21,000.
7. Submit a copy of their valid SEVIS I-20 and a verification of enrollment form if they are already in the U.S and attending another school.

Items 1-7 plus the University of Hawai‘i System Application Form must be received by the Paul S. Honda International Center, ‘Iliahi 112, phone: (808) 734-9312, fax: (808) 734-9454, email: HIC@hawaii.edu by the following dates: June 15 for the fall semester; November 1 for the spring semester; March 15 for the summer session. All documents and transcripts submitted become the property of the College. They will not be returned. Applicants will be notified by mail of their acceptance or non-acceptance.

Prior to registration, all international students must demonstrate proof of enrollment in a health and accident insurance plan. The intent of this requirement is to protect international students from the high cost of unanticipated health care expenses resulting from accident or illness. Currently, Kapi‘olani Community College offers a student health insurance plan by HMSA. All international students must submit proof of tuberculosis (TB) clearance (TB test must be taken in the US) and record of two MMR (Measles, Mumps, and Rubella) immunizations for registration approval.

Accepted applicants will be notified and will be sent a SEVIS I-20 form. The applicant is responsible to see that all requirements have been met. Kapi‘olani Community College does not send reminders. International students must also enroll for a minimum of 12 credit hours each semester, and satisfactory progress must be made.

Requirements for Dual Credit for High School Students
High school students may apply to the Dual Credit Program at Kapi‘olani Community College to potentially earn college credits, which can be applied to their high school graduation requirements. Enrollment is on a space-available basis and limited to courses for which prerequisites have been met. Recommendation from the high school counselor or Principal is required. Generally, students accepted into the program have a grade point average that indicates a high probability of college-level success. Dual Credit students attend regular community college classes during the school day or in the evening. Upon satisfactory completion of course requirements, earned college credits are transferable to any University of Hawai‘i system degree-granting institution and may be accepted by other colleges and universities as well. Students must comply with the University of Hawai‘i Community Colleges requirements such as applying for admission, achieving the appropriate English and math levels on the placement test, maintaining acceptable academic standing, and obtaining approval from their high school counselor and Principal regarding eligibility for this program. Students should contact their high school counselor or the Kuilei Outreach Program Coordinator at (808) 734-
Residency Regulations (condensed)
(The residency rules and regulations may be subject to change)
Students who do not qualify as bona fide residents of the State of Hawai‘i, according to the University of Hawai‘i rules and regulations in effect at the time they register, must pay the nonresident tuition. An official determination of residency status will be made prior to enrollment. Applicants may be required to provide documentation to verify residency status. Once classified as a nonresident, 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. Some of the more pertinent University residency regulations follow. For additional information or interpretation, contact the residency officer in the Admissions Office. The complete rules and regulations are available at the Admissions Office.

DEFINITION OF HAWAI‘I RESIDENCY
A student is deemed a resident of the State of Hawai‘i for tuition purposes if the student (18* or older) or the student (under 18*) and his/her parents or legal guardian have:

1. Demonstrated intent to permanently reside in Hawai‘i (see below for evidences);
2. Been physically present in Hawai‘i for the 12 consecutive months prior to the first day of instruction, and subsequent to the demonstration of intent to make Hawai‘i his/her legal residency; and
3. 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 your legal residency, the following evidence apply:

A. Filing Hawai‘i resident personal income tax return.
B. 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:

A. The 12 months of continuous residence in Hawai‘i shall begin on the date upon which the first overt action (see evidences) is taken to make Hawai‘i the permanent residence. Residence will be lost if it is interrupted during the 12 months immediately preceding the first day of instruction.
B. Residency in Hawai‘i and residency in another place cannot be held simultaneously.
C. 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.
D. The residency of unmarried students who are minors follows that of the parents or legal guardian. Marriage emancipates a minor.
E. 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

1. Nonresidents may be allowed to pay resident tuition if they qualify as one of the following:
   A. United States military personnel and their authorized dependents during the period such personnel are stationed in Hawai‘i on active duty.
   B. Members of the Hawai‘i National Guard and Hawai‘i Reserves.
   C. Full-time employees of the University of Hawai‘i and their spouses and legal dependents (as defined under Internal Revenue Service rules).
   D. East-West Center student grantees pursuing baccalaureate or advanced degrees.
   E. Native Hawaiians, descendants of the aboriginal peoples that inhabited the Hawaiian Islands and exercised sovereignty in the Hawaiian Islands in 1778.
   F. Veterans eligible to use Post 9/11 GI Bill or Montgomery GI Bill active duty educational benefits, who live in Hawai‘i, and enroll at the University within three years of discharge from a period of active duty service of 90 days or more.
   G. Individuals eligible to use transferred Post 9/11 G.I. Bill or Montgomery GI Bill Active Duty educational benefits, who live in Hawai‘i, and enroll at the University within three years of the transferor’s discharge from a period of active duty service of 90 days or more.
   H. Individuals eligible to use Post 9/11 GI Bill educational benefits under the Marine Gunnery Sergeant John David Fry Scholarship, who live in Hawai‘i, and enroll at the University within three years of the Service member’s death in the line of duty following a period of active duty service of 90 days or more.
   I. Individuals described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. The person so described must have enrolled in the institution prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33.

2. 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.

3. At the time of publication, these included the following:
   American Samoa
   Niue
   Commonwealth of the Northern Marianas
   Republic of Belau
   Republic of the Cook Islands
   Marshall Islands
   Federated States of Micronesia
   Solomon Islands
   Futuna
   Tokelau
   Kiribati
   Tonga
   Nauru
   Tuvalu
   New Caledonia
Vanuatu
Wallis

This list is subject to change. For a current list, please contact the Admissions Office or visit http://www.kapiolani.hawaii.edu/admissions/

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
Residency decisions may be appealed by contacting the residency officer for information on how to initiate an appeal. *The age of majority is 18 years. However, a person between the ages of 18 and 19, unless emancipated, cannot claim residency solely on the basis of himself/herself because he/she does not have the minimum 12 months residency, which commences on his/her 18th birthday. Therefore, the applicant must claim a portion of the required 12 months on the basis of his/her parent or legal guardian.

Selective Admissions Program Decision Appeal Process

Who May Submit an Appeal Regarding a Selective Admission Program Decision:
A student who is in receipt of a denial letter and one or both of the following must exist:
  ● The application process was not followed as publicized and/or
  ● Selection criteria were not utilized as publicized

What Are The Steps:

1. The concerned student may first attempt to resolve the issue on an informal level with the department academic advisor. Should it not be resolved at the academic advisor level, the student can then ask the department chairperson to review the case by submitting a hard-copy letter to the department chairperson no later than fourteen (14) business days from the date of the denial letter.

   The letter to the department chairperson must include the following:
   a. Student's explanation of what he/she submitted and did as part of the application process;
   b. Proof of advertised selection criteria and application process student followed;
   c. Student's explanation identifying what in the selection process and/or in the selection criteria were not followed correctly.

2. The Department Chairperson will contact the student within five (5) business days of receipt of written complaint in order to hear the student's concerns.

3. The Department Chair will convene an Appeal Review Committee within seven (7) business days of receipt of the student's written complaint. The committee will consist of the Program Director, Department Academic Advisor (from another department not involved with the appeal), and appropriate faculty and/or staff members. The committee will provide its decision within ten (10) business days
from the date of its appointment by the department chairperson.

4. With feedback from the student complainant and the Appeal Review Committee, the Department Chairperson will render a decision in writing within five (5) business days of the committee’s decision.

5. If the student wants to appeal the Department Chairperson’s decision, the student may contact the Dean of Health Academic Programs within five (5) business days of the date of the letter affirming the Department Chair's decision. The student must submit a letter to the Dean confirming request to appeal the department chairperson's decision. The dean will respond to the student's appeal within five (5) business days of receiving the student's appeal. The Dean's decision is final and cannot be appealed.

If the Dean's decision is made after the start of the program or not within the timeframe to accommodate the current application period, the Dean's decision (if in favor of the student) will be applied to the next program entry.

Registration Information

Students at any campus within the University of Hawai‘i System may enroll in classes at other University of Hawai‘i campuses for which they are eligible during the same term without submitting a new admission application. They should follow the registration instructions issued by their home institution. The home institution is the campus where they are seeking a degree. They may change home institutions among the University of Hawai‘i community colleges by completing and submitting a Change of Home Institution (CHI) form to the Kekaulike Center in ʻIlima 102 by the deadline stated on the form for the change to take effect in the desired semester.

Students or community members who are in a non-degree seeking program or pathway may enroll in noncredit courses by contacting KISC-Noncredit Registration located in Manono 113 or by calling 734-9211.

The Registration Process

Registration Schedules and Course Information

Important dates are listed in the academic calendar in the Schedule of Classes (Class Availability). Prior to each semester, the College publishes a website listing courses, class hours, locations, and instructors. Students may register for classes through STAR at [http://www.star.hawaii.edu/](http://www.star.hawaii.edu/) at their assigned registration appointment. Students may also register in person at the Kekaulike Center according to the UHCC registration timetable found at [http://myuhinfo.hawaii.edu/object/uhctimetables.html](http://myuhinfo.hawaii.edu/object/uhctimetables.html). New students receive detailed registration instructions during new student orientation.

Orientation and Advising

Kapi‘olani Community College has a mandatory First-Year Experience program that introduces new students to the College through orientation sessions offered prior to the beginning of the semester. Family members and students who are returning to Kapi‘olani Community College or transferring from another college are also invited. The sessions provide information about registration procedures and course selection. Contact the first-year experience coordinator at (808) 734-9245 or e-mail kapstart@hawaii.edu for additional information.
Official Transcripts from Non-UH Institutions

Official transcripts from Non-UH Institutions are required for students classified as a degree-seeking transfer student. Transcripts are considered official only if they are sent directly from your previous institution(s) to the Kekaulike Center. Hand-carried transcripts are not considered official. Official transcripts are not needed for coursework completed within the University of Hawai‘i System, which includes, UH Manoa, UH Hilo, UH West-O‘ahu, Hawai‘i Community College, Honolulu Community College, Leeward Community College, Kapi‘olani Community College, Kauai Community College, UH Maui College, and Windward Community College. Contact the Transfer Year Experience Program Coordinator at (808) 734-9676 or email kaptye@hawaii.edu for additional information.

English and Math Placement Test

Appropriate placement is required for all English and math courses as well as many other courses. Students who have not completed previous college courses in English or math should take the placement test. Testing is available on a walk-in basis during most of the year. Results are provided upon completion of the test. For information on testing dates and times, go to the testing center at the Lama Library, or call 808-734-9144, or visit http://www.kapiolani.hawaii.edu/admissions/placement-testing-information/. Disabled students can arrange to take the test through the Special Student Services Office at (808) 734-9552. Please call at least one week prior to the testing date.

Language Placement Testing

Placement testing is required for all students who wish to enroll in a foreign or Hawaiian language course beyond the 101 level but who have not completed the college-level prerequisite course. It is also required for students with previous knowledge or experience in a language they plan to study.

Credit Load Limits

Eighteen semester hours is the maximum for which students may enroll during the spring or fall registration period. Students wishing to enroll for more than 18 credits must obtain permission from an academic advisor.

International Student Registration

International students with an F-1 visa are required to carry at least 12 credit hours each semester. They must complete their program of study in accordance with the period specified on the I-20 form. They should contact the international student advisor at (808) 734-9312 prior to enrollment at Kapi‘olani Community College.

Registration, Adds, Drops and Changes

Students may register online for classes through STAR at www.star.hawaii.edu starting at their assigned registration time. They may also register in person at the Kekaulike Center for Admissions, Records, Graduation and Financial Aid in the ‘Ilīma Building, Room 102. Any changes to their schedule after the initial registration session may be made online or in person. Beginning on the first day of classes for each term, a $5.00 fee will be charged for each registration change made in person, but there is no charge for online transactions.

Semester-long (16-week) classes may be dropped online through the end of the tenth week of instruction. However, official withdrawals during the first three weeks of the semester will not be noted on students’ academic records. The change of registration period for modular (less than 16 weeks) classes varies.
The academic calendar, including deadlines, is available at http://www.kapiolani.hawaii.edu/admissions/academic-calendar/.

Instructor consent is not required, and the student—not the instructor—is responsible for processing the withdrawal change. Late withdrawals, however, require approval of the instructor and the chair of the department that offers the course. Withdrawals after the deadline are permitted only for unusual or extenuating circumstances beyond the student’s control. Withdrawal deadlines can be found on the academic calendar web page at https://www.sis.hawaii.edu/uhdad/avail.classes?i=KAP. Click on the course CRN (Course Record Number).

Students will receive a grade of “F” if they do not officially withdraw from a class that they have stopped attending.

Late Registration Fee
Students who register on or after the first day of instruction in fall or spring will be charged a late registration fee of $30. Students who register on or after the first day of instruction in summer will be charged a late registration fee of $10. This fee is applicable even when registering for special term classes beginning later in the semester.

Partial Withdrawal (not all classes) After the Official Deadline
Official course withdrawals after the drop deadline are permitted only for unusual or extenuating circumstances beyond the student’s control. Official course withdrawals after the drop deadline must be done in person at the Kekaulike Center for Admissions, Records, Graduation, and Financial Aid in the ‘Ilima Building, Room 102 and require the approval of both the course instructor and the chair of the department that offers the course. If officially withdrawing from a class after the drop deadline, students should obtain the Class Add/Drop form (also called the Change in Registration form) from the Kekaulike Center, obtain the instructor’s and department chair’s signature, and return the completed form to the Kekaulike Center for processing.

Complete Withdrawal (all classes) from College
Students are permitted to withdraw online from the last class at their home institution. Students withdrawing from all semester-long classes during the first three weeks of instruction for the semester will not have their classes noted on their academic transcript. Students withdrawing from semester-long classes between the fourth and tenth week of instruction and thereafter will have a “W” for each course noted on their academic transcript. After the tenth week, withdrawals are permitted only for unusual or extenuating circumstances beyond the student’s control. Complete withdrawal from all classes after the tenth week requires the approval of the Vice Chancellor for Student Affairs and is approved based on extenuating circumstances that can be documented by the student. Withdrawal deadlines vary for modular classes, and can be found on the academic calendar web page at https://www.sis.hawaii.edu/uhdad/avail.classes?i=KAP. Click on the course CRN (Course Record Number).

Students who withdraw from college on or after the first day of instruction are eligible to enroll the following semester as continuing students. Those who withdraw from all classes before the first day of instruction must submit a new application for admission by the application deadline if they wish to return to Kapi’olani Community College in the future.

Unofficial Course Withdrawal
Students will receive a grade of “F” if they do not officially withdraw from a course that they have stopped attending. All withdrawals must be completed according to the instructions as outlined in the catalog (also available online and on the back of the Change in Registration form) and by the stipulated deadline.

**Tuition and Registration Fees**

Kapiʻolani Community College provides a number of financial assistance programs. Please refer to the Financial Information section for details.

**2020-2021 Tuition and Fee Schedule**

Resident: $131.00 per credit hour  
Non-Resident: $345.00 per credit hour  
Pacific Islander (Institutional Exemption): $196.50 per credit hour

All tuition and fees in the University of Hawai‘i System are subject to change in accordance with requirements of Hawai‘i State law and/or action by the University of Hawai‘i Board of Regents or by the University Administration.

Tuition Payments: For registration to be official, all tuition and fees must be paid in full by stated deadlines. University of Hawai‘i policy forbids deferred payment of tuition. Tuition and fees are subject to change.

Change of Registration fee: For substituting, adding, and/or deleting courses/credits in-person, a fee of $5.00 will be charged per transaction. This fee does not apply when students withdraw from all courses (complete withdrawal from college) or make changes online.

**Diploma/Certificate Fee**

A $15.00 nonrefundable fee is payable when submitting an application for an Associate in Arts, an Associate in Science, and/or a Certificate of Achievement. This fee is non-refundable and non-transferrable and includes one diploma written in English and one diploma cover. Starting Fall 2018, students who graduate with an Associate in Arts, an Associate in Science, and/or a Certificate of Achievement will also receive a complimentary diploma or certificate printed in Hawaiian Language.

Students who select the option to receive a printed copy of an Academic Subject Certificate, an Advanced Professional Certificate, and/or a Certificate of Competence will be assessed the $15.00 nonrefundable fee and receive one certificate printed in English and one diploma cover.

Late Registration fee: A $30.00 fee for late registration is charged when students register during the late registration period or after in the fall and/or spring semester.

Nonresident Application fee: An application fee of $25.00 is charged to nonresidents.

Publication fee: A publication fee of $10.00 per student is charged each semester.

Cap and Gown fee: Caps and gowns may be purchased at the bookstore beginning in April.
Student Activity Fees: (for all students, resident and non-resident)
1 – 9 credit hours $2.00/credit hr.
10 or more credit hours $20.00
Full-time students pay a Student Activity fee of $20.00 per semester. Part-time students pay $2.00 per credit up to $20.00 for the Student Activity fee.

Transcript fees: There is a $5.00 charge per copy for all transcripts, including student copies, copies sent to University of Hawai‘i schools for other than transfer purposes, and copies sent to other schools or agencies. Since all campuses in the University of Hawai‘i system share the same records database, transcripts are not required when transferring between campuses. The exceptions to this rule are the Law, Medical, and Nursing schools of the University of Hawai‘i at Mānoa. Requests are processed in 5-7 business days. The charge for rush requests is $15.00 per transcript (processed within one business day).

UPASS Transportation fee: A UPASS fee of $40 per student is charged each spring and fall semester.

Dishonored Checks fee: A $25.00 service charge plus an additional service charges per month will be assessed for each check made out to Kapi‘olani Community College or any department of the College that is returned for any cause.

Special Professional Program fees for Nursing (per semester, unless otherwise noted):
- Associate in Science in Nursing $500.00
- Practical Nursing $300.00
- Nurse Aide (per class) $25.00

Special Professional Program fees for Health Sciences and EMS: (per semester)
- Dental Assisting $350.00
- Emergency Medical Technician $130.00
- Medical Assisting $200.00
- Medical Lab Technician $275.00
- Mobile Intensive Care Technician $50.00
- Occupational Therapy Assistant $250.00
- Physical Therapy Assistant $300.00
- Radiologic Technology $400.00
- Respiratory Care $250.00

Financial Obligations to The University

Students who have outstanding financial obligations (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 grades, transcripts, diplomas, and registration in accordance with the “Rules and Regulations Governing Delinquent Financial Obligations Owed the University of Hawai‘i.”
Refund Policy
The date of the withdrawal request in relationship to the start and end dates of the class is used to calculate tuition refunds. The dates for classes are on the Academic Calendar webpage at http://www.kapiolani.hawaii.edu/admissions/academic-calendar/. Full refunds will be made if a class is canceled. Student activity, publication and professional program fees are refunded 100% only for complete withdrawal from the University of Hawai‘i system within the first week of instruction. Refunds of less than a dollar will not be made.

Penalty Charges

Penalty Charges: Penalty charges such as late registration and course change fees will not be assessed if it is determined that students are not responsible for the action causing the charge to be levied. Inquiries on exceptions can be made at the Kekaulike Center.

Student Classification

Registered students are classified in the following manner:

By Program Enrollment:
Classified: Students enrolled in a designated curriculum leading to a degree or certificate.
Unclassified: Students not enrolled in a designated curriculum leading to a degree or certificate.

By Number of Credits:
Full-time: Students enrolled for 12 or more semester hours (or equivalent courses).
Part-time: Students enrolled for 11 or fewer semester hours (or equivalent courses). Audited classes and credit by exam will not be counted in the determination of enrollment status.

By Grade Levels:
Students who have completed 1-29 semester hours are considered at the freshman level. Students who have completed 30 or more semester hours are considered sophomores.

By Registration Status:
First Time: Students attending a postsecondary institution (beyond high school) for the first time.
Continuing or Returning Kapi‘olani Community College Student: Students registered for credit at the College during the previous semester (excluding summer sessions) or returning to Kapi‘olani Community College after an absence of one or more semesters.
Continuing student from another University of Hawai‘i system campus: Students registered for credit at another University of Hawai‘i system during the previous semester (excluding summer session).
Transfer student from a non-University of Hawai‘i system campus: Students last enrolled in another postsecondary academic institution outside the University of Hawai‘i system.
Continuing Education: Kapi‘olani Community College students taking a continuing education course.
Records

Changes to Personal Data: Requests for changes or corrections to personal data such as name, residence, or mailing address should be submitted to the Kekaulike Center for Admissions, Records, Graduation and Financial Aid in the ‘Ilīma Building, Room 102. Name changes require submission of official documents verifying the change. Current mailing address is required; address changes may be submitted online and in-person.

Academic Transcripts: All academic records are maintained permanently by the College. A student must file a written request for official transcripts (see Transcript fees). In-person and mail ordering will be accepted at the Kekaulike Center for Admissions, Records, Graduation and Financial Aid in the ‘Ilīma Building, Room 102, phone (808) 734-9555, fax (808) 734-9896 or email kaprec@hawaii.edu. Online ordering will be processed through the National Student Clearinghouse.

Grade Reports: At the end of each semester and summer session, grades are available via STAR, http://www.star.hawaii.edu. The College does not mail grade reports to students.

Record Retention: All documents, including health clearance records, submitted to Kapiʻolani Community College by an applicant/student become the property of Kapiʻolani Community College. These documents will not be released back to the applicant/student. Records will be retained for the entire academic year if the applicant does not enroll in the College. If the applicant enrolls, such documents will be retained for 3 years after the student ceases enrollment.

Graduation Requirements and Notification

Students must meet the set of requirements for graduation listed in the catalog either at the time of entry into the degree program or in any subsequent catalog if enrollment is not interrupted. Requirements from different catalogs may not be used interchangeably. These requirements are listed elsewhere in this section and in the curricula section of this catalog.

Residency for Graduation: UHCCP #5.208 Residency for Graduation Policy states that to graduate with a degree from a University of Hawaiʻi Community College, a student must have earned a minimum of 12 credits of program courses in the degree/major from that college. For Certificates, at least 20% of the required courses/credits must be earned at the College.

A cumulative 2.0 grade point average is required for graduation with the associate’s degree. Students completing certificate program requirements must successfully complete credits in specified fields and maintain a cumulative grade point average of 2.0.

Under certain circumstances, these requirements may be waived upon a request by submitting a Graduation Exception Request Form initiated by your academic advisor and approved by the Dean or Vice Chancellor for Academic Affairs.
Although the college offers multiple concentrations within the Associate in Arts degree in Liberal Arts, a student may not earn more than one Associate in Arts degree in Liberal Arts.

**Graduation Certification**
Students should consult with their counselor/academic advisor at least one semester prior to registering for their projected final semester of study as well as before applying for graduation. For specific graduation requirements, see the Degree and Certificate Programs listed in the catalog. The graduation diploma fee of $15 is payable upon submission of the Application for Graduation.

**Applying for Graduation**
A $15.00 nonrefundable fee is payable when submitting an application for an Associate in Arts, an Associate in Science, and/or a Certificate of Achievement. Students who select the option to receive a printed copy of an Academic Subject Certificate, an Advanced Professional Certificate, and/or a Certificate of Competence will be assessed the $15.00 nonrefundable fee.

The deadline to submit an Application for Graduation is the last day of instruction in the semester in which you intend to graduate - check the academic calendar for additional information. The Application for Graduation is available on our website at https://www.kapiolani.hawaii.edu/admissionstoolbox/. Students will be notified approximately 8-10 weeks after the end of the semester regarding their graduation status. Please note diplomas will not be released if there is a financial obligation on the student’s account. If denied, students must re-submit the Application for Graduation for the semester in which all requirements will be completed. Cancellation of the Application for Graduation must be received in writing from the student’s Hawai.edu account. Cancellation must be emailed to the Graduation Office at kapgrad@hawaii.edu by the last day of instruction for the petitioning term.

**Reverse Transfer and Automatic Notation of Credentials**
Students who have successfully completed all program requirements for a degree meeting Reverse Transfer criteria for the Associate in Arts or the Associate in Science degree(s) will be made aware of the earning of the degree and be given the opportunity to “opt-out.” If opting out, students must submit the Reverse Transfer/Auto-Conferral: Opt-Out Request form by the last day of instruction for the eligible term. If a request to opt-out is not received by the deadline, the academic degree will be noted on the student’s academic record upon final review of degree requirements. The notation will be at no cost to the student.

Automatic Notation of Credentials per UHCCP #5.205, students who have successfully completed or are in progress to complete their classified Kapi‘olani Community College program requirements for a certificate or degree will be notified of their eligibility and be given the opportunity to “opt-out.” Within forty-five (45) days after the end of the semester when it has been verified that the student has successfully completed the requirements of the credential, the credential will be noted on the student’s academic record (unless the student has opted-out by submitting the Reverse Transfer/Auto-Conferral: Opt-Out Request form before the last day of instruction). The notation will be at no cost to the student.

If students choose to receive a copy of their diploma, one may be ordered by submitting the online Request for Duplicate Copy of Diploma or Certificate. Please see the Application for Graduation section for deadlines and fees.
Students notified of their eligibility to graduate will also be given the opportunity to participate in the commencement ceremony.

Additional information on Graduation procedures and the Commencement ceremony may be found on the College’s website at https://www.kapiolani.hawaii.edu/campus-life/graduation/

**Financial Information**

Financial Aid Programs

The financial aid program at Kapi‘olani Community College helps students who can benefit from higher education but who may have difficulty attending college without financial help. The program supplements the efforts of students and their parents/spouse. The majority of aid awarded by the College is federal and based on demonstrated financial need. Classified students may qualify for financial assistance for courses applicable toward an eligible degree or certificate program at Kapi‘olani Community College. Students applying for assistance must maintain satisfactory academic progress before any aid will be awarded. (The policy is available at the Kekaulike Center or at http://www.kapiolani.hawaii.edu/admissions/financial-aid/.) All funds are distributed in accordance with federal, state, and institutional policies.

Students who wish to be considered for financial assistance must submit the Free Application for Federal Student Aid (FAFSA). The campus may require that additional forms be completed in order for aid to be awarded. For further information, contact the Kekaulike Center or visit http://www.kapiolani.hawaii.edu/admissions/financial-aid/.

Awards are based on the number of credits enrolled. Students who change their enrollment status after being awarded may be required to repay all or part of the financial aid. Awards will be recalculated based on federal guidelines to determine if an over-award re-payment is necessary. Over-award re-payments are made in accordance with federal guidelines.

Per federal regulations, refunds must first be returned to repay any student financial aid received. Remaining funds will be returned to the federal, state, institution, and student—in that order. The Financial Aid Refund Policy is available at Kekaulike Center - Financial Aid Section.

**Definition of an Academic Year for Financial Aid Purposes**

The definition of a financial aid academic year at Kapi‘olani Community College is one in which a student completes a minimum of 30 weeks of instruction and 24 semester credit hours. The following apply to all federal financial aid programs for students:

- **Academic Year 1**: credits 1-24
- **Academic Year 2**: credits 25 and above

Grade level progression used for Federal student loan programs are defined as follows:
- Freshman: 0 – 29 semester credit hours earned (100 level or higher)
- Sophomore: 30 or more semester credit hours earned (100 level or higher)

**Eligibility Requirements for Financial Aid**
Eligibility requirements are determined by federal rules and include the following:

- Applicant must have a social security number (unless from Republic of the Marshall Islands, Federated States of Micronesia, or Republic of Palau)
- be a U.S. citizen or an eligible non-citizen (permanent resident)
- be enrolled in a degree/certificate granting program approved for federal funding
- not be in default on a loan or owe a refund on a federal grant
- have demonstrated financial need
- have obtained a high school diploma, GED, approved home school.
- be registered with Selective Service, if required
- not have been convicted on certain drug violations

Financial Aid Satisfactory Academic Progress

In accordance with the federal regulations, financial aid recipients must maintain satisfactory academic progress toward the achievement of a degree or certificate. Financial aid standards for satisfactory academic progress are not the same as the university standards. The student’s academic progress will be evaluated at the time of awarding (or at the end of Spring/Summer for awards done prior to the end of the previous academic year).

ELIGIBILITY REQUIREMENTS

1. Students must be enrolled in a classified degree or certificate program of study (approved for Title IV funding by the U.S. Department of Education) at Kapiʻolani Community College.
2. Students must maintain a cumulative grade point ratio (GPR) of at least 2.0.
3. Students must successfully earn 67% of all credits attempted. The following grades will be considered as credits attempted but not earned: W, F, NC, NP, and I. An “I” will be calculated as no credit until it reverts to a letter grade and is posted to the student’s academic record. Repeated courses and accepted transfer credits count toward Attempted Credit Hours.

ELIGIBILITY LIMITATIONS

1. Students will be allowed to attempt 150% of the number of credit hours normally required to complete the degree or certificate program the student is seeking.
2. Students who change majors, have a previous degree or certificate will be assessed based on the number of remaining credits needed towards their current degree (only one change of major allowed). Students who are seeking an AA-Liberal Arts and have earned an AA/BA/BS are not eligible for financial aid.
3. ALL previously attempted credits (including summer) will be considered in determining satisfactory academic progress AND included toward Attempted Credit Hours, WHETHER OR NOT a student has previously received any financial aid.
4. Transfer credits which are accepted by KapCC will be counted towards maximum time frame (refer to #1 above) and 'attempted credits.'
5. Courses with grading option 'Audit' are ineligible for financial aid.
6. Repeated coursework will be considered only if previously not passed (no credit earned). If passed will only be considered for one repeat.

Students who COMPLETELY WITHDRAW during a semester will be assessed completion rate requirements
based on their ORIGINAL ENROLLMENT.

FINANCIAL AID PROBATION DUE TO PROFESSIONAL JUDGMENT

Students who do not meet the minimum standards for academic progress but have an approved (by a Financial Aid Specialist) appeal due to mitigating circumstances (i.e. serious illness/injury; death in the immediate family) may be placed on Financial Aid Probation Due to Professional Judgment. Students will be advised of the terms and conditions necessary for continued eligibility.

Students on financial aid probation due to professional judgment will be notified of their status and conditions via myUH Portal. While on financial aid probation, students are still eligible to receive financial aid but continued eligibility is dependent upon successful completion of their probationary requirements.

FINANCIAL AID SUSPENSION

Students will not be eligible to receive financial aid for any of the following reasons:

1. Fails to complete the completion rate requirements or GPR.
2. Fails to complete the requirements (GPR and credit completion) for courses taken during the probationary semester.
3. Attempted credits are more than the maximum 150% of the degree/certificate currently seeking.

Students will be notified of their financial aid suspension via myUH Portal.

REINSTATEMENT OF FINANCIAL AID ELIGIBILITY

To be reinstated for financial aid eligibility, a student may attend courses during subsequent terms, at the student’s expense, to make up credits and/or improve her/his GPR. Upon successful completion of once again meeting the College SAP Policy standard requirements, the student may submit a request for reinstatement through the Kekaulike Center.

APPEAL OF FINANCIAL AID SUSPENSION

Financial Aid Suspension may be appealed due to mitigating circumstances, such as serious illness/injury or the death of an immediate family member. Steps for the appeal process are as follows:

1) Complete the Satisfactory Academic Progress Appeal Form. Appeals should explain in detail:
   (a) The specific reasons which contributed to the students’ lack of progress and
   (b) The steps being taken to ensure academic progress, if reinstated and
   (c) Meet with an Academic Advisor to review the student's written appeal explaining in detail the specific reasons which contributed to the student's lack of progress and the measures being taken to ensure academic progress if the student is reinstated.
   (d) Include an academic plan approved by an academic advisor to show how the student will meet the minimum requirements of financial aid academic progress within the maximum time frame of eligibility. Students who do not follow the academic plan and do not have an approved revised academic plan will no longer be eligible for aid until they meet the requirements of reinstatement.
2) Make an appointment with a Financial Aid Specialist to discuss SAP policy, the appeal process, and to
submit the form.
3) The student will be notified via email of the decision, which can be viewed on MyUH portal.

Thereafter, any appeals or comments must be made in writing to the Financial Aid Advisory Board. The decision of the Financial Aid Advisory Board is final.

COMPLETE WITHDRAWAL FROM CLASSES (official or unofficial)

In the event that a student who has been awarded Federal Title IV financial assistance completely withdraws (or stops attending all classes) from Kapi'olani Community College, a Return of Title IV Funds calculation will be completed. The Financial Aid Office will adhere to all Institutional and Federal Withdrawal and Refund Policies and Federal requirements.

The official complete withdrawal date will be calculated based on the last date of attendance in classes as indicated by the instructor(s) or the date the action was completed (if no date is given).

Any student who does not complete the academic term for which Federal financial aid has been awarded (e.g.: receives all “F” grades or earns no credits for the semester) will be determined to have unofficially withdrawn from the University. Instructors are instructed to include a last date of attendance in their grade reporting. If it is deemed that a student has unofficially withdrawn, the Financial Aid Office will use the latest date the instructor gave to determine the Return of Title IV Funds calculation. If no date is given, the Financial Aid Office will use the mid-point of the semester to determine the Return of Title IV Funds calculation.

The Federal Return of Title IV Funds formula requires a student and the institution to return Federal funds if the student completely withdraws or stops attending classes on or before completing 60% of the semester. The percentage of Federal aid to be returned (unearned aid) is equal to the number of calendar days remaining in the semester divided by the total number of calendar days in the semester. The University will hold you (the student) responsible for the entire amount of unearned aid, including the amount the school (institution) was required to return.

Students considering withdrawal from classes should consult the Financial Aid Office prior to initiating the withdrawal process. Withdrawal can have a significant impact on institutional charges, a current financial aid award, as well as future financial aid eligibility (see the Satisfactory Academic Progress Policy). Complete financial aid regulations concerning withdrawals and the Return of Title IV Funds Policy may be obtained from the Financial Aid Office.

SCHOLARSHIPS/GRANTS

The following grants and scholarships may be available to students who meet the criteria:

1. Federal Pell Grants are assistance grants that require no repayment. Applicants must not have received a bachelor’s or professional degree. Effective July 1, 2012, Federal Pell Grant has a lifetime eligibility limit of 600% or six full-time years of Pell Grant receipt. You may monitor your Federal Pell Grant usage/receipt at www.nslds.ed.gov.
2. Federal Supplemental Educational Opportunity Grants (SEOG) provide supplemental financial
assistance to students with no repayment (priority given to Federal Pell grant recipients). Applicants must not have received a bachelor’s or professional degree. Half-time enrollment (6 or more credits) is required.

3. UH Kapi‘olani Opportunity Grants may be awarded to students on the basis of need. Half-time enrollment (6 or more credits) is required. Priority is given to Hawai‘i residents.

4. Charles R. Hemenway Scholarships are private scholarship funds available to undergraduate Hawai‘i residents with character and qualities indicative of good citizenship. A minimum of half-time enrollment (6 or more credits) is required.

5. Hawai‘i Veterans Memorial Fund provides private scholarship funds for undergraduate Hawai‘i residents with character and qualities indicative of good citizenship. Full-time enrollment (12 or more credits) is required.

6. UH Pacific Islander Scholarship: Tuition grant established to assist citizens of eligible Pacific Island jurisdictions that are required to pay 150% of resident tuition. The amount of grant will not exceed the cost of tuition less the cost of resident tuition. Requires the filing of a FAFSA. There are no enrollment restrictions.

7. Ruth E. Black Scholarships are private scholarship funds for Hawai‘i residents who are sons and daughters of engineers, contractors, and construction workers or who are pursuing construction-related fields of study. Half-time enrollment (6 or more credits) is required.

8. UH Kapi‘olani Achievement Grants: Grants may be awarded to students on the basis of merit and/or service. Half-time enrollment (6 or more credits) is required. Students should consult with the department of their major to inquire about application and/or eligibility.

9. UH Kapi‘olani International Scholarships: Scholarship for full-time International students (non-immigrant status). Purpose is to support the University’s recognized mission to provide education and training to those who will assume positions of leadership and service in the Pacific and Asia region and around the world. Full-time enrollment is required. Interested students should consult with the Paul S. Honda International Center.


**LOANS**

The following long- and short-term loans are available to qualified students:

1. Federal Perkins Loan Program is a long-term loan program. Half-time enrollment (6 or more credits) is required. Students pay no interest while attending school, 5 percent interest during repayment period, and a nine-month grace period. There may be cancellation privileges for those entering certain career fields.

2. State Higher Education Loan (SHEL) is a long-term loan program for Hawai‘i resident students. Half-time enrollment (6 credits) is required. Students pay no interest while attending school, 5 percent interest during repayment period, and a nine-month grace period.

3. Federal Direct Subsidized Stafford Loan is a need based federal student loan with interest subsidized by the federal government while student is enrolled in school at least half-time (6 credits or more). The interest rate on the Federal Direct Subsidized Stafford Loans are variable/fixed rates. Each ear the
interest rate will be calculated based on the 10-year US Treasury Bill + 2.05%, capped at 8.25%. Once calculated it will be fixed for the life of that loan. Maximum loan amounts are determined according to the student’s grade level.

Repayment begins six (6) months after the student ceases to be enrolled half-time.

Effective for first-time borrowers on or after July 1, 2013 there is a time limit on the maximum period of time you can receive Federal Direct Subsidized Stafford loans. In general, you may not receive Direct Subsidized Loans for more than 150% of the published length of your program. This is called your “maximum eligibility period”. If you continuously enroll and do not complete your program (or you transfer to a program of equal or less length) you can lose the interest subsidy on your Federal Direct Subsidized loan(s) for the remaining life of the loan(s).

4. Federal Direct Unsubsidized Stafford Loan. A minimum of half-time enrollment (6 credits) is required. The interest rate on the Federal Direct Subsidized Stafford Loans are variable/fixed rates. Each year the interest rate will be calculated based on the 10-year US Treasury Bill + 2.05%, capped at 8.25%. Once calculated it will be fixed for the life of that loan and begins to accrue immediately upon disbursement of loan funds. Maximum loan amounts are determined according to the student’s grade level. Repayment of principle and interest begins six (6) months after the student ceases to be enrolled half-time.

5. Federal Direct Parent Loan for Undergraduate Students (PLUS Loan). A long-term federal loan by the federal government. This is a loan for parents of dependent undergraduate students. The interest rate on Federal Direct PLUS Loans is variable/fixed rates. Each year the index rate is determined as the “high yield of the 10-year Treasury note” auctioned at the final auction held prior to the June 1 preceding the July 1 of the year for which the rate will be effective, + 4.60% capped at 8.25%. Once calculated it will be fixed for the life of that loan.

6. Short-Term loans are available for emergency college-related educational expenses. Students must be enrolled for at least 5 credits at Kapi’olani Community College and not have outstanding financial obligations to any University of Hawai’i campus. Loan must be repaid within 60 days or one week before the last day of instruction, whichever is sooner. There is no service charge or interest. The maximum loan is $100. Based on funds availability.

Additional information on loans is available at http://www.kapiolani.hawaii.edu/admissions/financial-aid/educational-loans/

EMPLOYMENT

The following programs provide opportunities for on-campus employment to qualified students:

1. Federal Work Study Program (FWS). Provides part-time employment on campus. Half-time enrollment (6 or more credits) is required. Provides on-campus employment during academic year and vacation periods. Student awards are based on financial need and they may earn only up to ceiling amount as established by the financial aid office.
2. **Student Employment.** Provides on campus employment during academic year and vacation periods. Half-time enrollment (6 or more credits) is required. For additional information, contact the personnel office at 734-9573 or www.hawaii.edu/sece/

**SELECTIVE SERVICE REGISTRATION AND FEDERAL STUDENT AID**

Military Selective Service Act (P.L. 97-252) requires that, beginning July 1, 1983, any student who is required to register with the Selective Service System and fails to do so shall be ineligible to receive Federal Title IV student financial aid, including Federal Direct Stafford Loan Program (Subsidized and Unsubsidized Federal Stafford Loan), Federal Perkins Loan Program, Federal Direct Parent Loan for Undergraduate Students, and Federal Work Study. This requirement affects all male students who are at least 18 years of age, who were born after December 31, 1959, and who are not currently on active duty with the armed forces. Members of the Reserves and National Guard are not considered on active duty and must be registered. The group of affected males includes citizens and noncitizens eligible to receive federal financial aid except permanent citizens of the Federated States of Micronesia, the Marshall Islands, or the permanent residents of Palau. All financial aid programs are subject to change due to legislative action. For additional information, contact the Kekaulike Center, ‘Ilima 102, (808) 734-9555.

Veterans’ Educational Benefits

Contacts: Veteran and Military Resource Center, 4303 Diamond Head Road, ‘Ilima 112, Honolulu, HI, 96816, phone (808) 734-9583, website: http://vabenefits.kapiolani.hawaii.edu/

U.S. Department of Veterans Affairs, P.O. Box 8888, Muskogee, OK 74401, (888) 888-442-4551, (877) 823-2378, http://www.benefits.va.gov/gibill/

Department of Veterans Affairs, Medical & Regional Office, Vocational Rehabilitation – Chapter 31, 459 Patterson Road, Honolulu, HI 96819-1522, phone (800) 827-1000, www.va.gov

Kapi’olani Community College is an approved institution for education and training under the Veterans Education Assistance Act (G.I. Bill), the Veterans Readjustment Act, and the Dependents’ Educational Assistance Program. Veterans who have questions regarding their eligibility for educational benefits and the amounts for which they may qualify should contact the U.S. Department of Veterans’ Affairs at the above locations or phone numbers.

Veterans wishing to activate their educational benefits at the College should contact the Kekaulike Center for information on applying for and receiving benefits. Veterans expecting to apply for advanced pay must submit the VA forms at least two months prior to the beginning of classes for the semester in which they plan to enroll. Since benefits do not directly cover tuition (except for Chapter 31 recipients), veterans should be prepared to pay their own tuition at the time of registration.

Under VA regulations, veterans can receive benefits only for courses leading toward an approved Kapi’olani Community College degree or certificate. Veterans should review the College catalog carefully and consult with an academic advisor before registering to insure that all courses apply to their intended Kapi’olani Community
College degree or certificate. Recipients of veterans’ benefits who have attended other colleges are required to have all previous course work evaluated for possible transfer of credit. They should write to each college they have attended (regardless of whether the courses or programs were completed) and request that official transcripts be sent directly to Kapi'olani Community College.

Hawai‘i National Guard Tuition Assistance: Resident members of the Hawai‘i National Guard may be eligible for partial tuition assistance from the Department of Defense in addition to federal educational benefits. This assistance is activated through the Guard Unit.

**COLLEGE POLICIES & REGULATIONS**

Academic Regulations

Pa‘a ‘ia iho i ka hoe uli i ‘ole e īkā i ke ko‘a. (Pukui 281)

(Hold the steering paddle steady to keep from striking the rock.)

Rules were an intricate part of ancient Hawaiian life, and their purpose was to preserve balance among the members of a community. Knowing the academic regulations will help students maintain a steady course toward the completion of their educational goals.

Acceptance of Transfer Credits & Prior-learning Credits

Students transferring from other institutions may request an evaluation of their previous academic records for the purpose of transferring credits. Kapi'olani Community College accepts credits only from institutions fully accredited by U.S. regional accrediting associations, providing that such credits are substantially equivalent to courses at the College and have been completed with a grade of “D” or higher grade. A grade of “D-” does not qualify.

Credits earned at institutions accredited by other recognized U.S. accrediting associations may be accepted for courses applicable only to certificates and Associate in Science degrees in Career and Technical Education areas. Transfer credits are awarded based on articulation agreements as recorded in the College’s articulation database. Students can check for previously articulated course equivalencies at http://www.hawaii.edu/transferdatabase/. Courses not listed in the database are accepted in consultation with the appropriate Kapi'olani Community College academic department. Standard international guides are used in the evaluation of institutions and credits earned outside the U.S.

Grades received for transferred credits are not computed into the Kapi‘olani Community College grade point ratio (GPR).

Students requesting an evaluation of their previous credits from non-UH system campuses for transfer to Kapi‘olani Community College must complete and submit:

- Official transcripts of previous work directly to Kekaulike Center. Hand-carried or faxed transcripts and scores will not be accepted.
- Online Transcript Evaluation Request (TER) form to have your non-UH system transcripts evaluated for Kapi'olani Community College courses. The TER form is available at https://www.kapiolani.hawaii.edu/admissions-toolbox/
Processing time may take 8-10 weeks from the date the Kekaulike Center receives BOTH the official transcript(s) and TER form. Therefore, new transfer students should submit documents at least 12 weeks prior to the start of the term they apply for.

Credits earned at UH System campuses will be automatically transferred for Kap‘olani Community College students.

- Newly-admitted or returning students will have UH system courses automatically transferred 2-3 weeks after acceptance email has been sent. If for some reason transfer credits are not shown in STAR within 2-3 weeks after receiving acceptance email, contact the Transcript Evaluation section at (808) 734-9449 or by email at kapteval@hawaii.edu
- Current Kap‘olani Community College students who are taking courses at another UH system campus, will have their courses automatically transferred 5-6 weeks after the end of the semester. If for some reason transfer credits are not shown in STAR within 5-6 weeks after the semester ends, contact the Transcript Evaluation section at (808) 734-9449 or by email at kapteval@hawaii.edu
- Please be aware that all grades submitted or changed after grades are due or a change in home institution will result in courses not being automatically transferred. In these cases, please contact the Transcript Evaluation section at (808) 734-9449 or by email at kapteval@hawaii.edu

The College Credit Equivalency Program

Kapi‘olani Community College recognizes that learning experiences outside the traditional college setting can provide college-level competency. The College Credit Equivalency Program provides a means to assess these experiences through examinations, portfolios, and records of non-college courses and training.

Prior Learning Assessment (PLA): Prior Learning Assessment (PLA) Program is defined in UHCC Policy 5.302. PLA is the process through which students can earn college credit by identifying and documenting college-level learning that has been acquired through life experiences such as military and/or work experience, training, professional certification, independent study, volunteer activities, and hobbies (e.g., astronomy, history, travel, cultural and/or fine arts).

The four most common options for granting credits include:

A. **Equivalency Examination** - Standardized national exams may be equated to equivalent courses. The equivalency examination must be approved by appropriate faculty and/or Department Chairperson. Examples of such examinations include the following:
   1. AP – Advanced Placement Examination
   2. CLEP – College-Level Examination Program
   3. IB – International Baccalaureate

Information for awarding credits via Equivalency Examination can be found online (https://www.kapiolani.hawaii.edu/admissions/prior-learning-assessment/).

B. **Non-Collegiate-Sponsored Education Credit** - This evaluates learning from courses completed in non-
collegiate settings (e.g., professional licenses, labor union courses, agency training programs, professional workshops, and military courses) whose course content is equivalent to offerings from a college. The non-collegiate-sponsored education credit must be approved by appropriate faculty and/or Department Chairperson. Examples of such education credit include the following:

1. Military (e.g., Joint Services Transcript)
2. American Council on Education (ACE) College Credit Recommendation Service
3. Professional Licenses or Industry Certifications (nationally- or state-certified professionals)

C. Credit by Institutional Examination (CBIE) - Students who feel competent that their background/learning experiences have adequately prepared them in certain subject areas may challenge instructor-prepared examinations. The credit by examination must be approved by appropriate faculty and/or Department Chairperson.

In a Course Challenge/CBIE the student must demonstrate competency in a specific course meeting Student Learning Outcomes (SLOs) by completing (without instruction or tutorial assistance) a comprehensive written test, performance test, special project and/or interview in the subject matter. Note: Course Challenge option is not available for all courses.

A course may be challenged only once. Students approved for this option must register for the examination section of the course at the Kekaulike Center. Registration must be completed by the end of the sixth week of the semester or the first two weeks for modular or summer classes. Credits taken or earned through credit by examination are not counted in determining full- or part-time status and may not be used to meet the 12-credit residency requirement of the chosen major, unless the requirement is waived by the dean. Additional information and applications may be obtained from the chair of the instructional department offering the challenged course.

D. Portfolio-based Assessment - Prior learning must be documented with evidence of the concepts learned and the achievement level attained. The documenter must also provide a background of his/her credentials and why he/she has the expertise to be a documenter in the field. The prior learning must be verified by content experts, i.e., supervisor, co-workers, personnel staff. Credit for such prior learning must be approved by appropriate faculty and/or Department Chairperson.

For all forms of Prior Learning Assessment (PLA): Applicants must be enrolled classified students; must present evidence that they have a mastery of the content of the courses (but have not received college credit); must apply, with department approval, to the dean's office by the specified deadline; and must pay the current fee. Applications are available at the Kekaulike Center. Additional information about the program may be obtained from the coordinator at (808) 734-9511.

POLICIES GOVERNING THE COLLEGE CREDIT EQUIVALENCY PROGRAM

1. The various forms of credit equivalency are available only to classified students currently registered at the College.
2. Letter grades will not be granted for credits awarded through this program. Instead, “CR” will be used and will not be calculated into the GPR.
3. Credits awarded through this program will be identified as such on the student’s academic record. They
may not be accepted by other institutions.

4. These credits may not be used to meet the 12-credit residency requirement for degrees and certificates unless the requirement is waived by a departmental Dean.

5. Credit may be granted for both electives or courses required for a major. Individual departments determine which courses or credits are appropriate for these programs and how many credits will be accepted through these procedures.

6. Credits that will be granted only toward a student’s declared major may require reevaluation if the major is changed.

7. Evaluation of alternative learning experiences older than ten years, or any period of time designated by a department, may include review for currency.

8. Evaluation resources such as the American Council on Education (ACE) guides will be consulted, but the College reserves the right to reject recommendations from such sources.

9. The number and type of credits awarded will be governed by the extent to which the knowledge and skills documented in the evaluation process are comparable to the competencies described in existing Kapiʻolani Community College courses and outlined in college-wide and/or associate degree-level statements.

Change of Major

Students wishing to change their major to a program other than select admissions programs may do so by submitting a Change of Major form available on our website at https://www.kapiolani.hawaii.edu/admissions-toolbox/. Applicants must meet all requirements for graduating in the new major as stated in the current catalog.

Course Policies

Credits: A credit (also called a semester hour or credit hour) is awarded for work accomplished during one hour per week of lectured instruction during a sixteen-week semester. For a combination lecture/lab class, a credit represents two hours of instruction per week. Credits vary for laboratory or clinical fieldwork required in addition to regular classroom instruction. These may consist of three hours in laboratory, three or four hours in clinical, or one credit in fieldwork. The normal division of time for classroom instruction and preparation is two hours of preparatory work for one hour in the classroom. Thus, for a three-credit course, the class usually meets three hours a week, and students are expected to spend six hours in preparing assignments.

Credit Time Limits: There is no expiration date for courses that fulfill a student’s associate in arts degree requirements or that fulfill a student’s general education requirements for any associate in science degree or certificate program. However, the department in which the student is pursuing an associate degree or certificate may decide that certain required courses that were taken in the past must be retaken. The respective department chair will make the final decision.

Grade Point Ratio: Grade point ratio (GPR) is a system used to evaluate the overall scholastic performance of college students. The GPR of a student is computed by dividing the total number of his/her grade points by the total number of course credits for which the student received the grades of A, B, C, D, or F.

The grade points a student earns for a course are computed by multiplying the number of credits that the course
is worth by the grade points assigned to the grade that the student receives for the course (i.e., 4 for A, 3 for B, 2 for C, 1 for D, and 0 for F). Courses for which the grades of CR, NC, CE, W, I, and L have been recorded are not included in the computation of the GPR.

Repeating a Course: If a course is repeated, the first and all subsequent grades will remain on the student’s academic record. Repeated course grades will appear on the student’s academic transcript but will have an “E” notation next to them to indicate that these grades are excluded from the student’s GPR. The grade that counts in the calculation of the GPR is identified by an “I” notation, for “included.”

For repeated courses taken at Kapi‘olani Community College in Fall 2013 and beyond, only the highest grade awarded will be used to determine the Grade Point Ratio. Only the course grades of A, B, C, D, or F shall be used for this purpose.

Example: A student takes PSY 100 in Fall 2017 and earns a "C" then retakes it in Spring 2018 and gets an "F". The "C" grade would count in the student's GPR (included "I") and the "F" grade would not count (excluded "E"). And if this same student should retake it for a third time in Fall 2018 and gets a "B", the "B" grade would count in the GPR (included "I") and the "C" and "F" grades would both not be counted (excluded "E").

Courses that may be repeated for credit, such as MUS 114 College Chorus, are not included in this policy.

Students may register for any course without restrictions twice. If a student attempts to register for the same course a third time, the student will receive an error message. Students who receive the error message for a repeated course are required to meet with an academic advisor/counselor or instructional faculty member to review their academic situation and obtain their approval to register for a third time or any additional time. The academic advisor/counselor or instructional faculty member must either provide an override online or sign off on the add/drop form to override the restriction and allow the student to register for the course.

Repeated courses taken at another UH Campus will not be counted towards the repeat policy of your Kapi‘olani Community College course.

Repeating Writing Intensive (WI) and/or Hawaiian Asian Pacific (HAP) Courses: Students who receive a grade of “C” or higher in a course previously not designated as WI are not allowed to repeat the course to satisfy the WI requirement for an AA degree.

Transfer credit is generally not awarded for courses that duplicate material. In the event that a transfer course covers the same material/content as a Kapi‘olani Community College course, credit will not be awarded for the transfer course. If a transfer course has already been articulated, the course will be removed and flagged as a “repeat” on the student’s STAR report.

Students who intend to transfer are reminded that many colleges and universities do not permit the substitution of the most recent grades when computing grade point ratios and will compute the grade point ratio according to their own standards.

Graduation Waivers and Substitutions: Any exceptions to the graduation requirements for a degree or certificate, including course waivers or substitutions, require the approval of a dean. Students may initiate a petition for a Graduation Exception Request through an academic advisor.
Courses Taken Out of Sequence (Backtracking): Credit is not awarded for lower-level courses if they are taken subsequent to or concurrently with a higher level course for which there are explicit or implicit prerequisites. Backtracking courses are reported by the student’s academic advisor.

Hawaiian or Second Language Back Credits: Students placed above the 101 (or the corresponding 3-credit course emphasizing oral proficiency) level in Hawaiian, American Sign Language or foreign languages offered at Kapi'olani Community College can receive, at no additional cost, credits for the courses from which they are exempted upon completing the next course in the sequence with a grade of C or higher. Those placed above the 202 level, including native speakers of the languages, can receive credit for the full course sequence provided they complete, with a “C” or higher, any course in any field (e.g., history, literature, culture, language, Hawaiian studies, anthropology, education, or musicology) in which they make significant use of the language. The judgment as to “significant use” is normally made by the instructor of the course the student has taken.

Implementation Guidelines:

1. Eligibility: The Kapi‘olani Community College back credit policy went into effect in fall 2001. Any classified student at Kapi‘olani Community College may apply for back credits in language. The back credits will count toward Kapi‘olani Community College degrees and certificates.

Note: University of Hawai‘i at Mānoa allows back credits only to those students who entered the University of Hawai‘i System in fall 2001 or later, or who have chosen to graduate under the University of Hawai‘i at Mānoa general education requirements adopted in fall 2001. Other colleges or universities in the University of Hawai‘i System and elsewhere may have different policies regarding back credits or policies that may prevent the transfer of Kapi‘olani Community College back credits.


3. Bilinguals: Bilinguals and native speakers are eligible for back credits, providing they complete an appropriate post-202 language course with a “C” or higher. They should contact the department chair for a list of courses above 202 that may be available in language taught at Kapi‘olani Community College (808-734-9283).

4. Study Abroad: Students may apply for back credits after taking appropriate study abroad courses above 101 offered by Kapi‘olani Community College or by the University of Hawai‘i system.

5. Back Credits/Grades: Back credits will be denoted by a CE grade; no letter grade will be assigned.

6. Transfer Credits: Students may not apply for back credits based on courses above 101 taken outside the University of Hawai‘i system or in high school, including those courses for which AP credits have been granted by Kapi‘olani Community College. (See “The College Credit Equivalency Program” for information on AP credits.)
7. Languages Not Taught at Kapi‘olani Community College: Students awarded waivers from the foreign language requirement based on proficiency in languages not taught at Kapi‘olani Community College are not eligible for back credits.

8. ESOL Students: Those interested only in a waiver from the language requirement must receive confirmation, from the Languages, Linguistics and Literature department, that their proficiency is above the 102 level.

9. Policy limits: Back credits may be earned for only one language and will be based on the first instance of taking a course for a letter grade. Courses taken as CR/NC are not eligible for back credits. Repeated, backtrack, or courses taken out of sequence are not eligible for back credits. Students will need to apply for back credit with the University of Hawai‘i institution at which they complete the first instance of the language course.

10. Number of Credits: Students may earn from 3 to 16 back credits—6 to 8 for first-year language courses, and 6 to 8 for second-year language courses.

NOTE: A maximum of 8 back credits can be applied towards the AA in Liberal Arts degree.

11. Petition Forms: Back credits will not be awarded automatically, and those interested in obtaining back credits must initiate the process. Forms are available through language course instructors or Languages, Linguistics and Literature department offices in Kalia 101.

Grading Policies and Grades

Final grades are made available to students about a week after the final examination period ends through STAR, located at https://www.star.hawaii.edu/studentinterface/. Students can view and print copies of their grades from the portal. No grade reports will be mailed. However, students may request a hard copy grade report for $2 per copy from the Kekaulike Center for Admissions, Records, Graduation and Financial Aid in the ‘Ilima Building, Room 102, phone (808) 734-9555, fax (808) 734-9896 or email kaprec@hawaii.edu.

GRADING OPTIONS

Credit/No Credit
In place of a letter grade, credit/no credit (CR/NC) is an option, provided the course is not part of the general education and major requirements. Some of the required courses have mandatory credit/no credit grading.

If this grading option is not specified at the time of registration, a request can be made by submitting the change of registration form by the deadline. The instructor’s signature is not required. The CR grade is the equivalent of a "C" or higher; however, CR/NC grades are not included in the grade point ratio. Students expecting to transfer to another institution should study its policy on accepting CR/NC grades before selecting this option.
Audit
Approval to audit a course requires the instructor’s or department chair’s signature and cannot be done online. Auditors attend classes as listeners. They may take part in discussions or examinations but receive no credit. Students must specify this grading option at the time of registration or process a change of registration by the deadline. All changes must be submitted to the Kekaulike Center, ‘Ilima 102, by the deadline. Students who audit a class pay regular tuition and fees. Audited classes are not included in the determination of students’ full- or part-time enrollment status.

Letter Grade Option: The standard A-F grading scale is used in most classes to designate a student’s level of achievement.

Credit by Exam: Students who present evidence of having attained, through experience or training, the equivalent competencies/learning outcomes of a course offered at Kapi’olani Community College may apply to receive credit by passing a comprehensive examination. Successful completion of the course via examination will be denoted by a CE grade; no letter grade will be assigned.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Excellent achievement</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Above average achievement</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Average achievement</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Minimal passing achievement</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td>-</td>
<td>(w/grade) Incomplete, the student has not completed all required course work (See explanation below)</td>
</tr>
<tr>
<td>CE</td>
<td>-</td>
<td>Credit by Institutional Exam</td>
</tr>
<tr>
<td>NCE</td>
<td>-</td>
<td>No credit awarded by Credit by Institutional Exam</td>
</tr>
<tr>
<td>CR</td>
<td>-</td>
<td>Credit, denotes work deserving credit at the C level or higher for courses taken with CR/NC grading option. Also means credit for certain ESOL (English for Speakers of Other Languages) classes but no promotion to the next level</td>
</tr>
<tr>
<td>RD</td>
<td>-</td>
<td>Record Delayed Used as a placeholder for grade not submitted on time or for classes that end after the current term</td>
</tr>
<tr>
<td>NC</td>
<td>-</td>
<td>No Credit; denotes minimal achievement or failure under the CR/NC grading option</td>
</tr>
<tr>
<td>CR+</td>
<td>-</td>
<td>Credit and promotion to the next level for ESOL (English for Speakers of Other Languages) classes</td>
</tr>
<tr>
<td>P</td>
<td>-</td>
<td>Pass; designates satisfactory completion of a noncredit course</td>
</tr>
<tr>
<td>NP</td>
<td>-</td>
<td>Not Passed; designates unsatisfactory level of progress in a noncredit course</td>
</tr>
<tr>
<td>L</td>
<td>-</td>
<td>Audited class</td>
</tr>
<tr>
<td>PBA</td>
<td>-</td>
<td>Portfolio Based Assessment</td>
</tr>
<tr>
<td>W</td>
<td>-</td>
<td>Withdrawal after the erase period (after the first 3 weeks in a 16-week class; after 20% of the instructional period for special term classes) but before the withdrawal deadline for the class</td>
</tr>
</tbody>
</table>

*Note: Some courses require a “C” grade for minimal passing.*
INCOMPLETE GRADE
A student must initiate the request for an incomplete grade by contacting the instructor before the last class meeting to determine the steps for completing the work. Instructors have the option to award an incomplete grade to a student who cannot complete some part of the work for a course due to extenuating circumstances.

REMOVAL OF INCOMPLETE GRADE
An incomplete grade may be removed by completion of the deferred work and the instructor’s assignment of a grade taking into consideration the completed work. Incomplete work must be made up within the first ten weeks of the following semester. If a student fails to submit the required work by the deadline, the Incomplete grade will automatically be converted to the grade initially submitted with the “I” (Incomplete) by the instructor.

GRADE APPEALS
Students who wish to appeal an assigned grade should first discuss the concerns with the instructor of the course. If desired, the student may further appeal to the department chair and the respective dean. Students should also consult the College’s policy on academic grievances available from the Office of the Vice Chancellor for Student Affairs, ‘Ilima 205.

RETROACTIVE GRADE CHANGES
A retroactive grade change is a change in an officially recorded grade. Except to correct clerical errors, a retroactive grade change is an extraordinary and exceptional action, granted only in the most compelling circumstances. No change may occur unless the instructor who gave the grade initiates the formal process. The change must also be approved by the instructor’s department chair and by the dean for the department. Requests for changes will only be considered within one year of the ending of the class for which the change is requested.

SCHOLASTIC STANDARDS
To be considered in good standing and to be eligible for a degree or certificate, students must maintain a cumulative grade point ratio (GPR) of 2.0 (“C”) or higher. See the additional academic requirements for individual programs.

SCHOLASTIC HONORS
Dean’s List: Students are included on the Dean’s List when they earn a 3.5 or higher grade point ratio with 15 or more accumulated credits over fall, spring, and/or summer semester(s). (Courses below the 100-level are excluded.) The list is published on the College website once a year.

Graduation with Honors: Students who achieve a cumulative grade point ratio of 3.5 or higher for their entire period of study will receive their degrees or certificates of achievement with honors and will have it notated on their academic transcript.

PROBATION, SUSPENSION, AND DISMISSAL
Academic Probation: Students who have attempted 12 or more credits and earned less than a cumulative 2.0 grade point ratio are placed on academic probation. Only grades “A” through “F” are computed in the ratios. Students on academic probation who subsequently achieve a cumulative 2.0 or higher grade point ratio are removed from probation.
Academic Suspension: Students on academic probation who fail to achieve at least a 2.0 grade point ratio for courses taken during a probationary semester are suspended for one semester. However, students suspended at the end of the spring semester may attend the summer session that immediately follows. If they raise their cumulative GPR to 2.0 or higher by the end of the summer session, the suspension is rescinded.

Academic Dismissal: Upon returning to the College following suspension, students are placed on academic probation and must comply with the conditions stipulated for probationary students. They will continue on probation as long as their cumulative grade point ratio remains below 2.0. Failure to achieve at least a 2.0 ratio for courses taken during a probationary semester following suspension will result in academic dismissal from the College. If they raise their cumulative GPR to 2.0 or higher by the end of the summer session, the dismissal is rescinded.

Students who have been suspended or dismissed may petition for reinstatement based upon extenuating circumstances. The academic suspension may be waived by an academic advisor. The academic dismissal may be waived by the Vice Chancellor for Student Affairs.

ATTENDANCE POLICIES
Regular attendance at class and laboratory sessions is expected for all courses. Specific attendance policies are in the course syllabus. Students with valid reasons for temporarily not attending a class should inform the instructor or department chair. Students will receive a grade of “F” if they do not officially withdraw from a class that they have stopped attending. All withdrawals must be completed by the stipulated deadline.

STUDENT REGULATIONS

Kūlia i ka Nuʻu
Queen Kapiʻolani encouraged her community to kūlia i ka nuʻu, or to strive for the highest. Accordingly, Kapiʻolani Community College students are expected to give their best effort. Our community expectations of student behavior are rooted in this ideal, and the student conduct code is the formal policy written about those expectations.

Student Conduct Code
Kapiʻolani Community College students are responsible for their behavior. Expected conduct is defined in the University of Hawaiʻi (UH) Systemwide Student Conduct Code, through Executive Policies Chapter 7, Student Affairs, 7.208. Online versions of UH policies are available at https://www.hawaii.edu/policy/

The Systemwide Student Conduct Code is a guide for the expectations of our behavior as a College community. These expectations may be a significantly higher standard than the minimum prescribed by law. In other words, some conduct that might be considered legal may still be in violation of the student conduct code. It is the student’s responsibility to be aware of and to follow the expectations outlined in the student conduct code.
The student conduct code is available at: https://www.kapiolani.hawaii.edu/regulations-policies-and-data/student-conduct-code/. You may also request a physical copy of the entire Systemwide Student Conduct Code at the Office of the Vice Chancellor for Student Affairs, in ‘Ilima 205.

Expectations of Behavior

The following are examples of negative behavior that does not align with the College values and expectations of students. Attempting or engaging in any of these behaviors is considered a violation of the Systemwide Student Conduct Code. Violations are subject to Disciplinary Actions as described in this catalog.

**Academic Dishonesty, Cheating, and Plagiarism:**
The College expects all students, faculty, and staff to act with academic integrity. Students who participate in academic misconduct are jeopardizing their learning and possibly the learning of others. Students are obligated to follow the Systemwide Student Conduct Code, and may also be required to follow guidelines related to academic misconduct from their program or department. Cheating and plagiarism are two types of academic dishonesty, although there are several others.

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 of Hawai‘i record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism includes, but is not limited to, submitting any document that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify direct quotations, 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, including experimental data and laboratory reports, without obtaining authorization from all involved instructors; or fabricating data to fit the expected results.

**Disruptive Behavior**
Kapi‘olani Community College defines disruptive behavior as speech or action that
- is disrespectful, offensive, and/or threatening;
- interferes with the learning activities of other students;
- impedes the delivery of college services; and/or
- has a negative impact in any learning environment

Learning environments include, but are not limited to, classrooms, labs, staff, department, and program offices, the library, testing center, clinical sites, service learning sites, and any other location where College business is held.

Disruptive behavior includes physically or verbally harassing, threatening, or abusing or acting abusively toward an instructor, staff member, or student in any activity authorized by the College.

**Lethal Weapons**
Firearms, spear guns, bows and arrows, and other lethal weapons are prohibited on campus except with specific prior permission of the Chancellor.

Illegal Drugs, Alcohol and Substance Abuse

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. The full text of the Executive Policy 11, Miscellaneous, Section 201, Illegal Drugs, Alcohol, and Substance Abuse, can be found at https://hawaii.edu/policy/.

University of Hawai‘i faculty, staff, and students are not permitted to possess, use, manufacture, distribute, sell, dispense, or be under the influence of illegal drugs and/or alcohol as prohibited by state and federal law, at University-sponsored events or on University property or in buildings used by the University for education, research and recreational programs. The University will not excuse misconduct by employees and students whose judgment is impaired due to alcohol or substance abuse.

The purchase, possession, or consumption of alcoholic beverages is regulated by state law. Students are expected to know and abide by these laws and University rules and regulations governing the use and consumption of alcoholic beverages on campus. College-sponsored activities that involve serving or selling alcoholic beverages must be in compliance with applicable College policies and state law. Copies of policies governing the possession, consumption, serving, and sale of alcoholic beverages on the University of Hawai‘i Kapi‘olani Community College campus are available in the Office of the Vice Chancellor for Student Affairs, ‘Ilima 205.

Students, faculty and staff are expected to share responsibility for the well-being of each other, for recognizing the behaviors associated with substance abuse, and for encouraging those in need to seek assistance or treatment.

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.

Disciplinary Actions

The University of Hawai‘i is committed to the principle of student freedom along with responsibility for one’s actions and their consequences. The College views the disciplinary process as a learning experience and an opportunity to promote growth and understanding of one’s responsibilities and privileges within the college environment. To this end, the disciplinary process attempts to balance an understanding and knowledge of students and their needs with the needs of the academic community.

A member of the campus community that refers a student for disciplinary action does so under provisions of the Student Conduct Code. These reports are processed through the senior student affairs officer, the Vice Chancellor for Student Affairs (VCSA). The VCSA may authorize the Student Conduct Administrator to serve simultaneously as a Student Conduct Administrator and the sole member or one of the members of the Student
Conduct Board, and may authorize the same Student Conduct Administrator to impose sanctions in all cases. Disciplinary actions that the College may impose include a formal warning, probation, suspension, and dismissal. The violation may also result in an informal resolution.

The Code stipulates that the Chancellor may impose formal disciplinary sanctions upon a student only after a Student Conduct Board hearing has taken place. At the Student Conduct Board hearing and for purposes of any appeal, the technical rules of evidence applicable to civil and criminal cases shall not apply.

Disruptive students may be subject to immediate disciplinary action in an emergency situation, without a formal hearing. In such cases, the Chancellor may impose the sanction of suspension prior to a hearing. For further information, refer to the Student Conduct Code Procedures available at the Office of the Vice Chancellor for Student Affairs, ‘Ilima 205, or online at https://www.kapiolani.hawaii.edu/regulations-policies-and-data/student-conduct-code/.

Behavioral Intervention Team (BIT)
To support the commitment of providing a safe and healthy environment at the Kapi‘olani Community College campus, the Behavioral Intervention Team (BIT) was developed. The multidisciplinary team is responsible for communication, assessment, management and follow up to student behaviors that might pose a threat to members of the campus community. For additional information about the BIT please contact the Office of the Vice Chancellor for Student Affairs, ‘Ilima 205, (808)734-9522.

Policy on Sexual Harassment
It is the policy of the College to provide a safe and comfortable learning and working environment for students and employees. Sexual harassment is a form of discrimination that can undermine the foundation of trust and mutual respect that must prevail if the University is to fulfill its educational mission. Sexual harassment will not be tolerated in any part of the University’s programs and activities. Sanctions will be imposed on members of the University community who violate this policy. Disciplinary actions against employees will be subject to the collective bargaining agreements. For additional information, please contact the Office of the Vice Chancellor for Student Affairs or the Human Resources Manager. The University of Hawai‘i policy on Sexual Harassment is available at http://www.kapiolani.hawaii.edu/regulations-policies-and-data/sexual-harassment-policy/.

Policy on Academic Grievances
The process of addressing academic grievances is described in the Academic Grievance Procedures. Concerned students may first attempt to resolve the grievance on an informal level with the faculty member within 30 days of the posting of the grade. Should the grievance not be resolved at this level, they then ask the appropriate department chair to review the case. If a satisfactory solution is not reached, students must file Form 1 of the Academic Grievance procedure within seven days to start the process. The student has the burden of proof, which means that the student has to include evidence, including any written documents (such as the syllabus, graded work, or email) and statements from the student or others that show that the faculty member acted inappropriately or inconsistently, leading to an unfair grade. Once Form 1 is received by the department chair, he/she will have seven business days to complete Form 2 in writing to the student. If the DC’s response does not resolve the situation to the student’s satisfaction, within 7 business days of receiving the DC’s response, the student can file the academic grievance with the Dean for that course by sending the Dean the original complaint (Form 1) and the department chair’s response (Form 2), as well as an additional statement as to why
the student disagrees with the department chair’s response (Form 3). Within 14 business days of receiving the grievance, the Dean will review the grievance and respond to the student (Form 4), informing the student as to whether the Dean finds the complaint to have merit or not, and the grounds for that decision. If the Dean's response does not resolve the situation to the student’s satisfaction, within 7 business days of receiving the Dean’s response, the student can file the grievance with the Chancellor (Form 5), including a statement as to why the student disagrees with the Dean's response. Within 7 business days of receipt of the grievance, the Chancellor will inform the faculty member and Academic Grievance Committee (AGC) Chair of a pending grievance. The AGC Chair will review the grievance and will dismiss it, if the Chair finds the grievance to be clearly, without doubt, frivolous. If it is not clearly, without doubt, frivolous, the Chair will schedule a hearing within 14 business days of receiving the grievance notice. The student is required to attend the hearing; however, the faculty member is not required to attend. If the student does not attend, the grievance can be dismissed. Within 7 business days of the hearing, the AGC chair will submit a memo of the AGC’s finding and recommendations to the Chancellor. Based on the recommendations of the AGC, the Chancellor will come to a conclusion regarding the grievance. The Chancellor will then inform the student and faculty member of the Chancellor’s decision within 7 business days of receipt of the AGC Chair’s (frivolous grievance/findings and recommendations) memo. The Chancellor’s decision is final within the University.

Copies of the academic grievance procedures are available in the Office of the Vice Chancellor for Student Affairs, ‘Iliahi 205.

Notice To Students With Disabilities
In compliance with requirements relating to nondiscrimination on the basis of a disability (Section 504, Rehabilitation Act of 1973, rules effective June 3, 1977, and the Americans with Disabilities Act, 1990) Kapi‘olani Community College prohibits discrimination on the basis of a disability and assures qualified students with disabilities access to all programs of the College.

Copies of Kapi‘olani Community College’s procedures for resolution of discriminatory complaints may be obtained from the Office of the Vice Chancellor for Student Affairs. Support services and auxiliary aids are offered through the Disability Support Services Office. Students desiring special services are advised to contact this office as early as possible so that services may be arranged on a timely basis. For further information, please contact the Disability Support Services Office, ‘Iliahi 113, Kapi‘olani Community College, 4303 Diamond Head Road, Honolulu, Hawai‘i 96816. Phone: (808) 734-9552.

Services to Students with Disabilities: In accordance with Section 84.4 of the federal rules and regulations governing Section 504 of the Rehabilitation Act of 1973, no qualified individuals with a disability shall, on the basis of their disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from federal financial assistance.

Students with disabilities are provided the following services:
- personal, academic, and career counseling
- admissions and financial aid application assistance
- campus orientation assistance
- registration assistance
- reader, note-taker, interpreter, and/or
- other academic support services as needed
- campus accessibility map
University Policy on Nondiscrimination and Affirmative Action

The University of Hawai‘i is an Equal Opportunity/ Affirmative Action Employer. It is the policy of the University of Hawai‘i to comply with federal and state laws that prohibit discrimination in University programs and activities, including but not necessarily limited to the following laws that cover students and applicants for admission to the University: Title II Genetic Information Nondiscrimination Act of 2008; Title VI of the Civil Rights Act of 1964 as amended (race, color, national origin); Age Discrimination Act of 1975 (age); Titles VII and VIII of the Public Health Service Act as amended (sex); Title IX of the Education Amendments of 1972 (sex, blindness, severely impaired vision); Section 504 of the Rehabilitation Act of 1973 (disability); and to comply with federal and state laws that mandate affirmative action and/or prohibit discrimination in employment (including, but not limited to hiring, firing, upgrading, salaries, benefits, training, and other terms, conditions, and privileges of employment): Title VII of the Civil Rights Act of 1964 as amended (race, color, national origin, religion, sex, pregnancy); Executive Order 11246 as amended (race, color, national origin, religion, sex); Equal Pay Act of 1963 as amended by Title IX of the Education Amendments of 1972 (sex); Age Discrimination in Employment Act of 1967 (ages 40-70); Section 503 and 504 of the Rehabilitation Act of 1973 (disability); Hawai‘i Revised Statutes, Chapter 76, 78, 378, 479 (race, sex, sexual orientation, age, religion, color, ancestry, political affiliation, physical or mental disability, marital status, arrest and court record, breastfeeding, gender identity and expression). The University of Hawai‘i Community Colleges strive to promote full realization of equal opportunity through a positive, continuing program including Titles I - IV of the Americans with Disabilities Act (ADA) P. L. 101-336. Accordingly, vocational education opportunities will be offered without regard to race, color, national origin, sex, or disability. American citizens or immigrants with limited English proficiency will not be denied admission to vocational education programs.

In addition, employees and applicants for employment are protected under Title IX and Section 504.

As an integral part of its Policy on Nondiscrimination and Affirmative Action, the Office of the President, University of Hawai‘i, 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 on the basis of sex is prohibited and will not be tolerated. Complaints of this nature will be handled by the Human Resources Manager/EEO Coordinator, (808) 734-9575, ‘Ilima 208. The University of Hawai‘i policy on Nondiscrimination and Affirmative Action is available at http://uhcc.hawaii.edu/sys/eeoa.php.

Individuals designated to coordinate the College’s nondiscrimination and affirmative action programs are:

Thomas No‘eau Keopuhiwa, Vice Chancellor for Student Affairs
(Education/Civil Rights matters) (808) 734-9522
Kapi‘olani Community College
4303 Diamond Head Road
Honolulu, Hawai‘i 96816.

Kelli Brandvold, Human Resources Manager
(Employment matters), (808) 734-9575
Kapi‘olani Community College
4303 Diamond Head Road
Honolulu, Hawai‘i 96816.

Discrimination Complaints: Students, employees, or applicants for admission or employment who believe that
they have been discriminated against on the basis of race, sex, age, religion, color, sexual orientation, national origin, mental disability, physical disability, disability, marital status, veteran’s status, or arrest and court record may file a complaint with the Human Resources Manager, (808) 734-9575, ‘Ilima 208A. The Human Resources Manager will explain the available avenues of recourse and direct the person to the appropriate Hearing Officer.

The process of addressing allegations of discrimination is described in campus Section 504 Grievance procedure. Copies are available at the Office of the Vice Chancellor for Student Affairs, ‘Ilima 205.

Students may also file complaints of discrimination with the Office of Civil Rights, 915 Second Avenue, Room 3310, Seattle, WA 98174-1099. Phone: (206) 110-7910 FAX: (206) 220-7887.

Title IX

Kapi‘olani Community College (KapCC) faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. To know more about Title IX please visit KapCC's Title IX Website: [http://tinyurl.com/titleixkapcc](http://tinyurl.com/titleixkapcc).

Reporting: If a student chooses to confide in a faculty member or if a faculty member observes an incident regarding an issue of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, and gender-based bullying and hazing, faculty are required by federal law to report these issues to KapCC’s Title IX Coordinator, Thomas No’eau Keopuhiwa, (808)734-9522, kapvcsa@hawaii.edu, ‘Ilima 205.

Confidentiality: If a student does not wish to formally report an incident to a faculty member, but wishes to speak to someone confidentially about any of the behaviors listed above, the student can speak to the confidential space counselor on campus: Cathy Wehrman or Brooke Conway, (808) 734-9504, 'Iliahi 201.

Filing a complaint: If you have experienced or observed discrimination or harassment you may make a formal complaint by contacting the Title IX Coordinator, Thomas No’eau Keopuhiwa at (808) 734-9522. You may also report concerns online at [https://cm.maxient.com/reportingform.php?KapiolaniCC&layout_id=0](https://cm.maxient.com/reportingform.php?KapiolaniCC&layout_id=0) or contact KapCC security at 734-9900.

Sexual Assault Policy

In conjunction with the University of Hawai‘i Community Colleges’ commitment to ensuring a safe and secure environment of learning for all students and staff, Kapi‘olani Community College recognizes the serious issues concerning sexual assault on the members of the campus community.

The college will not tolerate acts of sexual assault and has established a policy that specifies those acts subject to University sanctions. In addition, the College offers information on programs designed to inform students and employees about the prevention of crime and sex offenses.

As required by the Higher Education Amendments of 1992, the College has a Sexual Assault Policy that explains the College’s Sexual Assault Prevention Program presented to promote awareness of rape,
acquaintance rape, and other sex offenses and the procedures for reporting offenses. A copy of the Sexual Assault Policy can be obtained at the Office of the Vice Chancellor for Student Affairs. For additional information, please contact the Office of the Vice Chancellor for Student Affairs, ‘Ilima 205, (808) 734-9522.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (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 Kapi'olani 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 Kapi'olani 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 Kapi'olani 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 Kapi'olani 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
● The right to file a complaint with the U.S. Department of Education concerning alleged failures by Kapi'olani 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 20202-4605

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:
· Login to MyUH
· Select the My Profile Tab
· 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.

Kapi'olani Community College's Tobacco Products Policy: Promoting a Culture of Health and Wellness

In August 2012, Kapi'olani Community College established its policy as a non-smoking, tobacco product free campus. Effective July 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 (UH EP 10.102). In addition, Hawai‘i state law now prohibits the use of tobacco products on all 10 UH campuses and university-owned facilities.

We encourage all persons including students, faculty, staff, contractors, and visitors, to refrain from using tobacco products while on property owned or operated by the College. Tobacco products include, but are not limited to, cigarettes, cigars, pipes, smoking tobacco, electronic cigarettes, vapes and chewing tobacco.
DEGREE AND CERTIFICATE PROGRAMS

To graduate with a degree from Kapi'olani, a student must have earned a minimum of 12 credits of program courses in the degree/major at Kapi'olani. AA and AS degrees and ASCs and CAs require a cumulative 2.0 GPR or better for all courses used to meet the degree or certificate requirements. Transfer coursework is not calculated into the GPR. Students may follow the degree requirements that were in effect at the time of their original enrollment or any year thereafter, provided that they have maintained continuous enrollment.

Academic Subject Certificate (ASC)
An academic subject certificate (ASC) is a college credential awarded to students who have successfully completed a specific set of credit courses from the associate in arts curriculum. A grade of “C” or higher must be earned for all courses required in the certificate. The certificate is designed to fit within the structure of the associate in arts degree and shall be at least 12 credit hours.

Academic Subject Certificate (ASC): A supplemental college credential for students enrolled in an AA program or unclassified students already holding an Associate, Bachelor, or Graduate level credential and who have successfully completed a focused, specific sequence of credit courses from the AA curriculum. The sequence must fit within the structure of the AA degree, may not extend the credits required for the AA degree, and shall be at least 12 credit hours. Exceptions involve new program development and are subject to the requirements of University Systemwide.

The issuance of an ASC requires that the student's work has been evaluated and stated outcomes have been met. The issuance of the ASC requires that the student must earn a cumulative 2.0 GPR or better for all courses required in the certificate. Students enrolled solely for the purpose of obtaining an ASC will be identified as unclassified for admission and enrollment purposes.

Associate in Arts (AA) Degree
Associate in Arts (AA) degree: A general and pre-professional education degree, consisting of at least 60 baccalaureate-level semester credits, which provides students with skills and competencies essential for successful completion of a baccalaureate degree. The issuance of an AA degree requires that the student's work has been evaluated and stated outcomes have been met. The issuance of an AA degree requires that the student must earn cumulative 2.0 GPR or better for all courses used to meet the degree requirements. AA degrees may be offered in areas of study (e.g., Liberal Arts, Hawaiian Studies, Teaching).

The College offers two associate in arts degrees: the Associate in Arts in Liberal Arts and the Associate in Arts in Hawaiian Studies. The issuance of the degree requires 60 credits in courses numbered 100 or higher as listed in the program. Students must have a cumulative institutional grade point ratio of 2.0 (“C”) or higher.

Concentrations within the AA degree:
Concentrations in the AA degree in Liberal Arts consist of a minimum of nine credits, establish coherent and explicit pathways to baccalaureate degrees, and include any of the following:
a. Courses that meet University of Hawai‘i (UH) baccalaureate major requirements*
b. Courses that serve as prerequisites to courses that meet UH baccalaureate major requirements*
c. Prescribed lower division General Education or elective courses that articulate with a UH baccalaureate major*
d. Clear pathway for community college students to complete a baccalaureate program in four years

*If there is no related baccalaureate degree at a UH campus, concentration courses may apply to or provide a clear pathway to a baccalaureate major at a non-UH institution.

Transfer Requirements

**He waiwai nui ka lokahi.** (Pukui 105)

*Unity is a precious possession.*

For some students, Kapiʻolani Community College will be the first of many institutions of higher learning that they will attend. They may transfer among campuses of the University of Hawai‘i system, including all two- and four-year institutions; they may also transfer to colleges and universities outside the University of Hawai‘i system.

The College’s Liberal Arts, Hawaiian Studies, and Natural Science curricula and some of the career and technical education courses are designed to enable students to transfer to four-year institutions. However, entrance requirements for colleges and universities are not uniform. Students should become familiar with the requirements in their intended fields of study. They should consult with faculty advisors and academic advisors in order to arrange a program that will meet these requirements as well as permit them to graduate from Kapiʻolani Community College.

The Applicability of the University of Hawai‘i Associate in Arts Degree

Effective fall 1994, students at a University of Hawai‘i Community College who earn an associate in arts (AA) degree that meets the following three conditions have fulfilled the general education core requirements at all University of Hawai‘i baccalaureate degree-granting institutions.

1. The AA degree must be completed with a cumulative GPR of 2.0 or higher for all courses numbered 100-plus applicable to the AA degree requirements; and

2. The AA degree must conform to the AA degree criteria detailed in Appendix C of Executive Policy E5.209 University of Hawai‘i System Student Transfer and Inter-campus Articulation.

3. In the rare case when the credit hours associated with a course fulfilling a general education core requirement are not accepted for transfer by a receiving campus, the requirement is still considered to have been met.

While an articulated AA degree satisfies core requirements, students must also complete all lower division, major, college, and degree or graduation requirements. Additional campus-specific requirements, such as competency in a foreign language or writing-intensive courses, may also be required. With planning, most, if not all, of these requirements may be incorporated into the associate in arts degree; if not, they are required in addition to the associate in arts degree.
Applicable AA General Education Core Requirements

Note: Except for the student who completes the associate in arts degree, general education core requirements that are in effect at the time a certificate- or degree-seeking student enrolls at a University of Hawai‘i campus shall apply to that student throughout his/her pursuit of that certificate or degree, providing that the student maintains continuous enrollment and does not elect to choose core requirements modified by the campus subsequent to admission. A student transferring from one campus to another without missing a semester is considered to be a continuing student. Students in the undergraduate general and pre-professional classification who maintain continuous enrollment shall be eligible to graduate under the core requirements in place at the time of their first enrollment. Except as modified by an established articulation agreement, major requirements will be those in effect when the student declares a major at the baccalaureate campus.

2020-21 Associate in Arts Course Requirements

Students should note that baccalaureate degree requirements vary at University of Hawai‘i at Mānoa and should see their academic advisor for program details as well as read the transfer section of this catalog. Substitutions to the associate in arts degree requirements may be granted if identical substitutions are officially granted by a college at University of Hawai‘i at Mānoa. Students intending to transfer to University of Hawai‘i at Hilo or University of Hawai‘i–West O‘ahu should consult with an academic advisor at Kapi‘olani Community College, University of Hawai‘i at Hilo or University of Hawai‘i–West O‘ahu.

The following courses at 100 level or higher have been approved for use as electives for the Associate in Arts degree (in Liberal Arts, concentrations in Liberal Arts, or in Hawaiian Studies) effective fall 2019:

- CULN (all)
- HLTH (all)
- HOST (all)
- LAW (all)
- RESP (all)

For the most recent information concerning courses meeting General Education Core Requirements, students should check with their academic advisors or counselors.

A student majoring in Liberal Arts or Hawaiian Studies may substitute other courses for a specific requirement if the Arts and Sciences dean agrees that the substitution is required at the college to which the student intends to transfer. The student must complete and submit a course waiver form with supporting documentation.

AA degree requirements include foundation requirements and diversification requirements. FOUNDATION REQUIREMENTS: Written Communication (FW): three credits; Symbolic Reasoning (FS): three credits; Global and Multicultural Perspectives: six credits from two of three groups.

DIVERSIFICATION REQUIREMENTS: Arts and Humanities: six credits, two courses from two of three groups: Arts (DA), Humanities (DH), and Literature and language (DL); Natural Sciences: three credits in Biological Sciences (DB), three credits in Physical Sciences (DP), and one credit of laboratory science (DY); Social Sciences (DS): six credits, two courses from two different disciplines.
AA degree requirements also include:

- Hawaiian/second language (HSL): completion of first level of study, 101 and 102 or equivalent
- Oral Communication (OC): one course
- Writing Intensive (WI): two Writing Intensive classes
- Hawaiian, Asian and Pacific Issues (HAP): one course
- Electives: elective credits in Arts and Sciences courses numbered at or above the 100 level or non-liberal arts courses that meet major requirements

A minimum of 60 credits is required for an AA degree. Students are encouraged to meet with the appropriate academic advisors for approved course listings. Listed below are approved non-Arts and Sciences courses that may be used as electives for the associate in arts degree if transferring to UHM.

Students transferring to UHM TIM: HOST 100, HOST 101, HOST 293, ACC 201, ACC 202, BLAW 200, ICS 101.
Students transferring to UHM Business: ACC 201, ACC 202, ICS 101, BLAW 200, BUS 250, ENG 209.
Students transferring to UHM Nursing: PHRM 203.
Students transferring to UHM Education: MATH 111
Students transferring to UHM Journalism: JOUR 227

**Associate in Science (AS) in Natural Science Degree**

The Associate in Science degree in Natural Science (ASNS) with concentrations in Biological Sciences, Engineering, Information and Communication Technology, and Physical Sciences at Kapi‘olani Community College prepares students to transfer to four-year institutions in these fields of study. This 60-credit program provides clear, explicit, coherent pathways for students intending to transfer into Science, Technology, Engineering and Mathematics (STEM) majors at baccalaureate institutions. The issuance of the degree requires 60 credits in courses numbered 100 or higher as listed in the program. Students must have a cumulative institutional grade point ratio of 2.0 (“C”) or higher. The program provides curricula that focus on basic science and mathematics as well as more advanced research and mentoring experiences. The degree provides students with undergraduate research opportunities as they move through STEM curricular pathways. Targeted advising and appropriate course sequencing enable efficient transfer of STEM students.

Associate in Science (AS) degree: A degree designed to prepare students for employment in career and technical fields, and/or transfer to a baccalaureate granting institution in a science, technology, engineering, mathematics or other articulated baccalaureate-level programs of study. The AS degree consists of at least 60 semester credits, which provides students with either skills and competencies for gainful employment, or with courses in the arts and sciences or career and technical education that will prepare students for entry into an articulated baccalaureate program of study. All courses applicable for the AS degree will be at the baccalaureate level. The issuance of an AS degree requires that the student's work has been evaluated and stated outcomes have been met. The issuance of an AS degree requires that the student must earn cumulative 2.0 GPR or better for all courses used to meet degree requirements.

Concentrations within the AS degree:
Concentrations in the AS degree consist of a minimum of nine credits, establish coherent and explicit pathways to baccalaureate degrees, and include any of the following:

a. Courses that meet UH baccalaureate major requirements*
b. Courses that serve as prerequisites to courses that meet UH baccalaureate major requirements*
c. Prescribed lower division General Education or elective courses that articulate with a UH baccalaureate major*
d. Clear pathway for community college students to complete a baccalaureate program in four years.

*If there is no related baccalaureate degree at a UH campus, concentration courses may apply to or provide a clear pathway to a baccalaureate major at a non-UH institution.

ASNS degree requirements include foundation requirements and diversification requirements.

FOUNDATION REQUIREMENTS: Written Communication (FW): three credits; Symbolic Reasoning (FS): three credits; Global and Multicultural Perspectives: six credits from two of three groups.

DIVERSIFICATION REQUIREMENTS: Arts and Humanities: three credits, one course from one of three groups: Arts (DA), Humanities (DH), and Literature and language (DL); Social Sciences (DS): three credits, one course. The following chemistry courses are required of all concentrations: CHEM 161, 161L, 162, and 162L. Other required and elective courses depend on the student’s area of concentration.

Associate in Science (AS) Degree in Career and Technical Education Programs
The associate in science (AS) degree is a two-year career-technical education degree, consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment.

AS DEGREE REQUIREMENTS
The associate in science degree is awarded to students successfully completing a program of career and technical education courses along with related general education courses. The purpose of the AS program is to prepare students for gainful employment. A secondary purpose for some of the AS degrees is to prepare students for continuing education. Courses in the legal education program, foodservice and hospitality education programs, and some business and health sciences programs are transferable to baccalaureate programs in applied fields. Pre-baccalaureate advising facilitates this transfer. The requirements for the associate in science degree are:

1. Required credit hours: 60 to 65 credits, unless external requirements exceed this number.
2. Minimum cumulative grade point ratio: A student must have a cumulative GPR of 2.0 (“C”) or higher.
   Some programs may have additional minimum course grade requirements.
3. Minimum general education course requirements: AS degrees include a minimum of 15 credits of general education courses. Refer to the listing of humanities, natural sciences, and social sciences courses acceptable for the AS degree and individual program curricula.
4. Minimum communications and mathematics and logical thinking skills requirements: Refer to individual program curricula to satisfy the minimum required communications and mathematics/logical thinking skills.
5. Courses required by major program.
6. Electives: As needed to meet total credit hour requirements.

AS DEGREE OUTCOMES
Graduates of Kapi’olani Community College who complete an associate in science degree should be able to:

• Employ skills and understanding in language and mathematics essential to fulfill program requirements.
• Understand attitudes and values of various cultures and examine their potential for improving the quality
of life and meaningfulness in work.

- Recognize effects of technology and science on the natural and human environments.
- Understand contemporary issues and problems and respond to the impact of current conditions.
- Demonstrate proficiency in conceptual, analytic, and critical modes of thinking.
- Develop insights into human experience and apply them to personal, occupational, and social relationships.
- Recognize relevance of career choices to lifelong learning.
- Demonstrate competence in a selected program of study.

2018-19 ASSOCIATE IN SCIENCE DEGREE COURSES (KapCC AS/AH, KapCC AS/NS, KapCC AS/SS)

Kapiʻolani Community College catalogs are published yearly and do not always reflect the most recent campus actions. These Associate in Science (AS) courses fulfill Kapiʻolani Community College AS degree requirements for AS/AH, AS/NS, and AS/SS categories. Please refer to specific AS degree listings for specific course requirements.

Students intending to transfer to the University of Hawaiʻi at Mānoa (UHM) should be aware that baccalaureate degree requirements vary at UHM. Students should consult with their academic advisor for program details and should read the transfer section of this catalog. Students intending to transfer to the University of Hawaiʻi at Hilo (UHH) or the University of Hawaiʻi–West Oʻahu (UHWO) should consult with an academic advisor at KapCC, UHH, or UHWO. Students should check the website http://www.hawaii.edu/gened/articulation.htm for additional information.

ARTS & HUMANITIES (AH) courses for KapCC AS degree (KapCC AS/AH)

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 201</td>
<td>IS 109, 161</td>
</tr>
<tr>
<td>ART 101, 159, 189</td>
<td>LING 102</td>
</tr>
<tr>
<td>ASAN 100 (AH or SS but not both), 201, 202</td>
<td>MUS 106, 107, 108, 170, 229</td>
</tr>
<tr>
<td>DNCE 150</td>
<td>PACS 257</td>
</tr>
<tr>
<td>EALL 261, 262, 271, 272</td>
<td>PHIL 100, 102, 103, 213, 250</td>
</tr>
<tr>
<td>ENG 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha)</td>
<td>REL 150, 205</td>
</tr>
<tr>
<td>HIST 151, 152, 231, 232, 241, 242, 281, 282, 284, 288</td>
<td>SP 251</td>
</tr>
<tr>
<td>HUM 269 (any alpha), 295 (any alpha)</td>
<td>THEA 101, 221</td>
</tr>
<tr>
<td>HWST 100, 107, 110, 207, 222, 257, 282</td>
<td></td>
</tr>
</tbody>
</table>

NATURAL SCIENCES (NS) courses for KapCC AS degree (KapCC AS/NS)
BIOL 101, 124, 130, 171
BOT 101, 130, 201
CHEM 100, 161, 162
FSHE 185
GEOG 101
GG 103
ICS 100
MICR 130
PHYL 141, 142, (formerly ZOOL), 160
PHYS 100, 151
ZOOL 200

SOCIAL SCIENCES (SS) courses for KapCC AS degree (KapCC AS/SS)

ANTH 151, 152, 200, 210
ASAN 100 (AH or SS but not both)
BOT 105
COM 201
ECON 120, 130, 131
FAMR 230
GEOG 102, 151
JOUR 150
PACS 108
POLS 110, 120, 130
PSY 100, 170
SOC 100, 214, 218, 231, 251, 257
SP 181
SSCI 102

Please note that ASAN 100 satisfies either the Arts and Humanities requirement or the Social Sciences requirement for an AS degree, but not both requirements.

Associate in Technical Studies (ATS) Degree
The associate in technical studies degree is a two-year career-technical education degree, consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. The degree must be customized by integrating courses from two or more existing approved programs and is intended to target emerging career areas that cross traditional boundaries. The degree must have educational objectives that are clearly defined and recognized by business, industry, or employers who have need for specialized training for a limited number of employees. The degree must have advanced approval and cannot be based upon previously completed coursework.

Associate in Technical Studies (ATS) degree: A career and technical credential consisting of at least 60 semester credits, which provides individual students with skills and competencies for gainful employment. The ATS degree must be customized by using courses from two or more existing Board of Regents (BOR)-approved programs and is intended to target emerging career areas that cross traditional boundaries. This degree must have educational objectives that are clearly defined and recognized by business, industry, or employers who have needs for specialized training.

Students seeking this degree must have a course of study approved in advance by the college and cannot be requested based upon previously completed coursework. The issuance of an ATS requires that the student's work has been evaluated and stated outcomes have been met. The issuance of an ATS degree requires that the student must earn a cumulative 2.0 GPR or better for all courses used to meet degree requirements. The ATS
degree cannot be used to circumvent the authority of the BOR to approve programs. If there is a significant demand by students to enroll in a specific course sequence, the college shall initiate the establishment of a new certificate or associate degree program.

ATS DEGREE REQUIREMENTS
Each ATS degree is customized for an individual student and has no life of its own beyond that student. This logic applies even to cases where a cohort of students at a given time may be following a common ATS plan. Each student follows his/her own program of study, and that program of study does not continue after the degree has been completed. The requirements for the associate in technical studies degree are:

1. Required credit hours: A minimum of 60 credits.
2. Minimum cumulative grade point ratio: A student must have a cumulative grade point ratio of 2.0 (“C”) or higher.
3. Minimum general education course requirements: At least one course in each of the three areas: social sciences, natural sciences and arts and humanities (at least 9 credits).

ATS DEGREE OUTCOMES
Graduates of Kapiʻolani Community College who complete an associate in technical studies degree should be able to:

- Employ skills and understanding in language and mathematics essential to fulfill program requirements.
- Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
- Recognize effects of technology and science on the natural and human environments.
- Understand contemporary issues and problems and respond to the impact of current conditions.
- Demonstrate abilities of conceptual, analytic, and critical modes of thinking.
- Develop insights into human experience and apply them to personal, occupational, and social relationships.
- Recognize relevance of career choices to lifelong learning.
- Demonstrate competence in a selected program of study.

ATS PROCEDURES
1. The student submits an ATS degree proposal in writing to the College. For additional information about the ATS proposal and approval process, students should contact an academic advisor.
2. At least 30 credits of the ATS degree must be completed after the date the degree plan is approved by the chancellor.
3. An academic advisor will be assigned to counsel and guide the ATS student through degree completion.

Certificate of Achievement (CA)
Certificate of Achievement (CA): A college credential for students who have successfully completed designated medium-term career and technical education credit course sequences that provide them with entry-level skills or job upgrading. These course sequences shall be at least 24 credit hours, but may not exceed 51 credit hours (unless external employment requirements exceed this number). Appropriate to the CTE program, the CA may include General Education courses that meet industry requirements. The issuance of a Certificate of Achievement requires that the student's work has been evaluated
and stated outcomes have been met. The issuance of a Certificate of Achievement requires that the student must earn a cumulative 2.0 GPR (“C”) or higher for all courses required in the certificate. Some certificate programs may have additional requirements.

**Certificate of Competence (CO)**

A certificate of competence (CO) is a college credential for students who have successfully completed a sequence of career-technical education courses within a Board of Regents (BOR) approved Career and Technical Education (CTE) program that has been identified as fulfilling an employable set of skills recognized by Business and Industry. CO may be awarded for successful completion of a sequence of non-credit CTE instruction. The issuance of a Certificate of Competence requires that the student's work has been evaluated and stated outcomes have been met. The issuance of a Certificate of Competence requires that the student’s work meets or exceeds competencies necessary for employment (e.g., a sequence of courses resulting in a student’s competence to be employed as an automotive “brake technician” or “air conditioning technician”). Credit course sequences shall be at least four credits and less than 24 credit hours and may include General Education courses appropriate to industry requirements. Non-credit course sequences shall be equivalent in instructional time as described in UHCCP #5.228 Credit Hour. In a credit course sequence the student must earn a cumulative 2.0 GPR (“C”) or higher for all courses required in the certificate. In non-credit course sequence, the student’s work must be evaluated to be equivalent to a 2.0 GPR or higher.

**Advanced Professional Certificate (APC)**

An advanced professional certificate (APC) is a college credential for students who have successfully completed the associate-level degree, designated medium-term credit/non-credit career and technical education courses, or the equivalent that has provided the student with skills and competencies for gainful employment beyond entry-level positions. The advanced professional certificate is designed for transfer directly into a baccalaureate program or for industry professionals seeking industry/occupation-specific skills. Credit course sequences shall be at the upper division course level and contain at least 18 credits and no more than 30 semester credits. The issuance of an Advanced Professional Certificate requires that the student’s work has been evaluated and that stated competencies have been met.

**Cooperative Internship Education**

Cooperative internship education integrates academic study with periods of planned and evaluated work experience related to students’ educational objectives. Students receive academic credit and may or may not receive financial remuneration from their employers. The general objectives of cooperative internship education are:

1. To provide planned and evaluated work experiences that will enhance the integration of theory learned in the classroom with the practical aspects of the work situation.
2. To provide planned and evaluated work experiences such as learning how to work, selecting appropriate career goals, and learning to work with others.
3. To develop helpful employment contacts and references.
4. To provide opportunities to earn money to defray college expenses. The college assists in job training placement. Students receive academic credit, from one to four credits per semester, and may or may not receive financial remuneration from their employers. No more than a total of eight credits may be counted toward a certificate or associate degree.

Programs that offer cooperative internship include accounting, legal secretary, marketing, paralegal,
hotel/restaurant operations, and new media arts. For additional program information, students should see the appropriate department chair. Credits are awarded as follows: 1 hour per week seminar for 1 credit and 3 hours per week work experience per credit.

**Graduation and Persistence Rates**
The College's graduation and persistence rates are available to the public at the following website: http://go.hawaii.edu/8g
ACCOUNTING

ACC 124 Principles of Accounting I (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 22 or qualification for a higher-level English course.
Recommended Preparation: Credit or concurrent enrollment in SP 151 or credit or concurrent enrollment in SP 251.
Comment: The sequence of ACC 124, ACC 125 and ACC 202 is equivalent to the sequence of ACC 201 and ACC 202, and vice versa. The ACC 124 and ACC 125 sequence is transferable to other University of Hawai‘i community colleges, the University of Hawai‘i - West O‘ahu, or the University of Hawai‘i at Hilo. The ACC 124 and ACC 125 sequence also satisfies the ACC 201 entrance requirement to the University of Hawai‘i at Mānoa Shidler College of Business, but does not provide transfer credits towards graduation.

ACC 124 introduces basic accounting principles and practices for service and merchandising businesses. Areas include: accounting as an information system, the accounting cycle, financial statements, internal control, current and long-term assets, and current liabilities and payroll. Special emphasis will be placed upon the practical application of accounting principles.

Upon successful completion of ACC 124, the student should be able to:
1. Complete the accounting cycle from source documents to financial statements with emphasis on practical application of accounting principles.
2. Analyze, record, report and interpret business activities of a service and/or merchandising organization using current accounting and ethical standards.
3. Demonstrate effective communication and teamwork skills.

ACC 125 Principles of Accounting II (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ACC 124 and qualification for ENG 22 or qualification for a higher-level English course.
Recommended Preparation: Credit or concurrent enrollment in SP 151 or credit or concurrent enrollment in SP 251.
Comment: The sequence of ACC 124, ACC 125 and ACC 202 is equivalent to the sequence of ACC 201 and ACC 202, and vice versa. The ACC 124 and ACC 125 sequence is transferable to other University of Hawai‘i community colleges, the University of Hawai‘i - West O‘ahu, or the University of Hawai‘i at Hilo. The ACC 124 and ACC 125 sequence also satisfies the ACC 201 entrance requirement to the University of Hawai‘i at Mānoa Shidler College of Business, but does not provide transfer credits towards graduation.

ACC 125 continues the study of financial accounting procedures. Areas include: long-term assets, long-term liabilities, accounting for corporations and/or partnerships.

Upon successful completion of ACC 125 the student should be able to:
1. Apply financial accounting procedures with an emphasis on long-term assets, long-term liabilities, and equity to include corporations and/or partnerships.
2. Demonstrate effective communication and teamwork skills.

ACC 132 Payroll and Hawai‘i General Excise Taxes (3)
3 hours lecture per week
Prerequisite(s): Concurrent enrollment in ACC 124 or concurrent enrollment in ACC 201 or consent of instructor.
Recommended Preparation: Credit or concurrent enrollment in ICS 100 or credit or concurrent enrollment in ICS 101; and ENG 21 or ENG 22 or ESOL 94F or ESOL 94S or qualification for ENG 100 or qualification for ESL 100.

ACC 132 introduces principles, manual and computerized procedures, and terminology for business application of payroll accounting. This course also teaches students to prepare federal and Hawai‘i state forms for payroll taxes and the Hawai‘i General Excise and Use Tax. The course content of ACC 132 prepare students for the payroll certification examinations offered by the American Payroll Association, such as Fundamental Payroll Certification (FPC) and/or Certified Payroll Professional (CPP). This course is designed as a recommended course for certain advanced ACC courses, but also serves those students seeking immediate employment as payroll clerks.

Upon successful completion of ACC 132, the student should be able to:
1. Ethically and accurately prepare and report payroll accounting according to federal and state laws.
2. Ethically and accurately complete Hawai‘i General Excise and Use tax forms.
3. Record payroll transactions using appropriate computerized software.
4. Demonstrate effective communication and teamwork skills.
ACC 134 Individual Income Tax Preparation (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 21 or qualification for ENG 22 or qualification for ESOL 94F or qualification for ESOL 94S or qualification for an equivalent course.
Recommended Preparation: Credit or concurrent enrollment in ICS 100 or credit or concurrent enrollment in ICS 101.

ACC 134 introduces the preparation of federal and state of Hawai‘i individual income tax returns with an emphasis on law and regulations and their application to the tax returns. This course is intended for an individual preparing basic tax returns under the supervision of an accounting professional. Student will learn to conduct basic tax research using online tax research database and resources. Student will also learn to prepare tax returns both manually and by using commercial tax software such as CCH Prosystem fx (CCH, Commercial Clearing House, a division of Wolters Kluwer).

Upon successful completion of ACC 134, the student should be able to:
1. Ethically and accurately apply federal and state laws to prepare individual tax returns.
2. Use basic tax research techniques.
3. Demonstrate effective communication and teamwork skills.

ACC 137 Business Income Tax Preparation (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ACC 134 or consent of instructor.
Recommended Preparation: Credit or concurrent enrollment in ICS 100 or credit or concurrent enrollment in ICS 101.

ACC 137 introduces Federal and Hawai‘i tax laws and regulations and basic return preparation for business entities. This course is intended for an individual preparing basic tax returns under the supervision of an accounting professional. The student will learn to conduct basic tax research using online database and resources. The student will also learn to prepare tax returns both manually and by using commercial tax software such as CCH Prosystem fx (R) (CCH, Commercial Clearing House, a division of Wolters Kluwer).

Upon successful completion of ACC 137, the student should be able to:
1. Ethically apply federal and state laws to prepare tax returns for business entities.
2. Use basic tax research techniques.
3. Demonstrate effective communication and teamwork skills.

ACC 201 Introduction to Financial Accounting (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100 or qualification for an equivalent course.
Recommended Preparation: Credit or concurrent enrollment in ICS 100 or credit or concurrent enrollment in ICS 101.

ACC 201 introduces accounting principles and practices used to record and communicate financial information. Methods for valuating assets, liabilities, and equity of an organization will be analyzed. The student will be introduced to the purpose and fundamentals of ethics and internal controls.

Upon successful completion of ACC 201, the student should be able to:
1. Complete the accounting cycle for a service and merchandising organization using current accounting standards.
2. Analyze the effects of business transactions on the financial statements of an organization.
3. Identify and apply basic internal control principles and accounting ethics in a business setting.
4. Demonstrate effective communication and teamwork skills.

ACC 202 Introduction to Managerial Accounting (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ACC 201 or a grade of "C" or higher in both ACC 124 and ACC 125.
Recommended Preparation: Credit or concurrent enrollment in ICS 100 or credit or concurrent enrollment in ICS 101.

ACC 202 introduces managerial accounting methods for evaluating performance including cost accounting, budgeting, break-even analysis, ratio analysis, standard cost systems, and reporting for internal decision making.

Upon successful completion of ACC 202, the student should be able to:
2. Prepare information and reports that may be used by management for planning, control and decision making purposes.
3. Demonstrate effective communication and teamwork skills.
4. Evaluate alternatives using various methods of entity-wide and project financing.
ACC 221 Practical Intermediate Accounting (3)
3 hours lecture per week
Prerequisite(s): Credit or concurrent enrollment in ENG 100 or credit or concurrent enrollment in ESL 100; and a grade of "C" or higher in both ACC 124 and ACC 125; or a grade of "C" or higher in ACC 201; Prerequisites may be waived by the consent of Accounting Program Coordinator or Business, Legal & Technology Education Department Chairperson.

ACC 221 provides in-depth coverage of Generally Accepted Accounting Principles (GAAP) students learned in ACC 201. Student will learn to apply GAAP recording and reporting requirements through practice sets and financial accounting research using industry standard tools such as the Financial Accounting Standards Board (FASB) Accounting Standards Codification® Professional View. Students also begin to organize accounting information using spreadsheets, and explore Enterprise Content Management Systems such as CCH Engagement.

Upon successful completion of ACC 221, the student should be able to:
1. Demonstrate mastery of the manual accounting cycle and related internal controls, and discuss them within the framework of an accounting information system (AIS).
2. Organize accounting information using industry standard tools and protocols.
3. Prepare financial statements in accordance with GAAP, analyze them, and interpret them for stakeholders using industry-standard communication practices.
4. Use FASB Codification and other research tools to answer basic accounting research questions clearly, concisely and accurately.
5. Demonstrate effective communication and teamwork skills.

ACC 231 (Alpha) Professional Skills (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100; and credit or concurrent enrollment in ACC 134 and a grade of "C" or higher in ACC 221 and credit or concurrent enrollment in ACC 255; and a grade of "C" or higher in ICS 100 or a grade of "C" or higher in ICS 101; and a grade of "C" or higher in SP 151 or a grade of "C" or higher in SP 181 or a grade of "C" or higher in SP 251. Prerequisites may be waived by the consent of Accounting Program Coordinator or Business, Legal & Technology Education Department Chairperson.

ACC 231 (Alpha) covers the major hands-on practical skills paraprofessional accountants need to know. As the accounting function evolves over time, topics covered in this course may vary in order to maintain currency with industry standards. Course coverage emphasizes timely real world situations and provides an opportunity for students to integrate new skills with competencies learned in prerequisite courses. Concepts will be discussed, demonstrated, exercised, and applied primarily through case studies and fieldwork. Successful students will be able to effectively demonstrate use of their business analytical, teamwork, interpersonal and communication skills - all at a paraprofessional accountant level.

Upon successful completion of ACC 231 (Alpha), the student should be able to:
1. Apply knowledge of the major components and features of an accounting system by providing substantive backup materials needed by supervising accountants or auditors.
2. Investigate, describe, and try applications, utilities, or devices that help maintain an accounting entity's audit trail.
3. Apply Generally Accepted Accounting Principles, internal control concepts, and ethical guidelines to accounting cases and fieldwork through use of industry-standard tools.
4. Apply and integrate skills, tools, and knowledge gained through prerequisite Accounting and other course work to demonstrate competency in accounting problem identification and solution.
5. Utilize workplace-standard accounting terminology and vocabulary and exhibit a paraprofessional level of conduct in interactions with team members, accounting professionals, and in presentations
6. Plan, organize, and carry out as a team a professionally run function that connects Accounting Program students, internal and external stakeholders, and other interested parties.

ACC 231B Professional Skills: Research, Workpapers, and Systems Simulation (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100; and a grade of "C" or higher in ACC 134 and a grade of "C" or higher in ACC 221 and credit or concurrent enrollment in ACC 255; and a grade of "C" or higher in ICS 100 or a grade of "C" or higher in ICS 101 or a grade of "C" or higher in ICS 102; and a grade of "C" or higher in SP 151 or a grade of "C" or higher in SP 181 or a grade of "C" or higher in SP 251. Prerequisites may be waived by the consent of Accounting Program Coordinator or Business, Legal & Technology Education Department Chairperson.
Kapi'olani Community College Courses 2020 – 2021, A-B, page 4

ACC 231B emphasizes real world situations and provides an opportunity for students to demonstrate outcomes of their learning, critically assess and appropriately apply what has been learned. Through problem-based hands-on learning using industry standard tools such as CCH Accounting Research Manager(R), FASB Accounting Standards Codification(R), CCH Tax Research Consultant (R), and CCH ProSystem fx Engagement(R), students will research financial accounting, taxation, and enterprise content management issues. At the paraprofessional accountant level, students will utilize their business teamwork principles, interpersonal and communication skills to solve business problems.

Upon successful completion of ACC 231B, the student should be able to:
1. Apply knowledge of the major components of an accounting system to workplace problems/cases and fieldwork.
2. Investigate and describe the application of Enterprise Content Management and Document Management systems in business.
3. Apply Generally Accepted Accounting Principles, internal control concepts, and ethical guidelines to financial accounting research and workplace problems/cases and fieldwork.
4. Apply and integrate skills, tools, and knowledge gained through prerequisite Accounting and other course work to demonstrate competency in complex accounting problem identification and solution.
5. Utilize workplace-standard accounting terminology and vocabulary and exhibit a paraprofessional level of conduct in interactions with team members, accounting professionals, and in presentations.
6. Plan, organize, and carry out as a team an annual function that connects accounting professionals, students, faculty, potential employers, and community members

ACC 251 (Alpha) Accounting Information Systems Using Midrange Applications (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ACC 202 and a grade of "C" or higher in ACC 252; and a grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100; and a grade of "C" or higher in ICS 100 or a grade of "C" or higher in ICS 101; and a grade of "C" or higher in SP 151 or a grade of "C" or higher in SP 181 or a grade of "C" or higher in SP 251. Prerequisites may be waived by the consent of instructor, the Accounting Program Coordinator, or the Business, Legal & Technology Education Department Chairperson.
Recommended Preparation: ACC 255.
Comment: Students are expected to provide their own USB compatible high-density electronic storage media of minimum size specified by instructor. ACC 251 (Alpha) is repeatable for a maximum of six credits. A student may not repeat the same topic course for additional credit.

ACC 251 (Alpha) provides hands-on training in the administration of a moderately sophisticated accounting system. The selected accounting software is a comprehensive business management suite for manufacturers and distributors built on the client/server architecture. The primary industry standard functions of the software will be covered. Dependent on software architecture and user interface, these may include "Modules" such as Accounts Receivable, General Ledger, etc. or they may include "Series" such as Financial, Sales, Purchasing, Inventory, etc. Concepts will be discussed, demonstrated, exercised, and applied in classroom activities and case studies. Accounting information system technologies, accounting process information flows, and the major risks and controls associated with these may be investigated. Students will be able to describe and document how data is captured, processed, stored, and accessed for generating business documents, management information, and business reports.

Upon successful completion of ACC 251, the student should be able to:
1. Use standard terminology and vocabulary to describe the purpose of the major modules, series or components in a midrange accounting system.
2. Perform the work required to complete the accounting cycle in an accounting information system, including analysis and entry of transactions, preparation of adjusting entries, and preparation of general-purpose and special-purpose reports and financial statements.
3. Demonstrate proficiency in the use of basic accounting AIS tools such as Windows®, Excel®, Word®, PowerPoint®, QuickBooks®, Visio®, and various cloud-based technologies.
4. Define and provide examples of the primary and supporting activities in an accounting information system that assist management in executing business and information events and help support sound decision making.
5. Demonstrate effective communication and teamwork skills.
6. Demonstrate sound business ethics and perform efficiently at the paraprofessional level.

ACC 251C Accounting Information Systems - Sage (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ACC 202 and a grade of "C" or higher in ACC 252; and a grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100; and a grade of "C" or higher in ICS 100 or a grade of "C" or higher in ICS 101; and a grade of "C" or higher in SP 151 or a grade of "C" or higher in SP 251. Prerequisites may be waived by the consent of instructor, Accounting Program Coordinator or Business, Legal & Technology Education Department Chairperson.
Recommended Preparation: ACC 255.
Comment: Students are expected to provide their own USB compatible high-density electronic storage media of minimum size specified by instructor.

ACC 251C provides hands-on training in the administration of a moderately sophisticated accounting system. Sage 100 ERP is a comprehensive business management suite for manufacturers and distributors built on the client/server architecture. The following Sage 100 ERP modules are covered: Core Modules: Library Master; General Ledger; Accounts Payable, and Accounts Receivable. Distribution Modules: Sales Order, Purchase Order, and Inventory Management. Concepts will be discussed, demonstrated,
exercised, and applied in classroom activities and case studies. Accounting information system technologies, accounting process information flows, and the major risks and controls associated with these processes will be investigated. Students will be able to describe and document how data is captured, processed, stored, and accessed for generating business documents, management information, and business reports.

Upon successful completion of ACC 251C, the student should be able to:
1. Use standard terminology and vocabulary to describe the purpose of the major Core and Distribution modules/components in an accounting system that uses Sage 100 ERP.
2. Perform the work required to complete the accounting cycle in an accounting information system, including analysis and entry of transactions, preparation of adjusting entries, and preparation of general-purpose and special-purpose reports and financial statements.
3. Demonstrate proficiency in the use of basic accounting AIS tools such as Windows®, Excel®, Word®, PowerPoint®, QuickBooks®, Visio®, and various cloud-based technologies.
4. Define and provide examples of the primary and supporting activities in an accounting information system that assist management in executing business and information events and help support sound decision-making.
5. Demonstrate effective communication and teamwork skills.
6. Demonstrate sound business ethics and perform efficiently at the paraprofessional level.

**ACC 252 Using QuickBooks® in Accounting (3)**
3 hours lecture per week

Prerequisite(s): Credit or concurrent enrollment in ACC 124 or credit or concurrent enrollment in ACC 125 or credit or concurrent enrollment in ACC 201; and credit or concurrent enrollment in ICS 100 or credit or concurrent enrollment in ICS 101 or consent of instructor.

Recommended Preparation: Credit or concurrent enrollment in SP 151 or credit or concurrent enrollment in SP 181 or credit or concurrent enrollment in SP 251.

Comment: A previous version of this course was formerly taught as ACC 150. ACC 252 is required by the Certificate of Competence, Payroll Preparer, the CA in Accounting and the AS in Accounting. Students are expected to provide their own USB flash drive with 8GB or higher capacity. The ACC 252 course uses Windows PC based QuickBooks Pro Accounting software, therefore Apple Macintosh users may have to purchase and install additional software to emulate Windows PC operations. A card containing an Access Code for download of a 140-day free trial version of the software is bundled with new textbooks. The textbook for this course should be purchased at the Kapi'olani Bookstore, or inclusion of the Access Code should be confirmed with other textbook vendor before purchase. Please do not install free trial QuickBooks until the first week of class.

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.

Upon successful completion of ACC 252 the student should be able to:
1. Apply fundamental accounting principles to set up and maintain records using QuickBooks.
2. Evaluate and communicate business performance based on various reports.
3. Demonstrate effective communication and teamwork skills.

**ACC 255 Using Excel® in Accounting (3)**
3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ACC 201 or a grade of "C" or higher in both ACC 124 and ACC 125; and credit or concurrent enrollment in ICS 101; and credit or concurrent enrollment in BUS 100 or credit or concurrent enrollment in BUS 250 or credit or concurrent enrollment in Math 115. Prerequisites may be waived by the consent of instructor, Accounting Program Coordinator or Business, Legal, & Technology Education Department Chairperson.

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.

Upon successful completion of ACC 255, the student should be able to:
1. Compile financial data utilizing an electronic spreadsheet, and generate accurate and relevant output.
2. Analyze results of accounting problems and use the results to propose business recommendations.
3. Explain basic database and data analytics concepts and their applications in accounting.
4. Demonstrate effective communication and teamwork skills.

**ACC 261 (Alpha) Accounting Information and Management Systems Topics (3)**
3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ACC 252 and a grade of "C" or higher in ACC 255; and a grade of "C" or higher in BUS 100 or a grade of "C" or higher in BUS 250 or a grade of "C" or higher in MATH 115; and a grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100; and a grade of "C" or higher in ICS 101; and a grade of "C" or higher in SP 151 or a grade of
"C" or higher in SP 251. Prerequisites may be waived by the consent of instructor, the Accounting Program Coordinator, or the Business, Legal & Technology Education Department Chairperson.  
Comment: ACC 261 (Alpha) is repeatable for a maximum of six credits. A student may not repeat the same topic course for additional credit. Students must have working knowledge of University of Hawai'i sponsored Google applications.

ACC 261 (Alpha) covers the hottest accounting technology trends impacting accounting information and management systems. Topics are selected based on high wage, high demand career opportunities currently available in industry. The course is designed to enhance the ability of students to think critically and to develop the knowledge, skills and attitudes necessary to compete effectively in the rapidly changing world of accounting information technology. Students will research and present how companies are using the selected emerging technologies to enhance their accounting information and management systems.

Upon successful completion of ACC 261, the student should be able to:
1. Explain the importance of the selected technology trends in accounting information and management systems.
2. Use standard terminology and vocabulary commonly used in the selected technology trends.
3. Demonstrate proficiency in the use of the selected technologies.
4. Demonstrate effective communication and teamwork skills.
5. Demonstrate sound business ethics and perform efficiently at the paraprofessional level.

ACC 293 Accounting Internship (3)
1 hour lecture, 8 hours internship per week

Prerequisite(s): Credit or concurrent enrollment in ACC 231B or credit in ACC 251B or credit or concurrent enrollment in ACC 251C. Prerequisites may be waived by the consent of instructor, Accounting Program Coordinator or Business, Legal, & Technology Education Department Chairperson.

Comment: ACC 293 is repeatable for a maximum of nine credits, however only three credits may be applied toward the fulfillment of the AS Accounting degree requirements. Letter grade only. May not be audited. May not be taken credit/no credit.

ACC 293 is an internship course involving a student to employer (or sponsoring organization) cooperative arrangement that integrates classroom learning with supervised, structured practical work experience. In addition, employment-seeking skills such as job search, resume writing, interviewing, application form filling, professional attitude and attire will be emphasized. A student's background knowledge and skills are considered when recommending students for available positions. This course offers the opportunity for students to apply and further develop workplace soft skills and accounting skills.

Upon successful completion of ACC 293, the student should be able to:
1. Perform job search using appropriate tools; follow standards of etiquette and practice appropriate oral and written communication skills to apply for and secure available positions.
2. Complete assigned job duties and resolve problems independently and as part of a team.
3. Analyze and relate the job duties to principles, concepts or procedures covered in the ACC course of study.
4. Demonstrate proficiency in the use of the selected technologies.
5. Explain the importance of the selected technology trends in accounting information and management systems.
6. Identify the personal qualities, work habits, work ethics, and attitudes and other competencies determined by the instructor and the employer that lead to professionalism in the work place.

AMERICAN SIGN LANGUAGE

ASL 101 Elementary American Sign Language I (4) KCC AA/HSL
4 hours lecture per week

ASL 101 emphasizes the development of both receptive and expressive skills. Course content includes basic vocabulary, fingerspelling, syntax, and grammatical structures. Everyday communication is the centerpiece of every lesson. Grammar is introduced in context, with an emphasis on developing question and answering skills. Exploration of the history of ASL and cultural aspects within the Deaf community will also be introduced.

Upon successful completion of ASL 101, the student should be able to:
1. Demonstrate the basic syntax in American Sign Language.
2. Recognize and produce appropriate grammatical structures, facial grammar, sign vocabulary, personal and possessive pronouns, classifiers and fingerspelling.
3. Demonstrate how to sign various types of numbers: cardinal (1-100), ordinal, age, clock time, basic number sentences correctly.
4. Demonstrate communicative competence in ASL related to oneself, family, academic, and real-world surroundings.
5. Demonstrate how to navigate a signing environment and appropriate greetings and attention getting behaviors.
6. Discuss aspects and issues of the Deaf Community, including its culture, the differences between Deaf and Hearing cultures; how Deaf and Hearing people have interacted historically, and the role of ASL in the lives of Deaf people.

ASL 102 Elementary American Sign Language II (4) KCC AA/HSL
4 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ASL 101 or a grade of "C" or higher in an equivalent course or consent of instructor.
Upon successful completion of ASL 102, the student should be able to:
1. Give and confirm directions, interrupt, use spatial referencing and explain the differences in cardinal and ordinal numbers in ASL.
2. Identify and accurately describe people who are present and not present, contrast people, and use numbers in multiples of 5, 10 and 11 in ASL.
3. Initiate requests, accept or decline offers, use spatial and inflecting verbs, and use numbers when talking about money and whole numbers from 51-75 in ASL.
4. Demonstrate relationships, ages and length of time, and the use of whole numbers 67-98 in ASL.
5. Contradict opinions and contrast two or more people/things in ASL.
6. Discuss aspects of the Deaf Community, including the history of Deaf people and their interactions with hearing people, and the role of ASL in the lives of Deaf people.

ASL 201 Intermediate American Sign Language I (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ASL 102 or a grade of "C" or higher in an equivalent course or consent of instructor.

ASL 201 emphasizes and expands on grammar, syntax, spatial referencing, classifiers, and vocabulary development. Students will develop effective and fluent ASL expressive and receptive skills. Fluency and accuracy of fingerspelling will be developed as well as the use of lexicalized signs. This course continues to expand knowledge of experiences in ASL and understanding of deaf community, culture and history within the context of their application to ASL skills.

Upon successful completion of ASL 201, the student should be able to:
1. Demonstrate basic, functional conversational skills in ASL through giving opinions, discussing plans and goals, and describing things and places in detail.
2. Demonstrate effective production of ASL signs, quantifiers, numerical signs, request signs, lexicalized fingerspelling in complete sentences, and in a narrative structure through signed assignments.
3. Recognize ASL grammar features: topic-comment structure, ordinal numbers, referencing, locative, semantic and descriptive classifiers, time signs (recurring and continuous), inflecting verbs, role shifting, conditional sentences, when clauses, contrastive structure, and possessive forms.
4. Discuss the aspects of the deaf community, culture and history through assigned course materials and videos.
5. Incorporate and utilize unique ways to get engaged in conversations using ASL for negotiations, making suggestions, requests, or complaints.

ASL 202 Intermediate American Sign Language II (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ASL 201 or a grade of "C" or higher in an equivalent course or consent of instructor.

ASL 202 refines the language skills and knowledge acquired in American Sign Language in ASL 101-201, adding more sophisticated ASL grammatical features and vocabulary, short stories, narratives, and dialogues. To increase their fluency and accuracy, students will give descriptions of the objects and places, appropriate sequencing about their life events and "the weekend" stories. This course continues to expand the knowledge and experiences in ASL, and promote students' understanding of the deaf culture, history, and community.

Upon successful completion of ASL 202, the student should be able to:
1. Demonstrate the ability to identify and distinguish objects in ASL.
2. Identify and produce ASL classifiers: locative, descriptive and instrumental.
3. Demonstrate advanced proficiency in ASL fingerspelling, numbers, and lexicalized signs.
4. Accurately produce a storytelling sequence incorporating all grammatical functions in ASL.
5. Compare and contrast the study of ASL and deaf community, culture and history with one's background and life experience.

ASL 203 Advanced American Sign Language I (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ASL 202 or a grade of "C" or higher in an equivalent course or consent of instructor.

ASL 203 applies knowledge of American Sign Language grammar and vocabulary to the description of increasingly complex constructs, processes and situations. Students will incorporate multiple character roles shifting into medium-length stories, narratives and the discussion of hypothetical issues. Cultural values and attitudes as they relate to the Deaf community are also examined.

Upon successful completion of ASL 203, the student should be able to:
Demonstrate advanced grammatical structures in ASL.
2. Narrate personal stories following ASL narrative structure.
3. Demonstrate narratives and stories in ASL.
4. Demonstrate an advanced conversational level of receptive skills in ASL.
5. Focus on building narrative skills, moving from an informal to a more formal presentation.
6. Distinguish between opinions and facts in ASL.
7. Accurately produce sequence classifiers in order to fully describe what happened.

**ASL 204 Advanced American Sign Language II (4) KCC AA/HSL**

4 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ASL 203 or a grade of "C" or higher in an equivalent course or consent of instructor.

ASL 204 that builds on the cultural competence and language skills developed in ASL 203 with increased focus on developing comprehension and production in storytelling skills; continued expansion of knowledge of Deaf culture and Deaf community. This class has a strong emphasis in specialized vocabulary development and receptive skill development. Students learn advanced role shifting, medical topics, storytelling, classifier descriptions, rule description, activity description, etc.

Upon successful completion of ASL 204, the student should be able to:
1. Engage in dialogues and illustrate an advanced conversational level of expressive fluency.
2. Focus on developing conversational skills used in everyday discussion.
3. Narrate personal stories involving multiple people and events in an ASL manner.
4. Incorporate a variety of ASL spatial structure correctly into narrations.
5. Display understanding of basic ASL fictional storytelling techniques.
6. Display the understanding of elaborating the story by giving descriptions, sharing thoughts and giving reasons.
7. Focus on money matters and the processes by which people go through when making major decisions.

**ASL 290 American Sign Language and Deaf Culture through Application (4)**

4 hours lecture per week

Prerequisite(s): Students must be native, bilingual users of American Sign Language or have completed ASL 202 or equivalent or approval of the instructor.

ASL 290 is designed for native, bilingual users of American Sign Language and for the advanced level ASL student. Instructor approval is required. ASL 290 is conducted in American Sign Language.

ASL 290 is designed to prepare students to serve as American Sign Language and Deaf Culture resources on campus and in the community through service learning experiences. Application of the “real world” community service experiences, cultural readings, and personal reflections will serve as the basis for communicative activities in class.

Upon successful completion of ASL 290, the student should be able to:
1. Using ASL, describe diversity and variety of Deaf Culture as identified through service learning experience and assigned readings.
2. Demonstrate job-related skills gained from practical work experience in supervised service learning activities.
3. Evaluate and integrate the service learning experiences using appropriate vocabulary and grammar in communicative activities, discussions, and projects.
4. Using ASL, critique the needs of the Deaf community in classroom discussion, reflective journals, and presentations.
5. Apply critical thinking and problem-solving skills related to service-learning experiences and course projects.
6. Compare and contrast linguistic and cultural features, perspectives, and values within Deaf Communities and between Deaf Culture and U.S. mainstream (non-signing) culture.
7. Assess the relationship between language acquisition, language learning, and culture.
8. Effectively communicate in ASL, incorporating Deaf Culture norms.

**AMERICAN STUDIES**

**AMST 201 American Experience: Institutions and Movements (3) KCC AA/DH and KCC AS/AH**

3 hours lecture per week

Recommended Preparation: ENG 100 or ESL 100.

AMST 201 is an interdisciplinary course that examines continuity, diversity, and changes in American values and lives in an historical context, as manifested in social institutions and social movements. It introduces students to various types of primary materials (fictional and historical narratives, sermons, speeches, legal documents, journalistic accounts, films, etc.) and to different ways of reading and analyzing such materials.

Upon successful completion of AMST 201, the student should be able to:
1. Identify the formation and evolution of some American cultural values in an historical context.
2. Identify, examine and evaluate the significance of ethnic, racial, and cultural diversity in American life.
3. Identify and analyze major themes in selected narrative, dramatic, and cinematic works dealing with the American experience.
4. Identify and examine specific American social movements and their continuing significance.
5. Identify and describe the issues involved in socio-economic inequality, and the possibilities of social mobility in America.
6. Write clearly developed essays that defend the writer's value judgments within the context of specific American cultural values.

ANTHROPOLOGY

ANTH 151 Emerging Humanity (3) KCC AA/FGA and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

ANTH 151 provides a uniquely long-term perspective on the emergence and global development of humanity over the last 5 million years. This course introduces students to the fossil record of human biological evolution and the archaeology of culture in the world prior to ca. AD 1500. Topics we examine include (but are not limited to): the development of technology, language, and sociopolitical institutions. We will also consider the origins of plant and animal domestication, the genesis of cities and urbanism, and the political and ecological consequences of human impact on the natural environment.

Upon successful completion of ANTH 151, the student should be able to:
1. Explicate and detail aspects of human diversity, biological & human evolution, and apply their understanding of ancient societies and cultures to developments that lead to emerging civilization.
2. Identify the major theoretical orientations in anthropology and explain how these orientations shape the fieldwork experience.
3. Explain how anthropologists study subsystems of culture, including archaeology, economic, kinship, political, religious systems, personality development and cultural change.
4. Describe patterns of culture in Asia and the Pacific Islands areas and discuss culture, adaptation, language, political organization or society in Asian and Pacific Island regions.
5. Use anthropological perspectives on work to explore career interests in health, human services, education and other fields.

ANTH 152 Culture and Humanity (3) KCC AA/FGB and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or Qualification for ESL 100.

ANTH 152 is a critical examination of the modern era through the discipline of Anthropology. In this course, students will investigate the movements of European nations and the impact of colonization on Asia, North and South America and vast expanse of the Pacific Islands. We will study the progress of the great civilizations on earth and follow trends in globalization and cultural development in the post-1500 world. The course will provide students with a multicultural perspective on the world, and deepen their understanding from a global perspective.

Upon successful completion of ANTH 152, the student should be able to:
1. Analyze global issues and events through inquiry and inform her/himself about the historical, geographical, cultural, political, economic, and religious contexts within which these issues must be understood and choices made.
2. Identify the world’s different political systems, including democracy, and recognize that democracy can be practiced in differing ways.
3. Link cultural literacy with language learning and actively pursue linguistic and cultural competencies in languages beyond her/his own.
4. Translate global learning into ethical and reflective practice, mindful of the consequences of her/his actions in a locally diverse and globally heterogeneous community.
5. Compare and contrast your own and other cultures and the multiple perspectives, values and identities they engender.

ANTH 200 Cultural Anthropology (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82 or qualification for a higher-level mathematics course.

ANTH 200 examines the concept of culture with a focus on culture as an adaptive strategy developed by human populations in response to their environment.

Upon successful completion of ANTH 200, the student should be able to:
1. Explain how anthropologists study economic, kinship, political, religious systems, personality development and cultural change.
2. Differentiate cross-cultural differences and similarities in Hawai‘i's multi-cultural society.
3. Describe patterns of culture in Asia and the Pacific Island areas and be able to discuss culture, adaptation, language, political organization or society in Asian and Pacific Island regions.
4. Use anthropological perspectives on work to explore career interests in health, human services, education and other fields.
5. Identify cross-cultural issues and develop a research paper using literature sources and interviews.
6. Express and discuss research results in writing.
7. Identify the major theoretical orientations in cultural anthropology and understand how these orientations shape the fieldwork experience.
8. Develop a concept of culture that will be useful in analyzing cross-cultural issues in Hawai‘i, the United States and the world.

ANTH 210 Archaeology (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.

ANTH 210 is an introduction to prehistoric archaeology including methods and techniques of excavation and laboratory analysis. This course is a brief survey of theory in relation to change and diversity in prehistoric human groups.

Upon successful completion of ANTH 210, the student should be able to:
1. Identify the interactions between the two major fields of anthropology, physical anthropology and cultural anthropology.
2. Identify the methods archaeologists use in gathering material evidence about the human past.
3. Analyze and diagnose anatomical and attribute differences, and analyze the process of archaeological inference.
4. Identify the major explanatory concepts and theories in archaeology.
5. Identify environmental and cultural processes, which shape the archaeological record.
6. Identify how archaeologists examine living human populations to gain insights into the formation of archaeological sites and materials.

ART

ART 101 Introduction to the Visual Arts (3) KCC AA/DA and KCC AS/AH
3 hours lecture per week

ART 101 focuses on the nature of the visual arts and their expression in various forms.

Upon successful completion of ART 101, the student should be able to:
1. Apply a knowledge and understanding of the elements of art, the principles of design and the creative process.
2. Exhibit a familiarity with major historical and contemporary movements in art and be able to understand how art reflects its time.
3. Apply an understanding of the various media.
4. Explore the visual arts' influence on the quality of life.
5. Become involved in the act of creativity.
6. Incorporate writing as a tool for analyzing art forms.

ART 104 Introduction to Printmaking (3) KCC AA/DA
6 hours lecture/lab per week
Recommended Preparation: ART 113 or ART 114 or ART 123.
Comment: Letter grade and credit/no credit only. ART 104 may not be audited. Tools and materials for ART 104 will cost approximately $60.00.

ART 104 - Introduction to Printmaking provides foundation explorations in the processes of relief, intaglio, and stencil printmaking. Direct workshop studio experience in the basic techniques and concepts of wood cut, linoleum cut, drypoint, monotype, and basic stencil processes.

Upon successful completion of ART 104, the student should be able to:
1. Demonstrate a knowledge and understanding of the elements of art and the principles of design.
2. Employ the skillful use of relief printing materials and equipment.
3. Complete the creative problem-solving process, from planning and discovery to implementation and evaluation.
4. Apply critical and creative thinking in order to experiment and take risks with the visual work.
5. Communicate effectively about the work designed in this course.

ART 105 Introduction to Ceramics (3) KCC AA/DA
6 hours lecture/lab per week
Comment: Course materials for ART 105 cost approximately $100.

ART 105 focuses on three-dimensional concepts in clay; hand-building and wheel-throwing techniques.

Upon successful completion of ART 105 the student should be able to:
1. Exhibit basic skill competency by producing finished ceramic objects with hand building and wheel throwing techniques.
2. Utilize basic drawing skills as a means of notation, conceptualization and visual organization.
3. Exhibit an awareness of historic and contemporary examples of ceramics.
4. Identify and articulate the concepts and intent of a finished ceramic piece.

ART 106J Sculpture-Small Scale, Jewelry (3) KCC AA/DA
6 hours lecture/lab per week
Comment: Letter grade and credit/no credit only. ART 106J may not be audited. Approximate cost for supplies for ART 106J is $60.00.

ART 106J gives students experience in the fabrication and casting of three-dimensional forms on a small scale including jewelry, small-scale sculpture, and miniature multi-media art. Fabrication techniques may include cutting, joining, surface decorating, and finishing. Casting techniques may include the use of wax and organic materials for the lost wax process.

Upon successful completion of ART 106J, the student should be able to:
1. Successfully use a variety of tools, processes, and techniques in the development of metalwork.
2. Successfully apply the visual elements and principles of design.
3. Comprehend concept development from planning to execution of metalwork.
4. Develop craftsmanship through hand-eye coordination and the process of creative problem solving in the manifestation of metalwork.
5. Perform visual communication skills through critique, presentation and discussion.

ART 107 Introduction to Photography (3) KCC AA/DA
6 hours lecture/lab per week
Comment: Students must have a film camera with adjustable shutter speed, aperture and light meter. Course materials and supplies will cost from $150-200 (not counting the cost of a film camera).

ART 107, an introductory course, provides instruction in the elements, principles and techniques of black and white photography. No prior knowledge of photography is required.

Upon successful completion of ART 107, the student should be able to:
1. Perform and apply basic photographic techniques such as single lens reflex camera operation, black and white film processing and darkroom print enlargement.
2. Apply the fundamental visual, design and camera optical principles.
3. Develop knowledge of the traditions and history of photography.
4. Experiment by taking risks through the creative problem-solving process: from planning and discovery to implementation and evaluation.
5. Develop strong communication skills to effectively critique and analyze photographic imagery.

ART 111 Introduction to Watercolor Painting (3) KCC AA/DA
6 hours lecture/lab per week
Comment: Approximate cost of art supplies for ART 111 is $80.00.

ART 111 offers an introduction to watercolor materials, techniques, vocabulary, and the review of watercolor masters through visual media and demonstration(s).

Upon successful completion of ART 111, the student should be able to:
1. Select and use watercolor materials.
2. Show proficiency in the use of various watercolor techniques.
3. Utilize the various art elements and design principles in communicating visual ideas.
4. Utilize various design principles in composing a watercolor painting.
5. Complete the creative problem-solving process, from planning and discovery to implementation and evaluation.

ART 112 Introduction to Digital Arts (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): Qualification for ENG 100.
Recommended Preparation: ART 115 and basic computer competency skills.
Comment: Student must purchase design supplies (approximately $40.00).
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.

Upon successful completion of ART 112, the student should be able to:
1. Create original digital graphic artwork using appropriate design principles, elements of art, vocabulary, digital graphic software, and digital graphical technological processes.
2. Apply problem-solving techniques to develop art projects according to specifications, then critique and defend own artwork.
3. Use the vocabulary and technological processes of digital graphics.
4. Use digital graphics to generate original visual images.
5. Use a variety of industry-standard digital graphic software packages and input/output devices.
6. Work with vector and bitmap images.
7. 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.
8. Demonstrate basic animation principles and skills.
9. Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
10. Experiment by taking risks through the process of exploration during the creative process.
11. Achieve individual creative decisions.
12. Develop strong communication skills (written and oral) to effectively critique and defend coursework.

ART 113, 114, 115, and 116 are intended for potential Art majors, but are also open to other students. These courses are the building blocks for all of the 200 level studio courses.

ART 113 Introduction to Drawing (3) KCC AA/DA
6 hours lecture/lab per week
Recommended Preparation: ART 101.
Comment: Course materials for ART 113 cost approximately $75.

ART 113 is an introductory drawing course focusing on the descriptive, expressive, and formal aspects of visual language through drawing practice.

Upon successful completion of ART 113, the student should be able to:
1. Use the basic elements of the visual arts (line, value, shape, texture, modeling, pattern, composition) to arrive at an illusion of space, image and form.
2. Demonstrate a thorough understanding of basic linear perspective.
3. Demonstrate a skillful use of a variety of drawing materials and techniques.
4. Develop an awareness of the interaction of seeing, mental visualization and drawing.

ART 114 Introduction to Color (3) KCC AA/DA
6 hours lecture/lab per week
Comment: Course supplies and materials for ART 114 will cost approximately $100.00.

ART 114, an introductory color course, focuses on theory and application of color as related to studio art practice.

Upon successful completion of ART 114, the student should be able to:
1. Perceive and describe the multiple dimensions of color: hue, value, intensity and temperature.
2. Establish a solid understanding of color interaction, theories and vocabulary.
3. Demonstrate skills in paint mixing, matching and application.
4. Utilize paper and paint to creatively solve posed color problems.
5. Develop a personal sense of color.

ART 115 Introduction to 2D Design (3) KCC AA/DA
6 hours lecture/lab per week
Recommended Preparation: Credit or concurrent enrollment in ART 101.
Comment: Course materials and supplies will cost approximately $100.00.

ART 115 is a foundation studio course that focuses on the structure and fundamentals of two-dimensional design. Emphasis is placed on studio projects that introduce the visual elements and apply the principles of design. This is a beginning art course that prepares the student for further study in drawing, painting, sculpture, graphic design, illustration and other advanced visual studies.

Upon successful completion of ART 115, the student should be able to:
1. Successfully apply the visual elements and the principles of design.
2. Illustrate the concept of structure in design through the use of grid and modular systems.
3. Employ the skillful use of design media including paint, paper, rulers, cutting tools, and mounting materials.
4. Apply critical and creative thinking within the problem solving process by experimenting and taking risks with the visual work.
5. Identify the scope of design in the contemporary world.
6. Communicate effectively about the work designed in this course.

**ART 116 Introduction to Three-Dimensional Composition (3) KCC AA/DA**

*6 hours lecture/lab per week*

**Comment:** Formerly ART 106. ART 116 may not be audited. Approximate cost for supplies for ART 116 is $80.00.

ART 116 is a foundation course in three-dimensional design and is concerned with a visual dialogue concerning form and space. Elements of art and principles of design are utilized separately and in concert to construct three-dimensional forms. Three-dimensional forms will be constructed using a variety of materials.

Upon successful completion of ART 116, the student should be able to:

1. Successfully use a variety of tools, processes, and techniques in the development of three-dimensional ideas about form and space.
2. Successfully apply the visual elements of art and principles of design.
3. Complete the creative problem-solving process from the preliminary stage and exploration through revisions to the final product.
4. List examples of historical and contemporary sculpture.
5. Perform visual communication skills through critique, presentation, and discussion.

**ART 120 Introduction to Typography (3) KCC AA/DA**

*6 hours lecture/lab per week*

**Prerequisite(s):** A grade of "C" or higher in ART 112 and a grade of "C" or higher in ART 115; and satisfactory completion of the Typography entrance portfolio review or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.

**Comment:** ART 120 may not be audited.

ART 120 introduces and applies typography terminology, history, and theory through the exploration of letterforms and word compositions using page layout software.

Upon successful completion of ART 120, the student should be able to:

1. Design functional, organized and appealing type compositions through the consideration of page size, grid, whitespace, margins, columns, gutters, visual hierarchy and information chunking.
2. Select appropriate typefaces based on the function, anatomy, personality and history of the type, relative to the nature and goals of the project.
3. Format type with consideration of typeface, size, styles, color, case, alignment, line-length, leading, paragraph spacing, tracking, kerning, along with other typographic considerations.
4. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
5. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
6. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
7. Design visually appealing page layouts that communicate a typographic message clearly and effectively through the implementation of typographic control, composition and page layout software.

**ART 123 Introduction to Painting (3) KCC AA/DA**

*6 hours lecture/lab per week*

**Recommended Preparation:** ART 101 and ART 113.

**Comment:** Course materials for ART 123 will cost approximately $150.

ART 123 is the beginning painting course on the theory and practice of oil painting. Basic materials and technical procedures will be explored.

Upon successful completion of ART 123, the student should be able to:

1. Demonstrate an effective use of painting materials, procedures and terminology.
2. Define and 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 painting projects.
3. Proceduralize the painting process from thumbnail sketches, canvas preparation to the completion of a painting.
4. Develop limited palettes, and explore color harmony and balance within a painting.
5. Demonstrate an understanding of the multiple dimensions of color: hue, value, intensity and temperature.
6. Experience paint as structure and demonstrate an awareness of the plastic quality of paint.
ART 125 Introduction to Graphic Design (3)
6 hours lecture/lab per week
Prerequisite(s): A grade of “C” or higher in ART 112 and a grade of “C” or higher in ART 115; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.
Comment: Letter grade and credit/no credit only. ART 125 may not be audited.

ART 125 introduces various ways of organizing visual elements in page design and examines the conceptual meaning of the type and image in combination. Structural grid systems and design principles are used to organize visual information using page layout software.

Upon successful completion of ART 125, the student should be able to:
1. Develop strong concepts to communicate a message based on needs and purpose by exploring the relationship between image, type and meaning.
2. Design page layouts using structural grid systems, modules and design principles to organize visual information such as photo, illustration, typography and white space, using page layout software.
3. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by actively participating during group critiques.
6. Design page layouts that communicate a message effectively by integrating content and meaning with visual form.

ART 126 3D Computer Graphics I (3)
6 hours lecture/lab per week
Prerequisite(s): A grade of “C” or higher in ART 112; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Animation program.
Comment: Letter grade and credit/no credit only. ART 126 may not be audited.

ART 126 explores introductory level conceptual and technical topics in 3D computer graphics. Autodesk Maya and related applications will be utilized to develop projects that integrate 3D modeling, UV layout, texture mapping, lighting, and rendering.

Upon successful completion of ART 126, the student should be able to:
1. Develop 3D models and related art assets using introductory level technical skills, procedures, and production methodologies.
2. Employ the vocabulary of 3D computer graphics to define creative objectives and evaluate outcomes.
3. Apply knowledge of contemporary industry responses to 3D computer graphics in the development of 3D models and related art assets.
4. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
5. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
6. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by actively participating during group critiques.
7. Develop 3D content that integrates multiple stages of the CG pipeline, including: 3D modeling, UV layout, texture mapping, lighting, and rendering.

ART 127 Graphic Symbolism (3)
6 hours lecture/lab per week
Prerequisite(s): A grade of “C” or higher in ART 112 and a grade of “C” or higher in ART 115; and satisfactory completion of the Graphic Symbolism entrance portfolio review or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.
Comment: Letter grade and credit/no credit only. ART 127 may not be audited.

ART 127 introduces the terminology, history and theory of graphic symbolism and explores shapes and letterforms to create symbols and logos.

Upon successful completion of ART 127, the student should be able to:
1. Design visually appealing graphic symbols and/or logos that are mindful of the history and theory of graphic symbols, the visual elements of design, color theory, and typography.
2. Design functional graphic symbols and/or logos that are distinctive, memorable, appropriate, versatile, timeless, practical, simple in form and convey an intended message based on research.
3. Design functional graphic symbols and/or marks that are considerate of issues of size, reduction and reproduction.
4. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
5. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
6. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.

7. Design visually appealing symbols and logos that communicate a message clearly to intended audiences while effectively using vector software.

**ART 128 Interface Programming I (3)**

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<th>6 hours lecture/lab per week</th>
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<td><strong>Prerequisite(s):</strong> A grade of “C” or higher in ART 112; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in the Interface Design program.</td>
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**Recommended Preparation:** Successful completion or concurrent enrollment in ART 229.

**Comment:** Letter grade and credit/no credit only. ART 128 may not be audited.

ART 128 Interface Programming I provides a foundation of front-end interface programming skills, techniques, and principles necessary to create visually effective, web-standard compliant web sites. This course introduces HTML (HyperText Markup Language), CSS (Cascading Style Sheets), and JavaScript to manually convert custom visual interface designs into fully functional, interactive web sites.

Upon successful completion of ART 128, the student should be able to:

1. Apply basic concepts and principles of the front-end interface programming technologies HTML, CSS, and JavaScript in the creation of web-standard compliant web sites.
2. Analyze and evaluate the source code of existing web sites for the use of well-formed, semantic markup, cross-platform/cross-browser compatibility, validation, and accessibility issues.
3. Apply knowledge of the theory, history, and principles of interface design in the creation of new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by actively participating during group critiques.
6. Synthesize the concepts and principles of interface design with interface programming in the creation of web sites that integrates conceptual thinking, technical execution, and aesthetic application.

**ART 129 Corporate Identity (3)**

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<th>6 hours lecture/lab per week</th>
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<td><strong>Prerequisite(s):</strong> ART 127 with a grade of a grade of “C” or higher; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.</td>
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**Comment:** Letter grade or Credit/No Credit only. ART 129 may not be audited.

ART 129 introduces the concept of creating conceptually and visually unified corporate identity collateral with effective branding and marketing guidelines through the development of print and web design.

Upon successful completion of ART 129, the student should be able to:

1. Develop strong visual concepts to communicate a brand based on needs and purpose by exploring effective corporate identity, branding and marketing guidelines.
2. Design collateral materials using structural grid systems, modules and design principles to organize visual information such as photo, illustration, typography and white space, using design software.
3. Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by actively participating during group critiques.
6. Produce a unified corporate identity brand through the design of printed and web collateral materials.

**ART 156 Digital Painting (3)**

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<td><strong>Prerequisite(s):</strong> A grade of “C” or higher in ART 112.</td>
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**Comment:** Letter grade and credit/no credit grading only. ART 156 may not be audited.

ART 156 explores the fundamental principles and techniques of digital painting. Students learn digital painting techniques as used for personal expression, production design, concept art, matte painting, and texture mapping.

Upon successful completion of ART 156, the student should be able to:

1. Develop paintings employing the digital painting tools, thumbnails, and reference using introductory level technical skills and procedures.
2. Employ the vocabulary of traditional and digital painting to define creative objectives and evaluate outcomes.
3. Apply knowledge of contemporary industry standards in the development of digital painting.
4. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
5. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.

6. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by actively participating during group critiques.

ART 157 Film Analysis and Storytelling (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): A grade of "C" or higher in ART 126; and satisfactory completion of the Film Analysis and Storytelling entrance portfolio review or acceptance into the Associate in Science degree in New Media Arts program.
Comment: Letter grade and credit/no credit only. ART 157 may not be audited.

ART 157 explores the fundamental principles and techniques of storytelling through storyboards, 2D animatics, 3D animatics, and character model sheets. Topics include: character design, storyboardng, camera angles and cuts, editing a story reel with audio, and pitching storyboards.

Upon successful completion of ART 157, the student should be able to:

1. Develop storyboards, 2D animatics, and 3D animatics using introductory level technical skills and procedures.
2. Employ the vocabulary of traditional and digital storytelling to define creative objectives and evaluate outcomes.
3. Apply knowledge of contemporary industry standards in the development of storyboards, 2D animatics and 3D animatics.
4. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
5. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
6. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
7. Develop 3D content that integrates multiple stages of the CG pipeline, including: 3D modeling, lighting, audio, and rendering.

ART 159 History of Communication Design (3) KCC AA/DA and KCC AS/AH
6 hours lecture/lab per week
Prerequisite(s): A grade of "C" or higher in ART 112 and a grade of "C" or higher in ART 115; and satisfactory completion of the History of Communication Design entrance portfolio review or acceptance into the Associate in Science degree in New Media Arts program.
Comment: Letter grade and credit/no credit only. ART 159 may not be audited.

ART 159 is a chronological survey of design history with an emphasis on work from the Victorian Period through the present. International, political, social and technological issues are addressed in relationship to visual arts and design disciplines. A studio component integrates research with design projects.

Upon successful completion of ART 159, the student should be able to:

1. Explore and identify the key periods of communication design.
2. Analyze historical and contemporary communication design styles.
3. Research a design period and present a visual solution based on that period.
4. Apply knowledge of the theory and history, and the elements and principles of design in the creation of new media art.
5. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
6. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
7. Work effectively as a team member to achieve creative decisions.

ART 189 Introduction to Hawaiian Art (3) KCC AA/DA and KCC AS/AH
6 hours lecture/lab per week
Recommended Preparation: HAW 101.

ART 189 is an integrated beginning studio art course, which offers students the opportunity to understand and express Hawaiian cultural perspectives through contemporary visual art activities.

Upon successful completion of ART 189, the student should be able to:

1. Examine the historical and formal qualities of objects produced by Hawaiians through pre-contact, post-contact, and contemporary times.
2. Create art as a means of contemporary notation, conceptualization and visual organization.
3. Demonstrate how the Hawaiian language informs the process of art making and offers insights into the metaphorical nature intrinsic in Hawaiian art.
4. Experiment by taking risks through the creative problem solving process: from planning and discovery to implementation
and evaluation.

5. Explain the scope of design in Hawaiian culture, its relationship to Western and Pacific Island design both in historic and contemporary times.

**THE 200 LEVEL STUDIO COURSES in photography, drawing, figure drawing, painting, ceramics, visual studies and sculpture (ART 207, 212, 213, 214, 223, 243, 244, 253) are intended primarily for ART majors but are also open to other students. They build on skills and concepts learned in ART 101, 113, 114, 115 and 116.**

**ART 202 Digital Imaging (3) KCC AA/DA**

6 hours lecture/lab per week

Prerequisite(s): A grade of "C" or higher in ART 112.

Comment: Letter grade and Credit/No Credit only. ART 202 may not be audited.

ART 202 builds upon the foundation level technical and conceptual digital art skills introduced in ART 112 Introduction to Digital Arts. Through lessons, demonstrations, and hands-on-exercises, this course aims to develop intermediate skills in digital imaging concepts and techniques including image capture, manipulation, and output. Emphasis will be placed on the creative process and developing a conceptual and aesthetic criteria for evaluation.

Upon successful completion of ART 202, the student should be able to:

1. Apply basic concepts and principles of digital imaging and manipulation in the creation of digital works of new media art.
2. Utilize industry standard digital imaging software techniques and technologies with digital camera equipment to capture, adjust, manipulate, and composite digital content and imagery in the creation of print and time-based works of new media art.
3. Apply knowledge of the theory, history, and principles of interface design to the creation of new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by participating as an active critic during group critiques.
6. Synthesize the concepts and principles of digital imaging, digital photography, digital printing, and motion graphics in the creation of works of new media art that integrate conceptual thinking, technical execution, and aesthetic application.

**ART 207 Intermediate Photography: Techniques and Aesthetics of Photography (3) KCC AA/DA**

6 hours lecture/lab per week

Prerequisite(s): ART 107 or consent of instructor.

Comment: Letter grade and credit/no credit only. ART 207 may not be audited. ART 207 is repeatable up to six credits. Students who repeat ART 207 will apply all ART 207 competencies toward constructing a semester long body of photographic work inclusive of field and subject research, experimentation, critical discussion and resolution. Course supplies will cost approximately $150.00.

ART 207 focuses on black and white photography emphasizing communication and self-expression through lectures, demonstration and projects.

Upon successful completion of ART 207, the student should be able to:

1. Perform and apply beyond the basic photographic techniques with camera operations; black and white film processing; darkroom print enlargement and manipulation; and systems of exposure and development for film.
2. Show proficiency in skills and concepts relative to the practice of photography as a means of visual communication and self-expression.
3. Develop knowledge of the traditions and history of photography.
4. Show a developed proficiency in the creative problem-solving process; personal insight; craftsmanship; and technical, aesthetic and critical concepts.
5. Use and apply strong communication skills in critiques and discussions to effectively critique and analyze photographic imagery.

**ART 212 Digital Animation (3)**

6 hours lecture/lab per week

Prerequisite(s): A grade of "C" or higher in ART 112; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in the Animation program.

Comment: Letter grade and credit/no credit only. ART 212 may not be audited.

ART 212 explores the fundamental principles and techniques of 3D computer animation. Students learn to create convincing motion by creating several short animations that explore animation principles and character development.
Upon successful completion of ART 212, the student should be able to:

1. Develop character behavior exercises employing the principles of animation, thumbnails, and storyboards using introductory level technical skills and procedures.
2. Employ the vocabulary of traditional and 3D computer animation to define creative objectives and evaluate outcomes.
3. Apply knowledge of contemporary industry standards in the development of 3D character animation workflow.
4. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
5. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
6. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active participant during group critiques.
7. Develop a 3D character animation that integrates the mechanics and emotion of animation, lighting, and rendering.

ART 213 Intermediate Drawing (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): ART 113 or consent of instructor.
Recommended Preparation: ART 101 and ART 270.
Comment: Letter grade and credit/no credit only. ART 213 may not be audited. ART 213 is repeatable for a maximum of six credits. ART 213 is offered in the Spring and Fall semesters only. Course supplies for ART 213 will cost approximately $75.00.

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.

Upon successful completion of ART 213, the student should be able to:

1. Show a developed proficiency in the use of a variety of drawing materials, techniques and concepts, particularly pertaining to drawing concepts unique to the 20th century.
2. Integrate the dynamic nature of the picture plane with the representational aspects of drawing.
3. Develop skills in drawing as a descriptive language for greater personal expression.
4. Experience drawing as a way of seeing involving all the faculties of the mind: perception (observation, sensation), intellect (analysis, organization, synthesis), intuition and emotion.
5. Demonstrate an increased familiarity with the language of art, the basic vocabulary of drawing: line, shape, value, color, form and space; and to organize these elements and their relationships.
6. Focus on the process.

ART 214 Introduction to Life Drawing (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): ART 113 with a “C” or higher or consent of instructor.
Recommended Preparation: ART 213
Comment: Letter grade and credit/no credit only. ART 214 may not be audited. ART 214 is repeatable for a maximum of six credits. Course supplies will cost approximately $75.00.

ART 214 is an investigation of the figure concerning anatomical construction, light, space, diagrammatic analysis, and thematic content through the process of drawing.

Upon successful completion of ART 214, the student should be able to:

1. Draw the human figure accurately based on anatomical construction.
2. Apply the visual elements of line, shape, volume, mass, light and space, and the design elements of balance, rhythm, movement and dominance to the drawing process.
3. Develop proficiency in the use of a variety of drawing materials and techniques, including diagrammatic analysis.
4. Draw the human figure expressively.

ART 223 Intermediate Painting (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): ART 123 or consent of instructor.
Recommended Preparation: ART 270.
Comment: Course supplies will cost approximately $150.00. Letter grade and credit/no credit only. ART 223 may not be audited. ART 223 is repeatable for a maximum of six credits.

ART 223 is a survey of late 19th and early 20th century studio painting practice emphasizing developments in light notation, cubism, surrealism and expressionism.

Upon successful completion of ART 223, the student should be able to:

1. Develop a working knowledge of late 19th and early 20th century studio painting practice emphasizing developments in light notation, cubism, surrealism and expressionism.
2. Demonstrate an understanding of all aspects of color mixing, including structuring a color palette through sensitively perceiving value, temperature and intensity.
3. Demonstrate an understanding of the architectonics structure of painting, including the dynamic organization of pattern,
two and three dimensional space and rhythmic demands of the flat picture plane.
4. Demonstrate an understanding of the abstraction process.
5. Exemplify trusting one's own decisions, insights and perceptions during the creative problem-solving process.
6. Develop language skills in critical evaluation of paintings.
7. Begin the search for an original and personal direction in painting.

ART 229 Interface Design I (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): A grade of "C" or higher in ART 125; and satisfactory completion of the Interface Design I entrance portfolio review or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.
Recommended Preparation: Credit or concurrent enrollment in ART 128.
Comment: ART 229 may not be audited.

ART 229 Interface Design I provides a foundation of interface design skills, techniques, and principles necessary to design visually effective, user-friendly web sites. Through lessons, demonstrations, and hands-on projects, this course explores how the fundamental elements and principles of graphic design are applied through the design process for creating interactive interfaces. Students go through the analysis, information architecture, conceptual planning, and visual layout designing stages of the web design process and document their findings through client documentation and presentations.

Upon successful completion of ART 229, the student should be able to:
1. Apply basic concepts and principles of interface design, user experience design, and information architecture in the creation of client-based interactive applications and web sites.
2. Utilize industry standard graphics editing software to design the content structure, informational hierarchy, navigation, user workflow, and visual layout for interactive client-based interfaces.
3. Apply knowledge of the theory, history, and principles of interface design in the creation new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by participating as an active critic during group critiques.
6. Synthesize the concepts and principles of graphic design with interface and user experience design in the creation of interactive interfaces that integrate conceptual thinking, technical execution, and aesthetic application.

**ART 243 Intermediate Ceramics: Hand Building (3) KCC AA/DA**  
6 hours lecture/lab per week  
Prerequisite(s): ART 105 or consent of instructor.  
Comment: ART 243 is repeatable once for a maximum of six credits. Course materials and supplies will cost approximately $100.00.  

ART 243 focuses on development of sculptural and vessel concepts using hand building techniques.  
Upon successful completion of ART 243, the student should be able to:  
1. Successfully apply the three basic hand-building techniques and the potential of each as structural and decorative elements.  
2. Apply an awareness of the varieties of materials and techniques of the glazing and firing processes.  
3. Use innovative and inventive problem solving, through creative decision-making and insightful articulation of finished ceramic vessels and sculptural forms.  
4. Exhibit an ability to generate creative ideas through three-dimensional visualization techniques.  
5. Apply color and color theory as it relates to three-dimensional form in the use of glazes and oxides.  
6. Utilize drawing as a tool for conceptualization and documentation of personal imagery and technical investigation of the ceramic process.  
7. Exhibit an awareness of the visual elements and the design principles while creating ceramic vessels and sculptural forms.  
8. Articulate the concepts and intent of a completed piece.

**ART 244 Intermediate Ceramics: Wheel Throwing (3) KCC AA/DA**  
6 hours lecture/lab per week  
Prerequisite(s): ART 105 or consent of instructor.  
Comment: ART 244 is repeatable once for a maximum of six credits. Course materials and supplies will cost approximately $100.00.  

ART 244 focuses on development of vessel and sculptural concepts using wheel throwing techniques.  
Upon successful completion of ART 244, the student should be able to:  
1. Successfully apply through completed projects, a basic proficiency in wheel throwing techniques.  
2. Employ the skillful use of clay bodies in oxidation and reduction firing.  
3. Exhibit an awareness of the visual elements and the design principles while creating ceramic vessels and sculptural forms.  
4. Use innovative and inventive problem-solving strategies through creative processes.  
5. Exhibit an ability to generate creative ideas through three-dimensional visualization techniques.  
6. Utilize drawing as a tool for conceptualization and documentation of personal imagery and technical investigation of the ceramic process.  
7. Exhibit an ability to articulate insightfully, the concepts and intent of a finished ceramic object.  
8. Apply an awareness of color and color theory as it relates to glazing.

**ART 245 Intermediate Life Drawing (3) KCC AA/DA**  
6 hours lecture/lab per week  
Prerequisite(s): A grade "C" or higher in ART 113 or a grade of "C" or higher in ART 214 or consent of instructor.  
Recommended Preparation: ART 270.  
Comment: Letter grade and credit/no credit grading only. ART 245 may not be audited. Course supplies will cost approximately $75.00. ART 245 is repeatable for a maximum of six credits.  

ART 245 focuses on further investigations of the human figure that address anatomical and diagrammatic construction, light, space, and thematic content.  
Upon successful completion of ART 245, the student should be able to:  
1. Draw the human figure accurately with an improved level of performance in descriptive drawing.  
2. Demonstrate a working knowledge of the skeletal and musculature systems of the human figure.  
3. Demonstrate critical thinking in analyzing meaning and thematic content in the figurative tradition of drawings by past and modern masters.  
4. Work with and think independently about utilization of the human figure in advanced level courses, including advanced life drawing and animation studies.

**ART 246 3D Computer Graphics III (3)**  
6 hours lecture/lab per week  
Prerequisite(s): A grade of "C" or higher in ART 226; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Animation program.
ART 246 Lighting and Rendering (3)
6 hours lecture/lab per week
Prerequisite(s): A grade of “C” or higher in ART 126; and approval of the Lighting and Rendering entrance portfolio review or acceptance into the Associate of Science degree in New Media Arts program.
Comment: Letter grade and credit/no credit only. ART 246 may not be audited.

ART 247 explores concepts, tools, and techniques to create cinematic lighting, texturing, and rendering in computer generated imagery.

Upon successful completion of ART 247, the student should be able to:
1. Apply intermediate level and advanced concepts and principles of computer graphic lighting and camerawork in 3D environments.
2. Apply intermediate level and advanced concepts and principles of rendering in the creation of 3D artwork and/or animation.
3. Apply knowledge of the theory, history, and principles of lighting design in the creation of new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical lighting and rendering production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
6. Synthesize the concepts and principles of 3D lighting, rendering, and camerawork in the creation of 3D art and animation that integrate conceptual thinking, technical execution, and aesthetic application.

ART 249 Interface Design II (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): A grade of “C” or higher in ART 128 and a grade of “C” or higher in ART 229; and satisfactory completion of the Interface Design II entrance portfolio review or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.
Comment: Letter grade and credit/no credit grading only. ART 249 may not be audited.

ART 249 integrates the foundation level visual interface design skills introduced in ART 229 Interface Design I with the technical interface programming skills introduced in ART 128 Interface Programming I. Students go through the full creative design process for interaction design of analyzing, planning, designing, coding, testing, and launching a custom designed web standard compliant HTML/CSS static web site for a proposed client. Students document their findings through client documentation and defend their design decisions via presentations and critiques.

Upon successful completion of ART 249, the student should be able to:
1. Apply intermediate level and advanced concepts and principles of interface design and interface programming in the creation of client-based interactive applications.
2. Utilize industry standard graphics editing software and web standard compliant markup and styling to create visually effective interactive client-based interfaces.
3. Apply knowledge of the theory, history, and principles of interface design in the creation new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by participating as an active critic during group critiques.
6. Synthesize the concepts and principles of graphic design, interface design, and interface programming in the creation of interactive interfaces that integrate conceptual thinking, technical execution, and aesthetic application.

ART 253 Figure Modeling (3) KCC AA/DA

Upon successful completion of ART 253, the student should be able to:
1. Develop 3D models, character rigs, animations, and related art assets using advanced level technical skills, procedures, and production methodologies.
2. Employ appropriate modeling strategies to develop organic 3D character models.
3. Employ character setup tools to develop feature-rich character rigs suitable for animation.
4. Apply knowledge of the history, theory, and principles of design and animation in the creation of new media art.
5. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
6. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by actively participating during group critiques.
7. Develop 3D content that reflects contemporary industry standards for 3D characters in filmic and non-filmic media.
ART 253 focuses on modeling the human figure in clay, with emphasis on the basic skeletal structure and muscles in relation to surface modulation, proportion, volume and gesture.

Upon successful completion of ART 253, the student should be able to:
1. Successfully use a variety of tools, processes, and techniques in the development of three-dimensional figure and portrait modeling, mold-making, fabrication, and the casting process and materials.
2. Successfully apply the visual elements of art and principles of design.
3. Complete the creative problem solving process from the preliminary planning stage and exploration through revisions to the final product.
4. Effectively write about and defend the conceptual merits of work produced for the course.
5. Apply an ability to articulate the concepts and intent of a finished sculpture.

ART 256 Digital Compositing (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): A grade of "C" or higher in ART 226; and instructor approval or acceptance into the Associate in Science degree in New Media Arts program.
Comment: Letter grade and credit/no credit only. ART 256 may not be audited.

ART 256 covers the theory and art of digitally combining 2D and 3D source images to produce an integrated result. Emphasis will also be placed on developing aesthetic criteria for evaluation purposes.

Upon successful completion of ART 256, the student should be able to:
1. Analyze both the technical and aesthetic issues of compositing.
2. Demonstrate the skills to create the digital composite and the artistic eye to critically evaluate the final composition.
3. Apply the concepts of digital compositing: image manipulation, color correction, tracking, compositing operators, channels, mattes and matte extraction to work effectively with 2D, 3D and live action imagery.
4. Use the technical vocabulary of digital compositing as well as increased familiarity with the language of art to aid in the integration of the technological skill with an aesthetic criterion.
5. Demonstrate the skill to match color and lighting, to perceive camera angles and depth of field to match a backplate.
6. Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
7. Demonstrate strong group communication skills and the ability to speak clearly during critique.

ART 257 Motion Graphic Design (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): A grade of "C" or higher in ART 112; and satisfactory completion of the Motion Graphic Design entrance portfolio review or acceptance into the Associate in Science degree in New Media Arts program.
Comment: ART 257 may not be audited.

ART 257 Motion Graphic Design introduces the basic principles of animation and motion graphics through the creation of time-based works of art. Building upon a foundation of skills in digital art and graphic design, students go through the full creative process of planning, designing, and animating motion graphics that integrate image, text, and audio.

Upon successful completion of ART 257, the student should be able to:
1. Apply basic concepts and principles of graphic design, computer animation, and narrative storytelling in the creation of time-based works of motion graphics.
2. Utilize industry standard technologies and techniques to animate the basic elements of motion graphic design including image, typography, and sound to deliver time-based media content for the web, tv, and film.
3. Apply knowledge of the theory, history, and principles of interface design in the creation of new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by participating as an active critic during group critiques.
6. Synthesize the principles of motion graphic design using the individual elements of image, text, and sound in the creation of time-based digital works of art that communicate conceptual ideas, technical execution, and aesthetic application.

ART 258 Interface Programming II (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): A grade of "C" or higher in ART 128; and satisfactory completion of the Interface Programming II entrance portfolio review or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.
Comment: Letter grade and credit/no credit grading only. ART 258 may not be audited.
ART 258 Interface Programming II builds upon the foundation level HTML, CSS, and Javascript concepts introduced in ART 128 Interface Programming I. Through lessons, demonstrations, and hands-on-exercise, this course aims to develop intermediate skills in contemporary interface programming practices. Weekly topics will address emerging and popular interface programming techniques and technologies.

Upon successful completion of ART 258, the student should be able to:

1. Apply intermediate level and advanced concepts and principles of interface programming in the creation of interactive interfaces and applications.
2. Utilize emerging and contemporary markup, styling, and scripting technologies to create effective interactive client-based interfaces.
3. Apply knowledge of the theory, history, and principles of interface design in the creation of new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by participating as an active critic during group critiques.
6. Synthesize the concepts and principles of interface programming with emergent technologies in the creation of interactive interfaces that integrate conceptual thinking, technical execution, and aesthetic application.

ART 260 Exhibition Design and Management (3) KCC AA/DA

6 hours lecture/lab per week

ART 260 utilizes the structure of Koa Gallery on campus to explore, develop, and apply exhibition-making techniques. Departing from historical precedents and contemporary considerations, ART 260 offers intensive hands-on experience across the various stages of exhibit design and management from research and planning to implementation and reception.

Upon successful completion of ART 260, the student should be able to:

1. Explore and apply techniques of design and management across various stages of exhibition development from research and planning to implementation and reception.
2. Experiment by taking risks throughout creative problem-solving processes.
3. Prepare announcement cards, press releases, and exhibition texts for a general and specialized audience as a means of practicing written communication skills.
4. Generate visual documentation of a Koa Gallery exhibition for inclusion in the organization's official records.
5. Develop knowledge of the traditions and histories of exhibition-making in Hawai‘i.

ART 269 (Alpha) Study Abroad (1-3)

30 hours lecture/lab per credit

Recommended Preparation: ART 113 or ART 270.

Comment: ART 269 (alpha) is offered in the summer semester only.

ART 269 (Alpha) is an on-site study of the art/architecture of a designated location(s), using lectures and discussions and/or an art studio medium as a tool to analyze, understand and appreciate the development of this region’s art/architecture.

Upon successful completion of ART 269, the student should be able to:

1. Contrast and compare, through writing and a studio art medium, the peoples and culture of the designated location(s) visited.
2. Analyze, define and compare the development of the art and/or architecture of the designated location(s) visited.
3. Use group discussions, essays and examinations, and/or a visual studio process as a tool to analyze, and app raise the form and structure of the art/architecture studied.

ART 269C Study Abroad: Art (3) KCC AA/DA Summer

13.5 hours lecture/lab per week for 6 weeks

Prerequisite(s): Consent of instructor.

Recommended Preparation: ART 113 or ART 270.

Comment: ART 269C is offered in the summer semester only.

ART 269C is an on-site study of the art/architecture of Hawaii using lectures and discussions and/or an art studio medium as a tool to analyze, understand and appreciate the development of this region's art/architecture. This course provides a rare opportunity to study art (historical and contemporary) through visiting art museums and private art collections located in the state of Hawaii. Accompanied by an instructor, participants experience a blend of scholarship, history and culture of Hawaii, an important region in terms of art and architectural history, through first-hand experience of the arts and fellowship. The course includes instructional meetings before and after a series of field trips, slide lectures and group discussions. Keeping sketch journals, field trips log, and essays as well as on-site group discussions are required for the grade.

Upon successful completion of ART 269C, the student should be able to:

1. Contrast and compare, through writing and a studio art medium, the peoples and culture of the designated location(s) visited.
Kapi'olani Community College Courses 2020 – 2021, A-B, page 24

2. Analyze, define and compare the development of the art and/or architecture of the designated location(s) visited.
3. Use group discussions, essays and examinations, and/or a visual studio process as a tool to analyze, and appraise the form and structure of the art/architecture studied.

**ART 269G Study Abroad (3) KCC AA/DA Summer**

30 hours lecture/lab per credit  
Prerequisite(s): Appropriate introductory studio art course or appropriate art history course or consent of instructor.  
Recommended Preparation: ART 113 or ART 270.  
Comment: ART 269G is offered in the summer semester only.

ART 269G is an on-site study of the art/architecture of Chicago, using lectures and discussions and/or an art studio medium as a tool to analyze, understand and appreciate the development of this region’s art/architecture.

Upon successful completion of ART 269G, the student should be able to:
1. Contrast and compare, through writing and a studio art medium, the peoples and culture of the designated location(s) visited.
2. Analyze, define and compare the development of the art and/or architecture of the designated location(s) visited.
3. Use group discussions, essays and examinations, and/or a visual studio process as a tool to analyze, and appraise the form and structure of the art/architecture studied.

**ART 269H Art and Architecture of Hawaii (3)**

30 hours lecture/lab per credit  
Recommended Preparation: ART 113 or ART 270.  
Comment: ART 269H is offered in the summer semester only.

ART 269H is an on-site study of the art/architecture of Hawaii, using lectures, discussions and art studio mediums as a tool to analyze, understand and appreciate the development of this region’s art/architecture.

Upon successful completion of ART 269H, the student should be able to:
1. Contrast and compare, through writing and a studio art medium, the peoples and culture of the designated location(s) visited.
2. Analyze, define, and compare the development of the art and/or architecture of the designated location(s) visited.
3. Use group discussions, essays, and examinations, and/or visual art studio process as a tool to analyze and appraise the form and structure of the art/architecture studied.
4. Identify and describe existing artifacts or structures that represent the traditional values on resource management systems in Hawaii.

**ART 270 Introduction to Western Art (3) KCC AA/DH**

3 hours lecture per week  
Recommended Preparation: ART 101 or HIST 151.

ART 270 focuses on major developments in Western art from prehistory to present.

Upon successful completion of ART 270, the student should be able to:
1. Investigate and evaluate the concept that art is a visible manifestation of cultural values- a mirror of "reality" of its time period.
2. Show a knowledge of major historical and cultural trends of Western art, including knowledge of various materials, techniques, and art forms.
3. Examine and evaluate the present by comparing and contrasting it with the past.
4. Analyze style both descriptively and comparatively.
5. Demonstrate a knowledge of the diffusion of trends and styles from one country to another over space and time.
6. Incorporate writing as a tool for analyzing art forms.

**ART 280 Introduction to Eastern Art (3) KCC AA/DH**

3 hours lecture per week  
Recommended Preparation: ART 101 or HIST 151.

ART 280 focuses on major developments in arts of Asia.

Upon successful completion of ART 280, the student should be able to:
1. Apply an awareness that art is a visible manifestation of cultural values and as a "child of its time."
2. Show a knowledge of major historical and cultural trends of Eastern art, including knowledge of various materials,
Upon successful completion of ART 290, students should be able to:
1. Apply an awareness of the diffusion of trends and styles from one country to another over space and time.
2. Analyze style both descriptively and comparatively.
3. Incorporating writing as a tool for analyzing art forms.

ART 290 focuses on formal and contextual study of art from selected areas in Africa, the Pacific and Native Americas.

Recommended Preparation: ART 101 or HIST 151.

ART 290 The Arts of Africa, Native Americas, and the Pacific (3) KCC AA/DH

ART 290 explores contemporary topics in animation and new media art in an advanced studio environment. Through the creation of large-scale projects, students will explore targeted areas of the CG pipeline, developing work that synthesizes animation principles, topics, skills, and techniques.

Upon successful completion of ART 294, the student should be able to:
1. Apply theoretical and historically relevant principles of animation in the creation of new media art.
2. Develop project concepts, plan production schedules, conduct research, and execute all iterative steps to meet project milestones and achieve creative objectives.
3. Apply successful problem-solving skills and make informed decisions while utilizing industry standard applications, technologies, and techniques throughout the full creative process and CG pipeline.
4. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by actively participating during group critiques.
5. Synthesize the concepts, principles, skills, and techniques of 3D computer graphics and animation in the creation of a large-scale project that integrates multiple stages of the CG pipeline along with conceptual thinking, technical execution, and aesthetic application.

ART 284 Animation Studio (6) KCC AA/DA

12 hours lecture/lab per week

Prerequisite(s): A grade of “C” or higher in ART 126 and a grade of “C” or higher in ART 212; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Animation program.

Comment: Letter grade only. ART 284 may not be audited.

ART 284 explores contemporary topics in animation and new media art in an advanced studio environment. Through the creation of large-scale projects, students will explore targeted areas of the CG pipeline, developing work that synthesizes animation principles, topics, skills, and techniques.

Upon successful completion of ART 284, students should be able to:
1. Apply theoretical and historically relevant principles of animation in the creation of new media art.
2. Develop project concepts, plan production schedules, conduct research, and execute all iterative steps to meet project milestones and achieve creative objectives.
3. Apply successful problem-solving skills and make informed decisions while utilizing industry standard applications, technologies, and techniques throughout the full creative process and CG pipeline.
4. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by actively participating during group critiques.
5. Synthesize the concepts, principles, skills, and techniques of 3D computer graphics and animation in the creation of a large-scale project that integrates multiple stages of the CG pipeline along with conceptual thinking, technical execution, and aesthetic application.

ART 285 Interface Design Studio (6) KCC AA/DA

12 hours lecture/lab per week

Prerequisite(s): ART 128 with a grade of “C” or higher in ART 212 and a grade of “C” or higher in ART 229; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.

Comment: Letter grade only. ART 285 may not be audited.

ART 285 explores contemporary topics in interface design and new media art in an advanced studio environment. Through the creation of large-scale projects, students will explore targeted areas of the CG pipeline, developing work that synthesizes interface design principles, topics, skills, and techniques.

Upon successful completion of ART 285, students should be able to:
1. Through the creation of a large-scale new media art project, apply advanced concepts and principles of graphic design and interface design technologies.
2. Develop conceptual project ideas, plan a full production schedule, and execute all iterative steps and phases of the full design process by meeting project milestones and deadlines.
3. Apply theoretical and historically relevant principles of graphic design and interface design in the creation of new media art.
4. Apply successful problem-solving skills and make informed design decisions while utilizing industry standard applications, technologies, and techniques throughout the full creative process and CG pipeline.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
6. Synthesize the concepts, principles, skills, and techniques of interface design in the creation of a large-scale project that integrates conceptual thinking, technical execution, and aesthetic application.

ART 290 The Arts of Africa, Native Americas, and the Pacific (3) KCC AA/DH

3 hours lecture per week

Recommended Preparation: ART 101 or HIST 151.

ART 290 focuses on formal and contextual study of art from selected areas in Africa, the Pacific and Native Americas.

Upon successful completion of ART 290, students should be able to:
1. Apply an awareness of the diffusion of trends and styles from one country to another over space and time.
2. Apply a knowledge of the diffusion of trends and styles from one country to another over space and time.
3. Analyze style both descriptively and comparatively.
4. Incorporating writing as a tool for analyzing art forms.

ART 290 explores contemporary topics in animation and new media art in an advanced studio environment. Through the creation of large-scale projects, students will explore targeted areas of the CG pipeline, developing work that synthesizes animation principles, topics, skills, and techniques.

Upon successful completion of ART 284, students should be able to:
1. Through the creation of a large-scale new media art project, apply advanced concepts and principles of graphic design and interface design technologies.
2. Develop conceptual project ideas, plan a full production schedule, and execute all iterative steps and phases of the full design process by meeting project milestones and deadlines.
3. Apply theoretical and historically relevant principles of graphic design and interface design in the creation of new media art.
4. Apply successful problem-solving skills and make informed design decisions while utilizing industry standard applications, technologies, and techniques throughout the full creative process and CG pipeline.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
6. Synthesize the concepts, principles, skills, and techniques of interface design in the creation of a large-scale project that integrates conceptual thinking, technical execution, and aesthetic application.
Upon successful completion of ART 293, the student should be able to:

1. Develop skills and support materials for procurement of an internship in the field of New Media.
2. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
3. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
4. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by actively participating during group critiques.
5. Supervised and/or mentored field experience in multimedia production.

ART 293 Internship (3)
A total of 6 hours seminar. 150 hours field experience
Prerequisite(s): Instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.
Comment: ART 293 may not be audited. Letter grade and credit/no credit grading only. ART 293 is repeatable for maximum of six credits.

ART 293 provides supervised work experience in multimedia production with mentorship by a professional in the field. This course enables students to apply the knowledge and skills acquired in the classroom to the work environment.

Upon successful completion of ART 293, the student should be able to:

1. Develop skills and support materials for procurement of an internship in the field of New Media.
2. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
3. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
4. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by actively participating during group critiques.
5. Supervised and/or mentored field experience in multimedia production.

ART 294 Practicum in Digital Arts (3)
6 hours lecture/lab per week
Prerequisite(s): A grade of “C” or higher in ART 157 and a grade of “C” or higher in ART 212 and a grade of “C” or higher in ART 226; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Animation program.
Comment: Letter grade and credit/no credit only. ART 294 may not be audited. ART 294 is repeatable for maximum of six credits.

ART 294 provides an on-campus environment where advanced students in the New Media Arts program can engage in real production activity. Students will gain experience in a supervised on-campus work environment by producing work including but not limited to 2D and 3D animation, motion graphic projects, student publications, works for hire for non-profit or profit organizations, and works for hire for the community college system. ART 294 will operate in a manner similar to business and industry and students will be expected to work in teams carrying out all necessary production tasks within real production deadlines.

Upon successful completion of ART 294, the student should be able to:

1. Understand the basic principles of task organization and time management as they apply to the multimedia production.
2. Develop skills and support materials for procurement of employment or college transfer in the field of New Media.
3. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and actively participating during group critiques.
6. Work effectively as a team member to design and produce a short animation.

ART 295 Design Portfolio (3)
6 hours lecture/lab per week
Prerequisite(s): A grade of “C” or higher in ART 249 and a grade of “C” or higher in ART 258; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Interface Design program.
Comment: Letter grade or credit/no credit only. ART 295 may not be audited.

ART 295 guides students through the process of editing, compiling, and devising a strategy to focus their work to best market their skills in an interactive digital portfolio, hard copy portfolio, and application materials through a unified presentation. Industry and transfer issues will be covered to better prepare students for future career goals.

Upon successful completion of ART 295, the student should be able to:

1. Edit, compile and devise a strategy to focus and market multi-media work in a unified presentation.
2. Develop skills and support materials for procurement of employment or college transfer in the field of New Media.
3. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
4. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
5. Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by actively participating during group critiques.

ART 296 Demo Reel Development (3)
6 hours lecture/lab per week
Prerequisite(s): A grade of “C” or higher in ART 246; and instructor approval or acceptance into the Associate in Science degree in New Media Arts with a specialization in Animation program.
Comment: Letter grade and credit/no credit only. ART 296 may not be audited.

ART 296 guides students through the process of compiling a demo reel that is representative of student interest and skill for entry into industry, professional schools, or baccalaureate programs. Students will devise a strategy to edit, package, and market their work including a DVD, website, resume and related promotional materials.

Upon successful completion of ART 296, the student should be able to:
1. Organize art and animation into a portfolio that reflects clear aesthetic considerations and an awareness of industry standards.
2. Identify appropriate entry level positions and describe relevant educational, professional, and technical requirements.
3. Write well-structured supporting materials including a resume and cover letter.
4. Apply knowledge of the theory, history, and principles of design and animation in the creation of new media art.
5. Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
6. Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by actively participating during group critiques.

ASIAN STUDIES

ASAN 100 Asian Perspectives (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

ASAN 100 examines the history and cultures of Asia. Students will explore systems of values and their expression, history, social and political institutions, current issues of South, Southeast, and East Asia. This course will focus on change and continuity within the various regions of Asia, and this vast region's interrelationship with the rest of the world.

Upon successful completion of ASAN 100, the student should be able to:
1. Express in writing or speaking, components of traditional and contemporary Asian political, social, economic and cultural patterns and institutions.
2. Discuss the geography of Asia and interrelationships with the rest of the world.
3. Analyze and describe contemporary issues and perspectives of Asia.
4. List and describe Asian cultural traditions, lifestyles, aesthetic expressions and their contemporary relevance.
5. Contrast and compare current trends of change in Asia and their relevance for the region and the world in the 21st century.

ASAN 201 Introduction to Asian Studies: East Asia (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.

ASAN 201 covers a broad range of disciplines in examining the parts of Asia currently known as China, Japan, Korea (including North and South), and Taiwan. Lectures and reading combine approaches from the fields of anthropology, sociology, history, literature and the arts, religion, politics and economics. The goal of the course is to provide students with a broad historical knowledge of elements of humanities and social sciences in this region of the world, and to provide a basis for further study in more advanced and specialized classes.

Upon successful completion of ASAN 201, the student should be able to:
1. Compare, contrast, and describe the ethnic groups of East Asia with other areas of the world.
2. Compare cultural, economic and political differences in the development of contemporary East Asia.
3. Explain the ways in which global forces have interacted with regional issues in East Asia.
4. Distinguish traditional and contemporary East Asian political, social, economic, and cultural patterns and institutions.
5. Identify the geography of East Asia and the interrelationship with the rest of the globe.
6. Analyze contemporary issues and perspectives of East Asian peoples reflected in the mass media and other sources.
7. Define East Asian cultural traditions, lifestyles, and aesthetic expressions, and their contemporary relevance.
ASAN 202 Introduction to Asian Studies: South/Southeast Asia (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.

ASAN 202 examines the interrelationship of policies, economy, literature, religion, the arts, and history as the basis for understanding South and Southeast Asia through multidisciplinary approaches in the humanities and social sciences. Lectures and reading combine perspectives from the fields of anthropology, sociology, history, literature, the arts, religion, politics and economics. The goal of the course is to provide students with historical and cultural knowledge of the countries of South and Southeast Asia and to provide a solid foundation for further study.

Upon successful completion of ASAN 202, the student should be able to:
1. Explain how environment and global forces have interacted with regional issues in South and Southeast Asia.
2. Describe and make informed comparisons about cultural, economic and political differences in the development of contemporary South and Southeast Asia.
3. Distinguish traditional and contemporary South and Southeast Asian political, social, economic, and cultural patterns and institutions.
4. Identify the geography of South and Southeast Asia and the interrelationship with the rest of the globe.
5. Analyze contemporary issues and perspectives of South and Southeast Asian peoples reflected in the mass media and other sources.
6. Define South and Southeast Asian ethnic groups, cultural traditions, lifestyles, and aesthetic expressions, and their contemporary relevance.

ASTRONOMY

ASTR 110 Survey of Astronomy (3) KCC AA/DP
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 82.
Recommended Preparation: PHYS 100 or a high school level physics course.

ASTR 110 is a survey of astronomy and astronomical measurement techniques with emphasis on the structure, evolution and dynamics of the physical universe.

Upon successful completion of ASTR 110, the student should be able to:
1. Explain how scientists use both qualitative and quantitative analysis methods to investigate how planets, stars, galaxies, and the universe as a whole works.
2. Identify the instruments and methods astronomers use to investigate the physical universe.
3. List the current theories of the origin of life and the evolution of the planets, stars, galaxies, various forms of matter, and the physical universe.

BIOCHEMISTRY

BIOC 141 Fundamentals of Biochemistry (3) KCC AA/DP
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 82 or a grade of "C" or higher in a higher-level mathematics course or one year of a high school level algebra course.
Recommended Preparation: Two years of a high school level algebra course or MATH 103 or a higher-level mathematics course.

BIOC 141 focuses on the fundamentals of general, inorganic, and bioorganic chemistry as they apply to living systems.

Upon successful completion of BIOC 141, the student should be able to:
1. Use the metric system and scientific notation.
2. Explain modern theories of atomic structure and radioactivity.
3. Explain the periodic table and how it is used to predict chemical reactivity.
4. Explain modern concepts of chemical bonding.
5. Write chemical formulas and names.
6. Use kinetic molecular theory to explain chemical phenomena.
7. Perform calculations using the mole concept.
8. Write and balance chemical equations.
10. Explain the concept of equilibrium.
11. Explain acid-base theory and pH.
12. Explain solution chemistry and the behavior of dissolved substances.
13. Name the basic types of organic molecules.
14. Explain the physical and chemical properties of hydrocarbons.
15. Explain the physical and chemical properties of the major organic functional groups.

**BIOC 244 Essentials of Biochemistry (3) KCC AA/DP Spring**

3 hours lecture per week

Prerequisite(s): BIOC 141 or CHEM 100 or CHEM 161 or successful completion of a college level general chemistry course.

Recommended Preparation: BIOL 101 or a higher-level biology course; and qualification for ENG 100.

Comment: BIOC 244 is offered in the Spring semester only.

BIOC 244 focuses on the chemical principles and concepts of living systems, with emphasis on the composition, function, and transformation of biological substances in animals, plants, and microorganisms. Sufficient organic chemistry is provided for understanding of these principles.

Upon successful completion of BIOC 244, the student should be able to:

1. Use bonding theory to predict Lewis structures for inorganic and organic molecules, then use Lewis structures to predict chemical and physical properties.
2. Use International Union of Pure and Applied Chemistry (IUPAC) nomenclature to name organic molecules with a single functional group.
3. Draw the Lewis structure for organic molecules and for the basic biomolecules including both structural isomers and optical isomers.
4. Describe the basic chemical reactions for all of the basic functional groups in organic and biomolecules.
5. Apply knowledge of organic functional groups to lipids, carbohydrates, proteins, nucleic acids, and messenger molecules to predict their biochemical properties.
6. Describe the biological function of biomolecules in cells and in tissues and organs.
7. Describe the structure and function of nucleic acids in cellular processes such as protein synthesis and both asexual cell division and sexual reproduction.
8. Describe the basics of DNA sequencing, bioengineering, and gene manipulation, and explain how DNA sequencing of genes can be used to understand and cure diseases as well as understand and study evolution.
9. Describe how enzymes are arranged into systems known as metabolic pathways, and how control over regulatory enzymes turns metabolic pathways on and off.
10. Describe the purpose of basic metabolic pathways, both catabolic and anabolic, and how these pathways interact to meet the purposes of an organism.
11. Give examples of how messenger molecules can alter the metabolism of cells, tissues, and organs.
12. Explain the cause of some metabolic diseases, and describe the clinical symptoms associated with these diseases.

**BIOLOGY**

**BIOL 101 Biology and Society (3) KCC AA/DB and KCC AS/NS**

3 hours lecture per week

Recommended Preparation: ENG 100 or a higher-level English course; and CHEM 100 or a higher-level chemistry course.

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.

Upon successful completion of BIOL 101, the student should be able to:

1. Connect the common themes and patterns that unite all life, including demonstrating how evolution is the foundation of modern biology.
2. Integrate the biotic and abiotic world with an understanding of earth's energy flow and identify challenges and solutions to global ecological issues.
3. Employ the scientific process and apply a scientific framework to decision-making regarding issues past, present and future.
4. Communicate why Hawai'i is a unique place on earth and propose scientifically based mediations to biological problems.

**BIOL 101L Biology and Society Laboratory (1) KCC AA/DY**

3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in BIOL 101.
Recommended Preparation: CHEM 100 or a higher-level chemistry course.
Comment: Letter grade only. BIOL 101L may not be taken credit/no credit. BIOL 101L may not be audited.

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.

Upon successful completion of BIOL 101L, the student should be able to:
1. Apply scientific methods and research procedures to investigate questions related to biology.
2. Employ proper techniques and procedures for biological investigations such as: microscopy, magnification, population sampling, scientific illustration, dissection, data collection and data analysis.
3. Research, evaluate and present scientific information as relevant to issues in biology and society.

BIOL 124 Environment and Ecology (3) KCC AA/DB and KCC AS/NS
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 22 or qualification for ENG 100 or qualification for ESL 100.

BIOL 124 examines the relationship between living things, including humans, and their environment. The course introduces major concepts of ecology and relates these concepts to environmental issues. Topics include the structure and function of ecosystems, evolutionary processes, population biology, extinction, sustainability and global climate change. Emphasis is placed on Hawaiian environment and ecology and the diversity of native Hawaiian species.

Upon successful completion of BIOL 124, the student should be able to:
1. Describe the biological and physical principles of ecology including ecosystem energetics, species relationships, and population growth.
2. Identify current ecological and environmental issues and threats to human societies.
3. Identify Hawai’i’s major ecosystems and list factors that threaten the long-term persistence of those ecosystems and compare Hawai’i’s ecology and environment, including evolutionary history, to other areas around the world.
4. Research, evaluate and present scientific information as relevant to ecological and environmental issues.
5. Apply ecological principles to problem-solving approaches to current human environmental issues, including sustainability in human societies.

BIOL 124L Environment and Ecology Lab (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in BIOL 124.
Recommended Preparation: Credit in or concurrent enrollment in or qualification for MATH 100.
Comment: Letter grade only. BIOL 124L may not be audited. BIOL 124L may not be taken credit/no credit.

BIOL 124L is a laboratory to accompany BIOL 124 Environment and Ecology. The course includes laboratory and computer exercises, field trips and research projects to examine the relationship between living things, including humans, and their environment. Emphasis is placed on Hawaiian environment and ecology and the diversity of native Hawaiian species.

Upon successful completion of BIOL 124L, the student should be able to:
1. Describe the applications of the scientific method to ecological questions and everyday life.
2. Demonstrate critical thinking and logical reasoning through the use of scientific methods and research procedures to investigate questions related to ecology and environmental issues.
3. Apply scientific concepts to environmental issues including population growth, global climate change and introduced species.
4. Research, evaluate and present scientific information as relevant to ecological and environmental issues.

BIOL 130 Anatomy and Physiology (4) KCC AA/DB and KCC AS/NS
4 hours lecture per week
Recommended Preparation: CHEM 100 or a higher-level biochemistry course; and a college level biology course or a college level zoology course.

BIOL 130 focuses on the structure and function of the human body, which includes a study of its gross anatomy, microanatomy, physiology, and pathology. Topics covered include cell biology, histology, and the following organ systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive.

Upon successful completion of BIOL 130, the student should be able to:
1. Identify and discriminate anatomical structures at the level of the cell, tissue, organ, and system.
2. Distinguish the features, order, and significance of physiological processes and how they relate to anatomical structure.
BIOL 130L Anatomy and Physiology Lab (1) KCC AA/DY
3 hours lab per week
Recommended Preparation: Credit or concurrent enrollment in BIOL 130.

BIOL 130L focuses on the structure of the human body, which includes a study of its gross anatomy and microanatomy. Topics covered include histology and the following organ systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive.

Upon successful completion of BIOL 130L, the student should be able to:
1. Identify and discriminate anatomical structures at the level of the cell, tissue, organ, and system.

BIOL 171 Introduction to Biology I (3) KCC AA/DB and KCC AS/NS
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher or concurrent enrollment in CHEM 161.
Recommended Preparation: BIOC 141 or BIOL 101 or BIOL 124 or BOT 101 or CHEM 100 or ZOOL 200. It is strongly recommended to take BIOL 171L concurrently with BIOL 171.

BIOL 171 is the first semester of an 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.

Upon successful completion of BIOL 171, the student should be able to:
1. Describe the fundamental biology of the cell, including cell anatomy, biochemical composition, cellular metabolism, respiration and photosynthesis, communication, growth and reproduction.
2. Describe the fundamentals of Mendelian genetics, the chromosomal and molecular basis of heredity and apply these concepts to the mechanisms of evolution.
3. 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.
4. Describe the principles of evolution through natural selection, the principles of descent with modification, the mechanisms involved in the evolution of populations and the origin of species.
5. Describe the history of life on Earth and the evolutionary relatedness of life on Earth through morphological and molecular phylogenies.
6. Describe the fundamental structure and function of viruses and bacteria.

BIOL 171L Introduction to Biology I Lab (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in BIOL 171.
Comment: Letter grade and credit/no credit only. BIOL 171L may not be audited.

BIOL 171L accompanies the BIOL 171 lecture course. Topics covered include: scientific method, biological molecules, enzyme kinetics, proper technique of compound and stereo microscopes, respirometry, photosynthesis, cultivation of bacteria, molecular biology, meiosis and mitosis in plant and animal cells, principles of Mendelian genetics, population genetics, evolution.

Upon successful completion of BIOL 171L, the student should be able to:
1. Demonstrate proper use of common lab equipment such as compound and stereo microscopes, respirometer, micropipettors, centrifuges, laboratory glassware, spectrophotometer.
2. Apply the scientific method to design and conduct experiments, generate, test and analyze hypotheses, and construct formal lab reports.
3. Properly construct and interpret data tables, graphs and scientific illustrations.
4. Demonstrate proper laboratory safety procedures and execute proper lab protocol.

BIOL 172 Introduction to Biology II (3) KCC AA/DB
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in BIOL 171 or consent of instructor.

BIOL 172 is the second semester of 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.

Upon successful completion of BIOL 172, the student should be able to:
1. Describe the fundamental anatomy and physiology of protists, fungi and plants.
2. Describe the fundamental anatomy and physiology of animals.
3. Describe the relationship between animal form and function in terms of evolutionary history.
4. Describe the relationship between plant form and function in terms of evolutionary history.
5. Describe ecology, population biology, community ecology, and ecosystems ecology.

BIOL 172L Introduction to Biology II Lab (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in BIOL 172.
Comment: Letter grade and credit/no credit only. BIOL 172L may not be audited.

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.

Upon successful completion of BIOL 172L, the student should be able to:
1. Demonstrate proper use of common lab equipment such as compound and stereo microscopes, and dissection techniques.
2. Apply the scientific method to design and conduct experiments, generate, test and analyze hypotheses, and construct formal lab reports.
3. Properly construct and interpret data tables, graphs and scientific illustrations.
4. Demonstrate proper laboratory safety procedures and execute proper lab protocol.
5. Demonstrate proper use of field equipment and sampling methods including transect tapes, quadrats, water quality and environmental monitoring devices, and other field gear.

BIOL 265 Ecology and Evolutionary Biology (3) KCC AA/DB
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in BIOL 171; and a grade of "C" or higher in BIOL 172 or a grade of "C" or higher in BOT 101.
Comment: BIOL 265 may not be audited.

BIOL 265 Ecology and Evolutionary Biology will cover principles of ecology and evolution for life science majors stressing an integrated approach and recent advance. Emphasis is placed on Hawaiian ecology and evolutionary biology.

Upon successful completion of BIOL 265 the student should be able to:
1. Summarize the major principles of ecology and evolutionary biology and be able to integrate the two fields using examples.
2. Describe the ecological relationships among organisms and their environment.
3. Discuss the evolutionary relationships among organisms, the evolution of biodiversity and how evolution is the foundation of modern biology.
4. Demonstrate the ability to interpret biological data and discuss published research relevant to ecology and evolutionary biology.
5. Explain and give examples of Hawaii's unique evolutionary history and ecology and discuss how they inform current conservation issues in Hawaii, including the impacts of habitat modification and introduced species.

BIOL 265L Ecology and Evolutionary Biology Lab (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): A grade of "C" or higher in BIOL 171L; and a grade of "C" or higher in BIOL 172L or a grade of "C" or higher in BOT 101L; and concurrent enrollment in BIOL 265 or consent of instructor.
Comment: Letter grade only. BIOL 265L may not be audited. BIOL 265L may not be taken credit/no credit.

BIOL 265L is a laboratory that accompanies BIOL 265 and emphasizes investigation in Ecology and Evolutionary Biology.

Upon successful completion of BIOL 265L, the student should be able to:
1. Demonstrate the correct and safe use of standard field and laboratory techniques and equipment used in ecology and/or evolutionary biology.
2. Complete a scientific literature search and critique the value of printed and online references.
3. Design and carry out experiments that test hypotheses about ecological and evolutionary questions.
4. Demonstrate the ability to record observations, make interpretations, synthesize results and effectively communicate findings.
5. Explain and give examples of Hawaii's unique evolutionary history and ecology.

BIOL 275 Cell and Molecular Biology (3) KCC AA/DB
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in BIOL 171 and a grade of "C" or higher in BIOL 171L and a grade of "C" or higher in CHEM 272 and a grade of "C" or higher in CHEM 272L; or consent of instructor
Recommended Preparation: Concurrent enrollment in BIOL 275L.

BIOL 275 is a course in cell and molecular biology for life science majors. This course is designed to give the student a fundamental understanding of the structure and biochemistry of eucaryotic and procaryotic cells. The course also covers the basic principles of molecular biology and includes modern advances in biotechnology, recombinant DNA technology and bioinformatics.

Upon successful completion of BIOL 275, the student should be able to:
1. Describe, in detail, the organization of life at the cellular and subcellular levels and explain the experiments that developed this knowledge.
2. Describe the theories explaining the development of eucaryotes and the evolution of multicellular organisms.
3. Describe the structure and function of biological membranes and the processes that occur at cell surfaces and explain the experiments that developed this knowledge.
4. Describe the molecular structures and the biochemistry of the cytoskeleton, intracellular traffic and motility and explain the experiments that developed this knowledge.
5. Describe the basic processes involved in intracellular and intercellular signaling and how these processes impact the cell cycle and cancer theory. Explain the experiments that developed this knowledge.
6. Describe the fundamental principles of molecular biology and molecular genetics as they relate to the inheritance of genetic traits; the structure, replication and repair of DNA; and the transcription, processing and translation of RNA. Explain the experiments that developed this knowledge.
7. Describe the fundamental principles of molecular biology and molecular genetics as they relate to biotechnology; the laboratory manipulation of DNA, RNA and proteins; and the ethical issues surrounding such research and applications.
8. Describe, in detailed and specific terms, the fundamental processes that occur in respiration and photosynthesis.

BIOL 275L Cell and Molecular Biology Lab (2) KCC AA/DY
4 hours lecture/lab per week
Prerequisite(s): A grade of "C" or higher in BIOL 171 and a grade of "C" or higher in BIOL 171L and a grade of "C" or higher in CHEM 272 and a grade of "C" or higher in CHEM 272L and a grade of "C" or higher or concurrent enrollment in BIOL 275; or consent of instructor.
Comment: BIOL 275L is cross-listed with MICR 240 and MICR 230.

BIOL 275L is a lecture/laboratory in cell and molecular biology for life science majors. The course is taken either concurrently or after BIOL 275. Through lectures and laboratory exercises, students will acquire a fundamental understanding of the biochemistry of the cell. Students will also acquire competence in tissue culture and experience with modern advances in biotechnology and recombinant DNA technology.

Upon successful completion of BIOL 275L, the student should be able to:
1. Demonstrate proficiency in aseptic technique and in all of the basic procedures used in tissue culture and in a cell biology laboratory.
2. Describe the basic principles of protein chemistry and molecular biology and apply these principles in the design and interpretation of experiments utilizing enzymatic reactions, pcr, electrophoresis and immunoassays.
3. Describe in detail the organization of life at the cellular and subcellular levels.
4. Describe the structure and function of biological membranes and demonstrate an understanding of the processes that occur at the cell surface.
5. Describe in detailed and specific terms the fundamental catabolic and anabolic metabolic processes that occur at the cellular level.
6. Describe and experimentally manipulate the cytoskeleton particularly as it relates to intracellular traffic, cytokinesis and cell motility.
7. Describe and debate the ethical issues surrounding existing and proposed research and applications using living cells.

BOTANY

BOT 101 General Botany (3) KCC AA/DB and KCC AS/NS
3 hours lecture per week
Recommended Preparation: ENG 100.

BOT 101 discusses growth, functions and evolution of plants, their relations to the environment and particularly to humans and their activities.

Upon successful completion of BOT 101, the student should be able to:
1. Demonstrate knowledge of the important biological concepts and theories (as cell theory, energy flow, photosynthesis, growth, reproduction, etc) and recognize that they may be explained in terms of the natural laws of physics and chemistry.
2. Know the unique anatomical characteristics of major plant groups and relate these structures to the functions they perform.
3. Demonstrate the basic knowledge of plant genetics and evolution of floral structures in terms of ecology and morphology.
4. Develop a balanced and pragmatic knowledge in Botany.

**BOT 101L General Botany Laboratory (1) KCC AA/DY**
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in BOT 101.
Recommended Preparation: ENG 100.

BOT 101L focuses on laboratory observations and experiments illustrating basic principles of plant biology.

Upon successful completion of BOT 101L, the student should be able to:
1. Cultivate responsibility and mutual respect for each other, especially during the discussions.
2. Demonstrate the ability of critical thinking and logical reasoning through the use of the scientific method.
3. Work independently or in groups in the laboratory by performing observations, drawings, dissections and behavioral objectives.

**BOT 105 Ethnobotany (3) KCC AA/DS and KCC AS/SS**
3 hours lecture per week

BOT 105 is an introduction to plants and their influence upon the culture of Hawai`i and the Pacific. In BOT 105 the uses of cultivated and wild plants of the world are described.

Upon successful completion of BOT 105, the student should be able to:
1. Demonstrate the knowledge of habits, habitats, reproductions and interactions of plants and their environments.
2. Identify the role and influence played by plants on the culture of Hawai`i and Pacific.
3. Demonstrate a knowledge of the economic importance and ecology of cultivated as well as the wild plants in the world.
4. Understand and appreciate the complete dependence of all living things on plants.

**BOT 130 Plants in the Hawaiian Environment (3) KCC AA/DB and KCC AS/NS**
3 hours lecture per week
Recommended Preparation: ENG 100.

BOT 130 is an introduction to the plant species and communities of the Hawaiian ecosystems. It discusses the plant's evolution, ecology and economic values to humans. It also includes the observation and systematics of native and introduced flora.

Upon successful completion of BOT 130, the student should be able to:
1. Describe the geologic history of the Hawaiian islands.
2. Describe the arrival and establishment of native and introduced species.
3. Compare the major Hawaiian ecosystems.
4. Compare/contrast variations of plant parts and functions.
5. Recognize common native and introduced plant species.
6. Examine the ecology and economic values of plant species.
7. Examine the effects of humans on the flora of the Hawaiian islands.

**BOT 130L Plants in the Hawaiian Environment Laboratory (1) KCC AA/DY**
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in BOT 130.

BOT 130L focuses on observations of plant species, populations and communities as they interact with their environment through field survey methodologies and field trips. Students will become familiar with the taxonomy and ecology of native and introduced species.

Upon successful completion of BOT 130L, the student should be able to:
1. Demonstrate the ability of critical thinking and logical reasoning through the use of scientific method.
2. Work independently or in groups in the laboratory by performing observations, dissections and completing behavioral objectives of each laboratory exercise.
3. Identify and characterize major plant families, species and economic plants.
4. Explain the effects of environmental factors on plant adaptation, dispersal and distribution.
BOT 201 Plant Evolutionary Diversity (3) KCC AA/DB and KCC AS/NS
3 hours lecture per week
Prerequisite(s): BOT 101 or consent of instructor.
Corequisite(s): BOT 201L.
Recommended Preparation: ENG 100.

BOT 201 discusses evolutionary trends in the plant world, including reproductive, morphological and life history adaptations by algae, fungi and vascular plants.

Upon successful completion of BOT 201, the student should be able to:
1. Explain the role of evolution in plant diversity.
2. Distinguish between morphological and anatomical diversity among algae, fungi and plants.
3. Use the systematic botany to classify and name various species of algae, fungi and plants.
4. Describe the ecological niches of algae, fungi and plants.

BOT 201L Plant Evolutionary Diversity Laboratory (1) KCC AA/DY
3 hours lab per week
Corequisite(s): BOT 201.
Comment: Letter grade or credit/no credit; BOT 201L may not be audited.

BOT 201L applies the principles discussed in BOT 201 through laboratory experiences in the lab setting and out in the field or natural ecosystem.

Upon successful completion of BOT 201L, the student should be able to:
1. Identify and classify representative species of algae, fungi and vascular plants.
2. Sketch, classify and describe the various species of algae, fungi and vascular plants investigated in the laboratory.
3. Prepare a scientific laboratory report with appropriate annotations.
4. Prepare herbarium specimens of appropriate species.
5. Apply the observational and experimental techniques and methodologies employed in the natural sciences.

BUSINESS

BUS 100 Using Mathematics to Solve Business Problems (3) KCC AA/FQ
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in MATH 75x or placement at MATH 100 or higher-level mathematics; and qualification for ESOL 94.
Comment: Students are strongly encouraged to obtain a calculator with graphing, statistical, and financial capabilities prior to the first day of class. Students should check with the instructor on the calculator models required for this course.

BUS 100 provides students with the foundations for problem-solving and quantitative reasoning skills essential in business. This course covers logic, financial functions, basic probability and basic statistics. BUS 100 also covers algebra and geometry of linear, quadratic, exponential, and logarithmic functions as applied to the mathematics of finance. The intent of this course is to assist students to use mathematics in exercising sound judgment in making personal and business decisions. This course uses technology tools such as calculators, spreadsheets, and statistical applications.

Upon successful completion of BUS 100, the student should be able to:
1. Analyze deductive arguments using elementary symbolic logic.
2. Solve linear, quadratic, exponential, and logarithmic equations with applications to business, such as solving for interest rates and various terms of investment.
3. Solve financial function involving single deposit compound interest and ordinary/due simple annuities.
4. Solve business problems involving the concepts of probability and statistics.
5. Visualize and interpret data using software tools.

BUS 120 Principles of Business (3)
3 hours lecture per week
Recommended Preparation: ICS 101; and ENG 100 or ESL 100.

BUS 120 surveys the fundamentals of the American business enterprise in the local, national, and global environments. The course examines the foundations and responsibilities of management, marketing, accounting, and finance as they interact in the business environment.

Upon successful completion of BUS 120, the student should be able to:
1. Identify the impact of local, national, and global external factors on business decisions relative to the accomplishment of the mission and objectives of an organization.
2. Define the various forms of business ownership to determine the appropriateness relative to an organization's resources, goals, and objectives.
3. Identify various business functions and practices -- including management, marketing, accounting, and finance -- and explain their impact on the successful operation of a business.
4. Identify legal, government, ethical and social responsibility issues or regulations affecting business decisions.

**BUS 195 (Alpha) Business, Legal and Technology (BLT) Department Industry Certification Preparation (1-3)**

1 hour lecture per week per credit

Prerequisite(s): Consent of instructor or permission of BLT Academic Advisor, BLT Department Chair or any BLT Program Coordinator.

Recommended Preparation: Completion of a BLT department course as stipulated by the instructor.

BUS 195 (alpha) offers current industry certification preparation in areas covered by Business, Legal & Technology Department coursework.

Upon successful completion of BUS 195, the student should be able to:

1. Research topics related to the designated certification.
2. Identify key subjects, relevant data, and propose possible solutions.
3. Review and recall materials related to the certification topic.
4. Demonstrate competence and proficiency in certification areas.

**BUS 195CA A+ Certification Exam Prep (1)**

1 hour lecture per week

Prerequisite(s): Consent of instructor or permission of BLT Academic Advisor, BLT Department Chair or any BLT Program Coordinator.

Recommended Preparation: Completion of ITS 144.

Comment: BUS 195CA must be taken for a letter grade only for program credit.

BUS 195CA is a preparation course for the CompTIA A+ certification exam.

Upon successful completion of BUS 195CA, the student should be able to:

1. Research topics related to the designated certification.
2. Identify key subjects, relevant data, and propose possible solutions.
3. Review and recall materials related to the certification topic.
4. Demonstrate competence and proficiency in certification areas.

**BUS 195CE ITS Certification Preparation in Ethical Hacker (1)**

1 hour lecture per week

Prerequisite(s): Consent of instructor or permission of BLT Academic Adviser, BLT Department Chair or any BLT Program Coordinator Recommended Preparation: Completion of a BLT department course as stipulated by the instructor. ITS 142 and ITS 222 provide the training in advanced topics relating to network security and ethical hacking.

Comment: BUS 195CE must be taken for letter grade for program credit.

BUS 195CE prepares students to sit for the EC-Council Certified Ethical Hacker (CEH) certification exam.

Upon successful completion of BUS 195CE, the student should be able to:

1. Research topics related to the designated certification.
2. Identify key subjects, relevant data, and propose possible solutions.
3. Review and recall materials related to the certification topic.
4. Demonstrate competence and proficiency in certification areas.

**BUS 195CN Network+ Certification Exam Prep (1)**

1 hour lecture per week

Prerequisite(s): Consent of instructor or permission of BLT Academic Advisor, BLT Department Chair or any BLT Program Coordinator.

Recommended Preparation: Completion of ITS 124.

Comment: BUS 195CN must be taken for a letter grade only for program credit.

BUS 195CN offers current industry certification preparation for the CompTIA Network+ Certification exam.

Upon successful completion of BUS 195CN, the student should be able to:

1. Research topics related to the designated certification.
2. Identify key subjects, relevant data, and propose possible solutions.
3. Review and recall materials related to the certification topic.
4. Demonstrate competence and proficiency in certification areas.
4. Demonstrate competence and proficiency in certification areas.

**BUS 195CP ITS Certification Preparation in Security Plus (1)**

1 hour lecture per week

Prerequisite(s): Consent of instructor or permission of BLT Academic Adviser, BLT Department Chair or any BLT Program Coordinator.

Recommended Preparation: Completion of a BLT department course as stipulated by the instructor.

BUS 195CP prepares students to sit for the Industry Certification Exam in CompTIA Security Plus.

Upon successful completion of BUS 195CP, the student should be able to:
1. Research topics related to the designated certification.
2. Identify key subjects, relevant data, and propose possible solutions.
3. Review and recall materials related to the certification topic.
4. Demonstrate competence and proficiency in certification areas.

**BUS 195DV Data Visualization Certificate Preparation (1)**

1 hour lecture per week

Comment: BUS 195DV must be taken for a letter grade only for program credit.

BUS 195DV is a preparation course for Microsoft Certification exam 70-778 - Analyzing and Visualizing Data with Microsoft Power BI. It will provide practice and test preparation for students interested in obtaining industry certification in Data Visualization.

Upon successful completion of BUS 195DV, the student should be able to:
1. Research topics related to the designated certification.
2. Identify key subjects, relevant data, and propose possible solutions.
3. Review and recall materials related to the certification topic.
4. Demonstrate competence and proficiency in certification areas.
5. Define Data Visualization and Data Visualization tools for current application.

**BUS 195LA LAW Certification Preparation in Relativity (1)**

1 hour lecture per week

Prerequisite(s): Consent of instructor or permission of BLT Academic Adviser, BLT Department Chair or any BLT Program Coordinator.

Comment: BUS 195LA must be taken for credit only for program credit.

BUS 195LA prepares students to sit for the basic Relativity Certified User Exam.

Upon successful completion of BUS 195LA, the student should be able to:
1. Research topics related to the designated certification.
2. Identify key subjects, relevant data, and propose possible solutions.
3. Review and recall materials related to the certification topic.
4. Demonstrate competence and proficiency in certification areas.

**BUS 195QB ACC Certification Preparation in QuickBooks Online ProAdvisor (1)**

1 hour lecture per week per credit

Prerequisite(s): Consent of instructor or permission of BLT Academic Adviser, BLT Department Chair or any BLT Program Coordinator.

Recommended Preparation: Completion of a BLT department course as stipulated by the instructor.

BUS 195QB prepares students to sit for the Industry Certification Exam in Online QuickBooks.

Upon successful completion of BUS 195QB, the student should be able to:
1. Research topics related to the designated certification.
2. Identify key subjects, relevant data, and propose possible solutions.
3. Review and recall materials related to the certification topic.
4. Demonstrate competence and proficiency in certification areas.
BUS 250 Applied Mathematics in Business (3) KCC AA/FQ
3 hours lecture per week
Prerequisites: A grade of "C" or higher in MATH 103 or qualification for MATH 135.
Recommended Preparation: ICS 100 or ICS 101; and qualification for ENG 100 or qualification for ESL 100.
Comment: Students should purchase a financial calculator for financial capabilities prior to the first day of class. Students should check with the instructor on the calculator models required for this course.

BUS 250 provides students with problem-solving and quantitative reasoning skills essential in business. Beginning with a review of relevant concepts from algebra, it covers topics in the mathematics of finance, calculus emphasizing business applications, probability, and introductory statistics. BUS 250 uses a financial calculator and spreadsheets.

Upon successful completion of BUS 250, the student should be able to:
1. Solve linear, quadratic, exponential, and logarithmic equations with applications to business, such as solving for interest rates and various terms of investment.
2. Solve financial function involving single deposit compound interest and ordinary/due simple annuities that include mortgage payments, refinancing options, installment buying, credit card purchases, debt consolidation, and rescheduling of debt, government and corporate bonds.
3. Solve business problems involving the concepts of probability and statistics.
4. Draw and interpret various graphs on data gathered using software tools.
5. Apply the rules for differentiation to solve business problems such as marginal revenue/cost, marginal tax rate, minimum cost, and maximum profit.

BUSINESS LAW

BLAW 200 Legal Environment of Business (3)
3 hours lecture per week
Recommended Preparation: A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100.

BLAW 200 is an introduction to the legal environment of business with particular emphasis on sources of law and torts, contracts, agency, partnership, corporations, Uniform Commercial Code, government regulations, and ethics.

Upon successful completion of BLAW 200, the student should be able to:
1. Summarize the American system of justice and jurisprudence, and its evolution, and effectively use its concepts, terminology, and procedures.
2. Explain how laws are made, implemented, interpreted and enforced by the three branches of government at the national, state and local levels.
3. 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.
4. Discuss how business and legal disputes arise and are avoided and/or resolved, including informal processes and alternative dispute resolution.
5. Participate in ethical decision-making, taking into account various legal, business and ethical approaches, philosophies and codes.
CHEMISTRY

CHEM 100 Chemistry and Society (3) KCC AA/DP and KCC AS/NS
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 82 or qualification for a higher-level mathematics course or one year of a high school level algebra course.
Recommended Preparation: Two years of a high school level algebra course or MATH 103 or a higher-level mathematics course.

CHEM 100 is a survey of the basic concepts of general chemistry. CHEM 100 serves as a preparatory course for more advanced chemistry courses.

Upon successful completion of CHEM 100, the student should be able to:
1. Use critical thinking and math skills to perform calculations such as metric conversions, balance chemical equations and solve stoichiometric problems.
2. Define and describe Acids and Bases both quantitatively and qualitatively.
3. Determine and explain the types of bonding, shapes, and polarity of simple molecular and ionic compounds.
4. Quantitatively and qualitatively describe the properties, and changes due to energy of matter.
5. Determine and understand the basic nuclear and electronic structure of atoms and how this relates to the Periodic Table.
6. Give the names and formulas of elements, ions, and compounds using the Periodic Table.
7. Define sustainability on local, national, and international levels.

CHEM 161 General Chemistry I (3) KCC AA/DP and KCC AS/NS
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 103.
Recommended Preparation: MATH 135.
Comment: CHEM 161 is suitable for students planning careers in science, engineering, nursing, or other areas of study that require a general chemistry course. Normally this course is followed in sequence by CHEM 162. Students who wish to take a lab course should enroll in CHEM 161L.

CHEM 161 is the first course in a two-semester sequence of general chemistry. CHEM 161 introduces the basic principles of chemistry including the metric system, atomic and molecular structure, periodic trends and chemical bonding, the mole concept, writing and balancing chemical equations, stoichiometry and heat of reactions. The course was designed to provide the student with an adequate background in the fundamental concepts of chemistry. Problem solving is emphasized.

Upon successful completion of CHEM 161, the student should be able to:
1. Use the metric system and scientific notation.
2. Characterize matter based on physical and chemical properties and changes.
3. Explain a variety of conceptual models used in describing atomic and molecular structure, and chemical bonding.

CHEM 161L General Chemistry I Lab (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): A grade of "C" or higher in MATH 103 and credit or concurrent enrollment in CHEM 161.
Recommended Preparation: MATH 135.
Comment: Students must have a basic scientific calculator with Log and Ln functions. CHEM 161L may not be audited.

CHEM 161L is an optional laboratory course that accompanies CHEM 161 lecture. Experiments are performed which relate to the lecture material in CHEM 161. The student will develop practical laboratory skills and achieve a satisfactory level of competency in using laboratory equipment. The student will view first-hand some of the chemical principles and laws of chemistry that are discussed in lecture. The student will use the scientific method of inquiry. CHEM 161L develops practical laboratory skills. Topics may include density, specific gravity, specific heat, chemical and physical properties, analysis of a mixture, and molecular structure.

Upon successful completion of CHEM 161L, the student should be able to:
1. Conduct basic laboratory experiments with proper laboratory techniques.
2. Demonstrate safe and proper handling of laboratory equipment and chemicals.
3. Make careful and accurate experimental measurements and observations.
4. Interpret laboratory results and experimental data, and reach logical conclusions.
5. Relate physical observations and measurements to theoretical principles.

CHEM 162 General Chemistry II (3) KCC AA/DP and KCC AS/NS
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in CHEM 161 and a grade of "C" or higher in MATH 103.
Recommended Preparation: MATH 135.
Comment: A basic scientific calculator that has Log and Ln functions is needed for CHEM 162.
CHEM 162 introduces additional basic principles of chemistry including kinetics, equilibrium, pH, redox reactions, electrochemistry, acid-base chemistry, gas laws, electrolytes, thermodynamics, and matter and changes of state.

Upon successful completion of CHEM 162, the student should be able to:
1. Solve problems involving all equilibrium constants.
2. Solve problems involving pH and pOH of aqueous solutions.
3. Solve problems involving different solution concentrations.
4. Solve problems involving cell voltages for voltaic and electrolytic cells.
5. Solve problems involving reactant concentrations and reaction rate.

CHEM 162L General Chemistry II Laboratory (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): A grade of "C" or higher in CHEM 161 and a grade of "C" or higher in CHEM 161L and credit or concurrent enrollment in CHEM 162 and a grade of "C" or higher in MATH 103.
Recommended Preparation: MATH 135.

CHEM 162L develops additional practical laboratory skills. Topics may include chemical equilibrium, solution chemistry, pH and pK, free energy of a reaction, determination of the molecular weight of a gas, and solution chemistry.

Upon successful completion of CHEM 162L, the student should be able to:
1. Demonstrate approved techniques in handling laboratory equipment for pH measurements, kinetics, titration, and thermochemistry.
2. Record data accurately and in proper form on the lab report sheets.
3. Use measurements to calculate descriptive properties of matter such as: ionization constants, solubility product constants, pH, degree of hydrolysis, and rates of reactions.

CHEM 272 Organic Chemistry I (3) KCC AA/DP Fall Summer
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in CHEM 162.
Comment: CHEM 272 is intended for science majors. CHEM 272 is offered in the Fall and Summer semesters only.

CHEM 272 is the first semester of a comprehensive introduction to organic chemistry including molecular structure, nomenclature, stereochemistry, spectroscopy, reactions and reaction mechanisms, synthesis, and applications to biology. This course is intended for science majors.

Upon successful completion of CHEM 272, the student should be able to:
1. Explain the nature of bonding and structure.
2. Explain the physical properties associated with molecular structure.
3. Give common and IUPAC names for the various organic compounds studied in the first semester.
4. Give complete structures from the names.
5. Draw stereochemical structures and understand how stereochemistry affects physical and chemical properties.
6. Determine the structure of compounds from experimental data including the various spectroscopic techniques.
7. Explain how functional group structure determines chemical reactivity.
8. Determine the mechanism of a reaction based upon the structure of the functional group.
9. Give the types of reactions possible for each functional group and be able to draw all possible products of a reaction.
10. Determine what starting materials are necessary to synthesize a particular compound.
11. Cite examples of organic mechanisms in biology.

CHEM 272L Organic Chemistry I Lab (2) KCC AA/DY
4 hours lecture/lab per week
Prerequisite(s): A grade of "C" or higher in CHEM 162L and credit or concurrent enrollment in CHEM 272.
Comment: Letter grade and credit/no credit grading only. CHEM 272L may not be audited. CHEM 272L is intended for science majors.

CHEM 272L is a comprehensive introduction to laboratory principles of organic chemistry including molecular structure, nomenclature, stereochemistry, spectroscopy, reactions and reaction mechanisms, synthesis, and applications to biology. This course is intended for science majors.

Upon successful completion of CHEM 272L, the student should be able to:
1. Gain competency using organic laboratory equipment.
2. Gain competency with organic laboratory procedures.
3. Give IUPAC names for the various organic compounds studied in Chemistry 272.
4. Describe how functional group structure determines chemical reactivity.
Kapi'olani Community College Courses 2020 – 2021, C-D, page 3

5. Determine the mechanism of a reaction based upon the structure of the functional group.
6. Be able to draw all possible products of a reaction.
7. Determine what starting materials are necessary to synthesize a particular compound.
8. Explain how physical properties are used to isolate organic compounds.
9. Explain the processes utilized in the design of organic synthesis, and to communicate these using a flow diagram.
10. Be able to record observations and procedures in a laboratory notebook, and to clearly communicate results and conclusions.

CHEM 273 Organic Chemistry II (3) KCC AA/DP
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in CHEM 272.
Comment: CHEM 273 is intended for science majors.

CHEM 273 is the second semester of a comprehensive introduction to organic chemistry including molecular structure, nomenclature, stereochemistry, spectroscopy, reactions and reaction mechanisms, synthesis, and applications to biology. CHEM 273 is intended for science majors.

Upon successful completion of CHEM 273, the student should be able to:
1. Explain the nature of bonding and structure.
2. Explain the physical properties associated with molecular structure.
3. Give common and IUPAC names for the various organic compounds studied in the first and second semesters.
4. Give complete structures from the names.
5. Draw stereochemical structures and describe how stereochemistry affects physical and chemical properties.
6. Determine the structure of compounds from experimental data including the various spectroscopic techniques.
7. Explain how functional group structure determines chemical reactivity.
8. Determine the mechanism of a reaction based upon the structure of the functional group.
9. Give the types of reactions possible for each functional group and be able to draw all possible products of a reaction.
10. Determine what starting materials are necessary to synthesize a particular compound.
11. Cite examples of organic mechanisms in biology.

CHEM 273L Organic Chemistry II Lab (2)
4 hours lab per week
Prerequisite(s): A grade of "C" or higher in CHEM 272L and credit or concurrent enrollment in CHEM 273.
Comment: CHEM 273L is intended for science majors. CHEM 273L may not be audited.

CHEM 273L is a continuation of a comprehensive introduction to laboratory principles of organic chemistry including molecular structure, nomenclature, stereochemistry, spectroscopy, reactions and reaction mechanisms, synthesis, and applications to biology. CHEM 273L is intended for science majors.

Upon successful completion of CHEM 273L, the student should be able to:
1. Gain competency using organic laboratory equipment.
2. Gain competency with organic laboratory procedures.
3. Give IUPAC names for the various organic compounds studied in Chemistry 273.
4. Describe how functional group structure determines chemical reactivity.
5. Determine the mechanism of a reaction based upon the structure of the functional group.
6. Be able to draw all possible products of a reaction.
7. Determine what starting materials are necessary to synthesize a particular compound.
8. Explain how physical properties are used to isolate organic compounds.
9. Explain the processes utilized in the design of organic synthesis, and to communicate these using a flow diagram.
10. Be able to record observations and procedures in a laboratory notebook, and to clearly communicate results and conclusions.
11. Determine the structure of compounds from experimental data including various spectroscopic techniques.

CHINESE

CHN 101 Elementary Mandarin I (4)
4 hours lecture per week
Comment: Previously CHNS 101. CHN 101 is designed for students who are beginning to study the Chinese language. Students with prior Chinese language experience, including any dialect of Chinese, should take the placement test at the Testing Center in Lama library before registering.

CHN 101 is designed for learners with no background in Chinese. Study of basic structures of the Mandarin Chinese language with emphasis on listening, speaking, reading and writing skills. Students will gain these four skills in standard Mandarin Chinese, attaining
approximately the Novice-High level on the ACTFL-ETS (American Council on the Teaching of Foreign Languages) proficiency scale. Topics of conversation include basic greetings, names, family, work, study, and hobbies.

Upon successful completion of CHN 101, the student should be able to:
1. Exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language, and ask and answer simple questions about everyday situations in short social interactions. (Interpersonal Communication)
2. Verbally convey basic information on familiar topics using phrases and simple sentences. (Presentational Speaking)
3. Write short messages and notes on familiar topics related to everyday life. (Presentational Writing)
4. Interpret spoken words, phrases, and simple sentences related to everyday life by recognizing pieces of information and by identifying the main topic. (Interpretive Listening)
5. Interpret familiar words, phrases, and sentences within short and simple texts related to everyday life and identify the main idea of written materials. (Interpretive Reading)

CHN 102 Elementary Mandarin II (4)
4 hours lecture per week
Prerequisite(s): CHNS 101 or CHN 101 or satisfactory score on language placement test.
Comment: Previously CHNS 102.

CHN 102 is a continuation of CHN 101. The four skills of listening, speaking, reading, and writing in standard Mandarin Chinese are further developed. Students will gain these four skills, attaining approximately the Intermediate-low level on the ACTFL-ETS (American Council on the Teaching of Foreign Languages) proficiency scale.

Upon successful completion of CHN 102, the student should be able to:
1. Understand sentence length utterances which consist of recombination of learned utterances on a variety of topics. Content refer primarily to basic personal background and needs, social conversations and some complex tasks.
2. Handle successfully a variety of uncomplicated task oriented and social functions. Can ask and answer questions participate in simple conversations on topics beyond the most immediate needs.
3. Read consistently with increased understanding simple connected texts dealing with basic personal and social needs. Student will have sufficient comprehension to understand some authentic material as it reflects similarity to specially prepared material and/or to high frequency oral vocabulary and structure.
5. List some essential points of Chinese geography, society, and culture.

CHN 201 Intermediate Mandarin I (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): CHN 102 with a grade of “C” or higher or CHNS 102 with a grade of “C” or higher or satisfactory score on language placement test or instructor’s consent.
Comment: Previously CHNS 201. CHN 201 is designed for students who have some experience with the Chinese language. Students who have not yet completed CHN 102 but who have prior Chinese language experience, including any dialect of Chinese, should take the placement test at the Testing Center in Lama Library before registering.

In CHN 201 students will further enhance listening, speaking, reading and writing skills in standard Mandarin Chinese, attaining approximately the Intermediate-Mid level on the ACTFL-ETS (American Council on the Teaching of Foreign Languages) proficiency scale. Topics of conversation covered include college life, registering for classes, boyfriends and girlfriends, computers, as well as some essential points of Chinese geography, society, and culture.

Upon successful completion of CHN 201, the student should be able to:
1. Converse on familiar topics using sentences and series of sentences, handle short social interactions in everyday situations by asking and answering a variety of questions, and express oneself concerning one’s everyday life. (Interpersonal Communication)
2. Convey information on a wide variety of familiar topics using connected sentences. (Presentational Speaking)
3. Write on a wide variety of familiar topics using connected sentences. (Presentational Writing)
4. Interpret the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies, and identify the main idea in conversations. (Interpretive Listening)
5. Interpret the main idea of texts related to everyday life and personal interests or studies. (Interpretive Reading)

CHN 202 Intermediate Mandarin II (4)
4 hours lecture per week
Prerequisite(s): CHN 201 with a grade of “C” or higher or CHNS 201 with a grade of “C” or higher or satisfactory score on the language placement test or instructor's consent.
Comment: Previously CHNS 202. CHN 202 is designed for students who have some experience with the Chinese language. Students who have not yet completed CHN 201 but who have prior Chinese language experience, including any dialect of Chinese, should take the placement test at the Testing Center in Lama Library before registering.
In CHN 202 students will continue to further enhance their listening, speaking, reading and writing skills in standard Mandarin Chinese, attaining approximately the Intermediate-High level on the ACTFL-ETS (American Council on the Teaching of Foreign Languages) proficiency scale. Topics of conversation covered include life and wellness, gender equality, environmental conservation, Chinese history, and interviewing for a job.

Upon successful completion of CHN 202, the student should be able to:

1. Converse with ease and confidence on familiar topics; talk about events and experiences in various time frames; describe people, places, and things; and handle social interactions in everyday situations, sometimes even when there is an unexpected complication. (Interpersonal Communication)
2. Present in a generally organized way on school, work, and community topics, and on researched topics, while discussing events and experiences in various time frames. (Presentational Speaking)
3. Write on topics related to school, work, and community in a generally organized way, using simple paragraphs about events and experiences in various time frames. (Presentational Writing)
4. Interpret the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies, while grasping a few details of what is overheard in conversations, even when something unexpected is expressed, and sometimes follow what is heard about events and experiences in various time frames. (Interpretive Listening)
5. Interpret the main idea of texts related to everyday life, personal interests, and studies, and sometimes follow stories and descriptions about events and experiences in various time frames. (Interpretive Reading)

CHN 290 Chinese Language and Culture through Application (4)
4 hours lecture per week

Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100. Students must be native or bilingual speakers of Chinese and English or advanced level Chinese speaking students; and consent of instructor.

Comment: Previously CHNS 290. CHN 290 is designed for native speakers, bilingual and advanced level Chinese speaking students who are qualified to take ENG/ESL 100. Instructor approval is required.

CHN 290, Chinese Language and Culture through Application, is created specially for native, bilingual speakers and advanced students of Mandarin Chinese. The course is designed to enhance students’ bilingual (English and Mandarin Chinese) skills and cross-cultural understanding, and to develop students to become better citizens through service learning. Application of meaningful real world community service experiences, cultural readings, and personal reflections will serve as the basis for communicative activities in class. Discussions, critical thinking assignments, and writing assignments in both Chinese and English will be required. Classes will be conducted in both English and Mandarin Chinese.

Upon successful completion of CHN 290, the student should be able to:

1. Describe the diversity and variety of Chinese culture orally and in writing through service learning community experiences, class discussions, oral presentations, group projects, and papers.
2. Demonstrate the job-related skills gained from practical work experience in the supervised community volunteer activities.
3. Evaluate orally and in writing the service learning activities using appropriate vocabulary and grammar in communicative activities, discussions, and writing activities.
4. Describe orally in classroom discussion, and in reflective journals and essays, the needs of the community.
5. Apply orally and in writing critical thinking and problem-solving skills related to course content and service-learning experiences.
6. List similarities and differences between Chinese and U.S. culture from various perspectives and values.
7. Construct a relationship between language learning and culture.
8. Communicate effectively in both the students' heritage and U.S. cultures.

CIVIL ENGINEERING

CE 270 Applied Mechanics I (3) KCC AA/DP
3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in PHYS 170; and credit in MATH 231 or credit or concurrent enrollment in MATH 243.

CE 270 is the 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.

Upon successful completion of CE 270, the student should be able to:

1. Solve problems to demonstrate an understanding of forces, resultants, equilibrium, trusses, frames, machines, centroids, moments of inertia, friction, and internal forces/moments.
2. Utilize analytical reasoning to analyze engineering structures subjected to concentrated loads, distributed loads, and frictional forces.
3. Utilize numerical techniques to investigate the design of engineering structures.
4. Conduct background research into the design of an engineering structure, and communicate results via a written report.
CE 271 Applied Mechanics II (3) KCC AA/DP
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in CE 270; and credit in MATH 232 or credit or concurrent enrollment in MATH 244.

CE 271 is the study of the dynamics of particles and rigid bodies under the action of forces: the geometric description of motion and the effects of forces on the motion of bodies.

Upon successful completion of CE 271, the student should be able to:
1. Solve problems to demonstrate knowledge of kinetics analysis methods: force-acceleration, work-energy, and impulse-momentum.
2. Utilize analytical reasoning to describe the kinematics of particles or rigid bodies in various curvilinear coordinate systems.
3. Utilize numerical techniques to investigate the design of dynamic engineering systems of particles or rigid bodies.
4. Conduct background research into the implementation of kinetics analysis methods, and communicate results via written report.

COMMUNICATION

COM 201 Introduction to Communication (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

COM 201 presents an overview of communication focusing on the processes of interpersonal, intercultural, organizational, and international communication and on recent developments in multimedia, mass media, and telecommunications.

Upon successful completion of COM 201, the student should be able to:
1. Describe the human communication process, its purposes, functions, and modes.
2. Identify and explain verbal and non-verbal codes.
3. Explain the role and dynamics of communication in relationships, groups, and organizations.
4. Analyze the processes and identify the pitfalls of interethnic and intercultural communication, including interactions in Hawai‘i, Oceania, and Asia.
5. Describe the role of mass and public communication systems in modern societies.
6. Identify and explain the functions and methods of telecommunication in a global society.
7. Express clearly in writing ideas and opinions about communication theories, based on critical analyses of readings and other sources of data.

COMMUNITY HEALTH WORKER

CHW 100 Community Health Worker Fundamentals (3)
3 hours lecture per week

CHW 100 provides an introduction to the role of the community health worker within the larger framework of public health including a focus on self-exploration as an essential part to the promotion of health and disease prevention for clients.

Upon successful completion of CHW 100, the student should be able to:
1. Describe CHW practice settings, roles, scope of practice and relationships within current healthcare restructuring.
2. Explore personal attitudes, beliefs and behaviors that could support or hinder the ability to perform effectively as a community health worker.
3. Explain the influence of culture, values, attitudes, and behavior on community health work with diverse populations.
4. Identify the legal and ethical responsibilities of community health workers and their influence on the care of clients.
5. Develop a basic understanding of other healthcare roles and how the CHW operates as part of the larger healthcare team.
6. Define advocacy and collective planning and how it influences individual and community capacity building.
7. Identify strategies that assist in gathering information about community resources, local health issues, and cultural beliefs.
8. Define outreach and identify ways to connect with community.
9. Describe how cultural beliefs influence the delivery of service to clients.
10. Demonstrate use of relevant language, respectful attitudes and cultural knowledge in approaching diverse clients and their families.
CHW 130 Introduction to Counseling and Interviewing (3)
3 hours lecture per week

CHW 130 offers a basic introduction to the theory and practice of counseling and motivational interviewing skills that CHWs need for establishing trusting relationships and promoting readiness for behavior change across diverse populations. This course is a combination of didactic and experiential learning with a focus on assessment, intervention and outcomes.

Upon successful completion of CHW 130, the student should be able to:
1. Compare and contrast the Person-In-Environment and Strengths Perspective to problem oriented perspectives in counseling.
2. Describe, demonstrate and evaluate basic attitudes, skills and knowledge in interviewing and counseling.
3. Identify and demonstrate attitudes and skills that contribute to cultural sensitivity in interviewing and counseling.
4. Identify personal and ethical assumptions, barriers and competencies related to the provision of effective interviewing and counseling services.
5. Utilize person-centered and brief counseling theories in combination with motivational interviewing to facilitate health and other lifestyle-related behavior changes.

CHW 135 Health Promotion and Disease Prevention (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in CHW 100 or consent of instructor.
Comment: Letter grade only. CHW 135 may not be audited. CHW 135 may not be taken credit/no credit.

CHW 135 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.

Upon successful completion of CHW 135, the student should be able to:
1. Identify how the social determinants of health impact the individual, family and community.
2. Explain theoretical models for behavior change and how they apply to health promotion efforts.
3. Collect client data specific to healthy behaviors, safety and psychosocial issues.
4. Develop information for clients based on individual needs and desires.
5. Practice constructing and implementing contracts with clients that promote self-responsibility for achieving health goals using motivational interviewing.
6. Identify the components of health education including learning styles and develop a variety of teaching strategies with clients.
7. Practice developing health promotion activities that address individual and community needs.

CHW 140 Case Management (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in CHW 100 and a grade of "C" or higher in CHW 130 and a grade of "C" or higher in CHW 135; or consent of instructor.

CHW 140 provides an overview of concepts and practice skills surrounding case management with unique community populations. Focus includes the importance and ability of the CHW to gather, document and report on client visits and other activities. The concepts of individual and community capacity building, cultural competence, professional ethics and boundaries, and active listening skills will be applied to the practice of case management.

Upon successful completion of CHW 140, the student should be able to:
1. Apply case management concepts to identify and describe the special needs and characteristics of particular communities (at risk, underserved, hard to reach, vulnerable).
2. Identify and demonstrate appropriate use of screening tools for vulnerable populations.
3. Identify, demonstrate and evaluate the attitudes, skills and knowledge required to effectively engage individuals in case management services.
4. Explain and apply professional, ethical and cultural considerations in case management.
5. Recognize appropriate follow-up and documentation responsibilities in case management.
6. Demonstrate the ability to work as an effective member of a care coordination team through class activities.

CHW 145 Community Health Worker Practicum (4)
8 clinical hours and 4 hours classroom seminar per week
Prerequisite(s): A grade of "C" or higher in CHW 140 or consent of instructor.

CHW 145 provides 120 hours of supervised practical experience, plus 60 hours of classroom seminar that allows the CHW student to apply the concepts and skills developed from classroom experience to the unique needs of their community, as well as develop and hone professionalism as a CHW. This will serve as an opportunity to increase the student's ability and effectiveness as part of a community-based health team.
Upon successful completion of CHW 145, the student should be able to:

1. Articulate the history and services of the placement agency and develop in writing personal learning objectives in behavioral, measurable terms.
2. Examine personal attitudes, beliefs and responses concerning client population and co-workers.
3. Describe the strengths-based and social determinants of health perspectives in service provision.
4. Demonstrate the ability to work under supervision and collaborate with fellow staff members in carrying out agency services.
5. Demonstrate the ability to relate with clients from diverse backgrounds in the practicum setting.
6. Demonstrate integration of prior human services course content and practicum work experience in written and oral communication.

CHW 200 Social Work Principles and Practices for Community Health Workers (3)
3 hours lecture per week
Prerequisite(s): Satisfactory completion of the Certificate of Competence in Community Health Worker program.
Comment: Letter grade only. CHW 200 may not be audited. CHW 200 may not be taken credit/no credit.

CHW 200 provides an introduction to the profession of social work for community health workers, including its knowledge base, generalist methods, goals, and fields of practice. Students are encouraged to view the profession and themselves in realistic terms and to examine their appropriateness for continued study in social work.

Upon successful completion of CHW 200, the student should be able to:

1. Discuss, interpret, and synthesize social work concepts, theories, and data and apply them to different situations, to draw conclusions, or explain a situation.
2. Organize information and utilize reference sources, including the text, as appropriate.
3. Utilize writing skills and apply the mechanics of constructing a paper.
4. Demonstrate oral communication, observational, and assessment skills.

CHW 210 Case Management Concepts for Community Health Workers (3)
3 hours lecture per week
Prerequisite(s): Satisfactory completion of the Certificate of Competence in Community Health Worker program.
Comment: Letter grade only. CHW 210 may not be audited. CHW 210 may not be taken credit/no credit.

CHW 210 provides an overview of case management skills and practice for community health workers and to introduce them to concepts surrounding the practice of case management in a community setting. Topics include conducting intake and assessment, preparing effective care plans, making and following up on referrals, tracking and documenting outcomes, and developing appropriate discharge plans. Cultural competence, professional ethics and boundaries, and listening skills will be covered.

Upon successful completion of CHW 210, the student should be able to:

1. Explain ethical and professional considerations governing case management activities.
2. Define the various roles and responsibilities of case managers in community-based agencies.
3. Recognize and address personal attitudes and behaviors that may hinder ability to perform effectively as a case manager.
4. Describe the influence of values, attitude, and behavior in application of case management concepts and practices.
5. Demonstrate effective listening skills.
6. Develop appropriate relationships with clients.
7. Perform accurate case management assessments.
8. Develop effective, client-centered care plans.
9. Make and monitor referrals and service appropriately.
11. Participate effectively in team situations.

CHW 211 Case Management Practicum for Community Health Workers (1)
A total of 45 hours clinical experience in case management
Prerequisite(s): Satisfactory completion of the Certificate of Competence in Community Health Worker program.
Comment: Letter grade only. CHW 211 may not be audited. CHW 211 may not be taken credit/no credit.

CHW 211 provides practical experience in case management skills in a community-based agency where students will be able to observe and apply knowledge and skills acquired in accompanying coursework. Students will have opportunities to interact with community workers, current and potential clients, agency administration, and the larger community.

Upon successful completion of CHW 211, the student should be able to:
1. Demonstrate understanding of the daily responsibilities of case managers in community-based agencies.
2. Demonstrate basic knowledge, skills, and sensitivity while working with clients.
3. Describe human service roles and relationships to community health work.
4. Identify common community health issues.
5. Refer clients to appropriate resources.
6. Provide basic selected community health services.
7. Provide information about the site/organization to community residents.
8. Access basic community resources to meet client needs.
9. Work as part of a community-based health care team.
10. Apply interviewing and counseling skills with clients in the community.
11. Demonstrate understanding of the influence of culture on values, attitude, and behavior and impact on the community health worker.
12. Demonstrate effective listening skills.
13. Define and use ethical and legal standards in relationships with clients.
14. Demonstrate understanding of the practicum site’s mission and purpose.
15. Adhere to policies and procedures of the practicum site.

CHW 220 Substance Abuse Awareness for the Community Health Worker (3)
3 hours lecture per week
Prerequisite(s): Satisfactory completion of the Certificate of Competence in Community Health Worker program.
Corequisite(s): CHW 221.
Comment: Letter grade only. CHW 220 may not be audited. CHW 220 may not be taken credit/no credit.

CHW 220 is intended for the student who has completed a basic curriculum in community health work. It is designed to expose the student to a practical knowledge of substance abuse issues that impact on the community health worker’s particular role in providing assistance to the individual, the family, and the community.

Upon successful completion of CHW 220, the student should be able to:
1. Describe the effects of substance abuse on individuals, families and society.
2. Identify the symptoms and signs of substance abuse, particularly those that suggest early stages.
3. Evaluate the needs of the patient with substance abuse problems.
4. Discuss the needs of the patient’s family and community in combating drug abuse/addiction.
5. Apply models of intervention and carry out referrals for patients with substance abuse problems.
6. Observe and apply principles of cultural competence, professional ethics and boundaries.
7. Demonstrate effective listening skills in identifying/evaluating drug abuse/addiction problems.

CHW 221 Substance Abuse Practicum for the Community Health Worker (1)
45 hours observation/practicum
Prerequisite(s): Satisfactory completion of the Certificate of Competence in Community Health Worker program.
Corequisite(s): CHW 220.
Comment: CHW 221 may not be audited. CHW 221 May only be taken credit/no credit.

CHW 221 is intended for the student who has completed a basic curriculum in community health work. It is designed to provide the student with practical experience in dealing with substance abuse issues that impact on the community health worker’s role in providing assistance to the individual, the family, and the community.

Upon successful completion of CHW 221, the student should be able to:
1. Describe examples of the effects of substance abuse on individuals and families in the community and the effects on society.
2. Demonstrate competence in identifying the symptoms and signs of substance abuse, particularly those that suggest early stages.
3. Demonstrate competence in evaluating the needs of the patient with substance abuse problems.
4. Discuss the needs of the patient’s family and community in combating drug abuse/addiction.
5. Apply models of intervention and carry out referrals for patients with substance abuse problems.
6. Demonstrate cultural competence as well as professional ethics and boundaries.
7. Demonstrate effective listening skills in identifying/evaluating drug abuse/addiction problems.
CULINARY ARTS

CULN 111 Introduction to the Culinary Industry (2)
2 hours lecture per week
Comment: Effective Fall 2019 CULN 111 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 111 provides an overview of the culinary industry within the aspects of the entire hospitality industry. It provides students with an introduction to the historical, social and cultural forces that have affected and shaped the industry of today. Students will identify job qualifications, professional standards, communication skills and attitudes essential for successful workers in the hospitality industry. Students will create a web-based electronic portfolio that will be utilized throughout their educational experience to demonstrate and showcase their learning outcomes.

Upon successful completion of CULN 111, the student should be able to:
1. Contrast the various organizational structures and basic functions within hospitality and culinary establishments.
2. Contrast the career opportunities and professional organizations within the field.
3. Assess the relevance of various trade publications and electronic methods for continuing education.
4. Demonstrate the importance of a variety of sustainability practices and be able to implement them in food service operations as a means for controlling operating costs and for being good environmental stewards.
5. Value ethical practices in both personal and professional situations.
6. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

CULN 112 Sanitation and Safety (2)
4 hours lecture per week for 8 weeks or 2 hours lecture per week for 16 weeks
Comment: Effective Fall 2019 CULN 112 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 112 is the study and application of the principles and procedures of sanitation and safety in the hospitality industry. Includes the study of food borne illnesses, biological, chemical, and physical hazards, and cross-contamination as they may occur during the flow of food. An introduction to HACCP (Hazard Analysis Critical Control Point) and other sanitation and safety programs will also be presented. Safety issues and OSHA (Occupational Safety and Health Administration) guidelines and standards will be covered as they apply to the hospitality industry.

Upon successful completion of CULN 112, the student should be able to:
1. Develop an understanding of the basic principles of sanitation and safety and to be able to apply them in the foodservice operations.
2. Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.
3. Value ethical practices in both personal and professional situations.
4. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
5. Demonstrate the importance of a variety of sustainability practices and be able to implement them in food service operations as a means for controlling operating costs and for being good environmental stewards.

CULN 115 Menu Merchandising (2)
2 hours lecture per week
Prerequisite(s): A grade of "C" or higher in CULN 111 or consent of instructor.
Comment: Effective Fall 2019 CULN 115 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 115 is a study of the factors involved in planning effective menus for a variety of food service operations. It includes the design, format, selection, costing, pricing, and balance of menu items based upon the needs of the target market.

Upon successful completion of CULN 115, the student should be able to:
1. Apply the principles of menu planning and layout to the development of menus for a variety of types of facilities and service.
2. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
3. Demonstrate sustainability practices as a means for controlling operating costs and for being good environmental stewards.

CULN 120 Fundamentals of Cookery (5)
1.5 hours lecture, 10.5 hours lab per week
Prerequisite(s): A grade of "C" or higher in CULN 112 or consent of instructor.
Comment: CULN 120 may be offered as a full semester course or as 8-week modules. Effective Fall 2019 CULN 120 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as
Kapi'olani Community College Courses 2020 – 2021, C-D, page 11

well as the Associate in Arts degree in Hawaiian Studies.

CULN 120 covers the fundamental concepts, skills and techniques of cookery. It includes the study of culinary terms and ingredients; cooking theories and procedures for making stocks, soups and sauces; basic cooking methods; handling and preparation techniques for fruits, vegetables, and starches; proper use of recipes, tools, and equipment with special emphasis on knife handling skills.

Upon successful completion of CULN 120, the student should be able to:
1. Demonstrate skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
2. Operate equipment safely and correctly.
3. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
4. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
5. Apply the basic principles of sanitation and safety in a food service operation.
6. Practice personal hygiene habits and food handling practices that protect the health of the consumer.

CULN 130 Intermediate Cookery (5)
1.5 hours lecture, 10.5 hours lab per week
Prerequisite(s): A grade of "C" or higher in CULN 120 or consent of instructor.
Comment: CULN 130 may be offered as a full semester course or as 8-week modules. Effective Fall 2019 CULN 130 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 130 focuses on the application of basic concepts, skills, and techniques in fundamentals of cookery to short order cookery, including breakfast cookery, as found in coffee shops, snack bars, and other quick service outlets, with emphasis in American Regional Cuisine; to quantity food production with emphasis on menu development, recipe standardization and conversion, and quality control. Includes experience in both quantity food production and short-order cookery.

Upon successful completion of CULN 130, the student should be able to:
1. Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
2. Operate equipment safely and correctly.
3. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
4. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
5. Demonstrate sustainability practices as a means for controlling operating costs and for being good environmental stewards.
6. Practice personal hygiene habits and food handling practices that protect the health of the consumer.
7. Apply the basic principles of sanitation and safety in a food service operation.

CULN 150 Fundamentals of Baking (5)
1.5 hours lecture, 10.5 hours lab per week
Prerequisite(s): A grade of "C" or higher in CULN 120 or consent of instructor.
Comment: CULN 150 may be offered as a full semester course or as 8-week modules. Students must meet with Culinary department counselor to check on orientation requirements. Effective Fall 2019 CULN 150 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 150 is an introduction to the fundamental concepts, skills, and techniques of basic baking. Special emphasis is placed on the study of ingredient functions, product identification, weights, measures, and proper use and maintenance of bakeshop tools and equipment. Students are assigned to stations each day and are required to apply the basic baking concepts and techniques in preparing items such as quick breads, yeast breads, rolled-in dough, pâte à choux, pies, cakes, cookies, puddings and pastry creams.

Upon successful completion of CULN 150, the student should be able to:
1. Apply the fundamentals of baking science to the preparation of a variety of products.
2. Demonstrate the use and care for equipment normally found in the bakeshop or baking area.
3. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
4. Operate kitchen equipment safely and correctly.
5. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
6. Apply the basic principles of sanitation and safety in a food service operation.
7. Practice personal hygiene habits and food handling practices that protect the health of the consumer.

CULN 155 Intermediate Baking (5)
8 hours lecture, 36 hours lab per week for 8 weeks or 4 hours lecture, 18 hours lab per week for 16 weeks
Prerequisite(s): A grade of "C" or higher in CULN 150 or consent of instructor.
Comment: CULN 155 may be offered as a full semester course or as 8-week modules. Effective Fall 2019 CULN 155 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.
CULN 155 includes the study of international culinary terms, ingredient identification, and safety and sanitation practices. The science of lean and rich yeast dough products, flat breads and breakfast goods will be examined. Students will bake a wide variety of artisan breads made using pre-fermentations with commercial yeast and wild yeast starters, from sourdough and multi-grain breads, French batards, Italian fougasse and focaccia as well as herb flavored breads to analyze the fine points of taste, texture, and appearance that distinguish fine breads from good breads. Students will expand their knowledge and their application to laminated dough products such as classical French puff pastry dough, croissants and Danish pastries. The molding of non-yeast dough will be covered to create simple bread display pieces. Students will study techniques and presentations creating a variety of layer cakes, tortes, tarts, tartlets, buttercream and icings. A variety of international and popular American pies and baked custards desserts with emphasis on egg cookery will be covered. Students will continue with theories and skill development producing a variety friandises (fancy cookies) for retail sale, using different makeup techniques and evaluate finished product and presentation.

Upon successful completion of CULN 155, the student should be able to:
1. Demonstrate skills in advanced decorating techniques and complex preparations of plated desserts, French pastries, confections and classical and international dessert products.
2. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
3. Apply the fundamentals of baking science to the preparation of a variety of products.
4. Demonstrate the use and care of equipment normally found in the bakeshop or baking area.
5. Operate kitchen equipment safely and correctly.
6. Apply knowledge of laws and regulations to safety and sanitation in the kitchen.
7. Apply the basic principles of sanitation and safety in a foodservice operation.
8. Practice personal hygiene habits and food handling practices that protect the health of the consumer.

CULN 160 Dining Room Service (5)
1.5 hours lecture, 10.5 hours lab per week

Comment: Effective Fall 2019 CULN 160 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 160 is the study and application of the variety of service styles and techniques practiced by industry with special emphasis on the importance of the relationship coordination between the front and the back of the house. It includes the study of stewarding procedures and the study of the principles and practices of profitable alcoholic beverage operations.

Upon successful completion of CULN 160, the student should be able to:
1. Apply skills related to dining room service in a variety of service styles.
2. Demonstrate quality customer service.
3. Explain the differences in the various alcoholic and non-alcoholic beverages and evaluate the influence of wine upon food.
4. Explain laws and procedures related to responsible alcoholic service.
5. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
6. Operate kitchen equipment safely and correctly.
7. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
8. Practice personal hygiene habits and food handling practices that protect the health of the consumer.
9. Apply the basic principles of sanitation and safety in a food service operation.

CULN 207 Culinary Competition I (5)
1.5 hours lecture, 10.5 hours lab per week

Prerequisite(s): A grade of "C" or higher in CULN 120 and a minimum overall GPR of 2.0; and successful completion of a practical skills exam or consent of instructor.

Comment: Effective Fall 2019 CULN 207 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 207 provides students with the knowledge, skill, techniques, managerial principles, and attitudes necessary to compete in a mock salon or state American Culinary Federation (ACF) culinary competition. Students should anticipate spending a minimum of 10 additional hours each week outside of class, both practicing their skills and fiscal responsibility required for a competition. If selected to participate in an ACF sanctioned competition, junior membership in the American Culinary Federation will be required. Students will begin to develop an ePortfolio of the entire course experience with a detailed overview of the stages leading to competition.

Upon successful completion of CULN 207, the student should be able to:
1. Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
2. Operate equipment safely and correctly.
3. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
4. Value ethical practices in both personal and professional situations.
5. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

CULN 208 Principles of Culinary Competition II (5)
CULN 208 prepares students with the knowledge, skill, techniques, managerial principles and attitudes necessary to compete in a regional and/or national American Culinary Federation (ACF) culinary competition. This course is required for all those wishing to participate in an ACF culinary hot food competition. Participation by all of the candidates for the College's Culinary Team is required. Students should anticipate spending 10-15 additional hours each week outside of class both practicing their skills and fiscal responsibility required for the regional competition. If the regional competition is won, students should anticipate spending an additional 15-20 hours per week from the ending date of this course through the date of the ACF National Convention in July. If selected to participate in an ACF sanctioned competition, junior membership in the American Culinary Federation will be required. Students will participate in the planning and implementation of a mock culinary competition which will be located at an unannounced offsite location. Students will develop an ePortfolio of the entire course experience with a detailed overview of the stages leading to competition(s).

Upon successful completion of CULN 208, the student should be able to:
1. Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
2. Operate equipment safely and correctly.
3. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
4. Value ethical practices in both personal and professional situations.
5. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

CULN 221 Continental Cuisine (5)
1.5 hours lecture, 10.5 hours lab per week
Prerequisite(s): A grade of "C" or higher in CULN 130 or consent of instructor or the Culinary Department Chairperson.  
Comment: Effective Fall 2019 CULN 221 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 221 focuses on the expansion of competencies gained in both the Fundamentals of Cookery and Intermediate Cookery courses, emphasizing creativity and the refining and perfecting of skills and techniques acquired; specializing cooked-to-order dishes typically served in hotels and fine dining restaurants with special emphasis on the classical cuisines. The preparation and presentation of Continental and Mediterranean cuisine items for American, French, Russian and Buffet service will be covered.

Upon successful completion of CULN 221, the student should be able to:
1. Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
2. Operate equipment safely and correctly.
3. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
4. Value cross-cultural perspectives that will allow them to effectively function in the global community.
5. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
6. Apply the basic principles of sanitation and safety in a food service operation.
7. Practice personal hygiene habits and food handling practices that protect the health of the consumer.

CULN 222 Asian/Pacific Cuisine (5)
1.5 hours lecture, 10.5 hours lab per week
Prerequisite(s): A grade of "C" or higher in CULN 130 or consent of instructor or the Culinary Department Chairperson.
Comment: Effective Fall 2019 CULN 222 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 222 focuses on basic classical Asian/Pacific cookery techniques that have evolved into the culinary concepts and flavors utilized in Pacific Rim and Hawai‘i Regional cuisine. Through the production of the contemporary menu, students learn about cooking techniques, specialty ingredients, seasonal foods, spices, and herbs. Lecture topics include Asian/Pacific history, culture, philosophy, and geographical influences on Hawai‘i’s menus.

Upon successful completion of CULN 222, the student should be able to:
1. Demonstrate skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
2. Operate equipment safely and correctly.
3. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
4. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professional.
5. Practice personal hygiene habits and food handling practices that protect the health of the consumer.
6. Value cross-cultural perspectives that will allow them to effectively function in the global community.
7. Apply the basic principles of sanitation and safety in a foodservice operation.
CULN 231 Food Innovation (5)
1.5 hours lecture, 10.5 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in FSHE 185 and a grade of "C" or higher in CULN 112; and a grade of "C" or higher in CULN 120 or consent of instructor.
Recommended Preparation: A high school level English course and a high school level science course.
Comment: Effective Fall 2019 CULN 231 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 231 will focus on the combination of technical and creative skills to take a product from ideation to commercialization. The Food Innovation course will focus on developing food concepts and executing ideas into testing of a final product. Students will learn about current food trends, the food product development process, food safety, food laws and regulations, sensory evaluation, and packaging. A research experience emphasizing the application of the scientific method in Food Product Development is offered in CULN 231.

Upon successful completion of CULN 231, the student should be able to:
1. Demonstrate the overall concept of food product development and processing
2. Apply culinary knowledge to commercial food manufacturing
3. Apply the scientific method to develop a new food product
4. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

CULN 240 Garde Manger (4)
2 hours lecture, 6 hours lab per week
Prerequisite(s): A grade of "C" or higher in CULN 130 or consent of instructor or the Culinary Department Chairperson.
Comment: Effective Fall 2019 CULN 240 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 240 students will study the basic garde manger principles with emphasis on the development of skills in the preparation of hors d’oeuvre, appetizers, canapes, and basic garnishes. Items such as aspics, forcemeats, cheeses and decorative centerpieces along with the various methods of food preservation will also be studied.

Upon successful completion of CULN 240, the student should be able to:
1. Apply skills in producing a variety of cold food products
2. Prepare items appropriate for buffet presentation, including decorative pieces
3. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
4. Demonstrate skill in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
5. Operate kitchen equipment safely and correctly
6. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen
7. Apply the basic principles of sanitation and safety in a food service operation
8. Practice personal hygiene habits and food handling practices that protect the health of the consumer.

CULN 252 Patisserie (5)
1.5 hours lecture, 10.5 hours lab per week
Prerequisite(s): A grade of "B" or higher in CULN 155 or consent of instructor or the Culinary Department Chairperson.
Comment: Effective Fall 2019 CULN 252 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 252 includes the study of classical patisserie terms, safety and sanitation practices. Emphasis will be placed on hot, cold, and frozen desserts. Contemporary plated desserts, ice cream, sorbet, sherbets, yogurt-based ice cream, compotes and coulis will be introduced. Students will study the broad spectrum of classical and contemporary techniques and presentations in creating popular international desserts from France, Switzerland, Italy, Austria, and Germany. Topics will include the use of Bavarian cream, ganache, buttercream, mousse filling, chocolate, puff pastry (pâte feuilletée), sugar dough (pâte sucrée) éclair paste (pâte à choux), ribbon cake (biscuit joconde), dacquoise, and other meringue products. The fundamentals of tempering chocolate will be introduced to create chocolate décor and filigree work. Ribbon cake and stencil work to complement dessert presentation will be utilized. Students will be introduced to hot and cold soufflés, French pastries, petits fours, and advanced cake decorating principles.

Upon successful completion of CULN 252, the student should be able to:
1. Demonstrate skills in advanced decorating techniques and complex preparations of plated desserts, French pastries, confections and classical and international dessert products.
2. Value ethical practices in both personal and professional situations.
3. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
4. Apply the fundamentals of baking science to the preparation of a variety of products.
5. Demonstrate the use and care of equipment normally found in the bakeshop or baking area.
6. Operate kitchen equipment safely and correctly
7. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen
8. Apply the basic principles of sanitation and safety in a food service operation.
9. Practice personal hygiene habits and food handling practices that protect the health of the consumer.
10. Demonstrate the importance of a variety of sustainability practices and be able to implement environmental stewards.

CULN 253 Confiserie (5)
1.5 hours lecture, 10.5 hours lab per week
Prerequisite(s): A grade of "B" or higher in CULN 155 or consent of instructor or the Culinary Department Chairperson.
Comment: Effective Fall 2019 CULN 253 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 253 is the study of a variety of traditional and innovative centerpieces. Students will create seasonal centerpieces, using various mediums such as chocolate, royal icing, pastillage, marzipan, nougatine, and sugar products. Principles of preparation and application are presented and applied in the creation of hand-molded marzipan figurines. Student will continue with theory and skill development working with chocolate couverture, using tempering, spraying, coating, molding, and hand dipping applications with special emphasis on French truffles, candies and after-dinner confections. Finished products will be examined, using flavor, texture, color, consistency, creativity, originality and suitability for display exhibit as an evaluation tool.

Upon successful completion of CULN 253, the student should be able to:
1. Demonstrate skills in advanced decorating techniques and complex preparations of plated desserts, French pastries, confections and classical and international dessert products.
2. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professional.
3. Apply the fundamentals of baking science to the preparation of a variety of products.
4. Demonstrate the use and care of equipment normally found in the bakeshop or baking area.
5. Operate kitchen equipment safely and correctly.
6. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
7. Apply the basic principles of sanitation and safety in a food service operation.
8. Practice personal hygiene habits and food handling practices that protect the health of the consumer.
9. Demonstrate the importance of a variety of sustainability practices and be able to implement environmental stewards.

CULN 272 Hospitality Purchasing and Cost Control (5)
5 hours lecture per week
Prerequisite(s): A grade of "C" or higher in CULN 120 or consent of instructor or the Culinary Department Chairperson.
Corequisite(s): CULN 272L.
Comment: Effective Fall 2019 CULN 272 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 272 is a study of cost control systems as they apply to restaurants, hotels, and other food service operations such as the College's food service complex. It includes experience in the preparation of financial and control related reports, and the analysis of such. It utilizes the practical learning experiences of the computer laboratory to anchor and reinforce knowledge.

Upon successful completion of CULN 272, the student should be able to:
1. Explain laws and procedures related to responsible alcoholic service.
2. Perform mathematical functions related to foodservice operations.
3. Demonstrate the overall concept of purchasing and receiving practices in quality foodservice operations.
4. Apply knowledge of quality standards and regulations governing food products to the purchasing function.
5. Receive and store food and non-food items properly.
6. Value ethical practices in both personal and professional situations.
7. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
8. Demonstrate the importance of a variety of sustainability practices and be able to implement them in food service operations as a means for controlling operating costs and for being good environmental stewards.

CULN 272L Hospitality Purchasing and Cost Control Lab (1)
3 hours lab per week
Prerequisite(s): A grade of "C" or higher in CULN 120 or consent of instructor or the Culinary Department Chairperson.
Corequisite(s): CULN 272.
Comment: Effective Fall 2019 CULN 272L has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 272L is a study of cost control systems as they apply to restaurants, hotels, and other food service operations such as the College's food service complex. It includes experience in the preparation of financial and control related reports, and the analysis of such. It utilizes the practical learning experiences of the computer laboratory to anchor and reinforce knowledge.

Upon successful completion of CULN 272L, the student should be able to:
1. Explain laws and procedures related to responsible alcoholic service.
2. Perform mathematical functions related to foodservice operations.
3. Demonstrate the overall concept of purchasing and receiving practices in quality foodservice operations.
4. Apply knowledge of quality standards and regulations governing food products to the purchasing function.
5. Receive and store food and non-food items properly.
6. Demonstrate ethical practices in both personal and professional situations.
7. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
8. Demonstrate the importance of a variety of sustainability practices and be able to implement them in foodservice operations as a means for controlling operating costs and for being good environmental stewards.

CULN 310 Current Trends in the Culinary Industry (3)
3 hours lecture per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Culinary Arts with a specialization in Culinary Arts program or consent of instructor.
Comment: Effective Fall 2019 CULN 310 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 310 focuses on current trends in the culinary industry that impact Hawai`i's cultural, social, environmental, and economic viability in the global marketplace. Students examine hospitality and culinary managerial issues that affect business strategies on a macro and/or micro level. Course content includes eco-sustainability, market stability, labor development workforce, cultural values, and national and international culinary trends that affect Hawai`i's food service and tourism industries.

Upon successful completion of CULN 310, the student should be able to:
1. Evaluate ethical, social, environmental, legal and economic issues that impact the quality of the industry's human resources.
2. Analyze local, national and international safety and sanitation issues such as irradiation, genetic engineering, bio waste and safe practices in farming and processing activities.
3. Formulate a list of challenges faced by suppliers that support Hawai`i's food business and visit farms, seafood suppliers, and other food service businesses and organizations that have an overall effect on the food service business in Hawai`i and internationally.
4. Propose a plan that demonstrates a proactive approach to environmental issues such as waste recycling, energy conservation, or other industry practices.
5. Evaluate new business opportunities in culinology, personal and private chef services, research & development, and health care.
6. Assess the challenges in providing services to a global culinary market.
7. Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

CULN 321 Contemporary Cuisines (3)
1 hour lecture, 6 hours lab per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Culinary Arts with a specialization in Culinary Arts program or consent of instructor.
Comment: Effective Fall 2019 CULN 321 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 321 evaluates the contemporary menus and techniques used by chefs throughout Hawai`i and abroad. Students prepare and cook menu items that utilize techniques and food products found in contemporary cutting-edge restaurants, hotels and clubs. Students will assess cooking technologies that incorporate molecular gastronomy, energy efficiency, environmental awareness and cost effectiveness.

Upon successful completion of CULN 321, the student should be able to:
1. Define the roles of team dynamics, effective communication and leadership in producing a menu.
2. Select and use the proper cooking technologies, equipment, supplies, and production setup required to produce a menu.
3. Predict the impact of the target market's demographics and psychographics upon the appropriate product quality and taste, plate presentations, and service that will contribute to the menu's success.
4. Evaluate the influence of geography, culture, religion and history on the presentation style and development of the cuisine.
5. Integrate theoretical and practical knowledge of new and learned techniques to evaluate unique and creative dishes appropriate for the course.
6. Apply advanced culinary techniques to the preparation and presentation of dishes.
7. Design, produce and evaluate a menu appropriate for the course.
8. Prepare a meal service that is evaluated on taste profiles, dish presentation and service.
9. Compare and contrast differences in Eastern and Western spices, seasonings, flavoring combinations, and food ingredients representative of a culinary region.

CULN 322 Advanced Asian Cuisines (3)
1 hour lecture, 6 hours lab per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Culinary Arts with a specialization in Culinary Arts program or consent of instructor.
Comment: Student must purchase Asian specialty knives and tools at an approximate cost of $200. Effective Fall 2019 CULN 322 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.
CULN 322 assesses the advanced cooking techniques, presentation and service of traditional and modern Asian Cuisine incorporating the various regions of China, Southeast Asia and countries that make up the Asian Pacific culinary arena. The influence of this cuisine on the traditional and contemporary cuisine of Hawai`i will be evaluated and critiqued. Students will prepare and cook menu items that utilize specialized Asian cooking methods, tools, small wares and food preparation equipment while working with indigenous food resources, products and seasonal ingredients exclusive of the country or region. Topics address the impact of culture, geography, religion and history on the culinary traditions of Asia.

Upon successful completion of CULN 322, the student should be able to:
1. Define the roles of team dynamics, effective communication, and leadership in producing an advanced Asian menu.
2. Select and use the proper cooking technologies, equipment, supplies, and production set-up required to produce an advanced Asian menu.
3. Evaluate the influence of an Asian country's geography, culture, religion and history on the presentation style and development of the cuisine.
4. Apply advanced culinary techniques to the preparation and presentation of dishes exclusive to Hawai`i or an Asian culinary region.
5. Compare and contrast differences in spices, seasonings, flavoring combinations, and food ingredients representative of a culinary region.
6. Design, produce and evaluate an advanced Asian menu.
7. Prepare a meal service that is evaluated on taste profiles, dish presentation and service.

CULN 330 (Alpha) Special Culinary Topics (3)
1 hour lecture, 6 hours lab per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Culinary Arts with a concentration in Culinary Arts program or consent of instructor.
Comment: CULN 330 is repeatable for a maximum of three credits with consent of instructor. Student must purchase specialty knives and tools at an approximate cost of $200. Effective Fall 2019 CULN 330 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 330 (Alpha) appraises advanced level culinary cuisine topics that build upon culinary and managerial skills learned in the AS degree level of culinary and/or pastry arts, and may vary semester to semester. Each course will support theoretical and practical experience in a specific topic as it relates to culinary and/or hospitality learning. Students may also synthesize into their learning knowledge obtained by working with visiting chefs and mentors. Specific objectives will be formulated for each special topics class.

Upon successful completion of CULN 330, the student should be able to:
1. Assess culinary topics as they relate to learning objectives.
2. Define the roles of team dynamics, effective communication, and leadership in producing the special topic menu.
3. Select the cooking technologies, equipment, supplies, and production set-up required to produce the special topic menu.
4. Evaluate the influence of geography, culture, religion and history on the presentation style and development of the special topic menu.
5. Apply advanced culinary techniques to the preparation and presentation of dishes reflective of the special topic menu.
6. Prepare a meal service that is evaluated on taste profiles, dish presentation and service.

CULN 330B Special Culinary Topics: Food Science and Modernist Cuisine (3)
1 hour lecture, 6 hours lab per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Culinary Arts with a specialization in Culinary Arts program or consent of instructor.
Comment: CULN 330B is repeatable for a maximum of six credits with consent of instructor. Student must purchase specialty knives and tools at an approximate cost of $200. Effective Fall 2019 CULN 330B has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 330B appraises the advanced level culinary cuisine topic of Food Science and the Modernist Cuisine that builds upon culinary and managerial skills learned in the AS degree level of culinary and/or pastry arts. Modernist cuisine is an approach to food that values pure flavors, precise execution, and the scientific method to advance the art of cooking. Students will synthesize into their learning knowledge of the theories of food science along with hands-on experimentation in a culinary kitchen.

Upon successful completion of CULN 330B, the student should be able to:
1. Assess the topic of food science and the modernist cuisine as they relate to learning objectives.
2. Define the roles of team dynamics, effective communication, and leadership in producing modernist menu items.
3. Select the cooking technologies, equipment, supplies, and production set-up required to produce the modernist menu items.
4. Evaluate the influence of geography, culture, religion and history on the presentation style and development of the modernist menu items.
5. Apply advanced culinary techniques and the scientific method to the preparation and presentation of dishes reflective of the
Upon successful completion of DNCE 121, the student should be able to:

1. Identify, using appropriate vocabulary, perform and explain the basic purposes of a range of basic barre exercises.
2. Identify, using appropriate vocabulary, and perform a range of basic center exercises.
3. Perform simple choreographed combinations in the areas of adagio, petite allegro, grand allegro, and pirouette preparation.
4. Explain the importance of the fundamental techniques of plié, and tendu.
5. Distinguish performance dynamics through execution of adagio, petite allegro and allegro combinations.
6. Display increased levels in personal strength, flexibility, coordination and movement memory.
7. Discuss Ballet in its relationship to its historical context and to other art forms.

CULN 360 Beverage Service Management (3)
3 hours lecture per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Culinary Arts with a specialization in Culinary Arts program or consent of instructor.
Comment: Effective Fall 2019 CULN 360 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 360 evaluates quality service and management of both alcoholic and non-alcoholic beverages to include: product information, food pairings, purchasing, controlling, storing, pricing, marketing, selling and serving of a restaurant's beverage menu. Beverage laws and regulations will also be covered in this class. Class projects include the design of a beverage menu and layout of a beverage program for a typical business. This course prepares students to take a National Certification Exam in Alcohol Awareness.

Upon successful completion of CULN 360, the student should be able to:
1. Integrate the knowledge, skills and attitudes in all areas of advanced culinary arts necessary to prepare qualified students for professional level careers in the contemporary culinary industry.
2. Synthesize the conceptual, managerial and technical skills necessary to achieve a successful career in the culinary/food service industry.
3. Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

CULN 380 Nutritional Cuisines (3)
1 hour lecture, 6 hours lab per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Culinary Arts with a specialization in Culinary Arts program or consent of instructor.
Comment: Effective Fall 2019 CULN 380 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

CULN 380 introduces the principles of nutritional science in the preparation of food in order to maintain a healthy eating style. Students formulate menus that integrate healthy standards for the general public as well as special dietary needs. These standards are recommended by agencies such as the American Dietetic Association and the American Heart Association. Students will synthesize the principles of nutrition and basic cooking techniques to prepare recipes and menus that promote healthy eating. They will select and balance food nutrients, quality seasonal products, and appropriate portion size, while maximizing texture, color, and flavor.

Upon successful completion of CULN 380, the student should be able to:
1. Integrate the knowledge, skills and attitudes in all areas of advanced culinary arts necessary to prepare qualified students for professional level careers in the contemporary culinary industry.
2. Synthesize the conceptual, managerial and technical skills necessary to achieve a successful career in the culinary/food service industry.
3. Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

DNCE 121 Beginning Ballet I (3) KCC AA/DA
1.5 hours lecture, 3 hours lecture/lab per week
Recommended Preparation: Qualification for ENG 100 or qualification for ESL 100.
Comment: DNCE 121 may be repeated for a maximum of 6 credits. Students will be required to purchase appropriate footwear for DNCE 121.

DNCE 121 will introduce students to basic vocabulary and movement techniques that identify ballet as a unique performance art. Each class period, students will engage in physical practice to gain mastery in the fundamentals of ballet technique.

Upon successful completion of DNCE 121, the student should be able to:
1. Identify, using appropriate vocabulary, perform and explain the basic purposes of a range of basic barre exercises.
2. Identify, using appropriate vocabulary, and perform a range of basic center exercises.
3. Perform simple choreographed combinations in the areas of adagio, petite allegro, grand allegro, and pirouette preparation.
4. Explain the importance of the fundamental techniques of plié, and tendu.
5. Distinguish performance dynamics through execution of adagio, petite allegro and allegro combinations.
6. Display increased levels in personal strength, flexibility, coordination and movement memory.
7. Discuss Ballet in its relationship to its historical context and to other art forms.
DNCE 122 Beginning Ballet II (3) KCC AA/DA
1.5 hours lecture, 3 hours lecture/lab per week
Prerequisite(s): DNCE 121 or consent of instructor.
Comment: DNCE 122 is repeatable for a maximum of six credits. Students will be required to purchase appropriate footwear for DNCE 122.

DNCE 122 provides a continuing course in the art and performance of Ballet at a beginning level. Students will develop their understanding of ballet vocabulary and mastery of ballet techniques through continued physical practice in combinations of increasing complexity.

Upon successful completion of DNCE 122, the student should be able to:
1. Identify, using appropriate vocabulary, perform and explain how a range of basic barre exercises develop into increasingly complex sequences of movement.
2. Identify, using appropriate vocabulary, and perform a range of center exercises beyond the basic elements of ballet.
3. Perform simple choreographed combinations in the areas of adagio, petite allegro, grand allegro, and pirouette en dehors and en dedans.
4. Explain the importance of the fundamental techniques of plié, and tendu.
5. Identify stage directions, various directions in space, and directions of movement, using appropriate vocabulary.
6. Begin to explore potential for personal expression through performance dynamics in the execution of adagio, petite allegro and allegro combinations.
7. Display increased levels in personal strength, flexibility, coordination and movement memory.
8. Explain the relationship of Ballet to other art forms.

DNCE 131 Modern Dance I (3) KCC AA/DA
1.5 hours lecture, 3 hours lecture/lab per week
Comment: DNCE 131 is repeatable once for a maximum of six credits.

DNCE 131 Modern Dance I is an introduction to basic modern dance technique as a communicative art form. This course emphasizes skills in various styles of movement fundamentals, rhythm, kinesthetic awareness, and creative process.

Upon successful completion of DNCE 131, the student should be able to:
1. Demonstrate comprehension and articulate movement vocabulary.
2. Demonstrate by combining specific dance/movement patterns a development of muscle memory and kinesthetic awareness.
3. Demonstrate the creative process by expressing movement through structured improvisation problems.
4. Show comprehension of alignment, centering, and balance.
5. Show an acute sense of rhythm, pulse, and phrasing.
6. Demonstrate an increased range and variety of body motion, flexibility, strength, control, and coordination.

DNCE 132 Modern Dance II (3) KCC AA/DA
1.5 hours lecture, 3 hours lecture/lab per week
Prerequisite(s): DNCE 131 or consent of instructor.
Comment: DNCE 132 is repeatable once for a maximum of six credits.

DNCE 132 Modern Dance II is the second course in a two-semester sequence of introductory level modern dance technique. The emphasis of this course is to continue developing skills in fundamental movements and concepts and to further develop comprehension of dance as a communicative art form through the creative process.

Upon successful completion of DNCE 132, the student should be able to:
1. Demonstrate greater technical proficiency and range of varied body motion, flexibility, strength, and coordination.
2. Demonstrate greater comprehension and articulation of movement vocabulary and concepts.
3. Demonstrate proficiency of muscle memory and kinesthetic awareness by/through combining specific dance/movement patterns.
4. Show further comprehension of alignment, centering and balance.
5. Demonstrate greater comprehension of the creative process by exploring movement through structured improvisation.
6. Show an acute sense of rhythm, pulse, and phrasing.

DNCE 150 Introduction to Dance (3) KCC AA/DA and KCC AS/AH
3 hours lecture per week

DNCE 150, Introduction to Dance, is predominantly a lecture class introducing students to dance as an art form and as an activity uniquely human. Dance techniques, movement analysis, choreographic styles, dance history and philosophy are examined by participatory activities, lectures, demonstrations, videos and performances. Varieties of dance are considered with an emphasis on
Western theatrical styles.

Upon successful completion of DNCE 150, the student should be able to:
1. Identify and analyze dance using the basic knowledge of the elements of movement, Laban analysis, and dance technique of a variety of dance styles.
2. Demonstrate verbal, written, and group communication skills relevant to dance.
3. Explain the history, philosophy, and cultural aspects of various types of dance.

**DNCE 212 Traditional Hula (3)**
1.5 hours lecture, 3 hours lecture/lab per week

*Comment: DNCE 212 may be taken for a letter grade and credit/no credit. DNCE 212 may not be audited.*

DNCE 212 is a beginning course in traditional hula. DNCE 212 includes performance of repertoire and technique at an elementary level.

Upon successful completion of DNCE 212, the student should be able to:
1. Perform the basic step vocabulary and hand/implement movements associated with the traditional hula learned in the class.
2. Explain, verbally or in writing, the histories, persons and mythologies, including kaona, referenced in the mele and oli studied.
3. Perform all hula learned in the course in unison, with lyrical expression of the text, and understanding of the significance of what one is dancing.
4. Prepare adornments and explain their significance for the specific hula performed.
5. Discuss the differences between traditional and modern styles of hula and the significance of hula within traditional Hawaiian culture.

**DNCE 213 Modern Hula (3)**
1.5 hours lecture, 3 hours lecture/lab per week

*Comment: DNCE 213 may be taken for a letter grade and credit/no credit only. DNCE 213 may not be audited.*

DNCE 213 is a beginning course in modern hula, with emphasis on dances which can be developed creatively and used in social situations.

Upon successful completion of DNCE 213, the student should be able to:
1. Perform basic step vocabulary using appropriate hand gestures and hula instruments associated with modern hula learned in class.
2. Explain, verbally or in writing, the histories, stories or places, including kaona, referenced in the mele studied.
3. Perform all hula learned in the course in unison, with lyrical expression of the text, and understanding of the significance of what one is dancing.
4. Prepare adornments and explain their significance for the specific hula performed.
5. Discuss the differences between traditional and modern styles of hula and the place of hula within modern Hawaii.

**DEAF STUDIES**

**DEAF 201 Introduction to Deaf Education (3)**
3 hours lecture per week

*Prerequisite(s): A grade of “B” or higher in ASL 101 and a grade of “B” or higher in ASL 102; and a grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100.*

*Comment: Letter grade only. DEAF 201 may not be audited. DEAF 201 may not be taken credit/no credit. DEAF 201 may require field assignments to be conducted at a preK-12 school/classroom setting.*

DEAF 201 provides a historical overview and comprehensive study of the education of deaf individuals from its roots through evolution to the present. Students will examine differing philosophies, types of educational programs, instructional approaches, problems, and issues by researching applicable studies and published literature by distinguished scholars in the field of deaf education, special education, and bilingual education. Students will examine literary contributions by significant individuals in the form of poetry, essays, and legal documents related to education laws, communication access, technology, and community and family involvement. Students will analyze the actions of deaf organizations and agencies, self-determination, and entry into the community.

Upon successful completion of DEAF 201, the student should be able to:
1. Trace the history of deaf education from its early days to present.
2. Examine the institution of education as it applies to deaf students.
3. Compare and contrast the theories, models, and practices for educating deaf students.
4. Explain the legal basis for placement and services.
5. Articulate Least Restrictive Environment for deaf students.
6. Examine the impact of technology on the success of deaf students, including assistive technology, communication technology, and hearing technology.
7. Assess roles and responsibilities of personnel serving deaf students in preK-12 settings.
8. Investigate career opportunities working in deaf and public schools.

DEAF 202 Effective Teaching Strategies for Deaf Students (3)
3 hours lecture per week
Prerequisite(s): A grade of "B" or higher in ASL 201 and a grade of "C" or higher in DEAF 201 and a grade of "C" or higher in ENG 100.
Corequisite(s): ASL 202.
Comment: Letter grade only. DEAF 202 may not be audited. DEAF 202 may not be taken credit/no credit. DEAF 202 requires field assignments to be conducted at a preK-12 school/classroom setting.

DEAF 202 provides an overview of issues related to developing English and ASL literacy and other academic skills in deaf students in preK-12 settings. Differing schools of thought and approaches will be examined. The course introduces literacy and content methods and materials used in preK-12 classrooms. Models of teaching, learning styles, curriculum areas, and scope of subjects, classroom procedures, student learning outcomes, and statewide standards will be discussed.

Upon successful completion of DEAF 202, the student should be able to:
1. Demonstrate literacy development including the use of ASL and printed English in the classroom.
2. Apply instructional strategies and materials to meet statewide literacy and content standards.
3. Adapt instructional strategies to meet a variety of academic and literacy levels.

DEAF 294 Deaf Education Capstone Seminar and Practicum (3)
Seminar Face-to-Face Contact Hours: 12 hours per semester
Seminar On-line Contact Hours: 8 hours per semester
Practicum Hours: 75 hours per semester
Prerequisite(s): A grade of “C” or higher in DEAF 201 and a grade of “C” or higher in DEAF 202 and a grade of “C” or higher in ED 277 and a grade of “C” or higher in ED 284 and a grade of “C” or higher in ED 285 and a grade of “C” or higher in ED 290 and a demonstrated ASL fluency (e.g., as evaluated by the ASLPI) at the intermediate level (2.0+ on ASLPI) and consent of instructor.
Comment: Letter grade only. DEAF 294 may not be audited. DEAF 294 may not be taken credit/no credit. Students must obtain fingerprint, background check, and TB test clearance, as required by their practicum site. Students will also be required to obtain liability insurance. In addition to completing practicum and seminar requirements, students must achieve target levels on their practicum evaluations and suitability ratings. A breach of confidentiality during the practicum experience will result in immediate failure of this course. This course requires students to fulfill their assignments at a practicum site.

DEAF 294 provides a culminating experience for students to effectively apply their knowledge, skills, and dispositions gained in the Deaf Education Program courses and field assignments to preK-12 settings. In their practicum settings, students will be expected to use appropriate teaching methods and learning principles, conduct classroom instruction and activities, and manage behaviors in small and large groups, under the direction and supervision of a mentor teacher. Students will also be expected to communicate effectively in American Sign Language and English, and demonstrate effective communication and collaboration skills in all interactions and situations. In seminar sessions, students will be expected to problem-solve relevant issues, share pivotal learning incidents, and appraise their personal and professional growth. Students will create a comprehensive professional portfolio, showcasing evaluations of their practicum performances, professional disposition and conduct, ethical behaviors, and knowledge of the field.

Upon successful completion of DEAF 294, the student should be able to:
1. Effectively apply knowledge, skills, and dispositions gained in the Deaf Education Program to their practicum setting.
2. Use appropriate teaching methods and learning principles.
3. Conduct classroom instruction and activities and manage behaviors in small and/or large groups.
4. Apply critical thinking, reflection, and problem-solving skills to relevant issues.
5. Effectively communicate in American Sign Language and English.
6. Reflect on and appraise experiences in terms of personal and professional growth.
7. Demonstrate professional disposition and conduct, as well as ethical behaviors in all interactions and situations.
8. Complete a professional portfolio.

DENTAL ASSISTING

DENT 100 Essentials of Dental Assisting (3)
4 hours lecture per week for 12 weeks
Prerequisite(s): Acceptance into the Certificate of Competence in Dental Assisting program or acceptance into the Certificate of Achievement in Dental Assisting program or consent of the Dental Assisting Program Director.
Corequisite(s): DENT 100L and DENT 103 and DENT 103L and DENT 105 and DENT 106 and DENT 106L and DENT 108.
Comment: Letter grade only. DENT 100 may not be audited. DENT 100 may not be taken credit/no credit.
DENT 100 is designed to give students the foundational knowledge and skills associated with performing the job duties of an entry-level clinical dental assistant. The focus of this course is on dental terminology, different aspects of the dental professions and concepts of four-handed dentistry. Safety practices in terms of infection control are also emphasized. Patient management and professionalism will be included.

Upon successful completion of DENT 100, the student should be able to:
1. Develop an understanding of the concepts of dental assisting and its relationships to other members' functions in the dental team.
2. Develop understanding of disease processes and the importance of infection control in the dental environment.
3. Demonstrate ability to identify dental rotary instruments and equipment and their uses.
4. Demonstrate understanding of 4 handed dentistry principles.
5. Demonstrate understanding of proper procedures during medical emergencies in the dental office.
6. Identify special accommodations for medically compromised patients.
7. Identify proper record keeping as measure of risk management and as part of complete patient healthcare delivery.
8. Develop an understanding of proper procedure for infection control and workplace safety.
9. Develop understanding of different hand instruments and their uses.
10. Develop understanding of medical emergencies and responses in the dental office setting.
11. Identify patient management principles and strategies.
12. Identify personal qualities of a successful dental team member.
13. Develop an understanding of the different vital signs and how variations affect dental treatment.

**DENT 100L Essentials of Dental Assisting Lab (3)**

7.5 hours lecture/lab per week for 12 weeks

Prerequisite(s): Acceptance into the Certificate of Competence in Dental Assisting program or acceptance into the Certificate of Achievement in Dental Assisting program or consent of the Dental Assisting Program Director.

Corequisite(s): DENT 100 and DENT 103 and DENT 103L and DENT 105 and DENT 106 and DENT 106L and DENT 108.

Comment: Letter grade only. DENT 100L may not be audited. DENT 100L may not be taken credit/no credit. Dental Assisting is a select admission program. Majors must be identified in order to register for program courses.

DENT 100L provides experiences for students to apply the knowledge and skills gained in DENT 100. Emphasis is on safety and efficiency in the dental clinical setting, including four-handed dentistry, infection control and instrumentation. Patient safety is especially emphasized. Students apply principles of psychology in patient management. Students provide instruction and education to patients in oral hygiene and provide pre and post operative instruction as prescribed by a dentist.

Upon successful completion of DENT 100L, the student should be able to:
1. Demonstrate proper level of professionalism in terms of appearance and conduct.
2. Demonstrate infection control and OSHA safety measures in clinical and laboratory settings.
3. Demonstrate proper care of equipment.
4. Demonstrate principles of 4 handed dentistry.
5. Use different charting techniques to note conditions of the teeth and mucosa.
6. Identify oral manifestations of systemic conditions.
7. Demonstrate operatory set-up and patient positioning.
8. Identify medical emergencies and demonstrate clinician's responses.
9. Promote wellness by instruction of proper nutrition, oral hygiene instruction and harmful habit control support.
10. Identify techniques of patient management and apply them in different scenarios.

**DENT 103 Dental Materials (1)**

1.25 hours lecture per week for 12 weeks

Prerequisite(s): Acceptance into the Certificate of Competence in Dental Assisting Program or acceptance into the Certificate of Achievement in Dental Assisting Program or consent of the Dental Assisting Program Director.

Corequisite(s): DENT 100 and DENT 100L and DENT 103L and DENT 105 and DENT 106 and DENT 106L and DENT 108.

Comment: Letter grade only. DENT 103 may not be audited and may not be taken credit/no credit.

DENT 103 identifies the various materials used in the practice of dentistry including the structure, composition, uses, manipulation and properties of these materials.

Upon successful completion of DENT 103, the student should be able to:
1. Identify dental materials and relate them to their different procedures.
2. Describe use of product safety information.
3. Identify different impression materials and their characteristics.
4. Discuss the need and uses of appliances.
5. Discuss the different types of dental models.
6. Discuss the fabrication of provisional restorations.
7. Discuss tooth whitening procedures.
8. Discuss restorative dental materials.
9. Discuss methods of taking impressions on a variety of patients.
Upon successful completion of DENT 106, the student should be able to:

Common anatomical landmarks critical to proper interpretation of x-rays will be identified.

DENT 106L provides practical application of the knowledge gained in DENT 103. The manipulation of different dental materials shall be demonstrated by the instructor and replicated by the students until proficiency can be demonstrated. The importance of proper use and product and equipment safety in the laboratory setting will be stressed.

Upon successful completion of DENT 103L, the student should be able to:

1. Demonstrate in-office tooth whitening procedures.
2. Demonstrate competency in preparing dental materials for restorative procedures.
3. Demonstrate use of composite restorations.
4. Demonstrate proficiency at taking alginate impressions on a variety of patients.
5. Demonstrate preparing of dental models.
6. Demonstrate mixing of different cements and liners.
7. Demonstrate proficiency in fabricating provisional crown.
8. Demonstrate proficiency in fabricating dental models.

DENT 105 introduces the student to principles of general anatomy, physiology, microbiology and nutrition. DENT 105 places emphasis on dental aspects of oral anatomy, histology, embryology, pathology and pharmacology.

Upon successful completion of DENT 105, the student should be able to:

1. Relate current trends in dental care derived from articles in professional publications.
2. Discuss development of human dentition and supporting structures.
3. Identify oral manifestations of systemic conditions.
4. Link oral conditions and overall health.

DENT 106 Dental Radiography (1)

1.25 hours lecture per week for 12 weeks

Prerequisite(s): Acceptance into the Dental Assisting Program or consent of the Program Director.

Corequisite(s): DENT 100 and DENT 100L and DENT 103 and DENT 105 and DENT 106 and DENT 106L and DENT 108.

Comment: DENT 106 may not be audited. DENT 106 may not be taken credit/no credit.

DENT 106 provides basic knowledge on the discovery of x-rays, role of x-rays in dentistry, physical properties and the hazards of radiation. Radiation safety measures will be emphasized. Radiographic techniques and processing procedures will be discussed.

Upon successful completion of DENT 106, the student should be able to:

1. Explain the beginnings of x-rays and their role in dentistry.
2. Explain the principles of electromagnetic radiation.
3. Identify the component parts of the x-ray machine.
4. Explain the importance of radiation safety measures.
5. Contrast the different imaging techniques.
6. Explain the importance of proper film or sensor placement and accurate exposure factors.
7. Identify and explain technique and/or processing errors and measures to correct them.
8. Identify anatomical landmarks as aids to the proper mounting of dental images.
10. Discuss the different imaging options used in dentistry.
Upon successful completion of DENT 200, the student should be able to:

1. Describe good phone courtesy and handling of different phone calls.
2. Describe internal and external marketing.
3. Discuss ways of sending written communication from a dental office.

DENT 106L emphasizes the practical application of the material presented in DENT 106. Under close supervision of the instructor, students will practice taking images initially on manikins, critique the images and retake as necessary. They will progress to take images on patients. Strict radiation safety measures will be practiced at all times.

Upon successful completion of DENT 106L, the student should be able to:

1. Demonstrate proficiency in assembling and the use of positioning devices.
2. Demonstrate proficiency in the use of the bisection-of-the-angle technique.
3. Demonstrate proficiency in the use of the paralleling technique.
4. Demonstrate proficiency on taking bitewing images on mannequins.
5. Demonstrate proficiency on taking periapical images on mannequins.
6. Expose, process and mount good diagnostic full mouth quality images on a mannequin.
7. Expose, process and mount good diagnostic full mouth quality images on classmates.
8. Practice radiation safety measures while taking radiographs.
9. Practice infection control measures while taking radiographs.

DENT 208 Clinical Externship (2)

A total of 120 hours per semester at an assigned clinical site

Prerequisite(s): Acceptance into the Certificate of Competence in Dental Assisting program or consent of the Dental Assisting Program Director.
Corequisite(s): DENT 100 and DENT 100L and DENT 103 and DENT 103L and DENT 105 and DENT 106 and DENT 108.

Comment: This is a 2 credit Clinical course to provide students with at least 100 hours of experience in a General Practice setting.

DENT 208 is a course that provides students with a minimum of 100 clinical hours in a general practice dental office. Students may begin with observation, but shall spend the majority of their time in direct patient care. Student will apply the knowledge and skills they acquired during the didactic phase of the program (first 12 weeks) in the clinical setting participating in deliver of all aspects of care to the dental patients of the practice.

Upon successful completion of DENT 208, the student should be able to:

1. Demonstrate competency in the application of the concept of four-handed dentistry.
2. Demonstrate knowledge and skills in the identification of instruments and in instrument transfer.
3. Demonstrate knowledge and skills in the application of infection control procedures.
4. Demonstrate knowledge and skills in assembling tray setups for various procedures.
5. Demonstrate competency in working with dental restorative materials.
6. Demonstrate competency in working with impression materials.
7. Demonstrate skills in the proper use of the x-ray machine, processing films, etc.
8. Demonstrate skills in the management of patients.
9. Maintain good communication links among personnel in the dental office.
10. Recognize ethical and legal responsibilities in the dental environment.

DENT 200 Dental Office Administration (3)

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in DENT 100 and a grade of “C” or higher in DENT 100L.
Corequisite(s): DENT 205 and DENT 208 and DENT 210.

Comment: Letter grade only. DENT 200 may not be audited. DENT 200 may not be taken credit/no credit.

DENT 200 gives an overview of administrative functions in a dental office. Students will participate in DENTRIX training. DENTRIX is the software program that more than 70% of dental offices use in Hawaii. Using this system students will familiarize themselves with patient records, insurance claims filing, charting, appointment and recall functions. Students will also learn about verbal communication, in particular phone etiquette and management. Students will also learn about dental written communication between practice and patients, and with other dental professionals and insurance companies.

Upon successful completion of DENT 200, the student should be able to:

1. Describe good phone courtesy and handling of different phone calls.
2. Describe internal and external marketing.
3. Discuss ways of sending written communication from a dental office.
4. Identify documentation forms and describe information contained in patient records.
5. Discuss the management of inventory systems.
6. Identify proper record keeping as measure of risk management and as part of complete patient healthcare delivery.
7. Modify schedules, patient records, treatment plans and insurance claims using computer programs for the dental office.
8. Explain guidelines for office policies and staff management issues.
9. Discuss accounts receivable and accounts payable as they pertain to a dental office.
10. Demonstrate office management function integration using dental computer software.

**DENT 203 Dental Materials II (2)**

*1 hour lecture, 3 hours lab per week*

**Prerequisite(s):** A grade of "C" or higher in DENT 103 and a grade of "C" or higher in DENT 103L.

**Corequisite(s):** DENT 200 and 205 and 206L and 208 and 210.

**Comment:** Letter grade only. DENT 203 may not be audited. DENT 203 may not be taken credit/no credit.

DENT 203 focuses on various dental materials used predominantly in specialty practice, such as: periodontal dressings, surgical stents, fabrication of dental appliances, and in-depth applications of provisional coverage for large prosthodontic cases. This course builds upon the students' knowledge and skills gained in DENT 103 and 103L. Expanded exposure to a variety of restorative materials is also included.

Upon successful completion of DENT 203, the student should be able to:
1. Demonstrate different methods for impression taking.
2. Demonstrate proficiency at study model fabrication used in specialty practice.
3. Demonstrate fabrication of various dental appliances.
4. Demonstrate fabrication of multi-unit provisional coverage.
5. Discuss different types of cements and their uses in specialty practices.
6. Demonstrate use of dental materials used in surgical specialties.
7. Discuss and perform the duties of a clinical assistant in a specialty practice.

**DENT 205 Dental Sciences II Focus on Pathology and Development (1)**

*1 hour lecture per week*

**Prerequisite(s):** DENT 105.

**Corequisite(s):** DENT 200 and DENT 208 and DENT 210.

**Comment:** Letter grade only. DENT 205 may not be audited. DENT 205 may not be taken credit/no credit.

DENT 205 focuses on oral pathology, developmental anomalies and oral conditions as they relate to systemic conditions.

Upon successful completion of DENT 205, the student should be able to:
1. Note the elements of a complete clinical description.
2. Describe the steps involved in reaching a differential diagnosis.
3. Write possible ways of determining definitive diagnosis.
4. Define the terms used to describe the inflammatory process.
5. Describe the impact of immune deficiency on an individual and the role that opportunistic infections play in the process.
6. List measures an individual can take to lower the risk of developing cancer.
7. Describe the characteristics of developmental hereditary and congenital disorders.
8. Describe oral implications based on sample case studies that present with different systemic conditions.
9. Discuss the development of human dentition and supporting structures.
10. Identify and discuss pathology of the oral cavity.
11. List oral manifestations of systemic conditions.
12. Discuss oral diseases and how they impact overall health of individuals.

**DENT 206L Dental Radiography II (2)**

*4 hours lecture/lab per week in a clinical setting*

**Prerequisite(s):** A grade of "C" or higher in DENT 106; and a grade of "C" or higher in DENT 106L or a minimum of one year experience taking dental x-rays.

**Recommended Preparation:** Prior experience taking dental x-rays.

**Comment:** Letter grade only. DENT 206L may not be audited. DENT 206L may not be taken credit/no credit.

DENT 206L provides students an opportunity to expose dental radiographs on human patients and learn preliminary interpretation of dental radiographs on a variety of patients.

Upon successful completion of DENT 206L, the student should be able to:
1. Demonstrate proficiency in the use of XCP instruments on a variety of patients.
2. Demonstrate proficiency in the use of the bisection-of-the-angle and the paralleling techniques.
3. Expose and process quality diagnostic bitewings using both adult and child patients.
4. Identify anatomical landmarks, anomalies and radiographic artifacts.
5. Practice radiation safety measures while taking radiographs.

**DENT 208 Dental General and Specialty Practice Clinical Rotation (4)**

A total of 220 clinical hours and 21 seminar hours per semester.

**Prerequisite(s):** A grade of “C” or higher in DENT 108.

**Corequisite(s):** DENT 200 and DENT 203 and DENT 205 and DENT 206L and DENT 210.

**Comment:** Letter grade only. DENT 208 may not be audited. DENT 208 may not be taken credit/no credit.

DENT 208 students will spend approximately 80 hours in general practice clinical externship and at least 120 hours rotating through specialty areas such as Orthodontics, Endodontics, Periodontics, Pedodontics, Oral Maxillofacial Surgery and Prosthodontics. Students may also elect to work in a clinic that serves special needs patients exclusively or in a nursing home setting.

Upon successful completion of DENT 208, the student should be able to:

1. Manage infection and hazard control protocol consistent with published professional guidelines.
2. Perform a variety of instrument transfers.
3. Assist with gathering of dental records (photographs, radiographs, impressions, etc.).
4. Identify the different dental specialties.
5. Demonstrate knowledge and skills in the identification of specialty instruments and their functions.
6. Demonstrate knowledge and skills in assembling tray setups for various procedures.
7. Discuss the different skills required for assisting in different specialty practices.
8. Identify accommodations and treatment modifications for special needs patients.
9. Identify accommodations and treatment modifications for geriatric patients.
10. Attend periodic seminars, to be scheduled by instructor for discussion of clinical experiences.

**DENT 210 Seminar for National Board Exam for Certified Dental Assistant (1) Spring**

1 hour seminar per week

**Recommended Preparation:** Two years of work experience as a dental assistant or acceptance into the Certificate of Achievement in Dental Assisting Program or satisfactory completion of the Certificate of Competence in Dental Assisting Program. Eligibility to take the Dental Assisting National Board Certified Dental Assistant examination is allowed only after successful completion of a CODA accredited dental assisting program or at least 3350 hours of work experience.

**Comment:** DENT majors must take DENT 210 for a letter grade because it is a required course for the Certificate of Achievement in Dental Assisting program. Non-majors may take the course credit/no credit. DENT 210 is offered in the Spring semester only.

DENT 210 prepares students to take the Dental Assisting National Board Certified Dental Assistant Exam.

Upon successful completion of DENT 210, the student should be able to:

1. Prepare to take the 3 part Practice Dental Assisting National Board Certified Dental Assistant Exam.
EAST ASIAN LITERATURE & LANGUAGES

EALL 261 Chinese Literature in Translation - to 850 (3) KCC AA/DL

3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

EALL 261 will survey landmark works in several genres of classical and early medieval Chinese literature, including lyric and ballad poetry, philosophical dialogues, essays and short stories. Through these readings, students will explore the roots and early development of culture, society and political thought in China from the earliest era to the Tang dynasty period. The goal of this class is to understand and enjoy representative literary works and to find common threads that link them to each other across historical periods as well as to students' own lives and cultures. In doing so, students will learn about the Chinese conceptions of virtue, truth and beauty.

Upon successful completion of EALL 261, the student should be able to:
1. List and identify several major Chinese authors.
2. Recognize the form and content of traditional Chinese poetry and prose.
4. Use critical thinking to identify the implications and basic assumptions of major themes in Chinese literature.
5. Describe how traditional Chinese values shape local, regional and global communities.
6. Exercise creative thinking to compare traditional Chinese values to those of your own culture.
7. Apply information literacy skills in finding online and offline resources relating to Chinese history and literature.
8. Demonstrate sensitivity to literary devices used by Chinese authors.
9. Compose and convey your ideas in writing clearly and effectively.

EALL 262 Chinese Literature in Translation - 850 to the Present (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

EALL 262 will survey landmark works in several genres of medieval, late imperial, early modern and modern Chinese literature, including short stories, lyric poetry, essays, ghost stories, plays, and novels. Through these readings, students will explore different aspects of the changing politics, society and culture of China. The goal of this class is to understand and enjoy representative works of Chinese literature, and to find common threads that link them both across historical periods and to students' own lives and cultures. In doing so, students will learn about the Chinese concepts of reality and illusion, proper and improper behavior, and the interpersonal self.

Upon successful completion of EALL 262, the student should be able to:
1. List and identify several major Chinese authors.
2. Recognize the form and content of traditional Chinese poetry and prose.
4. Use critical thinking to identify the implications and basic assumptions of major themes in Chinese literature.
5. Describe how traditional Chinese values shape local, regional and global communities.
6. Exercise creative thinking to compare traditional Chinese values to those of your own culture.
7. Apply information literacy skills in finding online and offline resources relating to Chinese history and literature.
8. Demonstrate sensitivity to literary devices used by Chinese authors.
9. Compose and convey your ideas in writing clearly and effectively.

EALL 269 (Alpha) Study Abroad (3) KCC AA/DL

90 hours per seminar
Prerequisite(s): Consent of instructor.
Recommended Preparation: Successful completion of a first-year college level language course (101 and 102).

EALL 269 (Alpha) is a summer seminar tour of a country in East Asia, Southeast Asia, the Pacific or Europe. Students will study the language and culture of the country by participating in seminars/courses at a host university or institution and traveling to important cultural and historical cities.

Upon successful completion of EALL 269 (Alpha), the student should be able to:
1. Demonstrate, in a written examination and report, understanding of the people and culture of the country.
2. Demonstrate an awareness of internationalism and the interdependency of cultures.
3. Understand and appreciate the practical application of sociolinguistic theory in analyzing the culture.
4. Understand the nuances of typical non-verbal communication.
5. Demonstrate, in an examination, increased competence in aural and oral skills.
EALL 269J Study Abroad-Japan (3) KCC AA/DL
3-4 hours hands-on study per week for 13 weeks
Comment: Letter grade only. EALL 269J may not be audited. EALL 269J may not be taken credit/no credit.

EALL 269J is a seminar tour of Japan. Students will study the language and culture of Japan by participating in seminars/courses at a host university or institution and traveling to important cultural and historical sites.

Upon successful completion of EALL 269J, the student should be able to:
1. Demonstrate, in a written report, understanding of the people and culture of Japan.
2. Demonstrate an awareness of internationalism and the interdependency of cultures.
3. Examine and appreciate the practical application of social linguistic theory in analyzing the culture.
4. Identify the nuances of typical, non-verbal communication.
5. Demonstrate in a capstone project increased competence in aural and oral skills.

EALL 271 Japanese Literature in Translation – Traditional (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

EALL 271 is a survey of major Japanese literary forms from the earliest era to mid-19th century. Knowledge of Japanese not required.

Upon successful completion of EALL 271, the student should be able to:
1. List and identify the major Japanese authors before the mid-19th century.
2. Identify the development of Japanese literary history including all major forms of Japanese literature from the earliest era to the mid-19th century.
3. Identify major themes in traditional Japanese literature.
4. Critically analyze works of Japanese literature identifying the implications and basic assumptions of major themes in traditional Japanese literature.
5. Identify language and literary devices commonly used by Japanese authors.
6. Extricate Japanese moral and aesthetic values, thought, and culture from works of pre-modern Japanese literature and recognize the cultural underpinning of behavior, views, and opinions in the present day.
7. Compare traditional Japanese values to those of your own culture and recognize the importance of diverse cultural frames of reference in thinking critically and solving problems.
8. Effectively compose and convey your opinion and ideas on traditional Japanese literature, in papers and oral presentations.

EALL 272 Japanese Literature in Translation – Modern (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

EALL 272 is a survey of Japanese literature from the mid-19th century to the present; emphasis on fiction. Knowledge of Japanese not required.

Upon successful completion of EALL 272, the student should be able to:
1. List and identify the major Japanese authors from the mid-19th century to the present.
2. Identify the development of Japanese literary history including all major forms of Japanese literature from the mid-19th century to the present.
3. Identify major themes in modern Japanese literature.
4. Critically analyze works of Japanese literature identifying the implications and basic assumptions of major themes in modern Japanese literature.
5. Identify language and literary devices commonly used by Japanese authors.
6. Compare Japanese values to those of your own culture and recognize the importance of diverse cultural frames of reference in thinking critically and solving problems.
7. Effectively compose and convey your opinion and ideas on modern Japanese literature, in papers and oral presentations.
8. Extricate Japanese moral and aesthetic values, thought, and culture from works of modern Japanese literature and recognize the cultural underpinning of behavior, views, and opinions in the present day.

ECON 120 Introduction to Economics (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for MATH 82 and qualification for ENG 100.

ECON 120 focuses on general understanding of the functions of economic systems, including various approaches to the organization
of production and allocation of resources, and of policies to achieve national economic goals; these include the determination of national income, inflation, recession, unemployment, taxation, labor unions, environmental pollution, energy, and economic growth. Emphasis will be placed on writing, problem-solving, critical thinking and abstract reasoning.

Upon successful completion of ECON 120, the student should be able to:

1. Explain how the American Economic System works, including organization of production and the allocation of resources.
2. Explain how American Economic Policies are used to achieve national economic goals.
3. Specify tools of macroeconomic analysis in determining the level of national income and apply these tools to such problems as unemployment, recession, and inflation.
4. Analyze current events, government fiscal policies, and Federal Reserve policies using macroeconomic tools.
5. Specify tools of microeconomic analysis, e.g. demand and supply, diminishing returns, price and income elasticity, cost-benefit analysis, and externalities, and apply these tools to such economic problems as energy, environmental pollution, market power of business and labor, the world food problem, and poverty.

ECON 130 Principles of Economics (Microeconomics) (3)

3 hours lecture per week

Prerequisite(s): MATH 82 and qualification for ENG 100.

Comment: Students will complete one hour of lab per week outside of class time.

ECON 130 focuses on the price system and market structures; theory of consumer behavior and market demand; production costs and the theory of the firm under competition, monopoly, oligopoly, and monopolistic competition; social costs, ecology, and externalities; public policy and income distribution; conservation and energy; food and the agricultural sector; and fundamentals of international economics. Emphasis will be placed on writing, problem-solving, critical thinking, and abstract reasoning. Students must fulfill one hour of lab work per week.

Upon successful completion of ECON 130, the student should be able to:

1. Explain how the American Economic System works, including various approaches to the organization of production and the allocation of resources.
2. Explain how policies of microeconomics nature achieve national and specific goals of public policy.
3. Describe the tools of microeconomics analysis and use them to formulate and analyze possible solutions to contemporary economic and social issues such as agricultural production, world food problems, poverty and the distribution of income, the energy crisis, and environmental pollution.

ECON 131 Principles of Economics (Macroeconomics) (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100 or ESL 100; and qualification for MATH 82

Comment: Students will complete one hour of lab per week outside of class time.

ECON 131 focuses on macroeconomics with emphasis on modern theory of income determination indicating how and why income, production, employment and price levels fluctuate; on the structure of the banking system and its role in the economy; and on public policy questions arising from changes in these aggregates. Emphasis will be placed on writing, problem-solving, critical thinking and abstract reasoning. Student must fulfill one hour of lab work per week.

Upon successful completion of ECON 131, the student should be able to:

1. Demonstrate how the American Economic System works.
2. Describe the tools of classical, Keynesian, and macroeconomics analysis, e.g. demand and supply, the consumption function, the multiplier effect, the quantity theory of money, and the accelerator effect, all of which analyze the change in and determination of national income.
3. Explain government fiscal and Federal Reserve policies and apply these to current economic events.
4. Explain other economic topics, such as economic forecasting and government taxation.

EDUCATION

ED 276 Technology in Education (3)

3 hours lecture per week

Prerequisite(s): Qualification for MATH 82; and qualification for ENG 100 or qualification for ESL 100.

Comment: ED 276 may require field assignments to be conducted at a preK-12 school/classroom setting.

ED 276 introduces students to the effective integration of technology to enhance 21st century teaching and learning. This course provides hands-on experience with technologies and collaborative applications to enhance student learning and professional development. Technologies and applications may include productivity, blogs, social networking, presentation, digital storytelling, graphics, multimedia, and other educational tools and emerging technologies. Topics such as technology standards for teachers,
ED 276 (Alpha) Introduction to Multicultural Education (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: ED 276 may require field assignments to be conducted at a preK-12 school/classroom setting.

ED 276 provides an examination of multicultural perspectives, principles, and practices to prepare students in becoming culturally competent educators and communicators. The significance of advocating for diversity, and understanding students' cultural backgrounds, assets, and strengths will be emphasized. Students will learn to create positive and inclusive learning environments and experiences for all learners. They will acquire strategies to develop and deliver culturally responsive teaching and instruction. Students will learn to utilize authentic assessments as a primary tool to guide instructional decision making. Students will conduct research on issues and challenges facing students and educators in today's culturally diverse classrooms.

Upon successful completion of ED 276, the student should be able to:
1. Integrate technology to enhance 21st century learning, community, communication, and collaboration, citing relevant technology standards and learning frameworks.
2. Create innovative samples of work demonstrating effective and ethical technology integration.
3. Use technology to enhance professional development and continuous learning related to technology integration in education.
4. Apply awareness of universal design for learning principles in designing learning experiences for diverse learners.
5. Create a comprehensive electronic portfolio of work produced for the course.

ED 277 Introduction to Multicultural Education (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: ED 277 may require field assignments to be conducted at a preK-12 school/classroom setting.

ED 277 provides an examination of multicultural perspectives, principles, and practices to prepare students in becoming culturally competent educators and communicators. The significance of advocating for diversity, and understanding students' cultural backgrounds, assets, and strengths will be emphasized. Students will learn to create positive and inclusive learning environments and experiences for all learners. They will acquire strategies to develop and deliver culturally responsive teaching and instruction. Students will learn to utilize authentic assessments as a primary tool to guide instructional decision making. Students will conduct research on issues and challenges facing students and educators in today's culturally diverse classrooms.

Upon successful completion of ED 277, the student should be able to:
1. Develop an educational philosophy reflecting culturally responsive perspectives, principles, and practices.
2. Create positive and inclusive learning environments and experiences for all learners.
3. Interact and communicate with students, families, professionals, and community members in culturally respectful ways.
4. Develop and deliver culturally responsive teaching and instruction.
5. Use authentic assessments that represent present levels of performance.
6. Advocate for diversity within and beyond the classroom walls.
7. Devise and systematically conduct research on multicultural issues in education, using quantitative and qualitative methods.

ED 278 (Alpha) Special Topics in Education (2)
2 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: ED 278 may require field assignments to be conducted at a preK-12 school/classroom setting.

ED 278 (Alpha) investigates current and controversial issues in the field of Education.

Upon successful completion of ED 278, the student should be able to:
1. Critically examine current and controversial issues in the field of Education.
2. Devise and systematically conduct a research study on issues in the field of Education.
3. Disseminate research information to key stakeholders in the field of Education.
4. Advocate for a quality education system for students, teachers, and schools.

ED 278B Special Topics in Education - Teacher Accountability & High-Stakes Testing (2)
2 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: ED 278B may require field assignments to be conducted at a preK-12 school/classroom setting.

ED 278B investigates teacher accountability and high-stakes testing in the field of Education.

Upon successful completion of ED 278B, the student should be able to:
1. Examine the impact of teacher accountability and high-stakes testing on students, teachers, and schools.
2. Critically examine current and controversial issues in the field of Education.
3. Devise and systematically conduct a research study on issues in education.
4. Disseminate research information to key stakeholders in the field of Education.
5. Advocate for a quality education system for students, teachers, and schools.

ED 283 Family-Professional Partnerships in Education (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: ED 283 may require field assignments to be conducted at a preK-12 school/classroom setting.
ED 283 focuses on collaboration and communication strategies for building partnerships with culturally and linguistically diverse families, including families of learners with disabilities. Students will explore family system theories, models of family engagement, and the changes in today's society influencing family-school dynamics. The differences in the value and belief systems of families, schools, and communities, and their impact on students' learning and the family-professional partnership will be examined. The laws and rights of families, and advocacy for all families will also be addressed.

Upon successful completion of ED 283, the student should be able to:

1. Apply appropriate theories, models, and effective family-professional principles and practices to various scenarios and situations.
2. Communicate and collaborate with families, school personnel, community members, and other professionals in a respectful, professional, ethical, and culturally responsive manner.
3. Explain how the changes in families, schools, and communities and the differences between their value and belief systems influence students' learning and the family-professional partnership.
4. Problem-solve issues and their impact on family-professional interactions.
5. Advocate for students' and families' rights for quality education.

ED 284 Foundations of Inclusion in Teaching (3) KCC AA/DS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: ED 284 may require field assignments to be conducted at a preK-12 school/classroom setting.

ED 284 surveys the field of special education; related philosophies, perspectives, and practices; and learners with disabilities within an inclusive framework. Students will learn about relevant laws and rights, the special education process, types of disabilities, and advocacy. Learning environments, partnerships, approaches, strategies, interventions, assessments, and services to support learners with disabilities will be covered. Students will examine various forms of media to understand the culture of disability and will also conduct research on inclusion and disability issues in education.

Upon successful completion of ED 284, the student should be able to:

1. Articulate the importance of an inclusion framework when working with learners with disabilities.
2. Explain the disabilities classified under the state and federal guidelines, the special education laws and rights, and the special education process.
3. Implement appropriate approaches, strategies, interventions, assessments, services, partnerships, and learning environments to support learners with disabilities.
4. Examine media from varying viewpoints to understand the culture of disability.
5. Devise and systematically conduct research on inclusion and disability issues in education, using quantitative and qualitative methods.
6. Advocate for learners with disabilities and their families.

ED 285 Classroom Management within the Instructional Process (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: ED 285 may require field assignments to be conducted at a preK-12 school/classroom setting.

ED 285 introduces principles and practices to classroom management. Creating positive and inclusive classroom environments, using proactive approaches to student behaviors, and providing positive behavior supports (PBS) will be examined. Learning styles and ways to keep students motivated and involved in their learning will be explored. Instructional planning, strategies, responses, approaches, and assessments to classroom and behavior management will be addressed. Students will discuss relevant issues and learn how to develop classroom discipline plans and individualized behavior plans.

Upon successful completion of ED 285, the student should be able to:

1. Create positive and inclusive learning environments.
2. Generate effective responses and proactive approaches to student behaviors.
3. Problem-solve classroom management, behavior, and instructional issues.
4. Develop classroom discipline and individualized behavior plans, integrating positive behavior supports (PBS).
5. Apply relevant instructional strategies to maintain students' motivation and involvement in their learning.
6. Create, conduct, and assess lesson plans for individual and group instruction.

ED 289 Educational Psychology (3) KCC AA/DS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: ED 289 may require field assignments to be conducted at a preK-12 school/classroom setting.

ED 289 focuses on the application of major learning theories, concepts, principles, and practices in the field of education. Students will acquire a wide array of strategies and methodologies to motivate learners, deliver effective instruction, conduct appropriate teaching practices, and use relevant assessments. Students will understand the importance of understanding learners' diverse
Upon successful completion of ED 290, the student should be able to:
1. Create a teaching philosophy.
2. Articulate past, current, and future contexts, conditions, and perspectives of education and the teaching profession in Hawaii and the U.S.
3. Examine the factors, challenges, and issues of education, and evaluate its impact on student learning and success.
4. Develop and implement inclusive learning environments, curriculum, instructional and technological approaches, and assessments for all learners.
5. Advocate for the rights of students and teachers to promote equal educational opportunities for all learners.

ED 290 Foundations of Education (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: ED 290 may require field assignments to be conducted at a preK-12 school/classroom setting.

ED 290 introduces students to past, current, and future contexts, conditions, and perspectives of education in Hawaii and the U.S. The teaching profession, rights of students and teachers, professional and ethical considerations, and relevant contemporary issues will be examined. Establishing equal educational opportunities, creating inclusive environments, and utilizing appropriate curriculum, instruction, technologies, and assessments for all learners will be addressed. Influences on student learning and achievement will be examined.

Upon successful completion of ED 290, the student should be able to:
1. Create a teaching philosophy.
2. Articulate past, current, and future contexts, conditions, and perspectives of education and the teaching profession in Hawaii and the U.S.
3. Examine the factors, challenges, and issues of education, and evaluate its impact on student learning and success.
4. Develop and implement inclusive learning environments, curriculum, instructional and technological approaches, and assessments for all learners.
5. Advocate for the rights of students and teachers to promote equal educational opportunities for all learners.

ED 294 Education Capstone Seminar and Practicum (3)
75 hours practicum, 20 hours seminar per semester
Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ED 276; and a grade of "C" or higher in ED 277 and a grade of "C" or higher in ED 283 and a grade of "C" or higher in ED 284 and a grade of "C" or higher in ED 285 and a grade of "C" or higher in ED 289 and a grade of "C" or higher in ED 290. Prerequisites may be waived by the consent of instructor. Comment: Letter grade only. ED 294 may not be audited. ED 294 may not be taken credit no credit. ED 294 is offered in the Spring semester only. Students may be required to obtain fingerprint, background check, and TB test clearances, as required by their practicum site. Students will also be required to obtain liability insurance. In addition to completing practicum and seminar requirements, students must achieve target levels on their practicum evaluations and suitability ratings. A breach of confidentiality during the practicum experience will result in immediate failure of this class. This course requires students to fulfill their assignments at a practicum site.

ED 294 provides a culminating experience for students to effectively apply their knowledge, skills, and dispositions gained in the Education Program. Under the direction of a mentor teacher, students will be expected to use appropriate teaching methods and learning principles, conduct classroom instruction and activities, and manage behaviors in small and large groups. Students will also be expected to demonstrate effective communication and collaboration skills in all interactions and situations. In seminar sessions, students will be expected to problem-solve relevant issues, share pivotal learning incidents, and appraise their personal and professional growth. Students will create a comprehensive professional portfolio.

Upon successful completion of ED 294, the student should be able to:
1. Effectively apply knowledge, skills, and dispositions gained in the Education Program to their practicum setting.
2. Use appropriate teaching methods and learning principles.
3. Conduct classroom instruction and activities and manage behaviors in small and/or large groups.
4. Apply critical thinking, reflection, and problem-solving skills to relevant issues.
5. Reflect on and appraise experiences in terms of personal and professional growth.
6. Demonstrate professional disposition and conduct, ethical behaviors, and effective communication and collaboration skills in all interactions and situations.
7. Complete a Professional Portfolio.

ELECTRICAL ENGINEERING
EE 160 Programming for Engineers (4)
3 hours lecture, 3 hours lab per week
Prerequisite(s): Completion of MATH 135 or higher level mathematics course or placement into MATH 140 or higher level mathematics course.
Recommended Preparation: MATH 140.

EE 160, a course for prospective engineers, is an introductory course on computer programming and modern computing environments with an emphasis on algorithm and program design, implementation, and debugging. A hands-on laboratory to develop and practice programming skills is included.

Upon successful completion of EE 160, the student should be able to:
1. Use the fundamental techniques of selection, looping, assignment, input, and output to describe the steps a computer takes to solve a problem.
2. Utilize mathematical techniques to solve simple problems and express those solutions as algorithms.
3. Write, test, and debug small programs for inquiry-based laboratory investigations.
4. Compile, troubleshoot, and debug programs with sufficient documentation and commenting.

EE 211 Basic Circuit Analysis (4) KCC AA/DP
3 hours lecture, 3 hours lab per week
Prerequisite(s): Credit in MATH 231 or credit or concurrent enrollment in MATH 243; and credit or concurrent enrollment in PHYS 272.

EE 211 is the study of linear circuits, time domain analysis, transient and steady state response; phasors impedance, and admittance; network of system functions, frequency responses and filtering, and resonance.

Upon successful completion of EE 211, the student should be able to:
1. Utilize scientific knowledge and critical thinking to solve problems in electricity.
2. Utilize mathematical transforms to describe and analyze electric circuits.
3. Conduct inquiry-based laboratory investigations of resistive and energy storage elements.
4. Document test circuit results via written technical reports.

EE 260 Introduction to Digital Design (4) KCC AA/DP
3 hours lecture, 3 hours lab per week
Prerequisite(s): EE 160.

EE 260 is an introduction to digital/logic design process using combinational and sequential logical circuits. Computer architecture, microprocessors and microcomputers are covered.

Upon successful completion of EE 260, the student should be able to:
1. Apply knowledge of logic gates, programmable logic, MSI, and CMOS to build digital circuits.
2. Use state diagrams, ASM charts, truth tables, and Boolean expressions to describe digital circuits.
3. Utilize CAD tools for simulation and optimization as part of the engineering design review process.
4. Work in groups to perform laboratory experiments and document the results with written reports.

EE 296 Sophomore Project (3)
2 hours lecture, 3 hours lab per week
Prerequisite(s): A grade of “C” or higher in PHYS 170 or consent of instructor.
Comment: Letter grade only. EE 296 may not be audited. EE 296 may not be taken credit/no credit.

EE 296 is a sophomore level individual or team project undertaken with pre-engineering faculty who give direction and guidance. The project provides design experience and develops practical skills for pre-engineering students intending to transfer to a four-year engineering program and major in Electrical Engineering.

Upon successful completion of EE 296, the student should be able to:
1. Utilize scientific knowledge to establish design parameters with respect to engineering standards and practical constraints.
2. Employ analytical reasoning to identify and define engineering design problems or needs.
3. Implement engineering design reviews to evaluate outcomes against requirements.
4. Communicate design and engineering concepts effectively via oral presentations and written reports.

EMERGENCY MEDICAL TECHNICIAN
EMT 110 EMT Internship (1-6)
45 internship hours per credit
Prerequisite(s): Current Hawai‘i’s Emergency Medical Technician (EMT) license.
Comment: Credit/no credit grading only.

EMT 110 is a supervised ambulance internship experience for EMT program graduates. EMT 110 is a work-study internship course designed to provide the supervised application of Kapi‘olani Community College’s EMT program knowledge and skill on an ambulance.

Upon successful completion of EMT 110, the student should be able to:
1. Demonstrate skill at an entry-level Emergency Medical Technician.
2. Demonstrate safe and accurate performance of all basic and advanced life support procedures as listed by the Department of Health and the Board of Medical Examiners rules for Emergency Ambulance Personnel.
3. Demonstrate ability to participate as a team member with another Emergency Medical Technician, or under the direction of a Mobile Intensive Care Technician (Paramedic) to ensure the safety and care of the patient.
4. Demonstrate the following skills safely and accurately in a non-patient care situation: cardiopulmonary resuscitation; basic patient history and physical examination; assessment and monitoring of vital signs; establish and maintain patent airway (basic and advanced); administer free-flow 100% oxygen safely; ventilate with bag-mask; correctly apply and use mechanical automatic heart/lung resuscitators; control hemorrhage; apply bandages; immobilize or splint fractures, dislocations, or sprains; immobilize or extricate motor vehicle accident victims; perform light rescue and triage; perform emergency delivery of baby and provide newborn care; initiate intervention with behavioral disorders; apply pneumatic anti-shock garment; correctly operate medical communication systems; operate emergency vehicle; perform 12-lead electrocardiogram and 3-lead electrocardiogram; provide necessary pharmacological interventions; and perform intravenous cannulation.
5. Demonstrate the process to obtain a basic history and physical examination, including assessment of the patient’s condition.
6. Explain and demonstrate the initiation and continuation of emergency medical care, including the recognition of presenting conditions and initiation of appropriate noninvasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, pediatric emergencies, medical emergencies, trauma and shock.
7. Demonstrate rapport with the patient and others to decrease their anxiety and fear in the crisis.
8. Explain how an EMT would participate as a team member with another EMT, or under the direction of a Paramedic, to ensure the safety and care of the patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients.
10. Demonstrate the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Demonstrate accurate communication with the medical care facility receiving the patient about the patient’s condition, status, and estimated arrival time.
12. Demonstrate appropriate and accurate documentation related to the emergency situation and care of the patient.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority / protocol.
14. Demonstrate the use of the critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

EMT 111 Emergency Medical Technician (10.5)
A total of 132.5 hours of lecture, 48 hours of lecture/lab per semester. Due to the irregularity of class start and stop dates, the total length of time per week will vary between the islands of O‘ahu, Kaua‘i, Maui, and Hawai‘i Island. However, all hours will be contained within a traditional semester.
Prerequisite(s): Department Chair approval.
Comment: Students may be required to purchase and/or obtain: uniforms (shirt, pants, and shoes), stethoscope, trauma shears, pen light, glove pouch/pocket mask, Bryan’s Map (O‘ahu, Hawai‘i, Maui, Kaua‘i), background check, drug screen, TB skin test within last 6 months, and MMR/Varicella/Hepatitis B/Influenza vaccination/titers or boosters if needed. EMS 111 may not be taken credit/no credit. EMT 111 may be audited with Department Chair approval. Students will be required to have Internet access and will participate in service learning activities when offered.

EMT 111 provides students with the didactic component needed for the National Registry certification as an EMT (Emergency Medical Technician). This includes both cognitive and psychomotor activities as required in the National Education Standards for Emergency Medical Technicians (EMTs). This course meets the curriculum standards set forth by the National Highway Traffic Safety Administration (NHTSA).

Upon successful completion of EMT 111, the student should be able to:
1. Define the role and scope of an Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), and a paramedic in the State of Hawai‘i and nationally and define a medical, trauma, and pediatric emergencies.
2. Explain and demonstrate assessing the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating the patient.
Kapi'olani Community College Courses 2020 – 2021, E-G, page 9

3. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive treatment for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.

4. Safely and accurately perform basic life support procedures as prescribed by the current EMT National Education Standard as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, and provide necessary basic pharmacological interventions.

5. Establish rapport with the patient in a manner designed to decrease their state of crisis and explain the assignment of priorities of emergency treatment to a patient or group of patients.

6. Explain how an Emergency Medical Technician would participate as a team member with another EMT, under the direction of an Advanced Emergency Medical Technician or Paramedic to ensure the safety and care of a patient.

7. Communicate with the medical care facility about the patient's condition, status, and arrival and document the details related to the patient's emergency care and the incident.

8. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices.

9. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

EMT 115 Practicum for Emergency Medical Technician 111 (1.6)
A total of 40 clinical hours, 8 hours assessment per semester

Corequisite(s): EMS 111.

Comment: Letter grade. EMT 115 may be audited with Department Chair approval. EMT 115 may not be taken credit/no credit.

Students may be required to purchase and/or obtain: uniforms (shirts, pants, and shoes), stethoscope, trauma shears, pen light, glove pouch/pocket mask, Bryan's Map (O'ahu, Hawai'i, Maui, Kaua'i), background check, drug screen, TB skin test within last 6 months, and MMR/Varicella/Hepatitis B/Influenza vaccination/titers or boosters if needed. Students may be required to purchase and/or obtain liability insurance. Due to the irregularity of class start and stop dates, the total length of time per week will vary between the islands of O'ahu, Kaua'i, Maui, and Hawai'i Island. However, all hours will be contained within a traditional semester.

EMT 115 provides students with opportunities to apply EMT knowledge and skills in ambulances, hospitals, and/or clinics settings.

Upon successful completion of EMT 115, the student should be able to:

1. Perform within the national scope of practice for an Emergency Medical Technician.
2. Define medical, trauma, behavioral, pediatric, obstetric, and geriatric emergencies in the clinical environment.
3. Assess the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with patient and others, and managing emergency care, including extricating and transporting the patient.
4. Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate treatments for all medical and traumatic conditions including but not necessarily limited to: respiratory emergencies, cardiovascular emergencies, neurological emergencies, endocrine emergencies, infectious disease, allergic reaction, poisoning/overdose, obstetrical and/or gynecologic emergencies, traumatic injuries, shock, and psychiatric emergencies.
5. Safely and accurately perform basic life support procedures as prescribed by the National EMS Education Standards for an Emergency Medical Technician.

6. Safely and accurately perform skills including the following: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain basic airway adjuncts, administer free-flow 100% oxygen, ventilate with BVM, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, externally stabilize pelvic fractures, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, assist with necessary pharmacological interventions in the scope of an EMT.

7. Establish rapport with the patient in a manner designed to decrease their state of crisis.

8. Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.

9. Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.
10. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Communicate with the medical care facility about the patient's condition status and arrival.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices in the clinical environment.
14. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

EMT 120 Emergency Medical Technician - ALS Assist (1.3)
A total of 38 hours lecture/lab per semester

Prerequisite(s): Acceptance into the Certificate of Competence in Emergency Medical Technician program and a grade "C" or higher in ENG 100 and a grade "C" or higher in HLTH 125; and qualification for MATH 32 or qualification for MATH 82 or
Upon successful completion of EMT 125 provides students with opportunities to apply EMT knowledge, basic and limited advanced life support skills in ambula

EMT 120 focuses on providing the cognitive knowledge and psychomotor skills necessary to become a licensed Emergency Medical Technician (EMT) in the state of Hawaii. Emergency Medical Technicians provide out of hospital emergency medical care and transportation for critical and emergent patients who access the emergency medical services (EMS) system. EMTs also provide assistance in other healthcare arenas. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from non-emergency and routine medical transports to life threatening emergencies. Emergency Medical Technicians function as part of a comprehensive EMS response system, under medical oversight. Emergency Medical Technicians perform basic and limited advanced life support (including, but not limited to, intravenous access, 12-lead EKG application, manual defibrillation) typically performed on an ambulance in Hawai‘i. State licensed EMTs also assist Paramedics in the performance of their duties. Emergency Medical Technicians are a critical link between the scene of an emergency and the health care system. This course meets the curriculum standards set forth by the National Highway Traffic Safety Administration (NHTSA).

Upon successful completion of EMT 120, the student should be able to:
1. Define the role and scope of an EMT, AEMT, and paramedic in the State of Hawai‘i and nationally and define a medical, trauma, and pediatric emergencies.
2. Explain and demonstrate assessing the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating the patient.
3. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.
4. Safely and accurately perform basic and limited advanced life support procedures as prescribed by the state Department of Health and current EMT National Education Standard as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic, administer oxygen with face mask, bag mask ventilation, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, application of a 12-lead electrocardiogram, perform peripheral intravenous cannulation, perform manual defibrillation, provide necessary basic pharmacological interventions, and assist the Paramedic with their endeavors.
5. Establish rapport with the patient in a manner designed to decrease their state of crisis and explain the assignment of priorities of emergency treatment to a patient or group of patients.
6. Explain how an Emergency Medical Technicians would participate as a team member with another EMT, under the direction of an Advanced Emergency Medical Technician or Paramedic to ensure the safety and care of a patient.
7. Communicate with the medical care facility about the patient's condition status and arrival and document the details related to the patient's emergency care and the incident.
8. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices.
9. Develop a critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

EMT 125 Emergency Medical Technician - ALS Assist Practicum (3.8)
A total of 164 clinical hours, 8 hours assessment per semester
Corequisite(s): EMT 120.
Comment: Letter grade. EMT 125 may be audited with Department Chair approval. EMT 125 may not be taken credit/no credit. Students may be required to purchase liability insurance. Students may be required to purchase and/or obtain: uniforms (shirts, pants, and shoes), stethoscope, trauma shears, pen light, glove pouch/pocket mask, Bryan's Map (O‘ahu, Hawai‘i, Maui, Kaua‘i), background check, drug screen, TB skin test within last 6 months, and MMR/Varicella/Hepatitis B/Influenza vaccination/titer or boosters if needed. Due to the irregularity of class start and stop dates, the total length of time per week will vary between the islands of O‘ahu, Kaua‘i, Maui, and Hawai‘i Island. However, all hours will be contained within a traditional semester.

EMT 125 provides students with opportunities to apply EMT knowledge, basic and limited advanced life support skills in ambulances, hospitals, and/or clinic settings.

Upon successful completion of EMT 125, the student should be able to:
1. Perform within the national scope of practice for an Emergency Medical Technician.
Upon successful completion of ENG 100, the student should be able to:

1. Define medical, trauma, behavioral, pediatric, obstetric, and geriatric emergencies in the clinical environment.
2. Assess the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating and transporting the patient.
3. Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate treatments for all medical and traumatic conditions including but not necessarily limited to: respiratory emergencies, cardiovascular emergencies, neurological emergencies, endocrine emergencies, infectious disease, allergic reaction, poisoning/overdose, obstetrical and/or gynecologic emergencies, traumatic injuries, shock, and psychiatric emergencies.
4. Safely and accurately perform basic life support procedures as prescribed by the National EMS Education Standards for an Emergency Medical Technician.
5. Safely and accurately perform basic and limited advanced life support procedures as prescribed by the state Department of Health and current EMT National Education Standard as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, application of a 12-lead electrocardiogram, perform peripheral intravenous cannulation, perform manual defibrillation, provide necessary basic pharmacological interventions, and assist the Paramedic with their endeavors.
6. Establish rapport with the patient in a manner designed to decrease their state of crisis.
7. Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.
8. Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.
9. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
10. Communicate with the medical care facility about the patient's condition status and arrival.
12. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices in the clinical environment.
13. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

ENGLISH

ENG 22 Introduction to Composition (3)  
3 hours lecture per week  
Prerequisite(s): A grade of "C" or higher in ENG 21 or qualification for ENG 22 or consent of instructor.  
Comment: Credit/no credit grading only.

ENG 22 assists students in understanding the writing process and the appropriate use of grammar, word choice, punctuation and spelling. ENG 22 also assists students in shaping their ideas into effective essays according to academic conventions. All students in English 22 will complete a portfolio containing 12-15 pages of polished writing that demonstrates the learning outcomes. Upon successful completion of ENG 22, the student should be able to:

1. Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback.
2. Write compositions that have a main point and supporting ideas developed with specific, logically organized details.
3. Integrate source material according to academic conventions. Use ideas and information from source material accurately, without plagiarism, and according to academic conventions.
4. Proofread for effective grammar, word choice, punctuation, and spelling.

ENG 100 Composition I (3) KCC AA/FW  
3 hours lecture per week  
Prerequisite(s): ENG 22 with a grade of "C" or higher or qualification for ENG 100 on the KCC placement instrument.

ENG 100 students will develop strategies for effective college writing, with an emphasis on critical reading and thinking. This course includes instruction in the composing process and practice in various kinds of writing, including analysis, interpretation, and research writing from sources. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages. Upon successful completion of ENG 100, the student should be able to:

1. Use a writing process (planning, drafting, revising, editing) and apply feedback (instructor, peer, tutor, mentor) to produce college-level writing.
2. Produce different forms of college-level writing for various writing situations, purposes, and audiences.
3. Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).
4. Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.
5. Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.

ENG 108G Editing (1)
3 hours lecture/lab per week for 5 weeks
Prerequisite(s): Qualification for ENG 100 or qualification for ENG 160 or qualification for ESL 100.

ENG 108G offers the student intensive practice in identifying and correcting common problems in grammar, punctuation, and style.

Upon successful completion of ENG 108G, the student should be able to:
1. Recognize parts of speech and identify basic sentence structures.
2. Edit sentences to correct errors in grammar and punctuation.
3. Edit to eliminate redundancy and wordiness.

ENG 200 Composition II (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or ESL 100 or consent of instructor.

ENG 200 students practice sustained argumentative and analytical writing with an emphasis on further developing the processes and skills acquired in ENG 100 or ESL 100. Analysis will focus on a range of texts (non-fiction, fiction, and other literary forms). Emphasis will be on rhetorical and literary principles, strategies, and techniques; stylistic concerns; and research methods and use of secondary source materials.

Upon successful completion of ENG 200, the student should be able to:
1. Write sustained thesis-driven argument and analysis for an academic audience.
2. Practice a multi-step writing process that includes idea-generation, thesis development, organization, drafting, revision, peer review and revision.
3. Select and evaluate the relevance and reliability of primary and/or secondary sources in a research project.
4. Demonstrate proficient use of direct quoting, paraphrasing, and summarizing in a research project using a standard form of documentation (MLA, APA for example).
5. Demonstrate a critical comprehension of rhetorical contexts, strategies and techniques in a variety of literary genres.
6. Produce biographical writing based on identity to explore one's own heritage in relation to other cultures.

ENG 209 Business and Managerial Writing (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100.
Comment: Letter grade only. ENG 209 may not be audited. ENG 209 may not be taken credit/no credit.

ENG 209 students master the principles of business communications through analyzing various kinds of business messages and writing informatively, analytically, and persuasively for business purposes. They consider multiple audiences and the implications for clear and complete communication. They produce letters and memos, a research project, and an in-depth analysis of an organization and its culture.

Upon successful completion of ENG 209, the student should be able to:
1. Describe the nature and functions of business communications.
2. Analyze business writing situations with regard to purpose, audience, and other factors, such as legal implications, organizational culture, and the wider culture.
3. Research and compose business messages as appropriate to specific purposes, audiences, and communication channels.
4. Design and format a variety of business documents, including memoranda, letters, reports, and electronic communications.
5. Revise, edit and proofread business documents for accuracy and effect.

ENG 225 Technical Writing (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ENG 160 or a grade of "C" or higher in ESL 100.
Comment: ENG 225 may not be audited. ENG 225 may not be taken credit/no credit.

ENG 225 emphasizes the principles and techniques used in technical communication, both written and oral. The course covers strategies for transmitting technical information in reader-friendly, well-written and -designed documents. Students will analyze rhetorical concepts as they apply to organizing and presenting technical information to specific audiences for specific purposes. The development of technical communication skills is promoted through the analysis of selected documents, by the discussion of the
Upon successful completion of ENG 270B, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Evaluate documents for usability and readability for various audiences.
5. Use technical documents that demonstrate stylistic awareness and grammatical correctness.
6. Write technical descriptions, procedures, proposals, reports, and make oral presentations.
7. Conduct library and electronic research and summarize findings.
8. Use word processing and graphics software to prepare professional reports, manuals, and correspondence.
9. Appreciate the artistry of literary works and become better acquainted with writers as artists.
10. Show greater sensitivity to language and literary devices used by the authors.

**ENG 270B (Alpha) Introduction to Literature: Literary History (3) KCC AA/DL and KCC AS/AH**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

Comment: A maximum of 6 credits of ENG 270 (Alpha) may be used as electives in the AA degree in Liberal Arts.

ENG 270B (Alpha) focuses on significant literary texts from various historical periods. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 270B, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use basic concepts and terminology particular to literary analysis.
4. Examine a work of literature from various vantage points.
5. Proceed clear and effective written responses to literature.
6. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
7. Use literary evidence to support opinions and ideas regarding literary work.
8. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
9. Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
10. Recognize the need for literary evidence to support opinions and ideas regarding literary work.

**ENG 270 (Alpha) Introduction to Literature: Literary History (3) KC**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ENG 100 or ESL 100 or consent of instructor.

Comment: A maximum of 6 credits of ENG 270 (Alpha) may be used as electives in the AA degree in Liberal Arts.

ENG 270 (Alpha) focuses on significant literary texts from various historical periods. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 270 (Alpha), the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use basic concepts and terminology particular to literary analysis.
4. Examine a work of literature from various vantage points.
5. Proceed clear and effective written responses to literature.
6. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
7. Use literary evidence to support opinions and ideas regarding literary work.
8. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
9. Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
10. Recognize the need for literary evidence to support opinions and ideas regarding literary work.
Upon successful completion of ENG 270M, the student should be able to:

3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Write papers on different literary problems in American literature.

ENG 270M Introduction to Literature: Literary History: World Literature: Classical Times to 1600 (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 270E is a study of selected major authors from classical, medieval, renaissance, and non-western cultures. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270E, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretation and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Evaluate the works of some major world literature authors from classical times to 1600.
9. Write papers on different literary periods in world literature from classical times to 1600.

ENG 270F Introduction to Literature: Literary History: World Literature: 1600 to the Present (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 270F is a historical study of significant works of World Literature from 1600 to the present. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270F, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretation and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Evaluate the works of some major world literature authors from 1600 to the present.
9. Write papers on different literary periods in world literature from 1600 to the present.

ENG 270M Introduction to Literature: Literary History: British Literature to 1800 (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 270M is a study of selected major authors from the Old English, Medieval, Renaissance, and Neoclassical Periods. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270M, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
Upon successful completion of ENG 271D, the student should be able to:

1. Identify major themes in a work of literature and explore their implications.
2. Analyze structure; explain how form contributes to meaning.
3. Evaluate the artistic merits of literary works and the artistic achievements of writers.
4. Use literary evidence to support interpretations and analysis of literary works.
5. Produce clear and effective written responses to literature.
6. Describe the significance of the literature of a selected historical period.
7. Write papers on different literary problems in British literature up to 1800.

ENG 271D Introduction to Literature: Genre (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100 or consent of instructor.

ENG 271D is an introduction to the genre of drama. Using dramatic structure and theory, students will critically analyze selected major works of drama. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 271D, the student should be able to:

1. Analyze a work of literature as a reflection of its literary genre
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic achievement of literary works and writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.

ENG 270N Introduction to Literature: Literary History: British Literature after 1800 (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100

ENG 270N is a study of selected British short stories, major British plays, and major British poetry since 1800. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 270N, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and analysis of literary works.
6. Produce clear and effective written responses to literature.
7. Describe the significance of the literature of a selected historical period.
8. Write papers on different literary problems in British literature after 1800.

ENG 271 (Alpha) Introduction to Literature: Genre (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100 or consent of instructor.

ENG 271 (Alpha) focuses on the formal aspects of selected genres. Coursework includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 271, the student should be able to:

1. Analyze a work of literature as a reflection of its literary genre
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic achievements of literary works and writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.

ENG 271D Introduction to Literature: Genre: Drama (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100 or consent of instructor.

ENG 271D is an introduction to the genre of drama. Using dramatic structure and theory, students will critically analyze selected major works of drama. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 271D, the student should be able to:

1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic merits of literary works and the artistic achievements of writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
ENG 271P Introduction to Literature: Genre: Poetry (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100 or consent of instructor.

ENG 271P is an introduction to the genre of poetry. Students will critically analyze selected major works of poetry. Coursework includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 271P, the student should be able to:
1. Analyze a work of literature as a reflection of its literary genre.
2. Identify major themes in a work of literature and explore their implications.
3. Analyze structure; explain how form contributes to meaning.
4. Evaluate the artistic achievement of literary works and writers.
5. Use literary evidence to support interpretations and ideas regarding literary works.
6. Produce clear and effective written responses using literary terms to analyze literary work.
7. Identify the distinctive features of different poetry styles.

ENG 272 (Alpha) Introduction to Literature: Culture and Literature (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 272 (Alpha) studies the theme of Literature and Culture though significant works of selected cultures and cultural formations focusing on the cultural contexts of literary texts. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 272, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature, explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.

ENG 272B Introduction to Literature: Culture and Literature: Multietnic Literatures of Hawai’i (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.
ENG 272B explores selected works of multiethnic literatures of Hawai‘i focusing on the interaction between and among cultures as reflected in literature from the 20th century to the present, dealing with such themes as cultural knowledge and values, identity, place, responses to change - assimilation and alienation - and postcolonial perspectives and the revival of Native Hawaiian culture. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272B, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature, explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Write papers on different literary problems related to cross-cultural perspectives.

ENG 272F Introduction to Literature: Culture and Literature: Women Writers on Women (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 272F is a study of the images of women as reflected in the works of selected women writers with a focus on women's issues such as domesticity, autonomy, ethnicity, and psychological and physical constraints. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272F, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature, explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Identify some of the major women writers of the 19th, 20th, and 21st centuries.
7. Examine the major issues and motifs regarding women in literature.
8. Write papers on different literary problems related to women in literature.

ENG 272G Introduction to Literature: Culture and Literature: Myths, Dreams, and Symbols (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 272G explores the major archetypal patterns across cultures that appear in literature such as patterns that relate to character: the earth mother, the temptress, the divine feminine, the scapegoat, the double, the outcast, the Other; and patterns that relate to actions and themes: initiation, the quest, death and rebirth, transformation, and the return to the womb. The course also focuses upon archetypal patterns that may appear in dream-based and symbolic investigations. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272G, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature, explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Identify some of the major archetypal patterns in literature.
7. Write papers on archetypal patterns in literature.

ENG 272M Introduction to Literature: Culture and Literature: Literature of Hawai‘i, Oceania, and Asia (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 272M engages students in the study and interpretation of selected literary works of Hawai‘i, Oceania, and Asia, focusing on the
interaction between and among peoples and cultures as reflected in literature and exploring such themes as place and identity, migration and colonization, conflicts among cultural norms and ideals, and responses to change (resistance, assimilation, alienation, transformation). Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272M, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Write papers on different literary problems related to cross-cultural perspectives.
7. Identify the literary achievements of selected writers and storytellers of Hawai‘i, Oceania, and Asia.

ENG 272N Introduction to Literature: Culture and Literature: Literature and Film (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 272N examines the relationships between literature and cinematic adaptations of literature. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272N, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe cultural diversity of world views expressed in literary works.
6. Analyze a film with respect to the cultural contexts that have informed its production and both current and past reception.
7. Analyze significant literary works and their film adaptations and themes and techniques.
8. Use basic terminology particular to film analysis.

ENG 272P Introduction to Literature: Culture and Literature: Landscapes in Literature (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 272P is a study of the relationship between humans and the natural environment as reflected in selected literature on themes such as portrayal of landscapes, sense of place, sustainability, and the changing environment and its effects on human experience. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.

Upon successful completion of ENG 272P, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Write papers on different literary problems related to landscapes in literature.

ENG 272Q Introduction to Literature: Culture and Literature: The Heroic Journey (3) KCC AA/DL and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100 or consent of instructor.

ENG 272Q is a study of heroes, heroines, antiheroes, and villains as treated in selected works of world literature and is deeply rooted in the discourse of archetypal and mythological investigations and critiques of these character types. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in.
Upon successful completion of ENG 273Q, the student should be able to:
1. Analyze a work of literature as a reflection of its cultural and historical context.
2. Identify major themes in a work of literature and explore their implications.
3. Use literary evidence to support interpretations and analysis of literary works.
4. Produce clear and effective written responses using literary terms to analyze literary work.
5. Describe culturally diverse world views expressed in literary works.
6. Write papers on different literary problems related to the study of the hero in literature.

ENG 273 (Alpha) Introduction to Literature: Creative Writing and Literature (3) KCC AA/DL and AS/AH
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100 or consent of instructor.
Comment: A maximum of 6 credits of ENG 273 (Alpha) may be used as electives in the AA degree in Liberal Arts.

ENG 273 (Alpha) studies significant works of selected genres through analytical and creative writing to improve student ability to understand and respond to such works, and to develop their analytic and interpretive skills. Course work includes both critical analysis and creative writing. Students will practice critical thinking skills related to interpreting literary devices used by creative writers and become involved in the process of creating literary genres such as fiction, poetry, and creative nonfiction.

Upon successful completion of ENG 273, the student should be able to:
1. Identify and analyze the basic elements of imaginative writing in one’s own work and in the creative works of others.
2. Produce creative writing of recognizable form and acceptable quality.
3. Produce clear and effective responses to literature, well-written creative work, and the artistic achievements of writers.
4. Identify and use writing processes, planning, drafting, critiquing, revising, and editing.
5. Provide critiques and editorial advice to other writers.
6. Identify and analyze the basic elements of fiction and poetry.

ENG 273C Creative Writing and Literature: Fiction and Poetry (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100 or consent of instructor.

ENG 273C introduces students to the basic principles and practices of the literary arts through the analysis and interpretation of fiction and poetry, and then through their own creative writing. Students will read and discuss works of published authors and will focus on creating and developing their own stories and poems.

Upon successful completion of ENG 273C, the student should be able to:
1. Identify and analyze the basic elements of imaginative writing in one’s own work and in the creative works of others.
2. Produce creative writing of recognizable form and acceptable quality.
3. Produce clear and effective responses to literature, well-written creative work, and the artistic achievements of writers.
4. Identify and use writing processes, planning, drafting, critiquing, revising, and editing.
5. Provide critiques and editorial advice to other writers.
6. Identify and analyze the basic elements of fiction and poetry.

ENG 273N Introduction to Literature: Creative Writing & Literature: Creative Nonfiction (3) KCC AA/DL and AS/AH
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100 or consent of instructor.

ENG 273N focuses on introducing creative nonfiction as a literary genre, critical analysis and writing of various kinds of creative nonfiction, such as autobiography, biography, nature and travel writing, writing on historical and scientific subjects, and cultural criticism. Emphasis will be on logical, rhetorical, stylistic, and aesthetic concerns of the genre. Course work includes both critical analysis and creative writing. Students will practice critical thinking skills related to interpreting literary devices used by creative writers and become involved in the process of creation of literary genres such as fiction, poetry, and creative nonfiction.

Upon successful completion of ENG 273N, the student should be able to:
1. Identify and analyze the basic elements of imaginative writing in one’s own work and in the creative work of others.
2. Produce creative writing of recognizable form and acceptable quality.
3. Produce clear and effective responses to literature, well-written creative work, and the artistic achievements of writers.
4. Identify and use writing processes — planning, drafting, critiquing, revising, and editing.
5. Provide critiques and editorial advice to other writers.
6. Distinguish the characteristics of various sub-genres of creative nonfiction.
7. Analyze language, point-of-view, and style in various texts and in own writing.
8. Analyze ways in which background, values, and beliefs may affect the composition of and reaction to a text.
ES 101 Introduction to Ethnic Studies (3) KCC AA/DS
3 hours lecture per week
Prerequisite(s): ENG 100
Recommended preparation: MATH 82.

ES 101 will explore basic concepts and theories for analyzing dynamics of ethnic group experiences, particularly those represented in Hawai‘i, and their relation to colonization, immigration, gender, problems of identity, racism, and social class.

Upon successful completion of ES 101 the student should be able to:
1. Define race and ethnicity, incorporating theoretical and contextual approaches.
2. Explain basic concepts and theories for analyzing dynamics of ethnic group experiences, particularly those represented in Hawai‘i, and their relation to colonization, immigration, gender, problems of identity, and social class.

ENGLISH AS A SECOND LANGUAGE

ESL 100 Composition I (3) KCC AA/FW
3 hours lecture per week
Prerequisite(s): Qualification for ESL 100 on the KCC placement instrument or a grade of “CR+” in ESOL 94F/S or instructor recommendation.
Comment: ESL 100 satisfies ENG 100 requirements at Kapi‘olani Community College.

ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and research writing based on sources. In this course, students practice identifying and applying linguistic devices used in effective written communication. In addition, students will receive instruction and feedback on English grammar structure and use. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

Upon successful completion of ESL 100, the student should be able to:
1. Use a writing process (planning, drafting, revising, editing) and apply feedback (instructor, peer, tutor, mentor) to produce college-level writing.
2. Produce different forms of college-level writing for various writing situations, purposes, and audiences.
3. Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
4. Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
5. Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
6. Produce substantially error free and cogent evidence-based writing.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

ESOL 50 Intensive ESOL 1 (0)
10 hours lecture/lecture-lab per week
Prerequisite(s): A Test of English as a Foreign Language Internet-based Test (TOEFL iBT) score 32-60 or equivalent level.
Corequisite(s): ESOL 52 and IS 54.
Comment: ESOL 50 is part of a three-course, one semester, intensive English program designed for international students holding the F1 visa, who are non-native speakers of English with an admissions test score of TOEFL iBT 32-60 or equivalent level, and who are interested in pursuing a degree program. Students in the Intensive Program in ESOL have been provisionally admitted to the College and must enroll in ESOL 50, ESOL 52, and IS 54 concurrently. ESOL 50 is a 0-credit course. Tuition for the Intensive Program in ESOL, consisting of ESOL 50, ESOL 52, and IS 54 is calculated at full-time (12 cr.) enrollment.

ESOL 50 follows a content-based syllabus designed to accelerate vocabulary and grammar development in order to improve students' academic writing. Students will participate in a variety of academic tasks organized around the content, such as essay writing, oral presentations, academic lectures, and group work. These activities serve to strengthen students' language skills. ESOL 50 and its corequisite ESOL 52 serve the same cohort of students, covering similar content from different perspectives. ESOL 50 explores the content from the perspective of the individual, whereas ESOL 52 explores the content from the perspective of the group. Instructors of ESOL 50 and ESOL 52 collaborate extensively to better serve the students. The goal of both ESOL 50 and ESOL 52 is to prepare students to be successful in college-level courses.

Upon successful completion of ESOL 50, the student should be able to:
1. Independently write substantially error-free, well-organized, and coherent academic papers, totaling 4000 words of revised
ESOL 52 Intensive ESOL 2 (0)
10 hours lecture/lecture-lab per week
Prerequisite(s): A Test of English as a Foreign Language Internet-based Test (TOEFL iBT) score 32-60 or equivalent level.
Corequisite(s): ESOL 50 and IS 54.
Comment: ESOL 52 is part of a three-course, one semester, intensive English program designed for international students holding the F1 visa, who are non-native speakers of English with an admissions test score of TOEFL 32-60 (IBT) or equivalent level, and who are interested in pursuing a degree program. Student in the Intensive Program in ESOL have been provisionally admitted to the College and must enroll in ESOL 90, ESOL 92, and IS 50 concurrently. ESOL 52 is a 0-credit course. Tuition for the Intensive Program in ESOL, consisting of ESOL 50, ESOL 52, and IS 50 is calculated at full-time (12 cr.) enrollment.

ESOL 52 follows a content-based syllabus designed to accelerate vocabulary and grammar development in order to improve students' academic writing. Students will participate in a variety of academic tasks organized around the content, such as essay writing, oral presentations, academic lectures, and group work. These activities serve to strengthen students' language skills. ESOL 52 and its corequisite ESOL 50 serve the same cohort of students, covering similar content from different perspectives. ESOL 50 explores the content from the perspective of the individual, whereas ESOL 52 explores the content from the perspective of the group. Instructors of ESOL 50 and ESOL 52 collaborate extensively to better serve the students. The goal of both ESOL 50 and ESOL 52 is to prepare students to be successful in college-level courses.

Upon successful completion of ESOL 52, the student should be able to:
1. Independently write substantially error-free, well-organized, and coherent academic papers, totaling 4000 words of revised text.

ESOL 90F Beginning English for Speakers of Other Languages (7) Fall
4 hours lecture, 6 hours lecture/lab per week
Prerequisite(s): Qualification for ESOL 90 or a grade of “CR” in ESOL 90F or a grade of “CR” in ESOL 90S or consent of instructor. With consent of instructor, students can self-place if they feel that their language proficiency is at the basic level.
Comment: Offered Fall Semester only. ESOL 90F is repeatable for credit with no maximum credit limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 90F/ESOL 90S), CR (earns credit for the course but must enroll in another semester of ESOL 90F/ESOL 90S), and CR+ (earns credit for the course and is eligible for ESOL 92F/ESOL 92S).

ESOL 90F provides for accelerated language development of academic English for beginning and high-beginning speakers who are preparing for entrance into ENG 100/ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using Internet resources and www 2.0 tools like blogs, discussion boards, and wikis.

Upon successful completion of ESOL 90F, the student should be able to:
1. Independently write substantially error-free, well-organized, and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

ESOL 90S Beginning English for Speakers of Other Languages (7) Spring
4 hours lecture, 6 hours lecture/lab per week
Prerequisite(s): Qualification for ESOL 90 or a grade of “CR” in ESOL 90F or a grade of “CR” in ESOL 90S or consent of instructor. With consent of instructor, students can self-place if they feel that their language proficiency is at the basic level.
Comment: Offered Spring semester only. ESOL 90S is repeatable for credit with no maximum credit limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 90F/ESOL 90S), CR (earns credit for the course but must enroll in another semester of ESOL 90F/ESOL 90S), and CR+ (earns credit for the course and is eligible for ESOL 92F/ESOL 92S).

ESOL 90S provides for accelerated language development of academic English for beginning and high-beginning speakers who are preparing for entrance into ENG 100 / ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using Internet resources and www 2.0 tools such as blogs, discussion boards, and wikis.

Upon successful completion of ESOL 90S, the student should be able to:
1. Independently write substantially error-free, well-organized and coherent evidence-based academic essays, totaling 10 pages (2500 words) of revised prose.

ESOL 92F Intermediate ESOL (7) Fall
4 hours lecture, 6 hours lecture/lab per week
Prerequisite(s): Qualification for ESOL 92 or a grade of “CR+” in ESOL 90F or a grade of “CR+” in ESOL 90S or a grade of “CR” in ESOL 92F or a grade of “CR” in ESOL 92S or consent of instructor.
Comment: ESOL 92F is offered in the Fall semester only. ESOL 92F is repeatable for credit with no maximum limit. ESOL 92F may
Upon successful completion of ESOL 94S, the student should be able to:

ESOL 94S provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. The course mainly focuses on academic writing. Instruction includes opportunities to use intermediate grammar structures, for vocabulary development, to do academic writing, and to develop language.

Upon successful completion of ESOL 94F, the student should be able to:

ESOL 94F provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. The course mainly focuses on academic writing. Instruction includes opportunities to use intermediate grammar structures, for vocabulary development, to do academic writing, and to develop language.

Upon successful completion of ESOL 92S, the student should be able to:

ESOL 92S provides for accelerated language development of academic English for intermediate speakers who are preparing for entrance into ENG 100/ESL 100 and other college-level courses. This course provides intensive practice in academic reading and writing. The course mainly focuses on academic writing. Instruction includes opportunities to use intermediate grammar structures, for vocabulary development, to do academic writing, and to develop language.

Upon successful completion of ESOL 92F, the student should be able to:

ESOL 92F provides for accelerated language development of academic English for intermediate speakers who are preparing for entrance into ENG100/ESL 100 and other college-level courses. The course mainly focuses on academic writing. Instruction includes opportunities to use intermediate grammar structures, for vocabulary development, to do academic writing, and to develop language.

Upon successful completion of ESOL 94F, the student should be able to:

ESOL 94F provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. This course provides intensive practice in academic reading and writing.

Upon successful completion of ESOL 94S, the student should be able to:

ESOL 94S provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. This course provides intensive practice in academic reading and writing.
ENTREPRENEURSHIP

ENT 125 Starting a Business (3)
3 hours lecture per week

ENT 125 focuses on the structure and operation of the business environment and incorporates topics of business decision-making processes, marketing assessments, business financing and accounting, human resources, ethics, and government regulations. This course comprises the development of a business plan. ENT 125 is highly suitable for those who wish to start or are currently operating their own business.

Upon successful completion of ENT 125, the student should be able to:
1. Demonstrate the application of principles, concepts, and requirements of business operations/management including the major functional areas of human resources, marketing, finance, operations, accounting.
2. Relate the importance of relevant regulations, ethics, and laws for the selected business practices.
3. Identify and adopt entrepreneurship characteristics as it applies to oneself in the business market.
4. Differentiate among the various types of business (sole proprietorship, corporations, partnerships, Limited Liability Company [LLC], etc.), and business practices in Hawai‘i.
5. Perform marketing analysis using marketing strategies and research methodologies.
6. Develop a comprehensive formal business plan.

ENT 130 Marketing for Business (3)
3 hours lecture per week

ENT 130 is a marketing course covering key concepts and issues underlying the modern practice of marketing for the small business. The course provides a clear understanding of marketing’s role in the management of a small business. The course covers marketing terminology, consumer-oriented approach to marketing, channels of distribution, correct usage of methods in marketing research, concepts and practices of retailing, wholesaling, and physical distribution, role of marketing communication, correct usage of procedures in personal selling, and principles and practices of marketing organization.

Upon successful completion of ENT 130, the student should be able to:
1. Develop your company brand.
2. Leverage low-cost marketing strategies, analysis, and/or research.
3. Implement effective selling practices using social media.
4. Develop an Elevator Pitch.
5. Develop a comprehensive marketing plan.

ENT 150 Basic Accounting and Finance for Entrepreneurs (3)
3 hours lecture per week
Recommended Preparation: Qualification for MATH 82 or qualification for a higher-level mathematics course.

ENT 150 introduces accounting concepts and principles, procedures and systems for the Entrepreneur. Application skills include recording, summarizing, reporting, analyzing and using accounting information for a small business. The development of a financial plan for a small business will incorporate the basic concepts of financial statement and financial planning.

Upon successful completion of ENT 150, the student should be able to:
1. Apply concepts and principles of accounting and finance for the small business.
2. Apply an accounting program to record and prepare financial documents and reports.
3. Explain the importance of establishing an accurate and timely record keeping system.
4. Compute value of inventory; Last in, First Out (LIFO), First In, First Out (FIFO) and weighted average.
5. Distinguish between short- and long-term financing.
6. Describe advantages and disadvantages of various sources of capital.
8. Analyze financial statements and ratios in the management of business.
9. Create pro forma financial statements/plan and maintain a set of accounting books.
10. Explain the importance of cash management and methods of financing growth and expansion to the success of the small business.
EXERCISE AND SPORT SCIENCE

ESS 100 Introduction to Wellness and Fitness (3) KCC AA/DB
3 hours lecture per week
Recommended Preparation: BIOL 130 or PHYL 141 or ZOOL 141.
Comment: Letter grade and audit only. ESS 100 may not be taken credit/no credit. ESS 100 is repeatable for a maximum of six credits. Permission is required for a student to repeat ESS 100.

ESS 100 explores the concept of wellness and fitness. The course is designed to provide students with the knowledge and skills to improve their own quality of life. The course provides clear and objective research-based information pertinent to personal wellness, behavior change, exercise, nutrition, weight management, disease prevention, stress management, and health risk reduction.

Upon successful completion of ESS 100, the student should be able to:
1. Describe and contrast the normal chronic responses to cardiovascular versus resistance exercise.
2. Explain the physiologic principles related to warm-up and cool-down.
3. Explain the common theories of muscular fatigue and delayed-onset muscle soreness (DOMS).
4. Contrast rest, sub-maximal exercise, and maximal exercise in terms of physiological adaptation following chronic aerobic & anaerobic exercise.
5. Apply the principle of specificity and reversibility and explain their application to improving fitness and implications for fitness programming.
6. Compare Isotonic, isometric, isokinetic, concentric, and eccentric muscle contractions.
7. Contrast muscular hypertrophy, atrophy, and hyperplasia.
8. Explain the following terms: shin splints, sprain, strain, tennis elbow, bursitis, stress fracture, tendinitis, patello-femoral pain syndrome, low back pain, plantar fasciitis, and rotator cuff tendinitis.
9. Analyze the potential risks associated with: straight-leg sit-ups, double leg raises, full squats, hurdler’s stretch, yoga plow, forceful back hyperextension, and standing bent-over toe touch.
10. Analyze the risk-factor concept of coronary artery disease (CAD), the influence of heredity and lifestyle on the development of CAD, and how CAD risk factors may be favorably modified by physical activity.
11. Explain how lifestyle factors - including nutrition, physical activity, and heredity influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.
12. Explain the physiological basis for improvements in flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
13. Analyze the principles of overload and progression and how they relate to exercise prescription.
14. Analyze modifications of exercise programming for participation at altitude, in different ambient temperatures, in a humid environment, and taking into consideration levels of environmental pollution.
15. Evaluate the importance of Activities of Daily Living (ADLs) in contributing to the overall health of the individual.
16. Demonstrate ability to model and prescribe appropriate exercise for improving range of motion of all major joints.
17. Compare and contrast the amount of physical activity required for health benefits and the amount required for fitness development.
18. Demonstrate the ability to determine training heart rates using two methods: Percentage of age-predicted maximum heart rate and heart rate reserve (Karvonen).
19. Apply training principles so as to distinguish between the goals of an athlete and an individual exercising for general health.
20. Demonstrate exercises designed to safely enhance muscular strength or endurance.
21. Apply the number of kilocalories per gram of carbohydrate, fat, protein, and alcohol to dietary food consumption.
22. Define the following terms: obesity, overweight, percent fat, body mass index (BMI), lean body mass, anorexia nervosa, bulimia nervosa, and body fat distribution.
23. Explain the relationship between body composition and health based on epidemiological data.
24. Explain the Female Athlete Triad and its effects on health.
25. Apply the behavioral strategies to enhance exercise and health behavior change (e.g. reinforcement, goal setting, social support).
26. Apply the stages of motivational readiness and effective strategies that support and facilitate behavioral change.
27. Analyze the common obstacles that interfere with adherence to an exercise program and strategies to overcome these obstacles.
28. Identify, clarify, and set realistic behavioral goals for clients (e.g. S.M.A.R.T. goals).
29. Define the term wellness and its relationship to health and disease.
30. Identify major muscles involved in movement and exercise training.
31. Apply relaxation techniques to stress reduction/management.
32. Apply principles of behavior modification to assessing and reducing: stress risk, risk of common injuries, risk of back injury, cancer risk, addictive behaviors, risk of acquiring a sexually transmitted disease.
Upon successful completion of ESS 180, the student should be able to:

33. Explain the following: musculoskeletal injuries: contusions, sprains, strains, and fractures.
34. Summarize the effects on wellness of the following cardiovascular conditions: tachycardia, bradycardia, hypotension/hypertension, and tachypnea.
35. Distinguish between the following metabolic abnormalities: Fainting/syncope, hypoglycemia/hyperglycemia, and hypothermia/hyperthermia.
36. Apply the kilocalories equivalent of losing one pound of body fat to weight loss/management goals.

**ESS 140 Anatomy and Physiology for Fitness Professionals (3) Fall**

3 hours lecture per week

*Corequisite(s): ESS 190 and ESS 253 and ESS 253L.*

*Comment: Letter grade only. ESS 140 may not be audited. ESS 140 may not be taken credit/no credit. ESS 140 is offered in the full semester only.*

ESS 140 presents those systems in human anatomy and physiology that relate most directly to the knowledge needed by individuals working in a fitness or sport performance setting. This course includes a study of the skeletal, muscular, respiratory, circulatory, and nervous systems along with a section on metabolism. The emphasis of this course will be to guide students towards acquiring the foundational knowledge they need in order to understand the acute and chronic adaptations to exercise and physical activity.

Upon successful completion of ESS 140, the student should be able to:

1. Explain the basic structure of bone, skeletal muscle, and connective tissue.
2. Describe the functional relationship between the musculoskeletal, cardiovascular, and pulmonary systems.
3. Explain the basic anatomy of the cardiovascular & respiratory systems.
4. Explain the terms lordosis, scoliosis, and kyphosis.
5. Explain the difference between aerobic and anaerobic metabolism.
6. Explain the normal acute responses to cardiovascular exercise.
7. Explain the normal chronic responses to resistance training.
8. Identify the major muscles trained for improved strength, power, & performance.
9. Identify the major bones that major muscles attach to.
10. Explain the classification of the types of joints in the body.
11. Explain the terms: hypertrophy, atrophy, and hyperplasia.
12. Explain the physiologic basis for: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
13. Explain the anatomical components used during a Valsalva maneuver and its associated risks.
14. Explain the following musculoskeletal injuries: contusions, sprains, strains, and fractures.
15. Explain the following cardiovascular complications: tachycardia, bradycardia, hypotension/hypertension, and tachypnea.
16. Explain the following metabolic abnormalities: Syncope, hypoglycemia, hyperglycemia, hypothermia, and hyperthermia.
17. Discuss the effects of aging on the musculoskeletal and cardiopulmonary systems.
18. Explain how metabolic processes contribute to the ability to engage in exercise and sport.
19. Explain how lifestyle factors - including nutrition, physical activity, and heredity - influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.

ESS 180 Introduction to Careers in Exercise Science (3) Fall

3 hours lecture per week

*Corequisite(s): ESS 100; and ESS 140 or PHYL 141 or ZOOL 141; and ESS 190 and ESS 253 and ESS 253L.*

*Comment: Letter grade only. ESS 180 may not be audited. ESS 180 may not be taken credit/no credit. ESS 180 is offered in the full semester only.*

ESS 180 will introduce students to a variety of career pathways related to Exercise Science and Sports Science.

Upon successful completion of ESS 180, the student should be able to:

1. Describe the emergence of exercise science as an academic discipline from a historical perspective.
2. Summarize the anatomical and physiological systems approach of exercise science.
3. Compare and contrast the normal acute responses to cardiovascular exercise versus resistance exercise.
4. Distinguish between exercise physiology and clinical exercise physiology and their integration into the discipline of exercise science and sports medicine.
5. Describe the role of the strength and conditioning specialist as part of the athletic performance team.
6. List the personal, professional, and educational requirements within the field of personal training.
7. State how athletic training is integrated into the healthcare delivery system.
8. Describe how sports nutrition is integrated into the discipline of exercise science.
9. Explain how psychology is applied to the discipline of exercise science. Explore the history of human motor behavior and...
its contributions to exercise science.

10. Analyze how biomechanics is integrated into the discipline of exercise science and sports.
11. Analyze the risk-factor concept of coronary artery disease (CAD) and the influence of heredity and lifestyle on the development of CAD.
12. Discern between several different subdisciplines and career pathways in exercise science and sports medicine.
13. Identify the various instruments used for exercise testing in both clinical and fitness settings and how the data collected from such equipment is used.
14. Summarize the career and professional issues in exercise science related to level of education, professional certification, licensure, continuing education, membership in professional organizations, and potential employment.
15. Give an informed opinion on the future course that the study of and careers in exercise science may take.

FILIPINO

FIL 101 Elementary Filipino I (4)
4 hours lecture per week

FIL 101 is designed for beginners of Filipino. Study of the basic structures of Filipino with emphasis on listening, speaking, reading and writing skills through meaningful and interactive classroom activities as well as the use of technology. Students will be exposed to and experience the Filipino culture in class dialogues/conversations about basic greetings, names, family, likes/dislikes, asking questions, and talking about daily schedules.

Upon successful completion of FIL 101, the student should be able to:
1. Listen and comprehend the meaning of short, learned utterances and some sentence-length utterances, particularly where context supports understanding and speech is clear. Comprehend limited vocabulary and some simple questions/statements about topics that refer to basic personal background, social conventions, and routine tasks.
2. Speak simple and short statements and ask simple questions, relying primarily on memorized utterances and/or expansion through a recombination of these learned elements.
3. Write simple descriptions of people, objects, and places, as well as simple autobiography, survey reports and letters.
4. Interpret spoken Filipino from peers, instructor, and materials such as videos and recordings.
5. Interpret simple descriptions of people, objects, and places, as well as simple autobiography, survey reports and letters. Demonstrate an understanding of main ideas from simple reading materials in Filipino.

FIL 102 Elementary Filipino II (4)
4 hours lecture per week

Prerequisite(s): A grade of "C" or higher in FIL 101 or consent of instructor.

FIL 102 further develops basic structures of the Filipino language with an emphasis on listening, speaking, reading, and writing skills through meaningful and interactive classroom activities as well as the use of technology. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

Upon successful completion of FIL 102, the student should be able to:
1. Listen and comprehend sentence-length utterances, which consist of recombination of learned elements in a limited number of content areas, particularly if strongly supported by the situational context.
2. Comprehend limited vocabulary and some simple questions/statements about topics that refer to basic personal background and needs, social conventions and routine tasks, such as getting meals, receiving simple instructions and directions, and describing people, objects, and places.
3. Speak and handle successfully a limited number of uncomplicated task-oriented and social functions pertaining to such topic areas as those mentioned above.
4. Ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation.
5. Perform such tasks as ordering a meal, asking and giving directions and instructions, talking about likes and dislikes, extending and accepting invitations.
6. Read and interpret written language where vocabulary and word bases have been learned.
7. Guess meanings of new vocabulary words based on context and application of cultural/background knowledge and understanding of Filipino affixes.
8. Comprehend main ideas from simple authentic reading materials in Filipino dealing with personal, social, and cultural aspects.
9. Write short email messages and simple descriptions of people, objects, places, and events as well as simple autobiography, friendly letters and letters of excuse, and interview questions.
FIL 201 Intermediate Filipino I (4) KCC AA/HSL

4 hours lecture per week

Prerequisite(s): A grade of "C" or higher in FIL 102 or satisfactory score on language placement test or consent of instructor.

FIL 201 is designed to refine the basic structures learned in FIL 101 and FIL 102 in listening, speaking, reading, and writing skills through meaningful and interactive classroom activities. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

Upon successful completion of FIL 201, the student should be able to:

1. Construct and carry on a conversation covering limited topic areas, such as family and friends, places, the weather, leisure activities and sports, food and diet.
2. Express compliments, complaints, feelings and reaction toward some object, event or people.
3. Read, evaluate and interpret simple texts such as letters, weather reports and other news items, flyers and ads, bus, television and other schedules, short stories and informational texts.
4. Follow directions and instructions, e.g. direction to a particular place, recipe, and other materials explaining step-by-step procedures.
5. Use common idioms and popular riddles in context.
6. Narrate an event with details about time, place, and physical location.
7. Describe and compare things, places, events, and people.
8. Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
9. Use appropriate language in specific situations, paying particular attention to cultural considerations.

FIL 202 Intermediate Filipino II (4)

4 hours lecture per week

Prerequisite(s): FIL 201 with a grade of "C" or higher or satisfactory score on language placement test or instructor's consent.

FIL 202 is designed to refine the intermediate grammar structures learned in FIL 201 in listening, speaking, reading, and writing skills through meaningful and interactive classroom activities. Students will actively participate and experience the Filipino culture through co-curricular cultural presentations, activities and events.

Upon successful completion of FIL 202, the student should be able to:

1. Construct and carry on a conversation covering topic areas such as comparing old-fashioned ways with the new ways of courtship and getting married, planning for baptism, and understanding the Filipino thoughts on "leaving the nest”.
2. Express compliments, complaints, feelings and reactions toward some object, event or people integrating new and previously learned elements.
3. Read, evaluate and interpret complex texts such as letters, weather reports and other news items, flyers and ads, bus, television and other schedules, short stories and informational texts integrating new and previously learned elements.
4. Follow directions and instructions integrating new and previously learned elements, e.g. directions to a particular place, recipe, and other materials explaining step-by-step procedures.
5. Use idioms and popular riddles in context integrating new and previously learned elements.
6. Narrate an event in detail and to describe and compare things, places, events and people integrating new and previously learned elements.
7. Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
8. Use advanced language in specific situations, paying particular attention to cultural considerations.

FOOD SERVICE and HOSPITALITY EDUCATION

FSHE 185 The Science of Human Nutrition (3)

3 hours lecture per week

FSHE 185 is an introductory biological science course that integrates basic concepts of science with the study of human nutrition. This course will provide elementary aspects of several biological sciences that are needed to understand the scope of nutrition. Emphasis is on providing a science-based nutrition background that will help students make appropriate, informed choices from the vast array of foods available in today’s marketplace.

Upon successful completion of FSHE 185, the student should be able to:

1. Identify current USDA MyPlate principles and food groups. (ACF)
2. List the nutrient contributions of each food group. (ACF)
3. Discuss the nine areas where dietary guidelines make recommendations. (ACF)
4. Develop recipes and menus using dietary guideline recommendations, food guides, and food labels. (ACF)
5. Evaluate recipes and menus using dietary guideline recommendations, food guides, and food labels. (ACF)
6. Discuss characteristics, functions, and best sources of each of the major nutrients. (ACF)
7. List the primary characteristics, functions, and sources of vitamins, water and minerals. (ACF)
8. Describe the process of human digestion. (ACF)
9. Determine energy needs based upon basal metabolic rate and exercise expenditure. (ACF)
10. Discuss and demonstrate cooking techniques, storage principles, and portion sizes for the maximum retention of nutrients and effective weight management. (ACF)
11. Discuss exchange groups. (ACF)
12. Identify common food allergies and determine appropriate substitutions. (e.g. gluten, sugar, and lactose free). (ACF)
13. Discuss contemporary nutritional issues (e.g. vegetarianism, heart healthy menus, and religious dietary laws). (ACF)
14. Apply emerging technologies (computerization) for nutrient analysis (e.g. Internet and recipe analysis software). (ACF)
15. Discuss weight management, exercise, and nutrition over the life cycle. (ACF)
16. Discuss marketing of healthy menu options. (ACF)
17. Within this FSHE 185 course, the following student learning outcomes will have been introduced, practiced or demonstrated: 1. Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage. (ACF)
18. Within this FSHE 185 course, the following student learning outcomes will have been introduced, practiced or demonstrated: 2. Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation. (ACF)

FRENCH

FR 101 Elementary French I (4) KCC AA/HSL
4 hours lecture per week
FR 101 introduces students to the sounds and basic structures of the French language emphasizing the acquisition of speaking, writing, reading, and listening comprehension skills for communicative proficiency, and an appreciation of the essential elements of the culture of French-speaking people.

Upon successful completion of FR 101, the student should be able to:
1. Produce the sounds of French and read words with acceptable pronunciation.
2. Reproduce simple patterns of speech based on classroom models with acceptable pronunciation.
3. Respond orally to familiar simple conversational models to demonstrate communicative competency at a basic level.
4. Read aloud familiar materials with pronunciation comprehensible to a native speaker.
5. Write phrases in French that demonstrate appropriate use of present tense grammatical forms in familiar contexts.
6. Demonstrate knowledge of basic concepts of French culture presented in class, including important holidays, some contrastive cultural practices and the names and capitals of French-speaking countries.

FR 102 Elementary French II (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in FR 101 or satisfactory score on language placement test or consent of instructor.

FR 102, a continuation of FR 101, further develops basic French sentence structure, vocabulary, reading, oral and written communication skills and an enhanced appreciation of the cultures of French-speaking people.

Upon successful completion of FR 102, the student should be able to:
1. Reproduce patterns of speech based on classroom models with acceptable pronunciation.
2. Respond orally in natural conversation to demonstrate communicative competency.
3. Read aloud familiar materials with pronunciation comprehensible to a native speaker.
4. Write simple sentences in French that demonstrate appropriate use of grammatical forms in familiar contexts.
5. Demonstrate knowledge of basic concepts of Francophone cultures presented in class.

FR 201 Intermediate French I (3) KCC AA/HSL
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in FR 102 or satisfactory score on language placement test or consent of instructor.
Comment: If a student has taken French Language prior to enrolling into college, taking the French language placement test or talking to a French language instructor is recommended. If placed in FR 201, filling out the back credit form for French language is also recommended.

FR 201 is a continuation of FR 102. Students will refine basic language skills acquired in FR 101-102 through reading, conversation, writing, listening, vocabulary development, and functional language structure review. Through communicative practice, articulated
multimedia lab activities, interaction with peers, instructor, and native-speakers, students will gain confidence and fluency in written and oral expression. Cultural presentations will enhance knowledge and appreciation of the presence and influence of French language, and the cultures of French-speaking countries, territories, and provinces.

Upon successful completion of FR 201, the student should be able to:
1. Discuss personal and simple social topics with more grammatical accuracy and fluency than in 1st year.
2. Respond orally during spontaneous discussions based on chapter themes and readings.
3. Read with increased understanding culture-based texts in French, including such topics as everyday life, work, family travel, etc.
4. Write compositions of 3-4 structured paragraphs based on these themes, describing and narrating in past, present and future.
5. Discuss and compare orally and in writing the cultural norms in one's own country and the French-speaking world.
6. Increase active use of vocabulary.

**FR 202 Intermediate French II (3) KCC AA/HSL**
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in FR 201.
Comment: If a student has taken French Language prior to enrolling into college, taking the French language placement test or talking to a French language instructor is recommended. If placed in FR 202, filling out the back credit form for French language is also recommended.

FR 202 is a continuation of FR 201. Students will refine basic language skills acquired in FR 201 through reading, conversation, writing, listening, vocabulary development, and review of functional language structure. Through communicative practice with peers, instructor, native-speakers, and articulated multimedia lab activities, students will gain confidence and fluency in written and oral expression. Cultural readings and presentations will enhance knowledge and appreciation of the presence and influence of the French language and the influence of French culture in Hawai'i and the world.

Upon successful completion of FR 202, the student should be able to:
1. Demonstrate strategies appropriate to the audience and the ability to read and talk about short non-technical articles related to daily life and society of the cultures of French-speaking people, and our own.
2. Use language, techniques, and strategies appropriate to the audience and occasion to communicate orally in French on topics related to the daily life, society, and cultures of French-speaking people with pronunciation comprehensible to a native speaker.
3. Access and retrieve information through print and electronic media at Web sites in French-speaking countries-evaluating the accuracy and authenticity of that information.
4. Use writing to discover and articulate ideas in French using logical reasoning.
5. Identify and state problems, issues, arguments, and questions contained in a body of information in French as a basis for writing and class discussion.
6. Write and discuss in French the essentials of history, culture, thought processes, value systems, and worldview of French-speaking societies in comparison to our own.

**GEOGRAPHY**

**GEOG 101 The Natural Environment (3) KCC AA/DP and KCC AS/NS**
3 hours lecture per week
Prerequisite(s): Qualification for EN 100 and qualification for MATH 82.

GEOG 101 explores the surface environment of our planet. Global and local patterns and processes of earth's atmosphere, lithosphere, biosphere, and hydrosphere are examined. Emphasis is placed on relating subject matter to Hawai'i and the Pacific.

Upon successful completion of GEOG 101, the student should be able to:
1. Describe geographic patterns of earth's surface environment.
2. Explain observed environmental patterns in terms of physical and biological processes.
3. Identify interrelationships between natural systems components.
4. Assess the impact of human activities on the environment.
5. Critically analyze concepts and issues within the framework of the course.

**GEOG 101L The Natural Environment Lab (1) KCC AA/DY**
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in GEOG 101 and qualification for EN 100 and qualification for MATH 82.
GEOG 101L is a laboratory exploration of earth’s atmosphere, lithosphere, biosphere, and hydrosphere. The course includes lab work, field data collection, analysis, and reporting. Emphasis is placed on relating subject matter to Hawai‘i and the Pacific.

Upon successful completion of GEOG 101L, the student should be able to:
1. Gather and record data, analyze data, formulate conclusions, and report findings in written form.
2. Use a variety of measuring instruments to gather environmental data.
3. Apply the metric system, scientific notation, graphing, and basic statistical measurements to analysis of geographic data.
4. Demonstrate the ability to read, construct, and interpret graphs and maps.

GEOG 101L Introduction to Geology Laboratory (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in GG 103.

GG 101L is the study of rocks and minerals, interpretation of topographic and geologic maps, and exercises in the basic procedures of geologic investigations.

Upon successful completion of GG 101L, the student should be able to:
1. Describe basic principles of geology.
2. Identify the major rock and ore-forming minerals.
3. Classify the common igneous, metamorphic, and sedimentary rocks.
4. Use topographic and geologic maps to study landforms, structure, and geologic history of an area.
5. Calculate quantities relevant to the subdisciplines of geology such as geomorphology, geophysics, sedimentology, and geochmistry.
6. Identify landforms and structures produced by various geologic processes.

GEOG 102 World Regional Geography (3) KCC AA/FGB and KCC AA/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or ESL 100; and qualification for MATH 82 or higher.

GEOG 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.

Upon successful completion of GEOG 102, the student should be able to:
1. Identify the earth’s major cultural regions and their distinguishing characteristics.
2. Explain how historical, social and environmental processes shape the world’s major cultural regions.
3. Describe globalization and regional interactions and explain how they affect cultural, economic, political, and environmental change within regions.
4. Critically analyze concepts and issues within the framework of the course.

GEOG 151 Geography and Contemporary Society (3) KCC AA/FGC and KCC AA/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or ESL 100; and qualification for MATH 82 or higher.

GEOG 151 provides a global thematic survey of human society and culture. Geographic distribution, historical development, and current issues in economic, resource, population, political, and environmental systems are examined.

Upon successful completion of GEOG 151, the student should be able to:
1. Identify major themes in human society and culture and their distribution.
2. Explain the nature, history, and diffusion of cultural and societal characteristics.
3. Synthesize cross-cultural perspectives on current issues in population, economy, politics, language, religion, customs, and conflict.
4. Critically analyze concepts and issues within the framework of the course.

GEOLOGY and GEOPHYSICS

GG 103 Geology of the Hawaiian Islands (3) KCC AA/DP and KCC AS/NS
3 hours lecture per week
Recommended Preparation: Qualification for ENG 100.

GG 103 is a survey of Hawaiian geologic processes, volcanoes, rocks and minerals, landforms, groundwater and environmental...
problems. Field trips will be taken.

Upon successful completion of GG 103, the student should be able to:

1. Explain basic geologic principles, including aspects of earth science, physics, chemistry and environmental science that are important in the understanding of the Hawaiian Isles and their geological processes.
2. Discuss the earth's physical processes that bear on geology of the Hawaiian Isles and Pacific Isles.
3. Explain basic geological terms, locations, concepts, theories, and methodology.
4. Recognize landforms, structures and products of volcanoes and other igneous phenomena.
5. Recognize and explain the existence of products of marine and terrestrial sedimentation in Hawaii.
6. Explain Hawaiian landforms produced by various weathering and erosion processes
7. Discuss humans' association with the geological environment, vulnerability to geologic hazard, and dependency on natural resources such as groundwater, and environmental impacts.
8. Discuss the important aspects of the regional and historical geology of the Hawaiian Isles.
HAWAIIAN

HAW 101 Elementary Hawaiian I (4) KCC AA/HSL
4 hours lecture per week

HAW 101 introduces the study of basic structures of the Hawaiian language with emphasis on the five recognized skills: listening, speaking, writing, reading, and cultural understanding.

Upon successful completion of HAW 101, the student should be able to:
1. Communicate orally in Hawaiian at a novice mid level.
2. Produce and interpret written Hawaiian at a novice mid level.
3. Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life.
4. Recognize the relationship between the practices and perspectives of Hawaiian culture.

HAW 102 Elementary Hawaiian II (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in HAW 101 or satisfactory score on language placement test or consent of instructor.
Comment: If student has taken Hawaiian Language in the past prior to enrolling into College, taking the Hawaiian language placement test or seeing a Hawaiian language instructor is recommended. If you are placed in HAW 102, filling out the back credit form for Hawaiian language is also recommended.

HAW 102 focuses on basic structures of the Hawaiian language with emphasis on the five recognized skills of language acquisition: listening, speaking, reading, writing, and cultural understanding. This course is taught within the context of the contemporary culture of the Hawaiian people.

Upon successful completion of HAW 102, the student should be able to:
1. Communicate orally in Hawaiian at a novice high level.
2. Produce and interpret written Hawaiian at a novice high level.
3. Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life.
4. Recognize the relationship between the practices and perspectives of Hawaiian culture.

HAW 201 Intermediate Hawaiian I (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in HAW 102 or satisfactory score on language placement test or consent of instructor.
Comment: If student has taken Hawaiian Language in the past prior to enrolling into College, taking the Hawaiian language placement test or seeing a Hawaiian language instructor is recommended. If you are placed in HAW 201, filling out the back credit form for Hawaiian language is also recommended.

HAW 201 is a continuation of HAW 102. Further development of the five recognized skills of language acquisition: listening, reading, writing, speaking, and cultural understanding in the Hawaiian language. Students will gain these five skills, attaining the Intermediate Low level on the ACTFL proficiency scale.

Upon successful completion of HAW 201, the student should be able to:
1. Communicate orally in Hawaiian at an intermediate low level.
2. Produce and interpret written Hawaiian at an intermediate low level.
3. Demonstrate an understanding of the grammatical and structural aspects of Hawaiian.
4. Apply and interpret vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications.
5. Hō'ike (Demonstrate) practices and perspectives of Hawaiian culture.

HAW 202 Intermediate Hawaiian II (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in HAW 201 or satisfactory score on language placement test or consent of instructor.
Comment: If student has taken Hawaiian Language in the past prior to enrolling into College, taking the Hawaiian language placement test or seeing a Hawaiian language instructor is recommended. If you are placed in HAW 202, filling out the back credit form for Hawaiian language is also recommended.

HAW 202 is a continuation of HAW 201. Further development of the five recognized skills of language acquisition: listening, reading, writing, speaking, and cultural understanding in the Hawaiian language. Students will gain the five skills, attaining the Intermediate Mid level on the ACTFL proficiency scale.

Upon successful completion of HAW 202, the student should be able to:
1. Communicate orally in Hawaiian at an intermediate mid level.
2. Produce and interpret written Hawaiian at an intermediate mid level.
3. Demonstrate an understanding of the grammatical and structural aspects of Hawaiian.
4. Apply and interpret vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications.
5. Hō'ike (Demonstrate) practices and perspectives of Hawaiian culture.

HAW 224 Intermediate Hawaiian Reading (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in HAW 202 or consent of instructor.

HAW 224 is an intermediate level course taught in the medium of Hawaiian language. This course will serve as a bridge course to the third year Hawaiian language classes by increasing fluency in reading, writing, and speaking in the target language.

Upon successful completion of HAW 224, the student should be able to:
1. Demonstrate increased ease and fluency in reading a variety of Hawaiian language texts including historical documents, stories, chants, songs, newspapers, fiction and non-fiction.
2. Apply pre-reading skills to Hawaiian texts in order to focus attention on the material and be able to better comprehend overall theme and major ideas without having to translate word for word.
3. Show increasing ability to read and decipher older Hawaiian language documents written without diacritical marks and understand orthographic conventions and grammar patterns unique to written Hawaiian.
4. Explain basic elements of Hawaiian literary style including the use of wise sayings, repetition, play on words, natural imagery, dualism, naming, songs of praise glorifying heroes and chiefs.
5. Demonstrate increasing ability to formulate comprehension questions, to summarize and analyze written Hawaiian materials.
6. Demonstrate increased sensitivity to the vibrant poetic, cultural heritage and distinctly Hawaiian worldviews embodied in Hawaiian language texts.

HAW 261 Hawaiian Literature in Translation: Pre-1800 traditions (3) KCC AA/DL
3 hours lecture per week
Prerequisite(s): HAW 101.
Recommended Preparation: HWST 107.

HAW 261 is a survey of Hawaiian oral arts and traditions in translation, including narratives, chants, and proverbs from the period before Western contact, with reference to Polynesia and Western themes and forms.

Upon successful completion of HAW 261, the student should be able to:
1. List and describe some of the major authors of Hawaiian literature.
2. Consider works of Hawaiian oral arts and traditions as reflections of their cultural milieu and compare that milieu with his or her own.
3. Demonstrate knowledge of the forms and content of Hawaiian oral arts and traditions.
4. Discuss major themes in Hawaiian oral arts and traditions, explain their implications, and identify their basic assumptions.
5. Identify and explain figurative language and narrative, poetic, and linguistic techniques used by storytellers, chanters, and orators.
6. Express ideas and opinions about Hawaiian oral arts and traditions clearly and convincingly, both orally and in writing, using the terminology of literary and/or cultural analysis and providing textual evidence to support opinions and ideas.

HAW 262 Hawaiian Literature in Translation: 1800 to Present (3) KCC AA/DL
3 hours lecture per week
Prerequisite(s): HAW 102.
Recommended Preparation: HWST 261.

HAW 262 offers a survey of Hawaiian literature, featuring selected works by Hawaiian authors from the period following Western contact (c. 1800) and the introduction of writing and the printing press. While texts translated into English will be the required readings, selected Hawaiian texts may be presented for comparative purposes.

Upon successful completion of HAW 262, the student should be able to:
1. List and describe some of the major authors of Hawaiian literature.
2. Consider works of Hawaiian literature as reflections of their cultural milieu and compare that milieu with his or her own.
3. Give examples of various forms and content of Hawaiian literature.
4. Discuss major themes in Hawaiian literature, explain their implications, and identify their basic assumptions.
5. Identify and explain figurative language and narrative, poetic, and linguistic techniques used by authors of Hawaiian literature.
6. Express insights and responses to Hawaiian literature clearly and effectively both orally and in writing, using the terminology of literary and/or cultural analysis and providing textual evidence to support opinions and ideas.
HAW 290 Ma Ka Hana Ka 'Olelo me Ka 'Ike Hawai'i (3) KCC AA/DH
3 hours lecture, 3 hours lab per week (3 hola ha'ia'o/3 hola ma ka hana ka 'ike o na pule pakahi)
Prerequisite(s): Students must be native or bilingual speakers of Hawaiian and English or advanced level Hawaiian speaking students, and consent of instructor. (Koina Mua: He pono ka haumana i ke kalana manaleo, kalana olelo lua Hawai'i me ka Haole, a i 'ole kalana 'olelo Hawai'i ki'e'e. He pono ka 'apono 'ia a ke kumu.)
Comment: HAW 290 is designed for native speakers, bilingual and advanced level Hawaiian speaking students. Instructor approval is required. (Mana'o Ho'opuka: Ua haku 'ia keia papa 290 na haumana i ke kalana manaleo, kalana olelo lua, a i 'ole kalana 'olelo Hawai'i ki'e'e. He pono ka 'apono 'ia a ke kumu.)

HAW 290 is designed to prepare students to serve as Hawaiian language and culture resources on campus and in the community through 'aina learning experiences. Application of 'aina learning experiences, mo'o'olelo, and personal reflections will serve as the basis for communicative activities in class. (HAW 290 he papa i haku 'ia i ho'omakaukau i na haumana e lilo i mau kākāo o ma ke kula nui kaiaulu a ma ke kaiaulu no ho'i ma o ka malama 'aina. Ma o ka hana malama 'aina, mo'o'olelo me ka ho'ike no'ono'o pili kino ke kahua no ka hana 'olelo ma neia papa.)

Upon successful completion of HAW 290, the student should be able to:
1. Demonstrate advanced mid-level proficiency of the Hawaiian language and Hawaiian grammar.
2. Apply orally and in writing critical thinking and problem-solving skills related to contemporary issues of Hawaiian language in education, Hawaiian culture and worldview, religion, politics, and resource management.
3. Identify and utilize written and oral sources of Hawaiian mo'o'olelo, Hawaiian language, and Hawaiian language source documents. Analyze the relationship to Hawaiian worldview and traditional writing and language use. Apply this analysis to coursework in other disciplines.
4. Complete research tasks using the Hawaiian language newspapers and traditional writing styles in the Hawaiian language as it pertains to culture and the kanaka worldview.
5. Evaluate orally and in writing the 'āina-based learning activities using appropriate vocabulary and grammar in communicative activities, discussions, and writing activities.
6. List similarities and differences between Hawaiian and U.S. culture from various perspectives and values.

I ka hoʻokō kūpono o ka papa HAW 290, e hiki ana i ka haumāna ke:
1. E hōʻike aku i ke kūlana kiʻekiʻe waena o ka 'olelo Hawai'i me kona mau pilina 'olelo.
2. Ma o ka 'olelo me ke kākau e ho'ohana i ka noʻono'o kūpono me nā hana hoʻopono pono i pili pū i nā pili kia hou e ili mai ma luna o ka 'olelo Hawai'i ma ka 'imā na'auao, 'ike Hawai'i me ka 'ike laulū, ho'omana, hana kālai'aiina, me ka malama 'āina.
3. Hōʻoia 'ike maka me ka hoʻohana i nā kūmole haʻiwaha moʻoʻolelo, 'olelo Hawai'i, me nā palapala kūmole 'olelo Hawai'i. Kālailai i ka pilina i ka 'ike ʻākea Hawai'i, kākau kūpuna, me ka 'olelo kūpuna. Hoʻohana i nēia kālailai i ka haʻawina o nā papa 'e a e.
4. Hoʻoikē i na hana no'i me ka ho'ohana pū i nā nūpepa 'olelo Hawai'i, nā kākau kaila Hawai'i, ma o ka 'olelo Hawai'i me kona pilina i ka moʻomēheu me ko ke kanaka 'ike ʻākea.
5. Ma o ka 'olelo a me ke kākau e hōʻike aku ai i ka hana mālama 'āina me ka hoʻohana kūpono 'ia o nā huaʻōlelo me nā pilina 'olelo ma nā haʻiʻōlelo, ke kūkākākā, a me ka hana kākau.
6. Helu i nā mea kūkile me nā mea 'oko'a ma waena o ka moʻomēheu Hawai'i me ka 'ano o ka 'Amelika.

HAWAIIAN STUDIES

HWST 100 Introduction to Hawaiian Culture (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week
Recommended Preparation: HAW 101.

HWST 100 is an introduction to Hawaiian cultural traditions, from ancient to modern times. It provides an overview of ancient concepts that still influence Hawaiian thinking today, including the intimate connection between human beings and nature, the importance of connection to a place and a genealogy, and the importance and definition of living by Hawaiian values.

Upon successful completion of HWST 100, the student should be able to:
1. Utilize a basic knowledge of the Hawaiian Language, including pronunciation and commonly used words and phrases, and the significance to Hawaiians of language and names.
2. Identify the major geographic features of the Hawaiian Islands, including but not limited to the islands, channels, traditional land divisions, and other prominent features both natural and man-made.
3. Outline the foundations of Hawaiian culture, including language, values, and metaphysical concepts; various stories of origin; and societal structures, including the Hawaiian caste and kinship systems.
4. Research and present personal genealogical information and correlate the importance of such knowledge to Hawaiian culture and society.
5. Explain the major activities and occupations of everyday life in traditional Hawaiian culture and the various factors that influenced subsequent changes, up to and including contemporary times.
6. Correlate major events in Hawaiian history with their subsequent impacts on Hawaiian culture.
7. Evaluate their own personal stake/perspective/connection to the topics and material covered in class as members of the society currently living in the islands.

HWST 107 Hawai‘i: Center of the Pacific (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week
Recommended Preparation: ENG 100 or ENG 160 or ESL 100.

HWST 107 Surveys the Pacific Islands of Melanesia, Micronesia, and Polynesia; their various origins, geography, languages, religions, colonial histories and modern development, seen through the cultural lens of the Hawaiian people.

Upon successful completion of HWST 107, the student should be able to:
1. Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania.
2. Show knowledge of similarities and differences between Native Hawaiians and other Oceanic people’s cultures, languages, religions, arts and natural resources.
3. Explain the connections of historical events to modern issues in relation to the unique social, political and economic history of Hawaii, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty.

HWST 110 Huaka‘i Wa’a: Introduction to Hawaiian Voyaging (3)
3 hours lecture per week
Prerequisite: Qualification for ENG 100 or ESL 100.
Recommended Preparation: Familiarity with Hawaiian language and culture.

HWST 110 introduces students to modern Hawaiian canoe voyaging through an examination of the science and narratives of ancient voyaging, the history of the modern revival of voyaging, and the Hawaiian navigator’s toolkit.

Upon successful completion of HWST 110, the student should be able to:
1. Locate and name the islands and island groups of Oceania.
2. Explain the various aboriginal and academic narratives relating to the migration to and settlement of Oceania.
3. Discuss the historical and cultural events leading to the revival and reestablishment of Hawaiian voyaging.
4. Describe the tools contemporary navigators use for open-ocean voyaging.

HWST 207 Hawaiian Perspectives in Ahupua’a Resource Management (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in HWST 107.
Comment: Transportation may be required for off campus visits to different ahupua‘a or wahi pana.

HWST 207 will examine the ahupua‘a system: its mythologies, place names, history, poetry and early documents of the Hawaiian nation, as it was conceptualized by the ancient Hawaiians and exploration of its relevance in modern society. The primary focus of this course will be the Hawaiian land division: the Ahupua‘a. Through an understanding of the ahupua‘a, students will become familiar with perspective on Hawaiian resource management and Hawaiians' relationship with the 'āina. This course will emphasize 'Āina based learning.

Upon successful completion of HWST 207, the student should be able to:
1. Describe Hawaiian Perspectives in resource management and geography.
2. Identify various Hawaiian methods of knowing a place.
3. Demonstrate the use of appropriate archival resources as related to Hawaiian resource management.
4. Compare/contrast the use of ideographic and nomothetic approaches as applied to 'Āina based learning.

HWST 216 History of Surfing (3) KCC AA/DH
3 hours lecture per week
Recommended Preparation: HWST 107.

HWST 216 is a study of the traditional native sports practices of the Hawaiian people that symbolized the native people's relationship to the 'āina (land) and how such sports are significant components to understanding the Hawaiian culture, and were/are unique identifiers of the native identity.

Upon successful completion of HWST 216, the student should be able to:
1. Locate surfing within the tradition of sports practices of the Hawaiian people and discuss its cultural significance.
2. Use archeological concepts to reconstruct the origins and significance of native architecture as it pertains to surfing.
3. Describe the native Hawaiian environment and its natural resources, and explain how surfing has a significance in their
Upon successful completion of HWST 257, the student should be able to:

1. Trace the development of the Hawaiian Kingdom from a pre-contact feudal society to an internationally recognized Nation-State;
2. Define and contrast various legal terms used in both Domestic and International Law;
3. Compare and contrast objective versus subjective and positive versus normative interpretations of knowledge;
4. Apply methodological reasoning as analysis for discussions on various models of historical, political, and economic constructs;
5. Describe the internal workings of the various Hawaiian Constitutions, their creation, implementation, and legal authority.
6. Analyze the theory, legal basis, and import of the Mahelae as a unique land tenure conversion system.
7. Explain the genealogy, historical significance, and various roles in government of the Ali‘i Nui.

HWST 257 Māhele: Hawaiian Land Tenure (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in HWST 107.
Comment: Transportation may be required for off campus visits to the Hawaii State Archives, Bureau of Conveyance, Hawaii State Survey Office, Honolulu Tax Map Office, and other governmental and public archives.

HWST 257 is an introduction to the Māhele of 1848 and the evolution of Hawaiian Land tenure resulting in a hybrid system of private property in the mid-19th century. This course will survey 1) the major conceptual categories of land title that was created (Government Lands, King/Crown Lands and Land Commission Awards) and 2) the specific instruments of title created (Royal Patent Grants, Land Patent Grants, Kamehameha Deeds, Crown Land Leases, Oral Gifts, Konokiki Awards and Kuleana Awards) in the evolution from an oral to a written system of land title. Emphasis will be placed on improving the students' information literacy skills with primary and secondary data sources. This course will also discuss the implications of Hawaii's unique system of land law and how traditional land rights are applicable today.

Upon successful completion of HWST 257, the student should be able to:

1. Describe the important terminology, concepts and facts associated with Hawaiian land tenure.
2. Identify the appropriate use and application of Primary and Secondary Source material in relation to the Māhele.
4. Explain the connections of historical events to modern issues in relation to the unique evolution of Hawaiian land law (including concepts such as occupation, sovereignty, civil/common law legal systems, and "ceded lands").

HWST 270 Hawaiian Mythology (3) KCC AA/DL

3 hours lecture per week
Kapi'olani Community College Courses 2020 – 2021, H-I, page 6

Prerequisite(s): HWST 100 or HWST 107 or HAW 102 or consent of instructor.
Recommended preparation: Qualification for ENG 100.

HWST 270 is an introduction to Hawaiian mythology and mo'olelo as a basis of understanding (or a reflection) of Hawaiian culture, values, metaphor, and worldviews. This course will investigate and analyze oral and written Hawaiian literary sources and the roles of akua, 'aumakua, kupua, and kanaka.

Upon successful completion of HWST 270, the student should be able to:
1. Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions.
2. Identify and utilize written and oral sources of Hawaiian mo'olelo.
3. Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo.
4. Describe akua (deities), kupua (deities), 'aumakua (ancestral family deities), and kanaka (humans) and their various forms from Hawaiian mo'olelo.

HWST 281 Ho'okele I: Hawaiian Astronomy and Weather (3)
3 hours lecture per week
Corequisite(s): HWST 281L.
Recommended Preparation: HWST 107.
Comment: HWST 281 is repeatable up to 6 credits.

HWST 281 is an introduction to Hawaiian views of astronomy and weather, required as preparation for sailing a double hull canoe in the following semester.

Upon successful completion of HWST 281, the student should be able to:
1. Demonstrate knowledge of traditional Hawaiian and Polynesian concepts of the cosmos, space, direction, and time and explain how these concepts compare with Western concepts.
2. Identify and name the component parts of the star compass used by Polynesian Voyaging Society (PVS) trained navigators.
3. Identify and name (both Hawaiian and non- Hawaiian names) the four star lines used by contemporary Hawaiian wayfinders.
4. Identify and name the stars and constellations that make up the individual star lines.
5. Identify and explain the declination of each star and how they relate to significant places in broader Polynesia.
6. Critically examine and explain the differences between the Micronesian star compass used by Mau Piaiilug and the contemporary wayfinding star compass.
7. Demonstrate knowledge of the stories, both traditional and contemporary, that are attached to the stars, constellations and star lines used by wayfinding navigators.
8. Identify and explain significance of celestial bodies and atmospheric and oceanic features and conditions used in navigation and weather prediction.
9. Demonstrate a basic knowledge of non-instrument and instrument-aided navigation and weather.
10. Demonstrate a basic knowledge of the richness of the Hawaiian language in describing geography and navigation, and demonstrate knowledge of how the terminology reflects a Hawaiian worldview.

HWST 281L Ho'okele I: Hawaiian Astronomy and Weather Lab (1)
3 hours lab per week
Corequisite(s): HWST 281.
Recommended Preparation: HWST 107.
Comment: HWST 281L is repeatable up to 2 credits. Labs are scheduled at night to allow for night-sky observations.

HWST 281L is a stargazing laboratory to accompany HWST 281.

Upon successful completion of HWST 281L, the student should be able to:
1. Apply practical knowledge of traditional Hawaiian and Polynesian concepts of the cosmos, space, direction, and time and how these concepts compare with Western concepts.
2. Identify and name the component parts of the star compass used by Polynesian Voyaging Society (PVS) trained navigators in a live setting.
3. Identify and name (both Hawaiian and non-Hawaiian names) the four star lines used by contemporary Hawaiian wayfinders in a live setting.
4. Identify and name the stars and constellations that make up the individual star lines in a live setting.
5. Identify and explain the declination of each star and how they relate to significant places in broader Polynesia.
6. Apply knowledge of the stories, both traditional and contemporary, that are attached to the stars, constellations and star lines used by wayfinding navigators in a live setting.
7. Identify and explain significance of celestial bodies and atmospheric and oceanic features and conditions used in navigation and weather prediction in a live setting.
8. Demonstrate a basic knowledge of non-instrument and instrument-aided navigation and weather in a live setting.

HWST 282 Ho'okele II: Hawaiian Navigation, Weather, Canoe Design & Sailing (3) KCC AA/DH and KCC AS/AH
Upon successful completion of HWST 282L, the student should be able to:

HWST 282L introduces students to traditional knowledge of Hawaiian voyaging and navigation and to the modern revival of voyaging arts in Hawai‘i and the Pacific through a survey of history of navigation; introduction of skills needed to navigate double hulled voyaging canoes; survey of canoe design in Hawai‘i and the Pacific; introduction of sailing dynamics; overview of weather and sea conditions in Hawai‘i and the Pacific; introduction to sail planning including dead reckoning, steering by the stars, and other methods used by traditional navigators. The course places Hawaiian navigation and voyaging in the context of Polynesian and Pacific cultures and the pre-European discovery and settlement of the Pacific islands and its application in the contemporary Pacific.

Upon successful completion of HWST 282, the student should be able to:

1. Recognize and explain the shared elements, conflicts, and affirmations in indigenous traditions of voyaging in Hawai‘i and the Pacific, from pre-European contact to the revival of voyaging arts in modern times.
2. Demonstrate knowledge of the voyages of Hōkūleʻa and other modern Pacific canoes and what has been learned from such voyages about traditional navigation, voyaging, and migration routes.
3. Demonstrate knowledge of the Pacific-wide cross-cultural exchanges that are taking place in the modern revival of Hawaiian voyaging.
4. Demonstrate knowledge of traditional Hawaiian and Polynesian concepts of the cosmos, space, direction, and time and how these concepts compare with Western concepts.
5. Demonstrate knowledge of non-instrument navigation.
6. Demonstrate knowledge of traditional concepts of wind and weather and non-instrument weather forecasting.
7. Demonstrate knowledge of voyaging canoe design and building materials, techniques, and protocols.
8. Demonstrate knowledge of provisioning for traditional and modern voyages.
9. Demonstrate knowledge of Hawaiian and Polynesian voyaging traditions and voyagers and the cultural perspectives, values, and world views they represent; explain by comparison and contrast these cultural perspectives, values, and world views to those of contemporary Western societies.
10. Critically examine and explain oral traditions and modern theories and facts about the discovery and settlement of Hawai‘i and other Pacific islands.
11. Demonstrate knowledge of Pacific geography, weather systems, and oceanic currents and conditions, as related to the discovery and settlement of the Pacific islands.
12. Demonstrate knowledge of the significance of voyaging in the revival of native Hawaiian culture and education in modern times.

HWST 282L Hoʻokele II: Hawaiian Navigation, Weather, Canoe Design & Sailing Lab (1) KCC AA/DH

3 hours lab per week
Corequisite(s): HWST 282L
Recommended Preparation: HWST 107.
Comment: HWST 282L is repeatable up to 2 credits. Some ocean experience and experience on boats. Knowledge of one’s susceptibility to seasickness and ways of preventing or dealing with seasickness, as needed. Students will demonstrate basic swimming and will be provided personal flotation devices if unable to demonstrate basic swimming. Students should have the ability to jump onto the deck of a boat that is 1-2 feet below the pier level. Some heavy lifting (e.g. pulling up an anchor) may be required.

HWST 282L introduces students to hands-on traditional knowledge of Hawaiian voyaging and navigation aboard a double hulled canoe sailing laboratory.

Upon successful completion of HWST 282L, the student should be able to:

1. Demonstrate practical application of the knowledge of traditional Hawaiian and Polynesian concepts of the cosmos, space, direction, and time and how these concepts compare with Western concepts.
2. Demonstrate the ability to identify the four major star lines used by the Polynesian Voyaging Society.
3. Demonstrate knowledge of appropriate cultural protocol and values associated with sailing Hawaiian and Polynesian voyaging canoes.
4. Identify and explain the dangers associated with sailing can and practice procedures and the use of equipment to safeguard against harm and injury at sea.
5. Identify and explain emergencies that may occur at sea and explain practice procedures and the use of equipment to respond to an emergency that will prevent injury or loss of life.
6. Demonstrate ability to accurately monitor weather and ocean patterns to determine safe ocean conditions for sailing on a designate vessel to the destination indicated in the sail plan.
7. Demonstrate knowledge of the roles and responsibilities of the captain, navigator and other crew positions on board the sailing canoe.
8. Demonstrate knowledge of the parts of the canoe and canoe rigging.
9. Demonstrate skills to sail a canoe which include: tying and untying knots, casting off from a dock or weighing anchor, paddling, rigging the mast, setting the sails, steering, tacking, stopping, anchoring and docking.
10. Demonstrate competency in coordinating activities of a sailing canoe and an escort vessel.
HWST 285 Lā'au Lapa'au: Hawaiian Medicinal Herbs (4) KCC AA/DH
3 hours lecture, 3 hours lab per week
Prerequisite(s): HWST 100 or HWST 107.
Recommended Preparation: HAW 101.
Comment: HWST 285 may not be audited. Other equipment includes: A blender, chopping board, knife and containers are strongly suggested materials. Students are encouraged to have their own equipment, but sharing is acceptable.

HWST 285 is a study of the traditional practice of lā'au lapa'au or the use of traditional Hawaiian medicinal herbs. This course will introduce the student to the basic Hawaiian Medicinal plants, how to identify them by name, color, smell, taste and sight, and how to prepare them for application. Lā'au Lapa'au is a significant component to understanding the Hawaiian culture, and remains as a unique identifier of native Hawaiian culture.

Upon successful completion of HWST 285, the student should be able to:
1. Identify traditional plants used for practice of Hawaiian healing and their cultural significance.
2. Demonstrate a conceptual and working knowledge of these medicinal plants through hands on preparation and application.
3. Reconstruct through preparation process the traditional knowledge archaeology, the origins and significance of native healing practices.
4. Describe the native environment and the significance of proper management.
5. Illustrate the physical characteristics of these various plants.
6. Analyze critically the cultural impact and the residual effects of the Western system on the physical and spiritual world of the Hawaiian.

HEALTH

HLTH 110 Medical Terminology (2)
2 hours lecture per week
Comment: Effective Fall 2019 HLTH 110 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 110 covers pronunciation, spelling, and definition of medical terms pertaining to all systems of the body and supplementary terms applicable to specialty areas of medicine and selected paramedical fields. Emphasis is on increasing professional vocabulary and proficiency in correct pronunciation and spelling of medical terms.

Upon successful completion of HLTH 110, the student should be able to:
1. Spell, define, and pronounce medical words correctly.
2. Identify and use correctly prefixes, suffixes, and roots of words.
3. Recognize and correctly use medical and drug terms and specialized terminology, and commonly used medical abbreviations and symbols.
4. Correctly pronounce and spell terms pertaining to the structure, function, disorders and diseases, also surgical, treatment, and diagnostic procedures of all systems of the human body.
5. Identify and differentiate spoken medical terms.

HLTH 118 Therapeutic Interpersonal Skills (3)
3 hours lecture per week
Comment: Letter grade only. HLTH 118 may not be audited. HLTH 118 may not be taken credit/no credit. Students are required to participate in service learning. Effective Fall 2019 HLTH 118 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 118 provides students with the opportunity to assess themselves, their values, and associated professional attitudes and behaviors. Characteristics of effective helpers, appropriate communication techniques, assertiveness skills, and problem-solving for ethical and cultural issues are examined. These concepts are applied in health care settings that involve individuals and groups who require intervention services.

Upon successful completion of HLTH 118, the student should be able to:
1. Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society (e.g., principles of psychology, sociology, and abnormal psychology).
2. Articulate the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.
3. Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.
4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
5. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.

HLTH 120 Introduction to the Health Professions (1)

1 hour lecture per week

Comment: Effective Fall 2019 HLTH 120 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 120 introduces students to concepts of health and disease, health care systems, organizational structure and function of primary, tertiary, and community-based health facilities, health care ethics, and the health care team in individualized patient care.

Upon successful completion of HLTH 120, the student should be able to:
1. Identify and integrate use of electronic media to effectively communicate with various health care professions.
2. Explain the characteristics of community-based health care and describe the role of the health care team in providing patient care.
3. Explain the differences between health professions and describe examples of ethical concerns facing health care practitioners.
4. Identify, define, and relate requirements to study in selected program or occupation in order to describe the organizational structure of a hospital, health care clinic, or community-based agency.

HLTH 121 Health Care Career Shadowing (1)

A total of 45 hours observation and discussion

Prerequisite(s): A grade of “C” or higher in HLTH 120.

Comment: HLTH 121 may not be audited. HLTH 121 may only be taken credit/no credit. Effective Fall 2019 HLTH 121 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 121 is intended for the student who desires an in-depth opportunity to explore various health care careers and to decide which would be most appropriate to pursue.

Upon successful completion of HLTH 121, the student should be able to:
1. Describe five health care occupations in terms of responsibilities, role in patient care, interaction with at least two other types of health care providers, working conditions, educational requirements, licensure or certification required, and how they might or might not serve as career options.
2. Describe the one health care occupation the student is most interested in pursuing as a possible career option in terms of the student’s own interests, values, abilities, and circumstances.
3. Identify the gaps between personal skill levels in math and English and the levels required for the health care occupation of interest.
4. Identify steps to be taken to acquire the necessary education, skills, etc. required to meet the job requirements of the selected health care occupation.
5. Describe the basic requirements of the Health Insurance Portability and Accountability Act (HIPAA).

HLTH 125 Survey of Medical Terminology (1)

1 hour lecture per week

Comment: Effective Fall 2019 HLTH 125 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 125 builds on knowledge of prefixes, suffixes, and word roots to analyze and build medical terms. It includes definition, spelling, and pronunciation of selected medical words dealing with all human body systems as well as surgical and diagnostic procedures, and disease conditions. Commonly used medical abbreviations and pharmacological terms as well as plural endings are also covered.

Upon successful completion of HLTH 125, the student should be able to:
1. Define, give examples of, and use correctly the following word parts used in building and analyzing medical terms: prefixes, suffixes, word roots, and combining forms.
2. Correctly use plural endings for medical terms.
4. Define and give examples of terminology used for surgical and diagnostic procedures and pathology.
5. Build medical terms by correctly putting word parts together.
6. Analyze the components of medical words and derive the meaning of the words. State the meaning of common medical abbreviations and pharmacological terms.

7. State the meaning of common medical abbreviations and pharmacological terms.

8. Analyze and define terms dealing with various medical and dental specialties.

**HLTH 160 Study of Diseases (3)**

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in BIOL 120 or a grade of “C” or higher in BIOL 130 or a grade of “C” or higher in both PHYL 141 and PHYL 142 or a grade of “C” or higher in both ZOOL 141 and ZOOL 142; and a grade of “C” or higher in HLTH 110 or a grade of “C” or higher in HLTH 125.

Comment: Letter grade only. HLTH 160 may not be audited. HLTH 160 may not be taken credit/no credit. Effective Fall 2019 HLTH 160 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 160 covers basic concepts and characteristics of disease processes; etiology, methods of control, and development of selected diseases from each major body system.

Upon successful completion of HLTH 160, the student should be able to:

1. Identify and discuss basic concepts, principles, and characteristics of disease processes.
2. Recognize and apply terminology pertaining to injuries and disease processes.
3. Identify and discuss the etiology of selected diseases from each of the major body systems.
4. Identify and discuss methods of external control and treatment of known diseases.

**HLTH 201 Transfers, Positioning, Mobility, and Assistive Devices (1.5)**

4.5 hours lecture/lab per week for 10 weeks

Comment: Letter grade only. HLTH 201 may not be audited. HLTH 201 may not be taken credit/no credit. Effective Fall 2019 HLTH 201 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 201 provides the basic standard patient care skills and training in the use of wheelchairs, ambulatory aids, selected hospital equipment, transfers, and environmental assessment.

Upon successful completion of HLTH 201, the student should be able to:

1. Identify and assess architectural barriers to mobility.
2. Communicate data and information from PT interventions in written documentation with the patient, family, significant other, PT, health care delivery personnel and others in an effective, appropriate and capable manner.
3. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
4. Present conduct and practice standards that reflect the APTA Guide to Physical Therapy Practice and are legal, ethical, and safe, a commitment to the profession of physical therapy and meet the expectations of consumers receiving health care services.
5. Implement the plan of care developed by the PT to achieve the short and long-term goals of treatment and intended outcomes.
6. Implement safe, effective and efficient competencies in selected components of PT interventions identified in the plan of care: Activities of daily living, assistive/adaptive devices, transfer skills - bed, chairs, automobile, bathroom, body mechanics, gait and locomotion training, wheelchair management skills, lifts, balance and coordination with and without assistive devices.
7. Apply problem-solving knowledge to address symptoms aggravated by activities such as respiratory and circulatory changes.
9. Identify the individual’s or care giver’s ability to care for wheelchair, assistive, adaptive, and supportive devices in a safe manner.
10. Assess skin condition before, during and after removal of external support devices such as wheelchair fitting, assistive and supportive devices.
11. Explain and implement progression or status change with ambulation, mobility and wheelchair management status and balance.
12. Demonstrate activities by using comparison and contrasting situations, positions and postures that aggravate or relieve pain or skin sensation.
13. Communicate architectural barriers in the home or community with the patient, family, significant other, PT, health care providers and others.
14. Assess and communicate contraindications, precautions, and interventions within the plan of care in response to the patient’s clinical indications to the supervising PT.
15. Report and communicate contraindications, precautions and changes of any PT intervention to the supervising PT.
16. Explain when an intervention is outside the scope of PTA practice.
17. Instruct patient, family members, significant others, care givers, and others of the plan of care and treatment regimens to enhance the rehabilitation process.
18. Demonstrate appropriate action and behavior in emergency situations.
19. Demonstrate knowledge of OSHA regulations.
20. Identify the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association by reading, locating and interpreting health care literature, documents or Internet information.

**HLTH 203 Therapeutic Exercise (3)**

6 hours lecture/lab per week

Prerequisite(s): A grade of “C” or higher in HLTH 290 and a grade of “C” or higher in HLTH 290L.

Comment: Letter grade only. HLTH 203 may not be audited. HLTH 203 may not be taken credit/no credit. Effective Fall 2019 HLTH 203 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 203 presents the basic principles and clinical application of therapeutic exercise and the body’s response to exercise in both normal and pathological states. It will introduce the concepts of passive, assisted and active range of motion, isometric, concentric, eccentric, progressive resisted exercise, neuromuscular facilitation/ inhibition and isokinetic exercise. Indications and contraindication to exercise in the fitness and wellness settings, acute, sub acute and chronic stages of healing will be included. Use of lab simulation and role playing of actual clinical situations will develop the student’s ability to problem solve, think analytically and modify exercise programs as they relate to the conditions presented and the observed physiologic responses. The use of appropriate communication skills, the ability to progress exercise programs and follow the treatment plans will be stressed.

Upon successful completion of HLTH 203, the student should be able to:

1. Describe the basic concepts of Range of Motion (ROM) and stretching exercises to include end-feel, resting length and stretch.
2. Describe the basic concepts of Progressive Resisted Exercises (PREs) to include strength, power and endurance using among others DeLorne, Oxford and Daily Adjustable Progressive Resistance Exercise (DAPRE) principles.
3. Describe the basic concepts of aquatherapy as it applies to the rehab population.
4. Describe and perform the basic concepts and skills of functional activity as it applies to the rehab population to include neuromuscular facilitation and inhibition techniques, trunk stabilization, posture and back care.
5. Identify and discuss the effects of chronic abnormal pathology and pain on the musculoskeletal system as it applies to the performance of exercise and function.
6. Use kinesiology concepts and principles of exercise intervention techniques.
7. Design and implement specific exercise programs and progressions to address goals of treatment as indicated in a treatment plans.
8. Analyze exercise programs for their efficacy and appropriateness for ROM, strength, endurance and flexibility.
9. Demonstrate competency in the presented therapeutic exercises applications. Exercise interventions may include ROM, Stretching, Strengthening, PREs, Aerobic, Endurance; Neuromuscular facilitation and inhibition and Functional activities.
10. Explain and demonstrate competent use of various types of therapeutic exercise supplies and equipment such as Theraband, free weights, pulley systems, exercise equipment, wands, isokinetic equipment.
11. Apply safety factors, indications, contraindications, precautions, and appropriate progression suggestions for presented exercise interventions simulations.
12. Use problem solving and analytical thinking skills, to modify exercise parameters as they relate to observed patient responses and conditions presented.
13. Recognize the physiological effects of the applied exercise techniques.
14. Explain and educate an exercise program to simulated patient and family scenarios in a professional and acceptable manner being sensitive to ethical and cultural issues.
15. Document accurately the exercise programs created using approved terminology presented in the course.

**HLTH 206 Massage (1.5)**

4 hours lecture/lab per week for 12 weeks

Prerequisite(s): A grade of “C” or higher in HLTH 290 and a grade of “C” or higher in HLTH 290L.

Comment: Letter grade only. HLTH 206 may not be audited. HLTH 206 may not be taken credit/no credit. Effective Fall 2019 HLTH 206 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 206 provides the basic knowledge and manual skills in therapeutic massage techniques applicable in all body areas. HLTH 206 examines the different mediums used in therapeutic massage. This course also explores other selected massage techniques for
diversity and cultural appreciation.

Upon successful completion of HLTH 206, the student should be able to:

1. Competently perform a basic therapeutic massage in an appropriately applied sequence of strokes such as effleurage, petrissage and friction.
2. Choose the appropriate massage medium for the various massage techniques and outcomes.
3. Apply massage techniques safely, effectively, efficiently and appropriately to body parts in relation to the desired physiological effects.
4. Recall, assess, and report indications and contraindications for massage.
5. Demonstrate conduct that reflects the APTA Guide to Physical Therapy Practice, practice standards that are legal, ethical, and safe and a commitment to the profession of physical therapy.
6. Define Universal/Standard precautions of the CDC.
7. Observe and monitor responses to positional changes, breathing patterns, thoracoabdominal movements, respiratory and circulatory changes affected by massage.
8. Demonstrate problem-solving skills needed to address symptoms from activities, positions, postures, and massage techniques that aggravate or relieve pain and sensation.
9. Define and distinguish normal and abnormal integumentary changes before, during and after a massage treatment.
10. Identify normal and abnormal joint movements, muscle mass and tone.
11. Accomplish entry-level massage technique skills for employment as documented on the clinical internship competency sheet.
12. Identify billing and reimbursement issues for massage.
13. Demonstrate time management skills to function as an entry level PTA practitioner.
14. Locate the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.

HLTH 250 Basic Cardiac Arrhythmias (3) Fall
3 hours lecture per week or
A total of 45 hours in a one-week module
Prerequisite(s): A grade of “C” or higher in BIOL 130 or a grade of “C” or higher in both PHYL 141 and PHYL 142 or a grade of “C” or higher in both ZOOL 141 and ZOOL 142 or a grade of “C” or higher in a higher-level human anatomy and physiology course or acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program or consent of instructor.
Comment: Letter grade only. HLTH 250 may not be audited. HLTH 250 may not be taken credit/no credit. HLTH 250 is offered in the fall semester only. Effective Fall 2019 HLTH 250 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 250 presents a survey of cardiac anatomy and function, electrophysiological properties of the heart, common rhythms and arrhythmias.

Upon successful completion of HLTH 250, the student should be able to:

1. Describe and diagram the electrical conduction system of the heart.
2. Identify and measure waves, intervals, rhythms and rates.
3. Identify and describe the sinus rhythms with and without atrial arrhythmias.
4. Define and identify fibrillation and cardioversion.
5. Define junctional rhythm and identify junctional arrhythmias.
6. Analyze and classify supraventricular tracings by specific names.
7. Identify atrioventricular (AV) blocks and bundle branch blocks and list common causes.
8. Diagnose active and passive ventricular arrhythmias, assess effect on cardiac output, and describe appropriate clinical response.
9. Describe and identify artificial pacemakers and their rhythms.
10. Interpret mixed tracings.

HLTH 252 Pathophysiology (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in BIOL 130 or a grade of “C” or higher in both PHYL 141 and PHYL 142 or a grade of “C” or higher in both ZOOL 141 and ZOOL 142 or a grade of “C” or higher in an equivalent course or a grade of “C” or higher in a higher-level human anatomy and physiology course and a grade of “C” or higher in HLTH 110 or a grade of “C” or higher in HLTH 125; and a grade of “C” or higher in HLTH 160 and a grade of “C” or higher in PHRM 110; and acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program. Prerequisites may be waived by the consent of instructor.
Comment: Letter grade only. HLTH 252 may not be audited. HLTH 252 may not be taken credit/no credit. Effective Fall 2019 HLTH 252 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 252 is a clinical case study approach to the study of underlying principles, manifestations, and clinical implications of disease
Upon successful completion of HLTH 252, the student should be able to:

1. Describe:
   a. Structural and functional reactions of cells and tissues to injurious agents;
   b. Neurology dysfunction and alterations of neurologic function in adults and children;
   c. Alterations of hematologic functions in adults and children;
   d. Clinical implications of respiratory diseases in adults and children; and
   e. Disorders of the musculoskeletal system in adults and children.

2. Describe genetic and environmental factors causing disease.
3. Explain the body’s normal and altered responses to disease processes.
4. Identify disorders of organs and systems in clinical case studies.
5. Compare clinical manifestations and treatment of cancer in children and adults to clinical cases.
7. Identify specific disorders and their etiologic agents and effects.
9. Explain various disorders of the urinary system in terms of structure and function.
10. Identify alterations of digestive function in adults and children and compare them to clinical cases.
11. Describe alterations and disorders of the integument in adults and children.

HLTH 270 Aging and Rehabilitation (1)

1 hour lecture per week

Prerequisite(s): A grade of “C” or higher or concurrent enrollment in PHYL 141 or a grade of “C” or higher in ZOOL 141 or a grade of “C” or higher or concurrent enrollment in BIOL 130 or a grade of “C” or higher or concurrent enrollment in an equivalent course or consent of Program Director.

Comment: Letter grade only. HLTH 270 may not be audited. HLTH 270 may not be taken credit/no credit. A service-learning project is highly recommended in this course. Effective Fall 2019 HLTH 270 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 270 provides a basic overview of the aging process, age related conditions, psychosocial issues on aging, other age-related topics and reimbursement issues. The course also discusses the current trend of the aging population and quality of life issues.

Upon successful completion of HLTH 270, the student should be able to:

1. Identify the normal and abnormal changes with aging.
2. Discuss introductory concepts of geriatrics and gerontology.
3. Identify pathological changes with aging and the caregiver role in this process.
4. Discuss issues in health care and rehabilitation associated with aging.
5. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
6. Define psychosocial and reimbursement issues facing the elderly population.
7. Effectively explain the purpose of physical therapy to clients, community and others.
8. Effectively distinguish the scope of practice between the various health care services.
9. Read, locate and interpret health care literature, documents or Internet information.
10. State and recognize ethical and professional conduct in health care.

HLTH 280 Disease and Disability for Rehabilitation (3)

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in BIOL 130 or a grade of “C” or higher in PHYL 141 or a grade of “C” or higher in ZOOL 141 or a grade of “C” or higher in an equivalent course or a grade of “C” or higher in a higher-level human anatomy and physiology course.

Recommended Preparation: BIOL 130L or PHYL 141L or ZOOL 141L.

Comment: Letter grade only. HLTH 280 may not be audited. HLTH 280 may not be taken credit/no credit. Effective Fall 2019 HLTH 280 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 280 investigates the study of disease and disability in the human body with emphasis on conditions commonly treated in physical therapy and other rehabilitation services. This course includes a brief review of the structures and function of the organ systems in relation to the specific pathology. The etiology, pathogenesis, clinical manifestations, prognosis, and clinical management of diseases and disabilities will be presented. HLTH 280 also focuses on the relationship of the neuromusculoskeletal system to all pathology of the human body. Discussions of physical therapy interventions and other rehabilitation services as appropriate for Physical Therapist Assistants (PTAs) and others in the patient’s care are explored.

Upon successful completion of HLTH 280, the student should be able to:

1. Identify the general causes and processes of disease and disability in relation to the human body systems.
2. Discuss the clinical course, mechanism, and medical management of injuries and possible interventions for commonly seen diagnoses of the human body adhering to the sensitivity of ethnicity and cultural issues.
3. Identify the benefits of rehabilitation in the treatment of various medical conditions and trauma with a focus on neuromusculoskeletal conditions such as the selected pathologies of the spine, related soft tissues and the joints of the body.
4. Identify the relationship and role of the following organ systems to each other in selected trauma and medical conditions: integumentary, musculoskeletal, cardiopulmonary, neurological, psychological, genitourinary, gastrointestinal, obstetrics, pediatrics.
5. Discriminate between cardiac conditions and cardiopulmonary disorders such as myocardial infarction, angina, CHF, tuberculosis, COPD and respiratory failure.
6. Define oncology, metabolic disorders such as diabetes and chronic fatigue syndrome, blood borne pathogens such as HIV, AIDS, hemophilia and other infectious diseases.
7. Identify pharmaceutical treatments for conditions presented in the course.
8. State the psychological components affecting rehabilitation to include: schizophrenia, paranoia, depression, bipolar disorder, defense mechanisms, death and dying, stages of adjustment to disability.

**HLTH 290 Kinesiology (2)**

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<th>4 hours lecture per week</th>
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**Prerequisite(s):** A grade of “C” or higher in BIOL 130 or a grade of “C” or higher in PHYL 141 or a grade of “C” or higher in ZOOL 141L or a grade of “C” or higher in a higher-level human anatomy and physiology course.

**Corequisite(s):** HLTH 290L.

**Recommended Preparation:** PHYS 100 or PHYS 122.

**Comment:** Letter grade only. HLTH 290 may not be audited. HLTH 290 may not be taken credit/no credit. Effective Fall 2019 HLTH 290 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 290 explains the principles of kinesiology. It emphasizes the relationship of the musculoskeletal system, body mechanics, postural alignment, biomechanical principles and the nervous system to kinesiology principles for the PTA, OTA, and ESS majors. The student will be required to apply these principles in the companion course, HLTH 290L.

Upon successful completion of HLTH 290, the student should be able to:

1. Classify the joints of the body according to structure and explain the relationship between the structure and capacity for movement contributing to joint range of motion and stability.
2. Identify the structure and properties for skeletal muscles presented in this course in terms of the proximal and distal attachments, peripheral innervations, actions and lever class.
3. Classify skeletal muscle in terms of fiber arrangement as strap, rhomboidal, fusiform, triangular, unipennate, bipennate, multipennate, and relate it to its function.
4. State and group skeletal muscles and bony landmarks by body sections.
5. Define and explain kinesiology using the concepts of the orientation planes of the body and the axes of motion in relationship to the movements of the extremities and trunk and its importance to movement and activities.
6. Identify the concepts and principles of body mechanics related to postural alignment and assessment.
7. Name and identify types of muscle contraction as: concentric, eccentric, static, isometric, isokinetic, and length-tension relationship.
8. Explain the muscle function for the muscles presented in the course in terms of prime mover, agonist, antagonist, synergist and stabilizer.
9. Identify the phases of gait and balance.
10. Demonstrate fluency in kinesiology and rehabilitation terminology and layman’s terms.

**HLTH 290L Kinesiology Lab (1)**

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<th>4 hours lab per week</th>
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**Prerequisite(s):** A grade of “C” or higher in BIOL 130 or a grade of “C” or higher in PHYL 141L or a grade of “C” or higher in ZOOL 141L or a grade of “C” or higher in a higher-level human anatomy and physiology laboratory course.

**Corequisite(s):** HLTH 290.

**Recommended Preparation:** PHYS 100L or PHYS 122L.

**Comment:** Letter grade only. HLTH 290L may not be audited. HLTH 290L may not be taken credit/no credit. Effective Fall 2019 HLTH 290L has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HLTH 290L provides the application of kinesiological principles. Activities in body mechanics, postural alignment, musculoskeletal system function, and gait patterns will be performed. Students are required to apply biomechanical and kinesiological principles as they relate to the job performance of the PTA, OTA, or ESS majors. Students are required to apply and correlate the principles from HLTH 290 in their lab assignments and activities.
Upon successful completion of HLTH 290L, the student should be able to:

1. Identify and locate the proximal and distal attachments, peripheral innervations, musculoskeletal actions, and lever class for the skeletal muscles on the human body included in this course according to fiber arrangement, and relate it to its function.

2. Identify and locate the joints of the body according to structure and explain the relationship between the structure and capacity for movement contributing to joint ROM and stability.

3. Describe and perform movements in the extremities and trunk in terms of joint structure, axes of motion, muscle contractions and interactions such as the length-tension relationship, concentric, eccentric, static, isometric, isotonic, and isokinetic.

4. Identify and demonstrate muscle action as prime mover, agonist, antagonist, synergist and stabilizer, as it relates to the concepts and principles of body mechanics, postural alignment, and the purpose of assessment.

5. Distinguish the presence or absence of muscle mass and tone.

6. Observe and palpate the musculoskeletal anatomy presented in lab such as bony prominences, muscles, tendons, ligaments, associated postures and gait variations.

7. Construct mechanical principles in terms of human movement including normal gait patterns and vicarious motions to comprehend biomechanical response motion to pathology.

8. Demonstrate fluency in kinesiology and rehabilitation terminology and layman’s terms.

HISTORY

HIST 151 World History to 1500 (3) KCC AA/FGA and KCC AS/AH
3 hours lecture per week

HIST 151 is a global and historical survey focusing on human societies and cross-cultural interactions to 1500 C.E. It examines the events, personalities, institutions, and ideas that shaped the major world societies.

Upon successful completion of HIST 151, the student should be able to:

1. Analyze the role and importance of individuals in history in the context of circumstances.

2. Analyze cause and effect relationships while demonstrating a sense of historical time.

3. Describe global processes (e.g. agricultural and urban revolutions, human migration, industrialization, ecological forces, and imperialism) with respect to social, religious, political, economic, and/or technological forces among the various societies.

4. Examine the ethics and traditions of peoples in history and evaluate them in relation to one’s own life and/or culture.

5. Trace the development of civilizations in their geographical settings, comparing and contrasting their characteristics and recognizing their enduring influence.

HIST 152 World History since 1500 (3) KCC AA/FGB and KCC AS/AH
3 hours lecture per week

HIST 152 is a global and historical survey focusing on human societies and cross-cultural interactions since 1500 C.E. It examines the events, personalities, institutions, and ideas that shaped the modern world.

Upon successful completion of HIST 152, the student should be able to:

1. Analyze the role and importance of individuals in history in the context of circumstances.

2. Analyze cause and effect relationships while demonstrating a sense of historical time.

3. Describe global processes (e.g. agricultural and urban revolutions, human migration, industrialization, ecological forces, and imperialism) with respect to social, religious, political, economic, and/or technological forces among the various societies.

4. Examine the ethics and traditions of peoples in history and evaluate them in relation to one’s own life and/or culture.

HIST 222 Religion and Conflict in the Modern Era (3) KCC AA/DH
3 hours lecture per week

Recommended Preparation: REL 150 or HIST 151 and/or HIST 152.
Comment: HIST 222 is cross-listed as REL 222.

HIST 222 analyzes the historical relationship between religion and conflict in the modern era. The course explores the ways in which
religions have served to create, exacerbate, and/or legitimate violent conflicts since 1800.

Upon successful completion of HIST 222, the student should be able to:

1. Identify common characteristics of religious conflicts throughout history and around the world.
2. Describe the historical origins and evolutions of various religious conflicts in the modern era.
3. Analyze the ways in which religious rhetoric, myths, rituals and ethics have helped shape violent conflicts in the modern era.

HIST 231 Modern European Civilization I (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100.

HIST 231 is a survey of the political evolution and major economic, social and cultural development of European States, 1500-1800.

Upon successful completion of HIST 231, the student should be able to:

1. Identify and explain the role of important individuals, events and concepts in modern European history.
2. Examine cause and effect relationships in modern European history, while demonstrating a sense of chronology.
3. Describe and analyze the ideologies and processes that shaped modern Europe (e.g. capitalism and industrialization; liberalism and democracy; nationalism and nation states; cross-cultural interactions; imperialism and colonialism; fascism; militarism and warfare).
4. Analyze and integrate primary source materials into a more developed historical understanding.

HIST 241 Civilizations of Asia I (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week
Prerequisite(s): ENG 100 or ESL 100.
Recommended Preparation: HIST 151.

HIST 241 is a survey of the major civilizations of East Asia, South Asia, and Southeast Asia from prehistoric times to 1500 AD.

Upon successful completion of HIST 241, the student should be able to:

1. Analyze the role and importance of individuals in Asian history.
2. Describe historical processes and their significance in Asia (e.g. agriculture, unification, empire building, statecraft, philosophy, art, religion, etc.).
3. Analyze cross-cultural interactions among the various people of Asia and describe the impact of such encounters.
4. Examine one's own values through engaging ethical questions and issues in the context of Asian history.

HIST 242 Civilizations of Asia II (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week
Prerequisite(s): ENG 100 or ESL 100.
Recommended Preparation: HIST 152.

HIST 242 is a continuation of HIST 241. It surveys South, Southeast, and East Asian civilizations from 1500 to the present.

Upon successful completion of HIST 242, the student should be able to:

1. Analyze the role and importance of individuals in modern Asian history.
2. Describe historical processes and their significance in Asia (e.g. technological breakthroughs, foreign encounters, industrialization, imperialism and colonialism, socialism, capitalism, environmentalism, etc.).
3. Analyze the impact of European and American encounters with the peoples and cultures of Asia, evaluating the reactions, responses, results, and affect on Asian national identities as well as Asia's place in the global community.
4. Examine one's own values through engaging ethical questions and issues in the context of modern Asian history.
5. Identify and evaluate the major challenges Asia faces in the 21st century.

**HIST 281 Introduction to American History I (3) KCC AA/DH and KCC AS/AH**

Fall

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

Comment: HIST 281 is offered in the fall semester only.

HIST 281 is an interpretive survey of United States history covering the major social, political, economic and cultural developments from European settlement to Reconstruction.

Upon successful completion of HIST 281, the student should be able to:

1. Describe and explain the impact of the arrival of the Europeans and evaluate the political, environmental and social effects created by the interaction of the two worlds.
2. Chart the major political, social and economic issues contributing to the transition of the British colonies from colonial possessions to an independent nation.
3. Examine the development of the American system of government and the American party system and discuss its significance in national and world history.
4. Describe the social, political and economic impact of slavery on American history.

**HIST 282 Introduction to US History II: US History since 1865 (3) KCC AA/DH and KCC AS/AH**

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

HIST 282 is a survey of American history from Reconstruction to the present, covering the rise of the United States as an economic power up through its role as the world hegemon.

Upon successful completion of HIST 282, the student should be able to:

1. Discuss the development and beliefs of American political, economic, social, and cultural movements.
2. Analyze the industrial revolution in America and be able to identify the cultural, technological, social, and political changes that accompanied this major shift in the American mode of production.
3. Examine the emergence of the United States first as an imperial power and later as one of the world's superpowers and explain U.S. foreign policy goals as they evolved in the 20th century.
4. Identify the role of the U.S. in the post-cold war world as a means of demonstrating an understanding of events in the contemporary world.
5. Elaborate on the development and value of diversity in American society describing the contributions of a variety of ethnic and racial groups that have served to shape and expand the worldview of the American people.

**HIST 284 History of the Hawaiian Islands (3) KCC AA/DH and KCC AS/AH**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100.

Recommended Preparation: HIST 152 or HAW 101 or HWST 100 or HWST 107.

HIST 284 will survey the origins and evolution of ancient Hawaiian society and culture, the changes during the monarchial period, and the transformation of Hawai’i in the 20th century.

Upon successful completion of HIST 284, the student should be able to:

1. Analyze the role and importance of individuals in Hawaiian History.
2. Analyze past events in Hawaiian history by using multiple sources, understanding historical context, and evaluating impact over time.
3. Describe the social, religious, political, and economic changes in Hawai’i from the late 18th century through the 20th century.
4. Trace the development of Hawai’i’s multi-cultural society and explain its enduring influences in our modern times.
5. Examine the values and cultural traditions of Native Hawaiians in relation to one’s own values and culture.

**HIST 288 History of the Pacific Islands (3) KCC AA/DH and KCC AS/AH**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100.

Recommended Preparation: HIST 151 or HIST 152 or PACS 108.

HIST 288 is a survey introduction of Pacific Islands history that traces events from first settlement to modern times.

Upon successful completion of HIST 288, the student should be able to:
1. Analyze the role and importance of individuals in Pacific Islands history.
2. Analyze past events in Pacific Islands history by using multiple sources, understanding historical context, and evaluating impact over time.
3. Compare the social, religious, political, and economic changes of various Pacific Islands from first contact through modern times.
4. Examine the values and cultural traditions of Pacific islanders in relation to one's own values and culture.

HONORS

Honors sections of courses (3)

3 hours lecture per week, identical to the regular courses
Prerequisite(s): Acceptance into the Honors program.

Honors sections of courses are special sections of required general education/area requirement courses for qualified honor students. The honors section course description is identical to that of the general education course. To distinguish it from the regular course, the class section will have the word “Honors” before the course title. One or more honors section courses may be offered each semester and the courses would be offered in the general education/area requirements for the AA and AS degrees. An addendum to the existing general education course outline will be reviewed and approved by the Honors Advisory Committee.

Upon successful completion of an Honors section, the student should be able to:

1. Demonstrate ability to think and read critically by: distinguishing between verifiable facts and value claims; determining the reliability of a claim or source; determining the accuracy of a statement; distinguishing between warranted and unwarranted claims; distinguishing relevant from irrelevant information, claims or reasons; detecting bias; identifying unstated and stated assumptions; identifying ambiguous or equivocal claims or arguments; recognizing inconsistencies in logical reasoning; determining the strength of an argument; evaluating and utilizing knowledge to form valid conclusions and solutions.
2. Develop communication (written and oral) abilities in both individual and group situations by: showing capacity to communicate either in a formal speech or in interpersonal discussion with appropriate diction, choice of ideas and information, and organization; learning to listen, communicate and tolerate opposing viewpoints; communicating effectively within the context of the seminar; for example, writing effectively, expressing one’s opinions and be able to express the opinions of others; analyzing research topics and researching primary resource materials; leading a seminar, if required, presenting an assigned topic, which one has researched and organized as well as execute cogent oral presentations; exhibiting skills in critical analysis and persuasive discussion, arriving at possible solutions and establishing a viewpoint that is defensible as evidence accumulates; demonstrating thinking that is clear, constructive and critical in writing and speaking.
3. Exhibit decision-making skills and abilities by: defining a goal; identifying obstacles to achieving the goal; identifying alternatives; analyzing alternatives; ranking alternatives; choosing the “best” alternative; implementing decision; evaluating results.
4. Exhibit the ability to learn in both independent and cooperative activities by studying independently and cooperatively with the guidance of the instructor.
5. Begin to develop skills for lifelong learning by: exhibiting a value for continuous inquiry by voluntary participation in small group discussions or additional voluntary reading; taking personal responsibility for one’s own creations, assertions, decisions, and values; illustrating growth toward a self concept and confidence in expression in written and spoken form; displaying a sense of self direction in the pursuit of knowledge and ideas.
6. Exhibit problem solving skills and abilities by: defining the problem, formulating hypotheses, testing hypotheses, drawing conclusions about hypotheses, interpreting findings.
7. Examine values and value systems (one’s own and others) by: relating values of others to one’s own personal belief system; understanding the effect of technology, science and the dynamics of contemporary life on the quality of life; recognizing the commonality, interrelatedness, tensions and affirmations of human existence.

HOSPITALITY and TOURISM

HOST 100 Career and Customer Service Skills (3)
2 hours lecture, 2 hours lecture/lab per week
Recommended Preparation: ENG 100 or ESL 100.
Comment: Effective Fall 2019 HOST 100 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 100 focuses on the strategies and skills related to career success and customer satisfaction in the Hospitality and Tourism industry.

Upon successful completion of HOST 100, the student should be able to:
1. Create a career path to meet individual goals.
2. Apply job search strategies and techniques applicable to the hospitality and tourism industry and other related pathways.
3. Develop strategies that enhance guest satisfaction, exceed expectations, win loyalty and address service recovery in the hospitality and tourism industry.
4. Demonstrate professionalism, business etiquette, ethical and value-based behaviors.

HOST 101 Introduction to Hospitality and Tourism (3)
3 hours lecture per week

Comment: Effective Fall 2019 HOST 101 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 101 provides an overview of the travel industry and related major business components. Students will analyze the links between travel, lodging, food, recreation, and other tourism-related industries.

Upon successful completion of HOST 101, the student should be able to:
1. Distinguish the organizations, operational characteristics and interrelationships of the sectors of the hospitality and tourism industry (travel/tourism, lodging, food/beverage, recreation, and events).
2. Explain historical events, current trends and sustainable practices (social, economic, cultural, and/or environment) in the hospitality and tourism industry.
3. Identify the career opportunities, job qualifications, and benefits provided by the various sectors of the hospitality and tourism industry.
4. Differentiate the products, services, and systems that influence leisure and business travel to a destination.

HOST 150 Housekeeping Operations (3)
3 hours lecture per week
Recommended Preparation: HOST 101.

Comment: Effective Fall 2019 HOST 150 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 150 studies the professional management of housekeeping operations including practical applications and management skills required to ensure quality service and effective performance.

Upon successful completion of HOST 150, the student should be able to:
1. Identify and critique the responsibilities and functions of housekeeping operations and analyze the importance of inter/intra departmental relationships and Hawaiian/host culture values.
2. Develop and demonstrate safe, effective, efficient and sustainable practices related to various housekeeping tasks and operational responsibilities.
3. Analyze the management functions of housekeeping operations including planning, organizing, staffing, controlling and evaluating techniques required to ensure quality service, efficient productivity and effective performance.

HOST 154 Food and Beverage Operations (3)
3 hours lecture per week
Recommended Preparation: HOST 101.
Comment: Effective Fall 2019 HOST 154 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 154 introduces the basic principles of marketing, menu planning, service styles, nutrition, sanitation and safety, purchasing, and control systems as they apply to food and beverage management in an operational setting. Provides practical applications for effectively managing resources for food and beverage industry operations.

Upon successful completion of HOST 154, the student should be able to:
1. Recognize the responsibilities involved in successfully managing and marketing various food and beverage operations.
2. Evaluate effective practices and trends as they relate to nutrition, menu planning, purchasing, pricing, preparation, and production.
3. Demonstrate applicable service, sanitation, and safety skills to improve employee performance and enhance guest satisfaction.
4. Determine the components involved in the financial management of food and beverage operations to promote fiscal success.
HOST 156 Front Office Management (4)
3 hours lecture, 2 hours lecture/lab per week
Comment: Effective Fall 2019 HOST 156 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 156 is the study of the philosophy, theory, and current operating procedures of a hotel front office. Concentrates on the human relation skills necessary for effective guest and employee relations and the technical skills necessary to operate a manual, mechanical, or computerized front office operation. Focuses on managerial analysis of processes, outcomes and efficiencies.

Upon successful completion of HOST 156, the student should be able to:
1. Distinguish and connect the various classifications of lodging operations to work effectively in a front office environment.
2. Perform each of the major front office functions following industry regulations to facilitate transition into a lodging front office environment.
3. Interpret statistical information that affects lodging operations.
4. Identify the personal attitudes, characteristics, and work practices essential in providing excellence in front office guest service.
5. Demonstrate effective guest service and complaint handling techniques.
6. Demonstrate computer proficiency in reservations, check-in, posting, and check-out functions of the Front Office.
7. Demonstrate accurate application of guest accounting procedures.
8. Produce and analyze management reports.
9. Analyze managerial responses to a variety of guest situations.
10. Perform a managerial review and audit of operational functions.

HOST 168 Tour Operations Management (3)
3 hours lecture per week
Comment: Effective Fall 2019 HOST 168 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 168 is designed to prepare students for a career in tour operations. This course will expose the students to the operational aspects of a tour company and the skills that enable students to create, market, sell and guide a tour. Students will deliver sight specific information in an accurate and engaging fashion using Hawai`i as a destination and the foundation of this course.

Upon successful completion of HOST 168, the student should be able to:
1. Apply the traits and skills needed to be a successful tour leader.
2. Analyze the importance of the various components of a tour to assure that guest expectations and reservation arrangements are met.
3. Provide interesting and accurate information about the language, history, culture and sites of Hawai`i.
4. Demonstrate the ability to conduct walking and bus tours.
5. Describe the importance of the sustainability of culture to a destination and the tourism industry.
6. Create, market and sell a guided tour.
7. Discuss the operational aspects of a successful tour company.

HOST 170 Selling Destinations (3)
3 hours lecture per week
Comment: Effective Fall 2019 HOST 170 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 170 is designed to familiarize students with major worldwide tourist destinations with added emphasis on Hawai`i as a destination.

Upon successful completion of HOST 170, the student should be able to:
1. Discuss the factors that motivate travelers to visit major travel destinations worldwide, and be able to describe their uniqueness when selling travel.
2. Describe Hawai`i’s uniqueness and recommend the latest and greatest events and attractions of each of the Islands.
3. Identify the capitals, major tourist attractions, major cities, airports, major airlines, methods of transportation, weather patterns, currency, lodging options and history of many counties.
4. Interpret the cultural patterns unique to Hawai`i and other major destinations.
5. Demonstrate the importance of ecotourism, especially in caring for all natural and cultural tourism attractions of the world.
6. Analyze the economic impact of the tourism industry to many worldwide destinations.

HOST 171 Airline Reservations and Pricing (4)
3 hours lecture, 2 hours lecture/lab per week
Comment: Effective Fall 2019 HOST 171 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 171 is designed to prepare students with the knowledge and skills needed to create domestic and international air itineraries in a
Upon successful completion of HOST 171, the student should be able to:
1. Define and create types of air journeys (one-way, round trip, circle trip, and open jaw) and types of flight services (direct, non-stop, connecting) to create travel itineraries.
2. Evaluate fare basis codes and fare rules, including international fares based on neutral units of construction principles.
3. Identify and construct airline reservations using the mandatory fields of the Passenger Name Records (PNR).
4. Critique how the United States Airline Industry compares to the International Air Transportation Association regulations.
5. Research visa and health requirements using TIMATIC (an electronic version of the Travel Information Manual).
6. Create advanced request to a PNR to better meet passenger needs and special requests.

**HOST 256 Hospitality Accounting (3)**

3 hours lecture per week

*Comment: Effective Fall 2019 HOST 256 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.*

HOST 256 is an introduction to basic accounting and finance principles and the budgeting function as applied to hospitality operations. This course includes accounting for expenses, purchasing, inventory, sales, and the preparation and analysis of financial statements and management reports.

Upon successful completion of HOST 256, the student should be able to:
1. Define basic accounting principles, terminology and concepts.
2. Analyze the various forms of business formation.
3. Prepare and analyze financial statements.
4. Create a Business Plan for an operating hospitality department.
5. Identify expense accounting and controls used in travel/hospitality/food and beverage operations.
6. Develop an operations budget for a housekeeping operating department.
7. Analyze controls procedures and activities for labor, supplies, materials, inventory.
8. Describe the accounting procedures for the various profit and support centers of a hospitality operation.
9. Synthesize budget preparation using zero-based and incremental techniques, and value analyses.
10. Justify cost variances for environmentally friendly products and activities.

**HOST 259 Tourism Marketing (4)**

3 hours lecture, 2 hours lecture/lab per week

*Prerequisite(s): A grade of "C" or higher in HOST 101.
Recommended Preparation: A grade of "C" or higher in four Hospitality major courses.

*Comment: Effective Fall 2019 HOST 259 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.*

HOST 259 is a study of modern marketing techniques and concepts for the tourism industry that focuses on the unique challenges inherent in the production and marketing of intangible products and services. Tourism Marketing will explore each phase of a marketing plan to involve students in the application of topics such as: macro-environmental trends, consumer behavior, brand development, pricing approaches, and promotional strategies.

Upon successful completion of HOST 259, the student should be able to:
1. Explain what marketing is and why marketing should be viewed as a philosophy not just a business function.
2. Differentiate the uniqueness and challenges of producing service as a product within the hospitality and tourism industry.
3. Select relevant trends in the macro-environments that are influencing the strategic directions of organizations within hospitality and tourism and present on how they are reacting to the trends.
4. Design market research survey including the objective and methodology.
5. Distinguish the major characteristics affecting consumer behavior, and the specific cultural, social, personal, and psychological factors that influence consumers in promotional initiatives.
6. Distinguish the major group markets that comprise the hospitality and tourism industry and assess the positive attributes of each market.
7. Differentiate the various strategies used to segment markets; select specific markets based on the appraisal of the appropriate targeting strategies; and apply the best positioning strategy that would provide a competitive advantage.
8. Separate the various product levels (core, facilitating, supporting, and augmented) that combine to deliver the holistic experience of the product to the guest.
9. Detect the key aspects and conditions that define successful hospitality and tourism brands.
10. Calculate the price elasticity of demand and assess the level of quality and brand strength associated with the various services and products in the hospitality and tourism industry.
11. Calculate pricing for services and products in hospitality and tourism based on generally accepted industry pricing approaches.
12. Illustrate examples of advertising and assess effectiveness.
13. Illustrate examples of public relations activities including sponsorships, special events, corporate communications, and lobbying, and assess effectiveness as it relates to brand identity.
14. Identify the various effective sales tactics and strategies.
HOST 261 Events Management (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in HOST 101.
Recommended Preparation: Qualification for ENG 100 or qualification for ESL 100.
Comment: Effective Fall 2019 HOST 261 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 261 prepares students to plan and administer successful functions, special events, meetings, and conventions. Students explore topics such as venue selection, event goals and assessment, catering needs, sales, service, technology, programming and event staffing.

Upon successful completion of HOST 261, the student should be able to:
1. Assess the various career opportunities in events management.
2. Examine the various segments of the industry including meetings, conventions, incentives, exhibitions and events.
3. Synthesize all components of event planning by proposing a special event.
4. Evaluate sustainable practices in the events management industry.
5. Assess various components needed to execute a successful event through event volunteering.

HOST 265 Tourism Development and Management (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in HOST 101.
Recommended Preparation: Qualification for ENG 100 or qualification for ESL 100.
Comment: Effective Fall 2019 HOST 265 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 265 exposes students to planning, developing, implementing and managing tourism within a destination. This course presents tourism development as a process with its own organizational structures and its own responses to the economic cycle of supply and demand. Students study various destinations in order to analyze and identify the components of successful tourism programs.

Upon successful completion of HOST 265, the student should be able to:
1. Compare and contrast the costs and benefits of tourism, economically, environmentally, and socially/culturally in context of the various stakeholders (residents, visitors, owners/operators and government) of tourism.
2. Assess the multiplier factor and economic impact of tourism for various destinations.
3. Distinguish the various factors that contribute to the motivation and propensity of individuals to travel.
4. Describe the various associations and organizations that comprise the development and management of tourism internationally, nationally, regionally, and locally and explain the mission, goals and activities of each.
5. Distinguish the key aspects that define the structure, elements and processes of developing policies that guide tourism.
6. Using a regression formula, and applying the appropriate factors, assess the strength of the correlation of the dependent variables to forecast demand for travel.
7. Propose the principles, components and approaches that go into the development of resorts.
8. Distinguish the concepts and principles of sustainability (economic, environmental, and social/cultural) and appraise the best practices of destinations, resorts, and tourism operations.

HOST 270 Tourism Security and Safety (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in HOST 101.
Comment: Effective Fall 2019 HOST 270 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 270 covers the security and safety concerns in society in general and the travel and hospitality industry in particular, with a special focus on strategies for effectively managing travel risks and safety. Students will learn about all aspects of security in preparation for dealing with these concerns in their daily lives and in their future careers in hospitality and tourism.

Upon successful completion of HOST 270, the student should be able to:
1. Explain the social and economic significance of tourism and the detrimental impact terrorism or a disaster can have on a destination.
2. Evaluate elements of a safety/security plan that synthesizes government (e.g. TSA, Police and Fire, Hawai‘i Tourism Authority) and private organizations for the protection of both residents and guests.
3. Discuss the legal issues relevant to travel and tourism operations.
4. Evaluate procedures used by travel and tourism operations to manage risk crisis communications, property protection, and limit loss of revenue.
5. Explain current issues and trends related to cybercrimes and identify methods for the protection of data and guest information.
HOST 280 Hospitality Management (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in HOST 101 or a grade of "C" or higher in CULN 111.
Recommended Preparation: Qualification for ENG 100 or qualification for ESL 100.
Comment: Effective Fall 2019 HOST 280 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 280 examines the key principles and processes of management in the hospitality industry that are essential for organizational effectiveness. Focuses on leadership skill building, decision-making processes, and human relations management.

Upon successful completion of HOST 280, the student should be able to:
1. Apply leadership skills that impact hospitality organizational effectiveness.
2. Demonstrate decision-making skills by applying key management concepts and principles.
3. Relate Hawaiian values to value-centered management.

HOST 293 Hospitality and Tourism Internship (3)
2 hours seminar, 15 hours fieldwork per week (A total of 225 hours internship per semester)
Prerequisite(s): A grade of "C" or higher in HOST 100 or a grade of "C" or higher in CULN 111; and acceptance into the Associate in Science degree in Hospitality and Tourism program or acceptance into the Associate in Science degree in Culinary Arts program; and consent of the Department.
Comment: Effective Fall 2019 HOST 293 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 293 is a supervised field experience that is related to the student's major or career goals. The experience will enable the student to apply knowledge and skills learned in coursework to the work environment.

Upon successful completion of HOST 293, the student should be able to:
1. Apply job readiness skills to obtain and complete an internship in the hospitality industry.
2. Perform duties at the internship site applying industry standards and skills, and classroom knowledge.
3. Analyze and propose solutions for improvement of the technical and human skills, work habits, inter-relationships, operational measures of success, quality assurance methods and sustainability practices in the workplace.
4. Evaluate one's career goals, accomplishments, achievements, and activities during the academic journey.

HOST 320 Vacation and Condominium Hospitality Operations (3)
3 hours lecture per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Hospitality and Tourism with a concentration in Hospitality Operations Management program or satisfactory completion of the Associate in Science degree in Hospitality and Tourism with a concentration in Travel and Tourism Operations Management program or consent of instructor.

HOST 320 is the study of vacation ownership in timeshare, condominium, fractional, private residence clubs, destination clubs and second homes. The course will explore the growth of vacation and condominium hospitality operations with an emphasis on the unique aspects of project financing, marketing, real estate contracts, exchange programs, and resort operations.

Upon successful completion of HOST 320, the student should be able to:
1. Describe the history and growth of the vacation ownership sector of the hospitality industry.
2. Identify the unique services, amenities, and operational requirements of vacation ownership.
3. Compare the return on investment structure of vacation ownership from the perspective of a developer in contrast to the development of a traditional hotel.
4. Compare the operational financial accounting of vacation ownership from the perspective of an operator in contrast to the operation of a traditional hotel.
5. Assess the advantages of vacation ownership from the perspective of the guest/owner.
6. Develop a complete marketing plan for a timeshare operation.
7. Explain the financing, contract and legal considerations of the real estate purchase involved in vacation ownership.
8. Summarize the procedures, policies and legal principles of working with owner associations and boards.
9. Identify the unique services, amenities and operational requirements of residential condominium operations.

HOST 330 Sustainable Hospitality Facility Design and Operations (3)
3 hours lecture per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Hospitality and Tourism with a concentration in Hospitality Operations Management program or satisfactory completion of the Associate in Science degree in Hospitality and Tourism with a concentration in Travel and Tourism Operations Management program or consent of instructor.

Comment: Effective Fall 2019 HOST 330 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.
Upon successful completion of HOST 350, the student should be able to:
1. Describe the evolution of sustainable development in the hotel industry and trends in sustainable regulations.
2. Explain the importance of the development of sustainable standards and certification (e.g. LEEDs Certification).
3. Identify trends in guest expectations of hospitality organizations to develop and practice sustainable design and operations.
5. Construct a Cost/Benefit Analysis of sustainable hospitality development from a return on investment (ROI) perspective.
6. Conduct a sustainability/energy audit of a hospitality operation and apply the appropriate benchmarks for measuring sustainability.
7. Synthesize the various concepts of the Triple Bottom Line by holistically examining the best practices of hospitality operations.
8. Illustrate the required elements to plan and deliver sustainable meetings and events.

HOST 340 Lodging Industry Analytics and Revenue Management (3)
3 hours lecture per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Hospitality and Tourism with a concentration in Hospitality Operations Management program or satisfactory completion of the Associate in Science degree in Hospitality and Tourism with a concentration in Travel and Tourism Operations Management program or consent of instructor.
Comment: Effective Fall 2019 HOST 340 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 340 will provide students with an appreciation of the current landscape of the global lodging industry with a focus of relevant current events and trends that are shaping the accommodations sector of the industry. Students will gain a thorough knowledge of the foundational metrics, concepts, and definitions that are used today to define the performance and success of the lodging industry. Students will gain the ability to analyze various types of industry data and make strategic inferences based on industry defined approaches to analysis. HOST 340 is also the study of the effective practices of revenue management with an emphasis on insightful forecasting to effectively manage rates and maximize profits in periods of both high and low demand.

Upon successful completion of HOST 340, the student should be able to:
1. Classify the key brands, corporations, affiliations, franchises, management companies, and owners of the lodging industry based on geographic and non-geographic categories.
2. Based on industry defined guidelines, create a competitive set.
3. Calculate relevant statistics and metrics used by the lodging industry.
4. Conduct property level benchmarking utilizing STAR reports.
5. Discover key lodging trends through the interpretation of essential performance reports.
6. Apply the correct methodology to determine key metrics contributing to lodging profitability.
7. Define what is a Destination Report, who uses them, how and when they are created, and how to determine comparable markets.
8. Describe and be able to indicate the appropriate utilization of various revenue management tactics, e.g. forecasting, rate management, duration control, capacity management, and displacement analysis.
9. Describe and be able to indicate the appropriate utilization of various revenue management strategies, e.g. demand generation, marketing strategies, strategic pricing, managing revenue streams, strategic packaging, and distribution channel management.
10. Develop a business plan for a Waikiki hotel that synthesizes current macro trends and strategic directions of the tourism industry in Hawaii.

HOST 350 Strategic Hospitality Leadership (3)
3 hours lecture per week
Prerequisite(s): Satisfactory completion of the Associate in Science degree in Hospitality and Tourism with a concentration in Hospitality Operations Management program or satisfactory completion of the Associate in Science degree in Hospitality and Tourism with a concentration in Travel and Tourism Operations Management program or consent of instructor.
Comment: Effective Fall 2019 HOST 350 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

HOST 350 is a study of the rapidly changing and dynamic hospitality industry where leaders need to be informed and ready to react to macro trends such as labor availability, evolutionary technologies, economic volatilities, terrorism, political stability, and globalization. Major contemporary leadership approaches such as strategy selection, brand positioning, business development, values based leadership, and the strategic planning process will be examined with an emphasis on case examples of best practices of leading hospitality organizations.

Upon successful completion of HOST 350, the student should be able to:
1. Describe the evolution of the significant leadership theories and be able to select the appropriate approaches for the hospitality industry.
2. Identify the macro-environmental forces that have had, and will continue to have, an impact on the hospitality industry in
the 21st century.

3. Analyze the key strategies and techniques and define their application towards successful business expansion in the hospitality industry.

4. Demonstrate the relationship between financial strategy selection and return on investment.

5. Evaluate the relationship of brand and positioning strategies to organizational success.

6. Discuss the strategic marketing leadership process upon which hospitality approaches are based on.

7. Distinguish best practices of hospitality organizations that have successfully sustained strategies of superior guest service.

8. Appraise contemporary and innovative human resources leadership practices and philosophies prevalent in the hospitality industry today.

9. Explain the driving forces behind the ever-increasing demand for technological applications in the hospitality industry.

10. Illustrate successful strategies to manage crisis situations and mitigate risk in hospitality organizations.

11. Compose a strategic plan synthesizing the best practices utilized by leaders of successful hospitality organizations.

HUMAN DEVELOPMENT & FAMILY STUDIES

HDFS 230 Human Development (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Comment: Human Development and Family Studies (HDFS) 230 was formerly known as Family Resources (FAMR) 230.

HDFS 230 examines the lifespan from conception to death emphasizing the interrelationships of biological, cognitive and psychosocial development in the context of a systems framework.

Upon successful completion of HDFS 230, the student should be able to:
1. Explain the interrelated aspects of biosocial, cognitive, and psychosocial development across the lifespan.
2. Apply human development theories, concepts, and research to personal, academic, occupational, and community experiences.
3. Compare and contrast fundamental theories of human development and behavior.
4. Synthesize and convey ideas, utilizing critical thought and reflection clearly in oral/sign and written communication.
5. Investigate the diversity of human development from local, regional, and global perspectives.

HUMANITIES

HUM 210 Managing Yourself and Leading Others: Leadership Development (3)
3 hours seminar per week
Prerequisite(s): ENG 100 with a grade of "C" or higher or ESL 100 with a grade of "C" or higher.
Recommended Preparation: HIST 151 and HIST 152.

HUM 210 introduces basic leadership theories, concepts, models, and issues. It explores leadership styles and philosophies, moral and ethical responsibilities, conflict resolution, team building, and empowerment. It provides an opportunity to develop essential leadership skills through analysis, observation and application.

Upon successful completion of HUM 210, the student should be able to:
1. Demonstrate a fundamental understanding of leadership, including theories, concepts, models, and issues.
2. Analyze the strengths, weaknesses, effectiveness, personality traits, and abilities of leaders both historical and contemporary.
3. Articulate personal values and formulate a personal leadership philosophy.

HUM 269 (Alpha) Study Abroad (Designated Region, Variable Credit) (1-6) KCC AA/DH and KCC AS/AH Summer
Variable numbers of hours lecture and lecture/lab per week
Prerequisite(s): Consent of instructor.
Recommended Preparation: One or more semester course(s) in the language, history or culture of the designated country or region.
Comment: HUM 269 is offered in the Summer semester only. Instructor approval is required.

HUM 269 (Alpha) is an on-site study of the designated society's language, values, arts, and culture.

Upon successful completion of HUM 269 (Alpha), the student should be able to:
1. Demonstrate increased sensitivity to the peoples and cultures of the country visited through reflective journal writing and capstone presentation.
2. Identify key concepts of internationalism and the interdependence of cultures.
3. Compare cultural values and methods coping with our changing world.
4. Discuss, orally and in writing, ways in which the humanities enrich daily life in the country visited, and in the student's own society.

HUM 269ES Study Abroad (Spain) (3) KCC AA/DH and KCC AS/AH Summer
7.5 hours lecture, 7.5 hours lecture/lab per week for 4 weeks
Prerequisite(s): Consent of instructor.
Corequisite(s): Enrollment in the Study Abroad Program via the institute, ACADEMIA MESTER.
Recommended Preparation: One or more semester course(s) in the language, history or culture of Spain.
Comment: Instructor approval is required for registration in HUM 269ES.

HUM 269ES is an on-site study of Spanish society's language, values, arts, and culture.

Upon successful completion of HUM 269ES, the student should be able to:
1. Demonstrate sensitivity to the peoples and cultures of Spain.
2. Demonstrate awareness of internationalism and an interdependence of cultures.
3. Compare cultural values and methods coping with our changing world.
4. Discuss, orally and in writing, ways in which the humanities enrich daily life in Spain, and in his or her own society.

HUM 269FC (FC) Study Abroad (China) (1-6)
Variable numbers of hours lecture/lab per week
Prerequisite(s): Consent of instructor.
Recommended Preparation: One or more semester course(s) in the language, history or culture of the designated country or region.
Comment: Instructor approval is required.

HUM 269 (FC) is an on-site study of China's language, values, arts, and culture.

Upon successful completion of HUM 269FC, the student should be able to:
1. Demonstrate increased sensitivity to the peoples and cultures of China through reflective journal writing and capstone presentation.
2. Identify key concepts of internationalism and the interdependence of cultures.
3. Compare cultural values and methods coping with our changing world.
4. Discuss, orally and in writing, ways in which the humanities enrich daily life in China, and in the student's own society.

HUM 269J Study Abroad - Japan (1-3) KCC AA/DH and KCC AS/AH Summer
Variable numbers of hours lecture and lecture/lab per week
Prerequisite(s): Consent of instructor.
Recommended Preparation: One or more semester course(s) in the language, history or culture of the designated country or region.
Comment: HUM 269J is offered in the Summer semester only. Instructor approval is required.

HUM 269J is an on-site study of the designated society's language, values, arts, and culture.

Upon successful completion of HUM 269J, the student should be able to:
1. Demonstrate increased sensitivity to the peoples and cultures of the country visited through reflective journal writing and capstone presentation.
2. Identify key concepts of internationalism and the interdependence of cultures.
3. Compare cultural values and methods coping with our changing world.
4. Discuss, orally and in writing, ways in which the humanities enrich daily life in the country visited, and in the student's own society.

HUM 295 (Alpha) Humanities Research Experience (1-3) KCC AA/DH and KCC AS/AH
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Consent of instructor.
Comment: Letter grade only. HUM 295 (alpha) may not be audited. HUM 295 (alpha) may not be taken credit/no credit.

HUM 295 (Alpha) is to provide students with methodological skills necessary to carry out independent, student designed scholarly research and inquiry, under the direction of and in collaboration with faculty, peer mentors, and community partnerships that promote students’ own path of research in order to engage with and service their community.
Upon successful completion of HUM 295 (Alpha), the student should be able to:
1. Define a focus or theme and conduct literature research on theoretical frameworks on topics that demonstrate a familiarity with resources on Humanities knowledge including oral traditions, cultural practitioners, primary and secondary literature as well as visual and tactile expressions.
2. Solicit ideas and select a plausible framework to support theme.
3. Design a theoretical framework (proposal perspective).
4. Synthesize researched information.
5. Test theoretical framework.
6. Document and formally present the results of thesis testing to an audience.

HUM 295HS Humanities Research in Hawaiian Studies (1-3) KCC AA/DH and KCC AS/AH
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Consent of instructor.
Comment: Letter grade only. HUM 295HS may not be audited. HUM 295HS may not be taken credit/no credit. HUM 295HS may be repeated for a maximum of 6 credits.

HUM 295HS offers a research experience in Humanities, emphasizing methodological skills necessary to carry out independent, student designed scholarly research and inquiry in Hawaiian Studies.

Upon successful completion of HUM 295HS, the student should be able to:
1. Define a focus or theme and conduct literature research on theoretical frameworks on topics that demonstrate a familiarity with resources on Native Hawaiian knowledge including oral traditions, cultural practitioners, primary and secondary literature as well as visual and tactile expressions of Hawaiian culture.
2. Solicit ideas and select a plausible framework to support theme.
3. Design a theoretical framework (proposal perspective).
4. Synthesize researched information.
5. Test theoretical framework.
6. Document and formally present the results of thesis testing to an audience.

HUM 295SI Humanities Research in Sustainability Issues (1-3)
3 hours cooperative education/work experience per week per credit
Comment: Letter grade only. HUM 295SI may not be audited. HUM 295SI may not be taken credit/no credit. HUM 295SI may be repeated for a maximum of 6 credits.

HUM 295SI offers a research experience in Sustainability Issues, emphasizing methodological skills necessary to carry out independent, student designed scholarly research and inquiry in Sustainability.

Upon successful completion of HUM 295SI, the student should be able to:
1. Define a focus or theme and conduct literature research on theoretical frameworks on topics that demonstrate a familiarity with resources on Sustainability Issues including oral traditions, cultural practitioners, primary and secondary literature as well as visual and tactile expressions.
2. Solicit ideas and select a plausible framework to support theme.
4. Design a theoretical framework (proposal perspective).
5. Test theoretical framework.
6. Document and formally present the results of thesis testing to an audience.

INFORMATION and COMPUTER SCIENCES

ICS 100 Computing Literacy and Applications (3) KCC AS/NS
3 hours lecture per week
Recommended Preparation: Keyboarding and basic computer use; and qualification for ENG 22 or qualification for ESOL 94; and qualification for MATH 82 or qualification for a higher-level mathematics course.

ICS 100 is an introductory survey of computers and their role in the information world emphasizing computing terminology, hardware, and software. Opportunities for “hands on” experience using applications software may include spreadsheets, word processing, presentations, and communications.

Upon successful completion of ICS 100, the student should be able to:
1. Utilize the basic features of computing applications to communicate effectively (major content area).
2. Utilize operating system interfaces to manage computing resources effectively and securely.
3. Utilize online resources for research and communication.
4. Define, explain, and demonstrate proper computing terminology usage in areas such as hardware, software, and communications.
5. Describe ethical and security issues involved in the use of computing technology.

ICS 101 Digital Tools for the Information World (3)
3 hours lecture per week
Recommended Preparation: Keyboarding experience; and credit in or qualification for ENG 100 or credit in or qualification for ESL 100; and credit in or qualification for MATH 103 or credit in or qualification for a higher-level mathematics course.
Comment: ICS 101 meets requirements for Shidler College of Business at the University of Hawai‘i at Mānoa (UHM) and the College of Business at the University of Hawai‘i at Hilo (UHH).

ICS 101 provides 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.

Upon successful completion of ICS 101, the student should be able to:
1. Utilize the appropriate computing applications to produce professional documents, spreadsheets, presentations, databases, and web pages for effective communication (major content area).
2. Utilize operating system interfaces to manage computing resources effectively and securely.
3. Extract and synthesize information from available Internet resources using intelligent search and discrimination.
4. 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.
5. Describe ethical and security issues involved in the use of computing technology.

ICS 110 Introduction to Object Oriented Visual Programming (3)
3 hours lecture per week
Recommended Preparation: Keyboarding experience; and MATH 82 or a higher-level mathematics course; and ENG 22 and ICS 101.

ICS 110 is an introduction to programming with user-friendly software (e.g., Android Application Inventor). Students use storyboarding design strategies to create mobile device animations and/or simple games with objects using block coding methods. These projects promote an understanding of basic object oriented programming constructs through the use of a drag and drop interface that manipulates device resources and readily available APIs (Application Programming Interfaces). Introductory projects based on contemporary and personal interests for students with or without programming experience will be emphasized.

Upon successful completion of ICS 110, the student should be able to:
1. Add components to a project.
2. Master fundamentals of programming terminology.
3. Use “looping.”
4. Gather form data.
5. Use variables.
7. Use event handlers.
9. Connect to a database.
10. Use phone camera resource.
11. Use phone bluetooth resource.

ICS 111 Introduction to Computer Science I (3)
3 hours lecture per week
Prerequisite(s): Qualification for MATH 135 or qualification for a higher-level mathematics course or consent of instructor.
Recommended Preparation: ICS 101 or an equivalent course.

ICS 111 offers an overview of the fundamentals of computer science emphasizing problem solving, algorithm development, implementation, and debugging/testing using an object-oriented programming language.

Upon successful completion of ICS 111, the student should be able to:
1. Use an appropriate programming environment to design, code, compile, run and debug computer programs.
2. 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.
3. Illustrate basic programming concepts such as program flow and syntax of a high-level general purpose language and basic security practices.
4. Demonstrate working with primitive data types, strings and arrays.
ICS 141 Discrete Mathematics for Computer Science I (3) KCC AA/FQ
3 hours lecture per week
Prerequisite(s): Qualification for MATH 135 or qualification for a higher-level mathematics course or consent of instructor.
Recommended preparation: ICS 101 or an equivalent course; and ICS 111.
Comment: ICS 141 provides the general mathematical foundation for the understanding of computer science concepts. It is intended for Computer Science majors and others interested in learning about the mathematics for Computer Science.
ICS 141 includes logic, sets, functions, matrices, algorithmic concepts, mathematical reasoning, recursion, counting techniques, and probability theory.
Upon successful completion of ICS 141, the student should be able to:
1. Analyze issues and apply mathematical problem solving skills to plan courses of action in decision-making situations.
2. Solve problems by using basic mathematical formal logic, proofs, recursion, analysis of algorithms, sets, combinatorics, relations, functions, matrices, and probability.

ICS 211 Introduction to Computer Science II (3)
3 hours lecture per week
Prerequisite(s): A grade of "B" or higher in ICS 111 or consent of instructor.
ICS 211 reinforces and strengthens problem-solving skills using abstract data types and introduces software development practices. ICS 211 emphasizes the use of searching and sorting algorithms and their complexity, recursion, object-oriented programming, and data structures.
Upon successful completion of ICS 211, the student should be able to:
1. Use and implement abstract data types such as lists, stacks, queues, and trees.
2. Select the appropriate searching or sorting algorithm based on the algorithm's behavior.
3. Develop recursive algorithms and programs.
4. Use standard libraries or packages as well as advanced object-oriented programming techniques (polymorphism, inheritance, and encapsulation).
5. Produce robust and secure programs using exception handling and extensive program testing.

ICS 212 Program Structure (3)
3 hours lecture per week
Prerequisite(s): A grade of "B" or higher in ICS 211 or consent of instructor.
ICS 212 includes program organization paradigms, programming environments, implementation of a module from specifications, the C and C++ programming languages.
Upon successful completion of ICS 212, the student should be able to:
1. Develop properly structured multi-file programs with automatic compilation.
2. Implement recursion, arrays, pointers, character variables, bitwise operators, structures, and linked data structures in C.
3. Use classes (constructors, destructor, and overloading assignment), operator overloading, inheritance, polymorphism, and linked data structures in C++.
4. Use standard C++ strings and C++ STL library data structures, such as STL lists.

ICS 241 Discrete Mathematics for Computer Science II (3)
3 hours lecture per week
Prerequisite(s): ICS 111; and a grade of "C" or higher in ICS 141 or consent of instructor.
ICS 241 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.
Upon successful completion of ICS 241, the student should be able to:
1. Analyze issues and apply complex mathematical problem solving skills to plan courses of actions in high-level decision-making situations.
2. Utilize such tools as graphs, trees, Boolean algebra, and recurrence relations.
3. Explain discrete math concepts such as formal languages, finite-state machines, and program correctness.
INTERDISCIPLINARY STUDIES

IS 54 Introduction to College for ESOL Students (1)
1 hour lecture per week
Prerequisite(s): A Test of English as a Foreign Language Internet-based Test (TOEFL iBT) score 32-60 or equivalent level.
Corequisite(s): ESOL 50 and ESOL 52.
Comment: IS 54 is part of the Intensive Program in ESOL and has special admission requirements. IS 54 must be taken concurrently with ESOL 50 and ESOL 52. Collectively, these three courses comprise the Intensive Program in ESOL, which serves International students whose language proficiency at the time of admission to the College is between iBT 32 and 60 or equivalent.

IS 54 serves as an introduction to the college experience for first year International students (typically F-1 visa holders) concurrently enrolled in ESOL 50 and ESOL 52. Students learn about the U.S. college and university system, with particular emphasis on community colleges, Kapi'olani Community College, and the University of Hawai‘i. Students explore and write about college majors and programs relevant to their short and long-range academic goals, while further developing communication skills in English.

Upon successful completion of IS 54, the student should be able to:
1. Articulate short and long-range educational goals.
2. Use academic English to achieve, orally and in writing, communication goals in institutional settings.
3. Identify resources on campus including the library, counselors, and student support services.
4. Define and describe academic culture and the social and cultural expectations of going to college in the U.S.

IS 103 Introduction to College (3)
3 hours lecture per week
Recommended Preparation: Consent of instructor or qualification for or concurrent enrollment in ENG 22 or qualification for or concurrent enrollment in ESOL 94.

IS 103 serves as an introduction to the college experience for first year and returning college students. Students identify their short and long-range personal, college and career goals, while writing and revising an educational plan. Students document their daily activities as they develop self-management, critical thinking and learning skills.

Upon successful completion of IS 103, the student should be able to:
1. Identify short and long-range personal and college goals, and prepare an educational plan to meet those goals.
2. Re-evaluate and revise short and long-range personal and college goals and their educational plan to meet those goals.
3. List college facilities, policies, programs and services that can assist in achieving educational goals.
4. Use college level note-taking, critical reading, test-taking, memory and concentration techniques.
5. Use time management, personal organization, stress management, and study skills.
6. Identify and use academic support areas of the college.
7. Become actively involved in campus and/or community activities.
8. Use appropriate technology for conducting research and conveying ideas.
9. Communicate effectively in writing and speaking.
10. Find information from library, Internet, and other sources.
11. Research occupations and use decision-making processes in selecting a career.
12. Use strategies to complete out-of-class work efficiently and effectively.

IS 108 Foundation for College Success (3)
3 hours lecture per week
Comment: Course materials and field trips will cost approximately $45.

IS 108 celebrates students' transition to college and creates learning experiences that foster success in college and in life. This course encourages self-reflection and growth, awareness of multiple perspectives, collaborative interactions, and an exploration of self and community in the context of place. Through this course, students will identify working and learning styles and strengths, discover their authentic voice, learn how to work more effectively in teams, and build a learning community through sharing of life stories and experiences that enrich and strengthen that community. Students will also develop a connection to and a responsibility for Kapi'olani Community College and its surroundings, as well as an understanding of the legacy left by Queen Kapi'olani, our namesake.

Upon successful completion of IS 108, the student should be able to:
1. Increase awareness of and reflect on new perspectives about self, others, and community.
3. Acknowledge strengths and gifts in others in order to create effective working groups.
4. Communicate and interact effectively.
5. Articulate the significance of Queen Kapi'olani and her legacy to the College and community.
6. Connect to the ‘āina where Kapi'olani Community College resides and discover the historical significance of Lēˈahi (Laeˈahi) and its surrounding areas.
Upon successful completion of IS 109, the intended student learning outcomes are:

1. Articulate an awareness of self by identifying and acknowledging personal strengths, values, interests, and cultural influences.
2. Set tentative short and long range personal and career goals.
3. Explore the relevance of selected college resources and academic support services for attaining educational and career goals.
4. Communicate the importance and provide evidence of social connections and relationships with the community.
5. Identify artifacts that reflect personal growth and insights achieved through participation in the course, college and community-based activities.
6. Define issues and discuss the connection between individual responsibility and community in both a local and global context.
7. Use technology for learning, research, reflection and sharing.
8. Use self-expression to develop self-determination in social and community environments.

IS 111 Financial Literacy (1)

1 hour lecture per week

IS 111 is designed to enhance students’ knowledge and skills regarding personal finance to increase financial literacy. Students will learn the financial planning process and evaluate their money management attitudes and behaviors. In this course, students will determine the cost to fund their intended college degree and the possible financial resources available to attain that goal.

Upon successful completion of IS 111, the student should be able to:

1. Use the financial planning process to budget and manage personal expenses.
2. Identify the financial resources available to fund a college education.
3. Identify types of student loans and repayment options, compare expected income with estimated monthly student loan payments, and understand the responsibilities of being a student loan borrower.
4. Calculate the total cost of a 2-year and/or 4-year degree.

IS 108L Foundation for College Success Laboratory (1)

3 hours lab per week

Prerequisite(s): Credit in IS 108.

IS 108L is a laboratory to follow IS 108 Foundation for College Success. The course includes hands-on activities, individual and group presentations, community work days and research projects to practice and enhance college success skills learned in IS 108. Emphasis is placed on continued appraisal of self-growth through the context of personal strengths and gifts, working styles, communication tools, and personal and team accountability in the context of place and lineage. Students will continue to build community and enhance learning through the acknowledgement of different perspectives and personal stories.

Upon successful completion of IS 108L, the student should be able to:

1. Apply increased awareness of multiple perspectives about self, others, and community in the context of the college experience.
2. Use research skills to identify moʻokuhuhau (lineage), one hīnau (place of origin) and to hoʻoalauna (introduction of self).
3. Use research skills to identify the legacy of a Hawaiian monarch in order to further appraise and develop personal strengths and gifts in relation to future educational and personal goals.
4. Practice effective communication and listening skills.
5. Use the working styles to identify areas of improvement in learning to enhance classroom performance and the college experience.
6. Apply personal and team responsibility and accountability.
7. Apply mindfulness techniques.

IS 109 Na Wa'a: A Learning Odyssey (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): Qualification for ENG 22 or qualification for ESOL 94 or consent of instructor.

IS 109 celebrates students’ transition to college and focuses on learning experiences that encourage the exploration of identity, culture, and community in a context of place-based Hawaiian values. It is based on strategies for creating success in college and in life. While honoring the integrity of individual cultural knowledge, it provides readings and activities that develop the students’ connections with self, with each other, with place, and with community. Based on their insights and discoveries, students will develop a personal learning plan which will help to support and direct their educational and career goals, build support networks, and employ technology to share their awareness. This course promotes a positive attitude that will make it possible and exciting for students to “kulia i ka nu‘u” and go forward confidently toward their highest vision with optimism, courage, and hope.

Upon successful completion of IS 109, the intended student learning outcomes are:

1. Use research skills to identify moʻokuhuhau (lineage), one hīnau (place of origin) and to hoʻoalauna (introduction of self).
2. Identify the legacy of a Hawaiian monarch in order to further appraise and develop personal strengths and gifts in relation to future educational and personal goals.
3. Practice effective communication and listening skills.
4. Use the working styles to identify areas of improvement in learning to enhance classroom performance and the college experience.
5. Apply personal and team responsibility and accountability.
6. Apply mindfulness techniques.

Kapiʻolani Community College Courses 2020 – 2021, H-I, page 31
5. Obtain a credit report, understand how it is used and what factors influence it, how to review for and report errors, and how credit scores can impact future financial decisions.
6. Identify the basic terminology of credit cards and bad credit habits.
7. Create a personal statement for scholarship applications.

**IS 161 Introduction to Creative Thinking (3) KCC AA/DA and KCC AS/AH**

3 hours lecture per week

IS 161 introduces students to the skills and strategies of creative thinking. Designed for students in all majors, the course will examine creativity as a fundamental component for innovation and success in any field, from art to science, technology to business. We will explore the creative process from various theoretical perspectives as well as the influences of education, culture and the environment on creative thinking. Creativity will be seen as a natural process that not only allows for greater adaptability, idea generation and problem solving, but which also adds an increased dimension of richness and meaning to our lives. Students will have the opportunity to develop and apply these skills in real world contexts, and to experience the value of creativity in developing a well rounded, flexible and adaptive approach to an increasingly complex world.

Upon successful completion of IS 161 the student should be able to:
1. Employ basic creative strategies including: synthesizing ideas, images or expertise in original ways, generative thinking, divergent thinking, and perceiving alternative perspectives.
2. Identify and analyze the personal, social and environmental influences of creativity.
3. Describe and analyze various theoretical perspectives on creativity.
4. Analyze the relation of creativity to critical thinking and intelligence.
5. Investigate the role of experimentation and risk taking in the creative process.
6. Apply different evaluative criteria to specific problems.
7. Exemplify trusting one's own decisions, insights and perceptions during the creative problem-solving process.
8. Examine and evaluate the need and value of creativity in the contemporary world.
9. Identify and analyze the myths and assumptions most often associated with creativity and creative people.

**INFORMATION TECHNOLOGY**

**ITS 122 Cyber Security Fundamentals (3)**

3 hours lecture per week

Prerequisite(s): Qualification for ENG 22 or qualification for ESOL 94 or qualification for a higher-level English course; and qualification for MATH 82 or qualification for a higher-level mathematics course.

Recommended Preparation: ICS 101.

Comment: Information Technology majors must take ITS 122 for a letter grade only.

ITS 122 introduces fundamental cyber security concepts. This course covers the fundamentals of risk management, cryptography, incident response and recovery, access control, authentication, types of attackers and attacks, and countermeasures. Students sometimes choose to take the CompTIA Security+ certification test following completion of this class because of the large overlap between this course and the Security+ exam objectives.

Upon successful completion of ITS 122, the student should be able to:
1. 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.
2. 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.
3. Analyze common security failures and identify specific design principles that have been violated, and the needed design principle, when given a specific scenario.
4. List the fundamental concepts of the Information Assurance/Cyber Defense discipline and describe how they can be used to provide system security.
5. 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.

**ITS 124 Small Business Networking (3)**

3 hours lecture per week

Prerequisite(s): Qualification for ENG 22 or qualification for ESOL 94 or qualification for a higher-level English course; and qualification for MATH 82 or qualification for a higher-level mathematics course.

Recommended Preparation: ICS 101.

Comment: ITS 124 may require hardware/software supplies up to $50.00 for hands-on activities. Information Technology majors
ITS 129 provides students with an overview of essential networking concepts, terminology and skills. The course gives students a fundamental understanding of the technological, business and legal issues related to a networked organization. The course also introduces the student to security concepts such as cryptography, digital signatures, key management and authentication. Some students may opt to take the CompTIA Network+ exam upon the completion of ITS 124 because much of the CompTIA Network+ exam material is covered in class.

Upon successful completion of ITS 124, the student should be able to:

1. Manage networking projects as part of a team.
2. Discuss information security technologies such as cryptography, digital signatures, key management, and authentication as they relate to computer networks.
3. Describe the fundamental concepts, technologies, components, terminology, protocols, standards organizations, and business, legal, ethical, and security issues related to communications and data networks.
4. Describe a basic secure network architecture in accordance with current best practices given a specific need and set of hosts/clients.
5. Use current network tools to monitor, map and troubleshoot a network and to track and identify packets.

**ITS 128 Introduction to Problem Solving and the Programming Process (3)**

3 hours lecture per week

**Prerequisite(s):** Qualification for ENG 22 or ESOL 94 or higher-level English course; and qualification for MATH 82 or higher-level mathematics course.

**Recommended Preparation:** Keyboarding experience and credit for ICS 101. Students are required to use Microsoft Office and have a basic familiarity with the Internet. Students need to be able to access course related technologies outside their classroom, including the integrated development environment: Microsoft Visual Studio. Students enrolled in ITS 128 will be able to obtain this software at no additional cost through the Microsoft Developer Network Academic Alliance (MSDNAA).

**Comment:** Information Technology majors must take ITS 128 for a letter grade only.

ITS 128 introduces students to problem solving, logical and programming skills used in a business computing environment. Step-by-step logic is provided and implemented in computer programs in a language deemed most appropriate for this course. Emphases are placed on valid solution designs and correct language syntax usage. Basic programming structures and concepts, common to all programming languages, are major components of this course.

Upon successful completion of ITS 128, the student should be able to:

1. Communicate the steps in the development of a solution to a computing problem.
2. Design, document, and analyze program flowcharts and/or pseudocode as a solution to a computing problem.
3. Design, develop, and implement a programming solution using basic programming concepts for modern computing platforms.
4. Document, test, and debug programs to ensure accurate results.

**ITS 129 Introduction to Databases (3)**

3 hours lecture per week

**Prerequisite(s):** Qualification for ENG 22 or ESOL 94 or qualification for a higher-level English course; and qualification for MATH 82 or qualification for a higher-level mathematics course.

**Recommended Preparation:** ICS 100 or ICS 101.

**Comment:** ITS 129 may require additional hardware/software supplies up to $50.00 for assignments/projects. Information Technology majors must take ITS 129 for a letter grade only.

ITS 129 introduces the student to databases. The course covers the tools needed to query and modify database objects and introduces the student to database design concepts. A substantial part of the course involves the understanding of the relationship between databases, tables, records and fields. The course includes hands-on activities in a computer environment that provides the student with experience designing, creating, and manipulating a database using the appropriate information technology tools.

Upon successful completion of ITS 129, the student should be able to:

1. Define a relational database.
2. Define common database terminology such as tables, records, fields, keys, views and relationships.
3. Describe the database design process.
4. Implement database normalization practices.
5. Define a database and describe the main logical differences between traditional files and databases.
6. Define a database management system (DBMS) and describe relationships of DBMS to a database and to users.
7. Use Structured Query Language to manipulate data.
8. Identify SQL standards.
10. Create a database schema.
11. Work effectively in teams.
12. Manage projects that involve designing and implementing databases related to a business function.
13. Follow best practices in secure database design to mitigate SQL injection and other possible security concerns.
ITS 142 Network Security (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ITS 122 and a grade of "C" or higher in ITS 124.
Comment: Information Technology majors must take ITS 142 for a letter grade only.

ITS 142 provides an overview of network security principles and tools. This course emphasizes the practical application of skills needed to design, implement, and support network security. This course supports the development of critical thinking and complex problem-solving skills through hands-on labs and allows students to experiment with network behavior.

Upon successful completion of ITS 142, the student should be able to:
1. Describe the security threats facing modern network infrastructures.
2. Secure network devices.
3. Secure the Local Area Network to mitigate common Layer 2 attacks.
4. Implement secure network design, management and reporting.

ITS 144 Computer Architecture Concepts and Support (3)
6 hours lecture per week for 8 weeks or 3 hours lecture per week for 16 weeks
Prerequisite(s): Qualification for ENG 100 or higher-level English course; and qualification for MATH 82 or higher-level mathematics course.
Recommended Preparation: ICS 101.
Comment: ITS 144 may require hardware/software supplies or other resources up to $50.00 for hands-on activities.

ITS 144 provides computer architecture and support concepts and hands-on activities relating to the following topics: Computer operating system concepts, computer hardware concepts, computer security, Windows Operating Systems, Linux Operating Systems, Virtualization, Troubleshooting, Computer Maintenance, Operational Policies and Procedures. While the focus of the course is not certification exam preparation, ITS 144 is aligned with the CompTIA A+ certification test objectives.

Upon successful completion of ITS 144, the student should be able to:
1. Describe and utilize the major types of operating systems currently in use by small businesses.
2. Describe the functions of operating systems and general operating system terminology.
3. Describe the basic features and functions of computer components.
4. Install, maintain, and troubleshoot various computer components.
5. Securely configure a computer system on a network.
6. Describe virtualization and install and utilize virtual machines.

ITS 148 Visual Studio.NET Programming I (3)
3 hours lecture per week
Prerequisite(s): A minimum grade of "C" in ITS 128 or consent of Business, Legal, and Technology department chairperson, program coordinator, or instructor.
Recommended Preparation: Keyboarding experience and credit for ICS 101. Students are required to use Microsoft Office and have a basic familiarity with the Internet. Students need to be able to access course related technologies outside their classroom, including Microsoft Visual Studio .NET. Students enrolled in ITS 148 will be able to obtain this software at no additional cost through the Microsoft Imagine Program.
Comment: Information Technology majors must take ITS 148 for a letter grade only.

ITS 148 is an introductory course in using the Visual Studio.NET Integrated Development Environment (IDE) to provide viable computing solutions in a business environment. It is assumed that the student is familiar with computer programming. Applications with forms, controls, and code are developed in Visual Studio.NET, using one of its programming languages deemed most appropriate for the course. Computer applications are executed, debugged and undergo tests of their validity. Introductory object oriented programming concepts are emphasized and realized through the creation of user defined classes and their properties and methods. Data validation and general procedure development are also components of this course.

Upon successful completion of ITS 148, the student should be able to:
1. Explain the basic concepts of objects and classes in programming.
2. Solve business application problems using event-driven programming and objects.
3. Write, test, and debug event-driven programs.

ITS 149 (Alpha) Topics in Database Administration I (3)
3 hours lecture per week
Prerequisite(s): ITS 129 or consent of the instructor or BLT department chair.
Recommended Preparation: ICS 100 or ICS 101.
Comment: ITS 149 may require additional hardware/software supplies as well as a minimum 16GB external disk drive. Information Technology majors must take ITS 149 for a letter grade only.
ITS 149 (Alpha) presents contemporary database topics in Information Technology. The purpose of ITS 149 is to maintain currency with rapidly changing technologies throughout the world, with an emphasis in Hawai‘i’s business industry. Topics may include database statistical analysis (modern tools for statistical analysis, data visualization, etc.); database administration (database design, advanced SQL statements, Extract Transform, and Load (ETL), data warehousing, etc.); and others as they emerge.

Upon successful completion of ITS 149, the student should be able to:
1. Define and use database management system (DBMS) administration terminology.
2. Describe database administration concepts and processes.
3. Apply skills in utilizing database administrative tools and functions.
4. Evaluate the implementation of database administrative tools and functions.
5. Describe the use of database administrative tools and functions in real world applications.

ITS 149AD Database Administration I (3)
3 hours lecture per week
Prerequisite(s): ITS 129 or consent of the instructor or BLT department chair.
Comment: ITS 149AD may require additional hardware/software supplies as well as a minimum 16GB external disk drive.
Information Technology majors must take ITS 149AD for a letter grade only.

ITS 149AD presents the contemporary database topic of basic database administration. In ITS 149AD students learn how to install and maintain a database server. They will gain a conceptual understanding of database server architecture and how its components work and interact with one another. They will also learn how to create an operational database and properly manage the various structures in an effective and efficient manner including performance monitoring, database security, user management, and backup/recovery techniques.

Upon successful completion of ITS 149AD, the student should be able to:
1. Define and use database management system (DBMS) administration terminology.
2. Describe database administration concepts and processes used in DBMS administration.
3. Install and configure Database Management Systems (DBMS) administrative tools and functions.
4. Apply and evaluate database administrative tools and functions used in DBMS administration.
5. Describe the use of database administrative tools and functions used in real world applications.

ITS 149R Database Administration I: Introduction to Data Analytics and R (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in BUS 100 or a grade of "C" or higher in ITS 128; and a grade of "C" or higher in ITS 129 or consent of instructor or Business, Legal, &Technology Department Chairperson.
Recommended Preparation: ICS 100 or ICS 101.
Comment: ITS 149R may require additional hardware/software supplies as well as a minimum 16GB external disk drive. Information Technology majors must take ITS 149R for a letter grade only.

ITS 149R presents the contemporary database topic of Data Analytics, a field at the nexus of statistics, computing, and domain expertise. Students will gain an overview of the field, and learn some of the basic concepts, principles and tools used in Data Analytics. The course will briefly touch upon most of the core subjects that will be studied more in-depth in courses that the students may take later in Database Analytics courses or programs. The course will also provide students with a hands-on introduction to R, with opportunities to analyze real data through a sequence of guided exercises and a final project report.

Upon successful completion of ITS 149R, the student should be able to:
1. Define and use database management system (DBMS) administration terminology.
2. Describe database administration concepts and processes.
3. Apply skills in utilizing database administrative tools and functions.
4. Evaluate the implementation of database administrative tools and functions.
5. Describe the use of database administrative tools and functions in real world applications.
6. Apply algorithms used in Machine Learning, Exploratory Data Analysis (EDA), Database Analytics, Big Data, and R modeling and analysis.
7. Describe and use the Database Analytic concepts in a group setting as well as an individual researcher.

ITS 222 Cyber Attacks and Defense (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ITS 142.
Comment: Information Technology majors must take ITS 222 for a letter grade only.

ITS 222 is an interactive course focusing on enumerating, scanning, hacking, and securing computer systems. Students will gain practical experience in both cyber attack and defense strategies and tactics. ITS 222 emphasizes ethical and legal issues related to cyber attacks and defense.

Upon successful completion of ITS 222, the student should be able to:
1. Identify, describe, and apply current cyber attack, defense incident response, and recovery strategies, tactics,
countermeasures, and best practices using current cyber defense tools, methods, and components.
2. Identify the bad actors in cyberspace and compare and contrast their resources, capabilities/techniques, motivations, aversion to risk, and threat potential.
3. List the applicable ethical issues, laws and policies related to cyber defense and digital forensics and describe the major components of each pertaining to the storage and transmission of data and resolution of legal disputes.
4. Examine the architecture of a typical, complex system and identify significant vulnerabilities, risks, and points at which specific security technologies/methods should be employed.

**ITS 224 Help Desk Support Practices (3)**

3 hours lecture per week

**Prerequisites:** A grade of "C" or higher in ITS 124; and a grade of "C" or higher in ITS 144 or consent of the instructor or consent of the BLT department chairperson.

ITS 224 introduces the Information Technology student to the key concepts and skills of Help Desk operation. Students will study what a Help Desk is, characteristics of its users, common problems, and tools. Students will learn about how a Help Desk fits into an organization’s structure and mission. Students will learn about the protocol and processing of incidents, and the different support levels and methods. Students will learn about knowledge, asset and security management and how important these are to an organization’s integrity. Students will have opportunities to both study and practice Help Desk operations in a controlled setting.

Upon successful completion of ITS 224, the student should be able to:
1. Demonstrate professional communication skills needed to isolate and identify Information Technology related problems.
2. Demonstrate professional writing skills used in creating and maintaining management and planning documents in a Information Technology enterprise.
3. Demonstrate the utilization of professional tools used in maintaining and managing a Information Technology enterprise.
4. Demonstrate the utilization of resources and tools used to identify and document reported problems.
5. Demonstrate the ability to troubleshoot and resolve Information Technology related problems.

**ITS 227 Web Site Development (3)**

3 hours lecture per week

**Recommended Preparation:** ITS 124 and ITS 129 and ITS 148.

**Comment:** Information Technology majors must take ITS 227 for a letter grade only.

ITS 227 introduces the student to the Internet and its effects on modern society. Students will review its history, concepts, and terminology. Hands-on activities will include how to connect to and navigate the Internet, create World Wide Web pages, and develop World Wide Web sites. A variety of Internet resources will be demonstrated and subsequently explored by students.

Upon successful completion of ITS 227, the student should be able to:
1. Discuss the history of the Internet.
2. Define the Internet.
3. Use the terminology of the Internet.
4. Explain how the Internet works.
5. Describe the e-commerce use of information technology.
6. Access the Internet through different protocols.
7. Work with the operating systems to connect to the Internet.
8. Navigate through various Internet resources to process e-mail, access information, and communicate with other networks.
10. Write HTML tags from scratch and by using Rapid Development Tool.
11. Write CSS selectors inline, embedded, and external both from scratch and by using Rapid Development Tool.
12. Write basic Javascript code from scratch and by using Rapid Development Tool.
15. Disseminate information on the Internet.
16. Explain the social impact of the Internet.
17. Describe current problems of the Internet.
18. Assess the future potential of the Internet.

**ITS 228 Visual Studio.NET Programming II (3)**

3 hours lecture per week

**Prerequisite(s):** ITS 148 or consent of the Business, Legal, and Technology department chairperson, IT program coordinator, or instructor.

**Comment:** Information Technology majors must take ITS 228 for a letter grade only.

ITS 228 is an advanced-intermediate course in using an industry standard Integrated Development Environment (IDE) to provide viable computing solutions in business and industry. It is assumed that the student is familiar with Visual Studio.NET or similar IDE. Enhanced user interfaces, especially those used in multi-form applications are covered. Object oriented programming concepts regarding inheritance are emphasized and realized through the creation of user defined derived classes that overload and override base classes. Database application development is also a component of this course.
Upon successful completion of ITS 228, the student should be able to:
1. Use structured program design and methodologies.
2. Develop multiform applications.
3. Manage structures and files.
4. Develop object oriented programs.
5. Develop database programs.

**ITS 229 (Alpha) Professional Database Skills (3)**

*3 hours lecture per week*

**Prerequisite(s):** ITS 129 and ITS 149.

**Recommended Preparation:** ICS 100 or ICS 101.

**Comment:** ITS 229 may require additional hardware/software supplies as well as a minimum 16GB external disk drive. Information Technology majors must take ITS 229 for a letter grade only.

ITS 229 (Alpha) covers hands-on practical skills necessary to the study and practice of database professionals. As technology and databases evolve over time, topics covered in this course may vary in order to maintain currency with industry standards. Course coverage emphasizes timely, real world situations and provides an opportunity for students to integrate new skills with competencies learned in prerequisite courses. Concepts will be discussed, demonstrated, exercised, and applied primarily through class assignments and projects. Successful students will be able to effectively demonstrate use of databases in administrative functions, data mining, and/or data analytics skills at a professional level.

Upon successful completion of ITS 229, the student should be able to:
1. Describe database concepts and processes useful in current database management systems (DBMS) applications.
2. Identify and implement strategies used in DBMS.
3. Install, configure, and apply DBMS functions and tools to optimize tasks and projects useful in current database methods.
4. Write, test, and debug event driven DBMS statements and scripts.
5. Describe the use of database tasks, tools and functions used in current DBMS applications.

**ITS 229AD Database Administration II (3)**

*3 hours lecture per week*

**Prerequisite(s):** ITS 149AD with a grade of C or higher or consent of instructor or Business, Legal, & Technology Department Chairperson. Recommended Preparation: ICS 100 or ICS 101.

**Comment:** ITS 229AD must be taken for a letter grade only for program credit.

ITS 229AD covers hands-on practical skills necessary to the study of database administration and advances students’ knowledge of database administration. In ITS 229AD, students will learn how to configure a database server, practice various methods of database backup and recovery, as well as monitor performance tools. Students will also learn how to administer a database efficiently by using automated and advanced security features. This course will also feature extensive study of Structured Query Language (SQL) and its use in administrative tasks.

Upon successful completion of ITS 229AD, the student should be able to:
1. Describe database concepts and processes useful in current database management systems (DBMS) applications.
2. Identify and implement strategies used in DBMS.
3. Install, configure, and apply DBMS functions and tools to optimize tasks and projects useful in current database methods.
4. Write, test, and debug event driven DBMS statements and scripts.
5. Describe the use of database tasks, tools and functions used in current DBMS applications.

**ITS 229P Professional Database Skills: Database Analytics with Python (3)**

*3 hours lecture per week*

**Prerequisites:** A grade of "C" or higher in BUS 128 and a grade of "C" or higher in ITS 128 and a grade of "C" or higher in ITS 129 or consent of instructor or Business, Legal, & Technology Department Chairperson.

**Recommended Preparation:** ICS 100 or ICS 101 or ITS 149R.

**Comment:** ITS 229P may require additional hardware/software supplies as well as a minimum 16GB external disk drive. Information Technology majors must take ITS 229P for a letter grade only.

ITS 229P covers hands-on practical skills necessary to the study of Python and utilizes the Python programming language to explore the fundamental concepts, constructs, and techniques of data analysis in current database systems including: program structures, algorithms, and Big Data sets.

Upon successful completion of ITS 229P, the student should be able to:
1. Describe database concepts and processes useful in current database management systems (DBMS) applications.
2. Identify and implement strategies used in DBMS.
3. Install, configure, and apply DBMS functions and tools to optimize tasks and projects useful in current database methods.
4. Write, test, and debug event driven DBMS statements and scripts.
5. Describe the use of database tasks, tools and functions used in current DBMS applications.
6. Implement and analyze algorithms in Python and apply data structures such as trees, maps, hash tables, etc.
ITS 293 Information Technology Program Internship (3)
1 hour lecture, 8 hours internship per week
Prerequisite(s): Consent of instructor, Program Coordinator or Business, Legal, & Technology Department Chairperson.
Comment: ITS 293 is repeatable for a maximum of nine credits; however, only three credits can be applied towards the fulfillment of requirements for the AS degree in Information Technology. Information Technology majors must take ITS 293 for a letter grade only.

ITS 293 is a cooperative internship education course involving the student and an employer or the college that integrates classroom learning with supervised, structured practical experience. Employment seeking skills such as resume writing, interviewing, application form filling, proper attitude and attire will be emphasized. Students' interests, ITS program content and the availability of jobs are considered when making internship assignments. It offers the opportunity to further develop workplace soft skills and technical skills.

Upon successful completion of ITS 293, the student should be able to:
1. Perform IT internship job search using appropriate tools; Follow proper etiquette and practice appropriate oral and written communication skills to apply for and secure an internship.
2. Perform activities in a cooperative work environment involving such areas as routine tasks, problem or crisis situations, creative suggestions or initiatives, personal development, work attitudes, and other competencies as determined by the instructor and the employer.
3. Analyze or describe the job assignment in relationship to principles, concepts or procedures covered in the field of study to demonstrate practical work place experience and relate that experience to the ITS course of study.
4. Meet industry standards for the ITS course of study as evidenced by workplace ethics, behavior, team work and interpersonal relations.
5. Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.

ITS 344 Small Business Server Administration (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ITS 224 or consent of instructor, Program Coordinator or Business, Legal, & Technology Department Chairperson.
Comment: ITS 344 may require hardware/software supplies for hands-on activities up to $50.00.

ITS 344 provides network business server operating system administration concepts and hands-on activities. Installation, configuration and maintenance will be covered in the context of a small business. This course will cover the following topics: overview of Windows and UNIX/Linux servers, installation and configuration including automated installation, remote installation, file systems, hard disk management, NTFS, VMFS, EXT3. ZFS, security, active directory, organization units, containers, user and group account administration, group policies, network printers, network protocols, TCP/IP networking topics, DHCP, static and dynamic IP addressing, WINS, DNS, RRAS, Security, PKI, backup and disaster recovery, resilience, redundancy and fault tolerance, network management, consoles, applications servers, web environment, FTP, web servers, IIS, terminal services, remote administration, physical environment considerations, server virtualization concepts, system monitoring tools, documentation, and application of industry best practices.

Upon successful completion of ITS 344, the student should be able to:
1. Describe the types of small business server operating systems currently in use.
2. Describe the functions of server operating systems.
3. Define general server terminology.
4. Describe the basic features and characteristics of PC processors and their operating systems.
5. Demonstrate basic features of Windows and UNIX/Linux based servers.
6. Install a server operating system and manage a network domain.
7. Install and configure networked printers and other shared peripherals.
8. Create user accounts and groups.
9. Describe basic server security.
10. Administer group policies.
11. Describe various server-based services.
12. Perform administrative duties on a server.
13. Summarize server virtualization concepts, features and considerations.
14. Determine an appropriate physical environment for server location.
15. Describe the importance of documentation and industry best practices.
16. Describe backup and disaster recovery concepts.

ITS 347 Active Server Pages.Net--Web Development (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ITS 227 and a grade of “C” or higher in ITS 327 and a grade of “C” or higher in ITS 228; or consent of instructor, Program Coordinator or Business, Legal, & Technology Department Chairperson.
ITS 347 teaches students the back end of Web processing using Active Server Pages (ASP.Net) on a contemporary Windows Server (currently 2008) and a .NET framework (currently 3.5). ASP pages bring various contemporary technologies together; web technologies, databases, and programming converge in the design and development of dynamic websites.

Upon successful completion of ITS 347, the student should be able to:
1. Describe the Active Server Pages Object Model.
2. Design Web Pages using Active Server Pages to handle processing on the Server.
3. Send information from the client machine to the server for processing.
4. Connect and interface with a simple database such as Microsoft Access or MS SQL.

**ITS 381A (Alpha) Topics in Information Technology (3)**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ITS 124 and a grade of "C" or higher in ITS 227 and a grade of "C" or higher in ITS 228 and a grade of "C" or higher in ITS 229AD and a grade of "C" or higher in all prerequisite courses of the same topic; or consent of the Business Education Department Chairperson, program coordinator, or instructor.

Comment: ITS 381 may require hardware and/or software supplies for hands-on activities up to $150.

ITS 381A (Alpha) presents contemporary Information Technology topics. The purpose of ITS 381 is to maintain currency with rapidly changing technologies throughout the world, with an emphasis in Hawai`i’s business industry. Topics may include networking (operating systems, hardware, operating systems, etc.); software (program development techniques, object-oriented design, electronic imaging systems, commerce on the Internet, etc.); and others as they emerge.

Upon successful completion of ITS 381, the student should be able to:
1. Describe its history.
2. Define and use its terminology.
3. Describe its concepts and features.
4. Apply skills in the creation and management of a networking and/or software systems.
5. Evaluate the implementation of the hardware and/or software system for efficiency and effectiveness.
6. Apply skills in the software or network installation, configuration, or modification.
7. Describe its relationship to other technologies.
8. Describe its impact on current business practices.

**ITS 381B Topics in Information Technology: Mobile Application Development (3)**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ITS 124 and a grade of "C" or higher in ITS 227 and a grade of "C" or higher in ITS 228 and a grade of "C" or higher in ITS 229AD and a grade of "C" or higher in all prerequisite courses of the same topic; consent of instructor, Program Coordinator or Business, Legal, & Technology Department Chairperson.

ITS 381B is a project-based course implementing the principles of mobile application design and development. Topics will include mobile app lifecycle; the Model View ViewModel (MVVM) architectural pattern; gesture-based user interface (UI) design and development; animations; page controls and navigation; data handling, storage and backup; maps and geolocation; camera, media and audio; and app packaging, monetization, and publication. Projects will be deployed in a cloud-based hosting facility, such as an app store. Course work will include project conception, design, implementation, and pilot testing of mobile applications. Each step of the process will be journaled and be maintained in a learning log, using a contemporary Weblog tool.

Upon successful completion of ITS 381B, the student should be able to:
1. Synthesize and apply knowledge of the Mobile Application Development Lifecycle and Model View ViewModel (MVVM) architectural pattern.
2. Practice decision making skills by identifying a target business need or problem and design a solution choosing appropriate supporting technology.
3. Develop graphical user interfaces (GUIs) with intuitive layouts combining mobile interface design features.
4. Implement contemporary features of a mobile software development toolkit, including page controls and navigation, maps and geolocation, camera, media and audio.
5. Utilize tools of a software development toolkit to package, monetize, and publish mobile applications.
6. Understand and implement security features and limitations of modern mobile operating systems.
7. Create a working professional portfolio, including a collection of open source code from class projects using a software hosting repository.
8. Maintain a professional engineering weblog (blog) documenting the process, challenges and experience of mobile applications development in a professional capacity.

**ITS 381CV Topics in Information Technology: Cloud Virtualization (3)**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ITS 122 and a grade of "C" or higher in ITS 124 and a grade of "C" or higher in ITS 142 and a grade of "C" or higher in ITS 144.
Comment: Students may need to spend up to $100 for access to online resources or licenses.

The purpose of ITS 381CV is to maintain currency with rapidly and burgeoning information technology area of virtualization throughout the world, with an emphasis in Hawai‘i’s business industry. Students will learn exactly what virtualization is and what its advantages and disadvantages are. They will learn the process of setting up, configuring, managing, administering, and distributing virtual machines. Students will learn about both virtual servers as well as virtual desktops. They will be exposed to various vendors that provide virtualization.

Upon successful completion of ITS 381CV, the student should be able to:
1. Describe its history.
2. Define and use its terminology.
3. Describe its concepts and features.
4. Apply skills in the creation and management of a networking and/or software systems.
5. Evaluate the implementation of the hardware and/or software system for efficiency and effectiveness.
6. Apply skills in the software or network installation, configuration, or modification.
7. Describe its relationship to other technologies.
8. Describe its impact on current business practices.
9. Explain Data Center Virtualization Concepts and Identify Typical Data Center Challenges.
10. Identify, Explain and Differentiate Virtualization Technologies.
13. Install and Configure Hypervisor Software.
15. Configure virtual Storage.
16. Deploy and Administer Virtual Machines.

**ITS 381F Topics in Information Technology: Computer Forensics and Investigations (3) Spring**

3 hours lecture per week

**Prerequisite(s):** A grade of “C” or higher in ITS 224 and a grade of “C” or higher in ITS 227 and a grade of “C” or higher in ITS 228 and a grade of “C” or higher in ITS 229AD; or consent of instructor, Program Coordinator or Business, Legal, &Technology Department Chairperson.

**Recommended Preparation:** Associate in Science degree in Information Technology or related field or equivalent related course work in Information Technology.

**Comment:** For hands-on activities ITS 381F may require hardware and/or software supplies costing up to $150. ITS 381F is offered in the spring semester only.

ITS 381F teaches that computers are being used for an ever-growing variety of purposes in our lives, including increasingly for espionage and crime. ITS 381F will cover the ethics of computer use and misuse, how to obtain, secure, and preserve digital evidence, how to correctly conduct computer investigations, and the legal issues involved in computer investigations.

Upon successful completion of ITS 381F, the student should be able to:
1. Use correct terminology related to computer forensics and investigations.
2. Discuss the ethical issues involved in computer crime and investigations.
3. Discuss the applicable laws and legal issues involved in computer crime and investigations.
4. Use computer forensics tools to acquire a forensic image of a computer in accordance with the requirements and best practices of digital evidence.
5. Describe the differences in acquiring and analyzing data from Macintosh, Windows, Linux/UNIX, and mobile devices.
6. Use computer forensics tools to acquire and analyze digital evidence in a controlled environment.
7. Describe the importance and methods of live acquisition of data.
8. Discuss the types of evidence available in graphics files.
9. Discuss the types of evidence available from email.
10. Write a forensic investigation report.
11. Discuss methods of and issues related to network forensics.

**ITS 381M Topics in Information Technology: Mobile Application Development (3)**

3 hours lecture per week

**Prerequisite(s):** A grade of "C" or higher in ITS 224 and a grade of "C" or higher in ITS 227 and a grade of "C" or higher in ITS 228 and a grade of "C" or higher in ITS 229AD and a grade of "C" or higher in all prerequisites of the same topic; or consent of instructor, Program Coordinator or Business, Legal, &Technology Department Chairperson.

ITS 381M is a project-based course implementing the principles of mobile application design and development. Topics will include
mobile app lifecycle; the Model View View Model (MVVM) architectural pattern; gesture-based user interface (UI) design and development; animations; page controls and navigation; data handling, storage and backup; maps and geolocation; camera, media and audio; and app packaging, monetization, and publication. Projects will be deployed in a cloud-based hosting facility, such as an app store. Course work will include project conception, design, implementation, and pilot testing of mobile applications. Each step of the process will be journaled and be maintained in a learning log, using a contemporary Weblog tool.

Upon successful completion of ITS 381M, the student should be able to:
1. Synthesize and apply knowledge of the Mobile Application Development Lifecycle and Model View View Model (MVVM) architectural pattern.
2. Practice decision-making skills by identifying a target business need or problem and design a solution choosing appropriate supporting technology.
3. Develop graphical user interfaces (GUIs) with intuitive layouts combining mobile interface design features.
4. Implement contemporary features of a mobile software development toolkit, including page controls and navigation, maps and geolocation, camera, media and audio.
5. Utilize tools of a software development toolkit to package, monetize, and publish mobile applications.
6. Understand and implement security features and limitations of modern mobile operating systems.
7. Create a working professional portfolio, including a collection of open source code from class projects using a software-hosting repository.
8. Maintain a professional engineering weblog (blog) documenting the process, challenges and experience of mobile applications development in a professional capacity.

**ITS 381OS Small Business Server OS Administration (3)**
3 hours lecture per week

*Prerequisite(s): A grade of "C" or higher in ITS 142 and a grade of "C" or higher in ITS 144; or consent of instructor, Program Coordinator or Business Education Department Chairperson.*

*Comment: Course materials, supplies, licenses for ITS 381OS may cost approximately $100.*

The purpose of ITS 381OS is to maintain currency with rapidly changing technologies network business server operating system administration concepts throughout the world, with an emphasis in Hawai‘i’s business industry by using current Web server technologies such as IIS and Apache. Installation, configuration and maintenance will be covered in the context of a small business. This course will cover the following topics: overview of Network servers, installation and configuration including automated installation, remote installation, file systems, hard disk management, security, directory services, user and group account administration, network services, network protocols, TCP/IP networking topics, static and dynamic IP addressing, Remote Access, security protocols, backup and disaster recovery, availability, redundancy, and fault tolerance, network management, application servers, web environment, terminal services, remote administration, physical environment considerations, server virtualization concepts, system monitoring tools, documentation, and application of industry best practices.

Upon successful completion of ITS 381OS, the student should be able to:
1. Describe its history.
2. Define and use its terminology.
3. Describe its concepts and features.
4. Apply skills in the creation and management of a networking and/or software systems.
5. Evaluate the implementation of the hardware and/or software system for efficiency and effectiveness.
6. Apply skills in the software or network installation, configuration, or modification.
7. Describe its relationship to other technologies.
8. Describe its impact on current business practices.
9. Describe the types of small business server operating systems currently in use and demonstrate their basic features.
10. Describe the functions of operating systems to include memory and process management.
11. Define general server and operating system terminology and concepts such as privileged and non-privileged states.
12. Install and administrate a server operating system, creating users accounts and groups, configuring various network services, and configuring a network domain including group policies.
13. Describe basic server security, backup, and disaster recovery concepts.
14. Summarize server virtualization concepts, features and considerations.
15. Determine an appropriate physical environment for server location.
16. Describe the importance of documentation and industry best practices.

**ITS 381PM Topics in Information Technology: Project Management (3)**
3 hours lecture per week

*Prerequisite(s): A grade of "C" or higher in ICS 101 or equivalent; and qualification for ENG 22 or ESOL 94 or higher-level English course; or consent of the Business, Legal, and Technology department chairperson, program coordinator, or instructor.*

*Comment: For hands-on activities ITS 381PM may require hardware and/or software supplies costing up to $150.*
ITS 381PM presents the contemporary Information Technology topic of project management principles associated with managing an IT project, including goals, scope, schedule, quality, risk, knowledge management, and budget. It covers the project management body of knowledge (PMBOK) which is the foundation of the Project Management Professional (PMP) certification. The course will also introduce students to software tools that support project management activities.

Upon successful completion of ITS 381PM, the student should be able to:
1. Describe its history.
2. Define and use its terminology.
3. Describe its concepts and features.
4. Apply skills in the creation and management of a networking and/or software system.
5. Evaluate the implementation of the hardware and/or software system for efficiency and effectiveness.
6. Apply skills in the software or network installation, configuration, or modification.
7. Describe its relationship to other technologies.
8. Describe its impact on current business practices.
9. Explain basic project management terminology and it's use based on PMI’s Project Management Body of Knowledge (PMBOK).
10. Explain the history of project management, it's concepts and features, and it's impact on current business practices.
11. Explain the main tasks and outputs from initiating, planning, executing, monitoring, controlling, and closing projects.
12. Demonstrate a capability to evaluate a project opportunity and describe an appropriate project management approach.
13. Demonstrate the ability to apply skills to use and manage software systems for planning and executing an IT project, and the relationship these systems have to other technologies.
14. Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

ITS 381RF Computer Incident Response and Forensics (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ITS122 or a grade of "C" or higher in ITS 324 or consent of instructor, IT Program Coordinator or Business, Legal & Technology Department chairperson.
Comment: Letter grade only. ITS 381RF may not be taken credit/no credit.

ITS 381RF addresses a contemporary Information Security need. Even the best maintained and defended networks are vulnerable to intrusion incidents. This course teaches computer forensics principles based around the purpose of enabling incident response actions in a business network environment. Building off a fundamental understanding of information security concepts, students will learn best practices for detecting, analyzing, and handling malicious activity. Topics include Linux forensics, Windows forensics, disk and memory forensics, malware triage, network forensics, threat modeling, analysis techniques, and incident response procedures.

Upon successful completion of ITS 381RF, the student should be able to:
1. Describe appropriate measures to be taken should a system compromise occur.
2. Describe different types of attacks and their characteristics.
3. Identify the major concepts in modern operating systems and the basic security issues in OS design and implementation.
4. 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.

ITS 382 (Alpha) Topics in Information Technology Cyber Security Technologies (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ITS 222 or consent of instructor, Program Coordinator or Business, Legal & Technology Education Department Chairperson.
Comment: ITS 382 (Alpha) may require hardware and/or software supplies for hands-on activities up to $100. Information Technology majors must take all ITS courses for a letter grade.

ITS 382 (Alpha) presents contemporary Information Technology Cyber Security Technologies topics, which may include various security techniques, risk threat and mitigation, forensics, ethical hacking and others as they emerge. The purpose of ITS 382 (Alpha) is to maintain currency with rapidly changing cyber security technologies throughout the world, with an emphasis in Hawai’i’s business industry.

Upon successful completion of ITS 382 (Alpha), the student should be able to:
1. Describe appropriate measures to be taken should a system compromise occur.
2. Describe different types of attacks and their characteristics.
3. Identify the major concepts in modern operating systems and the basic security issues in OS design and implementation.

ITS 382RF Topics in Information Technology: Incident Response and Forensics (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ITS 122 or a grade of “C” or higher in ITS 324 or consent of instructor, Program Coordinator or Business, Legal & Technology Education Department Chairperson.
Comment: ITS 382RF may require hardware and/or software supplies for hands-on activities up to $100. Information Technology majors must take all ITS courses for a letter grade.
ITS 382RF addresses a contemporary Information Cyber Security need in forensics and incident response. Even the best maintained and defended networks are vulnerable to intrusion incidents. ITS 382RF teaches computer forensics principles based around the purpose of enabling incident response actions in a business network environment. Building off a fundamental understanding of information security concepts, students will learn best practices for detecting, analyzing, and handling malicious activity. To assist students in to maintaining currency with rapidly changing cyber security technologies, topics may include Linux forensics, Windows forensics, disk and memory forensics, malware triage, network forensics, threat modeling, analysis techniques, and incident response procedures.

Upon successful completion of ITS 382RF, the student should be able to:
1. Describe appropriate measures to be taken should a system compromise occur.
2. Describe different types of attacks and their characteristics.
3. Identify the major concepts in modern operating systems and the basic security issues in OS design and implementation.
4. 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.

ITS 387 (Alpha) Topics in Information Technology Web Technologies (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ITS 227 or consent of instructor, Program Coordinator or Business, Legal & Technology Education Department Chairperson.
Comment: ITS 387 may require hardware and/or software supplies for hands on activities up to $100. ITS majors must take all ITS courses for a letter grade.

ITS 387 (Alpha) presents contemporary Information Technology Web Technologies topics, which may include various web development languages, rapid development tools, web application development, web and database connectivity and others as they emerge. The purpose of ITS 387 is to maintain currency with rapidly changing web technologies throughout the world, with an emphasis in Hawai’i’s business industry.

Upon successful completion of ITS 387 (Alpha), the student should be able to:
1. Describe its history.
2. Define and use its terminology
3. Describe its concepts and features.
4. Evaluate the implementation of the software system for efficiency and effectiveness.
5. Apply skills in the software installation, configuration, or modification.
6. Describe its relationship to other technologies.
7. Describe its impact on current business practices.

ITS 387J Dynamic HTML (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ITS 227 or consent of instructor, Program Coordinator or Business, Legal & Technology Education Department Chairperson.
Comment: ITS 387J may require hardware and/or software supplies for hands on activities up to $100. ITS majors must take all ITS courses for a letter grade. Coursework will require the use of a flat ASCII editor such as Notepad++ or Brackets. Students will implement Javascript libraries such as Jquery in websites, creating dynamic sites that are responsive to user input.

ITS 387J expands on the contemporary Information Technology Web Technology skill sets of HTML, CSS (Cascading Style Sheets), and Javascript. To assist students in maintaining currency in rapidly changing technologies, ITS 387J focuses on streamlined coding for design, dynamic content, and interactivity. Students will learn how to create Cascading Style Sheets that both control the layout and design of entire websites using a minimal amount of code. Students will learn how to create Dynamic HTML (DHTML) that changes both the content and format of Web pages depending on user input.

Upon successful completion of ITS 387J, the student should be able to:
1. Describe its history.
2. Define and use its terminology
3. Describe its concepts and features
4. Evaluate the implementation of the software system for efficiency and effectiveness.
5. Apply skills in the software installation, configuration, or modification.
6. Describe its relationship to other technologies.
7. Describe its impact on current business practices.
10. Create DHTML Web pages based on the end user's input and environmental variables.
11. Hide and show Web page elements depending on the end user's input using CSS and Javascript.
12. Insert, modify, and delete Web content dynamically using CSS and Javascript.
13. Scale content in Web pages.
### ITS 387P Programming Database Driven Websites (3)
3 hours lecture per week

**Prerequisite(s):** A grade of “C” or higher in ITS 227 and ITS 129; or Consent of instructor or Consent of Program Coordinator or Consent of Business, Legal & Technology Education Department Chairperson.

**Comment:** A modern computer is recommended.

The purpose of ITS 387P is to maintain currency with rapidly changing website technologies throughout the world, with an emphasis in Hawai'i's business industry. Websites have become the standard medium for exchanging data between users and organizations, as well as between users. Websites interface user client-side browsers to organizational databases. ITS387P is a project-based course where students can expand upon their knowledge using the most common client side programming languages as well as the most common server side scripting language and database technology in use by organizations today. Projects will include writing client side programs in HTML, JavaScript, jQuery and Angular JS, as well as server side programs written in PHP interfacing to SQL databases. Students also learn how to configure WordPress websites interfacing server side SQL databases.

Upon successful completion of ITS 387P, the student should be able to:

1. Describe its history.
2. Define and use its terminology.
3. Describe its concepts and features.
4. Evaluate the implementation of the software system for efficiency and effectiveness.
5. Apply skills in the software installation, configuration, or modification.
6. Describe its relationship to other technologies.
7. Describe its impact on current business practices.
8. Create responsive client-side applications utilizing Bootstrap and Angular.
9. Create and compare server side Application Programmer Interfaces (APIs) utilizing SQL with Node.js and SQL with PHP.
11. Register domain name for website.

### ITS 388 (Alpha) Topics in Information Technology: Programming Technologies (3)
3 hours lecture per week

**Prerequisite(s):** A grade of “C” or higher in ITS 228 and a grade of “C” or higher in ITS 229AD; or consent of instructor, Program Coordinator or Business, Legal & Technology Education Department Chairperson.

**Comment:** ITS 388 may require hardware and/or software supplies for hands-on activities up to $100. IT majors must take all ITS courses for a letter grade.

ITS 388 (Alpha) presents contemporary Information Technology Programming Technologies topics in various programming languages, rapid development tools, app development, database connectivity and others as they emerge. The purpose of ITS 388 is to maintain currency with rapidly changing programming technologies throughout the world, with an emphasis in Hawai'i's business industry.

Upon successful completion of ITS 388 (Alpha), the student should be able to:

1. Use an appropriate programming environment to design, code, run and debug computer programs.
2. Work with numbers and common data type such strings, lists, and dictionaries.
3. Utilize arrays, methods and classes.
4. Practice solving problems using program structures utilizing decisions and loops and data structures such as list, tuples, and dictionaries.
5. Use appropriate libraries to access classes and methods.
6. Use exception handling special cases such as program errors.
7. Examine the security issues that exist in the programming language.

### ITS 388AL Topics in Information Technology: Assembly Language Programming for Intel and AMD Microprocessor Based Systems (3)
3 hours lecture per week

**Prerequisite(s):** A grade of “C” or higher in ITS 128 or ICS 111 or equivalent; and a grade of “C” or higher in ITS 144; and qualification for ENG 22 or ESOL 94 or higher-level English course; and qualification for MATH 82 or higher-level mathematics course; or consent of the Business, Legal, and Technology department chairperson, program coordinator, or instructor.

**Comment:** Letter grade only. ITS 388AL may not be audited. ITS 388AL may not be taken credit/no credit. A modern computer running Windows with Visual Studio Community Edition is recommended.

ITS 388AL is a project-based course implementing the principles of machine level programming for Intel and AMD microprocessors. Topics will include instruction set architectures, machine level program using the Microsoft Assembler (MASM) Assembly Language, microprocessor design, memory management and input-output systems. Projects will include writing stand alone programs. Projects will also include writing programs that support higher-level language supporting functions as well as processor support for fast functions that cannot be implemented in a higher-level language. Integrating fast machine-level programs for greatly increasing critical paths in programs written in higher-level languages will also be covered.

Upon successful completion of ITS 388AL, the student should be able to:

1. Use an appropriate programming environment to design, code, run and debug computer programs.
2. Work with numbers and common data type such strings, lists, and dictionaries.
3. Utilize arrays and methods.
4. Practice solving problems using program structures utilizing decisions and loops and data structures such as list, tuples, and dictionaries.
5. Use appropriate libraries to access classes and methods.
6. Use exception handling special cases such as program errors.
7. Examine the security issues that exist in the programming language.
8. Identify and describe the purpose of each microprocessor bus and central processing unit (CPU) register and their relationship to the instruction execution cycle.
9. Write programs that read operands from memory, compute arithmetic expressions, and store results into memory.
10. Write programs that use indirect addressing modes, perform block moves and manipulate strings.
11. Write programs that call subprograms, pass arguments and link to external library routines using the Microsoft Assembler (MASM) and linker.

**ITS 388C Application Development in C# (3)**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ITS 228 or a grade of "C" or higher in ITS 229AD or consent of instructor, the Program Coordinator or the Business, Legal & Technology Education Department Chairperson.

Comment: Letter grade only. ITS 388C may not be audited. ITS 388C may not be taken credit/no credit.

ITS 388C provides a controlled, structured environment for the student to experience the entire sweep of activities necessary to create and deploy a modern, non-trivial application from end to end.

Upon successful completion of ITS 388C, the student should be able to:

1. Use an appropriate programming environment to design, code, run and debug computer programs.
2. Work with numbers and common data type such strings, lists, and dictionaries.
3. Utilize arrays, methods and classes.
4. Practice solving problems using program structures utilizing decisions and loops and data structures such as list, tuples, and dictionaries.
5. Use appropriate libraries to access classes and methods.
6. Use exception handling for special cases such as program errors.
7. Examine the security issues that exist in the programming language.
8. Diagram, analyze, and participate in a large-scope programming project.

**ITS 388PY Topics in Information Technology: Python Programming (3)**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ITS 227 and a grade of "C" or higher in ITS 228 and a grade of "C" or higher in ITS 229AD; or consent of instructor or Program Coordinator.

Recommended Preparation: Associate in Science degree in Information Technology program or Associate in Science degree in related field or equivalent related course work in Information Technology.

Comment: ITS 388PY may require hardware supplies up to $100.00 for hands-on activities. Please budget your time to use the BLT Lab computers if you do not have access to computers with broadband access outside of the lab.

ITS 388PY covers the essentials of the Python programming language (data types, data structures, if/elif/else statements, looping, functions and exceptions). To assist students in maintaining currency with the rapidly changing programming technologies ITS 388PY goes into depth in certain areas such as arrays, graphing, objects and classes, and GUI programming. The Python programming language can be used in Web Development and also for data access, analysis, and visualization.

Upon successful completion of ITS 388PY the student should be able to:

1. Use an appropriate programming environment to design, code, run and debug computer programs.
2. Work with numbers and common data type such strings, lists, and dictionaries.
3. Utilize arrays, methods and classes.
4. Practice solving problems using program structures utilizing decisions and loops and data structures such as list, tuples, and dictionaries.
5. Use appropriate libraries to access classes and methods.
6. Use exception handling special cases such as program errors.
7. Examine the security issues that exist in the programming language.
8. Use the Python programming language to create business applications.
ITS 389 (Alpha) Topics in Information Technology Database Technologies (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ITS 229AD or consent of instructor, Program Coordinator or Business, Legal & Technology Education Department Chairperson.
Comment: ITS 389 may require hardware and/or software supplies for hands-on activities up to $100.

ITS 389 (Alpha) presents contemporary Information Technology Database Technologies, such as cloud hosted databases, non-relational database technologies, and others as they emerge. The purpose of ITS 389 is to maintain currency with rapidly changing database technologies throughout the world, with an emphasis in Hawai‘i’s business industry.

Upon successful completion of ITS 389 (Alpha), the student should be able to:
1. Describe the history of the technology.
2. Define and use terminology of the technology.
3. Describe concepts and features of the technology.
4. Evaluate the implementation of the database system for efficiency and effectiveness.
5. Apply skills in the database installation, configuration, or modification.
6. Describe the relationship of this technology to other technologies.
7. Describe the impact of this technology on current business practices.

ITS 389BD Database Analytics: Big Data and NoSQL (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ITS 229AD or consent of instructor or BLT department chair.
Comment: ITS 389BD may require additional hardware/software supplies as well as a minimum 16GB external disk drive.
Information Technology majors must take ITS 389BD for a letter grade only.

ITS 389BD, while presenting a contemporary Information Technology Database Technology, introduces students to basic technology (algorithms, architectures, systems) in connection with large-scale data management and information extraction techniques for big data. The course will start by introducing Big Data models, databases and query languages, cover modern distributed database systems and algorithms, and Big Data systems adopted in industry and science applications. Implementation of a data analysis engine on a standalone machine will be covered and students will learn how to build their own database engine for Big Data. The course will also cover critical topics in mining and knowledge discovery of big data, with applications in social analytics, cyber security, and information networks.

Upon successful completion of ITS 389BD, the student should be able to:
1. Describe the history of the technology.
2. Define and use terminology of the technology.
3. Describe concepts and features of the technology.
4. Evaluate the implementation of the database system for efficiency and effectiveness.
5. Apply skills in the database installation, configuration, or modification.
6. Describe the relationship of this technology to other technologies.
7. Describe the impact of this technology on current business practices.

ITS 389C Topics in Information Technology Database Technology: Cloud (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ITS 229AD or consent of instructor, Program Coordinator or Business, Legal & Technology Education Department Chairperson.
Recommended Preparation: ICS 100 or ICS 101.
Comment: ITS 389C may require hardware and/or software supplies for hands-on activities up to $100.

ITS 389C advances the students’ knowledge of database technology by adding the advantages, complexities, and new security concerns of current cloud hosting systems such as Amazon Web Service (AWS). To assist students in maintaining currency with rapidly changing database technologies ITS 389C will teach students how to design, create, deploy, secure, administer, extend, backup, and recover databases in a virtualized remote hosting system.

Upon successful completion of ITS 389C, the student should be able to:
1. Describe the history of the technology.
2. Define and use terminology of the technology.
3. Describe concepts and features of the technology.
4. Evaluate the implementation of the database system for efficiency and effectiveness.
5. Apply skills in the database installation, configuration, or modification.
6. Describe the relationship of this technology to other technologies.
7. Describe the impact of this technology on current business practices.
8. Design databases to be deployed into a virtualized remote hosting system, such as Amazon Web Services (AWS).
9. Create databases in a virtualized remote hosting system; such as Amazon Web Services (AWS).
10. Deploy databases in a virtualized remote hosting system; such as Amazon Web Services (AWS).
11. Secure databases in a virtualized remote hosting system; such as Amazon Web Services (AWS).
12. Administer databases in a virtualized remote hosting system; such as Amazon Web Services (AWS).
13. Extend databases in a virtualized remote hosting system; such as Amazon Web Services (AWS).
14. Backup databases in a virtualized remote hosting system; such as Amazon Web Services (AWS).
15. Recover databases in a virtualized remote hosting system; such as Amazon Web Services (AWS).
Upon successful completion of JPN 102, the student should be able to:

1. Identify the general topic and basic information in short messages, short conversations and presentations based on everyday events, very familiar topics and simple sentences where context is clear in spoken Japanese. Comprehension is limited to vocabulary and simple questions/statements related to everyday events, such as greetings, introductions, descriptions of rooms/housing, campus/towns, and daily schedule/activities. (Interpretive Listening)
2. Communicate appropriately in short sentences, ask for meaning of unknown words, ask simple questions, primarily by relying on memorized and set phrases, to function at a basic level in everyday events, such as greetings, introductions, descriptions of rooms/housing, campus/towns, and daily schedule/activities. (Interpersonal Speaking)
3. Present information appropriately in simple sentences in spoken or written form on everyday events, very familiar topics such as simple introduction of others, descriptions of rooms/housing, campus/towns, and daily schedule/activities. (Presentational Speaking and Writing)
4. Identify the general topic and basic information based on everyday events, very familiar topics and simple sentences where context is clear in written Japanese. Comprehension is limited to vocabulary and simple questions/statements related to everyday events, such as greetings, introductions, descriptions of rooms/housing, campus/towns, and daily schedule/activities that may appear in written materials such as profiles, blogs, and text messages. (Interpretive Reading)
5. Communicate appropriately and accurately in written form using short phrases and sentences in hiragana, katakana, and kanji, primarily by relying on memorized and set phrases, to function at a basic level in everyday events, writing self-introductions, simple memos, typing and posting daily activities. (Interpersonal Writing)
6. Identify products, practices, and values in one's own culture and in Japanese culture and use that knowledge to communicate and interact appropriately with native speakers (with cultural awareness). (Intercultural Communication)

JPN 101 Elementary Japanese I (4)
4 hours lecture per week
Comment: Previously JPN 101.

JPN 101 introduces the basic foundations of the Japanese language that will enable students to acquire and develop language skills in speaking, reading, writing, listening, and intercultural communicative competence. This course is designed for those who have no prior (or very limited) knowledge of the Japanese language. Students will gain a basic level of proficiency to communicate in basic everyday situations on a number of familiar topics and begin to distinguish similarities and differences in communication styles in Japanese and English.

Upon successful completion of JPN 101, the student should be able to:
1. Identify the general topic and basic information in short messages, short conversations and presentations based on everyday events, such as greetings, introductions, descriptions of rooms/housing, campus/towns, and daily schedule/activities. (Interpretive Listening)
2. Communicate appropriately in short sentences, ask common simple questions, to function at a basic level in everyday events, such as greetings, introductions, descriptions of rooms/housing, campus/towns, and daily schedule/activities. (Interpersonal Speaking)
3. Present information appropriately in spoken or written form on everyday events, very familiar topics such as leisure activities, describing preferences, shopping, inviting and dining out, family members, physical condition, and memories. (Presentational Speaking and Writing)
4. Present information appropriately in spoken or written form on everyday events and familiar topics such as leisure activities, describing preferences, shopping, inviting and dining out, family members, physical condition, and memories. (Interpretive Reading)
5. Communicate appropriately and accurately in simple text of a few paragraphs in hiragana, katakana, and kanji, integrating new and previously learned structures to write about the above-mentioned activities. Writing will include postcards, short letters, simple journals, blogs, and text messages that are based on everyday events, very familiar topics such as leisure activities, describing preferences, shopping, inviting and dining out, family members, physical condition, and memories. Have a functional command of 90 kanji. (Interpersonal Writing)

JPN 102 Elementary Japanese II (4)
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in JPN 101 or satisfactory score on KCC language placement test or instructor consent.
Comment: Previously JPN 102.

JPN 102 continues to build a basic foundation that will enable students to acquire and develop language skills in listening, speaking, reading, and writing in Japanese in a linguistically and culturally appropriate manner. Students will continue to develop intercultural communicative competence. Students will gain a level of proficiency to communicate in everyday situations on an increased number of familiar topics and distinguish similarities and differences in communication styles in Japanese and English. Students will attain the Novice Mid to Novice High level on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.

Upon successful completion of JPN 102, the student should be able to:
1. Interpret the general topic and information in short messages, short conversations and presentations that combine new and previously learned elements in spoken Japanese related to everyday events and familiar topics such as leisure activities, describing preferences, shopping, inviting and dining out, family members, physical condition, and memories. (Interpretive Listening)
2. Communicate appropriately in short sentences, ask common simple questions, to function in conversations related to everyday events and familiar topics such as leisure activities, describing preferences, shopping, inviting and dining out, family members, physical condition, and memories. (Interpersonal Speaking)
3. Present information appropriately in spoken or written form on everyday events and familiar topics such as leisure activities, describing preferences, shopping, inviting and dining out, family members, physical condition, and memories. (Presentational Speaking and Writing)
4. Interpret the general topic and information written in hiragana, katakana, and kanji in profiles, menus, postcards, short letters, simple journals, blogs, and text messages that are based on everyday events, very familiar topics such as leisure activities, describing preferences, shopping, inviting and dining out, family members, physical condition, and memories. Have a functional command of 90 kanji. (Interpretive Reading)
5. Communicate appropriately and accurately in simple text of a few paragraphs in hiragana, katakana, and kanji, integrating new and previously learned structures to write about the above-mentioned activities. Writing will include postcards, short letters, simple journals, blogs, text messages, typing and posting activities and events. (Interpersonal Writing)
6. Identify and begin to compare products, practices, and values in one's own culture and in Japanese culture and use that knowledge to communicate and interact appropriately with native speakers (with cultural awareness). (Intercultural Communication)

JPN 131 Japanese Conversation and Culture I/Business and Tourism Industry (4)
4 hours lecture per week
Comment: Previously JPNS 131.

JPN 131 focuses on beginning level Japanese to develop oral communication skills. Includes oral drills and individual practice to form Japanese sentences. Also discusses cultural information and vocabulary relevant to successful interaction with a Japanese guest in the business and visitor industry. Through an interactive, communicative approach, this course emphasizes immediate application of content learned in situational role-plays and projects.

Upon successful completion of JPN 131, the student should be able to:
2. Orally produce simple, short sentences.
3. Refer to present, past, and future events.
4. Count money, people, and objects, and handle monetary transactions, using numbers 0 to 100,000,000.
5. Recognize and use approximately 600 words, including those which express activities, location, time, duration, colors, size, and shapes.
6. Perform limited business tasks such as retailing and taking orders on tables.
7. Interact with clients in culturally acceptable ways, employing appropriate speech style, greetings, mannerisms, and implications.
8. Be familiar with a cultural perspective different from the student's own.

JPN 201 Intermediate Japanese I (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in JPN 102 or satisfactory score on language placement test or consent of instructor.
Comment: Previously JPNS 201.

JPN 201 is a continuation of JPN 102 and the first half of an intermediate course on spoken and written Japanese. It is designed to reinforce the fundamentals of the Japanese language skills introduced in the elementary level. Students will further develop the five skills of listening, speaking, reading, writing and cultural competence.

Upon successful completion of JPN 201, the student should be able to:
1. Understand sentence-length utterances that consist of a recombination of new and previously learned elements in a limited number of content areas, such as health, travel, career planning and preparation, and asking for favors.
2. Understand increased but limited number of simple paragraph-length utterances.
3. Understand spontaneous face-to-face conversations as well as short routine telephone conversations and some deliberate speech, such as simple announcements and reports.
4. Handle a variety of uncomplicated, basic and communicative tasks and social situations. Ask and answer questions and participate in simple conversations in the aforementioned situations. Produce slightly longer utterances. Ask follow-up questions to expand the conversation.
5. Read consistently, with increased understanding, simply connected texts dealing with a variety of basic and social needs, such as personal letters, emails, messages, journals, Internet sources, and narrative accounts of events of interest. Such texts are written in hiragana, katakana, and about 214 frequently used kanji (87 kanji are introduced in this course).
6. Obtain necessary information from simple authentic texts using skimming and scanning skills.
7. Meet a number of simple practical writing needs, such as simple personal letters, emails, messages, and journals with content involving personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Express and support opinions on topics grounded in personal experience.
8. Speak and interact using culturally appropriate gestures, greetings, backchanneling, and body language.
9. Text, chat, blog, or email appropriately in Japanese in a limited number of content areas using hiragana, katakana, and kanji.

JPN 202 Intermediate Japanese II (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in JPN 201 or satisfactory score on language placement test or consent of instructor.
Comment: Previously JPNS 202.

JPN 202 is the second half of an intermediate course on spoken and written Japanese. It continues to reinforce the fundamentals of the Japanese language skills introduced in the elementary level. It also aims at developing the functional ability to communicate in Japanese beyond the survival level. Students will attain the Intermediate Mid to Intermediate High level on the American Council on
the Teaching of Foreign Languages (ACTFL) proficiency scale.

Upon successful completion of JPN 202, the student should be able to:
1. Sustain understanding over longer stretches of connected discourse on a number of topics, such as asking and giving directions, gift exchanging, presenting cooking demonstration, expressing unpleasant experiences, rumors, and feelings, and honorific and humble expressions used in business environments.
2. Handle successfully most uncomplicated communicative tasks and social situations attaining the Intermediate Low to Intermediate Mid level on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guideline Scale.
3. Initiate, sustain, and close a general conversation with a number of strategies to a range of circumstances and topics aforementioned.
4. Produce limited number of connected discourse in descriptions and narration.
5. Read consistently with full understanding simple connected texts dealing with basic personal and social needs about which students have personal interest and/or knowledge.
6. Obtain main ideas and information from descriptive and narrative texts using 301 basic kanji (87 new kanji will be introduced in this course).
7. Utilize online and Japanese dictionary apps to independently read Japanese text.
8. Meet most practical writing needs and social demands.
9. Write simple letters, emails, brief synopses and paraphrases, expression of opinions, summaries of biographical data, work, and school experience.
10. Describe and narrate familiar topics in paragraphs.
11. Text or chat spontaneously and blog or email appropriately in Japanese using hiragana, katakana, and kanji on the topics aforementioned

JPN 257 (Alpha) Japanese Culture and Language Through Content (4)
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in JPN 102 or consent of instructor.
Comment: JPN 257 (Alpha) is not intended to be used as a substitute for JPN 201 or JPN 202. Previously JPNS 257 (Alpha).

JPN 257 (Alpha) is an intermediate-level language course using various content areas to further develop Japanese language skills and understanding of Japanese culture. Possible content areas include: History, Economics, Anthropology, Cuisine, Politics, Popular Culture, Film, Sociology, Music, and Geography/Demographics.

Upon successful completion of JPN 257 (Alpha), the student should be able to:
1. Identify Japanese patterns of social interaction and behavior.
2. Describe various aspects of Japanese culture.
3. Express the diversity and the linguistic variety in Japanese culture, orally and in writing.
4. Explain how Japanese culture is influenced by globalization.
5. Recognize the links between language and culture.
6. Get information from written text as well as from other media.
7. Use content as a tool for the investigation into language and culture.
8. Express opinions orally and in writing about the content using appropriate vocabulary and grammar.
9. Communicate content effectively through class discussions, written assignments, oral presentations, etc.
10. Relate orally and in writing personal experiences related to the content.

JPN 257B Japanese Culture and Language Through Content: Pop Culture – Anime (4)
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in JPN 102 or consent of instructor.
Comment: JPN 257B is not intended to be used as a substitute for JPN 201 or JPN 202. Previously JPN 257B.

JPN 257B is an intermediate-level course focusing on learning the Japanese language through Pop Culture, specifically through Japanese animations and videos. Japanese animations and videos provide the viewer with glimpses of the subtle and sometimes not so subtle aspects of Japanese language and culture. Thus, if one views these with an eye for what can be learned about the Japanese language, one's understanding of Japanese language and culture will increase significantly.

Upon successful completion of JPN 257B, the student should be able to:
1. Identify Japanese patterns of social interaction and behavior.
2. Describe various aspects of Japanese culture.
3. Express the diversity and the linguistic variety in Japanese culture, orally and in writing.
4. Explain how Japanese culture is influenced by globalization.
5. Recognize the links between language and culture.
6. Get information from written text as well as from other media.
7. Use content as a tool for the investigation into language and culture.
8. Express opinions orally and in writing about the content using appropriate vocabulary and grammar.
9. Communicate content effectively through class discussions, written assignments, oral presentations, etc.
10. Relate orally and in writing personal experiences related to the content.
11. Produce and respond to sentence-length utterances that consist of a recombination of new and previously learned elements in a limited number of content areas found within pop culture as seen through anime.
12. Engage in spontaneous face-to-face conversations dealing with a variety of basic and social needs that use the grammatical patterns and vocabulary found within anime.
13. Handle a variety of uncomplicated, basic and communicative tasks and social situations found within anime.
14. Look up unknown vocabulary and phrases found in anime by using dictionaries to create personal vocabulary and pattern lists.
15. Identify ways in which the language is influenced by the culture as demonstrated through the behavior of the characters in animation and video.
16. Identify Japanese patterns of social interaction as seen in anime.
17. Use Japanese social phrases and manners learned from anime.

**JPN 257C: Japanese Culture and Language Through Content: Japanese History - Understanding the Samurai Culture (4)**

4 hours lecture per week

Prerequisites: A grade of "C" or higher in JPN 102 or consent of instructor.

Comment: JPN 257C is not intended to be used as a substitute for JPN 201 or JPN 202. Previously JPNS 257C.

JPN 257C is an intermediate-level Japanese course that utilizes the Japanese language to learn about the Samurai Culture in Japanese history. The course will focus on the language to learn how the culture of the samurai developed from the Kamakura Period in the late 1100s out of the clanships. This course will also include the influence of Zen Buddhism on the culture of the samurai and the change of the samurai from warrior to courtier during the Tokugawa period (1603 to 1867). This course will also discuss the changes in the Japanese language and the impact of the samurai culture to modern Japan.

Upon successful completion of JPN 257C, the student should be able to:
1. Identify Japanese patterns of social interaction and behavior.
2. Describe various aspects of Japanese culture.
3. Express the diversity and the linguistic variety in Japanese culture, orally and in writing.
4. Explain how Japanese culture is influenced by globalization.
5. Recognize the links between language and culture.
6. Get information from written text as well as from other media.
7. Use content as a tool for the investigation into language and culture.
8. Express opinions orally and in writing about the content using appropriate vocabulary and grammar.
9. Communicate content effectively through class discussions, written assignments, oral presentations, etc.
10. Relate orally and in writing personal experiences related to the content.
11. Produce and respond to sentence-length utterances that consist of a recombination of new and previously learned elements in a limited number of content areas as seen through the study of samurai culture.
12. Engage in spontaneous face-to-face conversations dealing with a variety of basic and social needs that use the grammatical patterns and vocabulary found within the study of samurai culture.
13. Handle a variety of uncomplicated, basic and communicative tasks and social situations found within the study of samurai culture.
14. Look up unknown vocabulary and phrases found in the study of samurai culture by using dictionaries to create personal vocabulary and pattern lists.
15. Identify Japanese patterns of social interaction as seen in the study of samurai culture.
16. Use Japanese social phrases and manners learned from the study of samurai culture.

**JPN 290: Japanese Language and Culture through Cross-Cultural Communication (4)**

4 hours lecture per week

Prerequisites: ENG 100 with a grade of "C" or higher or ESL 100 with a grade of "C" or higher; and Instructor approval and completion of a minimum of 12 credits at Kapiʻolani CC; and students must be a graduate of a Japan Ministry of Education accredited high school or have an advanced high rating on the ACTFL proficiency scale.

Comment: Letter grade only. JPN 290 may not be audited. Previously JPNS 290.

JPN 290 embraces the students' experiences studying and living abroad in Hawaii. The course will further develop and refine interpersonal, presentational, interpretive, and cross-cultural communicative skills of native or near-native Japanese language speakers. Students will research and analyze Japanese language and culture from a socio-linguistic, historical and geographical perspective, develop cultural awareness, effectively convey knowledge about Japanese culture and communicate through cross-cultural communication. Students will develop critical thinking and problem-solving skills while examining case studies and participating in discussion and debates on social issues in Japan. Students will learn to unpack their study abroad experience in the U.S. Hawaii, reflect on their experience, the marketable skills they have and the skills they need to develop, and how they can connect those skills to the needs of the global workforce.
Upon successful completion of JPN 290, the student should be able to:

1. Demonstrate proficiency of the Japanese language and culture at the superior level on the American Council for the Teaching of Foreign Languages (ACTFL) scale in interpersonal, interpretive, and presentational modes.
2. Discuss topics covered in the course in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy.
3. Present opinions on a number of issues of interest, such as social and political issues, and provide structured arguments to support these opinions while demonstrating problem solving skills and critical thinking skills.
4. Produce most kinds of formal correspondence, in-depth summaries, reports, and research papers on selected social and academic topics.
5. Demonstrate the ability to explain complex matters, present and support opinions by developing cogent arguments and hypotheses using effective organization, lexicon, and writing protocols and demonstrating problem solving skills and critical thinking skills.
6. Describe similarities and differences between Japanese and U.S. culture from various perspectives and values.
7. Unpack study abroad experience in the U.S./Hawaii, identify marketable skills they have and how they can connect those skills to the needs of the global workforce.

JOURNALISM

JOUR 150 Journalism and Society (3) KCC AA/DS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or ESL 100.

JOUR 150 surveys the forces that shape the way society communicates, the impact of mass media on the political, social and cultural climate of America and the world; and the roles of technology, business, government and the courts, and personalities in shaping media industries.

Upon successful completion of JOUR 150, the student should be able to:

1. Describe the major communication processes and the developments that changed the way in which information is exchanged.
2. Explain how changes in the way people communicate have affected the ways in which societies/communities organize and define themselves.
3. Identify the major factors involved in the development of the print, radio/music, television and film industries, including technological development, landmark government legislation and court decisions, and key personalities.
4. Explain the impact each of the major media industries has made on American society.
5. Identify visual and other techniques used to persuade or sell in TV news, films, videos and magazines.
6. Describe the ways the advertising industry uses technology and research to target audiences for consumer goods and political candidates.
7. Explain how public relations operates and its role in our society today.
8. Explain how the American legal system attempts to balance First Amendment rights with the rights of the private individual in the areas of libel, privacy, fair trial and copyright.
9. Describe the ethical codes, laws, and regulations that govern the major media industries and identify the government agencies that oversee the media.
10. Apply the Society of Professional Journalists Code of Ethics to the handling of news on campus and in the community.

JOUR 205 Newswriting (3)
3 hours lecture per week
Prerequisite(s): A grade of "B" or higher in ENG 100 or a grade of "B" or higher in ENG 160 or a grade of "B" or higher in ESL 100 or consent of instructor.

JOUR 205 focuses on the basic principles of writing for media: understanding audience and purpose, developing a focus, gathering information efficiently, writing basic news story formats with speed and accuracy, using the Associated Press style sheet, and applying ethical and legal standards.

Upon successful completion of JOUR 205, the student should be able to:

1. Identify the basic characteristics of news.
2. Identify audience and purpose for any given news story.
3. Identify hard and soft news story formats and their purposes.
4. Develop story ideas from a variety of sources, including interview, observation, appropriate spin-offs from world and national headline news, statistical data, and the Internet.
5. Interview a subject using appropriate questions and strategies, including email.
6. Use several note-taking strategies, including tape recorder.
7. Gather information by networking and through observation, Internet, library sources, city and telephone directories and
JOUR 227 Writing for Publication (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or consent of instructor.

JOUR 227 focuses on writing news, feature and opinion articles for publication in newspapers, magazines, and other print and online media. Emphasis is placed on developing sound information gathering methodologies and identifying and executing appropriate focus, tone and structure for articles based on purpose, audience, context and medium. Work may be published in campus print and online publications.

Upon successful completion of JOUR 227, the student should be able to:
1. Explain the functions and conventions of public affairs reporting.
2. Write clearly, correctly, and concisely in contemporary journalistic style.
3. Produce well-structured articles that clearly identify news value in lead and transitory paragraphs.
4. Adapt writing for various platforms, including print and online media.
5. Select appropriate research methodologies, including primary and secondary research, to gather information from the most relevant and credible sources.
6. Demonstrate basic mastery of Associated Press style.
7. Edit for punctuation, grammar, word choice and appropriate style and format.
8. Adapt writing for public relations purposes, including composition of a press release.
9. Provide appropriate and ethical attribution of source material.
10. Demonstrate understanding of First Amendment rights and legal and ethical constraints in areas of copyright, privacy, libel and obscenity.
11. Apply Society of Professional Journalists Code of Ethics to reporting and writing.
12. Identify various markets for publication and standard procedures.
13. Gather, analyze and organize information, and to communicate it clearly, effectively and responsibly using multiple media platforms.
14. Demonstrate an understanding of the social, cultural and historical contexts of reporting on social institutions as well as on individuals and groups.
15. Demonstrate an understanding of the importance of a free, vigorous and responsible press to the maintenance of an informed citizenry to exercise the rights of self-governance in a democracy.
16. Contribute to lifelong learning through reports that enlighten and enliven audiences, whether in print, broadcast, online or other new media formats.

JOUR 250 Media Writing (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or consent of instructor.

JOUR 250 focuses on writing news, feature and opinion articles for publication in newspapers, magazines, and other print and online media. Emphasis is placed on developing sound information gathering methodologies and identifying and executing appropriate focus, tone and structure for articles based on purpose, audience, context and medium. Work may be published on campus print and online publications.

Upon successful completion of JOUR 250, the student should be able to:
1. Explain the functions and conventions of public-affairs reporting.
2. Write clearly, correctly, and concisely in contemporary journalistic style.
3. Produce well-structured articles that clearly identify news value in lead and transitory paragraphs.
4. Adapt writing for various platforms, including print and online media.
5. Select appropriate research methodologies, including primary and secondary research, to gather information from the most relevant and credible sources.
6. Demonstrate basic mastery of Associated Press style.
7. Edit for punctuation, grammar, word choice and appropriate style and format.
8. Adapt writing for public relations purposes, including composition of a press release.
9. Provide appropriate and ethical attribution of source material.
10. Demonstrate understanding of First Amendment rights and legal and ethical constraints in areas of copyright, privacy, libel and obscenity.
11. Apply Society of Professional Journalists Code of Ethics to reporting and writing.
12. Identify various markets for publication and standard procedures.

KOREAN

KOR 101 Elementary Korean I (4)
4 hours lecture per week
KOR 101 introduces the basic foundations of the Korean language that will enable students to acquire and develop language skills in speaking, reading, writing, and listening in linguistically and culturally appropriate manners. This course is designed for those who have no prior (or very limited) knowledge of the Korean language. Students will be exposed to everyday life events likely to be encountered in contemporary Korean society. By the end of KOR 101, students should be able to communicate with native Korean speakers on a number of familiar topics and be familiar with various social/cultural Korean contexts.

Upon successful completion of KOR 101, the student should be able to:
1. Using course materials, engage in simple practice interactions on familiar daily topics such as greetings, self-introduction, locations, time, and weekend activities.
2. Using course materials, write and present a limited number of self-introductions and activities.
3. Interpret short and simple sentence-level texts on very familiar topics.
4. Interpret the basic meaning of short and simple spoken messages about familiar and/or daily topics.
5. Present appropriate mannerisms such as greetings, terms of address, and a limited number of honorific expressions when interacting with others.

KOR 102 Elementary Korean II (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in KOR 101 or satisfactory score on KCC language placement test or instructor consent.

KOR 102 continues to build on a basic foundation that will enable students to acquire and develop language skills in speaking, reading, writing, and listening in a linguistically and culturally appropriate manner. Students will be exposed to everyday life events likely to be encountered in contemporary Korean society. By the end of KOR 102, students should be able to communicate with native Korean speakers on a number of familiar topics and be familiar with various social/cultural Korean contexts.

Upon successful completion of KOR 102, student should be able to:
1. Using course materials, engage in practice interactions by requesting and answering original questions on familiar and/or everyday topics.
2. Using course materials, write and present limited information about personal life such as family life and friendship.
3. Interpret short and simple sentence-level texts on less familiar topics.
4. Interpret the basic meaning of simple spoken messages about less familiar and/or daily topics.
5. Present appropriate mannerisms such as terms of address and some honorific expressions when interacting with others.

KOR 201 Intermediate Korean I (4)
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in KOR 101 or satisfactory score on KCC language placement test or instructor consent.

KOR 201, Intermediate I, is the first half of the Intermediate Korean Language course. The course focuses on increasing Korean language proficiency skills in speaking, reading, writing, and listening in a linguistically and culturally appropriate manner.

Upon successful completion of KOR 201, the student should be able to:
1. Create simple sentence-level utterances and strings of sentences on predictable topics related to daily activities and personal environments.
2. Interact with others by using course materials related to daily activities and personal environments.
3. Recognize various speech levels and employ the appropriate speech level in oral interaction and written texts.
4. Create simple connected sentences on familiar topics.

KOR 202 Intermediate Korean II (4)
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in KOR 201 or satisfactory score on KCC language placement test or instructor consent.
KOR 202, Intermediate Korean II continues to build on the intermediate level Korean language course. Four skills of speaking, reading, writing, and listening in Korean are further developed in a linguistically and culturally appropriate manner.

Upon successful completion of KOR 202, the student should be able to:
1. Create full sentence-level utterances and strings of sentences on predictable topics related to daily activities and personal environments.
2. Interact with others by using self-created materials related to daily activities and social environments.
3. Meet a number of practical writing needs such as short and simple letters by connected simple sentences.
4. Employ the appropriate speech levels in social interactions.

KOR 257 (Alpha) Korean Culture and Language Through Content (4)
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in KOR 102 or a grade of “C” or higher in an equivalent course or consent of instructor.
Comment: KOR 257 (Alpha) is not intended as a replacement for KOR 201 or KOR 202.

KOR 257 (Alpha) is an intermediate-level course using various content areas to focus on understanding Korean culture and developing Korean language. Possible content areas include: folkways, customs, geography, history, economics, anthropology, cuisine, calendar, marriage, work, education, and government.

Upon successful completion of KOR 257 (Alpha), the student should be able to:
1. Identify Korean patterns of social interaction and behavior.
2. Describe various aspects of Korean culture.
3. Express the diversity and the linguistic variety in Korean culture, orally and in writing.
4. Explain how Korean culture is influenced by globalization.
5. Recognize the links between language and culture.
6. Obtain information from written texts as well as from other media.
7. Independently use content as a tool for the investigation into language and culture.
8. Express opinions orally and in writing about the content using appropriate vocabulary and grammar.
9. Communicate content effectively.
10. Relate orally and in writing personal experiences related to the content.

KOR 290 Korean Language and Culture through Application (4) KCC AA/DH
4 hours lecture per week
Prerequisite(s): Instructor approval; and students must be native or bilingual speakers of Korean and English or speak Korean at an advanced level.
Comment: KOR 290 is conducted in both Korean and English.

KOR 290, Korean Language and Culture through Application is designed for native speakers, bilingual speakers, or students who speak Korean at an advanced level. This course is designed to utilize service learning experiences, discussions on cross and intercultural understanding, personal reflections, and critical thinking to prepare student to serve as Korean Language and Culture resources on Campus and in the community.

Upon successful completion of KOR 290, the student should be able to:
1. Describe orally and in writing the diversity and variety of Korean culture learned from the service learning experiences and assigned readings.
2. Demonstrate job-related skills gained from the practical work experience in the service learning activities.
3. Evaluate orally and in writing the service learning activities using appropriate vocabulary and grammar in communicative activities, discussions, and writing activities.
4. Describe orally and in writing the needs of their service learning sites.
5. Apply orally and in writing critical thinking and problem-solving skills related to the service learning experiences.
6. Compare and contrast Korean and U.S. cultures from various perspectives and values.
7. Communicate effectively in cultural contexts of Korea and U.S. cultures.
LANGUAGES AND LITERATURES OF EUROPE AND THE AMERICAS

LLEA 239 Introduction to French Literature and Film in Translation (3) KCC AA/DL
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ENG 160 or qualification for ESL 100.

LLEA 239 offers the study of selected major works of French literature and film. The works will be presented in the context of French culture and civilization. Literary and film analyses will highlight unique aspects of French culture as well as universal themes and purposes.

Upon successful completion of LLEA 239, the student should be able to:
1. Compare and contrast orally and/or in writing selected works of French literature and film.
2. Locate and identify in selected works of French literature and film unique contributions of the civilization of France and culture of the French people.
3. Support opinions and ideas regarding literature and film by citing evidence from the works orally or in writing.
4. List orally or in writing contributions of French literature and film to Western literature and the arts.
5. Express opinions and responses to literature and film clearly and effectively, orally and in writing.
6. Identify some techniques used by French writers and filmmakers to express their view of the world.

LAW

LAW 101 The Hawai'i Legal System (3)
3 hours lecture per week
Recommended Preparation: ENG 100 or ESL 100.
Comment: Effective Fall 2019 LAW 101 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 101 examines the legal system at the federal, state, and county level. It reviews and analyzes the interactions between the three structures of government and their processes of checks and balances. Students learn about the complex models of constitutions, charters, statutes, ordinances, and court cases, and the interrelated rights and responsibilities between citizens and the three branches at all levels of government. Students are presented with a variety of real-world issues and apply legal theories and terminology in examining and evaluating them. Students also learn about the roles attorneys play in society and about legal behaviors and ethical practices and their interplay between the law, lawyers, paralegals, clients, and the Judiciary. Students critique ethical scenarios and use inquiry and research methods to study and investigate legal ethics and apply their concepts.

Upon successful completion of LAW 101, the student should be able to:
1. Identify and analyze key legal principles in the state and federal Constitutions and the county Charter.
2. Describe the functions of, relationships between, and the philosophy underlying the three branches of government.
3. Describe the history of the paralegal profession, the functions of paralegals, their relationship to attorneys, and influences on potential changes to those roles.
4. Analyze and critique ethical issues for legal professionals.

LAW 102 Legal Research (3)
3 hours lecture per week
Prerequisite(s): Credit in or qualification for ENG 100 or credit in or qualification for ESL 100; and credit in or concurrent enrollment in LAW 101.
Comment: Letter grade only. LAW 102 may not be audited. LAW 102 may not be taken credit/no credit. Effective Fall 2019 LAW 102 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 102 provides a working knowledge of the major techniques of legal research and writing. Students will complete assigned problems in legal research and will prepare an office memorandum.

Upon successful completion of LAW 102, the student should be able to:
1. Locate relevant authority in law libraries, public libraries and on the Internet for use in drafting case memoranda and briefs.
2. Utilize basic Computer Assisted Legal Research (CALR), including legal databases (e.g., Lexis or Westlaw, etc.).
3. Apply accepted legal citation form (e.g., ALWD or Blue Book).
4. Use printed and online citators to find, verify and update cited case law, statutes and other legal authority (e.g, Shepard's Citator or West KeyCite).
5. Research and associate federal and state legislative, statutory, and case materials to one another and legal research problems.
6. Prepare an office memorandum exploring both sides of a legal issue.

LAW 104 Civil Investigation (3)
3 hours lecture per week
Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.
Comment: Effective Fall 2019 LAW 104 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 104 emphasizes the numerous ways paralegals can assist attorneys in the investigation of personal injury actions in Hawai'i. It is designed to familiarize the student with basic and specialized investigation techniques and the gathering of evidence that will be admissible in courts.

Upon successful completion of LAW 104, the student should be able to:
1. Identify and locate relevant sources of information pertaining to the case being investigated.
2. Identify critical issues of the investigation including the legal elements of the cause of action/claim and the defenses thereto.
3. Demonstrate knowledge and skills related to legally gathering evidence.
4. Investigate premises liability cases including how to measure the coefficient of friction of walking surfaces and how to measure stairs/steps for compliance with the Uniform Building Code.
5. Investigate motor vehicle accident cases including how to determine speed from skid marks.
6. Evaluate a personal injury claim for settlement.

LAW 105 Law Office Management (3)
3 hours lecture per week
Prerequisite(s): Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.
Comment: Effective Fall 2019 LAW 105 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 105 is an introductory course focusing on the business of law and the fundamentals of law office management, organization, and systems. It is designed with practical applications for entry-level paralegal or legal secretary students to better understand their role in the law office and how to perform tasks more efficiently. Topics include the legal team, law firm, governance, legal administration and technology, client relations, legal fees, timekeeping and billing, client trust funds, law office accounting, file and records management, and other legal topics. Ethical considerations and legal malpractice examples are also discussed.

Upon successful completion of LAW 105, the student should be able to:
1. Explain financial and accounting considerations in a law firm, including fees, timekeeping, billing, and trust funds.
2. Describe the different types of law office structure, including organization, management, and personnel structure.
3. Describe the reasons for reliable systems for transmitting and filing legal documents and information pertinent to a law practice.
4. Analyze ethical considerations in the law firm, including unauthorized practice of law, conflicts of interest, and privilege.
5. Identify and be able to apply interpersonal skills and management techniques that promote effective client relations.

LAW 111 Litigation (3)
3 hours lecture per week
Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.
Comment: Letter grade only. LAW 111 may not be audited. LAW 111 may not be taken credit/no credit. Effective Fall 2019 LAW 111 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 111 prepares the student to assist the trial attorney in civil litigation in the Hawai'i State and Federal courts. It emphasizes the concepts and skills required for the paralegal and outlines the coordination of functions of the attorney, paralegal, and legal secretary in an integrated approach to litigation.

Upon successful completion of LAW 111, the student should be able to:
1. Explain the stages of lawsuits and court jurisdiction.
2. Identify and apply the ethical and professional responsibilities of litigation paralegals.
3. Identify and apply applicable Hawai'i and federal rules of procedure and evidence.
4. Demonstrate competency in drafting pleadings.
5. Demonstrate competency in drafting interrogatories or other discovery documents.
6. Demonstrate competency in drafting a pretrial statement.
7. Distinguish between expert and law witnesses.

LAW 121 Law of Business Organizations (3)
3 hours lecture per week
Upon successful completion of LAW 136, the student should be able to:
1. Describe the elements of a deed.
2. List and explain the steps involved in a residential real estate transaction.
3. Explain the landlord-tenant code.
4. Explain the creation of a condominium project and governance issues.

LAW 136 Tort and Insurance Law (3)
3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.

Comment: Effective Fall 2019 LAW 136 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 136 prepares the student to assist attorneys and corporations in tort and insurance law. It covers the primary legal principles of tort law including the elements of specific torts, how to "issue spot" torts, and how to analyze the cause of action and applicable damages. LAW 136 also covers an introduction to standard homeowner's and auto (PIP) policies. Training in the use of specific forms and procedures utilized in tort and insurance work in Hawai‘i is also incorporated.

Upon successful completion of LAW 136, the student should be able to:
1. Identify the principles and legal theories relating to the elements of specific torts.
2. Explain the defenses to allegations of negligence.
3. Identify the legal principles and theories relating to product liability.
4. Explain how the Hawai‘i Worker's Compensation system operates.
5. Describe the principles and legal theories related to insurance law and basic policy terms and conditions.

LAW 140 Family Law (3)
3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.

Comment: Effective Fall 2019 LAW 140 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 140 covers basic substantive law and procedural aspects in the area known as “family law.” It covers contested and uncontested divorces, domestic violence issues, child abuse and neglect issues as they relate to divorce, and other related areas. Procedural discussions will focus on familiarization with Family Court forms and rules and the distinctions between uncontested and contested divorce procedures as well as post-decree matters. This course prepares the student to assist attorneys in the area of family law.

Upon successful completion of LAW 140, the student should be able to:
1. Explain fundamental statutory family law concepts governing marriage (creation and dissolution), parent-child relationships, and other matters controlled by the family court.
2. Explain the procedures and processes of the family court.
3. Locate, describe, and analyze print and electronic sources of law relating to family law.
4. Draft documents commonly used in family law, specifically divorce matters.
5. Define and properly use terminology relating to family law.
6. Explain the ethical obligations of a paralegal or non-lawyer relating to family law.
7. Describe how alternative dispute resolution fits into the continuum of resolution of family law matters.

**LAW 141 Intellectual Property (3)**

3 hours lecture per week  
Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.  
Comment: Effective Fall 2019 LAW 141 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 141 prepares the student to assist a law firm or business in protecting the related intellectual property areas of copyright, trademark, and patent law. Due to the spread of internet and communication technologies, there is an increasing need for law firms and businesses to preserve their valuable intellectual property assets. The course will cover the methods by which each type of protection is created, the procedures to register or protect each, the duration of the rights, and how to protect the rights from infringement.

Upon successful completion of LAW 141, the student should be able to:

1. Research and analyze whether a trademark or service mark is protected.
2. Perform a trademark searches and report on trademark availability options.
3. Describe the types of and requirements for a patent.
4. Analyze the copyright protection applicable to a given work.
5. Prepare documents to submit a federal copyright application.

**LAW 145 Computer Applications in the Law Office (3)**

3 hours lecture per week  
Prerequisite(s): A grade of "C" or higher in LAW 105 and a grade of "C" or higher in LAW 111.  
Recommended preparation: ENG 100 or ESL 100; and ICS 100 or ICS 101.  
Comment: Letter grade only. LAW 145 may not be audited. LAW 145 may not be taken credit/no credit. Effective Fall 2019 LAW 145 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 145 is designed to provide an overview and teach practical skills to students on various computer concepts, practical computer applications, and the use of technology in the legal environment. Topics include word processing, Internet research, electronic spreadsheet, the electronic courtroom, and legal-specific programs such as those for litigation support, timekeeping and billing, legal research, document generation, case organization and management. The class includes hands-on application activities.

Upon successful completion of LAW 145, the student should be able to:

1. Explain the functions of the components of a computer system in the law office.
2. Produce a basic formatted document using word processing using ordinary office suite software.
3. Perform a basic spreadsheet and graph using ordinary office suite software.
4. Demonstrate the ability to create trial graphics using presentation software.
5. Demonstrate use of timekeeping and billing software.
6. Demonstrate use of litigation support software, including electronic filing tools.
7. Demonstrate use of case management and docket control software.
8. Use online databases and search engines to find public records and government records in multiple jurisdictions.
9. Demonstrate use of one or more eDiscovery tools.
10. Demonstrate use of Cloud-based tools used in the law office, such as web conferencing.
11. Describe factors impacting the purchasing of legal software.

**LAW 148 Legal Document Preparation (3)**

3 hours lecture per week  
Prerequisite(s): Acceptance into the Associate in Science degree in Paralegal program or acceptance into the Certificate of Achievement in Paralegal program or acceptance into the Certificate of Competence in Legal Secretary program; and a grade of “C” or higher in LAW 111; and credit in or qualification for ENG 100 or credit in or qualification for ESL 100.  
Recommended Preparation: ICS 100 or ICS 101; and keyboarding skills and basic knowledge of Windows™ and word processing and typing speed of 50+ words per minute.  
Comment: Letter grade and credit/no credit only. LAW 148 may not be audited. Effective Fall 2019 LAW 148 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 148 is an introductory course focusing on the basics of legal document preparation. It includes an overview of terminology, procedures, resources, and document preparation related to real estate, wills and estates, bankruptcy, business organizations, family law, litigation, torts, and contracts. This course includes hands-on instruction in the preparation of legal documents using word processing software and online forms.

Upon successful completion of LAW 148, the student should be able to:

1. Apply principles of preparing legal documents for real estate, wills and estates, bankruptcy, business organizations, family law, litigation, torts, and contracts.
2. Identify the basic procedures involved in preparing documents for real estate, wills and estates, bankruptcy, business organizations, family law, litigation, torts, and contracts.
3. Define legal terminology pertaining to real estate, wills and estates, bankruptcy, business organizations, family law, litigation, torts, and contracts.
4. Use word processing software and apply legal-related word processing functions to the production of a variety of legal documents.
5. Proofread and correct errors in spelling, punctuation, and grammar.
6. Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in the production of legal documents.
7. Explain the ethical considerations associated with the use of word processing and the production of legal documents.

LAW 151 Estate Planning and Probate (3)
3 hours lecture per week
Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.
Comment: Effective Fall 2019 LAW 151 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 151 trains the student in the principles and primary forms utilized in estate planning and probate in the State of Hawai‘i. Coverage includes testate and intestate succession, wills, trusts, probate, and estate administration.

Upon successful completion of LAW 151, the student should be able to:
1. Classify ownership of property for estate planning purposes
2. Apply the law of intestate succession in Hawaii to a specific situation.
3. Draft basic estate planning documents, including a will, advanced healthcare directive and power of attorney.
4. Identify estate planning tax considerations for a specified client.
5. Identify and compare procedures in handling intestate and testate proceedings, formal probate, informal probate, and supervised administration.
6. Collect information from client and draft documents necessary for estate or trust administration.

LAW 166 Employment Law (3)
3 hours lecture per week
Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100; and basic computer, internet and keyboarding skills.
Comment: Effective Fall 2019 LAW 166 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 166 provides an overview of the substantive law of employee and employer rights, and the various means by which paralegals can help ensure that employees and employers comply with their legal obligations.

Upon successful completion of LAW 166, the student should be able to:
1. Identify and apply federal and state discrimination laws applicable to the employer/employee relationship.
2. Describe and apply other common federal and state laws relating to the employer/employee relationship, such as at-will employment, wage and hour law, and employee benefits.
3. Identify the organization, agency or tribunal responsible for enforcing the applicable laws.
4. Identify and succinctly summarize key employment law issues from fact patterns and caselaw.

LAW 176 Criminal Law (3)
3 hours lecture per week
Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.
Comment: Effective Fall 2019 LAW 176 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 176 provides an overview of the major legal issues of criminal procedure and substantive criminal law and how felony and non-felony cases make their way through the Hawai‘i criminal justice system. Pretrial motions, plea-bargaining, and sentencing issues will also be covered. This course also will give the student a basic understanding of how the criminal law is related to the separation of powers doctrine and the principle of federalism.

Upon successful completion of LAW 176, the student should be able to:
1. Research, interpret and apply the Hawai‘i Penal Code to hypothetical situations.
2. Explain and apply constitutional protections in Hawai‘i criminal law to hypothetical situations.
3. Apply the Hawai‘i Rules of Penal Procedure to specific hypothetical situations.
4. Explain the criminal justice process in Hawai‘i and common issues that arise.
Prerequisite(s): Acceptance into the Associate in Science degree in Paralegal program or acceptance into the Certificate of Achievement in Paralegal program; and a grade of “C” or higher in LAW 111 or a grade of “C” or higher in LAW 136.
Comment: Letter grade only. LAW 202 may not be audited. Effective Fall 2019 LAW 202 has been approved for use as an elective for the Certificate of Achievement in Paralegal program; and a grade of “C” or higher in LAW 111 or a grade of “C” or higher in LAW 136.

LAW 202 is designed to sharpen verbal and written communication skills, interviewing techniques, and negotiation and advocacy strategies. Body language and beginning and advanced interviewing techniques will be covered. Dealing with different types of clients, including an emotional client and a reluctant client, will also be included. Negotiation, informed consent, and the authority to negotiate will be taught, as well as negotiation differences between large and small cases. In the advocacy area, direct and cross-examination techniques will be covered. Administrative hearings will be covered as paralegals can play an active role in advocacy in administrative hearings. Role playing and critical analysis will be used to assist in the development of appropriate skills.

Upon successful completion of LAW 202, the student should be able to:
1. Prepare for an interview.
2. Obtain important facts and information from the interviewee.
3. Identify and incorporate effective communication skills in interviewing.
4. Prepare for effective negotiation with an opposing party.
5. Present a case before an administrative agency.
6. Outline and draft opening statement, direct and cross-examination, closing argument.

LAW 203 Legal Writing (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Paralegal program or acceptance into the Certificate of Achievement in Paralegal program; and a grade of “C” or higher in LAW 102.
Comment: Letter grade only. LAW 203 may not be audited. Effective Fall 2019 LAW 203 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 203 trains the student in the proper language and format for the drafting of legal documents, including demand letters, fact memos, and interrogatories. Emphasis will be on writing memoranda after completing necessary legal research. The ethics of legal writing will also be discussed.

Upon successful completion of LAW 203, the student should be able to:
1. Draft a demand letter.
2. Draft a fact memorandum.
4. Draft a basic trial memorandum.
5. Apply correct legal citation format.

LAW 206 eDiscovery (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in LAW 111.
Comment: Effective Fall 2019 LAW 206 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 206 focuses on the paralegal’s role in eDiscovery and effectively using software eDiscovery tools (document review database). It is designed with practical applications based on eDiscovery database navigation, provides students with hands-on database experience. Topics include processes and stages of the Electronic Discovery Reference Model, the Federal Rules of Civil Procedure in relation to eDiscovery, vendors, careers, analytics, and how to use an eDiscovery review database during litigation.

Upon successful completion of LAW 206, the student should be able to:
1. Describe the stages of the Electronic Discovery Reference model, including processes, considerations and case law for each stage.
2. Apply tools and resources for properly handling digital evidence.
4. Navigate, review, analyze and produce documents using Relativity or other similar eDiscovery software.

LAW 212 Advanced Litigation (3)
3 hours lecture per week
Prerequisite(s): Admitted into the Paralegal Associate in Science (AS) Degree or Certificate of Achievement in Paralegal; and a grade of “C” or higher in LAW 111. Prerequisites may be waived by the consent of instructor.
Comment: Effective Fall 2019 LAW 212 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.
LAW 212 advances the student's knowledge and skills in assisting the trial attorney in civil litigation, including complex litigation, in the Hawai'i State and Federal courts. Specific areas of coverage include expert witnesses, medical malpractice, products liability, class actions, and contract law, with an emphasis on the role of the paralegal.

Upon successful completion of LAW 212, the student should be able to:
1. Investigate and research reasonably complex civil litigation causes of action.
2. Perform and/or support pre-trial and trial work, such as use of expert witnesses and/or voluminous documentary evidence.
3. Prepare litigation documents, such as an answer and counterclaim.
4. Examine and resolve complex litigation issues/problems, such as contract law, medical malpractice, employment discrimination and tort causes of action.

LAW 236 Advanced Tort and Insurance Law (3)
3 hours lecture per week
Prerequisites: Acceptance into the Associate in Science degree in Paralegal program and a grade of "C" or higher in LAW 136 and a grade of "C" or higher in LAW 203.
Comment: LAW 236 may not be audited. Prerequisites may be waived by the consent of instructor or Program Director. Effective Fall 2019 LAW 236 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 236 prepares the student to assist attorneys and corporations in tort and insurance law. It covers advanced theories of tort liability and defenses and the various types of insurance policies and their application to various claims. Training in the use of specific forms and procedures utilized in tort and insurance work in Hawai'i is also incorporated.

Upon successful completion of LAW 236, the student should be able to:
1. Explain and apply the principles and legal theories relating to torts to the person and property.
2. Research and draft memos and motions used in tort action.
3. Explain in detail the defenses to allegations of negligence.
4. Explain and apply the legal principles and theories relating to product liability.
5. Explain the theories and principles of insurance law and how insurance companies protect individuals, and entities.
6. Analyze and evaluate special and general damages.

LAW 282 Advanced Computer-Assisted Legal Research (3)
3 hours lecture per week
Prerequisites: Acceptance into the Associate in Science degree in Paralegal program and a grade of "C" or higher in LAW 102.
Comment: LAW 282 may not be audited. Effective Fall 2019 LAW 282 has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 282 trains the student in developing a working knowledge of the functions of the Lexis and/or Westlaw computerized legal research systems through hands-on experience with computers and through lectures regarding the theory of research methods. Both independent and group research activities are required. Coverage of other computer-based research databases is also provided. The course culminates in an independent computer-assisted research assignment.

Upon successful completion of LAW 282, the student should be able to:
1. Demonstrate advanced computerized legal research (CALR) techniques using a primary national computerized legal research system (Westlaw and/or Lexis).
2. Analyze and apply advanced CALR techniques to common legal research applications.
3. Utilize public domain and Internet resources (including the 'invisible' web) to conduct legal research.
4. Evaluate research techniques, tools, and sites in order to select the most cost-effective approach for each research job.
5. Draft and prepare documentation incorporating research information.

LAW 293P Cooperative Paralegal Education (3)
1 hour lecture, 8 hours cooperative work experience per week
Prerequisites: Acceptance into the Associate in Science degree in Paralegal program and a grade of "C" or higher in LAW 101 and a grade of "C" or higher in LAW 105 and a grade of "C" or higher in LAW 145 and a grade of "C" or higher in LAW 148 and a grade of "C" or higher in LAW 202 and a grade of "C" or higher in LAW 203.
Recommended Preparation: Students should be in the last semester of the Associate in Science degree in Paralegal program.
Comment: Letter grade only. LAW 293P may not be audited. LAW 293P may not be taken credit/no credit. Effective Fall 2019 LAW 293P has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 293P is a capstone cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experiences related to a paralegal career. This course provides opportunities that allow the student to apply and reinforce paralegal skills learned in Legal Education courses in an actual legal office environment. Students will also have the opportunity to analyze their general and technical work skills as well as the business of law as learned in their courses. Job search skills are also emphasized.
Upon successful completion of LAW 293P, the student should be able to:

1. Apply job search skills in a cooperative or potential employment search.
2. Obtain and compare legal secretary-related work experience in a legal office to correlate with the skills and knowledge acquired in the classroom and evaluate its benefits.
3. Identify areas for improvement in general work skills and technical/legal-related skills.
4. Demonstrate understanding of the historical relationships among modern languages.
5. Explain professionalism in the legal secretary field including lifelong learning, continuing legal education, professional organizations and membership, and national certification options and resources.
6. Identify areas for self-improvement in general work skills and technical/legal-related skills.
7. Apply and further develop knowledge of the law, paralegal-related skills, and law office procedures.
8. Explain the relationship between language behavior and its physical foundations.
9. Use the terminology and concepts of the discipline.
10. Identify the personal qualities and work skills required of legal secretaries.

LAW 293S Cooperative Legal Secretary Education (3)
1 hour lecture and 8 hours cooperative work experience per week for a total of 120 hours of work experience for three credits

Prerequisite(s): Acceptance into the Certificate of Competence in Legal Secretary program and a grade of "C" or higher in LAW 105 and a grade of "C" or higher in LAW 145 and a grade of "C" or higher in LAW 148.

Recommended Preparation: Students should be in the last semester of the Certificate of Competence in Legal Secretary program.

Effective Fall 2019 LAW 293S has been approved for use as an elective for the Associate in Arts degree in Liberal Arts and the various AA Liberal Arts concentrations, as well as the Associate in Arts degree in Hawaiian Studies.

LAW 293S is a capstone cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experiences related to a legal secretary career. This course provides opportunities that allow the student to apply and reinforce legal secretary skills learned in Legal Education courses in an actual legal office environment. Students will also have the opportunity to analyze their general and technical work skills as well as the business of law as learned in their courses. Job search skills are also emphasized.

Upon successful completion of LAW 293S, the student should be able to:

1. Apply job search skills in an internship or potential employment search.
2. Obtain and compare legal secretary-related work experience in a legal office to correlate with the skills and knowledge acquired in the classroom and evaluate its benefits.
3. Identify the personal qualities and work skills required of legal secretaries.
4. Apply and further develop knowledge of the law, legal secretary-related skills, and law office procedures.
5. Demonstrate and describe the ethical and professional practices used in the legal field.
6. Identify areas for improvement in general work skills and technical/legal-related skills through self-reflection.
7. Clarify and describe career goals.
8. Explain professionalism in the legal secretary field including lifelong learning, continuing legal education, professional organizations and membership, and national certification options and resources.

LINGUISTICS

LING 102 Introduction to the Study of Language (3) KCC AA/DH and AS/AH
3 hours lecture per week

Prerequisite(s): ENG 100 or ESL 100 with a grade of "C" or higher.

LING 102 offers an introduction to language: how it is used, how it is acquired, how it changes over time, how it is patterned, how it is represented in the brain. Students will learn about the major concerns, methods, and discoveries of this exciting field. The course covers such topics as language and the human species, formal linguistics, applied linguistics, and how languages are related in time and space.

Upon successful completion of LING 102, the student should be able to:

1. Distinguish first and second language acquisition.
2. Explain the relationship between language behavior and its physical foundations.
3. Perform basic phonetic, phonological, morphological and syntactical analyses of language data.
4. Distinguish geographic and social variation in language.
5. Demonstrate understanding of the historical relationships among modern languages.
6. Use the terminology and concepts of the discipline.
7. Employ discipline-specific research methods.

LING 150 Language in Hawaii and the Pacific (3) KCC AA/DS and AS/SS
3 hours lecture per week

Prerequisite(s): Qualification for ENG 100 or ESL 100.
LING 150 is an introduction to the languages of Hawai’i and the Pacific with a look at both historical and contemporary issues. The topics covered include: principles of historical change, the organization of linguistic systems of sound and grammar, the social use of language, language and education, language maintenance and revitalization, language contact and shift, pidgins and creoles, and language endangerment and documentation.

Upon successful completion of LING 150, the student should be able to:

1. Describe the linguistic diversity and relationships between different groups in the Pacific region.
2. Compare Pacific languages to one another in terms of structures, demographics, and use.
3. Identify the impact of history, migration, and politics on Pacific languages.
4. Utilize the study of language to enhance discussions of culture, history, migration, and politics in the Pacific.
MANAGEMENT

MGT 120 Principles of Management (3)
3 hours lecture per week

MGT 120 is an introduction to the principles and concepts of management including managerial functions, motivation, leadership, and decision making.

Upon successful completion of MGT 120, the student should be able to:
1. Explain roles, responsibilities, and accountability of managers in the organization in relation to the functions of management.
2. Describe the importance of communicating rules and procedures through the use of formal and informal notifications.
3. Identify how manager's role creates, manages, and impacts the organizational culture, business operations, and employees.
4. Describe the importance of ethics in business and identify strategies to encourage ethical behavior by managers and employees.

MGT 122 Human Relations in Management (3)
3 hours lecture per week

MGT 122 is an introduction to the basic concepts of individual, group, and organizational human behavior as they affect human relations, performance, and productivity within the workplace.

Upon successful completion of MGT 122, the student should be able to:
1. Identify change-management and conflict resolution strategies to manage a diverse workforce.
2. Apply leadership and management models to motivate individual and group behavior to maximize performance in the workforce.
3. Identify strategies that address the challenges of interfacing technology and employees.

MGT 124 Human Resource Management (3)
3 hours lecture per week

MGT 124 is an introduction to principles, organizations, and techniques of personnel administration including procurement, placement, improvement of performance, management, labor relations, remuneration, security, and other human resource functions.

Upon successful completion of MGT 124, the student should be able to:
1. Identify Federal and State employment laws related to management when implementing personnel decisions such as hiring, disciplining and terminating employees.
2. Appraise the ethical, social and legal impacts of following and enforcing policies, rules, and procedures especially when "downsizing" or "right-sizing" an organization.
3. Analyze the impact of globalization and diversity on human resource management while addressing the employees' compensation and benefits package.
4. Identify the differences between union and nonunion organizations, and describe the importance of union/management relations.

MATHEMATICS

MATH 32 Statway I (4) Fall
4 hours lecture per week

Comment: Letter grade only. MATH 32 may not be audited. MATH 32 may not be taken credit/no credit. A TI-83+ or TI-84 graphing calculator is required. MATH 32 is offered in the fall semester only.

MATH 32 consists of statistical methods integrated with algebraic tools to prepare students to analyze processes encountered in society and the workplace. The course provides an introduction to algebra and descriptive statistics utilizing an integrated approach. MATH 32 is the first course in a two course sequence.

Upon successful completion of MATH 32, the student should be able to:
1. Recognize characteristics of a well-designed statistical process and possible source of bias.
2. Articulate and interpret various statistics such as mean, median, mode, range, variance and standard deviation.
3. Draw and interpret various graphs, such as pie graph, bar graph, dotplot, histogram and relative frequency histogram.
4. Draw a scatter diagram, calculate and interpret the corresponding correlations. Use residual to determine if a line is an appropriate model and make a prediction using least squares regression line if feasible.
5. Calculate the probability involving a discrete, a continuous or a standard normal distribution.
7. Identify and interpret slope and intercepts in the context of a word problem.

MATH 75X Introduction to Mathematical Reasoning (4)
2 hours lecture, 4 hours lecture/lab per week
Comment: Credit/no credit default (letter grade available upon request). MATH 75X may not be audited. A scientific calculator is required.

MATH 75X prepares students for MATH 100, 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. Students looking to switch from a non-STEM pathway to a STEM pathway may also use this course as a prerequisite for MATH 82.

Upon successful completion of MATH 75X, the student should be able to:
1. Read and write numbers using appropriate place values.
2. Use rounding for estimating sums, differences, products, and quotients.
3. Identify the commutative, associative, identity, inverse, and distributive properties.
4. Perform the basic operations (add, subtract, multiply, and divide) with signed rational numbers.
5. Convert among fractions, decimals, percents, and proportions.
6. Evaluate formulas using the correct order of operations with expressions involving signed numbers and absolute values.
7. Perform dimensional analysis.
8. Use scientific notation.
9. Compute area, perimeter, and volume of various 2- and 3-dimensional figures in applications.
10. Solve direct and inverse variation problems.
11. Solve relative change/error problems.
12. Translate problem situations into symbolic representations and use these representations to solve problems.
13. Interpret inequalities appropriately.
14. Use and interpret function notation particularly as it relates to graphic and tabular data.
15. Solve and graph linear equations.
16. Use various graphical representations of data to uncover important patterns and to interpret these patterns in a real-world context.
17. Understand basic sets including the use of Venn diagrams and/or intersections and unions.
18. Compute basic probabilities.
19. Find the mean, median, and mode.
20. Summarize and interpret data using statistical measures.
22. Work effectively in groups and communicate mathematics both orally and in writing.
23. Use appropriate technology to solve problems of all types.
24. Practice college success skills.

MATH 78 College Math Companion (1)
1 hour lecture per week
Prerequisite(s): Qualification for MATH 78.
Corequisite(s): MATH 100 or MATH 115.
Comment: MATH 78 is to be taken concurrently with MATH 100 or MATH 115. MATH 78 grading is credit/no credit only. MATH 78 may not be audited. MATH 78 may not be taken for a letter grade.

MATH 78 provides students concurrently enrolled in MATH 100 or MATH 115 with 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.

Upon successful completion of MATH 78, the student should be able to:
1. Demonstrate mathematical reasoning skills needed to successfully complete a companion college math course (currently MATH 100, or MATH 115).

MATH 82 Algebraic Foundations (4)
4 hours lecture per week
Prerequisite(s): Credit in MATH 75X or a grade of "C" or higher in MATH 75X or qualification for MATH 82 or qualification for a higher-level mathematics course.
Comment: Grading is credit/no credit by default (letter grades available upon request). MATH 82 may not be audited. A scientific calculator is required.

MATH 82 prepares students for MATH 103. MATH 82 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.
Upon successful completion of MATH 82, the student should be able to:

1. Perform operations with polynomials.
2. Solve linear equations.
3. Solve linear literal (formula) equations.
4. Solve linear inequalities.
5. Solve systems of linear equations in two variables by substitution, elimination, and graphing.
6. Demonstrate proficiency in set builder and interval notation to identify solutions to problems.
7. Demonstrate proficiency in the Cartesian coordinate system to answer related questions.
8. Graph linear equations using a table of values, by slope-intercept form, and by using intercepts.
9. Graph and identify equations of horizontal and vertical lines.
10. Identify parallel and perpendicular lines.
11. Write the equation of a line in \( y = mx + b \) form.
12. Graph parabolas using a table of values.
13. Simplify expressions with integer exponents using the product, power and quotient rules.
14. Use scientific notation.
15. Factor polynomials.
16. Use the Pythagorean theorem.
17. Perform operations on rational expressions.
18. Simplify complex fractions.
19. Solve rational equations.
20. Simplify expressions with rational exponents using the product, power and quotient rules.
21. Perform operations on square roots.
22. Solve quadratic equations by the quadratic formula, factoring, and square root property.
23. Solve application problems involving linear equations, quadratic equations, and systems of equations.
24. Solve radical equations (squaring both sides once).

MATH 88 College Algebra Companion (2)
2 hours lecture per week
Prerequisite(s): Qualification for MATH 88.
Corequisite(s): MATH 103.
Comment: MATH 88 is to be taken concurrently with MATH 103. Grading for MATH 88 is credit/no credit only. MATH 88 may not be taken for a letter grade. MATH 88 may not be audited.

MATH 88 provides students with supplemental algebra instruction that directly supports the topics covered in MATH 103 (College Algebra). Course topics are tailored to MATH 103 and may 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. This is a C/NC course.

Upon successful completion of MATH 88, the student should be able to:

1. Demonstrate algebra skills needed to be successful in MATH 103.

MATH 100 Survey of Mathematics (3) KCC AA/FQ
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in MATH 75X or qualification for MATH 100; and qualification for ENG 22 or qualification for ESOL 94.
Comment: Students will need a scientific calculator for MATH 100.

MATH 100 is a survey of important concepts in algebra, logical structure, numerical systems, financial mathematics, and probability and statistics, designed to acquaint non-specialists with examples of mathematical reasoning, and to develop an appreciation and understanding of their historical development and of the relationship of mathematics to the modern world.

Upon successful completion of MATH 100, the student should be able to:

1. Use basic techniques in symbolic logic to draw deductive conclusions in simple situations.
2. Solve some problems in finance, including compounded interest, annuity, installment payments etc. using scientific calculators.
3. Identify the concepts of permutations and combinations and be able to apply those concepts in real situations.
4. Demonstrate knowledge of probability and statistics by solving simple statistical problems.

MATH 103 College Algebra (3) KCC AA/FQ
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in MATH 82 or qualification for MATH 103.
Recommended preparation: Qualification for ENG 100 or qualification for ESL 100.
Comment: A scientific calculator is required.

MATH 103 extends topics introduced in the elementary algebra sequence and prepares students for precalculus. Instruction includes units on algebraic simplification of polynomial, rational, exponential, and radical expressions, as well as solving equations and
Upon successful completion of MATH 103, the student should be able to:

1. Solve quadratic equations, inequalities involving absolute value, polynomial, rational, exponential, and radical expressions, and the graphing of lines and parabolas. The topic of functions is introduced early and integrated throughout the subject matter of the course.

Upon successful completion of MATH 103, the student should be able to:

1. Interpret, model, and solve problems involving linear functions.
2. Perform standard mathematical operations to simplify intermediate algebraic (linear, quadratic, rational, and radical) expressions.
3. Solve intermediate algebraic equations, inequalities, and systems.
4. Graph and interpret linear and quadratic algebraic equations.
5. Use knowledge and techniques in this course in solving applied problems.

MATH 111 Mathematics for Elementary Teachers I (3) KCC AA/F

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; and a grade of “C” or higher in MATH 75X or qualification for MATH 100.

MATH 111 gives prospective elementary education majors the depth of understanding necessary to teach mathematics in the elementary classroom. Topics will include numbers, operations on sets, patterns, functions and algebra. Emphasis will be on understanding, communication, problem solving, representing mathematical ideas, and reasoning and proof.

Upon successful completion of MATH 111, the student should be able to:

1. Explain ways of representing numbers, relationships among numbers, and number systems.
2. Perform various operations on sets; union, intersection, etc.
3. Identify and describe various types of patterns and functional relationships.
4. Use symbolic forms to represent, model, and analyze mathematical situations.
5. Solve a variety of problems.
6. Communicate mathematical ideas verbally, in writing, and through mathematical representations to various audiences.
7. Apply appropriate mathematical reasoning to justify solution paths to various problems.

MATH 112 Mathematics for Elementary Teachers II (3) KCC AA/F

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in MATH 111.

MATH 112 gives prospective elementary education majors the depth of understanding necessary to teach mathematics in the elementary classroom. Topics will include representations of and operations on the natural numbers, integers, rational numbers and real numbers, and properties of those operations. Emphasis will be on communication, connections to other parts of mathematics, problem solving, representations, and reasoning and proof.

Upon successful completion of MATH 112, the student should be able to:

1. Demonstrate various representations of Natural numbers and Integers.
2. Define the operations on Natural numbers and Integers.
3. Identify, describe, and demonstrate the proper use of the properties of operations on Natural numbers and Integers.
4. Demonstrate various representations of Rational and Real numbers.
5. Define the operations on Rational and Real numbers.
6. Identify, describe, and demonstrate the proper use of the properties of operations on Rational and Real numbers.
7. Apply appropriate mathematical reasoning to justify solution paths to various problems.
8. Solve a variety of problems.
9. Communicate mathematical ideas verbally, in writing, and through mathematical representations to various audiences.
10. Demonstrate mathematical literacy and fluency.

MATH 115 Introduction to Statistics and Probabilities (3) KCC AA/F

3 hours lecture per week

Prerequisite(s): Credit in MATH 75X or credit in MATH 82 or qualification for MATH 100 or qualification for MATH 103 or qualification for MATH 111 or qualification for MATH 115 or qualification for a higher-level mathematics course; and qualification for ENG 22 or qualification for ESL 94 or qualification for ENG 100 or qualification for ESL 100 or qualification for a higher-level English course.

Comment: A TI-84 calculator is required.

MATH 115 offers a study of elementary probability and statistics, including standard deviation, calculations and inferences about means and proportions, normal distributions and linear correlation. This course applies these mathematical theories to everyday life, exploring the reasonableness and limitations of statistical results from qualitative and quantitative data.

Upon successful completion of MATH 115, the student should be able to:

1. Articulate and interpret various descriptive statistics, such as mean, median, mode, range, variance and standard deviation.
2. Draw and interpret various graphs, such as frequency histograms, bar graphs and cumulative frequency histograms.
3. Solve probability problems involving the concepts of independent events, mutually exclusive events and conditional probability.
4. Calculate probabilities involving normal random variables.
5. Determine and interpret (for large samples) confidence interval estimates of population means and proportions.
6. Draw a scatter diagram, determine and draw the corresponding regression line, and calculate and interpret the corresponding correlation coefficient.

MATH 132 Statway II (3) KCC AA/FQ Spring
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 32.
Comment: Letter grade only. MATH 132 may not be taken credit/no credit. TI 83 or TI 84 graphing calculator is required. MATH 132 is offered in the spring semester only. Please note that MATH 132 satisfies the Statistics requirement for the UH Manoa Nursing Program and the FQ Lower Division MATH requirement for transferring to Business Administration with a concentration in Accounting at UH West O'ahu.

MATH 132 students study statistical methods integrated with algebraic tools in order to prepare students to analyze processes encountered in society and the workplace. The MATH 132 course provides an introduction to algebra and descriptive statistics utilizing an integrated approach.

Upon successful completion of MATH 132, the student should be able to:
1. Use sampling distributions to reason on population claims.
2. Construct point estimates and confidence intervals to estimate population means and population proportions.
3. Construct point estimates and confidence intervals for the difference in two population proportions.
4. Conduct statistical tests and interpret results for claims on population means.
5. Conduct statistical test and interpret results for claims on paired sample means and independent sample means.
6. Execute the Chi-Square test for one-way tables.
7. Execute the Chi-Square test for independence and homogeneity in two-way tables.
8. Make connections from various types of statistical analysis to real-world problems.
9. Reason using language, structure of algebra, modeling and statistical testing to investigate, represent and solve real-world problems.
10. Use the Central Limit Theorem (CLT) to infer the normality of the sampling distribution of sample means.

MATH 135 Precalculus: Elementary Functions (3) KCC AA/FQ
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 103 or appropriate placement score.
Comment: Students will need a scientific calculator for MATH 135.

MATH 135 investigates linear, quadratic, polynomial, rational, exponential, logarithmic functions and related topics. MATH 135 is the first part of the precalculus sequence in mathematics.

Upon successful completion of MATH 135, the student should be able to:
1. Apply definitions of functions, inverse functions, and composite functions.
2. Show familiarity with all principles involving linear functions.
3. Find roots, evaluate, sketch and solve inequalities involving polynomial functions.
4. Graph rational functions using the concepts of asymptotes.
5. Apply definitions and principles of logarithmic and exponential functions.
6. Use knowledge and techniques of this course in solving applied problems.

MATH 140 Precalculus: Trigonometry and Analytic Geometry (3) KCC AA/FQ
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 135 or KCC Placement Test recommendation of MATH 140.
Comment: A scientific calculator is required for MATH 140.

MATH 140 studies trigonometric functions, analytic geometry, polar coordinates, vectors, and related topics. This course is the second part of the precalculus sequence.

Upon successful completion of MATH 140, the student should be able to:
1. Solve problems in Plane Trigonometry.
2. Graph trigonometric functions and their inverses.
3. Relate vectors with trigonometric functions.
4. Simplify algebraic expressions involving complex numbers.
5. Relate functional and geometric properties of conic sections.
6. Use knowledge and techniques in this course in solving applied problems.

MATH 215 Applied Calculus I (4) KCC AA/FQ
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 140 or qualification for MATH 205 or qualification for MATH 241.
Recommended Preparation: ENG 100 and BIOL 171.
Comment: A scientific calculator is required for MATH 215.
Kapiʻolani Community College Courses 2020 – 2021, M, page 6

MATH 215 teaches basic calculus concepts; differentiation, differential equations and integration with applications directed primarily to the life sciences. Some applications to computer science are included.

Upon successful completion of MATH 215, the student should be able to:
1. Solve routine problems in differential and integral calculus.
2. Apply ideas of calculus and differential equations to understanding some biological processes in Hawai‘i.
3. Apply ideas of calculus to understanding some topics in computer science.

MATH 241 Calculus I (4) KCC AA/FQ
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in MATH 140 or qualification for MATH 205 or qualification for MATH 241.
Comment: Students will need a scientific calculator for MATH 241.

MATH 241 focuses on limits and continuity, techniques and applications of differentiation of algebraic and trigonometric functions, and an introduction to integration.

Upon successful completion of MATH 241, the student should be able to:
1. Apply the concept of limit.
2. Differentiate polynomial and trigonometric functions and sums, products, quotients, roots, and compositions of polynomial and trigonometric functions.
3. Use differential calculus to sketch curves and to solve applied problems.
4. Integrate functions by approximation and by use of antiderivatives.
5. Use integral calculus to determine area and to solve applied problems.

MATH 242 Calculus II (4) KCC AA/FQ
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in MATH 205 or a grade of “C” or higher in MATH 241 or a grade of “C” or higher in an equivalent course.
Comment: Students will need a scientific calculator for MATH 242.

MATH 242 is the second course in the calculus sequence, which focuses on techniques of integration and on integrals of specific functions and their applications. MATH 242 explores infinite series.

Upon successful completion of MATH 242, the student should be able to:
1. Differentiate and integrate elementary transcendental functions.
2. Integrate functions using special methods.
3. Apply L'Hospital's Rule and evaluate improper integrals.
4. Determine the convergence of infinite sequences and series and approximate functions with Taylor polynomials.
5. Use the techniques developed in this course to solve applied problems.

MATH 244 Calculus IV (4) KCC AA/FS
4 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 231 or a grade of "C" or higher in MATH 243.
Comment: Students will need a scientific calculator for MATH 244.

MATH 244 is the fourth course in the calculus sequence, which focuses on multiple integrals, line and surface integrals and
Upon successful completion of MATH 244, the student should be able to:

1. Integrate in multiple variables using rectangular, cylindrical, and spherical coordinates, and the concept of volume.
2. Find moments and centers of mass of laminae and solids.
3. Integrate using changes of variables and the Jacobian.
4. Evaluate line integrals, using concepts of work, conservative fields, potential functions, path-independence, and Green's Theorem in the plane.
5. Evaluate surface integrals, using concepts of flux, the Divergence Theorem, and Stokes's Theorem.
6. Solve ordinary differential equations that are separable, first-order linear, or second-order linear.

MECHANICAL ENGINEERING

ME 213 Introduction to Engineering Design (3) KCC AA/DP
2 hours lecture, 3 hours lab per week
Prerequisite(s): A grade of "C" or higher in PHYS 170 or consent of instructor.
Comment: Letter grade only. ME 213 may not be audited. ME 213 may not be taken credit/no credit. ME 213 is designed for pre-engineering students who intend to transfer to a four-year engineering program and major in Mechanical Engineering.

ME 213 is an introductory experience in communication, presentation, professional ethics, social responsibility, engineering economics, quality control, and computer-aided drafting. Teamwork and a project are required. The goal of the course is to learn the design process and associated skills in teamwork, communication, and computing, to recognize the role of fundamentals in design and problem solving, and to be exposed to different examples of engineering projects, disciplines, and careers.

Upon successful completion of ME 213, the student should be able to:

1. Use scientific knowledge to explore, compare, and analyze engineering design solutions.
2. Employ analytical reasoning as part of a team to identify engineering design problems, requirements, limitations, and goals.
3. Utilize computer-aided design (CAD) to evaluate prototype solutions and perform engineering design reviews.
4. Effectively communicate background research and design solutions via oral presentations and written reports.

MEDICAL ASSISTING

MEDA 101 Understanding the Ambulatory Care Patient (1)
3 hours lecture per week for 5 weeks
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comment: MEDA 101 is offered in the fall semester only. Letter grade only. MEDA 101 may not be taken credit/no credit. MEDA 101 may not be audited. MEDA 101 was formerly a component of MEDA 100.

MEDA 101 provides a knowledge base for the medical assistant’s interaction with ambulatory care patients. It covers basic principles of psychology and human growth and development.

Upon successful completion of MEDA 101, the student should be able to:

1. Discuss the application of basic principles of psychology in dealing with patients of various backgrounds and medical conditions.
2. Describe possible ways of dealing with noncompliant patients.
3. Discuss stages of human growth and development in relation to medical conditions.
4. Explain variations in selected health conditions at different life stages.
5. Discuss the role of culture in health and wellness.
6. Discuss the role of family and support systems in health care among different cultures.

MEDA 102 Communication in the Medical Office (1)
3 hours lecture per week for 5 weeks
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comment: MEDA 102 is offered in the fall semester only. Letter grade only. MEDA 102 may not be taken credit/no credit. MEDA 102 may not be audited.
MEDA 102 focuses on communication in the medical office/ambulatory care setting.

Upon successful completion of MEDA 102, the student should be able to:
1. Adapt communications to individual’s ability to understand.
2. Communicate patient instructions clearly and effectively.
3. Use appropriate terminology in communicating with other health care team members.
4. Recognize and respond effectively to verbal, nonverbal, and written communications.
5. Use professional telephone technique.
6. Use electronic technology to receive, organize, prioritize, and transmit information.

MEDA 103 Math Applications in the Medical Office (3) Fall
3 hours lecture per week for 5 weeks
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comment: MEDA 103 is offered in the fall semester only. Letter grade only. MEDA 103 may not be taken credit/no credit. MEDA 103 may not be audited. MEDA 103 was formerly a component of MEDA 100.

MEDA 103 is an introductory course that focuses on applications of basic mathematical principles in the medical office/ambulatory care setting.

Upon successful completion of MEDA 103, the student should be able to:
1. Use applicable mathematical principles to solve problems in the medical office.
2. Convert measurements from one system to another.
3. Perform drug dosage calculations.

MEDA 104 Basic Nutrition for the Medical Assistant (1)
1 hour lecture per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comment: MEDA 104 is offered in the fall semester only. Letter grade only. MEDA 104 may not be taken credit/no credit. MEDA 104 was formerly a component of MEDA 100.

MEDA 104 is an introductory course that identifies the relationship of food and nutrition to health. It covers the application of basic nutrition principles to personal well-being and the importance of nutrition in preventing chronic diseases.

Upon successful completion of MEDA 104, the student should be able to:
1. Identify nutrients, their functions and use of dietary supplements.
2. Utilize the food pyramid and current dietary guidelines in planning a healthy diet and special dietary needs.
3. Explain the relationship between nutrition and chronic diseases.

MEDA 111 Medical Assisting Science I (4) Fall
4 hours lecture per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comment: MEDA 111 is offered in the fall semester only. Letter grade only. MEDA 111 may not be audited. MEDA 111 may not be taken Credit/No Credit.

MEDA 111 covers basic concepts of human anatomy and physiology as well as medical terminology related to the body as a whole and to each major body system.

Upon successful completion of MEDA 111, the student should be able to:
1. Name and locate the parts and state the major functions of the human organ systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive.
2. Define medical terms related to the body as a whole.
3. Define and use word parts to build medical terms.
4. Apply knowledge of word parts, analyze and define medical terms associated with the systems of the human body and related diagnostic, surgical, and treatment procedures and disease conditions.
5. Recognize and apply terminology pertaining to injuries and disease processes.
MEDA 121 Clinical Medical Assisting I (1) Fall
1 hour lecture per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Corequisite(s): MEDA 121L.
Comment: MEDA 121 is offered in the fall semester only. Letter grade only. MEDA 121 may not be audited. MEDA 121 may not be taken credit/no credit. MEDA 121 was formerly a component of MEDA 120.

MEDA 121 provides principles of basic clinical care skills as an assistant to a physician in an ambulatory care facility setting.

Upon successful completion of MEDA 121, the student should be able to:
1. Explain basic ambulatory care concepts and principles in the performance of back office duties.
2. Discuss routine patient care/diagnostic procedures to assess the health status of patients.
3. Explain the role of the medical assistant in preparation of back office, equipment and supplies to facilitate the smooth flow of patients through the clinic and/or physician's office.
4. Discuss the role and responsibilities of the medical assistant in preparing the patient for specific examinations and medical procedures.
5. Discuss principles of aseptic technique and infection control.
6. Discuss the role of the medical assistant in assisting the physician to carry out specific examinations and procedures.
7. Describe procedures for screening and following up on patient test results.
8. Employ electronic media to access information about clinical medical assisting principles and methods.

MEDA 121L Clinical Medical Assisting Lab I (1) Fall
3 hours lab per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Corequisite(s): MEDA 121.
Comment: MEDA 121L is offered in the fall semester only. Letter grade only. MEDA 121L may not be audited. MEDA 121L may not be taken credit/no credit. MEDA 121L was formerly a component of MEDA 120L.

MEDA 121L provides instruction and lab practice in preparing for and performing office procedures and diagnostic tests and follow-up care.

Upon successful completion of MEDA 121L, the student should be able to:
1. Apply basic ambulatory care concepts and principles with entry-level proficiency in the performance of duties in the back office.
2. Demonstrate routine patient care procedures to assist the physician in the examining room.
3. Apply aseptic techniques and infection control in the back office.
4. Demonstrate sterilization/disinfection of instruments and supplies.
5. Assemble and record medical data from patients.
6. Prepare patients for exams and/or treatments.
7. Measure and record vital signs, height and weight.

MEDA 122 Clinical Medical Assisting II (1) Spring
1 hour lecture per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Corequisite(s): MEDA 122L.
Comment: MEDA 122 is offered in the spring semester only. Letter grade only. MEDA 122 may not be audited. MEDA 122 may not be taken credit/no credit. MEDA 122 was formerly a component of MEDA 120.

MEDA 122 prepares the student to carry out clinical care procedures as an assistant to a physician in an ambulatory care facility setting.

Upon successful completion of MEDA 122, the student should be able to:
1. Describe routine patient care/diagnostic procedures to assess the health status of patients including vision testing, hearing testing, electrocardiography.
2. Examine the role of the medical assistant in facilitating the smooth flow of patients through the clinic and/or physician's office.
3. Discuss the role and responsibilities of the medical assistant in preparing the patient for specific examinations and medical procedures.
4. Discuss the role of the medical assistant in assisting the physician to carry out specific examinations and procedures.
5. Explain the role of the medical assistant in screening and following up on patient test results.
6. Describe quality assurance practices applicable to the medical office.
7. Express the importance of radiation safety principles and practices in preparing patients for imaging and related procedures.
8. Use electronic media to access information about clinical medical assisting principles and methods.
Upon successful completion of MEDA 152, the student should be able to:

1. Identify and discuss basic concepts, principles, and characteristics of disease processes.
2. Recognize and apply terminology pertaining to injuries and disease processes.
3. Identify and discuss the etiology of selected diseases from each of the major body systems.
4. Identify and discuss methods of external control and treatment of known diseases.
5. Apply knowledge of disease processes and conditions to the smoother functioning of a medical office or clinic.
6. Interpret abbreviations and symbols accurately as they relate to drug administration.
7. Discuss standards and legislation as they related to selected drugs.

MEDA 152 also includes an overview of the broad scope of pharmacology, and a survey of medications commonly used in the prevention, diagnosis, and treatment of diseases.

MEDA 152 is offered in the spring semester only. Letter grade only. MEDA 152 may not be audited. MEDA 152 may not be taken credit/no credit. MEDA 152 was formerly a component of MEDA 120L.

MEDA 122L provides instruction and lab practice in preparing for and performing routine and specialty medical office procedures, diagnostic tests, in-office/ambulatory surgical procedures, and follow-up care.

Upon successful completion of MEDA 122L, the student should be able to:

1. Demonstrate back office duties with entry-level proficiency.
2. Dramatize routine patient care procedures to assist the physician in the examining room in simulated lab situations.
3. Demonstrate screening and follow up procedures related to patient test results in simulated lab situations.
4. Demonstrate compliance with quality assurance practices applicable in the medical office.
5. Perform hearing and vision screening.
6. Perform single-channel or multi-channel electrocardiography.
7. Demonstrate instructing patients in follow-up care/procedures in simulated lab situations.

MEDA 143 Administrative Medical Assisting I (3) Fall

6 hours lecture/lab per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comments: MEDA 143 is offered in the fall semester only. Letter grade only. MEDA 143 may not be taken credit/no credit. MEDA 143 may not be audited. MEDA 143 was formerly a component of MEDA 140. Supplies required for MEDA 143 include a USB data storage device, printer paper, manila folder and optional 3-ring binder. Students should also have a medical dictionary.
Approximate cost of additional supplies $30.

MEDA 143 presents basic concepts and applications of computers and computer systems in administrative medical assisting practice. The course provides beginning instruction in administrative medical assisting practice and in the front office.

Upon successful completion of MEDA 143, the student should be able to:

1. Identify, describe, and use basic computer application programs used in medical assisting.
2. Accurately process and communicate information in a medical office using keyboarding, proofreading, and editing skills.
3. Schedule, coordinate, and monitor appointments, inpatient admissions and outpatient procedures.
4. Input, obtain, and process accurate data for various medical office applications.
5. Demonstrate ergonomically correct "touch" keyboarding techniques with a minimum keyboarding rate of 30 gross words a minute with good accuracy.
6. Organize and file patient's medical records.
7. Compose professional/business letters, memoranda, and other forms of written communication documents.
8. Demonstrate telephone techniques.
9. Perform an office inventory and demonstrate routine maintenance of office equipment with documentation.
10. Ethically handle confidential medical data.
11. Develop an environmental, personal (patient and employee) safety, and evacuation plan for a physician's office.

MEDA 152 Medical Assisting Science II (4) Spring

4 hours lecture per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comment: MEDA 152 is offered in the spring semester only. Letter grade only. MEDA 152 may not be audited. MEDA 152 may not be taken credit/no credit.

MEDA 152 covers basic concepts and characteristics of disease processes; etiology, methods of control, and development of selected diseases from each major body system and application of principles to the function of a medical practice. MEDA 152 also includes an overview of the broad scope of pharmacology, and a survey of medications commonly used in the prevention, diagnosis, and treatment of diseases.
8. Use appropriate references for obtaining drug information.
9. Identify drugs commonly used in the prevention, diagnosis, and treatment of disease.
10. Discuss current status of pharmaceuticals commonly used in immunizations for the prevention of specific diseases.
11. Identify major drug classifications, and drugs within each classification, commonly used in treatment of specific disease conditions encountered in the medical office.
12. Cite specific action, side effects, and responsibilities related to use of all pharmaceuticals discussed in class.

MEDA 163 Administrative Medical Assisting II (3) Spring
6 hours lecture/lab per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comments: MEDA 163 is offered in the spring semester only. Letter grade only. MEDA 163 may not be taken credit/no credit. MEDA 163 may not be audited. MEDA 163 was formerly a component of MEDA 140 and MEDA 140L. Supplies required include a USB data storage device, printer paper, manila folder and optional 3-ring binder. Students should also have a medical dictionary. Approximate cost $30.

MEDA 163 provides further instruction in administrative medical assisting practice and the application of computers in medical assisting in the front office, administrative practice including transcription of medical reports and documentation, coding, and maintaining patient records and accounts.

Upon successful completion of MEDA 163, the student should be able to:
1. Accurately submit claims, obtain reimbursement, and monitor third-party reimbursement.
2. Perform basic procedural and diagnostic coding.
3. Manage accounts payable and process payroll.
4. Proficiently apply computer systems in maintaining patient records and accounts.
5. Apply knowledge of medical terminology and transcription skills in processing medical data.
7. Develop and maintain fee schedules.
8. Manage renewals of business and professional insurance policies.
9. Manage personnel benefits and maintain records.
10. Perform marketing, financial, and strategic planning.
11. Transcribe reports dealing with terminology, disease conditions, and procedures related to various body systems and medical specialties.

MEDA 175 Administration of Medications (1) Spring
2 hours lecture/lab per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comment: MEDA 175 is offered in the spring semester only. Letter grade only. MEDA 175 may not be audited. MEDA 175 was formerly PHRM 115.

MEDA 175 provides instruction in the application of basic concepts required for medication administration: choice of equipment, proper technique, hazards and complications, patient care; performance of intramuscular, subcutaneous, and intradermal injections; preparation and administration of oral medications; immunizations.

Upon successful completion of MEDA 175, the student should be able to:
1. Apply the basic concepts required for medication administration.
2. Solve conversion problems within and among the following systems: household, metric, and apothecary.
3. Interpret abbreviations and symbols accurately as they relate to drug administration.
4. Discuss legislation relating to drug administration.
5. Calculate pharmaceutical equations correctly.
6. Apply the specific rules of safe drug administration.
7. Prepare and administer oral, ophthalmic, otic, nasal, and parenteral preparations in simulated lab situations.

MEDA 201 Medical Law and Ethics (2) Spring
2 hours lecture per week
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Comment: MEDA 201 is offered in the spring semester only. Letter grade only. MEDA 201 may not be taken credit/no credit. MEDA 201 may not be audited.

MEDA 201 focuses on legal and ethical responsibilities in patient care and management: laws pertaining to medical practice and medical assistants, application of medical ethics in performance of duties.

Upon successful completion of MEDA 201, the student should be able to:
1. Correlate laws that affect medical practice and the practice of Medical Assistants.
2. Discuss basic concepts of medical ethics in relationships with physicians, patients and co-workers as applied to the
Kapi'olani Community College Courses 2020 – 2021, M, page 12

performance of duties as a Medical Assistant.
3. Use electronic media to gain knowledge of basic concepts of laws and medical ethics in the practice of Medical Assistants.

MEDA 210 Medical Assisting Critique (1) Summer
2 hours lecture per week for 10 weeks
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Corequisite(s): MEDA 215.
Comment: MEDA 210 is offered in the summer semester only. Letter grade only. MEDA 210 may not be audited. MEDA 210 may not be taken credit/no credit.

MEDA 210 provides an analytical approach to the correlation of theory and learned skills to practical experience in the delivery of quality patient care in the ambulatory healthcare setting.

Upon successful completion of MEDA 210, the student should be able to:
1. Discuss knowledgeably the responsibilities of the Medical Assistant as a health care team member in the delivery of quality patient care.
2. Describe standards of performance of entry-level skills and proficiency in all aspects of a beginning professional medical assistant.
3. Correlate basic ambulatory patient care concepts and principles to analyze, synthesize, and evaluate patient situations in the externship experience.
4. Describe potential ethical and legal ramifications of both medical and economic aspects of patient management.
5. Discuss applicable laws, safety standards, record maintenance, quality patient care and education in regard to patient situations in the externship experience.
6. Effectively use electronic media to apply knowledge about medical assisting principles, practices, and methods.
7. Identify problem areas in clinical practice, discuss possible ways to solve them, and select the best one using problem solving methods, effective communication skills, and active participation in class.
8. Perform satisfactorily in objective testing of in-depth knowledge of illness/wellness, medical care objectives and/or philosophies and the role of the Medical Assistant in procedures for diagnosis, examination, and treatment of the ambulatory patient.
9. Select and complete individual projects; seek out and pursue avenues for professional development.
11. Review and prepare for certification as a Professional Medical Assistant.

MEDA 215 Externship (5) Summer
A total of 225 hours clinical experience
Prerequisite(s): Acceptance into the Certificate of Achievement in Medical Assisting program or acceptance into the Associate in Science degree in Medical Assisting program.
Corequisite(s): MEDA 210.
Comment: MEDA 215 is offered in the summer semester only. Letter grade only. MEDA 215 may not be audited. MEDA 215 may not be taken credit/no credit.

MEDA 215 provides clinical experience for the development of professional characteristics as a practicing Medical Assistant.

Upon successful completion of MEDA 215, the student should be able to:
1. Function as a clinical professional and demonstrate professional characteristics expected of a beginning practicing Medical Assistant.
2. Apply basic ambulatory patient care concepts and principles with entry-level proficiency in the performance of his/her duties in the administrative and clinical areas.
3. Perform routine patient care procedures to assist the physician in examination and treatment rooms.
4. Perform simple laboratory diagnostic tests to assist the physician in the health appraisal of patients.
5. Prepare the back office, equipment and supplies to facilitate the smooth flow of patients through the clinic and/or physician's office.
6. Perform routine front office procedures to assist the physician in the care (health appraisal) of patients.
7. Prepare the front office, equipment and supplies to facilitate the smooth functioning of this area.
8. Apply the working knowledge by which the law affects a medical practice and himself/herself specifically as a Medical Assistant.
9. Apply the basic concepts of medical ethics and economics in relationships with the physician, patients and co-workers in the performance of identified duties as a Medical Assistant.

MEDA 230 Advanced Clinical Healthcare Computer Technology and Information Systems (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Certificate of Competence in Medical Assisting Healthcare Practice Management program or acceptance into the Associate in Science degree in Medical Assisting program or consent of instructor.
Comment: Letter grade only. MEDA 230 may not be audited. MEDA 230 may not be taken credit/no credit.
Kapi'olani Community College Courses 2020 – 2021, M, page 13

MEDA 230 introduces students to healthcare computer technology and information systems. The course focuses on computer software, hardware communications technology and developing an understanding of fundamental computer based applications that are the building blocks of health and medical information systems. A range of health informatic applications and systems are discussed including electronic patient records and patient-care decision support tools. The course examines the impact of information technology on healthcare professionals and systems with special attention to issues surrounding use and safety, and the long term impact of health information technology. The course also explores the design and evaluation of health information systems, selection of health information technology and systems and emerging applications in healthcare informatics.

Upon successful completion of MEDA 230, the student should be able to:
1. Describe administrative, clinical and special purpose applications of computer technology in healthcare.
2. Discuss the variety of ways in which information can be applied in healthcare delivery and management settings.
3. Demonstrate methods that can be used to design and evaluate healthcare computer technology and information systems that meet the users' needs.
4. Perform the use of an electronic medical record system in both ambulatory and administrative environments.

MEDA 260 Healthcare Information Requirements and Standards (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Certificate of Competence in Medical Assisting Healthcare Practice Management program or acceptance into the Associate in Science degree in Medical Assisting program or consent of instructor.
Comment: Letter grade only. MEDA 260 may not be audited. MEDA 260 may not be taken credit/no credit.

MEDA 260 introduces students to healthcare information requirements and standards, classification of health data, clinical vocabularies and medical terminology. The course focuses on the primary standards used in healthcare in the United States and other nations. The course also explores the relationship between healthcare standards and the emerging area of electronic health records. This course also identifies the need for standards to ensure structured and interoperable data exchange across healthcare tasks and settings.

Upon successful completion of MEDA 260, the student should be able to:
1. Identify the principles of healthcare reform.
2. Discuss and define the different compliance regulations and standards.
3. Identify the primary elements or key aspects of industry compliance agreements.
4. Describe the major concepts of quality in healthcare.

MEDA 271 Professional Medical Coding (5) Spring
5 hours lecture per week
Prerequisite(s): Satisfactory completion of the Certificate of Achievement in Medical Assisting program or acceptance into the Certificate of Competence in Medical Assisting Healthcare Practice Management program or acceptance into the Associate in Science degree in Medical Assisting program or consent of instructor.
Comment: MEDA 271 is offered in the spring semester only. Letter grade only. MEDA 271 may not be audited. MEDA 271 may not be taken credit/no credit. This course is based on the American Association of Professional Medical Coders (AAPC) Professional Medical Coding Curriculum. Students are required to pay for the AAPC's Student Membership Fee and the Certification Examination Fee. For current costs refer to https://www.aapc.com/. Students should purchase the following Coding Textbooks prior to the course start (Current editions of the ICD-10-CM, CPT and HCPCS.)

MEDA 271 provides detailed instruction in the application of an internationally accepted set of codes for the specific description of any medical procedure to treat a condition or injury to substantiate claims for reimbursement from third-party payers.

Upon successful completion of MEDA 271, the student should be able to:
1. Identify the purpose of the CPT®, ICD-9-CM Volumes 1 & 2, ICD-10-CM Volumes 1 & 2, and HCPCS Level II code books.
2. Understand and apply the official ICD-9-CM and ICD-10-CM coding guidelines.
4. Apply coding conventions when assigning diagnoses and procedure codes.
5. Identify the information in appendices of the CPT® manual.
6. Explain the determination of the levels of E/M services.
8. List the major features of HCPCS Level II Codes.
9. Provide practical application of coding operative reports and evaluation and management services.

MEDA 281 Health Data Organization and Administration (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Certificate of Competence in Medical Assisting Healthcare Practice Management program or acceptance into the Associate in Science degree in Medical Assisting program or consent of instructor.
Comment: Letter grade only. MEDA 281 may not be audited. MEDA 281 may not be taken credit/no credit.

MEDA 281 focuses on healthcare data organization and administration in both the administrative and ambulatory care settings. Health data concepts include types of health data, access, retention and use. The course explores healthcare database management and
administration, data exchange, and querying data for report generation. This course also introduces statistical uses of data, the use of data for healthcare business application, performance management, patient safety and principles of healthcare data analysis and administration.

Upon successful completion of MEDA 281, the student should be able to:
1. Identify the basic principles of structuring an effective chart for accounts to ensure accounting accuracy.
2. Define the policies, principles and denials related to physician reimbursement.
3. Describe how to effectively manage the revenue cycle management model.
4. Identify human resource management responsibilities in the medical setting.
5. Describe the provider recruiting and the credentialing process.

MEDA 290 Healthcare Delivery Systems and Leadership (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Certificate of Competence in Medical Assisting Healthcare Practice Management program or acceptance into the Associate in Science degree in Medical Assisting program or consent of instructor.
Comment: Letter grade only. MEDA 290 may not be audited. MEDA 290 may not be taken credit/no credit.

MEDA 290 introduces students to the techniques used in leadership and management of individuals, groups, offices and departments in physician offices, clinics, hospitals, home care and nursing home settings or organizations. The topics covered in the course include decision making, problem solving, leadership, power, influence, communication, coordination and change management for individuals, work groups and office departments.

Upon successful completion of MEDA 290, the student should be able to:
1. Describe how to motivate people and discuss the tools and techniques used in management.
2. Explain the various levels of providers, places of service and patient-care flow processes.
3. Describe how to effectively communicate and manage individuals and groups within and across the organization.
4. Identify the principles of marketing in a physician's practice.
5. Describe management change, disaster planning and business continuity.

MEDA 295 Healthcare Practice Management Externship (3) Summer
22.5 clinical hours per week for 6 weeks
Prerequisite(s): Acceptance into the Certificate of Competence in Medical Assisting Healthcare Practice Management program or acceptance into the Associate in Science degree in Medical Assisting program or consent of instructor.
Comment: MEDA 295 is offered in the summer semester only. Letter grade only. MEDA 295 may not be audited. MEDA 295 may not be taken credit/no credit. Uniforms, shoes and stethoscopes previously used in the MEDA 215 Externship course from the 1st year of the MEDA Associate Degree program are required. Transportation to and from the clinical site is the responsibility of the student.

MEDA 295 provides the beginning practicing medical assistant with clinical experience to develop professional characteristics as a healthcare practice manager.

Upon successful completion of MEDA 295, the student should be able to:
1. Function as a medical assisting clinical professional in a healthcare practice setting.
2. Demonstrate professional characteristics expected of a beginning practicing Medical Assistant in the role of a healthcare practice manager.

MEDICAL LABORATORY TECHNICIAN

MLT 100 Introduction to the Clinical Laboratory (2)
4 hours lecture/lab per week
Prerequisite(s): Credit or concurrent enrollment in BIOL 130.
Comment: MLT 100 may not be audited.

MLT 100 is an introduction to the field of medical technology, with instruction in basic laboratory skills including phlebotomy.

Upon successful completion of MLT 100, the student should be able to:
1. Demonstrate knowledge of clinical laboratory organizations and the roles of various laboratory personnel within the organization.
2. Perform basic laboratory techniques.
3. Demonstrate use of basic laboratory instruments and equipment.
4. Demonstrate competence in obtaining blood specimens.
5. Demonstrate ability to effectively interact with patients, hospitals and laboratory personnel.
6. Describe quality control in the clinical laboratory.
MLT 100B Phlebotomy Practicum (1)

A total of 40 clinical hours per semester

Prerequisites: Acceptance into the MLT program; and credit or concurrent enrollment in MLT 100.

Comment: Letter grade only. MLT 100B may not be taken for credit/no credit. MLT 100B may not be audited.

MLT 100B offers the clinical application of the skills and knowledge learned in MLT 100. Forty hours will be spent in an affiliated clinical laboratory collecting and processing specimens for the laboratory.

Upon successful completion of MLT 100B, the student should be able to:

1. Effectively select and utilize vacutainers, syringes and butterflies to obtain venous blood samples.
2. Perform a minimum of 50 successful, unaided venipunctures after choosing the appropriate supplies for each sample.
3. Perform a minimum of 5 successful, unaided fingersticks after choosing the appropriate supplies for each sample.
4. Explain and follow the basic rules and regulations essential for safe and accurate phlebotomy.
5. Process specimens accurately, according to the procedures set in the specific clinical laboratory.
6. Exhibit appropriate interpersonal skills with patients, coworkers and other health care personnel in person and on the telephone.
7. Explain the policies and use the procedures in the clinical laboratory to assure quality in the obtaining of blood specimens.
8. Exhibit a professional demeanor while performing phlebotomist duties.

MLT 107 Clinical Microbiology I (3)

6 hours lecture/lab per week

Prerequisites: Acceptance into the Associate in Science degree in Medical Laboratory Technician program and a grade of "C" or higher in MLT 100 and a grade of "C" or higher in MICR 130; or consent of MLT Program Director.

Comment: Letter grade only. MLT 107 may not be taken credit/no credit. MLT 107 may not be audited. MLT 107 may not be repeated for additional credit. Students will be expected to purchase latex or vinyl gloves for this course.

MLT 107 will provide the basic laboratory experience in Clinical Microbiology, including slide preparation, gram stain and isolating bacteria in order to identify the organisms.

Upon successful completion of MLT 107, the student should be able to:

1. Make smears of bacterial cultures, stain and identify the cellular characteristics of bacteria by color, shape and arrangement.
2. Streak a culture plate for isolation of bacteria and describe colonial morphology.
3. Explain the collection and proper handling of specimens received in a clinical microbiology lab and list pathogens and non-pathogens found in each specimen.
4. Perform laboratory exercises on selected bacterial organisms to define characteristic and biochemical reactions useful in identification of bacteria.
5. Identify the bacteria in an unknown specimen with 100% accuracy.
6. Utilize the safety precautions necessary in the Clinical Microbiology laboratory.

MLT 108 Hematology (5)

10 hours lecture/lab per week

Prerequisites: Acceptance into the Associate in Science degree in Medical Laboratory Technician program and a grade of "C" or higher in MLT 100.

Comment: Letter grade only. MLT 108 may not be taken credit/no credit. MLT 108 may not be audited. MLT 108 may not be repeated for additional credit.

MLT 108 will enable the students to learn the basics of human red and white blood cell structure and function and the theoretical aspects behind the enumeration and identification of the blood cells, as well as the diseases associated with these cells. The basic techniques of red and white blood cell counting and microscopic identification, as well as hemoglobin and hematocrit determinations are included. The student will also learn specialized hematology techniques and instrumentation and coagulation procedures, as well as safety and quality control.

Upon successful completion of MLT 108, the student should be able to:

1. List the different types of human blood cells: Erythrocytes, Thrombocytes, Leukocytes (Neutrophils, Lymphocytes, Monocytes, Eosinophils, Basophils).
2. Identify the following cells under the microscope: Erythrocytes, Leukocytes, and Thrombocytes.
4. List the normal values for erythrocytes, leukocytes, and thrombocytes.
5. Define and identify the various inclusion bodies found in red and white blood cells and the conditions in which they occur.
6. Describe the clinical significance of and differences among the various hemoglobin.
7. Summarize the facets of hemostasis and their interrelationship.
8. Discuss the coagulation mechanism, its stages, and each factor involved in coagulation.
9. List and describe coagulation abnormalities and the laboratory results associated with each disorder.
10. Describe and discuss the fibrinolytic system.
11. Identify microscopically the cellular picture and describe the following disease states: Anemias (macrocytic, normocytic, microcytic, hemolytic), Polycythemias, Pancreatopenias, Leukemias, Lymphomas, Multiple Myeloma.
12. Operate and maintain equipment applicable to hematological and coagulation laboratories.
13. Perform the following laboratory procedures within + 2 standard deviations: Prothrombin time, Activated Partial Thromboplastin time, Thrombin time, Fibrinogen titer.
14. Perform the following tests with 100% accuracy: Sickle cell test, Fibrin split products, Clot retraction.
15. Perform the appropriate quality control procedures for Hematology.
16. Utilize the safety precautions necessary in the Hematology laboratory.

MLT 118 Body Fluids (1)

2 hours lecture/lab per week

Prerequisite(s): Acceptance into the MLT program and grade of “C” or higher MLT 100; or consent of the program director.

Comment: Letter grade only. MLT 118 may not be taken credit/no credit. MLT 118 may not be audited.

MLT 118 is the study of body fluids, other than blood. The course focuses on basic principles and procedures of the chemical and cellular analysis of various body fluids.

Upon successful completion of MLT 118, the student should be able to:

1. Identify normal and abnormal structures in the microscopic analysis of various body fluids.
2. Describe normal and abnormal chemical and cellular constituents of various body fluids.
3. Operate and maintain equipment applicable to hematology and coagulation laboratories.
4. Perform the following laboratory procedures within + 2 standard deviations: Prothrombin time, Activated Partial Thromboplastin time, Thrombin time, Fibrinogen titer.
5. Perform the following tests with 100% accuracy: Sickle cell test, Fibrin split products, Clot retraction.
6. Perform the appropriate quality control procedures for Hematology.
7. Utilize the safety precautions necessary in the Hematology laboratory.

MLT 204 Immunohematology (2)

Prerequisite(s): A grade of “C” or higher in MICR 161 and a grade of “C” or higher in MLT 108; or consent of MLT program director.

Comment: Letter grade only. MLT 204 may not be taken credit/no credit. MLT 204 may not be audited.

This course will include the principles of Blood Banking, donor-patient testing, and antibody identification in human blood. Inheritance and transfusion problems will be discussed, as well as disease states affected by antigen-antibody reactions on blood cells.

Upon successful completion of MLT 204, the student should be able to:

1. Identify the causes of transfusion reactions, hemolytic disease of the newborn and hemolytic anemia.
3. Describe the clinical significance of antibody and antiglobulin testing.
4. List donor qualifications.
5. Accurately determine the ABO and Rh type of blood specimens and identify atypical antibodies.
6. Accurately perform crossmatch procedures with donor and patient blood specimens.

**MLT 207 Clinical Microbiology II (3)**

6 hours lecture/lab per week

*Prerequisite(s): Acceptance into the Associate in Science degree in Medical Laboratory Technician program and a grade of “C” or higher in MLT 107; or consent of MLT Program Director.*

*Comment: Letter grade only. MLT 207 may not be taken credit/no credit. MLT 207 may not be audited. Students will be expected to purchase latex or vinyl gloves for this MLT 207 course.*

MLT 207 includes the study of microorganisms and parasites as they relate to human disease. MLT 207 will provide the advanced laboratory experience in Clinical Microbiology, including a continuation of MLT 107 techniques and parasitology and mycology lab techniques.

Upon successful completion of MLT 207, the student should be able to:
1. Identify unknown cultures of medically significant bacteria to genus and species level and determine antibiotic susceptibility.
2. Describe the technique used to collect, handle, and/or preserve specimens received in the laboratory for parasite examination.
3. List and describe methods of concentrating stool specimens for parasites.
4. Identify the most commonly found parasites to genus and species upon observation of appropriate material.
5. List and describe: methods of preparing fungal smears and culturing fungi; collection and handling of specimens for fungal examination; and media used in the isolation and identification of fungi.
6. Utilize the safety precautions necessary in the Clinical Microbiology laboratory.

**MLT 211 Clinical Microscopy (1)**

2 hours lecture/lab per week

*Prerequisite(s): A grade of “C” or higher in MLT 108 and a grade of “C” or higher in MLT 118; and a grade of “C” or higher in MLT 107 or consent of MLT program director.*

*Comment: MLT 211 may not be audited.*

MLT 211 will provide the student with additional experience in identifying microscopic elements in blood and body fluids prior to participating in the clinical rotations.

Upon successful completion of MLT 211, the student should be able to:
1. Identify the parts of a microscope and perform preventative maintenance and make minor repairs.
2. Identify Erythrocytes, Leukocytes, Thrombocytes, urinary casts, urinary crystals, bacteria, yeast and parasites under the microscope with at least 90 percent accuracy.
3. Perform the appropriate quality control and safety procedures for analysis of blood and body fluids.

**MLT 212 Clinical Biochemistry II (4)**

*Prerequisite(s): Acceptance into the MLT program or consent of MLT program instructor; and a grade of “C” or higher in MLT 112 or consent of MLT program director.*

*Comment: Letter grade only. MLT 212 may not be taken credit/no credit. MLT 212 may not be audited.*

MLT 212 will cover the principles of clinical biochemistry as it pertains to testing for chemical constituents in blood and body fluids. This advanced level course will include lipid chemistry, acid-base balance, diagnostic enzymes, endocrinology, chemistry of body systems instrumentation and recent advances in clinical chemistry. The student will learn the techniques for analyzing blood and body fluids for diagnosis of various disease states by manual and automated methods.

Upon successful completion of MLT 212, the student should be able to:
1. Describe the function, structure, mode of action and clinical significance of each of the following chemical substances: electrolytes, blood gases, non-protein nitrogen, lipids, clinically significant enzymes, hormones – steroid, protein & peptide.
2. Describe the theory behind the preceding laboratory procedures and list the normal values associated with each.
3. Correlate abnormalities of blood and urine chemistry associated with: altered acid base balance, kidney disease, liver disease, heart disease, neurological system disorders, endocrine and reproductive system disorders, bone and muscle disease, neoplasms.
4. Describe the mode of action, clinical significance and methods for determining therapeutic drugs and drugs of abuse.
5. List and describe tumor markers found in blood and body fluids.
6. List the substances measured to determine fetal maturity and the clinical significance of each test.
7. Perform the following manual clinical chemistry determinations on serum, plasma or urine with +/- two standard deviations of the stated value of the sample: cholesterol, triglyceride & HDL, salicylate, AST, ALT, ALP, CK, LD, amylase, lipase, electrolytes, and immunoassays.
8. Operate and maintain according to standardized procedures and describe the principles of the following instruments: Ion selective electrode Atac 2000, Pointe 180, Gilford Stasar, Ortho Vitros II, and Dade Dimension.
9. Prepare written laboratory reports on each procedure performed and each instrument used.
10. Perform all tests utilizing appropriate safety measures as stated in safety manuals.
11. Organize their work in an orderly manner and maintain the laboratory area in clean, working condition.

**MLT 240 Seminar (1)**

1 hour lecture per week

**Prerequisite(s):** MLT 108 and MLT 118 and MLT 204 and MLT 207 and MLT 211 and MLT 212; or consent of MLT program director.

**Corequisite(s):** MLT 242B and MLT 242C and MLT 242D and MLT 242E.

**Comment:** Letter grade only. MLT 240 may not be taken credit/no credit. MLT 240 may not be audited. MLT 240 is offered in the Spring semester only.

MLT 240 is a seminar in which students discuss clinical experiences and other topics related to clinical laboratory medicine.

Upon successful completion of MLT 240, the student should be able to:

1. Provide a critical assessment of the clinical laboratory science as a career choice.
2. Communicate ideas relevant to laboratory medicine to his/her peers.
3. Describe skills for lifelong learning.
4. Answer at least 70% of the questions asked on a comprehensive medical laboratory technician exam correctly.
5. Present a two hour seminar for his/her peers on a topic relevant to laboratory medicine as a career choice.
6. Prepare a resume for obtaining a position in a clinical laboratory.
7. Describe the basic requirements for a successful job interview.

**MLT 242B Clinical Rotation II – Blood Bank (2)**

A total of 90 hours clinical practice per semester

**Prerequisite(s):** A grade of “C” or higher in MLT 204 or consent of MLT program director.

**Corequisite(s):** MLT 240.

**Comment:** Letter grade only. MLT 242B may not be taken for credit/no credit. MLT 242B may not be audited. MLT 242B is offered in the Spring semester only.

MLT 242B is the application of knowledge and skills learned in MLT 204. The work is performed in affiliated clinical laboratories.

Upon successful completion of MLT 242B, the student should be able to:

1. Transfer knowledge and skills learned in MLT 204 to the clinical laboratory.
2. Interact effectively with patients and laboratory personnel.
3. Integrate theoretical and technical knowledge to solve laboratory problems in Blood Bank.

**MLT 242C Clinical Rotation II – Chemistry (4)**

A total of 180 hours clinical practice per semester

**Prerequisite(s):** A grade of “C” or higher in MLT 112; and a grade of “C” or higher in MLT 212 or consent of MLT program director.

**Corequisite(s):** MLT 240

**Comment:** Letter grade only. MLT 242C may not be taken for credit/no credit. MLT 242C may not be audited. MLT 242C is offered in the Spring semester only.

MLT 242C is the application of knowledge and skills learned in MLT 112 and MLT 212. The work is performed in affiliated clinical laboratories.

Upon successful completion of MLT 242C, the student should be able to:

1. Transfer knowledge and skills learned in MLT 112 and MLT 212 to the clinical laboratory.
2. Interact effectively with patients and laboratory personnel.
3. Integrate theoretical and technical knowledge to solve laboratory problems in Clinical Chemistry.

**MLT 242D Clinical Rotation II – Microbiology (4)**

A minimum of 180 hours clinical practice per semester

**Prerequisite(s):** A grade of “C” or higher in MLT 107; and a grade of “C” or higher in MLT 207 or consent of MLT program director.

**Corequisite(s):** MLT 240

**Comment:** Letter grade only. MLT 242D may not be taken for credit/no credit. MLT 242D may not be audited. MLT 242D is offered in the Spring semester only.
MLT 242D is the application of knowledge and skills learned in MLT 107 and MLT 207. The work is performed in affiliated clinical laboratories.

Upon successful completion of MLT 242D, the student should be able to:
1. Transfer knowledge and skills learned in MLT 107 AND MLT 207 to the clinical laboratory.
2. Interact effectively with patients and laboratory personnel.
3. Integrate theoretical and technical knowledge to solve laboratory problems in Microbiology.

MLT 242E Clinical Rotation II – Hematology (4)
A minimum of 180 hours clinical practice per semester
Prerequisite(s): A grade of “C” or higher in MLT 108 and a grade of “C” or higher in MLT 118; and a grade of “C” or higher in MLT 211 or consent of MLT program director.
Corequisite(s): MLT 240
Comment: Letter grade only. MLT 242E may not be taken for credit/no credit. MLT 242E may not be audited. MLT 242E is offered in the Spring semester only.

MLT 242E is the application of knowledge and skills learned in MLT 108, MLT 118, and MLT 211. The work is performed in affiliated clinical laboratories.

Upon successful completion of MLT 242E, the student should be able to:
1. Transfer knowledge and skills learned in MLT 108, MLT 118, and MLT 211 to the clinical laboratory.
2. Interact effectively with patients and laboratory personnel.
3. Integrate theoretical and technical knowledge to solve laboratory problems in Hematology.

MLT 242F Clinical Rotation II – General (4)
A total of 180 hours clinical practice per semester
Prerequisite(s): A grade of “C” or higher in MLT 108 and a grade of “C” or higher in MLT 118 and a grade of “C” or higher in MLT 211 and a grade of “C” or higher in MLT 107 and a grade of “C” or higher in MLT 207 and a grade of “C” or higher in MLT 112 and a grade of “C” or higher in MLT 212; or consent of MLT program director.
Corequisite(s): MLT 240
Comment: Letter grade only. MLT 242F may not be taken for credit/no credit. MLT 242F may not be audited. MLT 242F is offered in the Spring semester only.

MLT 242F is the application of knowledge and skills learned in MLT 107, MLT 108, MLT 112, MLT 118, MLT 207, MLT 211, and MLT 212. The work is performed in affiliated clinical laboratories.

Upon successful completion of MLT 242F, the student should be able to:
1. Transfer knowledge and skills learned in MLT 107, MLT 108, MLT 112, MLT 118, MLT 207, MLT 211, and MLT 212 to the clinical laboratory.
2. Interact effectively with patients and laboratory personnel.
3. Perform testing in multiple sections of the laboratory as a generalist.
4. Integrate theoretical and technical knowledge to solve laboratory related problems.

MICROBIOLOGY

MICR 130 General Microbiology (3) KCC AA/DB and KCC AS/NS
3 hours lecture per week
Recommended Preparation: MATH 82 or an equivalent course; and CHEM 100 or CHEM 151 or CHEM 161 or BIOC 141.

MICR 130 covers the fundamentals of microbiology with an emphasis on the biology of microorganisms and a study of how microbes affect people, property and the environment. Broad aspects of biochemistry, genetics, molecular biology, physiology, host-parasite relationships, infectious diseases, immunology, public health, epidemiology, food microbiology, and environmental microbiology will be covered.

Upon successful completion of MICR 130, the student should be able to:
1. Describe the organization of life at the cellular and subcellular levels.
2. Describe the main characteristics of bacteria such as their morphology, growth, reproduction and classification.
3. Describe in general terms, the fundamental biochemistry of bacterial metabolism and compare it to eukaryotic cell metabolism.
4. Describe the basic principles of molecular genetics as they relate to cell division, mutation, genetic engineering, bacterial virulence, and antibiotic resistance.
Describe the fundamental principles of the host-parasite relationship both in health and in disease.

Describe the components of the human immune system and evaluate how these components interact to generate an immune response.

Express and describe the growth characteristics of bacterial culture logically and in mathematical terms.

Classify and describe the major, common infectious diseases of humans.

Describe the methods of controlling microbes that are used to prevent disease transmission, food spoilage, and the destruction of other items of commercial importance.

Read and critique microbiology articles in the popular press and in professional health science journals.

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**MICR 140 General Microbiology Lab (2) KCC AA/DY**

4 hours lecture/lab per week

Prerequisite(s): A grade of “C” or higher or concurrent enrollment in MICR 130 or consent of instructor.

Recommended Preparation: MATH 82.

MICR 140 covers the fundamental laboratory aspects of microbiology with a public health and medical emphasis.

Upon successful completion of MICR 140, the student should be able to:

1. Accurately use various measuring methods and instruments, the metric system and scientific notation in routine laboratory exercises and experiments.
2. Effectively use and properly care for the compound microscope, including the oil immersion lens, in laboratory exercises and experiments.
3. Accurately prepare, examine and interpret various stained slide specimens including gram stained, capsule stained, endospore stained and flagella stained specimens.
4. Demonstrate and properly execute aseptic technique while handling bacterial cultures and infectious specimens.
5. Evaluate the ubiquity of microbes as part of our normal flora and as present in the environment.
6. Demonstrate, evaluate and rationalize the principles and the techniques used to control microorganisms such as antibiotics, preservatives and the chemical and physical disinfecting and sterilizing agents.
7. Enumerate and evaluate the bacteria in biological, food, water and environmental samples and mathematically project the growth characteristics of these bacteria.
8. Demonstrate, evaluate and predict the effect of different habits and personal hygiene practices on human normal flora and on pathogenic microbes.
9. Demonstrate and evaluate the nutritional requirements and characteristics of the various medically important bacteria.
10. Demonstrate the ability to isolate, maintain and identify common bacteria.

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**MICR 161 Immunology and Protein Chemistry (2) KCC AA/DY**

4 hours lecture/lab per week

Prerequisite(s): A grade of “C” or higher or concurrent enrollment in MICR 130 or a grade of “C” or higher or concurrent enrollment in BIOL 171; and a grade of “C” or higher or concurrent enrollment in MICR 140 or a grade of “C” or higher or concurrent enrollment in MLT 107 or a grade of “C” or higher or concurrent enrollment in BIOL 171L; and a grade of “C” or higher or concurrent enrollment in CHEM 161 and a grade of “C” or higher or concurrent enrollment in CHEM 161L. Prerequisites may be waived by the consent of instructor.

MICR 161 lecture/laboratory course covers the fundamental aspects of both immunology and protein chemistry as it is performed in clinical, research and biotechnology laboratories.

Upon successful completion of MICR 161, the student should be able to:

1. Describe the structure and function of the human immune system and its cellular and molecular components
2. Describe the structure and chemistry of proteins, with special emphasis on the immunoglobulins.
3. Describe the principles underlying antigen antibody reactions.
4. Demonstrate proficiency in performing a variety of immunoassays including agglutination, precipitation, ELISA, and fluorescent antibody procedures.
5. Explain the principles of electrophoresis and perform various electrophoretic separations.
6. Explain the principles and perform fundamental protein fractionation, separation and purification techniques such as salt fractionation, size exclusion chromatography and ion exchange chromatography.
7. Describe the principles underlying immunization strategies particularly as they relate to the production of monoclonal antibodies.
8. Describe the principles involved in developing screening assays for monoclonal antibody production; then, coat plates with candidate antigens and perform the assays.

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**MICR 230 Molecular Biology (3) KCC AA/DY**

6 hours lecture/lab per week
Prerequisite(s): A grade of "C" or higher or concurrent enrollment in MICR 130 or a grade of "C" or higher or concurrent enrollment in BIOL 171; and a grade of "C" or higher or concurrent enrollment in MICR 140 or a grade of "C" or higher or concurrent enrollment in MLT 107 or a grade of "C" or higher or concurrent enrollment in BIOL 171; and a grade of "C" or higher or concurrent enrollment in CHEM 161 or a grade of "C" or higher or concurrent enrollment in a higher-level chemistry course; and a grade of "C" or higher or concurrent enrollment in CHEM 161L or a grade of "C" or higher or concurrent enrollment in a higher-level chemistry lab course.

Comment: The research-intensive nature of this course limits student enrollment to two attempts of the course. MICR 230 may not be audited. MICR 230 may be taken for a letter grade or credit/no credit only. MICR 230 articulates with BIOL 275L. Research Intensive courses are enriched courses that employ the scientific method in a student-centered, inquiry-based research model. These are intensive courses that provide opportunities for students to develop critical and independent thinking through experimentation. Final presentations (such as one or more of the following: research paper, PowerPoint and/or poster presentation in class, at a conference or recorded) will be required of all student participants. Special Approval: Instructor Approval.

MICR 230 serves as an introduction into the world of molecular biology, with a particular emphasis on recombinant DNA techniques. Fundamental concepts covered will include: microbial manipulation, genetic modification, biomolecule isolation/characterization and biotechnology methodology.

Upon successful completion of MICR 230, the student should be able to:
1. Describe the structure and function of proteins, nucleic acids, and macromolecular complexes in cellular processes.
2. Describe the regulation of gene activity in prokaryotes and eukaryotes.
3. Describe the basic principles and techniques of molecular biology, including the contemporary tools to generate recombinant DNA.
4. Operate basic molecular biology laboratory equipment, including but not limited to: spectrophotometers, electrophoresis equipment, centrifuges and thermal cyclers.
5. Isolate and quantitate chromosomal and/or plasmid DNA from living cells.
6. Perform and analyze restriction enzyme digestions, ligations, and amplifications of DNA.
7. Analyze DNA and amino acid sequence data using bioinformatics portals.

MICR 240 Cell Biology and Tissue Culture (2) KCC AA/DY

4 hours lecture/lab per week

Prerequisite(s): A grade of "C" or higher or concurrent enrollment in MICR 130 or a grade of "C" or higher or concurrent enrollment in BIOL 171; and a grade of "C" or higher or concurrent enrollment in MICR 140 or a grade of "C" or higher in MLT 107 or a grade of "C" or higher in BIOL 171; and a grade of "C" or higher in both CHEM 161 and CHEM 161L or a grade of "C" or higher in both CHEM 162 and CHEM 162L or a grade of "C" or higher in both CHEM 272 and CHEM 272L or a grade of "C" or higher in both CHEM 273 and CHEM 273L. Prerequisites may be waived by the consent of instructor.

Comment: MICR 240 is cross-listed as BIOL 275L.

MICR 240 is a lecture/laboratory course that covers cell biology and the essential principles important to the cultivation and study of cells in tissue culture. Through lectures and laboratory experiments students will acquire a fundamental understanding of the biochemistry of the cell. Students will also acquire competence in tissue culture and experience with modern advances in biotechnology and recombinant DNA technology.

Upon successful completion of MICR 240, the student should be able to:
1. Demonstrate proficiency in aseptic technique in all of the basic procedures used in tissue culture and in a cell biology laboratory.
2. Describe the basic principles of protein chemistry and molecular biology and apply these principles in the design and interpretation of experiments utilizing enzymatic reactions, per, electrophoresis and immunoassays.
3. Describe in detail the organization of life at the cellular and subcellular levels.
4. Describe the structure and function of biological membranes and demonstrate an understanding of the processes which occur at the cell surface.
5. Describe in detailed and specific terms the fundamental catabolic and anabolic metabolic processes that occur at the cellular level.
6. Describe and experimentally manipulate the cytoskeleton particularly as it relates to intracellular traffic, cytokinesis and cell motility.
7. Describe and debate the ethical issues surrounding existing and proposed research and applications using living cells.
MOBILE INTENSIVE CARE TECHNICIAN

MICT 151 Clinical Paramedicine I (0.62)
A total of 28 clinical hours per semester
Prerequisite(s): Acceptance into the Certificate of Achievement in Mobile Intensive Care Technician program and a grade of “C” or higher in ENG 100; and a grade of “C” or higher in MATH 103 or a grade of “C” or higher in MATH 115 or a grade of “C” or higher in MATH 135 or a grade of “C” or higher in MATH 140 or a grade of “C” or higher in MATH 241; and a grade of “C” or higher in HLTH 125; and a grade of “C” or higher in both BIOL 130 and BIOL 130L or a grade of “C” or higher in all PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L or a grade of “C” or higher in all ZOOL 141 and ZOOL 141L and ZOOL 142 and ZOOL 142L.
Corequisite(s): MICT 152.
Comment: Credit/no credit grading only. MICT 151 may not be audited. MICT 151 may not be taken for a letter grade. A current State of Hawai’i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 151 provides an opportunity to apply and practice content and skills learned in MICT 152. It is a hands-on skills experience in advanced life support at clinical facilities including major hospitals and metropolitan ambulances. In addition to clinical skills, students also refine their written, verbal and non-verbal communication skills. The students are integrated into a professional health care culture.

Upon successful completion of MICT 151, the student should be able to:
1. Apply basic principles of EMS Systems and patient safety.
2. Perform basic evaluation and management techniques of patients with a focus on scene size-up and the primary assessment.
3. Perform basic techniques of history-taking and physical examination (secondary assessment) with a focus on assessment of the airway, respiratory, and circulatory systems.
4. Recognize signs that identify unstable patients including patients with an inadequate airway, respiratory distress or failure, and/or shock.
5. Perform assessment and management of adequate and inadequate airway, ventilation, and/or respiration by safely and effectively performing appropriate use of supplemental oxygen therapy, techniques of establishing a patient airway, and artificial ventilation.
6. Perform cardiac monitoring and able to interpret basic cardiac arrhythmias.
7. Apply the basic principles of pharmacology and primary emergency medications.
8. Display verbal (and non-verbal) therapeutic communication techniques.
9. Integrate anatomical and medical terminology and abbreviations into written and oral communication with colleagues and other healthcare professionals.
10. Display professionalism and demonstrate the roles and responsibilities of a paramedic, including (but not limited to) integrity, empathy, self-motivation, appearance/hygiene, communication, teamwork/diplomacy, respect, patient advocacy, and careful delivery of service.

MICT 152 Fundamentals of Paramedicine I: Recognition of Critical Patients (3.15)
A total of 94.5 hours lecture/lab per semester
Prerequisite(s): Acceptance into the Certificate of Achievement in Mobile Intensive Care Technician program and a grade of “C” or higher in ENG 100; and a grade of “C” or higher in MATH 103 or a grade of “C” or higher in MATH 115 or a grade of “C” or higher in MATH 135 or a grade of “C” or higher in MATH 140 or a grade of “C” or higher in MATH 241; and a grade of “C” or higher in HLTH 125; and a grade of “C” or higher in both BIOL 130 and BIOL 130L or a grade of “C” or higher in all PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L or a grade of “C” or higher in all ZOOL 141 and ZOOL 141L and ZOOL 142 and ZOOL 142L.
Corequisite(s): MICT 151.
Comment: Letter grade only. MICT 152 may not be audited. MICT 152 may not be taken credit/no credit. A current State of Hawai’i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 152 is the first of six courses in the theory and laboratory practice of advanced life support knowledge and skills used in the assessment and treatment of adult patients with medical conditions requiring prehospital emergency care.

Upon successful completion of MICT 152, the student should be able to:
1. Describe basic principles of EMS Systems and patient safety.
2. Define basic evaluation and management techniques of patients with a focus on scene size-up and the primary assessment.
3. Define basic techniques of history-taking and physical examination (secondary assessment) with a focus on the airway, respiratory, and circulatory systems.
4. List signs that identify unstable patients including patients with an inadequate airway, respiratory distress or failure, and/or shock.
5. Prioritize assessment and management of adequate and inadequate airway, ventilation, and/or respiration.
6. Describe appropriate use of supplemental oxygen therapy, techniques of establishing a patent airway, and artificial ventilation.
7. Perform cardiac monitoring and able to interpret basic cardiac arrhythmias.
8. Define the basic principles of pharmacology and primary emergency medications.
9. Demonstrate verbal (and non-verbal) therapeutic communication techniques.
10. Give examples of using anatomical and medical terminology and abbreviations in written and oral communication.
11. Display professionalism and identifies the roles and responsibilities of a paramedic, including (but not limited to) integrity, empathy, self-motivation, appearance/hygiene, communication, teamwork/diplomacy, respect, patient advocacy, and careful delivery of service.

**MICT 161 Clinical Paramedicine II: Cardiac Cath Lab and ED Experience (1.06)**

A total of 48 clinical hours per semester.

**Prerequisite(s):** Acceptance into the Certificate of Achievement in Mobile Intensive Care Technician program and a grade of "C" or higher in ENG 100; and a grade of "C" or higher in MATH 103 or a grade of "C" or higher in MATH 115 or a grade of "C" or higher in MATH 135 or a grade of "C" or higher in MATH 140 or a grade of "C" or higher in MATH 205 or a grade of "C" or higher in MATH 241; and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in both BIOL 130 and BIOL 130L or a grade of "C" or higher in all PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L or a grade of "C" or higher in all ZOOL 141 and ZOOL 141L and ZOOL 142 and ZOOL 142L.

**Corequisite(s):** MICT 162.

**Comment:** Credit/no credit grading only. MICT 161 may not be audited. MICT 161 may not be taken for a letter grade. A current State of Hawai‘i’s Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 161 is the second of six clinical courses that provides hands-on skills experience in advanced life support at clinical facilities including major hospitals and metropolitan ambulances. In addition to clinical skills, students also refine their written, verbal and non-vernacular communication skills. The students are integrated into a professional health care culture.

Upon successful completion of MICT 161, the student should be able to:

1. Integrate assessment findings, principles of epidemiology, anatomy/physiology, and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with common medical complaints.
2. Integrate fundamental knowledge of causes and pathophysiology into the management of cardiac arrest, peri-arrest states, shock, and respiratory failure/arrest.
3. Safely and effectively perform designated advanced life support skills in patients with medical illnesses.
4. Perform a comprehensive history and physical examination to identify factors affecting the health and needs of a patient.
5. Demonstrate advanced history-taking skills, interview techniques, how to integrate therapeutic communication techniques, and adapt line of inquiry based on findings and presentation.
6. Apply History and Physical Examination findings to evaluate acute medical illnesses.
7. Perform adequate reassessment.
8. Apply appropriate treatment modalities of cardiac arrhythmias.
10. Safely perform medication administration.
11. Describe statutory responsibilities, legal actions, and healthcare regulation.
12. Describe basic principles of reporting and documenting assessment findings and interventions in the patient care record.
13. Describe provider safety and well-being including standard precautions, disease transmission, injury prevention, and stress management.

**MICT 162 Fundamentals of Paramedicine II: Advanced Evaluation and Management of Acute Medical Illnesses (3.08)**

A total of 92.5 hours lecture/lab per semester.

**Prerequisite(s):** Acceptance into the Certificate of Achievement in Mobile Intensive Care Technician program and a grade of "C" or higher in ENG 100; and a grade of "C" or higher in MATH 103 or a grade of "C" or higher in MATH 115 or a grade of "C" or higher in MATH 135 or a grade of "C" or higher in MATH 140 or a grade of "C" or higher in MATH 205 or a grade of "C" or higher in MATH 241; and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in both BIOL 130 and BIOL 130L or a grade of "C" or higher in all PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L or a grade of "C" or higher in all ZOOL 141 and ZOOL 141L and ZOOL 142 and ZOOL 142L.

**Corequisite(s):** MICT 161.

**Comment:** Letter grade only. MICT 162 may not be audited. MICT 162 may not be taken credit/no credit. A current State of Hawai‘i’s Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 162 is the second of six courses in the theory and laboratory practice of advanced life support knowledge and skills used in the assessment and treatment of adult patients with medical conditions requiring prehospital emergency care.

Upon successful completion of MICT 162, the student should be able to:

1. Describe how assessment findings, principles of epidemiology, anatomy/physiology, and pathophysiology are applied to formulate a field impression and create a comprehensive treatment/disposition plan for patients with common medical complaints.
2. Integrate fundamental knowledge of causes and pathophysiology into the management of cardiac arrest, peri-arrest states, shock, and respiratory failure/arrest.
3. Prioritize advanced history-taking skills, interview techniques, how to integrate therapeutic communication techniques, and adapt line of inquiry based on findings and presentation.
Upon successful completion of MICT 171, the student should be able to:

1. Apply History and Physical Examination findings to evaluate acute medical illnesses.
2. Prioritize when and how to perform reassessment.
3. Perform a comprehensive history and physical examination to identify factors affecting the health and needs of a patient.
4. Determine routes and methods of safe medication administration.
5. Demonstrate designated advanced life support skills in patients with medical illnesses.
6. Recognize appropriate treatment modalities for cardiac arrhythmias.
7. Define basic principles of 12-Lead EKG interpretation.
8. Describe statutory responsibilities, legal actions, and healthcare regulation.
9. Describe basic principles of reporting and documenting assessment findings and interventions in the patient care record.
10. Describe provider safety and well-being including standard precautions, disease transmission, injury prevention, and stress management.
11. Describe importance of patient safety and advocacy during evaluation and management of patients.

**MICT 170 Fundamentals of Paramedicine III: Advanced Evaluation and Management of Special Patient Populations (2.06)**

A total of 62 hours lecture/lab per semester

**Prerequisites:** Acceptance into the Certificate of Achievement in Mobile Intensive Care Technician program and a grade of "C" or higher in ENG 100; and a grade of "C" or higher in MATH 103 or a grade of "C" or higher in MATH 115 or a grade of "C" or higher in MATH 135 or a grade of "C" or higher in MATH 140 or a grade of "C" or higher in MATH 205 or a grade of "C" or higher in MATH 241; and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in both BIOL 130 and BIOL 130L or a grade of "C" or higher in all PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L or a grade of "C" or higher in all ZOOL 141 and ZOOL 141L and ZOOL 142 and ZOOL 142L.

**Corequisite(s):** MICT 171.

**Comment:** Letter grade only. MICT 170 may not be audited. MICT 170 may not be taken credit/no credit. A current State of Hawai‘i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 170 is the third of six courses in the theory and laboratory practice of advanced life support knowledge and skills used in the assessment and treatment of special populations patients with medical and trauma conditions requiring prehospital emergency care.

Upon successful completion of MICT 170, the student should be able to:

1. Describe how assessment findings, principles of epidemiology, anatomy/physiology, and pathophysiology (including life span development) are applied to formulate a field impression and develop a comprehensive treatment/disposition plan for acute patients in pediatric, neonatal, obstetric, and other special patient populations.
2. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest/peri-arrest states, shock, airway or respiratory failure/arrest in pediatric, neonatal, geriatric, obstetric, and other special patient populations.
3. Define appropriate adjustments of emergency medications for use in special patient populations.
4. Demonstrate designated advanced life support skills in special patient populations.
5. Identify cardiac arrhythmias associated with special patient populations.
6. Describe appropriate communication strategies for patients with respect to various ages, needs, or cultures.

**MICT 171 Clinical Paramedicine III: Experience in Special Patient Populations (1.6)**

A total of 72 clinical hours per semester

**Corequisite(s):** MICT 170

**Comment:** Credit/no credit grading only. MICT 171 may not be audited. MICT 171 may not be taken for a letter grade. A current State of Hawai‘i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 171 is the third of six clinical courses that provides hands-on skills experience in advanced life support at clinical facilities including major hospitals and metropolitan ambulances. In addition to clinical skills, students also refine their written, verbal and non-verbal communication skills. The students are integrated into a professional health care culture.

Upon successful completion of MICT 171, the student should be able to:

1. Integrate assessment findings with principles of epidemiology, anatomy/physiology, and pathophysiology (including life span development), to formulate a field impression and implement a comprehensive treatment/disposition plan for acute patients in pediatric, neonatal, obstetric, and other special patient populations.
2. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest/peri-arrest states, shock, airway or respiratory failure/arrest in pediatric, neonatal, geriatric, obstetric, and other special patient populations.
3. Safely perform emergency medication administration in special patient populations.
4. Safely and effectively perform designated advanced life support skills in special patient populations.
5. Apply appropriate treatment modalities of cardiac arrhythmias.
6. Apply appropriate communication strategies for patients with respect to various ages, needs, or cultures.
MICT 180 Fundamentals of Paramedicine IV: Advanced Evaluation and Management of Trauma Patients (2.76)
A total of 83 hours lecture/lab per semester
Prerequisite(s): Acceptance into the Certificate of Achievement in Mobile Intensive Care Technician program and a grade of "C" or higher in ENG 100; and a grade of "C" or higher in MATH 103 or a grade of "C" or higher in MATH 115 or a grade of "C" or higher in MATH 135 or a grade of "C" or higher in MATH 140 or a grade of "C" or higher in MATH 205 or a grade of "C" or higher in MATH 241; and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in both BIOL 130 and BIOL 130L or a grade of "C" or higher in all PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L or a grade of "C" or higher in all ZOOL 141 and ZOOL 141L and ZOOL 142 and ZOOL 142L.
Corequisite(s): MICT 181.
Comment: Letter grade only. MICT 180 may not be audited. MICT 180 may not be taken credit/no credit. A current State of Hawai‘i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 180 is the fourth of six courses in the theory and laboratory practice of advanced life support knowledge and skills used in the assessment and treatment of adult patients with trauma and behavioral health conditions requiring prehospital emergency care.

Upon successful completion of MICT 180, the student should be able to:
1. Describe how to use assessment findings with principles of epidemiology, anatomy/physiology, and pathophysiology to formulate a field impression and develop a comprehensive treatment/disposition plan for acutely injured patients and behavioral health emergencies.
2. Integrate assessment findings with comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure/arrest in injured patients.
3. Recognize high-risk trauma patients and recommends appropriate strategies for evaluation and management of unstable patients including transport decisions.
4. Describe scene size-up, primary & secondary assessment, and reassessment of injured patients.
5. Define use of emergency medications in treatment of injured patients.
6. Demonstrate designated advanced life support skills in injured patients.
7. Identify cardiac arrhythmias associated with injured patients.

MICT 181 Clinical Paramedicine IV: ED and EMS Management of Trauma Patients (1)
A total of 40 clinical hours per semester
Corequisite(s): MICT 180.
Comment: Credit/no credit grading only. MICT 181 may not be audited. MICT 181 may not be taken for a letter grade. A current State of Hawai‘i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 181 is the fourth of six clinical courses that provides hands-on skills experience in advanced life support at clinical facilities including major hospitals and metropolitan ambulances. In addition to clinical skills, students also refine their written, verbal and non-verbal communication skills. The students are integrated into a professional health care culture.

Upon successful completion of MICT 181, the student should be able to:
1. Integrate assessment findings with principles of epidemiology, anatomy/physiology, and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for acutely injured patients and behavioral health emergencies.
2. Integrate assessment findings with comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure/arrest in injured patients.
3. Identify high-risk trauma patients and recommend strategies for evaluation and management of unstable patients including transport decisions.
4. Apply knowledge of scene size-up, primary and secondary assessment, and reassessment in injured patients.
5. Safely perform emergency medication administration in injured patients.
6. Perform designated advanced life support skills in injured patients.
7. Apply appropriate treatment modalities of cardiac arrhythmias in injured patients.

MICT 190 Paramedic Operations (1.75)
A total of 52.5 hours lecture/lab per semester
Prerequisite(s): Acceptance into the Certificate of Achievement in Mobile Intensive Care Technician program and a grade of "C" or higher in ENG 100; and a grade of "C" or higher in MATH 103 or a grade of "C" or higher in MATH 115 or a grade of "C" or higher in MATH 135 or a grade of "C" or higher in MATH 140 or a grade of "C" or higher in MATH 205 or a grade of "C" or higher in MATH 241; and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in both BIOL 130 and BIOL 130L or a grade of "C" or higher in all PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L or a grade of "C" or higher in all ZOOL 141 and ZOOL 141L and ZOOL 142 and ZOOL 142L.
Corequisite(s): MICT 191.
Comment: Letter grade only. MICT 190 may not be audited. MICT 152 may not be taken credit/no credit. A current State of Hawai‘i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.
Kapi'olani Community College Courses 2020 – 2021, M, page 26

MICT 190 is the fifth of six courses in the theory and laboratory practice of advanced life support knowledge and skills used in the assessment and treatment of patients in multiple casualty, Crime/Tactical scenes, and hazardous material conditions requiring prehospital emergency care. The course also will focus on extrication, ground and air ambulance operations, and quality improvement.

Upon successful completion of MICT 190, the student should be able to:
1. Describe how a comprehensive history and physical examination is used to identify factors affecting the health of an emergency patient.
2. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
3. Describe use of monitoring devices in the evaluation and management of patients of all ages.
5. Prioritize evaluation and management of multiple patients and multiple casualty incidents.
6. Describe basic principles of Ground Ambulance EMS Operations, Crime/Tactical scene considerations, Hazardous Materials, and Quality Improvement in EMS.
7. Describe Air Ambulance operations and basic physiological effects of flight.
8. Demonstrate designated advanced life support skills in patients of all ages.
9. Describe sensitive communication strategies for patients of various ages, needs, or cultures.

MICT 191 Clinical Paramedicine V: Intensive Care Experience and Advanced EMS Applications (1.77)
A total of 80 clinical hours per semester
Corequisite(s): MICT 190.
Comment: Credit/no credit grading only. MICT 191 may not be audited. MICT 191 may not be taken for a letter grade. A current State of Hawai’i’s Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 191 is the fifth of six clinical courses that provides hands-on skills experience in advanced life support at clinical facilities including major hospitals and metropolitan ambulances. In addition to clinical skills, students also refine their written, verbal and non-verbal communication skills. The students are integrated into a professional health care culture.

Upon successful completion of MICT 191, the student should be able to:
1. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of an emergency patient.
2. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
3. Integrate the use of monitoring devices in the evaluation and management of patients of all ages.
5. Prioritize evaluation and management of multiple patients and multiple casualty incidents.
6. Apply basic principles of Ground Ambulance EMS Operations, Crime/Tactical scene considerations, Hazardous Materials, and Quality Improvement in EMS.
7. Describe Air Ambulance operations and basic physiological effects of flight.
8. Safely and effectively perform designated advanced life support skills in patients of all ages.
9. Demonstrate appropriate communication strategies for patients with respect to various ages, needs, or cultures.

MICT 203 Clinical Paramedicine VI: Comprehensive Application of EMS Skills (1.6)
A total of 72 clinical hours per semester
Corequisite(s): MICT 205.
Comment: Credit/no credit grading only. MICT 203 may not be audited. MICT 203 may not be taken for a letter grade. A current State of Hawai’i’s Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 203 is the sixth and final clinical course that provides hands-on skills experience in advanced life support on metropolitan ambulances. In addition to clinical skills, students also refine their written, verbal and non-verbal communication skills. The students are integrated into a professional health care culture.

Upon successful completion of MICT 203, the student should be able to:
1. Integrate assessment findings with principles of epidemiology, anatomy/physiology, and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for acutely ill or injured patients.
2. Apply critical-thinking, appropriate medical decision-making, and teamwork in the evaluation and management of patients.
3. Make appropriate decisions and adjustments as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the patient's overall health.
4. Recognize abnormal EKG findings and implement appropriate treatment.
5. Safely perform emergency medication administration.
6. Demonstrate use of appropriate communication techniques with team members and other healthcare professionals.
7. Perform the role of a team leader (as well as a team member) of an advanced life support emergency call and ensure the safety of the rescuers and others during an emergency.
Kapi'olani Community College Courses 2020 – 2021, M, page 27

MIC 205 Comprehensive Paramedicine (1.88)
A total of 56.5 hours lecture/lab per semester
Prerequisite(s): A grade of "B" or higher in MIC 190.
Corequisite(s): MIC 203.
Comment: Letter grade only. MIC 205 may not be audited. MIC 205 may not be taken credit/no credit. A current State of Hawai‘i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MIC 205 is the sixth and final course in the theory and laboratory practice of advanced life support knowledge and skills used in the assessment and treatment of adult and special population patients with medical and trauma conditions requiring prehospital emergency care. This course is the last didactic course before students move on to internship. It brings together the knowledge, skills, and experiences that have occurred in previous courses.

Upon successful completion of MIC 205, the student should be able to:
1. Integrate assessment findings with principles of epidemiology, anatomy/physiology, and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for acutely ill or injured patients.
2. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states, shock, and respiratory failure/arrest.
3. Make appropriate decisions and adjustments as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve the patient's overall health.
4. Demonstrate the role of a team leader (as well as a team member) of an advanced life support emergency call and ensure the safety of the rescuers and others during an emergency.
5. Apply critical-thinking, appropriate medical decision-making, and teamwork in the evaluation and management of patients.
6. Demonstrate proficiency in recognizing abnormal EKG findings and appropriate treatment.
7. Apply knowledge of pharmacologic principles, medication administration, and emergency medications.
8. Describe a basic history of EMS.
9. Demonstrate awareness of emerging topics in EMS.
10. Identify basic research principles used to interpret literature and advocate evidence-based practice.
11. Integrate fundamental knowledge of public health and epidemiology including public health emergencies, health promotion, and illness/injury prevention.
12. Describe basic legal and ethical principles and advanced directives.
13. Prioritize reporting and documenting assessment findings and interventions.

MIC 320 Paramedic Internship I (4.5)
A total of 202.5 clinical hours per semester
Prerequisite(s): Credit in MIC 151 and a grade of "B" or higher in MIC 152 and credit in MIC 161 and a grade of "B" or higher in MIC 162 and a grade of "B" or higher in MIC 170 and credit in MIC 171 and a grade of "B" or higher in MIC 180 and credit in MIC 181 and a grade of "B" or higher in MIC 190 and credit in MIC 191 and credit in MIC 203 and a grade of "B" or higher in MIC 205.
Comment: Credit/no credit grading only. MIC 320 may not be audited. MIC 320 may not be taken for a letter grade. A current State of Hawai‘i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MIC 320 provides the initial experience as a MICT intern on an advanced life support emergency ambulance. It is the first rotation of the required series of rotations. Each student is assigned one on one with a preceptor/mentor and monitored by an instructor.

Upon successful completion of MIC 320, the student should be able to:
1. The minimum expectation in this course/rotation is for the student to perform the following competencies regularly on single and multi-system calls with little or no prompting necessary.
   a. Display professional behavior while interacting with patients, family, and other providers in a culturally sensitive manner.
   b. Recognize critical (unstable airway, breathing, circulation, acute mental status change or other time-limited) situations.
   c. Provide appropriate non-invasive treatment (as a minimum) for problems identified in the primary survey.
2. The minimum expectation in this course/rotation is for the student to perform the following competencies adequately at times but may frequently require significant intervention in key areas.
   a. Identify complaint(s)/reason(s) for call; and obtain pertinent history in a timely manner, utilizing the best available sources of history.
   b. Perform appropriate and timely physical exam relevant to the presenting symptoms; and recognize abnormal findings.
   c. Analyze history and physical exam findings well and make appropriate decisions regarding treatment, extrication, disposition, timing, and resource utilization.
   d. Perform necessary advanced life support procedures and psychomotor skills competently.
   e. Perform verbal communications (e.g. radio reports) that are accurate, organized, concise, and received well by others, and written documentation that is accurate, organized, and thorough.
   f. Demonstrate confidence as a team leader; and perform adequately under duress.
Upon successful completion of MICT 340, the student should be able to:

1. Display professional behavior while interacting with patients, family, and other providers in a culturally sensitive manner.
2. Recognize critical (unstable airway, breathing, circulation, acute mental status change or other time-limited) situations.
3. Provide appropriate non-invasive treatment (as a minimum) for problems identified in the primary survey.

The minimum expectation in this course/rotation is for the student to perform the following competencies adequately at most times but may frequently require significant intervention in key areas.

Upon successful completion of MICT 330, the student should be able to:

1. The minimum expectation in this course/rotation is for the student to perform the following competencies regularly on single and multi-system calls with little or no prompting necessary.
   a. Display professional behavior while interacting with patients, family, and other providers in a culturally sensitive manner.
   b. Recognize critical (unstable airway, breathing, circulation, acute mental status change or other time-limited) situations.
   c. Provide appropriate non-invasive treatment (as a minimum) for problems identified in the primary survey.
2. The minimum expectation in this course/rotation is for the student to perform the following competencies adequately on most cases with occasional prompting necessary.
   a. Identify complaint(s)/reason(s) for call; and obtain pertinent history in a timely manner, utilizing the best available sources of history.
   b. Perform appropriate and timely physical exam relevant to the presenting symptoms; and recognize abnormal findings.
3. The minimum expectation in this course/rotation is for the student to perform the following competencies adequately at times but may frequently require significant intervention in key areas.
   a. Analyze history and physical exam findings well and make appropriate decisions regarding treatment, extrication, disposition, timing, and resource utilization.
   b. Perform necessary advanced life support procedures and psychomotor skills competently.
   c. Perform verbal communications (e.g. radio reports) that are accurate, organized, concise, and received well by others, and written documentation that is accurate, organized, and thorough.
   d. Demonstrate confidence as a team leader; and perform adequately under duress.

MICT 340 Paramedic Internship III (4.5)

A total of 202.5 clinical hours per semester

Comment: Credit/no credit grading only. MICT 340 may not be audited. MICT 340 may not be taken for a letter grade. A current State of Hawai‘i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 340 is the third of four internship courses as a MICT intern on an advanced life support emergency ambulance. It is the third rotation of the required series of rotations. Each student is assigned one on one with a preceptor/mentor and monitored by an instructor.

Upon successful completion of MICT 340, the student should be able to:

1. Display professional behavior while interacting with patients, family, and other providers in a culturally sensitive manner.
2. Perform necessary advanced life support procedures and psychomotor skills competently.
3. Demonstrate confidence as a team leader; and perform adequately under duress.
**MICT 360 Paramedic Internship IV (4.5)**

* A total of 202.5 clinical hours per semester
* Corequisite(s): MICT 340.
* Comment: Credit/no credit grading only. MICT 360 may not be audited. MICT 360 may not be taken for a letter grade. A current State of Hawai‘i Emergency Medical Technician (EMT) License and American Heart Association (AHA) Basic Life Support (BLS) certification are required.

MICT 360 is the last of four internship courses as a MICT intern on an advanced life support emergency ambulance. It is the fourth rotation of the required series of rotations. Each student is assigned one-on-one with a preceptor/mentor and monitored by an instructor.

Upon successful completion of MICT 360, the student should be able to:
1. The minimum expectation in this course/rotation is for the student to perform the following competencies regularly on single and multi-system calls with little or no prompting necessary.
   a. Display professional behavior while interacting with patients, family, and other providers in a culturally sensitive manner.
   b. Recognize critical (unstable airway, breathing, circulation, acute mental status change or other time-limited) situations.
   c. Provide appropriate non-invasive treatment (as a minimum) for problems identified in the primary survey.
   d. Identify complaint(s)/reason(s) for call; and obtain pertinent history in a timely manner, utilizing the best available sources of history.
   e. Perform appropriate and timely physical exam relevant to the presenting symptoms; and recognize abnormal findings.
   f. Analyze history and physical exam findings well and make appropriate decisions regarding treatment, extrication, disposition, timing, and resource utilization.
   g. Perform necessary advanced life support procedures and psychomotor skills competently.
   h. Perform verbal communications (e.g. radio reports) that are accurate, organized, concise, and received well by others, and written documentation that is accurate, organized, and thorough.
   i. Demonstrate confidence as a team leader; and perform adequately under duress.

**MUS 106 Introduction to Music Literature (3) KCC AA/DH and KCC AS/AH**

* 6 hours lecture/lab per week

MUS 106 introduces students to western music literature with an emphasis on developing listening skills. Through listening and classroom critiques and analysis, all types of music are surveyed from Gregorian Chant to contemporary genres. Attendance at three (3) varying concerts is required.

Upon successful completion of MUS 106, the student should be able to:
1. Identify masterpieces of classical music repertoire.
2. Distinguish the salient compositional characteristics between several stylistic periods in music/art history including representative composers from each period that help place unfamiliar repertoire into familiar periods.
3. Contrast/compare music of any type (i.e. classical, ethnic, popular, seasonal) for texture, rhythm, form, melodic contour, harmonic orientation and time of composition.
4. Contrast/compare the live performances seen during the semester.
5. Define the elements that make up classical performance tradition and etiquette.

**MUS 107 Music in World Cultures (3) KCC AA/FGC and KCC AS/AH**

* 3 hours lecture per week

MUS 107 is an introduction to the field of ethnomusicology in which historical, religious, social, and political aspects of society are studied in relationship to its music traditions and culture. In addition to these aspects, the musical elements of each culture are analyzed for the types of instruments, form/structure, context, activities, and music aesthetics.

Upon successful completion of MUS 107, the student should be able to:
1. Describe the role of music in the different cultures of Asia, Southeast Asia, Africa and the Americas.
2. Describe the distinctive aural features and music aesthetics of a music culture.
3. Describe the historical, religious, social and political aspects of a society that contribute to the development of a music culture.
4. Identify the areas of those music cultures studied.
5. Describe the validity of other music traditions.
6. Contrast/compare your own music traditions within the broader context of other music traditions.

**MUS 108 Fundamentals of Western Music (3) KCC AA/DA and KCC AS/AH**
3 hours lecture per week

MUS 108 enables students to learn how to read and write music. Notational principles will be learned as a mode of communication. The roles of the composer, performer, and listener will be explored.

Upon successful completion of MUS 108, the student should be able to:

1. Identify and write the basic components of Western music notation: major, minor, and chromatic scales, key signatures, intervals, chords and chord symbols, and chord progressions using primary chords I, IV, and V7.
2. Notate and read basic melodic and rhythmic patterns in both simple and compound meters.
3. Write lyrics that correspond appropriately to natural accents of rhythmic values and patterns studied in class.
4. Write examples of possible basic harmonization for simple melodies.
5. Define the roles of composer, performer, and listener.
6. Identify aurally those melodic intervals studied in class.
7. Write major and minor triads in root position from any given note.
8. Play the piano functionally: play basic scales and arpeggios, chords and chord progressions, and beginning-level pieces studied in class.
9. Compose a short song in lead-sheet format, and perform it for the class.

**MUS 114 College Chorus (2) KCC AA/DA**
4 hours lecture/lab per week

Comment: MUS 114 is repeatable for a maximum of six credits.

MUS 114 is a performance-orientated course for all students interested in singing in a large ensemble. The selected repertoire is drawn from a range of classical, popular (jazz, musical theatre), and Polynesian/ethnic choral literature. Rehearsal and performing practices as well as basic music reading are included in the course of study. An extra-curricular concert is scheduled at the end of the semester. Previous choral experience is not required.

Upon successful completion of MUS 114, the student should be able to:

1. Interpret and perform basic rhythmic and sight-reading skills.
2. Apply the principles of ensemble singing through rehearsals and performances.
3. Perform the chosen repertoire with stylistic and musical accuracy, and musicality.
4. Identify and resolve the problems of performance in a variety of physical settings.
5. Apply performance etiquette.

**MUS 121B Voice Class 1 (2) KCC AA/DA**
1 hour lecture, 2 hours lecture/lab per week.

Prerequisite(s): Ability to carry a tune on pitch.

MUS 121B is the first of a three-semester sequence in learning solo singing skills. Concepts and skills introduced in the class include proper breath control and support, developing and discovering vocal production and potential, basic musicianship, song interpretation, and the basic principles of performing.

Upon successful completion of MUS 121B, the student should be able to:

1. Apply the principles of tone production, efficient utilization of the breathing apparatus, posture and body awareness, interpretation, and artistic qualities through the performance of traditional song repertoire.
2. Identify the vocal and music requirements in singing classical repertoire.
3. Perform a series of vocal solos applying the vocal techniques/concepts demonstrated in class.
4. Recognize and interpret basic music notation concepts.
5. Demonstrate performance etiquette as a performer and an audience member.

**MUS 121C Piano I (2)**
1 hour lecture, 2 hours lecture/lab per week

Comment: MUS 121C is repeatable for a maximum of four credits.

MUS 121C introduces concepts of learning how to play the piano, and is the first of a multi-course/multi-path sequence. Basic principles of performance will be explored, and students will play on both digital and acoustic pianos in the electric piano lab. Practice facilities are available on weekdays.

Upon successful completion of MUS 121C, the student should be able to:
1. Play the chromatic scale in both contrary and parallel motion, three octaves with both hands.
2. Play all major scales and arpeggios, one octave with both hands.
3. Play and demonstrate at least three different articulation styles: legato, staccato, and marcato.
4. Demonstrate the application of wrist rotation coupled with varied arm weight to achieve greater dynamic contrast, and play using a variety of the following dynamic levels: pp, p, mp, mf, f, ff.
5. Identify major key signatures by observing the sharps or flats in a given key signature.
6. Build major and minor triads in root position from any given point.
7. Play simple songs from first-level literature.
8. Mind-map, then color-map recital repertoire with colors and shapes of phrases, and then perform two of those selections by memory.

MUS 121D Guitar 1 (2) KCC AA/DA
1 hour lecture, 2 hours lecture/lab per week
Comment: MUS 121D is repeatable for a maximum of four credits. MUS 121D may not be audited. Each student must supply their own acoustic guitar (classical or steel string).

MUS 121D introduces the student to the basic principles of playing the acoustic guitar. The course provides a comprehensive study of the rudiments of music, guitar notations, finger style techniques, small ensemble literature, solo playing and accompaniment style playing. In-class practices and lectures involve developing a practice routine to prepare for the performance aspects of the course. At the end of the semester, students will select a song and performance style sharing the music making experience with an end-of-semester public recital.

Upon successful completion of MUS 121D, the student should be able to:
1. Tune the guitar properly using the relative tuning method.
2. Produce good tone and sound projection with proper left-hand and right-hand mechanics.
3. Read, write, and play the basic rudiments of music.
4. Read, write, and perform from modern staff notation and popular chord notation.
5. Discern and critique various style interpretations.
6. Show basic playing skills: right-hand picking techniques, chord progressions, major and minor scales, arpeggios, etudes/song exercises.
7. Perform elementary solo pieces, singing with accompaniment style playing, and ensemble literature in a public recital.

MUS 121Z ʻUkulele 1 (2) KCC AA/DA
1 hour lecture, 2 hours lecture/lab per week
Comment: MUS 121Z is repeatable for a maximum of four credits.

MUS 121Z introduces the student to the basic principles of playing the ʻukulele. Concepts and skills introduced in the class include: basic musicianship, tuning, chord identification and progressions, basic strumming techniques, and the principles of accompanying and performing.

Upon successful completion of MUS 121Z, the student should be able to:
1. Tune their own instruments properly using the tuning by ear method.
2. Play the basic chord progressions.
3. Clap, write, and count aloud various rhythmic patterns.
4. Identify and perform basic strumming techniques.
5. Identify and perform basic strumming patterns.
6. Locate and name the notes on the fretboard.
7. Read and perform from 3 forms of notation for the ʻukulele (modern staff notation, chord notation and tablature).
8. Perform major and minor scales.
9. Identify and perform standard Hawaiian repertoire specifically written for the ʻukulele.
10. Select, modify, and perform music of other genres to the ʻukulele.
11. Examine the importance of the ʻukulele in the Hawaiian music culture and island history.

MUS 122B Voice II (2)
1 hour lecture, 2 hours lecture/lab per week
Prerequisite(s): A grade of “C” or higher in MUS 121B or consent of instructor.

MUS 122B is the second of a three-semester sequence in learning solo singing skills as a class. Four vocal styles (classical, jazz, ethnic, and country western) are explored and studied to experience the different vocal and musical skills required for each genre. Performances of each style are required.

Upon successful completion of MUS 122B, the student should be able to:
Upon successful completion of MUS 183, the student should be able to:

1. Identify and distinguish between various vocal styles and musical terms, and levels of musicianship.
2. Identify the origin and development of ethnic vocal music studied.
3. Give examples of intermediate level vocal techniques: diction, tone production, and breath control through actual performances and in descriptive writing.
4. Sing at an intermediate level solo vocal literature in a public recital.
5. Identify the different modes of accompaniment for all the vocal styles studied.

MUS 122Z 'Ukulele II (2) KCC AA/DA and AS/AH
1 hour lecture, 2 hours lecture/lab per week
Prerequisite(s): MUS 121Z with a grade of “C” or higher.

MUS122Z is a continuation of MUS121Z. The course places increased emphasis on note reading and standard notation. Students utilize music theory knowledge for arranging and harmonizing melodies. Development and expansion of ‘ukulele techniques.

Upon successful completion of MUS 122Z, the student should be able to:

1. Read and utilize standard notation.
2. Harmonize and arrange melodies.
3. Play in an ensemble setting.
4. Play solo literature utilizing fingerpicking techniques.

MUS 170 Music as Therapy (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week

MUS 170 is an introductory course in understanding music as a therapeutic tool, both as an arts therapy profession, and as a process integrated into other health care fields. Students will explore the diverse applications and approaches to the therapeutic power of music, personally, professionally, clinically, scientifically, experientially and educationally. The course will include extensive media, weekly readings, weekly discussion posts, module quizzes, final exam and final project.

Upon successful completion of MUS 170, the student should be able to:

1. Identify the nature of music therapy and its role in health care.
2. Identify and describe the variety of populations served by music therapy and other related music fields.
3. Describe and interpret the human responses to music.
4. Describe the pathways of music between different parts of the brain and the human response to music.
5. Identify and interpret the historical development of music and sound therapy.
6. Define basic terminology used in music therapy and related creative arts therapy fields.
7. Discuss basic musical skills (instrumentally and vocally) applicable for therapeutic purposes.

MUS 183 Ear-provisation: Piano by Ear (2) KCC AA/DA Spring
4 hours lecture/lab per week
Prerequisite(s): MUS 121C or consent of instructor.
Recommended Preparation: MUS 108.
Comment: MUS 183 is repeatable for a maximum of six credits. MUS 183 is offered in the Spring semester only.

MUS 183 is designed to teach students the rudiments of how to play the piano by ear, as well as learn the basics for improvisation at the keyboard. These two main goals will be achieved by exploring how to listen strategically and respond to cues. Developing recognition of melodic distances (intervals) and patterns, rhythmic patterns, chord structure, root movement of bass line (by step, by 3rd, by 4th), articulation (variation in touch) styles, dynamic contrast, a variety of standard musical forms, logical fingering principles, and issues in pedaling will be studied both aurally and experientially at the keyboard. The main focus will be on developing a “seeing” ear (rather than seeing music and then reading it/ playing it). Five-finger positions, major/ minor scales and arpeggios, chromatic scale, whole tone scale, pentatonic scales, key signatures (identifying and building), and triads vs. suspended / 7th / 9th / 11th/ 13th chords will be covered, as well as the exploration of artistic gesture and sharing music with/ relating to an audience. This course focuses on developing a new skill set for “readers” of music, thus enhancing the enjoyment of playing the piano for personal satisfaction, increased self-esteem, and pleasure.

Upon successful completion of MUS 183, the student should be able to:

1. Play opening song motifs in at least three different keys for each interval studied (both ascending and descending forms) within an octave, for greater learning retention.
2. Play, identify aurally, and accurately transcribe intervals within an octave (given the starting note, in both ascending and descending forms).
3. Tap back and accurately transcribe short rhythmic patterns in both simple (2/4, 3/4, and 4/4) and in compound (6/8, 9/8, and 12/8) meters.
4. Play/accurately transcribe simple melodies (given a starting pitch) including rhythm used.
5. Playbacks: at the keyboard, play a series of melodic patterns that the instructor will highlight, demonstrate, and drill in class.
6. Sing (as a group) simple melodies demonstrated, with rhythm attached.
7. Demonstrate and apply basic music theoretical components of Western Music notation: play major, minor, chromatic,
whole tone, pentatonic scales, and blues scale; identify and build major key signatures, and relate to minor keys; play a
variety of chords and chord progressions, and demonstrate ability to write chord symbols accurately.
8. Demonstrate ability to differentiate aurally between major, minor, and diminished chords, as well as begin to differentiate
between augmented, sus2 vs. sus4, and 7th chords.
9. Improvise to various rhythmic and melodic patterns given in class.
10. Transcribe or creatively notate/color-map, and play/perform two short solo (individual) projects by ear: the midterm project
will be a minimum of eight measures in chosen meter, while the final project will be a minimum of sixteen measures in
chosen meter.
11. Play by ear and creatively notate an assigned portion of final group project, and perform it with the class.

MUS 201 Vocal Ensemble (2) KCC AA/DA Spring
1 hour lecture, 2 hours lecture/lab per week
Prerequisite(s): MUS 114 or both previous choral experience and audition or consent of instructor.
Recommended Preparation: Ability to sight-sing is helpful, but not required.
Comment: MUS 201 is repeatable for a maximum of six credits. MUS 201 is offered in the Spring semester only.

MUS 201 is a performance-oriented course for all students interested in singing in a small ensemble. The selected repertoire is drawn
from a range of classical, popular (jazz, musical theatre), and Polynesian/ethnic choral literature. An extra-curricular concert is
scheduled at the end of the semester. Previous choral experience is helpful but not required.

Upon successful completion of MUS 201, the student should be able to:
1. Identify and give examples of the repertoire presented.
2. Give examples of a more advanced knowledge of basic vocal technique.
3. Identify and list the problems of performance encountered in a variety of physical settings.
4. Give examples of performance etiquette, including behavior expectations prior to and after performances.
5. Perform at a more advanced level of ensemble singing in terms of musicianship and performance practice.

MUS 206 Synthesizer Ensemble (3) KCC AA/DA
6 hours lecture/lab per week
Prerequisite(s): MUS 121C or an equivalent piano course; and ability to read music in both the treble and the bass clef.
Recommended Preparation: Two years of piano experience and some knowledge of synthesizers.
Comment: Need Personal headset with a quarter-inch adapter, a one-inch/3-ring black binder with clear plastic front, and a pencil
with an eraser. MUS 206 is repeatable for a maximum of six credits.

MUS 206 offers rehearsals and performances of the Synthesizer Ensemble, and utilizes an assortment of computerized synthesizers.
Students are exposed to classical, pop, jazz, new age, and contemporary music, with a focus on the dichotomy of classical repertoire
infused with contemporary synthesized techniques and patches in variation form. For the spring semester, students perform a mixture
of classical, popular, jazz, and international music. This is a solo and ensemble class: each student will work on at least one
piano/keyboard solo, as well a majority of ensemble selections, to be performed at the 3-5 performances toward the end of the
semester. Student must preferably have own equipment.

Upon successful completion of MUS 206, the student should be able to:
1. Demonstrate skill in various techniques of playing the synthesizer: smooth patch changes; use of legato touch when
playing string patches, and use of mod wheel to achieve vibrato effect for wind instrumental sounds, etc.
2. Demonstrate knowledge of patch strengths/ weaknesses among the various synthesizers in performance set-up, for optimal
sound capabilities and comparisons: be able to easily find acoustic piano, electric piano, digital bell, warm strings, mellow
brass, harp, percussion, and other commonly-used patches on each keyboard.
3. Demonstrate ability to shape dynamics and phrasing through strategic control of volume slider on keyboard(s), thus
enhancing ensemble performance.
4. Perform at least one contemporary keyboard solo by memory, using pitch and/or modulation wheels.
5. Contribute at least one musical aspect or part for the ensemble's international concert variations, incorporating styles of
music ranging from classical to contemporary.
6. Work on at least one individual part by ear from CDs, mp3 recordings, and/or YouTube videos, to contribute to and
enhance the spring concert music.
7. Demonstrate skills in teamwork as part of the ensemble: setting up equipment together, breaking down equipment after
rehearsals/ performances.

MUS 229 Musical Theatre: Song and Dance (3)
2 hours lecture, 2 hours lecture/lab per week
Prerequisite(s): Ability to pass audition by singing in tune and/or exhibiting basic dance technique; or consent of instructor.
Recommended Preparation: MUS 121B or DNCE 131 or THEA 101.
Comment: MUS 229 is repeatable for a maximum of six credits. MUS 229 may not be audited. MUS 229 is offered in the Fall semester only.

MUS 229 is a vocal and dance course that focuses on the musical theatre genre. Topics explored in this course include the history
of musical theatre, the development and tradition of song and dance, standard musical theatre repertoire, and the necessary preparation
for staging a musical production. Activities include song and character analysis as well as basic choreography used in this genre.
Upon successful completion of MUS 229, the student should be able to:
1. Demonstrate the ability to read and write in music notation.
2. Identify skills and competency levels in playing 'ukulele.
3. Identify skills and competency levels in reading simple notations, singing solfege with hand signs and chanting with rhythmic syllables.
4. Demonstrate skills and competency levels when modeling activities such as singing, movement, listening, reading music, and playing classroom instruments (pitched and non-pitched) for elementary school children.
5. Perform quality music literature and activities to effectively teach elementary school children.
6. Demonstrate effective lesson planning, utilize sequential patterns of instruction and provide effective delivery and pacing in teaching elementary school children.
7. Demonstrate the ability to read and write in journals expressing affirmations and transformations as well as reflections on teacher performance and student progress.

MUS 231C Applied Music, Western (Piano) (1)
30 minutes individual session per week, 1.5 hours master class recital performances every three weeks
Prerequisite(s): MUS 121C and minimum one year of piano lessons (but preferably 5-10 years of piano lessons/experience) and audition/interview and consent of instructor.
Comment: MUS 231C is repeatable for a maximum of six credits. MUS 231C may not be audited.

MUS 231C 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 essentially 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/performance techniques will also be covered.

Upon successful completion of MUS 231C, the student should be able to:
1. Play piano literature from Two-Part Inventions, and Preludes and Fugues from the WTC Vol. 1 and 2, by J. S. Bach; first movements of a sonata by Haydn, Mozart, and/or Beethoven; two compositions by a Romantic and/or Impressionistic composer (these could include music by Chopin, Rachmaninoff, Schubert, Scriabin, Debussy, for example); and at least one composition by a Contemporary composer (these could include music by Bartok, for example, as well as living composers in this century).
2. Learn how to create, then draw colormaps (five) for each composition performed, enabling more secure memorization through the use of color to highlight music motifs and repetitive elements. This is especially important for contemporary (Bartok) repertoire.
3. Show development of confidence in performance skills, through performing with obvious enjoyment at music discipline repertoire recitals, thus enabling the communication of music as a language that is pleasurable to “speak” to others.
4. Play Major and harmonic minor scales and arpeggios, four octaves, hands together, M.M. 92 to the quarter note, as well as play Major and minor triad progressions beginning in root position.

MUS 253 Elementary Music in Action (3) KCC AA/DA
3 hours lecture per week
Comment: Letter grade only. MUS 253 may not be audited. MUS 253 may not be taken credit/no credit.

MUS 253 focuses on musical concepts, philosophy and pedagogy; use of media, singing, movement, and instruments; as well as resources for an active elementary music classroom.

Upon successful completion of MUS 253 the student should be able to:
1. Describe a level of comprehension of the biological, cognitive, social, and musical characteristics of children from six through twelve years of age.
2. Use knowledge of human behavior drawn from the foundations of psychology, such as Gardner's multiple intelligences and brain, research, which provide support for the importance of the early years in musical development.
4. Identify a basic understanding of technology use for instructional and organizational applications in elementary music teaching.
5. Demonstrate skills and competency levels in reading simple notations, singing solfege with hand signs and chanting with rhythmic syllables.
6. Demonstrate skills and competency levels in playing ukulele.
7. Demonstrate skills and competency levels when modeling activities such as singing, movement, listening, reading music, and playing classroom instruments (pitched and non-pitched) for elementary school children.
8. Perform quality music literature and activities to effectively teach elementary school children.
9. Demonstrate effective lesson planning, utilize sequential patterns of instruction and provide effective delivery and pacing in teaching elementary school children.
10. Demonstrate the ability to read and write in journals expressing affirmations and transformations as well as reflections on
MUS 290 Contemporary Music of Asia & Oceania (3) KCC AA/DH and AS/AH
3 hours lecture per week
Recommended Preparation: ENG 100 or ESL 100.
Comment: Letter grade and credit/no credit only. MUS 290 may not be audited.

MUS 290 offers an in-depth study of the contemporary musical cultures of Asia and Oceania. We will use contemporary music as a way to analyze contemporary issues related to politics, gender, environment, spirituality and globalization. This class is designed to enhance students’ cross-cultural understanding through service learning, a teaching and learning method that integrates critical thinking and meaningful service in the community with academic learning, personal growth, and civic responsibility.

Upon successful completion of MUS 290, the student should be able to:
1. Explain orally and in writing the distinctive aural features of music in Asia and Oceania.
2. Analyze how music reflects historical, social, political and environmental aspects of Asia and Oceania.
3. Communicate effectively in both writing and speaking when evaluating service learning activities.
4. Apply orally and in writing critical thinking skills related to course content and service-learning experiences.
NURSING

NURS 9 Long Term Care Nurse Aide (6)
A total of 60 hours lecture, 36 hours lab, 54 clinical hours per semester
Prerequisite(s): Acceptance into the Certificate of Competence in Long Term Care Nurse Aide program.
Comment: NURS 9 may not be audited. NURS 9 may not be taken credit/no credit. Students must pass the lecture portion with a 70% or higher and attain a “Pass” in the clinical portion in order to earn the Certificate of Competence for Long Term Care Nurse Aide. Health requirements, First Aid, CPR and liability insurance are required before registration. A criminal background check is required by the healthcare agency prior to the start of clinical experiences. Some agencies also require drug testing. The agency reserves the right to set the standards of participation for students based on this screening. Students must have uniforms, a watch and duty shoes for clinical and need to bring supplies such as a thermometer and sheets to specific labs.

NURS 9 is a 150 hour course that prepares entry level nurse aides to provide basic nursing care to the elderly, ill, and disabled in the long term care, subacute and home health settings. Students learn to give basic personal care, communicate with patients and staff, respect resident rights and provide physical and emotional support. Graduates are eligible to take the State of Hawai‘i Nurse Assistant Competency Evaluation Exam.

Upon successful completion of NURS 9, the student should be able to:
1. Describe the health care delivery system in Hawai‘i with special emphasis on agencies that care for the aged.
2. Demonstrate desirable attitudes and behaviors of the nurse aide under the supervision of the RN, LPN or MD.
3. Discuss the physical, psychological, cultural and social services needs of the patient/resident with an emphasis on the aged and cognitively impaired.
4. Perform within the legal limits of the nurse aide and promote patient/resident rights, confidentiality and the prevention of abuse.
5. Assist in maintaining a safe and restful patient care environment including infection control.
6. Use effective communication skills to interact with the patient/resident, family, peers and staff.
7. Perform basic patient care safely.
8. Assist the patient/resident to meet nutritional needs as required or ordered.
9. Make relevant observations and report and record them accurately and in a timely manner.
10. Identify the body systems and the major organs, common diseases, medical terminology and observations to report and record for each system.
11. Discuss adaptations to basic skills and the role of the nurse aide in restorative care, home care and subacute care.
12. Discuss the needs and care of the terminally ill.
13. Perform selected therapeutic skills and procedures safely.
14. Discuss career opportunities for the nurse aide.

NURS 11 ARCH: Activities (1)
A total of 15 hours lecture per semester (1 hour lecture per week for 9 weeks, 2 hours lecture per week for 3 weeks)
Prerequisite(s): Acceptance into the Certificate of Competence in Adult Residential Care Home Primary Care Giver Training program.
Corequisite(s): NURS 12 and NURS 13 and NURS 14.
Comment: Letter grade only. NURS 11 may not be audited. NURS 11 may not be taken credit/no credit.

NURS 11 is a 15-hour course for the Adult Residential Care Home (ARCH) primary care giver (PCG) that reviews, demonstrates and tests activities associated with operating an ARCH. NURS 11 is taught concurrently with NURS 12, 13, and 14 to align the activities with the material being taught in each of these courses.

Upon successful completion of NURS 11, the student should be able to:
1. Demonstrate correct handwashing technique and standard precautions.
2. Create and maintain resident's financial and health records.
3. Demonstrate ways to keep residents safe.
4. Recognize potential safety issues that puts the resident at risk for injury.
5. Measure and record blood pressure, pulse, respiration, temperature, pain, weight, height.
6. Operation a glucometer correctly.
7. Apply oxygen therapy.
8. Observe and document changes in resident's physical and cognitive state.
9. Effectively communicate with health care providers in reporting changes in resident's condition and receiving telephone orders.
10. Make medications available to residents.
12. Demonstrate the use assistive devices for ambulation.
13. Perform active range of motion exercises.
14. Effectively communicate with residents and members of health care team.
15. Perform personal care and hygiene.
NURS 12 ARCH Common Health Disorders; Nutrition Orientation; and Making Medications Available (1)
A total of 15 hours lecture per semester (4 hours lecture per week for 3 weeks, 3 hours lecture per week for 1 week)
Prerequisite(s): Acceptance into the Certificate of Competence in Adult Residential Care Home Primary Care Giver Training program.
Corequisite(s): NURS 11 and NURS 13 and NURS 14.
Comment: Letter grade only. NURS 12 may not be audited. NURS 12 may not be taken credit/no credit.

NURS 12 prepares the adult residential care home (ARCH) primary care giver (PCG) to observe for signs and symptoms of common diseases, to implement the plans of care, make medications available to residents, prepare regular diets, and understand specific requirements for special diets ordered by the physician/APRN.

Upon successful completion of NURS 12, the student should be able to:
1. Identify the major structures and functions of the body systems.
2. Describe common chronic diseases in the elderly; the signs and symptoms and usual treatment/appropriate care.
3. Identify health maintenance and preventive care.
4. Identify common types of therapeutic diets and apply guidelines for preparing a regular diet.
5. Identify the role and responsibilities of the adult residential care home primary care giver in making medications available to residents.

NURS 13 Specialized Populations; Communications; Rehabilitation Services (1)
A total of 15 hours lecture per semester (4 hours lecture per week for 3 weeks, 3 hours lecture per week for 1 week)
Prerequisite(s): Acceptance into the Certificate of Competence in Adult Residential Care Home Primary Care Giver Training program.
Corequisite(s): NURS 11 and NURS 12 and NURS 14.
Comment: Letter grade only. NURS 13 may not be audited. NURS 13 may not be taken credit/no credit.

NURS 13 prepares the adult residential care home (ARCH) primary care giver (PCG) to provide care to specialized populations, to communicate with healthcare providers and to understand issues surrounding adult abuse, neglect, exploiting and keeping the resident safe.

Upon successful completion of NURS 13, the student should be able to:
1. Employ care giving strategies which maximize the cognitive functional levels of residents in specialized populations.
2. Demonstrate how and when to use the 'decision tree' as a tool for effective communication with health care providers.
3. Describe how rehabilitation services assist a person in returning to maximum functional levels and what the adult residential care home (ARCH) licensees' or primary care giver's (PCG's) role is in the plan.
4. Provide residents with access to a variety of appropriate social, recreational and leisure activities on a daily basis and know when and how to implement diversional plans of activities for challenging behaviors.
5. Demonstrate knowledge competency of PCG's responsibilities regarding the issues surrounding adult abuse, neglect, exploitation and keeping the resident safe while under the PCG care.
6. Explain the basic concepts of palliative and end of life care and provide specialty care with or without the assistance of Hospice Services in an ARCH.
7. Demonstrate knowledge of Provider Orders for Life-Sustaining Treatments (POLST) and when to have it updated along with Advance Health Care documents.

NURS 14 ARCH Regulations, Accounts and Community Resources (1)
A total of 15 hours lecture per semester (4 hours lecture per week for 3 weeks, 3 hours lecture per week for 1 week)
Prerequisite(s): Acceptance into the Adult Residential Care Home Primary Care Giver program.
Corequisite(s): NURS 11 and NURS 12 and NURS 13.
Comment: NURS 14 may not be audited. NURS 14 may not be taken credit/no credit.

NURS 14 teaches the specific rules and regulations outlined in Hawaii Administrative Rules (HAR) Chapter 100.1 related to the operation of an adult residential care home (ARCH), how to implement and maintain required resident and ARCH records, and how to identify and utilize appropriate community resources.

Upon successful completion of NURS 14, the student should be able to:
1. Explain important provisions of Chapter 11, 100.1 relating to the operation of an adult residential care home.
2. Maintain resident and care home records and reports according to the provisions of Chapter 11, 100.1.
3. Maintain home-like environment that is in accordance with the provisions of Chapter 11, 100.1 and specific guidelines issued by various responsible agencies such as the Sanitation Branch and Life Safety Inspector.
4. Maintain financial records involving the residents in accordance with Chapter 11, 100.1 and specific guidelines of proper responsible agencies such as the Department of Taxation and Social Security.
5. Identify and utilize community resources to assist resident.

NURS 25 School Health Assistant II (5)
10.75 hours lecture per week for 7 weeks
Prerequisite(s): A grade of "C" or higher in NURS 23 and a grade of "C" or higher in NURS 23L.
Corequisite(s): HLTH 125.
Recommended Preparation: At least one year of work experience as a School Health Assistant.
Comment: Letter grade only. NURS 25 may not be audited. NURS 25 may not be taken credit/non credit.

NURS 25 prepares students to function at an advanced level in the Department of Education school environment. Students learn to manage...
specific health needs of school-aged students and Department of Education staff, assist in implementing school health programs, and provide care to school-age students within their scope of training.

Upon successful completion of NURS 25, the student should be able to:
1. Practice confidently in the role of School Health Assistant II.
2. Use CDC Wellness Guidelines for Youth, implement a Coordinated School Health (CSH) program.
3. Perform specialized procedures as delegated by the health professionals.
4. Operate an automated health record.
5. State responsibilities of the school health aide in an Incident Command System (ICS).
6. Implement preventative health programs for school staff.
7. Describe career opportunities in the health field.
8. Assist in coordination, organization, and follow-up of students attending school health clinics.

NURS 100 Nursing Aide (3)
3 hours lecture per week
Prerequisite(s): The 9th grade level reading score on placement test or U.S. high school diploma or general educational development (GED) certificate or qualification for ESOL 94 or qualification for ENG 98 or qualification for ENG 100; and Basic Life Support (BLS) certificate and First Aid certificate and Malpractice insurance and health clearance and criminal background check and drug screening.
Corequisite(s): NURS 100L.
Comment: Letter grade only. NURS 100 may not be audited. NURS 100 may not be taken credit/no credit.

NURS 100 prepares students to become entry level nurse aides to provide care to the elderly, ill, and disabled. Topics include personal care, infection control, communication, resident rights, emotional support and care of special populations. After successful completion of NURS 100 and NURS 100L, students are eligible to sit for the State of Hawai‘i Nurse Aide certification exam.

Upon successful completion of NURS 100, the student should be able to:
1. Describe the roles and responsibilities of the nurse aide as a member of the health care team.
2. Describe effective nurse aide care to support and maintain patient function and health.
3. Describe therapeutic communication skills with clients, families, and other members of the health care team.
4. Describe nurse aide interventions to meet the emotional and physical requirements of special populations.
5. Discuss ethical, legal principles, and professional conduct in health care settings.
6. Identify health care infection control and safety procedures.

NURS 100L. Nurse Aide Clinical Lab (2)
6 hours lab/clinical per week
Prerequisite(s): The 9th grade level reading score on placement test or U.S. high school diploma or general educational development (GED) certificate or qualification for ESOL 94 or qualification for ENG 98 or qualification for ENG 100; and Basic Life Support (BLS) certificate and First Aid certificate and Malpractice insurance and health clearance and criminal background check and drug screening.
Corequisite(s): NURS 100.
Comment: Letter grade only. Offered in spring and fall semesters. Students are required to purchase textbook, clinical uniform, white covered shoes, stethoscope, blood pressure cuff, watch with second hand, and black pen. Transportation is required for clinical attendance. Malpractice insurance, health clearance, and immunizations are required. Clinical facilities may require criminal background check and drug screening.

NURS 100L prepares students to become entry level nurse aides to provide care to the elderly, ill, and disabled. Topics include personal care, infection control, communication, resident rights, emotional support and care of special populations. After successful completion of NURS 100 and NURS 100L, students are eligible to take the State of Hawaii Nurse Aide certification exam.

Upon successful completion of NURS 100L, the student should be able to:
1. Demonstrate professional conduct in the health care setting.
2. Demonstrate effective nurse aide care to support and maintain patient function and health.
3. Demonstrate therapeutic communication skills with clients, families, and other members of the health care team.
4. Demonstrate nurses aide interventions to meet the emotional and physical requirements of special populations.
5. Apply ethical, legal principles into nurse aide care.
6. Apply health care infection control and safety procedures into nurse aide care.

NURS 101 Nursing Perspectives (1)
A total of 15 hours lecture per semester (2.14 hours lecture per week for 7 weeks)
Prerequisite(s): Acceptance into the Certificate of Achievement in Practical Nursing program; and qualification for MATH 100 or qualification for a higher-level mathematics course; and a grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100; and a grade of “C” or higher in FAMR 230 or HDFS 236; and a grade of “C” or higher in PHIL 141 or a grade of “C” or higher in ZOOL 141; and a grade of “C” or higher in PHIL 142 or a grade of “C” or higher in ZOOL 142; and a grade of “C” or higher in HLTH 125; and a grade of “C” or higher in PHRM 203 or a grade of “C” or higher or concurrent enrollment in a higher-level pharmacology course.
Corequisite(s): NURS 111 and NURS 121.
Comment: Letter grade only. NURS 101 may not be audited. NURS 101 may not be taken credit/no credit. All policies and procedures in the Practical Nurse Student Handbook apply to this course.

NURS 101 introduces professional nursing concepts such as: the history and current issues of the professional nurse, the legal and ethical concepts in nursing, the role of diversity, culture and spirituality in care giving, health care quality, and locating evidence-based practice
Upon successful completion of NURS 101, the student should be able to:
1. Describe professional, ethical and legal standards required for the role of a nurse.
2. Learn how to seek evidenced-based information.
3. Define the roles of the health care team members.
4. Identify how culture can affect the care of the client.

NURS 111 Nursing Concepts (5)
4.5 hours lecture, 10 hours lab, 9 clinical hours per week for 7 weeks

Prerequisite(s): Acceptance into the Certificate of Achievement in Practical Nursing program; and a grade of "C" or higher in ENG 100 or a grade of "C" or higher in ESL 100; and a grade of "C" or higher in FAMR 230 and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in MATH 100 or a grade of "C" or higher in a higher-level mathematics course; and a grade of "C" or higher or concurrent enrollment in PHRM 110 or a grade of "C" or higher or concurrent enrollment in PHRM 203.

Corequisite(s): NURS 101 and NURS 121.

Recommended preparation: Basic computer skills.

Comment: Letter grade only. NURS 111 may not be audited. NURS 111 may not be taken credit/no credit. Students must successfully complete all math, theory, and clinical components in order to pass the course. Basic computer skills and a printer are needed for completion of course work and medical informatics. All policies and procedures in the Practical Nurse Student Handbook apply to this course. Uniform attire is required for clinical component.

NURS 111 is a concept-based course that provides an introduction to basic nursing theory and skills. It focuses on the nurse/patient relationship, nutrition and rehabilitation. Knowledge in health promotion and basic care principles is applied in patient care situations in the long-term care setting.

Upon successful completion of NURS 111, the student should be able to:
1. Recognize professional attributes of a nurse, by incorporating reflective practice and by identifying ethical and legal standards of care.
2. Learn how to seek and recognize information to gain nursing knowledge and skills necessary to promote health.
3. Identify the roles and collaborative functions of the health care team in the care of the client.
4. Identify the elements of patient-centered care in promoting health across the lifespan.
5. Practice effective oral and written communication with clients, faculty and health care teams.
6. Identify nursing concepts and skills to provide a basis for making clinical decisions.

NURS 121 Medical Surgical Nursing (7)
A total of 53 hours lecture, 54 hours lab, 104 clinical hours for 7 weeks

Prerequisite(s): Acceptance into the Certificate of Achievement in Practical Nursing program; and a grade of "C" or higher in MATH 100 or a grade of "C" or higher in ESL 100; and a grade of "C" or higher in a higher-level mathematics course; and a grade of "C" or higher in ENG 100 or a grade of "C" or higher in ZOOL 142; and a grade of "C" or higher in ZOOL 142 and a grade of "C" or higher in FAMR 230; and a grade of "C" or higher in MATH 100 or a grade of "C" or higher in a higher-level mathematics course; and a grade of "C" or higher or concurrent enrollment in PHRM 110 or a grade of "C" or higher or concurrent enrollment in PHRM 203; and a grade of "C" or higher or concurrent enrollment in PHYL 142 or a grade of "C" or higher in ZOOL 142.

Corequisite(s): NURS 101 and NURS 111.

Recommended preparation: Basic computer skills.

Comment: Letter grade only. NURS 121 may not be audited. NURS 121 may not be taken credit/no credit. Students must pass all math, theory and clinical components in order to pass the course. Basic computer skills and a printer are needed for completion of course work and medical informatics. All policies and procedures in the Practical Nurse Student Handbook apply to this course. Uniform attire is required for this course.

NURS 121 introduces the student to the concepts of medical-surgical nursing in acute care settings. The course helps the student apply basic skills learned from previous courses and expand their skill set by introducing medication administration, parenteral therapy, wound care and those necessary to meet the needs of the moderately and chronically ill client with diverse cultural backgrounds.

Upon successful completion of NURS 121, the student should be able to:
1. Reflect on the National Association for Practical Nurse Education and Service (NAPNES) Standards of Practice and Code of Ethics to identify legal and ethical issues in the delivery of nursing care.
2. Identify reliable sources of information to support nursing care decisions.
3. Describe nursing care situations that require leadership decisions or factors that influence the interprofessional health care team.
4. Interpret the components of the plan of care that are culturally-based and respect the beliefs and values of patient-centered care.
5. Apply therapeutic communication skills in the development of relationships with clients and families.
6. Apply clinical judgment while providing safe care for acute care clients.

NURS 131 Mental Health (2)
A total of 15 hours lecture, 27 hours lab, 18 clinical hours for 10 weeks

Prerequisite(s): A grade of "C" or higher in NURS 101 and a grade of "C" or higher in NURS 111 and a grade of "C" or higher in NURS 121; and a grade of "C" or higher in PHYL 142 or a grade of "C" or higher in ZOOL 142.

Corequisite(s): NURS 132 and NURS 133 and NURS 141.

Comment: Letter grade only. NURS 131 may not be audited. NURS 131 may not be taken credit/no credit. Students must pass all theory and
laboratory components in order to pass the course. All policies and procedures in the Practical Nurse Student Handbook apply to this course.

NURS 131 focuses on effective communication with the client and health care team. An emphasis will be placed on the concepts of family dynamics, caring, culture and health care law. Students will learn to apply therapeutic communication skills with clients who have acute and chronic alterations in mental health and psychosocial adaptation.

Upon successful completion of NURS 131, the student should be able to:
1. Relate the NAPNES Standards of Practice and Code of Ethics to clients with altered states of mental health.
2. Review current evidence-based information to support client-centered plans of care for clients with altered states of mental health.
3. Identify collaboration of team members in the plan of care of clients with altered states of mental health.
4. Discuss how to integrate cultural values and beliefs into therapeutic relationship-centered care to clients with altered states of mental health.
5. Communicate therapeutically in interactions with families and clients with altered states of mental health.
6. Apply clinical judgment while providing safe care for clients with altered states of mental health.

NURS 132 Maternal and Newborn Health (2)
A total of 22.5 hours lecture, 7.5 hours lab, 15 clinical hours per 5 weeks
Prerequisite(s): A grade of "C" or higher in NURS 101 and a grade of "C" or higher in NURS 111 and a grade of "C" or higher in NURS 121; and a grade of "C" or higher in PHYL 142 or a grade of "C" or higher in ZOOL 142.
Corequisite(s): NURS 131 and NURS 133 and NURS 141.
Comment: Letter grade only. NURS 132 may not be audited. NURS 132 may not be taken credit/no credit. Students must successfully pass all math, theory, and clinical components in order to pass the course. All policies and procedures in the Practical Nurse Student Handbook apply to this course. Uniform attire is required for clinical component.

NURS 132 focuses on concepts that apply to caring for childbearing families and newborns to maintain optimal functioning. While using the nursing process, students learn how to meet needs related to alterations in wellness.

Upon successful completion of NURS 132, the student should be able to:
1. Apply the NAPNES Standards of Practice and Code of Ethics to care of families while reflecting on own professional responsibility of managing care for newborns, maternal clients, and families.
2. Review current evidence-based information to support client-centered plans of care for newborns, maternal clients and families.
3. Apply basic leadership skills in the care of newborns, maternal clients and families while practicing as a member of a health care team.
4. Demonstrate patient-centered care by incorporating cultural values and beliefs to maternal clients and families.
5. Communicate therapeutically in interactions with maternal clients and families.
6. Apply clinical judgment while providing safe care for newborns, maternal clients and families.

NURS 133 Child Health Nursing (3)
6 hours lecture, 4.2 hours lab, 4.8 clinical hours per week for 5 weeks
Prerequisite(s): A grade of "C" or higher in NURS 101 and a grade of "C" or higher in NURS 111 and a grade of "C" or higher in NURS 121; and a grade of "C" or higher in PHYL 142 or a grade of "C" or higher in ZOOL 142.
Corequisite(s): NURS 131 and NURS 132 and NURS 141.
Recommended preparation: Basic computer skills.
Comment: Letter grade only. NURS 133 may not be audited. NURS 133 may not be taken credit/no credit. Students must pass all theory and laboratory components in order to pass the course. All policies and procedures in the Practical Nurse Student Handbook apply to this course.

NURS 133 focuses on concepts that apply to caring for pediatric clients to maintain optimal functioning. By using the nursing process, students learn how to apply knowledge of client's developmental needs while providing care related to alterations in wellness.

Upon successful completion of NURS 133, the student should be able to:
1. Apply the NAPNES Standards of Practice and Code of Ethics to care of families while reflecting on own professional responsibility of managing care for pediatric clients and their caregivers.
2. Review current evidence-based information to support client-centered plans of care for pediatric clients and caregivers.
3. Apply basic leadership skills in the care of pediatric clients and caregivers while practicing as a member of a health care team.
4. Discuss how to provide patient-centered care by incorporating cultural values, and beliefs to pediatric clients and families.
5. Communicate therapeutically with pediatric clients and families.
6. Apply plan of care that integrates available data and prioritization to provide safe, quality care to pediatric clients and caregivers.

NURS 141 Geriatric Nursing (8)
3.5 hours lecture, 2.5 hours lab, 11 clinical hours per week
Prerequisite(s): A grade of "C" or higher in NURS 101 and a grade of "C" or higher in NURS 111 and a grade of "C" or higher in NURS 131 and a grade of "C" or higher in NURS 132 and a grade of "C" or higher in NURS 133.
Recommended preparation: Basic computer skills.
Comment: Letter grade only. NURS 141 may not be audited. NURS 141 may not be taken credit/no credit. Students must pass all theory and laboratory components in order to pass the course. All policies and procedures in the Practical Nurse Student Handbook apply to this course.
NURS 141 provides nursing concepts, principles, and skills to enable students to utilize the nursing process in the care of the aging client. The practical nurse’s role, collaboration, communication, management, leadership and advocacy will be stressed. Concepts related to chronic care are applied to clients in long term care and in community settings.

Upon successful completion of NURS 141, the student should be able to:
1. Reflect on professional, ethical and legal concerns that are experienced by chronically ill clients, and families associated with client care including end of life care.
2. Administer evidence-based interventions to the aging population.
3. Advocate for the delivery of the patient-centered plan of care for aging clients that integrates cultural sensitivity, values and beliefs.
4. Employ professional written, oral and therapeutic communication in interactions with aging clients, families and team members.
5. Evaluate data, prioritize care and engage in risk reduction activities that promote client safety.
6. Collaborate with members of the health care team to plan care to meet the needs of aging clients in the clinical and community settings.

NURS 210 Health Promotion Across the Lifespan (9)
3 hours lecture, 18 hours lab/clinical per week
Prerequisite(s): Acceptance into the Associate in Science degree in Nursing program.
Corequisite(s): NURS 211 or NURS 212.
Comment: Letter grade only. NURS 210 may not be audited. NURS 210 may not be taken credit/no credit. NURS 210 has a $500 professional fee and a $15 liability insurance fee. Transportation is required to the clinical site. Lab and clinical attire are required. Supplies and equipment are required such as a stethoscope, manual blood pressure device, penlight, laptop, and printer.

NURS 210 presents a wellness/health promotion model of care, which identifies the needs of the total person across the life-span. It introduces the roles of the nurse, nursing code of ethics and the nursing process, with emphasis on learning self-health and client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally-sensitive manner, and work as members of a multidisciplinary team utilizing reflective thinking and self-analysis.

Upon successful completion of NURS 210, the student should be able to:
1. Identify legal and professional standards and ethical concepts while delivering basic nursing care.
2. Identify own responsibility for reflective practice in the role of a professional nurse.
3. Obtain and evaluate information to support promotion of health based on current evidence.
4. Identify nursing care situations that require delegation and leadership decisions.
5. Identify the roles and functions of members of the health care team.
6. Describe the components of the health care delivery system.
7. Discuss the elements of client-centered care in promoting health across the lifespan.
8. Practice effective oral and written communication.
9. Utilize the nursing process to develop and deliver a plan of care.

NURS 211 Professionalism in Nursing I (1)
1 hour lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Nursing program; and a high school level chemistry course or a college-level chemistry course; and ENG 100 or ESL 100; and PHYL 141 or ZOOL 141; and PHYL 141L or ZOOL 141L; and MATH 100 or a higher-level mathematics course; and FAMR 230 or HDFS 230; and PHYL 142 or ZOOL 142; and PHYL 142L or ZOOL 142L; and PSY 100 or ANTH 200; and MICR 130 and credit or concurrent enrollment in NURS 212.
Corequisite(s): NURS 210
Comment: Letter grade only. NURS 211 may not be audited. NURS 211 may not be taken credit/no credit.

NURS 211 introduces the history of nursing practice and education. Ethical and legal aspects as well as professional responsibilities in the practice of nursing are emphasized.

Upon successful completion of NURS 211, the student should be able to:
1. Identify the nine provisions of the ANA Code of ethics and reflect on its application.
2. Identify legitimate sources of evidence for professional decision-making.
3. Identify leadership principles in nursing practice.
4. Describe options for individuals accessing the health care delivery system.
5. Discuss the legal and ethical responsibility for delivering client-centered care.

NURS 212 Pathophysiology (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science in Nursing program or a current Hawaii Practical Nursing License; and a high school level chemistry course or a college-level chemistry course; and ENG 100 or ESL 100; and PHYL 141 or ZOOL 141; and PHYL 141L or ZOOL 141L; and higher in MATH 100 or MATH 115; and HDFS 230 or FAMR 230; and PHYL 142 or ZOOL 142; and PHYL 142L or ZOOL 142L; and PSY 100 or ANTH 200; and MICR 130.
Comment: Letter grade only. NURS 212 may not be audited. NURS 212 may not be taken credit/no credit.
Upon successful completion of NURS 360, the student should be able to:

1. Describe abnormal physiologic processes associated with common diseases.
2. Describe common physiologic stressors and human adaptive and maladaptive responses.
3. Identify risk factors of selected pathophysiologic processes.
4. Identify clinical manifestations of selected pathophysiologic processes.

NURS 360 Health and Illness III (9)
4 hours lecture and 18 hours lab/clinical per week
Prerequisite(s): A grade of “C” or higher in NURS 362.
Corequisite(s): NURS 362.
Comment: Letter grade only. NURS 360 may not be taken credit/no credit. NURS 360 may not be audited. Health clearance and immunizations must be completed before the start of class. It is required that students have health care insurance and complete all health requirements as mandated by the industry and the college.

NURS 360 introduces the use of the nursing assessment to support the identification of risk factors and the detection/prevention of complications from illness. Nursing skills are integrated into clinical experiences. A range of settings is utilized for clinical applications.

Upon successful completion of NURS 360, the student should be able to:

1. Identify potential legal and ethical issues in the delivery of nursing care.
2. Use a structured plan to reflect on personal nursing practice.
3. Utilize reliable sources of information to support nursing care decisions.
4. Recognize leadership attributes to the care of adult clients.
5. Practice in the role of professional nurse as part of the health care team.
6. Identify factors that influence access and continuity of health care.
7. Deliver client-centered care.
8. Utilize therapeutic communication skills with adult clients.

NURS 320 Health and Illness II (10)
4 hours lecture, 18 hours lab/clinical per week
Prerequisite(s): Acceptance into the Associate in Science degree in Nursing program and a grade of “C” or higher in PHRM 203 and credit or concurrent enrollment in A.S. humanities elective.
Comment: Letter grade only. NURS 320 may not be taken credit/no credit. Health clearance and immunizations must be completed before the start of class. It is required that students have health care insurance and complete all health requirements as mandated by the industry and the College.

NURS 320 presents nursing care and health promotion for maternal-newborn and pediatric clients and families in acute care and community settings. Utilization of family theories and assessment tools when providing culturally sensitive, client-centered care.

Upon successful completion of NURS 320, the student should be able to:

1. Apply the ANA Code of Ethics to the care of clients and families.
2. Reflect on nursing practice in caring for clients and families, to be able to identify areas of strength and those requiring development.
3. Utilize evidence-based information to develop a plan of care for clients and families.
4. Apply leadership attributes to the care of clients and families.
5. Practice as a member of a multi-disciplinary health care team.
6. Identify available community resources for clients and families.
7. Deliver family-centered care.
8. Utilize therapeutic communication skills in interactions with clients and families.
9. Practice clinical judgment in the delivery of nursing care to clients and families.

NURS 320 Health and Illness I (10)
4 hours lecture and 18 hours lab/clinical per week
Prerequisite(s): A grade of “C” or higher in NURS 210 and a grade of “C” or higher in NURS 211 and a grade of “C” or higher in NURS 212 and a grade of “C” or higher or concurrent enrollment in PHRM 203.
Comment: Letter grade only. NURS 220 may not be audited. NURS 220 may not be taken credit/no credit. Health clearance and immunizations must be completed before the start of class. It is required that students have health care insurance and complete all health requirements as mandated by the industry and the College.

NURS 220 introduces the use of the nursing assessment to support the identification of risk factors and the detection/prevention of complications from illness. Nursing skills are integrated into clinical experiences. A range of settings is utilized for clinical applications.

Upon successful completion of NURS 220, the student should be able to:

1. Identify potential legal and ethical issues in the delivery of nursing care.
2. Use a structured plan to reflect on personal nursing practice.
3. Utilize reliable sources of information to support nursing care decisions.
4. Recognize leadership attributes to the care of adult clients.
5. Practice in the role of professional nurse as part of the health care team.
6. Identify factors that influence access and continuity of health care.
7. Deliver client-centered care.
8. Utilize therapeutic communication skills with adult clients.

NURS 220 Health and Illness I (10)
4 hours lecture, 18 hours lab/clinical per week
Prerequisite(s): Acceptance into the Associate in Science degree in Nursing program and a grade of “C” or higher in PHRM 203 and credit or concurrent enrollment in A.S. humanities elective.
Comment: Letter grade only. NURS 320 may not be taken credit/no credit. Health clearance and immunizations must be completed before the start of class. It is required that students have health care insurance and complete all health requirements as mandated by the industry and the College.

NURS 320 presents nursing care and health promotion for maternal-newborn and pediatric clients and families in acute care and community settings. Utilization of family theories and assessment tools when providing culturally sensitive, client-centered care.

Upon successful completion of NURS 320, the student should be able to:

1. Apply the ANA Code of Ethics to the care of clients and families.
2. Reflect on nursing practice in caring for clients and families, to be able to identify areas of strength and those requiring development.
3. Utilize evidence-based information to develop a plan of care for clients and families.
4. Apply leadership attributes to the care of clients and families.
5. Practice as a member of a multi-disciplinary health care team.
6. Identify available community resources for clients and families.
7. Deliver family-centered care.
8. Utilize therapeutic communication skills in interactions with clients and families.
9. Practice clinical judgment in the delivery of nursing care to clients and families.

NURS 360 Health and Illness III (9)
3 hours lecture and 18 hours lab/clinical per week
Prerequisite(s): A grade of “C” or higher in NURS 360.
Corequisite(s): NURS 362.
Comment: Letter grade only. NURS 360 may not be audited. NURS 360 may not be taken credit/no credit.

NURS 360 provides complex situations requiring strong recognition skills and rapid decision making. Evidence-based practices in support of assessment and nursing interventions are utilized in providing quality patient care.

Upon successful completion of NURS 360, the student should be able to:

1. Analyze ethical and legal concerns that are experienced by clients.
2. Analyze episodes of clinical practice and be able to identify areas of strength and those requiring development.
3. Incorporate evidence-based interventions in providing care to clients with altered states of wellness.
4. Apply leadership skills in implementing and/or delegating the delivery of safe nursing care.
5. Collaborate with members of the health care team to develop an individualized plan of care for clients.
6. Collaborate with clients to identify available health resources within the community.
7. Advocate for the delivery of client-centered care.
8. Communicate professionally and therapeutically.

**NURS 362 Professionalism in Nursing II (1)**

1 hour lecture per week
Prerequisite(s): A grade of ‘‘C’’ or higher in NURS 320.
Corequisite(s): NURS 360.
Comment: Letter grade only. NURS 362 may not be audited. NURS 362 may not be taken credit/no credit.

NURS 362 introduces current issues in nursing and health care and nursing roles. Principles of organizational structure, leadership, decision-making, priority setting, and change will be discussed.

Upon successful completion of NURS 362, the student should be able to:
1. Analyze the legal and ethical responsibilities of the Registered/Professional Nurse.
2. Analyze the concept of professional identity as a future graduate nurse.
3. Utilize legitimate sources of evidence for professional decision-making.
4. Analyze leadership principles to nursing practice.
5. Analyze trends in quality health care.
OTA 110 Introduction to Occupational Therapy (3)
3 hours lecture per week
Comment: Letter grade only. OTA 110 may not be audited. OTA 110 may not be taken credit/no credit.
OTA 110 is an introduction to the profession of Occupational Therapy. The course provides an overview of the history, philosophy, and role of Occupational Therapy in the health care environment. Discussion will involve current issues relating to the field, the framework of Occupational Therapy practice and process including practice settings and intervention approaches. The course describes the educational requirements and roles of Occupational Therapy practitioners as well as legal and ethical issues affecting practice.

Upon successful completion of OTA 110, the student should be able to:
1. Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy.
2. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
3. Identify interventions consistent with models of occupational performance.
4. Describe basic features of the theories that underlie the practice of occupational therapy.
5. Describe basic features of models of practice and frames of reference that are used in occupational therapy.
6. Articulate the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapy assistant and occupational therapist in that process.
7. Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.

OTA 111 Foundations of Occupational Therapy Practice (2)
4 hours lecture/lab per week
Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L and a grade of "C" or higher in HLTH 290 and HLTH 290L
Recommended Preparation: A grade of "C" or higher in HLTH 125; and a grade of "C" or higher in FAMR 230 or PSY 240; and a grade of "C" or higher in OTA 110.
Comment: Letter grade only. OTA 111 may not be audited. OTA 111 may not be taken credit/no credit.
OTA 111 examines the meaning of occupation and activity through the use of the Occupational Therapy Practice Framework and applies relevant terminology to activity analysis. Commonly utilized activities and creative media will be analyzed, demonstrated, and fabricated, including techniques for adapting and grading. Methods of instruction in the use of therapeutic activities for intervention will be practiced. Students will create a portfolio that will be continued throughout their OTA program documenting learning and growth in the profession.

Upon successful completion of OTA 111, the student should be able to:
1. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.
2. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan.
3. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).
4. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.

OTA 112 Concepts for Pediatrics (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher HLTH 118 and a grade of "C" or higher in PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L and a grade of "C" or higher in HLTH 290 and HLTH 290L and a grade of "C" or higher in OTA 111 and a grade of "C" or higher in OTA 110.
Co-requisite(s): OTA 112L and OTA 125 and OTA 126 and OTA 161 and OTA 161L.
Recommended Preparation: A grade of "C" or higher in HLTH 125; and a grade of "C" or higher in FAMR 230 or PSY 240.
Comment: Letter grade only. OTA 112 may not be audited. OTA 112 may not be taken credit/no credit.
OTA 112 examines the major sensorimotor, cognitive, neuromotor, and psychosocial components of normal development from childhood to early adulthood from an occupational therapy perspective. The etiology and clinical features of common infant and childhood diseases and disorders are discussed. Students are introduced to common occupational therapy assessments and treatment approaches used to evaluate the development of infants and children. Clinical decision-making and treatment in a variety of
therapeutic settings will be discussed in addition to the collaborative work process between the occupational therapy assistant and occupational therapist.

Upon successful completion of OTA 112, the student should be able to:

1. Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
2. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.
3. Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).
4. Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention.
5. Understand when and how to use the consultative process with specific consumers or consumer groups as directed by an occupational therapist.
6. Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy.

OTA 112L Pediatric Concepts Lab (1)
3 hours lab per week
Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher in HLTH 118 and a grade of "C" of higher in PHYL 141 and PHYL 141L and PHYL 142 and PHYL 142L and a grade of "C" or higher in HLTH 290 and HLTH 290L and a grade of "C" or higher in OTA 110 and a grade of "C" or higher in OTA 111.
Corequisite(s): OTA 112 and OTA 125 and OTA 126 and OTA 161 and OTA 161L.
Recommended Preparation: A grade of "C" or higher in FAMR 230 or PSY 240.
Comment: Letter grade only. OTA 112L may not be audited. OTA 112L may not be taken credit/no credit.

OTA 112L focuses on laboratory practice in those methods and techniques necessary to deliver occupational therapy services to pediatric populations. Positioning and handling, gross motor and fine motor skills development, feeding and sensory integration treatment techniques will be emphasized. Student will be introduced to administering various assessment tools, client management techniques and occupational therapy interventions addressing areas of occupational performance, performance skills, performance patterns, activity demands, context(s) and client factors. Documentation methods utilized in occupational therapy settings will also be stressed.

Upon successful completion of OTA 112L, the student should be able to:

1. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.
2. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.
3. Gather and share data for the purpose of evaluating client(s)’ occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation.
4. Enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors.
5. Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of client outcomes.

OTA 125 Fieldwork Level I: Activity and Mental Health (2)
A total of 100 clinical hours per semester
Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of "C" or higher in MATH 100 or ESL 100; and a grade of "C" or higher in ENG 100 or higher-level mathematics course; and a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L and a grade of "C" or higher in HLTH 290/290L and a grade of "C" or higher in OTA 110 and a grade of "C" or higher in OTA 111.
Corequisite(s): OTA 112 and OTA 112L and OTA 126 and OTA 161 and OTA 161L.
Comment: Letter grade only. OTA 125 may not be audited. OTA 125 may not be taken credit/no credit. Students will be required to purchase and wear a specified uniform according to the requirements of the fieldwork setting. A KCC student patch and nametag may also be required. Weekly practicum hours may vary to accommodate students, faculty, and health professionals.

OTA 125 is practical experience with patients/clients under the supervision of occupational therapy personnel or related professionals in which students apply knowledge gained in OTA courses. Settings include inpatient, outpatient, home/community based programs and emerging areas of practice that focus on patients/clients in activities or mental health settings. Students will observe and participate in specific tasks appropriate to their level of skills training and in accordance with on-site objectives.

Upon successful completion of OTA 125, the student should be able to:

1. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
2. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.

3. Effectively communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member’s responsibility in executing an intervention plan.

**OTA 126 Critique: Fieldwork Level I/Activity and Mental Health (1)**

1 hour lecture per week

**Prerequisite(s):** Acceptance into the Occupational Therapy Assistant program; **and** a grade of "C" or higher in ENG 100 or ESL 100; **and** a grade of "C" or higher in MATH 100 or higher-level mathematics course; **and** a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L; **and** a grade of "C" or higher in HLTH 290/290L **and** a grade of "C" or higher in OTA 110; **and** a grade of "C" or higher in FAMR 230 or PSY 240; **and** a grade of "C" or higher in OTA 111 **and** a grade of "C" or higher in HLTH 125.

**Corequisite(s):** OTA 112 and OTA 112L and OTA 161 and OTA 161L and OTA 125.

**Comment:** Letter grade only. OTA 126 may not be audited. OTA 126 may not be taken credit/no credit.

OTA 126 is a discussion of student experiences in Fieldwork Level I with emphasis on problem solving, identifying ethical issues, sharing professional knowledge and insights. OTA 126 will provide an opportunity for the instructor to give feedback to students about various fieldwork situations. Students will also begin to examine and practice documentation methods for reporting Occupational Therapy services.

Upon successful completion of OTA 126, the student should be able to:

1. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
2. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
3. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.
4. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
5. Identify professional responsibilities related to liability issues under current models of service provision.
6. Identify personal and professional abilities and competencies as they relate to job responsibilities.

**OTA 161 Mental Health Concepts (3)**

3 hours lecture per week

**Prerequisite(s):** Acceptance into the Occupational Therapy Assistant program; **and** a grade of "C" or higher in ENG 100 or ESL 100; **and** a grade of "C" or higher in MATH 100 or higher-level mathematics course; **and** a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L **and** a grade of "C" or higher in HLTH 290/290L **and** a grade of "C" or higher in OTA 110 **and** a grade of "C" or higher in OTA 111 **and** HLTH 125 with a grade of "C" or higher; **and** a grade of "C" or higher in FAMR 230 or PSY 240.

**Corequisite(s):** OTA 161L and OTA 125 and OTA 126 and OTA 112 and OTA 112L.

**Comment:** Letter grade only. OTA 161 may not be audited. OTA 161 may not be taken credit/no credit.

OTA 161 focuses on Occupational Therapy practice relating to mental health. History, practice models and terminology used by Occupational Therapy practitioners in mental health settings will be explored. The Occupational Therapy process will be applied utilizing case studies and focus on occupational performance. Students will become familiar with concepts of group facilitation and styles of documentation. Professional literature review will focus on evidence-based Occupational Therapy practice.

Upon successful completion of OTA 161, the student should be able to:

1. Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences (e.g., principles of psychology, sociology, abnormal psychology) and occupational science.
2. Discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence practice.
3. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others.
4. Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy.

**OTA 161L Mental Health Concepts Laboratory (1)**

3 hours lab per week

**Prerequisite(s):** Acceptance into the Occupational Therapy Assistant program; **and** a grade of "C" or higher in ENG 100 or ESL 100; **and** a grade of "C" or higher in MATH 100 or higher-level mathematics course; **and** a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L **and** a grade of "C" or higher in HLTH 290/290L **and** a grade of "C" or higher in OTA 110 **and** a grade of "C" or higher in FAMR 230 or PSY 240; **and** a grade of "C" or higher in OTA 111 **and** a grade of "C" or higher in HLTH 125.

**Corequisite(s):** OTA 161 and OTA 125 and OTA 126 and OTA 112 and OTA 112L.
OTA 161L provides laboratory practice for those methods and techniques necessary to deliver Occupational Therapy services for mental health populations. Students will explore common mental health conditions utilizing a research protocol and apply the teaching-learning process with peers. Gathering and sharing data for the purpose of administering selected assessments will be practiced. Students will demonstrate Occupational Therapy treatment planning and interventions addressing areas of occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation to peers. Community resources will be explored and documentation methods utilized in Occupational Therapy settings will be practiced.

Upon successful completion of OTA 161L, the student should be able to:

1. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.
2. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.
3. Implement group interventions based on principles of group development and group dynamics across the lifespan.
4. Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

OTA 161L: Health Care Concepts for the Elderly (2)
5 hours lecture per week for 6 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher HLTH 118 and a grade of "C” or higher in PHYL 141/141L/142/142L and a grade of "C” or higher in HLTH 290/290L and a grade of "C” or higher in OTA 111 and a grade of "C” or higher in OTA 112 and a grade of "C” or higher in OTA 125 and a grade of "C” or higher in OTA 126 and a grade of "C” or higher in OTA 110.

Recommended Preparation: A grade of "C” or higher in HLTH 125; and a grade of "C” or higher in FAMR 230 or PSY 240.

Comment: Letter grade only. OTA 161L may not be audited. OTA 161L may not be taken credit/no credit. OTA 161L is only offered during the summer.

OTA 172 focuses on the development of management skills for the occupational therapy assistant in traditional roles and non-traditional roles in emerging areas of practice. Program development, budgeting, marketing, scheduling, implementation and evaluation for continuous quality improvement will be discussed. Emerging areas of practice will be identified by analyzing community needs and studying trends in current and new areas.

Upon successful completion of OTA 172, the student should be able to:

1. Describe the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments.
2. Identify the impact of contextual factors on the management and delivery of occupational therapy services.
3. Identify the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.
4. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer) and documentation requirements that affect the practice of occupational therapy.
5. Demonstrate the ability to participate in the development, marketing, and management of service delivery options.
6. Participate in the documentation of ongoing processes for quality improvement and implement program changes as needed to ensure quality of services.
7. Identify and appreciate the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant.
8. Identify professional responsibilities and issues when providing service on a contractual basis.

OTA 224: Health Care Concepts for the Elderly (2)
3 hours lecture per week for 10 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program and a grade of "C” or higher in HLTH 118 and a grade of "C” or higher in PHYL 141/141L/142/142L and a grade of "C” or higher in HLTH 290/290L and a grade of "C” or higher in MATH 100 or higher-level mathematics course; and a grade of "C” or higher in ENG 100 or ESL 100 or higher-level English course; and a grade of "C” or higher in OTA 110 and a grade of "C” or higher in Eng 110 and a grade of "C” or higher in OTA 112 and a grade of "C” or higher in OTA 110 and a grade of "C” or higher in OTA 112 and a grade of "C” or higher in OTA 110 and a grade of "C” or higher in OTA 125 and a grade of "C” or higher in OTA 126 and a grade of "C” or higher in OTA 236 and a grade of "C” or higher in OTA 126 and a grade of "C” or higher in OTA 237 and a grade of "C” or higher in OTA 237 and a grade of "C” or higher in OTA 232 and a grade of "C” or higher in OTA 233.

Corequisite(s): OTA 249 and OTA 224L and OTA 249L and OTA 270.

Comment: Letter grade only. OTA 224 may not be audited. OTA 224 may not be taken credit/no credit.

OTA 224 examines occupational therapy concepts to improve occupational performance for the elderly as they age at home and in the community. This course focuses on demographic trends, theories of aging, common conditions and occupational therapy practice models. The influence of lifestyle on health and wellness, as well as, public policy and advocacy for the elderly will be examined. The role of the COTA working with families and caregivers to deliver services for the elderly who face a variety of challenges due to
aging or disability will be discussed. Best practice strategies for the prevention of injury and promotion of health in a variety of settings to address quality of life issues will be explored.

Upon successful completion of OTA 224, the student should be able to:

1. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
2. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.
3. Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention.
4. Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This process includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming.

**OTA 224L Elderly Concepts Laboratory (1)**

4.5 hours lab per week for 10 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program and a grade of “C” or higher in HLTH 118 and a grade of “C” or higher in MATH 100 or higher-level mathematics course; and a grade of “C” or higher in ENG 100 or ESL 100 or higher-level English course; and a grade of “C” or higher in OTA 110 and a grade of “C” or higher in OTA 111 and a grade of “C” or higher in OTA 112 and a grade of “C” or higher in OTA 125 and a grade of “C” and a grade of “C” or higher in OTA 126 and a grade of “C” or higher in OTA 161 and a grade of “C” or higher in OTA 161L and a grade of “C” or higher in OTA 172 and a grade of “C” or higher in OTA 232 and a grade of “C” or higher in OTA 233 and a grade of “C” or higher in OTA 236 and a grade of “C” or higher in OTA 237 and a grade of “C” or higher in OTA 237L and a grade of “C” or higher in HLTH 125; and a grade of “C” or higher in FAMR 230 or PSY 240.

Corequisite(s): OTA 224 and OTA 249 and OTA 249L and OTA 270.

Comment: Letter grade only. OTA 224L may not be audited. OTA 224L may not be taken credit/no credit. Offered in the Spring semester only.

OTA 224L focuses on the practice of those methods and techniques necessary to deliver occupational therapy services to the elderly with an emphasis on home and community programming. Students will administer selected assessments, develop intervention plans and practice skills to promote health and safety, prevent disease or disability in this population. Strategies for modifying environments and processes and reassessing activities of daily living (ADL) and instrumental activities of daily living (IADL) interventions will be taught. Methods for educating and training caregivers and family to facilitate occupational performance in elderly clients will be learned and practiced.

Upon successful completion of OTA 224L, the student should be able to:

1. Adapt environments (e.g., home, work, school, community) and processes, including the application of ergonomic principles.
2. Provide training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.
3. Enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors.
4. Use the teaching–learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods.
5. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.

**OTA 232 Fieldwork Level I: Physical Dysfunction/Development/Educational (2)**

A total of 100 clinical hours per semester

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of “C” or higher in ENG 100 or ESL 100 or higher-level English course; and a grade of “C” or higher in MATH 100 or higher-level mathematics course; and a grade of “C” or higher in HLTH 118 and a grade of “C” or higher in MATH 141/141L/142/142L and a grade of “C” or higher in HLTH 290/290L; and a grade of “C” or higher in MATH 100 or higher-level mathematics course; and a grade of “C” or higher in ENG 100 or ESL 100 or higher-level English course; and a grade of “C” or higher in OTA 110 and a grade of “C” or higher in OTA 111 and a grade of “C” or higher in OTA 112 and a grade of “C” or higher in OTA 125 and a grade of “C” or higher in OTA 126 and a grade of “C” or higher in OTA 161 and a grade of “C” or higher in OTA 161L and a grade of “C” or higher in OTA 172 and a grade of “C” or higher in OTA 232 and a grade of “C” or higher in OTA 233 and a grade of “C” or higher in OTA 236 and a grade of “C” or higher in OTA 237 and a grade of “C” or higher in OTA 237L and a grade of “C” or higher in HLTH 125; and a grade of “C” or higher in FAMR 230 or PSY 240.

Corequisite(s): OTA 233 and OTA 236 and OTA 236L and OTA 237 and OTA 237L.

Comment: Letter grade only. OTA 232 may not be audited. OTA 232 may not be taken credit/no credit. Weekly practicum hours may vary to accommodate students, faculty, and health professionals. Students will be required to purchase and wear a specified uniform according to the requirements of the fieldwork setting. A KCC student patch and identification badge may also be required.

OTA 232 is supervised practical experience with occupational therapy personnel or related professionals in which students apply knowledge gained in OTA courses. Settings include inpatient, outpatient, home/community-based programs and emerging areas of practice that focus on patient/clients in physical dysfunction/rehabilitation, or in an early intervention or school based programs.
Following on-site objectives, students will observe and participate in specific interventions appropriate to their skill level for 100 hours. Professional conduct is expected and performance will be documented and evaluated.

Upon successful completion of OTA 232, the student should be able to:
1. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
2. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
3. Effectively communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member’s responsibility in executing an intervention plan.

OTA 233 Critique: Fieldwork Level I: Physical Dysfunction and Developmental/Educational (1)
1 hour lecture per week
Prerequisite(s): Acceptance into the Occupational Therapy Assistant Program; and a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L and a grade of "C" or higher in HLTH 290/290L and a grade of "C" or higher in OTA 110; and a grade of "C" or higher in PHYL 141/141L/142/142L and a grade of "C" or higher in HLTH 290/290L and a grade of "C" or higher in OTA 111 and a grade of "C" or higher in HLTH 125 and a grade of "C" or higher in OTA 125 and a grade of "C" or higher in OTA 126.
Corequisite(s): OTA 232 and OTA 236 and OTA 236L and OTA 237 and OTA 237L.
Comment: Letter grade only. OTA 233 may not be audited. OTA 233 may not be taken credit/no credit.

OTA 233 is a discussion of student experiences in Fieldwork Level I with emphasis on problem solving, identifying ethical issues, sharing professional knowledge and insights. This course will provide an opportunity for the instructor to give feedback to students about various fieldwork situations. Students will also begin to examine and practice documentation methods for reporting Occupational Therapy services.

Upon successful completion of OTA 233, the student should be able to:
1. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
2. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.
3. Identify strategies for effective, competency-based legal and ethical supervision of nonprofessional personnel.
4. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.
5. Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
6. Identify the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.

OTA 236 Fundamentals of Assistive Technology (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Occupational Therapy Assistant Program; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher in PHYL 141/141L/142/142L and a grade of "C" or higher in HLTH 290/290L and a grade of "C" or higher in OTA 110 and a grade of "C" or higher in OTA 111 and a grade of "C" or higher in OTA 111 and a grade of "C" or higher in OTA 112 and a grade of "C" or higher in OTA 112L and a grade of "C" or higher in OTA 161 and a grade of "C" or higher in OTA 161L and a grade of "C" or higher in OTA 125 and a grade of "C" or higher in OTA 126; and a grade of "C" or higher in OTA 126; and a grade of "C" or higher in OTA 126; and a grade of "C" or higher in FAMR 230 or FAMR 230L and a grade of "C" or higher in HLTH 125.
Corequisite(s): OTA 236L and OTA 237 and OTA 237L and OTA 232 and OTA 233.
Comment: Letter grade only. OTA 236 may not be audited. OTA 236 may not be taken credit/no credit.

OTA 236 focuses on the preparation for and provision of assistive technology for individuals with physical disabilities. Information presented includes terminology, models, assessment, regulation, funding and roles of practitioners. Students will become familiar with basic principles relating to electronic enabling devices, augmentative and alternative communication, input and output options, low technology devices, and technologies for keyboarding and wheelchairs. Basic principles of work rehabilitation will be explored including interventions and compensatory strategies for ergonomics that facilitate occupational performance.

Upon successful completion of OTA 236, the student should be able to:
1. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed.
2. Articulate principles of and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.
3. Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. On the basis of the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions.
OTA 236L Assistive Technology Lab (1)
3 hours lab per week
Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L and a grade of "C" or higher in HLTH 290/290L and a grade of "C" or higher in OTA 111 and a grade of "C" or higher in OTA 112 and a grade of "C" or higher in OTA 112L and a grade of "C" or higher in OTA 161 and a grade of "C" or higher in OTA 161L and a grade of "C" or higher in OTA 125 and a grade of "C" or higher in OTA 126 and a grade of "C" or higher in OTA 172 and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in FAMR 230 or PSY 240; and a grade of "C" or higher in OTA 110.
Corequisite(s): OTA 236L and OTA 237L and OTA 237 and OTA 232 and OTA 233.
Comment: Letter grade only. OTA 236L may not be audited. OTA 236L may not be taken credit/no credit.

OTA 236L focuses on the methods and techniques necessary to deliver occupational therapy services in the area of physical dysfunction, including evaluation and treatment interventions for basic functional rehabilitation. Assistive technology concepts including wheelchair seating and mobility, augmentative communication devices, environmental controls, and access issues are highlighted. Client choice and education for the client or care giver are also studied.

Upon successful completion of OTA 236L, the student should be able to:
1. Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology.
2. Provide fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation, and training in the use of prosthetic devices.
3. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.
4. Teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.

OTA 237 Physical Dysfunction Concepts (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L and a grade of "C" or higher in HLTH 290/290L and a grade of "C" or higher in OTA 111 and a grade of "C" or higher in OTA 110 and a grade of "C" or higher in OTA 112 and a grade of "C" or higher in OTA 125 and a grade of "C" or higher in OTA 126 and a grade of "C" or higher in OTA 172 and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in FAMR 230 or PSY 240.
Corequisite(s): OTA 236 and OTA 237L and OTA 237 and OTA 232 and OTA 233.
Comment: Letter grade only. OTA 237 may not be audited. OTA 237 may not be taken credit/no credit.

OTA 237 focuses on the study of occupational therapy theory, frames of reference, intervention, remediation techniques, and adult physical conditions most commonly referred to occupational therapy. Models of service delivery in various settings, inpatient, outpatient, and home/community based are examined. The impact of socio-cultural and socioeconomic conditions, values, and lifestyle choices upon the delivery of services are explored.

Upon successful completion of OTA 237, the student should be able to:
1. Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
2. Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).

OTA 237L Physical Dysfunction Concepts Lab (1)
3 hours lab per week
Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L and a grade of "C" or higher in HLTH 290/290L and a grade of "C" or higher in OTA 111 and a grade of "C" or higher in OTA 112 and a grade of "C" or higher in OTA 112L and a grade of "C" or higher in OTA 161 and a grade of "C" or higher in OTA 161L and a grade of "C" or higher in OTA 125 and a grade of "C" or higher in OTA 126 and a grade of "C" or higher in OTA 172 and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in FAMR 230 or PSY 240; and a grade of "C" or higher in OTA 110.
Corequisite(s): OTA 236 and OTA 236L and OTA 237 and OTA 232 and OTA 233.
Comment: Letter grade only. OTA 237L may not be audited. OTA 237L may not be taken credit/no credit. Offered in the Fall semester only.
OTA 237L focuses on those methods and techniques necessary to the delivery of occupational therapy services in the area of adult physical dysfunction. Evaluation, treatment intervention planning, safety precautions, community resources, documentation and basic functional rehabilitation strategies will be the primary emphasis.

Upon successful completion of OTA 237L, the student should be able to:
1. Gather and share data for the purpose of evaluating client(s)’ occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation.
2. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
3. Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.
4. Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of client outcomes.

OTA 249 Professional Concepts (2)
3 hours lecture per week for 10 weeks
Prerequisite(s): Acceptance into the Occupational Therapy Assistant program and a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L and a grade of "C" or higher in HLTH 290/290L; and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher in OTA 111 and a grade of "C" or higher in OTA 112 and a grade of "C" or higher in OTA 112L and a grade of "C" or higher in OTA 125 and a grade of "C" or higher in OTA 126 and a grade of "C" or higher in OTA 161 and a grade of "C" or higher in OTA 161L and a grade of "C" or higher in OTA 172 and a grade of "C" or higher in OTA 232 and a grade of "C" or higher in OTA 233 and a grade of "C" or higher in OTA 236 and a grade of "C" or higher in OTA 236L and a grade of "C" or higher in OTA 237 and a grade of "C" or higher in OTA 237L and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in FAMR 230 or PSY 240; and a grade of "C" or higher in OTA 110.
Corequisite(s): OTA 224 and OTA 224L and OTA 249L and OTA 270.
Comment: Letter grade only. OTA 249 may not be audited. OTA 249L may not be taken credit/no credit. Offered in the Spring semester only.

OTA 249 reinforces those concepts and principles regarding professionalism for the occupational therapy assistant in the delivery of services. Advocacy for the consumer and the profession will be explored and applied through knowledge of the legislative process, professional organizations and social conditions impacting service delivery. Scholarly endeavors are promoted to describe and interpret the scope of the profession, establish new knowledge, and interpret and apply this knowledge to practice.

Upon successful completion of OTA 249, the student should be able to:
1. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.
2. Identify the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy.
3. Identify the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to recognize opportunities in emerging practice areas.
4. Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.
5. Articulate the importance of how scholarly activities and literature contribute to the development of the profession.
6. Effectively locate and understand information, including the quality of the source of information.
7. Use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist.
8. Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).
9. Demonstrate the skills to read and understand a scholarly report.
10. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
11. Identify strategies to assist the consumer in gaining access to occupational therapy services.

OTA 249L Professional Concepts Lab (1)
4.5 hours lab per week for 10 weeks
Prerequisite(s): Acceptance into the Occupational Therapy Assistant program and a grade of "C" or higher in HLTH 118 and a grade of "C" or higher in PHYL 141/141L/142/142L and a grade of "C" or higher in MATH 100 or higher-level mathematics course; and a grade of "C" or higher in ENG 100 or ESL 100; and a grade of "C" or higher in OTA 111 and a grade of "C" or higher in OTA 112 and a grade of "C" or higher in OTA 112L and a grade of "C" or higher in OTA 125 and a grade of "C" or higher in OTA 126 and a grade of "C" or higher in OTA 161 and a grade of "C" or higher in OTA 161L and a grade of "C" or higher in OTA 172 and a grade of "C" or higher in OTA 232 and a grade of "C" or higher in OTA 233 and a grade of "C" or higher in OTA 236 and a grade of "C" or higher in OTA 236L and a grade of "C" or higher in OTA 237 and a grade of "C" or higher in OTA 237L and a grade of "C" or higher in HLTH 125; and a grade of "C" or higher in FAMR 230 or PSY 240; and a grade of "C" or higher in OTA 110.
Corequisite(s): OTA 224 and OTA 224L and OTA 249L and OTA 270.
Comment: Letter grade only. OTA 249L may not be audited. OTA 249L may not be taken credit/no credit. Offered in the Spring semester only.

OTA 249L focuses on those methods and techniques necessary to develop professionalism. Students will advocate for the profession through participation in the legislation process and by addressing local or global health issues. Professional development strategies for
national certification exam and employment will be demonstrated. Clinical observation and reasoning skills will be applied through participation in real life treatment scenarios in OT practice settings.

Upon successful completion of OTA 249L, the student should be able to:

1. Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation support performance, participation, health, and well-being.
2. Promote the use of appropriate home and community programming to support performance in the client’s natural environment and participation in all contexts relevant to the client.
3. Demonstrate skills of collaboration with occupational therapists and other professionals on therapeutic interventions.
4. Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals.
5. Explain and give examples of how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.
6. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
7. Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations).

OTA 270 Fieldwork Level II A (7)

40 hours clinical practice per week for 8 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of “C” or higher in ENG 100 or ESL 100 or higher-level English course; and a grade of “C” or higher in MATH 100 or higher-level mathematics course; and a grade of “C” or higher in HLTH 118 and a grade of “C” or higher in PHYL 141/141L/142/142L and a grade of “C” or higher in HLTH 290/290L and a grade of “C” or higher in OTA 110; and a grade of “C” or higher in OTA 125 and a grade of “C” or higher in OTA 126 and a grade of “C” or higher in OTA 172 and a grade of “C” or higher in OTA 232 and a grade of “C” or higher in OTA 233 and AS Arts & Humanities elective course.

Corequisite(s): OTA 232/232L and OTA 233/233L

Comment: Letter grade only. OTA 270 may not be audited. OTA 270 may not be taken credit/no credit. Weekly practicum hours may vary to accommodate students, faculty, and health professionals. Students will be required to purchase and wear a specified uniform according to the requirements of the fieldwork setting. A KCC student patch and nametag may also be required.

OTA 270 is work experience in one area of occupational therapy practice under the supervision of a registered occupational therapist (OTOR) or a certified occupational therapy assistant (COTA). Students will be involved in phases of the occupational therapy process and follow the operating procedures of the affiliation site. Students will develop clinical reasoning skills, professionalism, and entry-level competency.

Upon successful completion of OTA 270, the student should be able to:

1. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
2. Gather and share data for the purpose of evaluating client(s)’ occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation.
3. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others.
4. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.
5. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.
6. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.

OTA 271 Fieldwork Level II B (7)

40 hours clinical practice per week for 8 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; and a grade of “C” or higher in ENG 100 or ESL 100 or higher-level English course; and a grade of “C” or higher in MATH 100 or higher-level mathematics course; and a grade of “C” or higher in HLTH 118 and a grade of “C” or higher in PHYL 141/141L/142/142L and a grade of “C” or higher in HLTH 290/290L and a grade of “C” or higher in OTA 110; and a grade of “C” or higher in OTA 125 and a grade of “C” or higher in OTA 126 and a grade of “C” or higher in OTA 172 and a grade of “C” or higher in OTA 232 and a grade of “C” or higher in OTA 233 and AS Arts & Humanities elective course.

Comment: Letter grade only. OTA 271 may not be audited. OTA 271 may not be taken credit/no credit. Weekly practicum hours may vary to accommodate students, faculty, and health professionals. Students will be required to purchase and wear a specified uniform according to the requirements of the fieldwork setting. A KCC student patch and nametag may also be required.

OTA 271 is work experience in one area of occupational therapy practice under the supervision of a registered occupational therapist (OTOR) or a certified occupational therapy assistant (COTA). Students will be involved in phases of the occupational therapy process and follow the operating procedures of the affiliation site. Students will develop clinical reasoning skills, professionalism, and entry-level competency.

Upon successful completion of OTA 271, the student should be able to:

1. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.
Upon successful completion of OCN 201, the student should be able to:

- Describe interactions between the atmosphere and the ocean, and how those interactions influence physical and chemical ocean processes.
- Describe the effects of physical and chemical properties on biological systems in the ocean, and how those systems respond to change.
- Implement the scientific method and analyze current scientific research related to ocean science.

**Comment:** Upon successful completion of OCN 201, the student should be able to:

- Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
- Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation.
- Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others.
- Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.
- Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.
- Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.

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**OCEANOGRAPHY**

**OCN 101 Introduction to Marine Option Program (1)**

*1 hour lecture per week*

**Recommended Preparation:** ENG 100.

**Comment:** OCN 101 is a required course for the Marine Option Program. OCN 101 may not be audited.

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 skills project: proposal writing, project implementation, data collection and interpretation, and final report preparation and presentation.

Upon successful completion of OCN 101, the student should be able to:

1. Identify an appropriate Marine Options Program (MOP) skills project topic.
2. Use critical thinking and analytical skills to complete a written project proposal for their Marine Options Program (MOP) skills project.
3. Create a student success plan to facilitate the completion of their Marine Options Program (MOP) certificate.

**OCN 201 Science of the Sea (3) KCC AA/DP**

*3 hours lecture per week*

**Prerequisites:** A grade of "C" or higher in MATH 82 or credit in MATH 82 or qualification for MATH 100 or qualification for MATH 103 or qualification for a higher-level mathematics course or consent of instructor.

OCN 201 is a survey of the science of oceanography involving the study of the ocean environment including the physical, chemical, biological, geological, and ecological aspects of the oceans. The origin and extent of the oceans including the nature of ocean basins and crust; the causes and effects of currents, waves, and tides; biogeochemical cycles; plant and animal life in the sea, and marine ecology will also be in focus.

Upon successful completion of OCN 201, the student should be able to:

1. Describe interactions between the atmosphere and the ocean, and how those interactions influence physical and chemical ocean processes.
2. Describe the effects of physical and chemical properties on biological systems in the ocean, and how those systems respond to change.
3. Implement the scientific method and analyze current scientific research related to ocean science.
OCN 201L. Science of the Sea Laboratory (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in OCN 201.

OCN 201L is the companion laboratory to OCN 201. The lab will consist of experiments, computer exercises and field trips demonstrating the geological, physical, chemical, and biological principles of earth and ocean sciences.

Upon successful completion of OCS 201L, the student should be able to:
1. Apply the scientific method to investigate the physical, chemical and geological processes that shape the oceans.
2. Apply the concepts learned in OCN 201 during lab and field experimental inquiry.
3. Demonstrate proper use of basic oceanographic field and lab equipment and methods to gather data on the world's oceans and analyze and interpret results.

PACIFIC ISLANDS STUDIES

PACS 108 Pacific Worlds: An Introduction to Pacific Islands Studies (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100.

PACS 108 introduces students to the geography, societies, histories, cultures, contemporary issues, and arts of Oceania, including Hawai'i. Combines lectures and discussion that emphasize Pacific Islander perspectives and experiences.

Upon successful completion of PACS 108, the student should be able to:
1. Locate and name the island groups, geographic regions, and political entities of Oceania.
2. Describe social and cultural similarities and differences among Pacific Island societies.
3. Identify themes in the works of Pacific Island artist and writers.
4. Discuss contemporary social, political, economic, cultural, and environmental issues in the Pacific Islands.
5. Explain significant themes in indigenous, colonial, and postcolonial histories of the Pacific Islands.

PACS 201 Islands of Globalization (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100.
Recommended Preparation: PACS 108 or HWST 107.
Comment: PACS 201 requires participation in a community service field trip off-campus. Students must be able to arrange for their own transportation to the site, located in Honolulu.

PACS 201 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.

Upon successful completion of PACS 201, the student should be able to:
1. Discuss globalization and its impacts on Oceania.
2. Analyze the forces, dimensions, and processes of globalization.
3. Summarize the main events, issues and characteristics of Oceania's histories and cultures, and their contemporary opportunities and challenges.
4. Describe how Pacific Islanders engage with globalization.

PACS 202 Pacific Islands Movement and Migration (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100.
Recommended Preparation: PACS 108 or HWST 107.
Comment: PACS 202 requires participation in a community service field trip off-campus. Students must be able to arrange for their own transportation to the site, located in Honolulu.

PACS 202 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.

Upon successful completion of PACS 202, the student should be able to:
1. Define and discuss diaspora relating to Pacific Island peoples.
2. Identify how Pacific Islanders engage with issues of movement and migration in the Pacific.
3. Discuss cultural, social, political, environmental, and economic issues as they relate to diasporic Pacific communities.
4. Describe the diversity of contemporary Pacific Island cultural formations in urban and modern spaces.
PHARMACOLOGY

PHRM 110 Basic Clinical Pharmacology (2)
2 hours lecture per week
Prerequisite(s): A grade of “C” or higher in PHYL 141 or a grade of “C” or higher in ZOOL 141; and a grade of “C” or higher in HLTH 110 or a grade of “C” or higher in HLTH 123; and a grade of “C” or higher or concurrent enrollment in PHYL 142 or a grade of “C” or higher in ZOOL 142. Prerequisites may be waived by the consent of instructor.
Comment: Letter grade only. PHRM 110 may not be taken credit/no credit. PHRM 110 may not be audited.

PHRM 110 covers the broad scope of pharmacology including definitions, drug standards, classification, legislation of drugs and administration of drugs; survey of medications commonly used in the prevention, diagnosis, and treatment of diseases, with discussion of pharmacological action, side effects, and related responsibilities.

Upon successful completion of PHRM 110, the student should be able to:
1. Identify major drug classifications and common drugs within each classification.
2. Interpret abbreviations and symbols accurately as they relate to drug administration.
3. Explain standards and legislation related to selected drugs.
4. Use appropriate references for obtaining drug information.
5. Identify drugs commonly used in the prevention, diagnosis, and treatment of common diseases affecting body systems (action, side effect, and related responsibilities).
6. Recognize major factors that affect drug action.
7. Identify commonly used immunizations for the prevention of specific diseases.
8. Identify major drug classifications, and common drugs within each classification, used in treatment of specific infectious disease conditions.
9. Identify major drug classifications, and drugs within each classification, commonly used in treatment of specific disease conditions encountered in the medical office.
10. Cite specific action, side effects, and responsibilities related to use of all pharmaceuticals discussed in class.

PHRM 203 General Pharmacology (3)
3 hours lecture per week
Prerequisite(s): ZOOL 141 or PHYL 141; and ZOOL 142 or PHYL 242
Recommended Preparation: Chemistry.
Comment: PHRM 203 may be audited with the instructor’s permission. PHRM 203 may not be taken credit/no credit.

PHRM 203 is a general pharmacology course that includes discussion of the major categories of drugs, their mechanism of action, toxicity, administration considerations, and uses. This course is intended for students in nursing and other health programs.

Upon successful completion of PHRM 203, the student should be able to:
1. Define “pharmacodynamics” and identify factors which affect the pharmacodynamics of drugs used in the maintenance of health and the prevention and treatment of illness.
2. Identify the major categories of drugs used for the major body systems and functions.
3. Identify the primary physiologic actions, pharmacodynamic interactions, and pharmacotherapeutic applications, including administration considerations for commonly prescribed and administered medications.
4. Describe major current developments in drug therapy.
5. Describe the ethical and legal responsibility in the administration of drugs for the nurse and other health personnel.

PHILOSOPHY

PHIL 100 Introduction to Philosophy (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week
Recommended Preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.

PHIL 100 offers a survey of various methods, values, and types of philosophies.

Upon successful completion of PHIL 100, the student should be able to:
1. Recognize and distinguish the major worldviews that have dominated and sometimes polarized philosophy.
2. Reflect upon and discuss the major thinkers and the major concerns of philosophy, such as the problem of God, the nature of reality, the nature of self, ethical concerns, problems of truth, and problems of meaning.
3. Discuss contemporary philosophical trends and conflicts.
4. Reflect upon their own worldview and value system.
5. Express ideas and opinions clearly in writing.

**PHIL 101 Morals and Society (3)**
3 hours lecture per week
Prerequisite(s): Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.

PHIL 101 introduces philosophical problems and methods, emphasizing issues and questions in contemporary society: What is human happiness? What are our rights and responsibilities? How should we address issues of life and death?

Upon successful completion of PHIL 101, the student should be able to:
1. Explain the major views that have defined philosophical debate on ethical matters to include: virtue ethics, Egoism, Utilitarian theory and Deontological theory.
2. Explain one's understanding of cultural differences in the areas of moral and social value as applied to contemporary issues.
3. Express ideas and opinions clearly, orally and in writing on a range of contemporary issues using critical reasoning and ethical concepts.

**PHIL 102 Asian Traditions (3)**
3 hours lecture per week
Recommended preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.

PHIL 102 is a survey of major themes and schools of Asian Philosophy.

Upon successful completion of PHIL 102, the student should be able to:
1. Use the vocabulary of Asian philosophical issues to discuss the characteristics, development and influences upon each other of major schools of Asian philosophy.
2. Critically reflect upon and express ideas and opinions about reality and personal values against the background of Asian philosophy.
3. Discuss the influences of Asian philosophy upon world philosophy.

**PHIL 103 Introduction to Philosophy: Environmental Philosophy (3) KCC AA/DH and KCC AS/AH**
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

PHIL 103 offers a critical examination of environmental issues: analyzing the qualities and characteristics of human beings, the qualities and characteristics of nature in general, and the relationship and responsibilities of human beings vis-à-vis nature.

Upon successful completion of PHIL 103, the student should be able to:
1. Summarize key metaphysical and epistemological assumptions underlying different cultural conceptions of humans and nature.
2. Discuss underlying values and implications in the notions of land health and land ethics and apply these concepts to specific environmental problems or successes.
3. Clearly articulate orally and in writing a reflective point of view regarding personal responsibility on a range of ecologically important issues.

**PHIL 110 Introduction to Deductive Logic (3)**
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

PHIL 110 is an introductory course in logic focusing on methods and principles of deductive reasoning. Integral to this study will be the presentation of methods for representing logical form and the development of a system of inference rules and strategies that allow for the analysis and evaluation of deductive arguments.

Upon successful completion of PHIL 110, the student should be able to:
1. Use logical languages of Sentential and Predicate to translate arguments into and out of symbolic notation, supplying language keys as necessary.
2. Employ a basic system of Inference Rules to present well constructed proofs of validity for symbolized arguments.
3. Correctly introduce and follow protocols governing the use of assumptions in deductive reasoning.
4. Construct and read truth tables and or truth trees for arguments, statements and sets of statements, to include demonstrating (in)validity and (in)consistency.

**PHIL 111 Introduction to Inductive Logic (3) KCC AA/FQ**
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
PHIL 111 offers an introduction to inductive reasoning focusing on the role of probability. Students will learn how probabilities, statistics, and risk evaluations are integrated into decision making. More generally, they will develop reasoning strategies that promote drawing logical inferences when evidence leaves them unsure as to what is actually true. Application to the media's use of probabilities and statistics, and the way many academic disciplines use these strategies to analyze and present data will provide concrete contexts for applying inductive principles and reasoning strategies.

Upon successful completion of PHIL 111, the student should be able to:
1. Apply decision theory via the application of mathematical and logical definitions and terms to help make effective decisions to solve specific problems or achieve specific goals.
2. Apply analytic skills using quantitative methods and logical concepts to make effective decisions that solve specific problems and achieve specific goals.

PHIL 213 Modern Philosophy (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100 or a previous college-level course in Philosophy.
Recommended Preparation: ENG 100 or ESL 100 or a previous college-level course in Philosophy.

PHIL 213 surveys major philosophical thinkers and ideas from the Renaissance to the present.

Upon successful completion of PHIL 213, the student should be able to:
1. Identify key questions and responses to major controversies in epistemology, metaphysics, ethics, in the modern period.
2. Explain and critically assess the arguments put forward by specific philosophers studied in the course.
3. Express one's opinions clearly, in writing, about philosophers and arguments studied, using appropriate analytic techniques.

PHIL 250 Ethics in Health Care (3) KCC AA/DH and KCC AS/AH
3 hours lecture per week

PHIL 250 is an exploration of basic ethical theories and their application to ethical dilemmas with discussion of various methods of decision-making. It engages students in the critical analysis of the ethical dimensions of health care.

Upon successful completion of PHIL 250, the student should be able to:
1. Describe and apply a variety of major ethical theories to "real life" situations involving ethical decision-making.
2. Use such methods as Problem-Based Learning for the study of ethical problems.
3. Demonstrate familiarity with the literature of ethical theory.
4. Describe multicultural perspectives that may affect ethical decisions in health care.
5. Distinguish between personal values, professional values and obligations, and legal obligations.
6. Distinguish between personal morality and professional ethics.
7. Describe the criteria for decision-making competency.
8. Explain the purpose of physical therapy and the scope of PTA practice to clients, community and others.
Upon successful completion of PTA 208, the student should be able to:

1. Describe the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.
2. Read, locate and interpret health care literature, documents or Internet information.
3. Identify the history and development of physical therapy as a profession.
4. Discuss billing, reimbursement, and legislative issues in health care.
5. State aspects of planning and operating PT services.
6. Locate and write a summary of the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.
7. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
8. Compare and contrast the U.S. health care system with other international systems.
9. List appropriate authorities to report suspected cases of abuse of vulnerable populations.
10. Define fraud and abuse related to the utilization of and payment for physical therapy services and identify the appropriate authorities to report suspected cases.

**PTA 205 Measurement for the Physical Therapist Assistant (1.5)**

4.5 hours lecture/lab per week for 10 weeks

Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director or a grade of “C” or higher or concurrent enrollment in HLTH 290 and a grade of “C” or higher or concurrent enrollment in HLTH 290L.

Comment: Students will need to purchase the APTA Student kit, which includes the measurement tools for PTA 205. Letter grade only. PTA 205 may not be audited. PTA 205 may not be taken credit/no credit.

PTA 205 provides the opportunity practical development on the theory and skills required for basic measurements within the scope of practice of the Physical Therapist Assistant. Performance skills in goniometry, gross manual muscle testing, ROM, circumferential and axial measurements are demonstrated through hands-on skill activities and group practice sessions.

Upon successful completion of PTA 205, the student should be able to:

1. Perform competent joint range of motion measurements and appropriate recording of the result.
2. Perform and pass vital signs certification.
4. Competently measure and accurately document limb length and girth.
5. Document normal and abnormal muscle length and joint movements.
6. Perform manual muscle strength testing and document the results.
7. Identify the presence or absence of muscle mass and tone.
8. Identify contraindications and precautions to any PT intervention and changes needing the attention of the supervising PT.
9. Define and practice Universal/Standard precautions of the CDC during the measurement techniques.
10. Effectively explain the purpose of the measurement assessment and result to the physical therapist, clients, community and others.
11. Describe OSHA regulations.
12. Read, locate and interpret health care literature, documents or Internet information.
13. Achieve a passing score in the clinical internship course series.
14. Communicate data and information from PT interventions in written documentation with the patient, family, PT, health care delivery personnel and others in an effective, appropriate and capable manner.
15. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
16. Demonstrate conduct that reflect the APTA Guide to Physical Therapy Practice, practice standards that are legal, ethical, and safe and a commitment to the profession of physical therapy and the community.
17. Describe the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.

**PTA 208 Therapeutic Modalities (3)**

6 hours lecture/lab per week

Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director.

Comment: Letter grade only. PTA 208 may not be audited. PTA 208 may not be taken credit/no credit.

PTA 208 introduces patient care techniques including patient preparation, and the theories and practical application of physical therapy interventions and biophysical agents. The physiological effects of heat, cold, radiant therapy, traction, intermittent compression and ultrasound are emphasized. Indications/contraindications and ethical aspects will be included.

Upon successful completion of PTA 208, the student should be able to:

1. Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include: Biophysical Agents; Biofeedback, Compression Therapies, Cryotherapy, Hydrotherapy, Superficial and Deep Thermal Agents, Traction, Light Therapies, Compression Therapies.
PTA 210 Introduction to Clinical Education (2)
2 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director.
Comment: Letter grade only. PTA 210 may not be audited. PTA 210 may not be taken credit/no credit.

PTA 210 Introduction to Clinical Education is a 15-week preparatory course in clinical education. Students will learn and discuss requirements for practicing within a clinic environment, the Guide for Conduct of the Physical Therapist Assistant, APTA Values-Based Behaviors for the PTA, and communication skills with patients and family members, interprofessional team members and Physical Therapists. Students will also understand the dynamics of working during their future internship within a physical therapist’s plan of care.

Upon successful completion of PTA 210, the student should be able to:
1. Recognize and discuss suspected cases of abuse of vulnerable populations.
2. Recognize and discuss suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services.
3. Review and discuss duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary.
4. Review and discuss duties in a manner consistent with APTA’s Values-Based Behaviors for the Physical Therapist Assistant.
5. Recognize and respond with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all work-related activities.
6. Communicate and discuss effectively with stakeholders including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.
7. Recognize patient/client and environmental emergencies in the clinical setting.
8. Recognize and discuss efforts to increase patient and healthcare provider safety.

PTA 212 Physical Therapy Intervention for Neuropathologies (2)
4 hours lecture/lab per week
Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director.
Comment: Letter grade only. PTA 212 may not be audited. PTA 212 may not be taken credit/no credit.

PTA 212 presents the neurological anatomy, physiology, pathology, etiology, psychological, social and rehabilitative concepts for the application of therapeutic interventions for patients with various neuropathologies. The focus of this course is to develop theoretical knowledge and perform clinical scenarios of therapeutic interventions used for patients with neuropathologies such as Traumatic Brain Injury (TBI), Spinal Cord Injury (SCI), Cerebral Vascular Accident (CVA), Guillain-Barre Syndrome, Parkinson’s, Alzheimer’s, Polio, Amyotrophic Lateral Sclerosis (ALS), Multiple Sclerosis (MS), various dystrophies and other neuropathology acquired in adulthood.

Upon successful completion of PTA 212, the student should be able to:
1. Communicate and information from physical therapy (PT) interventions in written, verbal, and non-verbal methods with the patient, family, significant other, PT, healthcare delivery personnel and others in an effective, appropriate and capable manner using accepted medical terminology.
2. Identify, respect, and act with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all work-related activities.
3. Explain conduct that reflects the American Physical Therapy Association (APTA) Guide to Physical Therapist Practice, that promotes legal, ethical, and safe and a commitment to the profession of physical therapy and meet the expectations of consumers receiving health care services.
4. Implement the plan of care developed by the PT to achieve the short- and long-term goals of treatment and intended outcomes.
5. Implement through demonstration, the safe, effective and efficient competence in selected components of PT interventions identified in the plan of care: (1) Motor learning concepts, (2) Movement analysis, (3) Functional training, (4) Therapeutic exercise, (5) Gait analysis and training, (6) Neuromuscular re-education.
6. Perform competent skill of previous PT intervention applicable to neuropathologies: (1) Assistive/adaptive devices, (2) Body mechanics and posture awareness, (3) Gait and locomotion training, (4) Prosthetics and orthotics, (5) Wheelchair management skills, (6) Architectural barriers, (7) Balance and coordination training, (8) Breathing exercises, coughing and
PTA 231 Professional Issues II: Documentation (2)
2 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapy Assistant program or consent of PTA Program Director; and a grade of "C" or higher in PTA 101.
Comment: Letter grade only. PTA 231 may not be audited. PTA 231 may not be taken credit/no credit.

PTA 231 is designed to improve the student’s knowledge and skill of documentation and promote professional conduct. A variety of documentation forms and coding systems used in patient records to comply with billing, third-party payers and legal requirements are reviewed. Students will apply technical writing appropriate to current and future major coursework. In addition, the course examines professional conduct and Physical Therapy (PT) intervention as described in the American Physical Therapy Association's (APTA) Guide to Physical Therapist Practice and international organizations.

Upon successful completion of PTA 231, the student should be able to:
1. Communicate data and information from PT interventions in written documentation with the patient, family, PT, healthcare delivery personnel and others in an effective, appropriate and capable manner.
2. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
3. Explain conduct that reflects the American Physical Therapy Association's (APTA) Guide to Physical Therapist Practice, practice standards that are legal, ethical, safe and a commitment to the profession of physical therapy and meet the expectations of consumers receiving health care services.
4. Record sample data of PT interventions essential to the plan of care using appropriate medical terminology, a variety of forms, documentation styles such as Subject, Objective, Assessment, Plan (SOAP) notes, billing and reimbursement in an accurately and timely manner.
5. Explain the purpose of physical therapy and the scope of physical therapist assistant (PTA) practice to simulated clients, community service learning opportunities and others.
6. Distinguish the scope of practice between the various rehabilitation services.
7. Read, locate and interpret health care literature, documents, Internet information, the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.
8. Identify the personal responsibility for career development, patient advocacy, life-long learning, membership in the professional association and aspects of planning and operating PT services.
9. Advocate PT legislative issues involving health care.
10. Accept and implement feedback from instructors, clinical instructors and others for documentation performance improvement.
11. State the importance of time management skills to function as an entry-level PTA practitioner.
12. Describe situations of fraud and abuse related to the utilization of, and payment for, physical therapy and other healthcare services and select the appropriate authority to whom the suspected cases should be reported.
13. Appropriately document and interpret results of standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain.
PTA 242 Advanced Therapeutic Interventions (3)
6 hours lecture/lab per week
Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director.
Comment: Letter grade only. PTA 242 may not be audited. PTA 242 may not be taken credit/no credit.

PTA 242 presents the theory and application of therapeutic interventions as they relate to amputations, cardio pulmonary conditions, wounds, peripheral vascular disease, burns, lymphedema and Obstetrics and Gynecology (OB/GYN) conditions. It reviews basic physiology, pathology and etiology of the named conditions. An overview of the most commonly seen surgical and nonsurgical interventions will be included. By using lab simulation and role playing of actual clinical situations the students will use information to think analytically, problem solve and modify treatment interventions. Isolation techniques, prosthetic and orthotic fitting will be practiced. An integrated approach to treatment will include material from all previous courses with an emphasis on therapeutic exercise.

Upon successful completion of PTA 242, the student should be able to:
1. Identify the physiology, pathology and etiology of amputations, burns, PVD, wounds, lymphedema, cardiopulmonary conditions and OB/GYN conditions while being sensitive to ethnic and cultural issues and biases.
2. Identify the anatomical structures involved in the pathologies presented.
3. Describe appropriate surgical and non-surgical interventions as they apply to each presented diagnosis.
4. Describe and competently perform the treatment interventions and suggest modifications in response to the range of simulated patient outcomes as appropriate.
5. Describe the contraindications and precautions for each simulated diagnosis and intervention.
6. Identify and practice the requirements of universal precautions and Occupational Safety and Health Administration (OSHA) guidelines as they apply to physical therapy practice.
7. Use approved terminology in the documentation process of each simulated session of care.

PTA 243 Therapeutic Exercise for Orthopedic Conditions (3)
6 hours lecture/lab per week
Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director.
Comment: Letter grade only. PTA 243 may not be audited. PTA 243 may not be taken credit/no credit.

PTA 243 presents the clinical testing, data collection and application of therapeutic exercise as it applies to selected orthopedic pathologies at different stages of injury and healing. The conditions will include sprains, strains, hypermobile and hypomobile joints, overuse syndromes, common spinal diagnosis, fractures, arthritis, total joint replacements and neuromusculoskeletal surgical interventions. The rationale for orthopedic tests and the application of the treatment interventions for the selected conditions will include the safe and effective application of passive, assisted and active range of motion (ROM), isometric, concentric and eccentric exercise, progressive resisted exercise (PRE), plynometrics, neuromuscular facilitation / inhibition, aerobic and anaerobic exercise, endurance training, balance exercises and isokinetic exercise. Use of lab simulation and role playing of actual clinical situations allow the student to demonstrate knowledge and skills to problem solve, think analytically, perform tests, select and/or modify exercise programs as they relate to the conditions presented and the observed physiologic responses. The use of appropriate communication skills, American Physical Therapy Association (APTA) terminology and documentation, and the ability to progress exercise programs within the plan of care will be emphasized.

Upon successful completion of PTA 243, the student should be able to:
1. Identify and discuss the physiologic, pathology, etiology, signs and symptoms that occur in the selected orthopedic conditions.
2. Competently perform and explain the application of all appropriate physical therapy (PT) interventions and/or assessment skills for the selected orthopedic conditions within the guidelines of the ethical and legal practice standards.
3. Identify and explain the indications and contraindications for use of various types of therapeutic exercise during the three stages of healing of named orthopedic pathologies.
4. Analyze and implement proposed exercise programs for the efficacy in obtaining the goals of treatment.
5. Describe the use of aqua-therapy as it applies to the orthopedic population.
6. Provide competent oral and written education to others, including patients, family members, caregivers and other healthcare providers as it applies to physical therapy interventions.
7. Identify and discuss the effects of chronic abnormal pathology and pain on the musculoskeletal system and the psychological well-being of patients.
8. Demonstrate appropriate assessment tools and collect data for the named orthopedic pathologies.
9. Demonstrate ROM and stretching exercises, education of a home exercise program, PRE’s, neuromuscular facilitation techniques, balance, endurance, and plynometrics to simulated orthopedic pathologies.
10. Demonstrate and justify trunk stabilization, posture, back exercises and ergonomics as they apply to common back conditions.
11. Demonstrate and justify functional activities to the rehabilitation of orthopedic conditions.
12. Use problem-solving and analytical thinking skills to modify exercise programs as they relate to observed simulated patient responses, conditions presented, and the goals of treatment.
13. Correctly identify and discuss major bony landmarks and musculoskeletal structures, end feel, resting length, stretch, normal ROM, strength, power and endurance as they apply to the exercise programs presented.
14. Document accurately in Subjective, Objective, Assessment and Plan (SOAP) note form the simulated PT intervention session.
15. Identify and integrate appropriate evidence-based resources to support clinical decision-making for progression of the patient within the plan of care established by the physical therapist.

**PTA 251 Professional Issues III: Employment (1)**

1 hour lecture per week  
**Prerequisite(s):** Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director; and a grade of “C” or higher in PTA 231.  
**Comment:** Letter grade only. PTA 251 may not be audited. PTA 251 may not be taken credit/no credit.

PTA 251 is designed to develop a student’s participation and commitment to the profession of physical therapy. It investigates the opportunities and responsibilities of an employee in the health care delivery system through activities of résumé preparation, mock job interviews, legislative testimonies, attending professional and government meetings and participating in the Hawai‘i Chapter of the American Physical Therapy Association (HAPTA). This course emphasizes life long learning, the practice of ethics and legality, and the American Physical Therapy (APTA) core values. Finalization of an electronic portfolio will be emphasized for transfer to the APTA website.

Upon successful completion of PTA 251, the student should be able to:
1. Identify individual and cultural differences and respond ethically in all aspects of physical therapy services.
2. Discuss the relationships of government agencies to health care delivery, billing and reimbursement issues and aspects of planning and operating PT services.
3. Demonstrate conduct and responsibility that reflect the APTA Guide to Physical Therapy Practice, practice standards that are legal, ethical, and safe and a commitment to the profession of physical therapy and meet the expectations of consumers receiving health care services.
4. Advocate for the role of physical therapy and the scope of PTA practice.
5. Discuss the scope of practice between the various rehabilitation services.
6. Prepare a résumé and role-play an employment interview.
7. Identify Occupational Safety and Health Administration (OSHA) regulations,
8. Read, locate and interpret health care literature, documents, Internet information, the APTA code of conduct, APTA core values, APTA website of information for standardized practice and individual state practice acts for physical therapy.
9. Provide examples and role-play personal responsibility for career development, patient advocacy, life-long learning, membership in the professional association and the involvement in legislative issues.

**PTA 265 Electrotherapy (1)**

1.5 hours lecture per week for 10 weeks  
**Prerequisite(s):** Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director.  
**Corequisite(s):** PTA 265L  
**Comment:** Letter grade only. PTA 265 may not be audited. PTA 265 may not be taken credit/no credit.

PTA 265 presents the production, physiological effects, indications, contraindications and applications of various therapeutic electrical interventions. Appropriate parameters for the treatment of pain, muscle weakness, edema, wounds, or introduction of medication or monitoring of muscle activity will be included. A review of mechanisms of trauma and healing along with the physiology of pain and its measurement will be covered. Students are required to use APTA approved terminology as it applies to diagnosis, pathologies, signs & symptoms as well as different equipment components and parameters.

Upon successful completion of PTA 265, the student should be able to:
1. Identify the principles and production of named therapeutic electrical currents.
2. Describe the waveforms, frequencies and terminology applied to the major therapeutic electrical currents, such as Interferential, Premodulated, High Volt galvanic, Microcurrent, Alternating current, Direct current, Iontophoresis and Biofeedback.
3. Recall the indications, contraindications and precautions of the currents presented.
4. Describe the normal and abnormal physiological responses of the tissues to various electrical currents.
5. Describe the physical and emotional effects of chronic pain and disease process on the patients.
6. Identify possible emotional responses of the patients to various electrical currents.
7. Identify diagnosis appropriate for treatment with electrical currents and the signs/symptoms that are commonly associated with these diagnoses.
8. Describe the appropriate electrical treatment options for named diagnosis and symptoms such as pain, wounds, muscle atrophy, inflammation and joint stiffness.
9. Demonstrate an understanding of safety measures as they apply to electrical applications.
10. Demonstrate an understanding of OSHA regulations and Universal precautions as they apply to electrical modalities.

PTA 265L Electrotherapy Lab (1)
4.5 hours lab per week for 10 weeks
Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director.
Corequisite(s): PTA 265.
Comment: Letter grade only. PTA 265L may not be audited. PTA 265L may not be taken credit/no credit.

PTA 265L implements the clinical application of various electrotherapy modalities. By using lab simulation and role playing of actual clinical situations the students will use information from the PTA 265 lecture to problem solve, think analytically and modify parameters as it relates to observed responses and conditions presented. The application of treatment procedures as set out in the mock treatment plans will require the use of appropriate communication skills. Approved terminology from the APTA: Guide to Physical Therapy Practice and the APTA: Electrotherapeutic Terminology in Physical Therapy will be required for documentation of treatment parameters and patient reaction to applied electrical interventions.

Upon successful completion of PTA 265L, the student should be able to:
1. Demonstrate competency in the presented electrical modalities as laid out in the Mastery Assessment Clinical Skills Manual (MAC), Skill sheets and APTA: Guide to PT practice. The listed modalities may be indicated in the treatment of pain, edema, acute trauma, peripheral vascular disease, wound healing, reduction of muscle spasm and spasticity.
2. The presented electrical modalities may include: Transcutaneous electrical nerve stimulation, microcurrent electrical nerve stimulation, high volt galvanic, interferential, Russian, neuromuscular electrical stimulation, Functional electrical nerve stimulation, iontophoresis, surface Electromyography (Biofeedback), ultrasound/Electrical stimulation combinations.
3. Demonstrate an understanding of the safety factors, indications, contraindications and precautions as they apply to the presented modalities.
4. Identify and locate bony landmarks and the musculoskeletal structures that can be affected by the application of electrical current.
5. Demonstrate patient positioning, draping and comfort as it addresses the treatment goals and the treatment plan.
6. Demonstrate the ability to problem solve, think analytically and modify parameters as they relate to observed patient responses and conditions presented.
7. Describe the physiological effects of the applied electrical modality.
8. Demonstrate an ability to explain electrical treatments to patient and families in an understandable and acceptable manner.
9. Demonstrate and effectively teach the use of independent electrotherapy equipment for use in the patient’s home situation.
10. Document accurately in SOAP note form, the patient positioning, equipment.
11. Use approved terminology from the APTA: Guide to PT Practice.

PTA 275 Pediatrics for the Physical Therapist Assistant (1)
2 hours lecture/lab per week
Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapist Assistant program or consent of PTA Program Director.
Comment: Letter grade only. PTA 275 may not be audited. PTA 275 may not be taken credit/no credit. Transportation is required for clinic visits.

PTA 275 will provide students with the basic theories and therapeutic skills to deliver pediatric services with entry-level competence. Course content will include characteristics of disabilities in children including the role of the physical therapist assistant in a variety of settings. Case stories of children and families will illustrate course concepts and will also address the broader implications of the disability on the child, family, and community. Collaborative models of providing services will be explored including the provision of services in educational settings. Values that will be promoted throughout the course include a) family-centered care, b) cultural sensitivity, c) age-appropriate activities, d) functional skills, and e) collaborative teamwork.

Upon successful completion of PTA 275, the student should be able to:
1. Identify and practice ways to provide effective education to families and caregivers of children with disabilities.
2. Describe methods to provide physical therapy services that are culturally sensitive.
3. Describe the continuum of services available to children and the families in Hawai‘i.
4. Identify and role-play as team members in different service delivery systems and settings to children.
Upon successful completion of PTA 283, the student should be able to:

1. Describe the normal developmental process including age-appropriate play activities for young children.
2. Recognize and demonstrate normal and abnormal gross and fine motor development including normal postural movements, reflexes, and motor milestones.
4. Identify abnormal movement and reflexes in children with neurological disorders.
5. Mimic and facilitate appropriate posture and movement for children with abnormal muscle tone and reflexes.
6. Link functional skills for children with a variety of disabilities.
7. Perform therapeutic interventions for common pediatric orthopedic, pediatric pulmonary disorders and spinal abnormalities.
8. Describe ways to support children with chronic and/or life-threatening illnesses.
9. Recall the potential risks of alcohol, drugs, and bloodborne pathogen infections on development.
10. Describe and create assistive technology devices that can support children with disabilities to be included in home, school, and community activities.

PTA 282 Clinical Internship I (3.5)
A total of at least 157.5 hours of clinical experience per semester
Prerequisite(s): Acceptance into the Associate in Science degree in Physical Therapist Assistant program and a grade of “C” or higher in PTA 210.
Comment: Letter grade only. PTA 282 may not be audited. PTA 282 may not be taken credit/no credit.

PTA 282 integrates the clinical and didactic experiences by further developing the students problem-solving, critical thinking and interpersonal skills in the clinical setting under the direction of qualified clinical instructors. Knowledge and skills gained in prerequisite and corequisite courses are applied to therapeutic interventions that address the goals of treatment and the plan of care as set up by the supervising physical therapist. Clinical sites may include outpatient orthopedics, acute care, home care, pediatrics, school health and long term care.

Upon successful completion of PTA 282, the student should be able to:

1. Participate in professional and community organizations and available opportunities for volunteerism, advocacy, and leadership.
2. Review health records (i.e., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care.
3. Identify legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
4. Describe duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary.
5. Describe duties in a manner consistent with APTA’s Values-Based Behaviors for the Physical Therapist Assistant.
6. Discuss an ethical situation and develop a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.
7. Interview patients/clients, caregivers, and family members to obtain current information related to prior and current level of function and general health status (i.e. fatigue, fever, malaise, unexplained weight change).
8. Report any changes in patient/client status or progress to the supervision physical therapist.

PTA 283 Clinical Internship II (4.5)
A minimum of 202.5 hours clinical practice
Prerequisite(s): Admission to the Physical Therapist Assistant program or a grade of “C” or higher in PTA 282 or consent of PTA Program Director.
Comment: PTA 283 is offered in the last semester of the PTA program. Letter grade only. PTA 283 may not be taken credit/no credit.
PTA 283 may not be audited. PTA 283 may not be repeated for credit. Students must purchase the uniform and program name tag for approximately $50.00.

PTA 283 is the penultimate clinical experience designed to apply previous clinical and didactic experiences using problem-solving, critical thinking and interpersonal skills in the assigned clinical setting under the direction of qualified clinical instructors. Students will function at entry level care skills of the assigned clinical setting to graduate as a PTA. Previous clinical experiences and successful completion of PTA course work and skills are refined to the entry-level status in preparation for entering the workforce and qualifying for the PTA Licensing Exam. Clinical internship may include outpatient orthopedics, acute care, home care, pediatrics, school health and skilled nursing facilities.

Upon successful completion of PTA 283, the student should be able to:

1. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
2. Recognize and report suspected cases of abuse of vulnerable populations to the appropriate authority.
3. Recognize and report suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services to the appropriate authority.
4. Perform clinical responsibilities in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary.
5. Review and discuss duties in a manner consistent with APTA’s Values-Based Behaviors for the Physical Therapist Assistant.
6. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.
7. Communicate effectively with stakeholders including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policy makers.
8. Recognize and respond with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all work-related activities.
9. Apply current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care by the physical therapist.
10. Identify and integrate appropriate evidence-based resources to support clinical decision-making for progression of the patient within the plan of care established by the physical therapist.
11. Effectively educate others using teaching methods that commensurate with the needs of patient, caregiver or healthcare personnel.

Upon successful completion of PTA 284, the student should be able to:

1. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
2. Recognize and report suspected cases of abuse of vulnerable populations the appropriate authority.
3. Recognize and report suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services to the appropriate authority.
4. Review and discuss clinical duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary.
5. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.
6. Communicate and discuss effectively with stakeholders including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policy makers.
7. Recognize and respond with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all work-related activities.
8. Apply current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care by the physical therapist.
9. Identify and integrate appropriate evidence-based resources to support clinical decision-making for the progression of the patient within the plan of care established by the physical therapist.
10. Effectively educate others using teaching methods that commensurate with the needs of patient, caregiver or healthcare personnel.

PTA 284 Clinical Internship III (4.5)
A minimum of 202.5 hours clinical practice
Prerequisite(s): Admission to the Physical Therapist Assistant program or a grade of “C” or higher in PTA 283 or consent of PTA Program Director.
Comment: PTA 284 is offered in the last semester of the PTA program. Letter grade only. PTA 284 may not be taken credit/no credit. PTA 284 may not be audited. PTA 284 may not be repeated for credit. Students must purchase the uniform and program name tag for approximately $50.00.

PTA 284 is the capstone clinical experience designed to apply all previous clinical and didactic experiences using problem-solving, critical thinking and interpersonal skills in the clinical setting under the direction of qualified clinical instructors. Students will function at entry level career skills to graduate as a PTA. Previous clinical experiences and successful completion of PTA course work and skills are advanced to the entry-level status in preparation for entering the workforce and qualifying for the PTA Licensing Exam. Clinical internship may include outpatient orthopedics, acute care, home care, pediatrics, school health and skilled nursing facilities.

Upon successful completion of PTA 284, the student should be able to:

1. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
2. Recognize and report suspected cases of abuse of vulnerable populations the appropriate authority.
3. Recognize and report suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services to the appropriate authority.
4. Review and discuss clinical duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary.
5. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.
6. Communicate and discuss effectively with stakeholders including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policy makers.
7. Recognize and respond with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all work-related activities.
8. Apply current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care by the physical therapist.
9. Identify and integrate appropriate evidence-based resources to support clinical decision-making for the progression of the patient within the plan of care established by the physical therapist.
10. Effectively educate others using teaching methods that commensurate with the needs of patient, caregiver or healthcare personnel.
11. Interview patients/clients, caregivers, and family members to obtain current information related to prior and current level of function and general health status (i.e., fatigue, fever, malaise, unexplained weight change).
12. Review health records (i.e., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care.
13. Report any changes in patient/client status or progress to the supervising physical therapist.
14. Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.
15. Contribute to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist.
16. Complete documentation that follows professional guidelines, guidelines required by health care systems, and guidelines by the practice setting.
17. Respond effectively to patient/client and environmental emergencies in the clinical setting.
18. Contribute to efforts to increase patient and healthcare provider safety.
19. Contribute to efforts to increase patient and healthcare provider safety.
20. Contribute to efforts to increase patient and healthcare provider safety.
21. Contribute to efforts to increase patient and healthcare provider safety.
22. Contribute to efforts to increase patient and healthcare provider safety.

PHYSICS

PHYS 100 Survey of Physics (3) KCC AA/DP and KCC AA/NS
3 hours lecture per week
Prerequisite(s): Qualification for MATH 103.
Comment: Registration in PHYS 100L is optional.

PHYS 100 is an introduction to physics basic concepts.

Upon successful completion of PHYS 100, the student should be able to:
1. Identify and define the associations and relationships of the topics treated in the course.
2. Utilize elementary abstract thinking and analytical reasoning.
3. Utilize calculation techniques with mathematically formulated principles.
4. Identify and assess quantitative information in terms of principles.
5. Identify and explain the concepts and principles related to the kinematics and dynamics of motion, mechanical energy, power and efficiency.
6. Identify and explain the concepts and principles of thermodynamics and the kinetic theory of matter.
7. Identify and explain the concepts and principles of electricity, magnetism, waves and optics.
8. Identify mathematical proportionality in physical principles.

PHYS 100L Survey of Physics Laboratory (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in PHYS 100.

PHYS 100L focuses on simple experiments in basic concepts of physics.

Upon successful completion of PHYS 100L, the student should be able to:
1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. Record, analyze, and extract information from data acquired.
3. Make quantitative determination and formulations.
4. Make conclusions and formulate insights into the subjects of the laboratory projects.
5. Write a laboratory report.

PHYS 151 College Physics I (3) KCC AA/DP and KCC AS/NS
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in MATH 140.

PHYS 151 is the first course in a two semester sequence of an introductory algebra/trigonometry-based physics courses. The course focuses on the principles, theories and problem solving in motion, mechanical energy, waves, heat and thermodynamics.

Upon successful completion of PHYS 152, the student should be able to:
1. Give examples of applications and solve problems to demonstrate knowledge of and skills of motion, energy, wave theory, and thermodynamics.
2. Identify and explain the concepts and principles related to the kinematics and dynamics of motion, energy, wave theory, and thermodynamics.
3. Identify and define the associations and relationships of the topics treated in the course.
4. Utilize abstract thinking and analytical reasoning in the analysis and solution of word problems.
5. Distinguish and define the mathematical proportionality in physical principles.
6. Utilize calculation techniques with mathematically formulated principles.
7. Identify and assess quantitative information in terms of physical principles.

**PHYS 151L College Physics Laboratory I (1) KCC AA/DY**

3 hours lab per week  
Prerequisite(s): A grade of “C” or higher or concurrent enrollment in PHYS 151.

PHYS 151L is designed to provide the students a hands-on experience in the experimental analysis, physical observation and measurements in the kinematics and dynamics of motion, heat and thermodynamics. The course emphasis is on measurement techniques and analysis of data.

Upon successful completion of PHYS 151L, the student should be able to:
1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. State and identify the interaction between theory and experiments.
3. Design procedures for acquiring information from experimentation.
4. Record, analyze, and extract information from data acquired.
5. Make quantitative determination with formulations.
6. Write a technical report.

**PHYS 152 College Physics II (3) KCC AA/DP**

3 hours lecture per week  
Prerequisite(s): PHYS 151.

PHYS 152 is the second course in a two semester sequence of an introductory algebra/trigonometry based physics courses. PHYS 152 focuses on the principles, theories and problem solving in electricity, magnetism, light, relativity theory, quantum, atomic, and nuclear reactions.

Upon successful completion of PHYS 152, the student should be able to:
1. Give examples of applications and solve problems to demonstrate knowledge of and skills of electricity, magnetism, light, relativity theory, quantum, atomic and nuclear reactions.
2. Explain the concepts and principles related to electricity, magnetism, light, relativity theory, quantum, atomic and nuclear reactions.
3. Identify and define the associations and relationships of the topics treated in the course.
4. Utilize abstract thinking and analytical reasoning in the analysis and solutions of word problems.
5. Distinguish and define the mathematical proportionality in physical principles.
6. Utilize calculation techniques with mathematically formulated principles.
7. Identify and assess quantitative information in terms of physical principles.

**PHYS 152L College Physics Laboratory II (1) KCC AA/DY**

3 hours lab per week  
Prerequisite(s): Credit or concurrent enrollment in PHYS 152.

PHYS 152L is designed to provide the students hands-on experience in the experimental analysis, physical observation and measurements in electricity, magnetism and geometric optics. The course emphasis is on measurement techniques and analysis of data.

Upon successful completion of PHYS 152L, the student should be able to:
1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. State and identify the interactions between theory and experiments.
3. Design procedures for acquiring information from experimentation.
4. Record, analyze, and extract information from data acquired.
5. Make quantitative determinations with formulations.
6. Write a technical report.

**PHYS 170 General Physics I (4) KCC AA/DP**

4 hours lecture per week  
Prerequisite(s): Credit in MATH 206 or credit or concurrent enrollment in MATH 242.  
Recommended Preparation: PHYS 100; and MATH 231 or MATH 243.

PHYS 170 is the first semester of an introductory calculus-based course. The course will provide the students a comprehensive introduction to the principles and theories of the mechanics of particles, rigid bodies and fluids, wave motion, thermodynamics and kinetic theory.
Upon successful completion of PHYS 170, the student should be able to:
1. Identify and employ the concepts and principles related to the kinematics and mechanics of particles and rigid bodies, fluids, and wave motion to solve applications and problems.
2. Utilize abstract thinking and analytical reasoning in the analysis and solution of physical phenomena.
3. Utilize mathematical techniques to model fundamental principles and their relationships, and to predict observable outcomes of physical phenomena.

PHYS 170L General Physics Lab I (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): A grade of "C" or higher or concurrent enrollment in PHYS 170.

PHYS 170L is designed to provide the students a hands-on experience in the experimental analysis, physical observation and measurements in kinematics and mechanics of rigid bodies, fluids, and wave motion. The course emphasis is on error analysis, measurement techniques, and report writing.

Upon successful completion of PHYS 170L, the student should be able to:
1. Use laboratory techniques and instruments to apply the scientific method to test hypotheses.
2. Record, analyze, and extract information from acquired data in order to deduce quantitative determination, and conclusions into the subjects of the laboratory projects.
3. Make quantitative determinations with formulations.
4. Write a laboratory report.

PHYS 272 General Physics II (3) KCC AA/DP
3 hours lecture per week
Prerequisite(s): MATH 206 or MATH 242; and PHYS 170 and PHYS 170L.

PHYS 272 is the second course in a two-semester sequence of an introductory calculus-based course. The course is a comprehensive introduction to the principles and theories of electricity, magnetism and geometric optics.

Upon successful completion of PHYS 272, the student should be able to:
1. Give examples of applications and solve problems to demonstrate knowledge and skills of electricity, magnetism and geometric optics.
2. Identify and explain the concepts and principles related to electricity, magnetism and geometric optics.
3. Identify and define the associations and relationships of the topics treated in the course.
4. Utilize abstract thinking and analytical reasoning in the analysis and solution of word problems.
5. Identify and use mathematical techniques in the explanation of physical phenomena.
6. Utilize calculation techniques with mathematically formulated principles.
7. Identify and assess quantitative information in terms of physical principles.

PHYS 272L General Physics Lab II (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): PHYS 170 and PHYS 170L and credit or concurrent enrollment in PHYS 272.

PHYS 272L is designed to provide the students a hands-on experience in the experimental analysis, physical observation and measurements in electricity, magnetism and geometric optics. The course emphasis is on error analysis, measurement techniques, and report writing.

Upon successful completion of PHYS 272L, the student should be able to:
1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. State and identify the interaction between theory and experiments.
3. Design procedures for acquiring information from experimentation.
4. Record, analyze, and extract information from data acquired.
5. Make quantitative determinations with formulations.
6. Write a technical report.

PHYS 274 General Physics III (3) KCC AA/DP
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in PHYS 272; and credit in MATH 231 or credit or concurrent enrollment in MATH 243.

PHYS 274 focuses on the study of special relativity, quantum mechanics, solid-state physics, and high energy physics.
Upon successful completion of PHYS 274, the student should be able to:
1. Demonstrate knowledge of the wave properties of light, special relativity, quantum mechanics, nucleus structure, elementary particles and fundamental forces of nature.
2. Utilize abstract thinking and analytical reasoning in the analysis of word problems.

PHYSIOLOGY

PHYL 141 Human Anatomy and Physiology I (3) KCC AA/DB and KCC AS/NS
3 hours lecture per week
Recommended Preparation: CHEM 100 or a higher-level chemistry course or a higher-level biochemistry course; and BIOL 101 or a higher-level biology course or a higher-level zoology course.

PHYL 141, Human Anatomy and Physiology I covers the structure and function of the human body which includes a study of its embryology, gross anatomy, microanatomy, physiology, pathology, and homeostatic relationships with regards to the following areas: body orientation, chemical level, cellular level, tissue level, integumentary, bone tissue, skeletal, joints, muscular tissue, muscular system, nervous tissue, spinal cord & nerves, brain, cranial nerves, neural integration and special senses.

Upon successful completion of PHYL 141, the student should be able to:
1. Recall the required anatomical structures of the body systems covered in the course.
2. Recall the required physiological functions of the body systems covered in the course.

PHYL 141L Human Anatomy and Physiology Lab I (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in PHYL 141 or credit in ZOOL 141.

PHYL 141L Human Anatomy and Physiology Laboratory I covers the structure and function of the human body, which includes study and experimentation regarding embryology, gross anatomy, microanatomy, physiology, pathology, and homeostatic relationships with regards to the following areas: body orientation, chemistry, cells, tissues, integumentary system, bone tissue, skeletal system, joints, muscular tissue, muscular system, nervous tissue, spinal cord and nerves, brain, cranial nerves, and special senses.

Upon successful completion of PHYL 141L, the student should be able to:
1. Describe general human gross, systemic, histological, and cellular anatomy through the use of models, computer images, palpation, observation, and dissections.
2. Use basic chemical principles important to operations of the body.
3. Identify the functions of the various parts of a microscope.
4. Employ the scientific method to study, measure, analyze, understand, and report on physiological systems.
5. Use a range of technological instruments/computers to measure and analyze physiological systems.
6. Perform clinical tests to assess the condition of physiological systems.

PHYL 142 Human Anatomy and Physiology II (3) KCC AA/DB and KCC AS/NS
3 hours lecture per week
Prerequisite(s): PHYL 141 or ZOOL 141.

PHYL 142 Human Anatomy and Physiology II covers the structure and function of the human body, which includes a study of its embryology, gross anatomy, microanatomy, physiology, pathology, and homeostatic relationships with regards to the following areas: autonomic nervous, endocrine, blood, heart, vessels and hemodynamics, lymphatic and immune, respiratory, digestive, metabolism, urinary, fluids, electrolytes, acid/base homeostasis, reproductive, development and heredity.

Upon successful completion of PHYL 142, the student should be able to:
1. Recall the required anatomical structures and physiological functions of the following body systems: autonomic nervous, endocrine, blood, heart, vessels and hemodynamics, lymphatic and immune, respiratory, digestive, metabolism, urinary, fluids, electrolytes, acid/base homeostasis, reproductive, development and heredity.

PHYL 142L Human Anatomy and Physiology Lab II (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in PHYL 142 or credit in ZOOL 142.
Recommended Preparation: CHEM 100 or a higher-level chemistry course or a higher-level biochemistry course; and BIOL 101 or a higher-level zoology course.

PHYL 142L focuses on the study of the structure and function of the human body which includes examination and experimentation regarding embryology, gross anatomy, microanatomy (histology), physiology, pathology, and homeostatic relationships with regards to the following areas: autonomic nervous, endocrine, blood, heart, vessels & hemodynamics, lymphatic & immune, respiratory, digestive, metabolism and nutrition and body composition (energy balance), urinary, fluids, electrolytes, acid/base homeostasis, reproductive, development and heredity.

Upon successful completion of PHYL 142L, the student should be able to:
1. Describe general human gross, systemic, histological, and cellular anatomy through the use of models, computer images, palpation, observation, and dissections.
2. Use basic chemical principles important to operations of the body.
3. Use a microscope to identify cells of the body.
4. Employ the scientific method to study, measure, analyze, understand, and report on physiological systems.
5. Use a range of technological instruments/computers to measure and analyze physiological systems.
6. Perform clinical tests to assess the condition of physical and physiological systems.
7. Employ critical thinking and knowledge of common mechanisms of physiological operation to understand how systems function and homeostasis.

PHYL 160 The Science of Sleep (3) KCC AA/DB and KCC AS/NS
3 hours lecture per week

PHYL 160 is an introduction to the science of sleep, sleep research and medical disorders associated with sleep. This course will include an overview of topics related to sleep such as human sleep requirements, sleep in animals, and the anatomy and physiology of the central nervous system as it is related to sleep. The student will learn how to recognize healthy sleep and will be introduced to the methods sleep researchers use to diagnose both healthy and disordered sleep.

Upon successful completion of PHYL 160, the student should be able to:
1. Identify and explain how sleep is regarded in different cultures and environments.
2. Identify and explain how sleep changes from infancy to the elderly.
3. Describe polysomnography and other methods of analysis of sleep quality.
4. Describe the anatomy and physiology of sleep centers in the central nervous system.
5. Identify and describe the neuroendocrine system and its effects on sleep.
6. Identify and describe sleep stages, patterns and other features associated with sleep and sleep disorders.
7. Interpret physiological signals to evaluate sleep quality and sleep disorders.
8. Explain how researchers evaluate sleep quality and sleep disorders.
9. Explain current theory of why we sleep and possible causes of sleep disorders.

PHYL 160L The Science of Sleep Laboratory (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in PHYL 160.
Comment: Letter grade only. PHYL 160L may not be audited. PHYL 160L may not be taken credit/no credit.

PHYL 160L provides hands-on experience using the scientific method to address theories and questions in sleep science. As a part of the research projects, students will conduct experiments effectively utilizing a variety of equipment used by sleep researchers and sleep disorder clinicians. Topics range from sleep optimization to sleep disorders, with an additional emphasis on sleep debt and community outreach regarding sleep debt related health issues.

Upon successful completion of PHYL 160L, the student should be able to:
1. Use laboratory techniques and instruments to apply the scientific method to test hypotheses.
2. Critically review scientific literature.
3. Design procedures for acquiring information from experimentation.
4. Record, analyze, and extract information from data acquired.
5. Communicate research results orally and in writing.

POLITICAL SCIENCE

POLS 110 Introduction to Political Science (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.

POLS 110 is an introduction to the scope of political science, approaches to the discipline, its methods, tools, problems and processes.
Upon successful completion of POLS 110, the student should be able to:
1. Demonstrate an appreciation and interest in politics.
2. Acquire the necessary political skills to cope with political life.
3. Develop a political perspective, which one may apply to contemporary social problems and institutions.
4. Show the beginnings of a worldview and sensitivity to political and socio-economic events in other parts of the world.
5. Show a personal growth, which reflects a sharpened sense of one’s own values in relation to political issues.

POLS 120 Introduction to World Politics (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for EN 100 and qualification for MATH 82.

POLS 120 is designed to introduce students to the political, cultural, social, and economic forces shaping the new global order. As nations become more interdependent, it is important that citizens of all countries better understand one another. In the 21st century everyone will find themselves involved in some aspect of the global system. If students wish to compete in this new global system, they must be aware of international events that will shape the policies of the nation and will impact on their future.

Upon successful completion of POLS 120, the student should be able to:
1. Identify the relationships between nation-states and the development of the international political order.
2. Define the role of international organizations and laws.
3. Analyze the different modes of conflict resolution.
4. Apply knowledge of foreign strategic and economic policy to analyzing current events.
5. Evaluate politics of Europe, Middle East, Asia, Africa and the Americas.

POLS 130 Introduction to American Politics (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for EN 100 and qualification for MATH 82.

POLS 130 focuses on American political processes and institutions as seen through alternate interpretations.

Upon completion of POLS 130, the student should be able to:
1. Weigh critically the political alternatives and develop a sense of political efficacy and identity.
2. Perceive the linkages between the political, economic, and social areas.
3. Analyze current American political problems and propose possible solutions.
4. Demonstrate a systems oriented approach to study political life in America.
5. Propose viable political alternatives and strategies for change.
6. Apply basic research skills to social sciences.

POLS 207 Politics of the Middle East (3) KCC AA/DS Spring
3 hours lecture per week
Prerequisite(s): Qualification for EN 100 and qualification for MATH 82.
Comment: Letter grade only. POLS 207 may not be audited. POLS may not be taken credit/no credit. POLS 207 is offered in the Spring semester only.

POLS 207 is designed to give students a basic awareness of the politics of the Middle East so they can have a greater appreciation of its importance to the stability of the United States and the global system.

Upon successful completion of POLS 207, the student should be able to:
1. Explain Islam and its role in the global system.
2. Describe the history, politics and culture of the Middle East.
3. Explain the major issues relating to the Middle East including oil, the Palestinian issue and Islamic fundamentalism.
4. Probe the problems and issues facing transitional societies.
5. Measure the impact of the Middle East on the stability and security of the American political, economic, and social system.

PSYCHOLOGY

PSY 100 Survey of Psychology (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for EN 100 or qualification for ESL100; and qualification for MATH 82 or qualification for a higher-
PSY 100 focuses on basic concepts and principles of psychology in the areas of individual differences, motivation, emotion, perception, learning, methodology, test and measurement, history, abnormal, physiology and applied psychology. This course emphasizes lectures, multimedia presentations, discussions and experimentation.

Upon successful completion of PSY 100, the student should be able to:
1. Identify the concepts, language, and major theories of the discipline to account for psychological phenomena.
2. Compare and contrast the major perspectives of psychology: behavioral, neuroscience, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural.
3. Apply psychological concepts, theories, and research findings as these relate to everyday life.

PSY 170 Psychology of Adjustment (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100; and qualification for MATH 82 or qualification for a higher-level mathematics course.
Comment: PSY 170 may not be substituted for the PSY 100 prerequisite for 200-level PSY courses.

PSY 170 explores the application of psychology to the understanding, management, and enhancement of one's life.

Upon successful completion of PSY 170, the student should be able to:
1. Formulate a concept of self through the exploration of self, personal values, behaviors, beliefs, and goals.
2. Identify normal and abnormal coping strategies.
3. Define and distinguish between the different roles one must take to live a responsible life within the family, community, and society.
4. Demonstrate interpersonal skills such as empathy and active listening.

PSY 212 Survey of Research Methods (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in PSY 100; and qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82 or higher.

PSY 212 provides an overview of research design strategies used in psychological research. It covers the basic descriptive statistics and concepts within inferential statistics that are necessary for appreciation and comprehension of research findings. The course presents the student with the fundamentals of research that all psychology majors should know. Emphasis is placed on the critical evaluation of psychological research.

Upon successful completion of PSY 212, the student should be able to:
1. Explain the uses of descriptive statistics.
2. Generate descriptive statistics from a given data set.
3. Explain the uses of inferential statistics.
4. Use a statistical computer software program to perform simple analyses such as t tests and chi square tests.
5. Differentiate between basic research designs and the different types of evidence that are obtained from different methods.
6. Critically analyze psychological literature.
7. Express ideas and opinions clearly, both orally and in writing.

PSY 230 Introduction to Psychology (3) KCC AA/DB
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in PSY 100; and qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82 or qualification for a higher-level mathematics course.

PSY 230 investigates the relationship between biology, human behavior, and mental processes. This course emphasizes the structure and function of the central nervous system and the ethological analyses of behavior and mental processes.

Upon successful completion of PSY 230, the student should be able to:
1. Define the basic structures, systems, and functions of the central nervous system.
2. Describe how these basic structures, systems, and functions relate to observable behavior.

PSY 240 Developmental Psychology (3)
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in PSY 100; and qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82 or higher.

PSY 240 emphasizes the psychological processes underlying development of the person from conception through adulthood.

Upon successful completion of PSY 240, the student should be able to:
1. Explain the developmental process from conception through adulthood.
2. Describe and evaluate the various stages of development.
3. Describe and explain the methodology of developmental psychology.

**PSY 250 Social Psychology (3)**

*3 hours lecture per week*

Prerequisite(s): A grade of “C” or higher in PSY 100; and qualification for ENG 100 or ESL 100; and qualification for MATH 82 or higher level mathematics.

PSY 250 is a survey of major theoretical, practical, and research approaches to the study of how individuals interact with and affect one another in different cultures and environments. Topics include social perception and interactions, individual and group behaviors, beliefs, attitudes, emotions, stereotypes, and decision-making.

Upon successful completion of PSY 250, the student should be able to:
1. Identify, describe, and apply research methods used in the study of social psychology.
2. Describe how different cultures and environments affect social interactions.
3. Evaluate hypothetical or real world situations by applying relevant social psychology research findings.
4. Summarize and critique scientific evidence in social psychology.

**PSY 260 Psychology of Personality (3)**

*3 hours lecture per week*

Prerequisite(s): PSY 100; and qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82 or qualification for a higher-level mathematics course.

PSY 260 is a survey of major theoretical approaches to the scientific study of personality. Topics include development, assessment, change, and cultural-societal determinants. Current research issues are emphasized.

Upon successful completion of PSY 260, the student should be able to:
1. Compare and contrast the basic theoretical approaches to personality, including their corresponding view of development, change, and assessment.
2. Distinguish between the various methodological approaches to personality research.
3. Assess the strength of research findings within a given research perspective.

**PSY 270 Introduction to Clinical Psychology (3)**

*3 hours lecture per week*

Prerequisite(s): A grade of “C” or higher in PSY 100; and qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82 or higher.

PSY 270 surveys ethical issues, research methods, clinical assessment, and types of psychotherapy in clinical psychology.

Upon successful completion of PSY 270, the student should be able to:
1. Explain ethical behavior in clinical psychology.
2. Identify and explain basic clinical assessment.
3. Describe the major approaches to psychotherapy.
RADIOLOGIC TECHNOLOGY

RAD 100 Introduction to Radiologic Technology (3) Fall
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Radiologic Technology program.
Corequisite(s): RAD 100L and RAD 105 and RAD 140.
Comment: RAD 100 is offered in the fall semester only. Letter grade only. RAD 100 may not be taken credit/no credit. RAD 100 may not be audited.

RAD 100 provides an introduction to radiologic technology procedures: ethics, safety, dark room chemistry and technique, elementary radiographic positioning, radiographic exposure principles.

Upon successful completion of RAD 100, the student should be able to:
1. List the general responsibilities of the radiographer.
2. Describe the ALARA concept.
3. Describe standard positioning terms.
4. Identify the criteria for the projections commonly performed as routine projections for the chest, abdomen, upper and lower extremities, and the pelvis.
5. List the anatomy visualized in routine projections of the chest, abdomen, upper and lower extremities, and the pelvis.
6. Identify the four main image quality factors and the exposure factors affecting those quality factors.

RAD 100L Introduction to Radiologic Technology Laboratory (1) Fall
3 hours lab per week
Prerequisite(s): Acceptance into the Associate in Science degree in Radiologic Technology program.
Corequisite(s): RAD 100 and RAD 105 and RAD 140.
Comment: RAD 100L is offered in the Fall semester only. Letter grade only. RAD 100L may not be taken credit/no credit. RAD 100L may not be audited.

RAD 100L provides an introduction to radiologic technology procedures: processing, positioning, and equipment.

Upon successful completion of RAD 100L, the student should be able to:
1. Demonstrate specific responsibilities of the radiographer.
2. Demonstrate specific patient safety measures and concerns, and practice the ALARA (As Low As Reasonably Achievable) concept.
3. Demonstrate selected projections commonly performed as routine projections for the chest, abdomen, upper and lower extremities, and the pelvis.
4. Identify specific anatomic structures visualized on radiographs of routine projections of the chest, abdomen, upper and lower extremities, and the pelvis.
5. Write experiment reports in an appropriate format.

RAD 105 Radiologic Pharmacology (2) Fall
2 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Radiologic Technology program.
Comment: RAD 105 is offered in the fall semester only. Letter grade only. RAD 105 may not be taken credit/no credit. RAD 105 may not be audited.

RAD 105 provides basic concepts of general pharmacology and the use, effects and side-effects of select drugs or medications presented in the course.

Upon successful completion of RAD 105, the student should be able to:
1. Distinguish between the chemical, generic, and trade names for selected drugs.
2. Explain the action, uses, and side effects for selected drugs.
3. Explain the effects of selected drugs on imaging procedures.
4. Identify the routes of drug administration.
5. Provide examples of the current legal and ethical status of the radiographer's role in drug administration.
6. Explain a radiographer's professional liability concerning drug administration.
RAD 110 Radiologic Technique (3) Spring
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in RAD 100 and a grade of “C” or higher in RAD 100L and a grade of “C” or higher in RAD 105 and a grade of “C” or higher in RAD 140.
Corequisite(s): RAD 110L and RAD 120 and RAD 141 and RAD 149.
Comment: RAD 110 is offered in the spring semester only. Letter grade only. RAD 110 may not be taken credit/no credit. RAD 110 may not be audited.

RAD 110 covers principles of x-ray technique and patient care during radiographic procedures.

Upon successful completion of RAD 110, the student should be able to:
1. Describe the projections commonly performed of the bony thorax, vertebral column, skull, and facial bones.
2. Identify the anatomy visualized in routine projections of the bony thorax, vertebral column, skull, and facial bones.
3. Identify signs of selected medical emergencies.
4. Identify common accessory equipment that may be used on patients in medical emergencies.

RAD 110L Radiologic Technique Laboratory (1) Spring
3 hours lab per week
Prerequisite(s): A grade of “C” or higher in RAD 100 and a grade of “C” or higher in RAD 100L and a grade of “C” or higher in RAD 140.
Corequisite(s): RAD 110 and RAD 120 and RAD 141 and RAD 149.
Comment: RAD 110L is offered in the Spring semester only. Letter grade only. RAD 110L may not be taken credit/no credit. RAD 110L may not be audited.

RAD 110L covers the application of technique charts to radiography of specified body structures.

Upon successful completion of RAD 110L, the student should be able to:
1. Demonstrate the projections commonly performed of the bony thorax, vertebral column, skull, and facial bones.
2. Identify the anatomy visualized in routine projections of the bony thorax, vertebral column, skull, and facial bones.
3. Explain the significance of HVL, filtration, and grid use with regard to image density, image contrast, and patient dose.

RAD 120 Radiologic Physics (3) Spring
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in RAD 100 and a grade of “C” or higher in RAD 100L and a grade of “C” or higher in RAD 140.
Corequisite(s): RAD 110 and RAD 110L and RAD 141 and RAD 149.
Comment: RAD 120 is offered in the spring semester only. Letter grade only. RAD 120 may not be taken credit/no credit. RAD 120 may not be audited.

RAD 120 provides a foundation in basic principles of ionizing radiation applied to equipment used in radiologic technology.

Upon successful completion of RAD 120, the student should be able to:
1. Identify the fundamental components of an x-ray machine.
2. Identify the theories of x-ray production and x-ray interactions with matter.
3. Identify the principles governing electricity and magnetism.
4. Identify the principles governing radiation protection.

NOTICE: RAD 140, 141, 142, 240, 241 and 242 are special courses in Hospital Radiographic Technique.
Courses in Hospital Radiographic Technique provide approximately 2200 hours of clinical experience in the radiology department of a cooperating hospital. These experiences include observation of and practice in positioning the sick and injured patient, obtaining the exact radiograph requested by the physician, and assisting in treatment of disease. In these special courses in Hospital Radiographic Technique film exposure time, film manipulation and the finished radiograph are critically studied. Throughout the two academic years and interim summer, certain approved radiographs must be completed. These, by location, include radiographs of extremities, gastrointestinal tract, urinary tract, skull (sinuses, facial bones, mastoids, mandible), spine, pelvis (hip-nailing), shoulder and thoracic cage and cavity (lungs, heart and sternum).

RAD 140 Hospital Radiographic Technique I (6) Fall
A total of at least 300 clinical hours per semester
Prerequisite(s): Acceptance into the Associate in Science degree in Radiologic Technology program.
Corequisite(s): RAD 100 and RAD 100L and RAD 165.
Comment: 280 clinical hours during 16 week semester, 80 clinical hours during 4 week semester break.RAD 140 is offered in the fall semester only. Letter grade only. RAD 140 may not be audited. RAD 140 may not be taken credit/no credit.

RAD 140 provides for observation and supervised practice in positioning the patient and obtaining approved radiographs as requested with emphasis on chest, abdomen, and upper extremities.

Upon successful completion of RAD 140, the student should be able to:
1. Perform safe, correct radiographic technique and positioning, with emphasis on the chest, abdomen, upper extremities.
2. Correctly adapt technical factors to meet the clinical situation.
3. Correlate anatomy and physiology and radiographic procedures and techniques.
4. Carry out assigned radiographic procedures in the clinical area with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
5. Correlate anatomy and physiology and assigned radiographic procedures with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
6. Demonstrate professionalism in attendance, attitude, and behavior.
7. Perform required clinical competencies.

RAD 141 Hospital Radiographic Technique II (5) Spring
A total of at least 250 clinical hours per semester
Prerequisite(s): A grade of “C” or higher in RAD 100 and a grade of “C” or higher in RAD 100L and a grade of “C” or higher in RAD 105 and a grade of “C” or higher in RAD 140.
Corequisite(s): RAD 110 and RAD 110L and RAD 120 and RAD 149.
Comment: RAD 141 is offered in the spring semester only. Letter grade only. RAD 141 may not be taken credit/no credit. RAD 141 may not be audited.

RAD 141 provides for observation and supervised practice in positioning the patient and obtaining approved radiographs as requested with emphasis on specified structures.

Upon successful completion of RAD 141, the student should be able to:
1. Perform safe, correct radiographic technique and positioning, with emphasis on the skull, facial bones, spine and bony thorax.
2. Correctly adapt technical factors to meet the clinical situation.
3. Correlate anatomy and physiology and radiographic procedures and techniques.
4. Carry out assigned radiographic procedures in the clinical area with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
5. Correlate anatomy and physiology and assigned radiographic procedures with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
6. Perform required clinical competencies.

RAD 142 Hospital Radiographic Technique III (7) Summer
A total of at least 350 clinical hours per semester
Prerequisite(s): A grade of “C” or higher in RAD 110 and a grade of “C” or higher in RAD 110L and a grade of “C” or higher in RAD 120 and a grade of “C” or higher in RAD 141 and a grade of “C” or higher in RAD 149.
Corequisite(s): RAD 150.
Comment: RAD 142 is offered in the summer only. Letter grade only. RAD 142 may not be taken credit/no credit. RAD 142 may not be audited.

RAD 142 provides for observation and supervised practice in positioning the patient and obtaining approved radiographs as requested with emphasis on specified structures.

Upon successful completion of RAD 142, the student should be able to:
1. Perform safe, correct radiographic technique and positioning, with emphasis on the cranium and bedside radiography of the chest, abdomen and skeletal system.
2. Adapt technical factors to meet the clinical situation.
3. Correlate anatomy and physiology and radiographic procedures and techniques.
4. Apply pediatric radiography in clinical setting.
5. Carry out assigned radiographic procedures in the clinical area with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
6. Correlate anatomy and physiology with assigned radiographic procedures with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
7. Perform required clinical competencies.
RAD 149 Radiographic Film Critique I (1) Spring
1 hour lecture per week
Prerequisite(s): A grade of “C” or higher in RAD 100 and a grade of “C” or higher in RAD 100L and a grade of “C” or higher in RAD 105 and a grade of “C” or higher in RAD 140.
Corequisite(s): RAD 110 and RAD 110L and RAD 120 and RAD 141.
Comment: RAD 149 is offered in the spring semester only. Letter grade only. RAD 149 may not be taken credit/no credit. RAD 149 may not be audited.

RAD 149 focuses on evaluation of radiographic technique through critique of films obtained in RAD 141; presentation of case reports.

Upon successful completion of RAD 149, the student should be able to:
1. Identify the criteria for radiographic image evaluation.
2. Assess selected images using radiographic principles and terminology.
3. Demonstrate good judgment in determining whether selected images are optimally diagnostic.
4. Engage in peer teaching.

RAD 150 Radiographic Film Critique II (1) Summer
2.5 hours lecture per week for 6 weeks
Prerequisite(s): A grade of “C” or higher in RAD 110 and a grade of “C” or higher in RAD 110L and a grade of “C” or higher in RAD 120 and a grade of “C” or higher in RAD 141.
Corequisite(s): RAD 142.
Comment: RAD 150 is offered in the summer only. Letter grade only. RAD 150 may not be taken credit/no credit. RAD 150 may not be audited.

RAD 150 focuses on evaluation of radiographic technique through critique of images obtained in RAD 142; presentation of case reports.

Upon successful completion of RAD 150, the student should be able to:
1. Identify the criteria for radiographic image evaluation of select radiographic examinations.
2. Effectively critique radiographic images using radiographic principles and terminology.
3. Demonstrate good judgment in determining diagnostic quality of select radiographic examinations.
4. Engage in peer teaching.

RAD 200 Advanced Radiologic Positioning (3) Fall
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in RAD 142 and a grade of “C” or higher in RAD 150.
Corequisite(s): RAD 200L and RAD 210 and RAD 240 and RAD 248.
Comment: RAD 200 is offered in the fall semester only. Letter grade only. RAD 200 may not be audited. RAD 200 may not be taken credit/no credit.

RAD 200 focuses on advanced radiographic positioning of the osseous system.

Upon successful completion of RAD 200, the student should be able to:
1. Identify projections that could be used to supplement routine radiographic examinations to demonstrate specific anatomy.
2. Identify adaptations or non-routine projections that may be performed to demonstrate anatomy in a trauma situation.
3. Identify adaptations or non-routine projections that may be performed to demonstrate anatomy for the geriatric patient.
4. Identify adaptations or non-routine projections that may be performed to demonstrate anatomy for the pediatric patient.
5. Identify situations in which routine radiographic projections would be contraindicated.
6. Identify radiation safety and patient care concerns for mobile radiography.

RAD 200L Advanced Radiologic Positioning Laboratory (1) Fall
3 hours lab per week
Prerequisite(s): A grade of “C” or higher in RAD 142 and a grade of “C” or higher in RAD 150.
Corequisite(s): RAD 200 and RAD 210 and RAD 240 and RAD 248.
Comment: RAD 200L is offered in the fall semester only. Letter grade only. RAD 200L may not be audited. RAD 200L may not be taken credit/no credit.

RAD 200L develops skills in the construction and application of technique charts for the osseous system, and the application and use of contrast media in radiologic technology procedures.

Upon successful completion of RAD 200L, the student should be able to:
1. Demonstrate selected advanced positioning or projections.
2. Create a usable technique chart utilizing laboratory procedures.
3. Use appropriate communication and terminology w/simulated patient and staff.
4. Identify specific anatomic structures visualized on radiographs of special projections of the chest, abdomen, upper and lower extremities, head, vertebrae, and pelvis.
5. Critique radiographs of special projections of the chest, abdomen, upper and lower extremities, head, vertebrae, and pelvis for image quality.

RAD 210 Advanced Radiologic Technique (3) Fall
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in RAD 142 and a grade of “C” or higher in RAD 150.
Corequisite(s): RAD 200 and RAD 200L and RAD 240 and RAD 248.
Comment: RAD 210 is offered in the fall semester only. Letter grade only. RAD 210 may not be taken credit/no credit. RAD 210 may not be audited.

RAD 210 focuses on advanced principles of radiographic exposure, contrast media procedures, pediatric radiography, diseases/injuries and relationship to radiology; introduction to computer applications in radiography.

Upon successful completion of RAD 210, the student should be able to:
1. Describe specific considerations for imaging various special patient populations.
2. Evaluate selected radiographic/fluoroscopic images for positioning, centering, appropriate anatomy, and overall image quality for selected projections of the GI, biliary, and GU systems.
3. Explain the routine screening mammography procedure and evaluate selected mammographic images for positioning, anatomy, and overall image quality.
4. Identify major anatomical structures found within selected cross-sectional images of the head and neck, chest, and abdomen.
5. Identify various terms related to computer fundamentals and the major components of the CT imaging system.

RAD 230 Special Radiographic Procedures (3) Spring
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in RAD 200 and a grade of “C” or higher in RAD 200L and a grade of “C” or higher in RAD 240 and a grade of “C” or higher in RAD 248.
Corequisite(s): RAD 230L and RAD 241 and RAD 249 and RAD 255.
Comment: RAD 230 is offered in the spring semester only. Letter grade only. RAD 230 may not be audited. RAD 230 may not be taken credit/no credit.

RAD 230 is a survey of special procedures in radiography and equipment involved.

Upon successful completion of RAD 230, the student should be able to:
1. Describe at least one procedure of an advanced imaging modality in terms of:
   • patient preparation
   • general procedural methods
   • contrast media commonly used
   • contrast media administration
   • special equipment utilized
   • projections required
2. List at least three major uses for one advanced imaging modality.
3. Identify the advanced imaging modality used to create selected images.
4. Identify cross-sectional anatomy on selected images produced by advanced imaging modalities.

RAD 230L Special Radiographic Procedures Laboratory (1) Spring
3 hours lab per week
Prerequisite(s): A grade of “C” or higher in RAD 200 and a grade of “C” or higher in RAD 200L and a grade of “C” or higher in RAD 240 and a grade of “C” or higher in RAD 248.
Corequisite(s): RAD 230 and RAD 241 and RAD 249 and RAD 255.
Comment: RAD 230L is offered in the spring semester only. Letter grade only. RAD 230L may not be audited. RAD 230L may not be taken credit/no credit.

RAD 230L provides laboratory practice in special procedures in radiography and use of equipment involved.

Upon successful completion of RAD 230L, the student should be able to:
1. Correctly apply specified quality control measures and tests to radiographic and imaging equipment.
2. Identify and describe the special needles, guide wires and catheters required for each special procedure discussed in RAD 230.
3. Observe and describe the procedural steps involved in the Seldinger technique and lumbar puncture.
4. Identify major vascular anatomy from the cranium to the foot.
5. Describe each special radiographic procedure discussed in RAD 230 in terms of patient preparation, contrast medium employed, general procedural methods, method of administering contrast media, special equipment utilized, projections
Upon successful completion of RAD 242, the student should be able to:

- Radiation therapy.
- Correlation of anatomy and physiology and radiographic procedures and techniques.
- Apply safe, correct radiographic technique and positioning, with emphasis on special radiographic examinations using contrast media of the gastrointestinal and urinary system.
- Correctly adapt technical factors to meet the clinical situation.
- Correlate anatomy and physiology and radiographic procedures and techniques.
- Apply basic principles of pediatric radiography.
- Carry out assigned radiographic procedures in the clinical area with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
- Correlate anatomy and physiology and assigned radiographic procedures with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
- Demonstrate professionalism in attendance, attitude, and behavior.
- Meet clinical objectives.

RAD 240 provides for observation and supervised practice in special procedures in radiography.

Upon successful completion of RAD 240, the student should be able to:

1. Apply safe, correct radiographic technique and positioning, with emphasis on special radiographic examinations using contrast media of the gastrointestinal and urinary system.
2. Correctly adapt technical factors to meet the clinical situation.
3. Correlate anatomy and physiology and radiographic procedures and techniques.
4. Apply basic principles of pediatric radiography.
5. Carry out assigned radiographic procedures in the clinical area with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
6. Correlate anatomy and physiology and assigned radiographic procedures with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
7. Meet clinical objectives.

RAD 241 provides for observation and supervised practice in special procedures in radiography.

Upon successful completion of RAD 241, the student should be able to:

1. Apply safe and correct radiographic technique and positioning, with emphasis on special radiographic examinations using and imaging techniques studied in RAD 230 and 230L.
2. Correctly adapt technical factors to meet the clinical situation.
3. Correlate anatomy and physiology and radiographic procedures and techniques.
4. Apply principles of pediatric radiography.
5. Carry out assigned radiographic procedures in the clinical area with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
6. Correlate anatomy and physiology and assigned radiographic procedures with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
7. Meet clinical objectives.

RAD 242 provides for hospital clinical experiences with emphasis on experiences in operating room examinations with an advanced level of safe, correct radiographic technique and positioning, adaptation of technical factors to meet the clinical situation, and correlation of anatomy and physiology to radiographic procedures and techniques. It includes rotation in either nuclear medicine or radiation therapy.

Upon successful completion of RAD 242, the student should be able to:

1. Apply safe, correct radiographic technique and positioning, with emphasis on operating room examinations.
2. Correctly adapt technical factors to meet the clinical situation.
3. Correlate anatomy and physiology and radiographic procedures and techniques.
4. Apply introductory knowledge of clinical practice in either nuclear medicine or radiation therapy.
5. Carry out assigned radiographic procedures in the clinical area with 100 percent accuracy as determined by satisfactory
6. Correlate anatomy and physiology and assigned radiographic procedures with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
7. Meet clinical objectives.

RAD 248 Radiographic Film Critique III (1) Fall
1 hour lecture per week
Prerequisite(s): A grade of “C” or higher in RAD 142 and a grade of “C” or higher in RAD 150.
Co-requisite(s): RAD 200 and RAD 200L and RAD 210 and RAD 240.
Comment: RAD 248 is offered in the fall semester only. Letter grade only. RAD 248 may not be taken credit/no credit. RAD 248 may not be audited.

RAD 249 Radiographic Film Critique IV (1) Spring
1 hour lecture per week
Prerequisite(s): A grade of “C” or higher in RAD 200 and a grade of “C” or higher in RAD 200L and a grade of “C” or higher in RAD 210 and a grade of “C” or higher in RAD 240 and a grade of “C” or higher in RAD 248.
Co-requisite(s): RAD 230 and RAD 230L and RAD 241 and RAD 255.
Comment: RAD 249 is offered in the spring semester only. Letter grade only. RAD 249 may not be taken credit/no credit. RAD 249 may not be audited.

RAD 255 Applied Radiologic Principles (1) Spring
1 hour lecture per week
Prerequisite(s): A grade of “C” or higher in RAD 200 and a grade of “C” or higher in RAD 200L and a grade of “C” or higher in RAD 210 and a grade of “C” or higher in RAD 240 and a grade of “C” or higher in RAD 248.
Co-requisite(s): RAD 230 and RAD 230L and RAD 241 and RAD 249.
Comment: RAD 255 is offered in the spring semester only. Letter grade only. RAD 255 may not be audited. RAD 255 may not be taken credit/no credit.

RAD 260 Radiation Biology and Protection (2) Summer
5 hours lecture per week for 6 weeks
Prerequisite(s): A grade of “C” or higher in RAD 230 and a grade of “C” or higher in RAD 230L and a grade of “C” or higher in RAD 241 and a grade of “C” or higher in RAD 249 and a grade of “C” or higher in RAD 255.
Co-requisite(s): RAD 242.
Comment: RAD 260 is offered in the summer only. Letter grade only. RAD 260 may not be audited. RAD 260 may not be taken credit/no credit.
RAD 260 focuses on effects of ionizing radiation in biologic systems; application to radiography, radiation therapy, and nuclear medicine; importance of minimizing exposure and proper techniques.

Upon successful completion of RAD 260, the student should be able to:
1. Identify the theories and principles relating to effects of ionizing radiation on biologic systems.
2. Apply theory and radiographic principles to radiography, radiation therapy and nuclear medicine imaging.
3. Describe the importance of minimizing radiation exposure and using proper technique settings.

RELIGION

REL 150 Introduction to the World's Major Religions (3) KCC AA/FGC and AS/AH
3 hours lecture per week

REL 150 is a historical survey of the world's major religious traditions. The course provides a basic introduction to the world's religious traditions while enabling students to think both sensitively and critically about the religious world.

Upon successful completion of REL 150, the student should be able to:
1. Identify the myths, rituals, ethics, and art of each major religious tradition.
2. Describe significant historical developments within each major religious tradition, from the time of its origins until today.
3. Demonstrate an understanding of their own religious background and those of the surrounding communities.

REL 151 Religion and the Meaning of Existence (3) KCC AA/DH
3 hours lecture per week

REL 151 explores various religious responses to the question, “what is the meaning of existence?,” while also considering significant challenges to those responses.

Upon successful completion of REL 151, the student should be able to:
1. Describe various traditional religious responses to the question, “what is the meaning of existence?”
2. Identify key historical and contemporary challenges to religious explanations of the meaning of existence.
3. Examine one's own views on the meaning of existence in light of and in comparison to the values of the world's religions.

REL 202 Understanding Indian Religions (3) KCC AA/DH
Recommended Preparation: REL 150.

REL 202 is a historical survey of the major religious traditions of India. The course explores the evolution of Indian religious beliefs and practices with an emphasis on understanding the historical roots of contemporary religious diversity in India.

Upon successful completion of REL 202, the student should be able to:
1. Describe the basic characteristics of the religious traditions of India, including their myths, rituals, ethics and art.
2. Identify the major historical events, periods, texts and personalities in the development of Indian religions.
3. Analyze phenomena from Indian religions in light of South Asia's historical, regional, ethnic and sectarian diversity.

REL 205 Understanding Hawaiian Religion (3) KCC AA/DH and KCC AS/AH
Recommended Preparation: REL 150.

REL 205 is a historical survey of Hawaiian religion. The course explores the evolution and diversity of Hawaiian beliefs and practices from ancient times to the present.

Upon successful completion of REL 205, the student should be able to:
1. Describe the core elements of Hawaiian religion, including its myths, rituals, ethics and arts.
2. Identify the major figures, events, and sources in the historical development of Hawaiian religion.
3. Analyze Hawaiian religious phenomena in light of Hawaii's historical, regional, and later ethnic diversity.

REL 209 Understanding Islam (3) KCC AA/DH
Recommended Preparation: REL 150.

REL 209 is a historical survey of Islam. The course explores the evolution of Muslim beliefs and practices around the world with an
emphasis on understanding the historical roots of contemporary diversity within Islam.

Upon successful completion of REL 209, the student should be able to:
1. Describe the basic universal elements of Islam, including its myths, rituals, ethics and art.
2. Identify the major historical events, periods, texts and personalities in the development of Islam.
3. Analyze phenomena from the Muslim world in light of Islam's historical, regional, ethnic and sectarian diversity.

REL 210 Understanding Christianity (3) KCC AA/DH
3 hours lecture per week
Recommended preparation: REL 150.
Comment: REL 210 may not be audited.

REL 210 is a historical survey of Christianity. The course explores the evolution of Christian beliefs and practices around the world with an emphasis on understanding the historical roots of contemporary diversity within Christianity.

Upon successful completion of REL 210, the student should be able to:
1. Describe the basic universal elements of Christianity, including its myths, rituals, ethics and art.
2. Identify the major historical events, periods, texts and personalities in the development of Christianity.
3. Analyze phenomena from the Christian world in light of Christianity's historical, regional, ethnic and sectarian diversity.

REL 215 Contemporary Religions (3) KCC AA/DH
3 hours lecture per week
Recommended preparation: REL 150.

REL 215 explores the development of new religions and contemporary transformations of traditional religions.

Upon successful completion of REL 215, the student should be able to:
1. Identify social pressures and influences that have transformed the contemporary religious landscape.
2. Describe the distinguishing characteristics of traditional religions and new religious movements and provide contemporary examples of each.
3. Analyze contemporary religious phenomena in light of modern technology, science, globalization, human population shifts and/or environmental concerns.

REL 222 Religion and Conflict in the Modern Era (3) KCC AA/DH
3 hours lecture per week
Recommended preparation: REL 150 and HIST 151 and/or HIST 152.
Comment: REL 222 is cross-listed as HIST 222.

REL 222 analyzes the historical relationship between religion and conflict in the modern era. The course explores the ways in which religions have served to create, exacerbate, and/or legitimate violent conflicts since 1800.

Upon successful completion of REL 222, the student should be able to:
1. Identify common characteristics of religious conflicts throughout history and around the world.
2. Describe the historical origins and evolutions of various religious conflicts in the modern era.
3. Analyze the ways in which religious rhetoric, myths, rituals and ethics have helped shape violent conflicts in the modern era.

RESPIRATORY CARE

RESP 100 Respiratory Care Profession (1) Summer
1 hour lecture per week
Comment: RESP 100 may not be taken credit/no credit. RESP 100 may be audited only upon approval of both Respiratory Therapy Program Director and instructor. RESP 100 is only offered in the Summer semester.

RESP 100 introduces students to Respiratory Care as an allied health field and defines the role of the Respiratory Care Practitioner in patient care and as a member of the health care team; provides basic knowledge of health care systems and settings, national and state organizational structure, credentialing and licensing, and ethical considerations; and introduces fundamental patient care concepts, procedures, aids, and terminology.

Upon successful completion of RESP 100, the student should be able to:
1. Describe the history and development of Respiratory Care as a profession.
2. Identify current local and national issues affecting the Respiratory Care profession.
3. Describe the role of the Respiratory Care Practitioners (RCP) as a member of the health care team.
4. Discuss ethical concerns facing respiratory Care and other health care practitioners.
5. Discuss issues of health literacy and patient safety affecting Respiratory Care practice.
6. Describe the role of a Respiratory Care or Cardiopulmonary Department within the organizational structure of a hospital or health care facility.
7. Describe the role of Respiratory Care in the out-patient setting.
8. Demonstrate an understanding of community-based health care by examining a community-based health agency.
9. Explain the difference between licensure and credentialing in Respiratory Care.
10. Identify geriatric core competencies, describe role of Respiratory Therapist in interdisciplinary team geriatric care.
11. Identify appropriate responses in non-violent crisis intervention.

**RESP 101 Sciences for Respiratory Care (3)**
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Recommended Preparation: ENG 100 and MATH 100 and CHEM 100 and PHYS 100.
Comment: RESP 101 is offered in the summer semester only. RESP 101 may not be taken credit/no credit. RESP 101 may be audited only upon approval of both Respiratory Therapy Program Director and instructor. RESP 101 offers letter grade A, B, C, and F only. 0-74% = F. There is no D grade possible for this course.

RESP 101 focuses on basic sciences for the beginning student in respiratory care. This course will include principles of physics, infection control, computer skills, and evidence-based medicine that apply to healthcare.

Upon successful completion of RESP 101, the student should be able to:
1. Describe gas laws and perform calculations using gas laws.
2. Define scientific terms related to physics and chemistry.
3. Describe infection control techniques used in healthcare.
4. Develop an electronic presentation (i.e. PowerPoint).
5. Develop a simple spreadsheet.
7. Define evidence-based medicine.
8. Utilize principles of evidence-based medicine to research selected topics in respiratory care.

**RESP 200 Cardiopulmonary Pathophysiology (3) Fall**
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: RESP 200 may not be taken credit / no credit. Letter grade only. RESP 200 is offered only in the Fall semester.

RESP 200 examines common cardiopulmonary disease processes while exploring the relationship between pathophysiology and therapeutic interventions.

Upon successful completion of RESP 200, the student should be able to:
1. Define and describe fundamental characteristics of cardiopulmonary diseases and conditions.
2. Discuss etiology, pathology, diagnosis, management, and prognosis of common cardiopulmonary diseases.
3. Identify the corresponding chronic cardiopulmonary diseases with the appropriate rehabilitative techniques.
4. Define abnormal lab values as they relate to specific diseases.
5. Discuss traumatic injuries to the chest wall.
6. Describe common pathology seen on chest x-ray exam.

**RESP 201 Cardiopulmonary Anatomy and Physiology (3)**
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: RESP 201 may not be taken credit/no credit. RESP 201 may be audited only upon approval of both Respiratory Therapy Program Director and Instructor. RESP 201 offers letter grade A, B, C, and F only (0-74% = F). There is no D grade possible for the course. RESP 201 is only offered in the fall semester.

RESP 201 provides an in-depth study of the anatomy and physiology of the heart, lungs, and associated structures including an introduction to cardiac electrophysiology and lung volumes and capacities.

Upon successful completion of RESP 201, the student should be able to:
1. Describe the structure and function of the heart, lungs, and related body systems.
2. Discuss the process of respiration.
3. Demonstrate knowledge of electrophysiology through rhythm recognition.
4. State the function of blood, vessels, and the heart.
5. Name the structures in the heart and lung and describe their location in the body.
6. Describe the gross and microscopic anatomy of the lung.
7. Describe lung volumes and capacities.
8. Interpret normal pulmonary function test values.
9. Perform physiologic calculations.

RESP 202 Clinical Practice I (5) Fall
16 hours lab or clinical per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: RESP 202 may not be taken credit/no credit. RESP 202 may be audited only upon approval of the Respiratory Care Program Director and Instructor. RESP 202 is offered only in the Fall semester. Uniform, school patch, scissors, and stethoscope are required. A professional fee of up to $500.00 is charged.

RESP 202 introduces students to basic respiratory care skills and procedures including charting, medications, oxygen and aerosol therapy, lung inflation therapy, and secretion management.

Upon successful completion of RESP 202, the student should be able to:
1. Perform routine physical assessment on the cardiopulmonary patient.
3. Monitor and evaluate the patient's response to respiratory therapy.
4. Communicate the patient's respiratory care plan, response to therapy, and progress to other members of the health care team.
5. Collect the necessary supplies, test for equipment function, and administer oxygen, humidification, and aerosol devices.
6. Measure respiratory care medications as ordered and administer using the appropriate devices.
7. Perform secretion management techniques such as chest percussion and postural drainage and positive pressure adjuncts.
8. Perform hyperinflation techniques such as intermittent positive pressure breathing and incentive spirometry.
9. Instruct patient on proper breathing and coughing techniques.
10. Discuss the role of the respiratory care practitioner as part of the health care team.
11. Apply universal precaution in the patient care setting.

RESP 203 Respiratory Care Techniques I (3) Fall
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: RESP 203 may not be taken credit/no credit. RESP 203 may be audited only upon approval of Respiratory Program Director and Instructor. RESP 203 is offered in the Fall semester only.

RESP 203 introduces students to respiratory care knowledge and techniques including charting, medications, oxygen therapy, lung inflation therapy, and secretion management.

Upon successful completion of RESP 203, the student should be able to:
1. Review a patient's record for respiratory care orders and pertinent data.
2. Collect and evaluate additional pertinent clinical data to evaluate the patient's clinical status.
3. Select, assemble, and check equipment for proper function that are used in oxygen administration, humidification, and aerosol delivery.
4. Define or describe the following prescribed therapies: medical gas therapy, humidity and aerosol therapy, PAP therapy (positive airway pressure therapy), chest percussion and postural drainage therapy, lung inflation therapy.
5. State the goals of each of the prescribed therapies.
6. State the indications/contraindications of each of the prescribed therapies.
7. State the hazards/complications of each of the prescribed therapies.
8. Explain the proper method of providing the prescribed therapies.
9. State the method(s) of evaluation and monitoring of the patient's response to each of the prescribed therapies.
10. Evaluate and modify prescribed therapy for non-critically ill patients.
11. Explain the process of cardiopulmonary resuscitation. Maintain records and communication using conventional terminology as required by hospital policy and regulatory agencies.
12. Demonstrate a concept or principle related to RESP 203 in a project.
13. Present the project to a non-medical audience.

RESP 211 Introduction to Mechanical Ventilation (2)
4 hours lecture/lab per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: RESP 211 may not be taken credit/no credit. RESP 211 may be audited only upon approval of the Respiratory Program Director and the instructor.

RESP 211 introduces students to the concepts and principles of mechanical ventilation.

Upon successful completion of RESP 211, the student should be able to:
1. List the physiological indications for mechanical ventilation.
2. List the criteria for instituting mechanical ventilation.
3. List the hazards/complications of mechanical ventilation.
4. Describe the physiological effects of positive pressure.
5. Explain the concepts of compliance and resistance.
6. Perform math calculations used in mechanical ventilation.
7. Discuss the appropriate settings when initiating mechanical ventilation.
8. Describe the different modes of conventional mechanical ventilation: Control, Assist-Control (A/C), Synchronized Intermittent Mechanical Ventilation (SIMV), Pressure Support Ventilation (PSV), Pressure Control Ventilation (PCV), Pressure Control Inverse Ratio Ventilation (PCIRV).
9. Explain the different methods of triggering and cycling the ventilator.
10. Explain the different phases of inspiration and expiration of Continuous Mechanical Ventilation (CMV).
11. Diagram the different graphic waveforms of ventilation.
12. Explain how graphic waveforms are used in mechanical ventilation.
13. Explain the differences between Intermittent Positive Pressure Breathing (IPPB), Pressure Support (PS), and Pressure Control (PC).
14. Explain the effect of flow wave patterns on the inspiratory flowrate of flow variable ventilators.
15. Explain the maintenance of patient-ventilator interface.
16. Describe various methods of weaning and extubation procedures.
17. Discuss the role of the Respiratory Care Practitioner in the ICU environment.
18. Explain the concept of open-lung inflation Rx.
19. Explain the effects of Continuous Positive Airway Pressure (CPAP) and Positive End Expiratory Pressure (PEEP) therapy on improving oxygenation.
20. Describe the procedure for using and titrating Continuous Positive Airway Pressure (CPAP) and Positive End Expiratory Pressure (PEEP).
21. Describe the procedure of using Bilevel Positive Airway Pressure (BiPAP).
22. Explain the concepts of Inspiratory Positive Airway Pressure (IPAP) and Expiratory Positive Airway Pressure (EPAP).
23. Apply concepts of mechanical ventilation into a clinical simulation.

RESP 212 Clinical Practice II (5) Spring
16 hours lab or clinical per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: Letter grade only. RESP 212 may not be taken credit/no credit. RESP 212 may be audited only upon approval of the Respiratory Care Program Director and Instructor. RESP 212 will only be offered in Spring semesters. Uniform, school patch, scissors, and stethoscope are required. A professional fee of up to $500.00 is charged.

RESP 212 introduces students to advanced respiratory care skills and procedures including airway management, mechanical ventilation, arterial puncture, and patient transport.

Upon successful completion of RESP 212, the student should be able to:
1. Perform routine physical assessment on the critically ill patient in the intensive care unit.
2. Interpret and evaluate diagnostic tests such as Arterial Blood Gases, electrolytes, and chest x-rays.
4. Communicate the patient's respiratory care plan, response to therapy, and progress to other members of the health care team.
5. Perform suctioning through tracheostomy and endotracheal tubes (ETT).
6. Perform tracheostomy care.
8. Select and insert oral and nasal airways to maintain airway patency.
9. Inflate and measure endotracheal and tracheostomy tube cuff pressures.
10. Secure the ETT with cloth tape or other appropriate devices.
11. Perform bedside ventilatory assessment such as Negative Inspiratory Force (NIF), Tidal Volume (TV), Vital Capacity (VC), and minute volume.
12. Set up the mechanical ventilator and test for function prior to patient use.
13. Adjust ventilator settings per order or protocol.
15. Administer respiratory care medications to mechanically ventilated patients.
17. Discuss the role of the respiratory care practitioner as part of the health care team in the intensive care unit (ICU).

RESP 213 Respiratory Care Techniques II (3) Spring
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: Letter grade only. RESP 213 may not be taken credit/no credit. RESP 213 may be audited only upon approval of Respiratory Program Director and Instructor. RESP 213 will only be offered in Spring semesters.

RESP 213 introduces students to advanced respiratory care knowledge and techniques including assessment, hemodynamics, gas exchange, and other diagnostic studies.
Upon successful completion of RESP 213, the student should be able to:
1. Evaluate information from physical assessment of the critically ill patient on mechanical ventilation.
2. Describe the procedure for and importance of ventilation assessment.
3. Interpret and evaluate relevant diagnostic information as it relates to the patient's condition: ventilation, oxygenation, acid-base balance, chest radiograph, clinical laboratory studies, electrocardiogram, mixed venous saturation, and cardiac output.
4. Evaluate the hemodynamic measurements as they relate to the patient's condition.
5. Explain the clinical implications of using invasive and noninvasive pulmonary and cardiac monitoring to assess the critically ill patient.
6. Discuss the importance of nutrition of the critically ill patient on mechanical ventilation.
7. Discuss clinical case studies of common cardiopulmonary diseases.
8. Describe the inductive thinking process when evaluating clinical cases and organizing clinical information.

**RESP 218 Cardiopulmonary Pharmacology (3)**

<table>
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<th>3 hours lecture per week</th>
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**Prerequisite(s):** Acceptance into the Associate in Science degree in Respiratory Care program.

**Comment:** Letter grade only. RESP 218 may not be taken credit/no credit. RESP 218 may be audited only upon approval of the Respiratory Care Program Director and Instructor. RESP 218 is only offered in the Spring semester.

RESP 218 focuses on pharmacologic principles of drugs used in the Emergency Room (ER) and Intensive Care Unit (ICU) settings as well as an overview of general principles of pharmacology. RESP 218 supports other courses where students learn how to deliver medications and assess response to those medications.

Upon successful completion of RESP 218, the student should be able to:
1. Describe drugs administered by the RCP in terms of indications, actions, routes, doses, delivery systems, and adverse reactions.
2. Discuss specialized equipment and techniques used to administer cardiopulmonary medications.
3. State basic principles of pharmacodynamics.
4. Recommend changes in medication, dose, or delivery systems.
5. Select appropriate medications and delivery systems based on pathophysiology and case interpretation.
6. Recommend appropriate cardiac and emergency drugs.
7. Calculate drug dosages.
8. Describe the inductive thinking process when evaluating clinical cases and organizing clinical information.

**RESP 222 Clinical Practice III (5) Summer**

<table>
<thead>
<tr>
<th>An average of 36 clinical hours per week for 10 weeks</th>
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</table>

**Prerequisite(s):** Acceptance into the Associate in Science degree in Respiratory Care program.

**Comment:** Letter grade only. RESP 222 may not be taken credit/no credit. RESP 222 may not be audited. RESP 222 is offered only in the Summer semesters.

RESP 222 enables students to implement advanced respiratory care skills and procedures in the hospital setting.

Upon successful completion of RESP 222, the student should be able to:
1. Perform routine physical assessment on the critically ill patient in the intensive care unit.
2. Interpret and evaluate diagnostic tests such as arterial blood gases, electrolytes, and chest x-rays.
4. Communicate the patient's respiratory care plan, response to therapy, and progress to other members of the health care team.
5. Perform suctioning through tracheostomy and endotracheal tubes (ETT).
6. Perform tracheostomy care.
8. Select and insert oral and nasal airways to maintain airway patency.
9. Inflating bag and measure endotracheal and tracheostomy tube cuff pressures. Secure the ETT with cloth tape or other appropriate devices.
10. Perform bedside ventilatory assessment such as Negative Inspiratory Force, Tidal Volume, Vital Capacity, and minute volume.
11. Set-up and test for function the mechanical ventilator prior to patient use.
12. Adjust ventilator settings per order or protocol.
14. Administer respiratory care medications to mechanically ventilated patients.
15. Monitor and evaluate the patient's response to respiratory therapy.
16. Communicate with mechanically ventilated patient and relay his or her needs to other members of the health care team.

**RESP 229 Advanced Cardiac Life Support (2) Summer**

<table>
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<th>2 hours lecture per week</th>
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**Prerequisite(s):** Acceptance into the Associate in Science degree in Respiratory Care program.

**Comment:** Letter grade only. RESP 229 may not be audited. RESP 229 may not be taken credit/no credit. RESP 229 is only offered in the summer semester. Fees are required for RESP 229 for ACLS certification and for the advanced ECG portion of the course. Fees are approximately $200 in addition to texts.
RESP 229 is a course that certifies students in advanced cardiac life support (ACLS) technique and theory utilizing the program developed by the American Heart Association. Students will also learn to perform and interpret 12-lead ECGs.

Upon successful completion of RESP 229, the student should be able to:
1. Describe drugs administered by the RCP in terms of indications, actions, routes, doses, delivery systems, and adverse reactions.
2. Apply ACLS algorithms in the 10 required cases.
3. Recommend changes in medication, dose, or delivery systems.
4. Select appropriate medications and delivery systems based on pathophysiology and case interpretation.
5. Recommend appropriate cardiac and emergency drugs.
7. Complete the ACLS final exam with a passing score.
8. Perform 12 lead ECG and interpret rhythms.
9. Perform advanced airway management techniques.
10. Utilize the AED/Defibrillator to deliver electric therapy to the heart.
11. Successfully complete ACLS certification.
12. Discuss ethical implications of advanced life support.

RESP 300 Case and Disease Management in Cardiopulmonary Care (3) Fall
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in MATH 100 and a grade of "C" or higher in ENG 100 and a grade of "C" or higher in RESP 100 and a grade of "C" or higher in RESP 101 and a grade of "C" or higher in RESP 200 and a grade of "C" or higher in RESP 201 and a grade of "C" or higher in RESP 202 and a grade of "C" or higher in RESP 203 and a grade of "C" or higher in RESP 210 and a grade of "C" or higher in RESP 211 and a grade of "C" or higher in RESP 212 and a grade of "C" or higher in RESP 213 and a grade of "C" or higher in RESP 218 and a grade of "C" or higher in RESP 222 and a grade of "C" or higher in RESP 229.
Comment: Letter grade only. RESP 300 may not be audited. RESP 300 may not be taken credit/no credit. RESP 300 is offered in the Fall semester only.

RESP 300 provides an overview of managed care and significant trends in healthcare policy. The course material covers theoretical concepts of case and disease management, the history and process of case and disease management and how it links to the practice of Cardiopulmonary Care. Various case management models and roles and their application in specialty roles and team models will be examined. The course studies local and national trends in various healthcare settings (acute care, community health, sub-acute, managed care organizations) and the implementation of case management models for the care of patients with cardiopulmonary disorders.

Upon successful completion of RESP 300, the student should be able to:
1. Define case management according to the CMSA and other defining sources
2. Describe the process and activities of case management
3. Identify and describe the legal issues in case management.
4. Identify and describe the ethical issues in case management.
5. Write a job description for a typical respiratory care case manager.
6. Describe the role of respiratory therapists as service providers in the process of case management and as case managers.
7. Discuss the role of case management in healthcare institutions including the hospital, long term care facilities, home care, health insurance providers.
8. Develop a cardiopulmonary patient care planning from initial assessment and treatment to discharge and home care.

RESP 301 Neonatal/Pediatric Respiratory Care (3) Fall
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: Letter grade only. RESP 301 may not be audited. RESP 301 may not be taken credit/no credit.

RESP 301 is an introduction to the concepts and principles of neonatal and pediatric respiratory care as they relate to clinical practice.

Upon successful completion of RESP 301, the student should be able to:
1. Use neopuff (t-piece resuscitator).
2. Identify and explain the anatomy and physiology of maternal-fetal circulation.
3. List maternal factors that may affect the health of the fetus.
4. Complete the Heart Association course on Pediatric Advanced Life Support (PALS) and earn the course completion card.
5. Identify and explain current clinical use of advanced airway management and mechanical ventilation in Neonatal-Pediatric care settings.
6. Understand and explain Diagnostic tools used in Neonatal-Pediatric care.
7. Identify the components of the APGAR score and assessments of gestational age.
8. Explain the physiological changes that immediately occur after a normal birth.
9. Identify and explain therapeutic modalities used in Neonatal-Pediatric care.
RESP 302 Clinical Practice IV (4) Fall
12 hours hospital practice per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: Letter grade only. RESP 302 may not be audited. RESP 302 may not be taken credit/no credit. RESP 302 is offered in the Fall semester. Uniform, school patch, and stethoscope are required.
RESP 302 is an introductory course in application of neonatal/pediatric respiratory care skills and procedures in the clinical setting.
Upon successful completion of RESP 302, the student should be able to:
1. Perform routine physical assessment on premature, full-term newborn, and pediatric patients.
2. Interpret and evaluate diagnostic tests, including ABGs, capillary blood stick, and chest x-rays.
3. Monitor neonatal/pediatric patient's vital signs, including EKG monitoring, TCM, ETC02 monitor.
4. Communicate the patient's respiratory care plan, response to therapy, and progress to other members of the health care team.
5. Maintain the airway of neonatal and pediatric patients via bag-mask ventilation.
6. Set up and monitor non-invasive and invasive ventilators, adjust settings in relation to diagnostic tests.
7. Present a case study of a neonatal or pediatric patient.
RESP 312 Clinical Practice V (4)
16 hours clinical per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Comment: Letter grade only. RESP 312 may not be taken credit/no credit. RESP 312 may be audited only upon approval of the Respiratory Care Program Director and Instructor. RESP 312 is only offered in the Spring semester. Uniform, school patch, scissors and stethoscope are required. A professional fee of up to $500 is charged.
RESP 312 provides diagnostic laboratory observation, supervised experiences, with emphasis on performing diagnostic tests safely and correctly, and supervised continuing advanced critical care of respiratory patients.
Upon successful completion of RESP 312, the student should be able to:
1. Perform routine and advanced pulmonary function tests under supervision.
2. Observe diagnostic bronchoscopy, cardiopulmonary exercise testing, polysomnographic exams, neurodiagnostic exams, and, under supervision, assist with procedures.
3. Perform preventive maintenance and calibrations of cardiopulmonary diagnostic equipment.
4. Correlate anatomy and physiology of the cardiopulmonary system with procedures and techniques. Recognize, describe, and change factors which affect the quality of a diagnostic test.
5. Perform routine physical assessment on the critically ill patient in the intensive care unit, and interpret and evaluate diagnostic tests such as ABGs, electrolytes, and chest x-rays.
6. Document results of assessment and diagnostic tests in the patient's record, and communicate the patient's respiratory care plan, response to therapy, and progress to other members of the health care team. Perform suctioning through tracheostomy and endotracheal tubes (ETT), and perform tracheostomy care.
8. Manage the airway, including selecting and inserting oral and nasal airways to maintain airway patency, inflating and measuring endotracheal and tracheostomy tube cuff pressures, and securing the ETT with cloth tape or other appropriate devices.
9. Perform bedside ventilatory assessment such as NIF, TV, VC, and minute volume.
10. Manage a mechanical ventilator, including set-up and test for function the mechanical ventilator prior to patient use, adjusting ventilator settings per order or protocol, checking and documenting ventilator-patient interface, administering respiratory care medications to mechanically ventilated patients.
11. Monitor and evaluate the patient's response to respiratory therapy.
12. Communicate with mechanically ventilated patient and relay his or her needs to other members of the health care team.
13. Participate in discussions about the role of the respiratory care practitioner as part of the health care team in the intensive care unit (ICU).
15. Attend ICU rounds, Geriatric grand rounds, and physician and respiratory care departmental in-services.
RESP 313 Current Concepts in Cardiopulmonary Care (3) Spring
3 hours lecture per week
Prerequisite(s): A grade of "C" or higher in ENG 100 and a grade of "C" or higher in RESP 100 and a grade of "C" or higher in RESP 101 and a grade of "C" or higher in RESP 200 and a grade of "C" or higher in RESP 201 and a grade of "C" or higher in RESP 202 and a grade of "C" or higher in RESP 203 and a grade of "C" or higher in RESP 211 and a grade of "C" or higher in RESP 212 and a grade of "C" or higher in RESP 213 and a grade of "C" or higher in RESP 218 and a grade of "C" or higher in RESP 222 and a grade of "C" or higher in RESP 229.
Comment: RESP 313 is only offered in the Spring semester.
RESP 313 provides a review and analysis of current trends and concepts in the management of patients with cardiovascular, pulmonary and sleep associated disorders. The course material covers evidence and protocol based approaches to management of significant complex diseases and conditions such as ARDS/ALI, pulmonary hypertension, cardiac diseases, COPD, biological epidemics, and asthma management. Students will examine model practice guidelines and pathways, identify and evaluate research findings, and discuss methods for implementing best practice models in the modern healthcare system.

Upon successful completion of RESP 313, the student should be able to:
1. Identify and describe evidence-based medicine (EBM).
2. Identify different levels of evidence and associated research models.
3. Define and describe critical thinking in respiratory care.
4. Explain current trends in specific cardiopulmonary disease management, i.e., ARDS, Alpha1 antitrypsin deficiency, asthma, and ventilator discontinuation.
5. Evaluate methods of implementation and maintenance of protocols and EBM in the clinical environment.
7. Define and describe clinical problem solving.
8. Identify patient safety issues in cardiopulmonary care.
9. Discuss emerging or developing newer technologies or processes in cardiopulmonary care.

RESP 316 Cardiopulmonary Diagnostics (3) Spring
3 hours lecture per week
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Recommended Preparation: ENG 100 and MATH 100.
Comment: RESP 316 may not be taken credit/no credit. RESP 316 may be audited only upon approval of both Respiratory Therapy Program Director and instructor. RESP 316 is offered in the Spring semester only.

RESP 316 introduces students to pulmonary laboratory procedures and techniques including the Blood Gas Laboratory, Bronchoscopic Lung examination, Pulmonary Function Laboratory, Sleep Laboratory, and Neurodiagnostic examinations. The course emphasizes testing methods and protocols, interpretation of test results and correlation to disease states and appropriate therapeutic intervention.

Upon successful completion of RESP 316, the student should be able to:
1. Define the role of cardiopulmonary diagnostics in patient care.
2. Describe, evaluate, and interpret pulmonary function tests, and polysomnographic tests.
3. Describe and discuss the fundamentals of a lung bronchoscopic exam.
4. Describe and discuss the fundamentals of obtaining a 12-lead ECG tracing.
5. Describe and discuss arterial blood gas sampling procedures, including the care and maintenance of analyzers, co-oximeters, and blood gas electrodes.
6. Discuss stepwise approach to interpreting arterial blood gases, acid-base balance; correlate gases with interventions and disease states (CHF, COPD, mechanical ventilation).
7. Explain methods to diagnose lung volumes, capacities, and diffusion.
8. Explain methods and protocols to diagnose sleep-related disorders.
9. Explain methods and protocols to diagnose neurodiagnostic disorders.
10. Explain methods and protocols for cardiopulmonary exercise testing.

RESP 320 Respiratory Care Seminary (3)
3 hours lecture per week
Prerequisite(s): Acceptance into the Respiratory Care program and successful completion of the first year of the AS-RC program.
Comment: Letter grade only. RESP 320 may not be audited. RESP 320 may not be taken credit/no credit.

RESP 320 is a course designed to help students pass their national board exams and to help them put together an overall understanding of respiratory care in regards to overall respiratory care knowledge. The focus of the content is to review what has already been learned, and to cover specific areas of knowledge that are more challenging to retain in long term memory. The course also allows students the opportunity to demonstrate their applied learning and critical thinking skills for information gathering, decision making, and recommendations for patient care related to case analyses.

Upon successful completion of RESP 320, the student should be able to:
1. Select one adult, pediatric, or neonatal patient to perform a case analysis. Provide relevant background clinical information to include: a. History and Physical Exam; b. Pathophysiology; c. Diagnostics; d. Treatment/Plan of care; e. In/Out patient course summary; and f. Recommendations.
2. Participate in a comprehensive review of respiratory care theories, concepts, applications, and practice.
3. Complete self-assessments for all respiratory care content areas.
4. Participate in physician-facilitated case analyses, lectures, and discussion sessions.

RESP 322 Clinical Practice VI (5)
225 clinical hours per semester
Prerequisite(s): Acceptance into the Associate in Science degree in Respiratory Care program.
Kapi'olani Community College Courses 2020 – 2021, R-S, page 17

Comment: Letter grade only. RESP 322 may not be audited. RESP 322 may not be taken credit/no credit. RESP 322 only offered in summer.

RESP 322 is a hospital-based course in the application of advanced respiratory care skills and procedures. Students are expected to consistently perform at an advanced level all skills learned in previous Respiratory Care courses.

Upon successful completion of RESP 322, the student should be able to:
1. Perform routine physical assessment on the critically ill patient in the intensive care unit, including the interpretation and evaluation of diagnostic tests, the calculation of shunt, dead space, static compliance and airway resistance.
2. Evaluate hemodynamic parameters such as CVP, SVR, PVR, MAP, PCWP, CO, and CI.
3. Identify basic abnormal and life-threatening ECG patterns.
4. Document results of assessment and diagnostic tests in the patient's record and communicate the results and the patient's respiratory care plan, response to therapy, and progress to other members of the health care team.
5. Manage the airway, including suctioning through tracheostomy and endotracheal tubes (ETT), performing tracheostomy care, selecting and inserting oral and nasal airways to maintain airway patency, inflating and measuring endotracheal and tracheostomy tube cuff pressures.
6. Perform bedside ventilatory assessment such as NIF, TV, VC, and minute volume.
7. Manage the mechanical ventilator (including NPPV), including set-up and test for function of the mechanical ventilator prior to patient use, and make clinical recommendations based on various patient data.
8. Manage, with minimal supervision, a minimum of three ventilator patients in the ICU.
9. Identify the actions of common medications used in the ICU: antimicrobial agents, paralyzing agents, respiratory stimulants/depressants, and analgesics/anaesthetics.
10. Participate in ICU rounds and physician and respiratory care departmental in-services.

SCIENCE

SCI 295 (Alpha) STEM Research Experience (1-3)
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Consent of instructor.
Recommended Preparation: Completion of a lab science course as stipulated by the instructor.
Comment: Letter grade only. SCI 295 (alpha) may not be audited. SCI 295 (alpha) may not be taken credit/no credit. SCI 295 (alpha) topics may be repeated up to a maximum of 6 total credits from any combination of SCI 295 research topics.

SCI 295 (alpha) offers a research experience in science, technology, engineering and/or mathematics, emphasizing the application of the scientific method to a specific project.

Upon successful completion of SCI 295, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.

SCI 295BL STEM Research Experience in Biology and/or Marine Biology (1-3)
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Instructor Consent.
Recommended Preparation: Completion of or concurrent enrollment in BIOL 171 and 171L course as stipulated by the instructor.
Comment: Letter grade only. SCI 295BL may not be audited. SCI 295BL may not be taken credit/no credit. SCI 295BL may be repeated up to a maximum of 6 credits.

SCI 295BL offers a research experience in science, technology, engineering and/or mathematics, emphasizing the application of the scientific method to a specific project in biology and/or marine biology.

Upon successful completion of SCI 295BL, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.
SCI 295BT STEM Research Experience in Botany (1-3) KCC AA/DY
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Consent of instructor.
Recommended Preparation: Completion of a lab science course as stipulated by the instructor.
Comment: Letter grade only. SCI 295BT may not be audited. SCI 295BT may not be taken credit/no credit. SCI 295BT may be repeated up to a maximum of 6 credits.

SCI 295BT offers a research experience in science (botany), technology, engineering and/or mathematics, emphasizing the application of the scientific method to a specific project in biology and/or marine biology.

Upon successful completion of SCI 295BL, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.

SCI 295CH STEM Research Experience in Chemistry (1-3)
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Instructor Consent.
Recommended Preparation: Completion of or concurrent enrollment in CHEM 161 and 161L course as stipulated by the instructor.
Comment: Letter grade only. SCI 295CH may not be audited. SCI 295CH may not be taken credit/no credit. SCI 295CH may be repeated up to a maximum of 6 credits.

SCI 295CH offers a research experience in science, technology, engineering and/or mathematics, emphasizing the application of the scientific method to a specific project in chemistry.

Upon successful completion of SCI 295CH, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.

SCI 295CS STEM Research Experience in Computer Sciences (1-3) KCC AA/DY
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Consent of instructor.
Recommended Preparation: Credit or concurrent enrollment in ICS 111.
Comment: Letter grade only. SCI 295CS may not be audited. SCI 295CS may not be taken credit/no credit. SCI 295CS may be repeated up to a maximum of 6 credits.

SCI 295CS offers a research experience in science, technology, engineering and/or mathematics, emphasizing the application of the scientific method to a specific project in computer sciences.

Upon successful completion of SCI 295CS, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.

SCI 295EC STEM Research Experience in Ecology (1-3)
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Instructor Consent.
Recommended Preparation: Completion of introductory or majors biology/ecology course or demonstrated interest in research or ecological management, as stipulated by the instructor.
Comment: Letter grade only. SCI 295EC may not be audited. SCI 295EC may not be taken credit/no credit. SCI 295EC may be repeated up to a maximum of 6 credits.

SCI 295EC offers a research experience in science, technology, engineering and/or mathematics, emphasizing the application of the scientific method to an ecology project.

Upon successful completion of SCI 295EC, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.

SCI 295EN STEM Research Experience in Engineering (1-3)
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Instructor Consent.
Recommended Preparation: Completion of a calculus-based physics course as stipulated by the instructor.
Comment: Letter grade only. SCI 295EN may not be audited. SCI 295EN may not be taken credit/no credit. SCI 295EN may be repeated up to a maximum of 6 credits.

SCI 295EN offers research experience in science, technology, engineering and/or mathematics, emphasizing the application of the engineering design process to a specific project.

Upon successful completion of SCI 295EN, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.

SCI 295ES STEM Research Experience in Environmental Science (1-3) KCC AA/DY
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Consent of instructor.
Recommended Preparation: Completion of introductory or majors ecology or environmental science course or demonstrated interest in environmental science, as stipulated by the instructor.
Comment: Letter grade only. SCI 295ES may not be audited. SCI 295ES may not be taken credit/no credit. SCI 295ES may be repeated up to a maximum of 6 credits.

SCI 295ES offers a research experience in Environmental Science emphasizing the application of the scientific method to research or projects.

Upon successful completion of SCI 295ES, the student should be able to:
1. Formulate a hypothesis or research question.
2. Design methods to test a hypothesis or research question.
3. Collect and analyze data as appropriate.
4. Document and formally present results of research project to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab or field setting.

SCI 295MA STEM Research Experience in Mathematics (1-3) KCC AA/DY
3 hours cooperative education/work experience per week per credit
Prerequisite(s): Consent of instructor.
Recommended Preparation: Completion of a calculus course, e.g., MATH 241 or higher.
Comment: Letter grade only. SCI 295MA may not be audited. SCI 295MA may not be taken credit/no credit. SCI 295MA may be repeated up to a maximum of 6 credits.

SCI 295MA offers research experience in science, technology, engineering and/or mathematics, emphasizing the application of mathematical techniques to analyze or model a specific project.

Upon successful completion of SCI 295MA, the student should be able to:
1. Formulate a hypothesis
2. Design methods to test a hypothesis
SCI 295MI STEM Research Experience in Microbiology and/or Molecular Biology (1-3)

3 hours cooperative education/work experience per week per credit
Prerequisite(s): Instructor Consent.
Recommended Preparation: Completion of a microbiology and/or molecular biology lab science course as stipulated by the instructor.
Comment: Letter grade only. SCI 295MI may not be audited. SCI 295MI may not be taken credit/no credit. SCI 295MI may be repeated up to a maximum of 6 credits.

SCI 295MI offers a research experience in science, technology, engineering and/or mathematics, emphasizing the application of the scientific method to a specific project in microbiology and/or molecular biology.

Upon successful completion of SCI 295MI, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.

SCI 295PL STEM Research Experience in Physiology (1 - 3) KCC AA/DY

3 hours cooperative education/work experience per week per credit
Prerequisite(s): Consent of instructor.
Recommended Preparation: Completion of a lab science course as stipulated by the instructor.
Comment: Letter grade only. SCI 295PL may not be audited. SCI 295PL may not be taken credit/no credit. SCI 295PL may be repeated up to a maximum of 6 credits.

SCI 295PL offers a research experience in physiology, emphasizing the application of the scientific method to a specific project.

Upon successful completion of SCI 295PL, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.

SCI 295PS STEM Research Experience in Physics (1 - 3) KCC AA/DY

3 hours cooperative education/work experience per week per credit
Prerequisite(s): Consent of instructor.
Recommended Preparation: Credit or concurrent enrollment in PHYS 170 and credit or concurrent enrollment in PHYS 170L.
Comment: Letter grade only. SCI 295PS may not be audited. SCI 295PS may not be taken credit/no credit. SCI 295PS may be repeated up to a maximum of 6 credits.

SCI 295PS offers a research experience in science, technology, engineering and/or mathematics, emphasizing the application of the scientific method to a specific project in physics.

Upon successful completion of SCI 295PS, the student should be able to:
1. Formulate a hypothesis.
2. Design methods to test a hypothesis.
3. Collect and analyze data as appropriate.
4. Document and formally present results of hypothesis testing to an audience.
5. Enhance understanding of scientific concepts.
6. Collaborate as a member of a research team.
7. Work responsibly in a lab setting.
SECOND LANGUAGE TEACHING

SLT 102 Language Learning (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher or concurrent enrollment in ENG 100 or a grade of “C” or higher or concurrent enrollment in ESL 100.
Comment: Students must do Service Learning in the Education pathway as a requirement of this course.

SLT 102 introduces the post-method viewpoint of learning in the classroom. The course will begin with identifying the students’ intuitions and insights about language learning. Students will then examine different language learning goals and needs as well as explore some basic needs in order for language to be acquired and factors that can accelerate or hinder language learning. In the second portion of the course, students will be introduced to ethnographic case studies of language learners and learn how to do their own ethnographic study on an individual or on one group of student language learners.

Upon successful completion of SLT 102, the student should be able to:
1. Describe the language development cycle, including each stage.
2. Describe the various language learning frameworks commonly found in educational settings.
3. Describe the various motivational and socio-cultural characteristics of language learners.
4. Create scenarios of various language learning situations.
5. Complete an ethnographic study of a language learner including: Observation, Interview, Artifact collection, Secondary research, Data analysis, and Data reporting.

SLT 103 Language Teaching (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher or concurrent enrollment in ENG 100 or a grade of “C” or higher or concurrent enrollment in ESL 100.
Comment: Students must do Service Learning in the Education pathway as a requirement of this course.

SLT 103 introduces the post-method viewpoint of teaching in the classroom. The course will begin by identifying the students’ intuitions and insights about language teaching. The students will examine ways that instruction can facilitate and accelerate language learning. The students will explore how heritage language, motivation, learning styles, variation in input, etc. can influence their teaching. As the students address the issues of language teaching, they will develop their own definitions of second language pedagogy. In the second portion of the course, students will be introduced to ethnographic case studies of language teachers and learn how to do their own ethnographic study on one teacher’s classroom practices.

Upon successful completion of SLT 103, the student should be able to:
1. Describe language teaching in the context of the language development cycle, including each stage.
2. Describe the various language teaching frameworks commonly found in educational settings.
3. Describe how the various motivational and socio-cultural characteristics of language learners can influence their teaching.
4. Describe their own definitions of second language pedagogy.
5. Complete an ethnographic study of a language teacher including Observation, Interview, Artifact collection, Secondary research, Data analysis, and Data reporting.

SLT 202 (Alpha) Concepts and Issues in Second Language Teaching (SLT) (3) KCC AA/DH
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher or concurrent enrollment in ENG 100 or a grade of “C” or higher or concurrent enrollment in ESL 100 and a grade of “C” or higher or concurrent enrollment in SLT 102 or consent of instructor.
Comment: Students must do Service Learning in the Education pathway as a requirement of this course.

SLT 202 (Alpha) continues the exploration of classroom-based language development. SLT 202 (Alpha) students begin each course by exploring various language development issues from different perspectives. With a focus on pedagogy, SLT 202 (Alpha) students also explore language development in different classroom settings with different types of learners. In each section of SLT 202 (Alpha), students compile a portfolio of strategies for helping facilitate language development.

Upon successful completion of SLT 202, the student should be able to:
1. Describe language development from various perspectives.
2. Discuss concepts and issues associated with language development in various class settings.
3. Create and implement lesson plans, activities, and materials that are appropriate for developing language in various classroom settings.
4. Compile a teaching strategies portfolio for developing languages in various classroom settings.
SLT 202B Concepts and Issues in Second Language Teaching – Language Skills (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher or concurrent enrollment in ENG 100 or a grade of “C” or higher or concurrent enrollment in ESL 100; and a grade of “C” or higher or concurrent enrollment in SLT 102 or consent of instructor.
Comment: Students must do Service Learning in the Education pathway as a requirement of this course.

SLT 202B continues the exploration of classroom-based language development. SLT 202B students begin the course by exploring language skills from various perspectives, including those of the learner, the teacher, and the researcher. Next, students investigate the different ways that teachers and researchers view instruction of language skills in various classroom settings. As SLT 202B students explore the relationship between pedagogy and language skills development, they compile a portfolio of strategies for helping learners develop language skills.

Upon successful completion of SLT 202B, the student should be able to:

1. Describe language skills from various perspectives, including those of the learner, the pre-service teacher, the in-service teacher, and the researcher.
2. Discuss concepts and issues associated with the instruction of language skills in various classroom settings, including EFL and ESL settings, and K-12 and post-secondary educational settings.
3. Create and implement lesson plans, activities, and materials that are appropriate for developing language skills in various classroom settings.
4. Compile a teaching strategies portfolio that contains lesson plans, activities, and materials for developing language skills in various classroom settings.

SLT 202C Concepts and Issues in Second Language Teaching (SLT) – English Language Development (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100; and a grade of “C” or higher in SLT 102 or consent of instructor; and a grade of “C” or higher in SLT 103 or consent of instructor.

SLT 202C continues the exploration of classroom-based language development. SLT 202C students begin the course by exploring grammar and vocabulary language skills from various perspectives and investigating the different ways that research and experts view instruction of grammar and vocabulary language skills in K-12 classroom settings. SLT 202C students also explore the relationship between pedagogy and grammar and vocabulary language skills development and compile a portfolio of strategies for helping learners develop gramm and vocabulary language skills.

Upon successful completion of SLT 202C, the student should be able to:

1. Describe grammar and vocabulary language skills from various perspectives.
2. Discuss concepts and issues associated with the instruction of grammar and vocabulary language skills in K-12 classroom settings.
3. Create and implement lesson plans, activities, and materials that are appropriate for developing grammar and vocabulary language skills in K-12 classroom settings.
4. Compile a teaching strategies portfolio that contains lesson plans, activities, and materials for developing grammar and vocabulary language skills in K-12 classroom settings.

SLT 203 (Alpha) Integrating Content and Second Language Teaching (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher or concurrent enrollment in ENG 100 or a grade of “C” or higher or concurrent enrollment in ESL 100; and a grade of “C” or higher or concurrent enrollment in SLT 103 or consent of instructor.
Comment: Students must do Service Learning in the Education pathway as a requirement of this course.

SLT 203 (Alpha) introduces students to strategies for using content to facilitate second language development. SLT 203 (Alpha) students begin by exploring strategies necessary for developing language in various content classrooms. Then the students examine activities and materials appropriate for developing language skills in specific content areas. The students also conduct case studies of various content classroom and develop activities, materials and lesson plans appropriate for facilitating language development in those settings.

Upon successful completion of SLT 203, the student should be able to:

1. Describe the strategies necessary for developing language through content.
2. Describe critical issues for creating lesson plans to facilitate language development.
4. Create and implement content-based activities, materials, and lesson plans that are appropriate for particular language learners and contexts.
5. Compile a teaching portfolio that contains activities, materials, and lesson plans for facilitating language development using content.

SLT 203B Content-based Instruction (3)
3 hours lecture per week
SLT 203B Integrating Content and SLT – Universal Design for Diverse Multilingual Learners (3)

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100; and a grade of “C” or higher in SLT 102 or consent of instructor; and a grade of “C” or higher in SLT 103 or consent of instructor.

Upon successful completion of SLT 203B, the student should be able to:
1. Describe the strategies necessary for developing language through content, using the Universal Design for Learning framework.
2. Describe critical issues for creating lesson plans to facilitate language development for diverse learners using content.
4. Create and implement content-based activities, materials, and lesson plans that are appropriate for particular diverse language learners in language classrooms.
5. Compile a teaching portfolio that contains activities, materials, and lesson plans for facilitating language development using general education content.

SLT 203C Integrating Content and SLT – Universal Design for Diverse Multilingual Learners (3)

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100; and a grade of “C” or higher in SLT 102 or consent of instructor; and a grade of “C” or higher in SLT 103 or consent of instructor.

SLT 203C introduces students to the Universal Design for Learning (UDL) framework to facilitate second language development for diverse learners, including multilingual learners with and without disabilities. SLT 203C students begin by exploring strategies necessary for developing language in K-12 content classroom settings. Then the students examine how to use the UDL framework to design activities and materials appropriate for developing language skills in specific content areas. The students also conduct case studies of various content classrooms and diverse language learners, including multilingual learners with disabilities and develop activities, materials, and lesson plans appropriate for facilitating language development in those settings.

Upon successful completion of SLT 203C, the student should be able to:
1. Describe the strategies necessary for developing language through content, using the Universal Design for Learning framework.
2. Describe critical issues for creating lesson plans to facilitate language development for diverse learners using content.
4. Create and implement content-based activities, materials, and lesson plans that are appropriate for particular diverse language learners.
5. Compile a teaching portfolio that contains activities, materials, and lesson plans for facilitating language development using general education content.

SLT 203D Integrating Content and SLT – Reading Development (3)

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in ENG 100 or a grade of “C” or higher in ESL 100; and a grade of “C” or higher in SLT 102 or consent of instructor; and a grade of “C” or higher in SLT 103 or consent of instructor.

SLT 203D introduces students to theories and strategies for helping multilingual learners develop reading skills. SLT 203D students begin by exploring strategies necessary for developing language and reading in K-12 content classroom settings. Then the students examine how to design activities and materials appropriate for developing language skills and reading ability in specific content areas. The students also conduct case studies of various content classrooms and develop activities, materials, and lesson plans appropriate for developing language and reading in those settings.

Upon successful completion of SLT 203D, the student should be able to:
1. Describe the strategies necessary for developing language and reading through content.
2. Describe critical issues for creating lesson plans to facilitate language and reading development using content.
4. Create and implement content-based activities, materials, and lesson plans that are appropriate for particular language learners and contexts.
5. Compile a teaching portfolio that contains activities, materials, and lesson plans for facilitating language and reading development using content.

SLT 203E Integrating Content and SLT – Writing Development (3)

3 hours lecture per week

SLT 203E introduces students to strategies for using content to facilitate second language development. SLT 203E students begin by exploring different strategies necessary for developing language using the content of general education classrooms. Then the students examine activities and materials appropriate for developing language skills in specific general education content areas, such as language arts, mathematics, science and social studies. The students also conduct a case study of a general education classroom and develop activities, materials, and lesson plans appropriate for facilitating language development in that setting.

Upon successful completion of SLT 203E, the student should be able to:
1. Describe the strategies necessary for developing language using general education content.
2. Describe critical issues for creating lesson plans and materials to facilitate language development using general education content.
4. Create and implement content-based activities, materials and lesson plans that are appropriate for particular language learners in various general education classrooms.
5. Compile a teaching portfolio that contains activities, materials and lesson plans for facilitating language development using general education content.
Upon successful completion of SSCI 102, the student should be able to:

- Describe the strategies necessary for developing language and writing through content.
- Describe the various types of language assessment conducted in the content-area classroom.
- Conduct assessments of materials that are appropriate for facilitating language development in content-area classrooms.
- Create and implement content-based activities, materials, and lesson plans that are appropriate for particular language learners and contexts.
- Compile a teaching portfolio that contains activities, materials, and lesson plans for facilitating language and writing development using content.

SLT 290 Second Language Assessment (3)
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher or concurrent enrollment in ENG 100 or a grade of “C” or higher or concurrent enrollment in ESL 100 and a grade of “C” or higher or concurrent enrollment in SLT 202 or consent of instructor; and a grade of “C” or higher or concurrent enrollment in SLT 293 or consent of instructor.
Comment: Students must do Service Learning in the Education pathway as a requirement of this course.

SLT 290 introduces students to strategies for using assessment to facilitate second language development. SLT 290 students begin by examining issues associated with assessing content-area language needs of students. Then the students examine issues associated with assessing materials appropriate for facilitating language development of students in content-area classrooms. The students also do a study of language needs and activities in a content-area classroom.

Upon successful completion of SLT 290, the student should be able to:

1. Describe language standards at the national, state and local levels.
2. Describe the various types of language assessment conducted in the content-area classroom.
3. Conduct assessments of materials that are appropriate for facilitating language development in content-area classrooms.
5. Compile a portfolio that contains materials assessments and survey research on language.

SOCIAL SCIENCE

SSCI 102 Society and Food (3) KCC AA/FGB and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

SSCI 102 is a cross-cultural and multidisciplinary social science introduction exploring socio-cultural, political, economic, and psychological dimensions of food in relation to cultural traditions and patterns in its production and consumption. The course has a strong integrated global and historical approach exploring central social science themes such as ethnicity, social status, religion, gender, as well as social and environmental sustainability.

Upon successful completion of SSCI 102, the student should be able to:

1. Demonstrate knowledge of cultural meanings of food representing the perspectives of different societies and how food habits are influenced by socio-cultural traditions such as religion, social status, perceptions of health, and gender relations.
2. Identify food production and consumption patterns as the core element of the evolution of different socio-cultural structures through time in different regions, including Africa, the Americas, Asia, Europe, and Oceania.
3. Demonstrate knowledge of indigenous food traditions and methods of sustainability and how globalization, colonization, trade, and migrations have shaped these indigenous food practices (with particular emphasis on the Pacific/Oceania).
4. Explain how globalization, colonization, trade, and migrations have shaped indigenous food traditions as well as methods and practices of sustainability with particular emphasis on Pacific/Oceania.
5. Describe historical and contemporary challenges to social and environmental sustainability in relation to food systems and identify some alternative strategies to the conventional food system.
SSCI 200 Social Science Research Methods (3) KCC AA/DS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 and qualification for MATH 100.
Comment: Letter grade only. SSCI 200 may not be audited. SSCI 200 may not be taken credit/no credit.

SSCI 200 introduces research design methods, selection of data collection approaches, use of specialized statistical software to analyze the data, data interpretation, and dissemination of findings.

Upon successful completion of SSCI 200, the student should be able to:
1. Apply critical thinking skills to solve research problems.
2. Demonstrate the basic skills required to perform social science research in an applied field.
3. Demonstrate the techniques to perform elementary statistical analysis of data with computer assistance.

SOCIAL SCIENCES

SOCS 225 Statistical Analysis for Social Sciences (3)
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or ESL 100; and qualification for MATH 100 or higher; and a grade of "C" or higher in PSY 100; and having completed at least one of the following courses: a grade of "C" or higher in SOC 100; or a grade of "C" or higher in ANTH 151; or a grade of "C" or higher in ECON 130; or a grade of "C" or higher in ECON 131; or a grade of "C" or higher in POLS 110; or a grade of "C" or higher in GEOG 102; or a grade of "C" or higher in GEOG 151; or a grade of "C" or higher in JOUR 150; or other introductory 100 level Social Science course with a grade of "C" or higher; or consent of the instructor.

SOCS 225 uses statistical reasoning in the analysis of social science data. Topics covered include descriptive statistics, probability, parameter estimation, hypothesis testing, tests for independent and dependent measures, analysis of variance, correlation and regression, and nonparametric statistical tests.

Upon successful completion of SOCS 225, the student should be able to:
1. Organize, summarize, and communicate a group of numerical observations using different types of descriptive statistics.
2. Make general estimates about the larger population using different types of inferential statistics.

SOCIAL WORK

SW 200 The Field of Social Work (3) KCC AA/DS and AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

SW 200 provides an orientation to the profession of social work; historical development, values and philosophy, scope and aims.

Upon successful completion of SW 200, the student should be able to:
1. Identify and discuss the historical development of social work as a profession.
2. Identify and discuss social work values and their implications to social work practice in the context of a multicultural society.
3. Identify oppression and social injustices inflicted upon the individuals, families, and communities that social workers serve and be able to discuss issues related to diversity and oppression in society, particularly as they apply to special populations distinguished by such things as race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.
4. Identify and discuss the theoretical foundations upon which the profession rests, including the manner in which the individual affects and is affected by their social environment (i.e., families, groups, organizations, and communities).
5. Identify and discuss social work skills and generalist social work practice.
6. Identify and describe at least two fields of practice and the social work services developed to rectify/reduce problems in those areas.

SOCIOLOGY

SOC 100 Survey of General Sociology (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.

SOC 100 is an introduction to basic sociological concepts, main theoretical perspectives, and research methods used by sociologists to
explain the social world and social interaction. Examines fundamental social institutions, social processes, and social relationships as essential components of the social structure.

Upon successful completion of SOC 100, the student should be able to:

1. Identify core sociological theories, concepts, and key features of social institutions and their role within the social structure.
2. Define and apply main sociological theoretical perspectives to the study of the social world.
3. Identify and describe fundamental sociological research concepts and methods in the study of social issues.
4. Explain relationship between self and society by identifying one's own values and behavior in relation to larger social influences.
5. Demonstrate a global perspective of social processes and events.

**SOC 214 Introduction to Race and Ethnic Relations (3) KCC AA/DS and KCC AS/SS**

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100 and qualification for MATH 82.

Recommended Preparation: SOC 100.

SOC 214 focuses on race and ethnic relations in world perspective; social, economic and political problems associated with perception, existence, and accommodation of varying racial and ethnic groups within the wider society.

Upon successful completion of SOC 214, the student should be able to:

1. Identify the major ways in which "race" has been defined throughout human history.
2. Define "races" and "ethnic groups".
3. Compare and contrast varying racial and ethnic groups that make up the population of the American society and discuss the diversity in backgrounds.
4. Describe the basic social processes that affect societies and individual behavior.
5. Give examples of the relationship of individuals and the social and cultural environment.
6. Evaluate predictions concerning the size and composition of the minority populations being studied for the future.
7. Describe how prejudice and discrimination may be related, or unrelated, to each other.
8. Identify the components of assimilation, including the less tangible aspects such as values, sentiments, and attitudes.
9. State ideas and opinions clearly in writing.
10. Define and give examples of each of the major patterns of intergroup relations, assimilation, pluralism, subjugation, segregation, expulsion, and annihilation.
11. Describe the theoretical perspectives that relate to the study of race and ethnic relations.
12. Apply a global perspective when examining race and ethnic relations.

**SOC 218 Introduction to Social Problems (3) KCC AA/DS and KCC AS/SS**

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.

Recommended Preparation: SOC 100.

SOC 218 focuses on the theoretical and substantive survey of the nature and causes of social problems; selected problems will vary from semester to semester.

Upon successful completion of SOC 218, the student should be able to:

1. Apply critical thinking skills to evaluate social problems.
2. Evaluate proposed solutions to social problems.
3. Define sets of circumstances which become problematic for large segments of the population.
4. Identify attitudinal changes toward social problems.
5. Give examples of an objective approach to the observation and analysis of social problems in society.
6. Demonstrate a global perspective when examining social problems, issues and concerns.
7. Describe the theoretical perspectives that relate to the study of social problems.
8. Evaluate and explain thoughts, feelings and ideas relevant to selected social issues.

**SOC 231 Introduction to Juvenile Delinquency (3) KCC AA/DS and KCC AS/SS**

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.

Recommended Preparation: SOC 100.

SOC 231 covers the sociological analysis of the social realities of juvenile delinquency in contemporary societies, its nature, prevalence, etiology, treatment and future.

Upon successful completion of SOC 231, the student should be able to:

1. Define juvenile delinquency, in particular, socio-legal and statistical characterizations of that form of youthful deviance.
2. Explain the underlying, finite and multiple causes of juvenile delinquency which refer in particular to the sociogenic, psychogenic, and biogenic etiologies popularly offered in the sociological study of juvenile delinquency.
3. Give examples of official and unofficial reactions to youthful offenders, especially in light of victim and offender characteristics, Juvenile Justice System policies and operations, and community sensitivity to and reporting of the problem (victimization surveys) of delinquency.
4. Explain the Juvenile Justice System: its background, functions, interrelations, structure, and its evaluation in the prevention of juvenile delinquency.
5. Give examples of the family as a malfunctioning institution and as a preventive institution.
6. Give examples of the school as a dysfunctional institution and as another preventive institution.
7. Identify the age/career stages in the development of a juvenile delinquent.
8. Give examples of the nature of delinquent gangs; their structure, functions, dynamics, and etiology.
9. Explain the class and sex variations of juvenile delinquents, especially in light of racism and sexism in the Juvenile Justice System.
10. Evaluate the varied sociological research methodologies and panel presentations.

SOC 251 Introduction to Sociology of the Family (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100; and qualification for MATH 82.
Recommended Preparation: SOC 100.

SOC 251 examines family patterns, mate selection, parent-child interaction, socialization of roles, legal sanctions, and trends in organization and functions. The theoretical and empirical bases are related to the students' experiences and observations.

Upon successful completion of SOC 251, the student should be able to:
1. Employ the sociological perspective and research methods in studying marriage and family.
2. Recognize the basic sociological theories and concepts that have been employed in the study of marriage and family.
3. Examine the origins of such basic institutions including their life cycles.
4. Identify diverse and universal forms of marriage and family and their impact on American societies.
5. Identify the major societal changes affecting marriage and family and their resultant institutional consequences.
6. Demonstrate awareness of family dysfunction and its impact on society.
7. Recognize the family's role in modern society, and speculate about the future of marriage and family as global institutions.

SOC 257 Sociology of Aging (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100 or qualification for ESL 100.
Recommended Preparation: SOC 100.

SOC 257 examines aging as social phenomenon, including issues surrounding aging in contemporary society such as ageism, demographic patterns, family relationships, politics and economics of aging, health care and long-term caregiving. The course provides an overview of key theoretical perspectives and the aging experience in global context.

Upon successful completion of SOC 257, the student should be able to:
1. Identify major issues and concepts pertaining to sociocultural dimensions of aging such as ageism, demographic, political, economic, gender, ethnic, family, health care, and long-term care aspects of the aging experience.
2. Distinguish and apply key social gerontology theories to the explanation of aging as a social phenomenon.
3. Explain and apply social science research findings (qualitative and/or quantitative) used in the study of issues concerning the elderly and the aging society.
4. Demonstrate global and diverse perspectives regarding the societal influences on the aging experience.

SPANISH

SPAN 101 Elementary Spanish I (4) KCC AA/HSL
4 hours lecture per week
SPAN 101 is an introduction to the sounds and basic structures of the Spanish language emphasizing the acquisition of speaking, writing, reading, and listening comprehension skills for communicative proficiency, and an appreciation of the essential elements of Hispanic culture in the context of Spanish-speaking countries.

Upon successful completion of SPAN 101, the student should be able to:
1. Produce the sounds of Spanish and read words with acceptable pronunciation.
2. Reproduce simple patterns of speech based on classroom models with acceptable pronunciation.
3. Respond orally to familiar simple conversational models to demonstrate communicative competency at a basic level.
4. Read aloud familiar materials with pronunciation comprehensible to a native-speaker.
Upon successful completion of SPAN 202, the student should be able to:

5. Write phrases in Spanish that demonstrate appropriate use of present tense grammatical forms in familiar contexts.
6. Demonstrate knowledge of essential geography and basic concepts of Hispanic culture, and contrastive cultural practices in the context of six countries where Spanish is spoken.

SPAN 102 Elementary Spanish II (4) KCC AA/HSL
4 hours lecture per week
Prerequisite(s): A grade of “C” or higher in SPAN 101 or satisfactory score on language placement test or consent of instructor.

SPAN 102 is a continuation of SPAN 101 with further development of basic Spanish sentence structures, vocabulary, reading, oral and written communication skills and an enhanced appreciation of Hispanic culture.

Upon successful completion of SPAN 102, the student should be able to:
1. Reproduce patterns of speech based on classroom models with acceptable pronunciation.
2. Respond orally in natural conversation to demonstrate communicative competency.
3. Read aloud familiar materials with pronunciation comprehensible to a native-speaker.
4. Write simple sentences in Spanish that demonstrate appropriate use of grammatical forms in familiar contexts.
5. Demonstrate knowledge of basic concepts of Hispanic culture presented in class.

SPAN 201 Intermediate Spanish I (3) KCC AA/HSL
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in SPAN 102 or satisfactory score on language placement test or consent of instructor.

SPAN 201 reviews and expands upon the basic language skills acquired in Beginning Spanish through reading, writing, grammar review, introduction of more detailed and advanced functional grammar concepts, vocabulary development, listening comprehension, conversation and oral presentations. Communicative practice with peers, native-speakers, and the instructor will enhance fluency and develop confidence in written and oral expression. Thematic discussion topics, and regional area studies of Spanish-speaking countries will develop critical thinking skills, expressed in Spanish, and enhance knowledge, appreciation and awareness of the countries and cultures where Spanish is spoken.

Upon successful completion of SPAN 201, the student should be able to:
1. Demonstrate through class discussion, conversation, and writing, the ability to read, understand, analyze and comment upon short, non-technical articles related to daily life, society, excerpts from literature, and Hispanic countries and cultures.
2. Demonstrate through class discussion, conversation, and writing the integration of the elements of Spanish vocabulary, pronunciation, and grammatical structure to the ability to communicate to a native-speaker and be understood on topics related to Hispanic countries and cultures.
3. Demonstrate through class discussion, presentations, conversation, and writing an understanding of some essential aspects of the culture, geography, and important figures of at least five Hispanic countries or geographical regions.
4. Demonstrate through class discussion, conversation, and writing the integration of the elements of Spanish vocabulary, pronunciation, and grammatical structure the ability to communicate to a native-speaker and be understood on topics related to daily life, society, and Hispanic cultures.

SPAN 202 Intermediate Spanish II (3) KCC AA/HSL
3 hours lecture per week
Prerequisite(s): A grade of “C” or higher in SPAN 201 or satisfactory score on the language placement test or consent of instructor.

SPAN 202 reviews and expands upon the early intermediate language skills acquired in Intermediate Spanish I through increasingly advanced reading, writing, grammar review, introduction of more detailed functional grammar concepts, vocabulary development, listening comprehension, conversation, and oral and written presentations. Communicative practice with peers, native-speakers, and the instructor will enhance fluency and develop confidence in written and oral expression. Thematic discussion topics, and regional area studies of Spanish-speaking countries will develop critical thinking skills, expressed in Spanish, and enhance knowledge, appreciation and awareness of the countries and cultures where Spanish is spoken.

Upon successful completion of SPAN 202, the student should be able to:
1. Demonstrate, through class discussion, conversation, and writing, the ability to read, understand, and talk about short, cultural articles related to society and Hispanic and American cultures.
2. Demonstrate, through class discussion, conversation, and writing one- to two-page essays about the integration of the elements of vocabulary and grammatical structures of Spanish necessary to communicate on most topics related to society and Hispanic and American cultures.
3. Communicate orally on topics related to society, and Hispanic and American cultures with pronunciation comprehensible to a native speaker.
4. Demonstrate through class discussion, conversation, and writing, an understanding of the essentials of history, culture and
society of Spain and Latin American countries.

**SPAN 250 Latin American Literature and Culture (3) KCC AA/DL**

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in SPAN 202 or a grade of “C” or higher in an equivalent course or consent of instructor.

SPAN 250 is a study of selected excerpts from works of Latin American literature from the pre-Columbian era to the present, focusing on how the literature represents the history, culture and society of Spanish-speaking Latin American countries and peoples. Taught in Spanish at the high intermediate level, this course is especially recommended for students considering a Spanish certificate or major at UH Mānoa, heritage speakers, and qualified students who seek back credits in Spanish.

Upon successful completion of SPAN 250, the student should be able to:

1. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his/her own.
2. Analyze and evaluate the theme and style of representative literary excerpts and how they represent an expression of the cultural, historical, social, and geographical contexts of a particular Latin American region or people; especially with respect to Identity, Gender, Social Justice/Human Rights, Globalization, and Environment.
3. Describe in writing and discussion the uniqueness and diversity among cultural and national groups of Latin America.
4. Describe in writing and discussion the similarities of theme, style, and purpose that characterize Latin American literature.
5. Participate in discussions about Latin American literature and culture using appropriate vocabulary, grammar, reading, speaking, and writing skills.
6. Communicate thoughts, background knowledge, ideas, and opinions using Intermediate level Spanish, orally and in writing, with sufficient skill to be understood as a native speaker.
7. Explain in writing the need for literary evidence to support opinions and ideas regarding a literary work.
8. Recognize the universality in human experience, as well as the qualities that make a particular ethnic or cultural group distinct.
9. Explain the importance of selected major Latin American authors, from the Pre-Columbian era to the present, as literary figures and representatives of their culture and society.

**SPEECH**

**SP 151 Personal and Public Speech (3) KCC AA/OC and KCC AA/DA**

3 hours lecture per week

Recommended preparation: Qualification for ENG 100 or qualification for ESL 100.

SP 151 emphasizes the development of oral communication skills vital in career and personal life. Focus is on principles and skills of effective interpersonal communication, small group discussions, and public speeches.

Upon successful completion of SP 151, the student should be able to:

1. Apply principles of effective verbal and nonverbal communication in interpersonal, small group, and public speaking situations.
2. Identify strengths and weaknesses in your own and others' interpersonal, group, and public communication.
3. Define and demonstrate the basic principles of verbal and nonverbal communication in an interview, small group discussion/presentation, and public speeches.
4. Analyze an audience and adapt a message to listeners in various communication situations.
5. Organize and formally outline ideas with appropriate and adequate supporting materials in an interview, small group, and informative and persuasive speeches.
6. Develop critical listening skills and demonstrate appropriate audience behaviors in various communication situations.
7. Develop self-confidence and competence as a personal and public communicator.

**SP 181 Interpersonal Communication (3) KCC AA/DS and KCC AA/OC and KCC AS/SS**

3 hours lecture per week

Recommended Preparation: Qualification for ENG 100 or qualification for ESL 100.

SP 181 explores the theories and practical skills to be a competent communicator in person-to-person situations. Topics include perception, verbal and nonverbal communication, emotion, listening, and conflict management. Students work individually, in pairs, and in small groups to expand their knowledge and understanding of the role communication plays in the development and maintenance of interpersonal relationships in personal, social, and professional contexts.

Upon successful completion of SP 181, the student should be able to:
1. Describe how the communication process and perception shape our communication.
2. Explain the role self-concept plays in your communication.
3. Differentiate between verbal and nonverbal communication.
4. Describe the complex nature of the listening process.
5. Identify the stages of relational development.
6. Describe effective conflict management strategies.

**SP 233 Oral Traditions of Storytelling (3) KCC AA/DA and KCC AA/OC**

*3 hours lecture per week*

**Recommended Preparation:** ENG 100 or ESL 100.

SP 233 is an introduction to the oral traditions of storytelling with emphasis on the historical, cultural, and performance perspectives. Students present stories and learn how to analyze their forms.

Upon successful completion of SP 233, the student should be able to:

1. Select and share stories from cultures that follow oral traditions.
2. Analyze stories in terms of character, plot development, setting, cultural context and theme.
3. Complete an oral history study.
5. Present stories with appropriate use of body and voice.
6. Incorporate memory techniques in presentations.
7. Evaluate the performance of others.

**SP 251 Principles of Effective Public Speaking (3) KCC AA/OC and KCC AA/DA and KCC AS/AH**

*3 hours lecture per week*

**Recommended Preparation:** SP 151 or ENG 100 or ESL 100.

SP 251 focuses on speech composition and delivery. Emphasis is on critical thinking, clear organization, research skill, appropriate verbal and visual support, and lively delivery. Students present speeches, complete self-analysis papers of their speeches, critique presentations, and evaluate reasoning on important topics.

Upon successful completion of SP 251, the student should be able to:

1. Analyze an audience and apply principles to topic selection.
2. Develop, present, and defend positions on important issues.
3. Organize and formally outline a variety of speeches.
4. Support ideas using a variety of evidence and research.
5. Present ideas with appropriate use of body and voice.
6. Provide oral and written feedback to other speakers.
7. Describe a speaker's ethical responsibilities.
8. Identify speech strengths and areas to improve through written self-analysis of presentations.
THEATER

THEA 101 Introduction to Drama and Theatre (3) KCC AA/DA and KCC AS/AH
3 hours lecture per week
Recommended Preparation: Credit in, concurrent enrollment in, or qualification for ENG 100 or ESL 100.
Comment: Students will be required to purchase tickets to theater performances costing on average $5 to $20.

THEA 101 is a study of selected major forms of world drama, both as literary works and performed theatrical productions. Students will discuss, analyze, and participate in the artful transformation of plays, from “page to stage.”

Upon successful completion of THEA 101, the student should be able to:
1. Explain the similarities and differences between the play as literature and the play as performance.
2. Demonstrate how the basic concepts of dramatic form and structure (such as plot, character, theme, language and spectacle) are realized in selected plays for a particular audience.
3. Demonstrate how the basic elements of theatrical performance (such as acting, directing, designing, style, set, props, lighting, sound, costumes and make-up) are realized in selected plays for a particular audience.
4. Identify a play as a reflection of its cultural milieu, and compare that milieu with his or her own.
5. Examine a written play or performance from many points of view.
6. Express opinions and responses to plays, both in discussion and in writing, that are supported by the literary text and the performed work.
7. Demonstrate knowledge of the theatrical process by participating in the artful transformation of an original scene, from “page to stage.”

THEA 221 Beginning Acting I (3) KCC AA/DA and KCC AA/OC and KCC AS/AH
3 hours lecture per week
Comment: THEA 221 is repeatable for a maximum of six credits.

THEA 221 is an acting course designed for the beginning student. Concentration will be on voice, relaxation, body awareness, and freedom from self-consciousness. Through theater games, improvisations, monologues and scene work, students will learn to analyze, appreciate and perform dramatic literature. They will also learn to critique the performances of others.

Upon successful completion of THEA 221, the student should be able to:
1. Demonstrate progress in developing imagination, sensory awareness, listening, concentrating and commitment, culminating in believable character portrayal in a wide variety of improvs and in a scripted scene.
2. Explore vocal possibilities in range, intensity in improvs and a scripted scene.
3. Develop bodily awareness for increased projecting a wide range of physical expressions in improvs and a scripted scene.
4. Explain the essentials of character analysis by exploring a character's background and motivation.
5. Evaluate the artistic merit of a performance by fellow actors by applying the concepts and techniques learned in class to give constructive and critical feedback for purposes of improvement.
6. Develop a professional attitude of rehearsal dependable by avoiding tardiness and absenteeism, and following through on assignments and accepting direction and constructive criticism cooperatively from classmates and the teacher/director.

THEA 222 Beginning Acting II (3) KCC AA/DA and KCC AA/OC
3 hours lecture per week
Prerequisite(s): THEA 221 or consent of instructor.
Comment: Mandatory rehearsal. THEA 222 is repeatable for a maximum of six credits.

THEA 222 is an acting course designed as a continuation of THEA 221. Students will utilize the knowledge of scene study and performance skills they have learned in a staged production.

Upon successful completion of THEA 222, the student should be able to:
1. Demonstrate knowledge of the audition and rehearsal process at satisfactory levels.
2. Utilize the techniques learned in THEA 221 to analyze a script.
3. Utilize the techniques learned in THEA 221 to analyze a character to be portrayed.
4. Utilize the techniques learned in THEA 221 to artistically and creatively use body and voice in portraying a believable character, from a published play, for an audience.
5. Participate in the elements of play production assistance with set construction, lighting, costumes, make-up, marketing and promotion, and management of a published play in production for an audience.
WOMEN'S STUDIES

WS 202 Psychology of Gender (3) KCC AA/DS and KCC AS/SS
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100/ESL100 and qualification for MATH 82 and PSY 100 with a grade of "C" or higher.

WS 202 is a survey of contemporary theoretical and research issues relevant to the psychological development and functioning of different genders. Topics covered in WS 202 include the following: gender diversity in biology, personality, behavior and development. Multicultural perspectives are emphasized.

Upon successful completion of WS 202, the student should be able to:
1. Describe the nature of psychology of gender as a discipline.
2. Compare and contrast the major perspectives of psychology as they relate to the psychology of gender.
3. Identify overarching themes and persistent questions regarding diversity in the development of gender.
4. Discuss contemporary psychological research on gender differences in biology, personality, behavior, and development.

ZOOLEGY

ZOOL 200 Marine Biology (3) KCC AA/DB and KCC AS/NS Spring
3 hours lecture per week
Recommended Preparation: CHEM 100 or a higher-level chemistry course; and MATH 82 or a higher-level mathematics course.
Comment: ZOOL 200 is offered in the Spring semester only.

ZOOL 200 provides an overview of: the biology and ecology of marine organisms with specific emphasis on those found in and around the Hawaiian Islands, and their relevance to Hawaiian culture; the physical and chemical properties of the marine environment and various marine habitats with specific emphasis on those found in and around the Hawaiian Islands; and the various human impacts affecting marine environments, habitats and organisms with emphasis on those impacts relevant to the marine environments of the Hawaiian Islands.

Upon successful completion of ZOOL 200, the student should be able to:
1. Describe how science and technology has advanced our study of the marine environment.
2. Describe the physical and chemical characteristics of the marine environment and how they impact marine life.
3. Communicate knowledge of the diversity of marine organisms, especially Hawaiian species.
4. Provide examples of important adaptations marine life possess by relating their ecological roles to their environments.
5. Develop an interest in and underlying knowledge about the effects of human activities on marine organisms and their environments.

ZOOL 200L Marine Biology Laboratory (1) KCC AA/DY
3 hours lab per week
Prerequisite(s): Credit or concurrent enrollment in ZOOL 200.
Recommended preparation: Credit in or qualification for ENG 100 or credit in or qualification for ESL 100.

ZOOL 200L is the companion laboratory to ZOOL 200. The laboratory and field activities in ZOOL 200L provide an overview of marine life and habitats specific to Hawai`i. Lab and field investigations include: marine plankton identification, plant, invertebrate and fish anatomy, field trips to tide-pools, fishponds, and other relevant Hawaiian marine habitats.

Upon successful completion of ZOOL 200L, the student should be able to:
1. Apply the scientific method to investigate biological phenomena.
2. Apply the concepts learned in ZOOL 200 during field and lab experimental inquiry.
3. Demonstrate the proper use of common lab equipment and methods such as compound and stereo microscopes, and dissection techniques.
4. Demonstrate proper use of field equipment and field sampling methods including transect tapes, quadrats, water quality and environmental monitoring devices, and other field gear.
BUSINESS, LEGAL AND TECHNOLOGY PROGRAMS

Introduction: The College offers a range of Business, Legal and Technology programs to the public in several different ways. Degree and certificate programs prepare students for entry-level positions in the workplace. The College’s transfer programs prepare students for transfer to four-year institutions. Also, the College demonstrates its commitment to life-long learning through a series of continuing education offerings aimed at working professionals and alumni.

Legal education at Kapi‘olani Community College is the only non-law school legal training program in the University of Hawai‘i System. KapCC’s Paralegal program has won the Secretary’s Award from the United States Department of Education. The Paralegal program has been continuously approved by the American Bar Association since 1978.

Degree/Certificate Programs: Three AS degree options are offered in the areas of Accounting, Information Technology, and Paralegal (Legal Assistant). Certificate of Achievement options are offered in Accounting, Information Security and Assurance, Information Technology, and Paralegal. Certificates of Competence are offered for Database Administration, Entrepreneurship, Help Desk Services, Information Security and Assurance, Legal Secretary, Management, Payroll Preparer, Programming, and Tax Preparer. An Advanced Professional Certificate (APC) is offered in Information Technology.

Transfer Programs: The College also provides transfer advising and support for students who plan to transfer to baccalaureate institutions such as the University of Hawai‘i at Hilo, University of Hawai‘i at Mānoa, the University of Hawai‘i–West O‘ahu, Chaminade University, or Hawai‘i Pacific University. General information about transferring can be found in this catalog in the Transfer Advising section. For more information please contact Business, Legal and Technology Department counselors (808) 734-9107.

Lifelong Learning Credit/Continuing Education Programs: The Office of Continuing Education and Training (OCET) is dedicated to providing customized training, professional certification, and resources towards the advancement and enrichment of Hawai‘i’s workforce, professional, and personal development.

High quality competency-based training programs and non-credit courses address immediate and future workforce and professional development needs in the areas of Health Education, Culinary, Global Learning and Development, and the Office for International Affairs. Updated, flexible, and adaptive non-credit programs offer opportunities for professional growth beyond traditional college curriculum and are delivered through face-to-face, online, and hybrid learning environments. OCET programs: workforce focused training, professional development, certification renewal and attainment, customized training, personal enrichment, student transition to postsecondary education and employment.

For more information and to register, visit http://continuinged.kapiolani.hawaii.edu or email us at kccocet@hawaii.edu.
CAREER and ACADEMIC OPTIONS
BUSINESS, LEGAL AND TECHNOLOGY EDUCATION PROGRAMS

ACCOUNTING ACADEMIC and CAREER OPTIONS

Associate in Science – Accounting (60-65 credits)
Enter-level positions in accounting in business and government such as accounts payable manager, accounts receivable manager, inventory systems manager, payroll administrator, tax accounting paraprofessional, cost accounting paraprofessional, property management accounting paraprofessional, accounting supervisor, independent small business accounting paraprofessional, tax services associate, tax preparer, office manager, small business accountant/information technology manager, SAGE 100 Accounting System Operator, QuickBooks Accounting System Manager, QuickBooks Consultant, Certified Fundamental Payroll professional, Enrolled Agent

Certificate of Achievement – Accounting (30-33 credits)
Enter-level Data Analytics assistant, Certified QuickBooks (R) ProAdvisor, Microsoft Office Specialist in Excel (R), bookkeeper/assistant bookkeeper, accounts payable clerk, accounts receivable clerk, inventory clerk, payroll clerk, tax accounting clerk, cost accounting clerk, property management accounting clerk, tax services associate, tax preparer, small business office manager, small business accountant/information technology manager

Certificate of Competence – Payroll Preparer (15 credits)
Payroll preparers, payroll clerks, and related clerical/accounting jobs at CPA and bookkeeping firms, payroll service bureaus, or in business or government

Certificate of Competence – Tax Preparer (15-18 credits)
Tax preparers, payroll clerks/payroll administrators, and related clerical/accounting jobs at CPA and bookkeeping firms, payroll service bureaus, or in business or government

INFORMATION TECHNOLOGY/INFORMATION SECURITY ACADEMIC and CAREER OPTIONS

Advanced Professional Certificate – Information Technology (18 credits)
A career ladder for information technology students and professionals in the community to acquire additional information technology technical skill sets and/or pursue a Bachelor of Applied Science (BAS) degree in Information Technology at University of Hawai‘i–West O‘ahu

Associate in Science – Information Technology (60-62 credits)
Computer support specialist, information security specialist, data specialist, data visualization specialist, technical support specialist, help desk technician, database developer or administrator, network administrator to set up and configure a local area network, front-end GUI interface programmer, or web developer using rapid prototyping tools to produce the front-end GUI interface with connectivity to appropriate databases at the back-end

Certificate of Achievement – Information Security and Assurance (30-31 credits)
Entry-level positions in a business or government environment involving computer hardware or software, or
network cyber security, information security and assurance, cyber defense

**Certificate of Achievement – Information Technology (30-31 credits)**
Entry-level positions in information technology and non-information technology under direct supervision in the business work environment involving computer support: help desk, cabling and basic networking, minor office application support, and training

**Certificate of Competence – Database Administration (18 credits)**
Appropriate for upgrading the database administration skills of industry members

**Certificate of Competence – Help Desk Services (15 credits)**
Appropriate for upgrading the support skills of industry members or for an entry-level position in a larger organization

**Certificate of Competence – Information Security and Assurance (15 credits)**
Appropriate for an entry-level position in information security and assurance, cyber security, cyber defense

**Certificate of Competence – Programming (18 credits)**
Appropriate for upgrading the programming skills of industry members

**LEGAL EDUCATION ACADEMIC and CAREER OPTIONS**

**Associate in Science – Paralegal (60-62 credits)**
Paralegal, legal assistant

**Certificate of Achievement – Paralegal (27 credits)**
Entry-level positions as a paralegal

**Certificate of Competence – Legal Secretary (18 credits)**
Entry-level position as a legal secretary

**MANAGEMENT ACADEMIC and CAREER OPTIONS**

**Certificate of Competence – Management (9 credits)**
First-Line Supervisors of Retail Workers, Marketing Specialist, Marketing Manager, Sales Manager

**ENTREPRENEURSHIP ACADEMIC and CAREER OPTIONS**

**Certificate of Competence – Entrepreneurship (9 credits)**
Small business owner, Start-up enterprise developer, or Social and Community Service Managers
LIFELONG LEARNING ACADEMIC and CAREER OPTIONS

Continuing Education Registration Office (808) 734-9211 http://continuinged.kapiolani.hawaii.edu
Professional development courses designed specifically for working adults or adults needing to enhance their skills to refocus their careers or start on a new one. These courses focus on skills such as leadership and management, interpersonal communication, writing and public speaking, and small business management. Advanced Technical Training courses include Info Tech Professional Certification preparation, software applications, AutoCAD, operating systems, and design tools for web development or graphic arts.
ACCOUNTING CURRICULA

ASSOCIATE IN SCIENCE, ACCOUNTING
(60-63 SEMESTER CREDITS)

Program Description: The Associate in Science, Accounting (AS ACC) degree program at Kapi‘olani Community College prepares students for paraprofessional accounting positions. Students seeking their first degree or first job, a skills upgrade or a job change, or those on track for their CPA license, Enrolled Agent, other professional certification get the skills they need.

The program gives students hands-on experience with current industry standard accounting information systems hardware, software, web resources, and business practices to make them job ready at a variety of entry-level opportunities. A concentration in communication, teamwork, and professional networking skills is built into all program courses. This emphasis, along with close ties to a broad base of local industry partners mean that internship opportunities are available at a wide array of businesses, CPA firms, government agencies, and non-profit organizations.

Courses are taught by dedicated faculty and industry professionals, and are offered in the daytime, evening, and online to accommodate all students. The program is a member of the American Council of Business Schools and Programs (ACBSP) and most courses are transferable to member schools. Articulation agreements with area universities let students transition seamlessly to the University of Hawai‘i-West O‘ahu’s Bachelor of Arts (BABA) in Business Administration - Concentration in Accounting degree, or gives students transferable credit towards baccalaureate degrees at other area public and private universities.

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Accounting, the student should have met the following Student Learning Outcomes (SLOs):

• Demonstrate the ability to identify key issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.
• Compile and prepare accurate and timely financial information for analysis, tax compliance, and informed business decisions.
• Perform accounting and reporting functions using an accounting information system.
• Gather, manage, track and query data using traditional and emerging technologies.
• Practice within the professional, ethical, and legal parameters of the accounting profession.
• Demonstrate interpersonal and professional communication skills in person and online; work collaboratively to achieve organizational goals.
• Take advantage of independent learning opportunities to maximize personal and professional growth within the business environment.
• Recognize and adapt to the local/global organization and culture.
• Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.
ASSOCIATE IN SCIENCE DEGREE CURRICULUM, ACCOUNTING (60-63 CREDITS)

First Semester
ACC 132 (3)
ACC 201 (3); or ACC 124 (3) and ACC 125 (3)
BUS 100 (3) or BUS 250 (3) or MATH 115 (3)
ICS 101 (3)
SP 151 (3) or SP 251 (3)

Second Semester
ENG 100 (3) or ENG 209 (3) or ESL 100 (3)
ACC 202 (3)
ACC 221 (3)
ACC 252 (3)
ACC 255 (3)

Third Semester
At least 3 credits from AS Arts & Humanities Elective
ACC 134 (3)
ACC 231B (3)
BLAW 200 (3)
BUS 120 (3)

Fourth Semester
ACC 137 (3)
ACC 251 (3) or ACC 261 (3)
ACC 293 (3)
At least 3 credits from AS Social Science Elective
At least 3 credits from AS Natural Science Elective

The issuance of an AS degree requires that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AS curriculum listed above, students must include and complete one writing intensive (WI) course. The mathematics courses applicable to the degree are limited to those courses emphasizing statistical skills.

Please note: A grade of “C” or higher in all accounting courses is required for the AS degree in Accounting. Lists of AS elective courses (KCC AS/AH, AS/NS and AS/SS) are in the “Degree and Certificate Programs” section.

CERTIFICATE OF ACHIEVEMENT, ACCOUNTING (30-33 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in Accounting (CA-ACC) program at Kapi‘olani Community College prepares students for entry-level advanced clerical, junior paraprofessional, or professional
accounting positions in public accounting firms, private businesses, governmental agencies, and non-profit organizations. The program offers many advantages, such as:

- Students can complete the program entirely through online courses, face-to-face live courses, or through a combination of both.
- Students learn about and utilize current and emerging industry standard accounting information and management systems, mobile apps, and cloud technologies.
- Students acquire basic skills in Data Analytics and can pursue introductory level industry certifications such as QuickBooks®, Excel®, and Payroll.
- Students have access to the convenient University of Hawaii Kapi'olani Community College Business Legal & Technology Certification Center (KAPCC BLT CERT CENTER).
- Students benefit from close relationships and connections between Kapi`olani Community College faculty, local industry professionals and professional organizations.
- Students receive instruction, guidance, and counseling from dedicated faculty and industry professionals both inside and outside of class.
- Students enhance their communication and teamwork skills through team projects and professional networking opportunities.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Accounting the student should have met the following Student Learning Outcomes (SLOs):

- Demonstrate the ability to identify key issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.
- Compile and prepare accurate and timely financial information for analysis, tax compliance, and informed business decisions.
- Perform accounting and reporting functions using an accounting information system.
- Gather, manage, track and query data using traditional and emerging technologies.
- Practice within the professional, ethical, and legal parameters of the accounting profession.
- Demonstrate interpersonal and professional communication skills in person and online; work collaboratively to achieve organizational goals.
- Take advantage of independent learning opportunities to maximize personal and professional growth within the business environment.
- Recognize and adapt to the local/global organization and culture.
- Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, ACCOUNTING (30-33 CREDITS)

First Semester
ACC 201 (3); or ACC 124 (3) and ACC 125 (3)
ACC 132 (3)
BUS 100 (3) or BUS 250 (3) or MATH 115 (3)
ICS 101 (3)
SP 151 (3) or SP 251 (3)
Second Semester
ACC 134 (3) or ACC 137 (3)
ACC 202 (3)
ACC 252 (3)
ACC 255 (3)
ENG 100 (3) or ESL 100 (3) or ENG 209 (3)

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: To fulfill the requirements for the certificate, a grade of “C” or higher is required in all accounting courses.

CERTIFICATE OF COMPETENCE,
PAYROLL PREPARER
(15 SEMESTER CREDITS)

Program Description: The Certificate of Competence, Payroll Preparer trains graduates with a set of hands-on workplace skills that employers demand. These skills qualify graduates for entry level positions as payroll preparers, payroll clerks, and related clerical/accounting jobs at CPA and bookkeeping firms, payroll service bureaus, or in business or government.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence, Payroll Preparer, the student should have met the following Student Learning Outcomes (SLOs):

- Demonstrate the ability to identify key issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.
- Compile and prepare accurate and timely financial information for analysis, tax compliance, and informed business decisions.
- Perform accounting and reporting functions using an accounting information system.
- Gather, manage, track and query data using traditional and emerging technologies.
- Practice within the professional, ethical, and legal parameters of the accounting profession.
- Demonstrate interpersonal and professional communication skills in person and online; work collaboratively to achieve organizational goals.
- Take advantage of independent learning opportunities to maximize personal and professional growth within the business environment.
- Recognize and adapt to the local/global organization and culture.
- Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

CERTIFICATE OF COMPETENCE CURRICULUM,
PAYROLL PREPARER
(15 CREDITS)
**First Semester**
ACC 124 (3) or ACC 201 (3)
ACC 132 (3)
ACC 252 (3)
ICS 100 (3) or ICS 101 (3)

**Second Semester**
ACC 255 (3)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) or 2.0 or higher for all courses required in the certificate.

Please note: For the Payroll Preparer certificate, a grade of “C” or higher is required in all applicable accounting courses.

**CERTIFICATE OF COMPETENCE, TAX PREPARER**
(15-18 SEMESTER CREDITS)

**Program Description:** The Certificate of Competence, Tax Preparer, trains students with a set of hands-on workplace skills that employers demand. These skills qualify graduates for entry-level positions as tax preparers, payroll clerks/payroll administrators, and related clerical/accounting jobs at CPA and bookkeeping firms, payroll service bureaus, or in business or government.

**Program Student Learning Outcomes:** Upon successful completion of the Certificate of Competence, Tax Preparer, the student should have met the following Student Learning Outcomes (SLOs):

- Demonstrate the ability to identify key issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.
- Compile and prepare accurate and timely financial information for analysis, tax compliance, and informed business decisions.
- Perform accounting and reporting functions using an accounting information system.
- Gather, manage, track and query data using traditional and emerging technologies.
- Practice within the professional, ethical, and legal parameters of the accounting profession.
- Demonstrate interpersonal and professional communication skills in person and online; work collaboratively to achieve organizational goals.
- Take advantage of independent learning opportunities to maximize personal and professional growth within the business environment.
- Recognize and adapt to the local/global organization and culture.
- Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.
CERTIFICATE OF COMPETENCE CURRICULUM, 
TAX PREPARER
(15-18 CREDITS)

First Semester
ACC 201 (3); or ACC 124 (3) and ACC 125 (3)
ACC 132 (3)
ACC 134 (3)

Second Semester
ACC 202 (3)
ACC 137 (3)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: To fulfill the requirements for the Tax Preparer certificate, a grade of “C” or higher is required in all applicable accounting courses.

INFORMATION TECHNOLOGY CURRICULA

ADVANCED PROFESSIONAL CERTIFICATE, INFORMATION TECHNOLOGY
(18 SEMESTER CREDITS)

Program Description: The Information Technology Advanced Professional Certificate (APC) program is career-oriented and competency/outcomes-based. The program focuses on strong programming fundamentals, network connectivity, hands-on type projects, front-end graphical user interface (GUI) programming with strong connectivity to databases such as Microsoft ACCESS, Microsoft SQL Server, and Oracle in a stand alone as well as a web environment. This is all done within the context of supporting business activities. After satisfactory completion of 18 ITS credits at the 300 level, the student earns an Advanced Professional Certificate in Information Technology. Graduates are prepared to perform services as a network administrator to set up and configure a server or local area network, front-end GUI interface programmer, or web developer using rapid prototyping tools to produce the front-end GUI interface with connectivity to appropriate databases at the back-end.

Students can take highly technical courses in Information Technology that build on the foundation and pillars they have constructed in their AS degree. These ITS courses at Kapi‘olani Community College build up the already existent pillars of Networking/Cyber Security, Databases, and Programming, and develop a pillar in Web Development, a rapidly growing niche in Information Technology. Students may elect to continue their studies and have their three years of study at Kapi‘olani Community College transfer to University of Hawai‘i–West O‘ahu via an articulation agreement between Kapi‘olani Community College and University of Hawai‘i–West O‘ahu (UHWO), take a few more courses in business and management, and earn their Bachelor of Applied Science (BAS) with a Concentration in Information Technology. Additional classes in general education could be taken outside of the APC at Kapi‘olani Community College to provide a rounded educational experience as well as ease the transfer to the BAS at University of Hawai‘i–West O‘ahu.
**Program Competencies**: Upon successful completion of the Advanced Professional Certificate in Information Technology, the student should be able to:

- Design and implement an application in VB.Net that connects to and draws from a contemporary database.
- Design, implement, and schedule reasonable personal computer and network security measures.
- Setup and Administer Windows Computer Server to provide business support services as needed.
- Code Web pages that are interactive, responsive to user input and environmental variables, and provide information and services in an attractive and timely manner.
- Code Web pages whose content and design are determined by database data.

**Program Student Learning Outcomes**: Upon successful completion of the Advanced Professional Certificate in Information Technology, the student should have met the following Program Student Learning Outcomes:

- Design and develop software solutions for contemporary business environments by employing appropriate problem solving strategies.
- Comprehend and resolve common desktop and network issues.
- Analyze common business functions and identify, design, and develop appropriate information technology solutions (in web, desktop, network, and/or database applications).
- Learn future technologies through acquired foundational skills and knowledge and employ them in new business environments.
- Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

**ADVANCED PROFESSIONAL CERTIFICATE CURRICULUM, INFORMATION TECHNOLOGY**
*(18 CREDITS)*

**First Semester**
- ITS 381 (any alpha) (3)
- ITS 382 (any alpha) (3)
- ITS 389 (any alpha) (3)

**Second Semester**
- ITS 387 (any alpha) (3)
- ITS 388 (any alpha) (3)
- ITS 38x (any alpha) (3); Note: Any course topic not previously taken.

*Please note: A grade of “C” or higher is required in all applicable Information Technology courses in order to fulfill the requirements for the Advanced Professional Certificate in Information Technology. Courses may be taken in any order.*

**ASSOCIATE IN SCIENCE, INFORMATION TECHNOLOGY**
*(60-61 SEMESTER CREDITS)*
Program Description: The Information Technology program is career-oriented, career-laddered, and competency-based. The program focuses on cyber security, programming fundamentals, network connectivity, hands-on type projects, front-end graphical user interface (GUI) programming with strong connectivity to databases on standalone computers and server platforms including the web environment. This is all done within the context of supporting business activities. Upon satisfactory completion of the required 60 credits, the student earns an Associate in Science degree. The AS degree student can also earn Certificates of Competence in Help Desk, Programming, Database Administration and Cyber Security. Graduates are prepared to perform services as a cyber-security professional, computer support specialist, technical support specialist, help desk technician, database administrator, network administrator to set up and configure a local area network, front-end GUI interface programmer, or web developer using rapid prototyping tools to produce the front-end GUI interface with connectivity to appropriate databases at the back-end.

The AS program also is designed to articulate with a Bachelor of Applied Science (BAS) degree with a concentration in Information Technology at the University of Hawai‘i–West O‘ahu. To accomplish this articulation, the Information Technology program has created the third year Advanced Professional Certificate, 18 credits of Information Technology courses that build a bridge from the AS degree at Kapi‘olani Community College to the BAS degree at University of Hawai‘i–West O‘ahu. The Information Technology program is career-laddered, providing multiple entry and exit points for students to continue their studies and/or enter the world of work.

The AS program includes a combination of business, computer, and information technology (including cyber security) courses and selected general education courses that emphasize business concepts, business writing, or communications. Campus-based computer and networking projects, faculty-supervised laboratories, and workplace internships provide hands-on experience designed to prepare students for positions in the field. Students gain a perspective of the role that information technology plays in a business environment. The program also places an emphasis on teamwork, written and oral communication skills, and presentation skills within the context of a business environment.

The current Associate in Science Information Technology degree articulates to the University of Hawai‘i–West O‘ahu (UHWO) towards the Bachelor of Applied Science (BAS), Information Technology (effective fall 2010).

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Information Technology, the student should have met the following Student Learning Outcomes (SLOs):

- Design and develop software solutions for contemporary business environments by employing appropriate problem-solving strategies.
- Configure and administer database servers to support contemporary business environments.
- Configure and administer networks to contribute to contemporary business solutions.
- Design and develop web solutions to address contemporary business objectives.
- Learn future technologies through acquired foundational skills and knowledge and employ them in new business environments.
- Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.
- Demonstrate knowledge of current information, network, and cyber security issues and implement best practices in mitigation and recovery.
ASSOCIATE IN SCIENCE DEGREE CURRICULUM, INFORMATION TECHNOLOGY (60-61 CREDITS)

First Semester
ENG 100 (3) or ESL 100 (3)
ICS 100 (3) or ICS 101 (3)
ITS 124 (3)
ITS 128 (3)
ITS 129 (3)

Second Semester
BUS 100 (3) or BUS 250 (3) or MATH 103 or higher-level mathematics (3-4)
ITS 122 (3)
ITS 144 (3)
ITS 148 (3)
ITS 149 (3) or ITS 149AD (3)

Third Semester
ACC 201 (3) or ACC 202 (3)
ECON 130 (3) or ECON 131 (3)
SP 151 (3) or SP 251 (3)
ITS 227 (3)
ITS 142 (3)

Fourth Semester
At least 3 credits from AS Arts & Humanities Elective
At least 3 credits from AS Natural Science Elective
ITS 293 (3)
At least 6 credits from BUS 195 (Alpha), ITS 222 (3), ITS 224 (3), ITS 228 (3), ITS 229AD (3)

The issuance of an AS degree requires that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: A grade of “C” or higher is required in all applicable Information Technology (ITS and ICS) courses in order to fulfill the requirements for the Information Technology degree. Lists of KCC AS/AH, AS/NS, AS/SS courses are in the college catalog under “Associate in Science Degree Courses.”

CERTIFICATE OF ACHIEVEMENT, INFORMATION TECHNOLOGY (30-31 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in Information Technology program is a competency-based program that is designed to prepare students for information technology and non-information technology entry-level positions in a business environment involving computer support: help desk, cabling and basic networking, minor office application support, and training. The certificate will enhance the information technology skills of the small business owner, non-IT account clerk, office administrator, office manager, and
health, legal, hospitality, or other professional to become the key information technology support users in their respective areas.

**Program Student Learning Outcomes:** Upon successful completion of the Certificate of Achievement in Information Technology, the student should have met the following Student Learning Outcomes:

- Comprehend and resolve common desktop and network issues, including:
  - Take and categorize help desk requests.
  - Analyze help desk requests and locate possible solution resources.
  - Resolve help desk issues and/or talk the requester through the resolutions.
  - Document incidents for inclusion in updated database.
- Learn future technologies through acquired foundational skills and knowledge and employ them in new business environments.
- Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM, INFORMATION TECHNOLOGY (30-31 CREDITS)**

**First Semester**
- BUS 120 (3)
- ENG 100 (3) or ENG 209 (3)
- ICS 100 (3) or ICS 101 (3)
- ITS 124 (3)
- ITS 128 (3)

**Second Semester**
- BUS 100 (3) or BUS 250 (3) or MATH 103 or higher-level mathematics (3-4)
- ACC 201 (3)
- ITS 129 (3)
- ITS 144 (3)
- ITS 224 (3)

_The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate._

_Please note: In order to receive the certificate, a grade of “C” or higher is required in all Information Technology courses. ITS courses may be offered in 8 or 16-week sessions._

**CERTIFICATE OF ACHIEVEMENT, INFORMATION SECURITY AND ASSURANCE (30-31 SEMESTER CREDITS)**

**Program Description:** The Certificate of Achievement in Information Security and Assurance program is a
A competency-based program that is designed to prepare students for information technology cyber security entry-level positions in a business or government environment involving computer hardware or software, or network cyber security. The certificate will enhance the information technology cyber security skills of the small business owner, non-information technology account clerk, office administrator, office manager, and health, legal, hospitality, or other professional to become the key information technology security support users in their respective areas.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Information Security and Assurance, the student should have met the following Student Learning Outcomes:

- Design and develop software solutions for contemporary business environments by employing appropriate problem solving strategies.
- Configure and administer database servers to support contemporary business environments.
- Configure and administer networks to contribute to contemporary business solutions.
- Design and develop web solutions to address contemporary business objectives.
- Learn future technologies through acquired foundational skills and knowledge and employ them in new business environments.
- Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.
- Demonstrate knowledge of current information, network, and cyber security issues and implement best practices in mitigation and recovery.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, INFORMATION SECURITY AND ASSURANCE (30-31 CREDITS)

First Semester
ENG 100 (3)
ICS 100 (3) or ICS 101 (3)
ITS 122 (3)
ITS 124 (3)
ITS 128 (3)

Second Semester
BUS 250 (3) or ICS 141 (3) or MATH 103 or higher-level mathematics (3-4)
ACC 201 (3) or BUS 120 (3)
ITS 129 (3)
ITS 142 (3)
ITS 222 (3)

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate.

Please note: In order to receive the certificate, a grade of “C” or higher is required in all Information Technology courses. ITS courses may be offered in 8 or 16-week sessions.
CERTIFICATE OF COMPETENCE, INFORMATION SECURITY AND ASSURANCE (15 SEMESTER CREDITS)

Program Description: The Certificate of Competence in Information Security and Assurance is an outcomes based program designed for the novice or professional information technology worker who has little to no experience in cyber security. This certificate is appropriate for upgrading the cyber security skills of industry members or for a focus for information technology AS students. Certificate topics include current cyber security issues, concepts, threats, and mitigation strategies.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Information Security and Assurance, the student should have met the following Student Learning Outcomes:

- Comprehend and resolve common desktop and network issues.
- Learn future technologies through acquired foundational skills and knowledge and employ them in new business environments.
- Demonstrate knowledge of current information, network, and cyber security issues and implement best practices in mitigation and recovery.

CERTIFICATE OF COMPETENCE CURRICULUM, INFORMATION SECURITY AND ASSURANCE (15 CREDITS)

First Semester
ITS 122 (3)
ITS 124 (3)

Second Semester
ITS 142 (3)
ITS 144 (3)
ITS 222 (3)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: A grade of “C” or higher is required in all applicable Information Technology courses in order to fulfill the requirements for the certificate. ITS courses may also be offered in 8 or 16-week sessions.

CERTIFICATE OF COMPETENCE, DATABASE ADMINISTRATION (18 SEMESTER CREDITS)

Program Description: The Certificate of Competence in Database Administration is an outcomes based program designed for the novice or professional information technology worker who has little to no experience in database administration. This certificate is appropriate for upgrading the database administration skills of
industry members or for a focus for information technology AS students. The certificate includes current cyber security issues, concepts, threats, and mitigation strategies.

**Program Student Learning Outcomes:** Upon successful completion of the Certificate of Competence in Database Administration, the student should have met the following Student Learning Outcomes:

- Configure and administer database servers to support contemporary business environments, including:
  - Use a relational database: query, report, data input.
  - Administer or manage a relational database for a small to medium size company.
  - Document administrative work performed.
- Learn future technologies through acquired foundational skills and knowledge and employ them in new business environments.
- Demonstrate knowledge of current information, network, and cyber security issues and implement best practices in mitigation and recovery.

**CERTIFICATE OF COMPETENCE CURRICULUM, DATABASE ADMINISTRATION**
(18 CREDITS)

**First Semester**
ICS 100 (3) or ICS 101 (3)
ITS 124 (3)
ITS 129 (3)

**Second Semester**
ITS 122 (3)
ITS 149AD (3)
ITS 229AD (3)

*The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.*

*Please note: A grade of “C” or higher is required in all applicable Information Technology courses in order to fulfill the requirements for the certificate. ITS courses may be offered as 8 or 16-week sessions.*

**CERTIFICATE OF COMPETENCE, HELP DESK SERVICES**
(15 SEMESTER CREDITS)

**Program Description:** The Certificate of Competence in Help Desk Services is an outcomes based program designed for the novice or professional information technology worker who has little to no experience in providing information technology help desk support. This certificate is appropriate for upgrading the support skills of industry members or for an entry-level position in a larger organization. The certificate includes current...
cyber security issues, concepts, threats, and mitigation strategies.

**Program Student Learning Outcomes:** Upon successful completion of the Certificate of Competence in Help Desk Services, the student should have met the following Student Learning Outcomes:

- Comprehend and resolve common desktop and network issues, including:
  - Take and categorize help desk requests.
  - Analyze help desk requests and locate possible solution resources.
  - Resolve help desk issues and/or talk the requester through the resolutions.
  - Document incidents for inclusion in updated database.
- Learn future technologies through acquired foundational skills and knowledge and employ them in new business environments.
- Demonstrate knowledge of current information, network, and cyber security issues and implement best practices in mitigation and recovery.

**CERTIFICATE OF COMPETENCE CURRICULUM, HELP DESK SERVICES**
**(15 CREDITS)**

**First Semester**
ICS 100 (3) or ICS 101 (3)
ITS 122 (3)
ITS 124 (3)

**Second Semester**
ITS 144 (3)
ITS 224 (3)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: A grade of “C” or higher is required in all applicable Information Technology courses in order to fulfill the requirements for the certificate. ITS courses may be offered in 8 or 16-week sessions.

**CERTIFICATE OF COMPETENCE, PROGRAMMING**
**(18 SEMESTER CREDITS)**

**Program Description:** The Certificate of Competence in Programming is a competency-based program designed for the novice or professional information technology worker who has little to no experience in programming. This certificate is appropriate for upgrading the programming skills of industry members or for a focus for Information Technology AS students. The certificate includes current cyber security issues, concepts, threats, and mitigation strategies.
**Program Student Learning Outcomes:** Upon successful completion of the Certificate of Competence in Programming, the student should have met the following Student Learning Outcomes:

- Design and develop software solutions for contemporary business environments by employing appropriate problem solving strategies, including:
  - Logically think through business information technology programming needs.
  - Create a user interface in a contemporary object-oriented language to allow users to access business data.
  - Write code to connect a frontend user interface with a backend database using a contemporary object-oriented language.
  - Document program written.
- Learn future technologies through acquired foundational skills and knowledge and employ them in new business environments.
- Demonstrate knowledge of current information, network, and cyber security issues and implement best practices in mitigation and recovery.

**CERTIFICATE OF COMPETENCE CURRICULUM, PROGRAMMING**  
**(18 CREDITS)**

**First Semester**  
ICS 100 (3) or ICS 101 (3)  
ITS 124 (3)  
ITS 128 (3)  

**Second Semester**  
ITS 122 (3)  
ITS 148 (3)  
ITS 228 (3)  

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) or 2.0 or higher for all courses required in the certificate.

Please note: A grade of “C” or higher is required in all applicable Information Technology courses in order to fulfill the requirements for the certificate. ITS courses may be offered in 8 or 16-week sessions.
PARALEGAL CURRICULUM

ASSOCIATE IN SCIENCE, PARALEGAL
(60-62 SEMESTER CREDITS)

Program Description: Kapiʻolani Community College's Paralegal program is the only Hawai`i-based paralegal program offered in the State. Since 1978, it has been an American Bar Association-approved program and has been the major source of trained paralegals in the Hawai`i legal community. A paralegal is a legal professional who assists in the delivery of legal services, generally under the supervision of an attorney. A paralegal is a member of the legal team in private law offices, government agencies, and corporations, performing technical and paraprofessional responsibilities. These include interviewing and assisting clients, legal research and writing, communicating effectively, implementing legal procedures, preparing instruments and documents, assisting in judicial and administrative appearances, representing clients in selected administrative hearings, completing client projects, calendaring, and coordinating office functions. These functions overlap with those of an attorney. The program graduate will be qualified to work in a private law firm, corporation, public agencies, and public law firms.

A paralegal may not provide legal services directly to the public.

Program Mission: The Paralegal Program’s mission is to provide paralegal education to students interested in careers as paralegals or for positions where communication, analytical, and organizational skills as well as knowledge of law and legal procedures are necessary. The program provides the foundation for students to think critically, and act ethically in the workplace and in the community. The program also prepares students to continue educational pursuits and encourages lifelong learning and community service.

Program Approval: The Paralegal Program has ABA Approval, which is the national mark of excellence for paralegal programs. The Program has enjoyed continuous ABA Approval since 1978.

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Paralegal, the student should be able to:

- Ethics: Identify ethical issues that arise and apply rules of professional conduct to determine how to resolve them (e.g., show awareness of legal ethics, confidentiality, and unauthorized practice of law issues).
- Communication: Demonstrate oral and written skills required in legal settings (e.g., convey knowledge and ideas clearly and precisely).
- Critical Thinking: Demonstrate basic principles of legal analysis and apply critical thinking skill (e.g., integrate and synthesize concepts, generate options, and make logical and rational decisions).
- Interpersonal Skills: Demonstrate adaptability, flexibility, and sensitivity in working with diverse types of people, identify and resolve problems and disputes (e.g., establish effective working relationships with attorneys, coworkers, clients, and others).
- Professionalism: Demonstrate organizational skills to perform and prioritize assignments and utilize
time efficiently (e.g., manage workflow, adhere to procedural deadlines, use resources and time efficiently).

- Technology & Information Literacy: Identify, evaluate, and use appropriate technology and resources to effectively investigate, research, and present legal issues (e.g., conduct library and online legal research, and prepare, edit, and transmit legal and court documents).

**ASSOCIATE IN SCIENCE DEGREE CURRICULUM, PARALEGAL (60-61 CREDITS)**

**First Semester**
- ENG 100 (3) or ESL 100 (3)
- LAW 101 (3)
- LAW 102 (3)
- LAW 105 (3)
- LAW 111 (3)

**Second Semester**
- PHIL 110 (3) or MATH 100 or higher-level mathematics (3-4)
- LAW 145 (3)
- LAW 148 (3)
- At least 6 credits from Legal Specialty LAW Courses

**Third Semester**
- ENG 200 (3) or SP 151 (3) or SP 181 (3) or SP 251 (3)
- LAW 202 (3)
- LAW 203 (3)
- At least 6 credits from Legal Specialty LAW Courses. Legal Specialty LAW Courses are LAW 104, LAW 121, LAW 131, LAW 136, LAW 140, LAW 141, LAW 151, LAW 166, LAW 171, LAW 176, LAW 181, LAW 206, LAW 212, LAW 236, LAW 240, LAW 282, LAW 283.

**Fourth Semester**
- At least 3 credits from AS Arts & Humanities Elective
- At least 3 credits from AS Natural Science Elective
- At least 3 credits from AS Social Science Elective
- At least 3 credits from Advanced Legal Specialty LAW Courses. Advanced Legal Specialty LAW Courses are LAW 212, LAW 236, LAW 240, LAW 282, LAW 283.
- LAW 293P (3)

*The issuance of an AS degree requires that the student must earn a cumulative grade point ratio (GPR) or 2.0 or higher for all courses applicable toward the degree. To receive the AS degree in Paralegal studies, a grade of “C” or higher is required in all LAW courses applicable to the degree.*

*Please note: Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”*
CERTIFICATE OF ACHIEVEMENT, PARALEGAL
(27 SEMESTER CREDITS)

Program Description: The Certificate of Achievement Program is designed for post-baccalaureate students interested in careers as paralegals or for positions where communication, analytical, and organizational skills as well as knowledge of law and legal procedures are necessary. The certificate program provides the foundation for students to think critically and act ethically in the workplace and in the community. The certificate program also prepares students to continue educational pursuits and encourages lifelong learning and community service.

Program Mission: The Paralegal Program's mission is to provide paralegal education to students interested in careers as paralegals or for positions where communication, analytical, and organizational skills as well as knowledge of law and legal procedures are necessary. The program provides the foundation for students to think critically, and act ethically in the workplace and in the community. The program also prepares students to continue educational pursuits and encourages lifelong learning and community service.

Program Prerequisite:
A bachelor's degree from an accredited four-year institution in the United States.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Paralegal, the student should meet the following learning outcomes:

- Ethics: Identify ethical issues that arise and apply rules of professional conduct to determine how to resolve them. (e.g., show awareness of legal ethics, confidentiality, and unauthorized practice of law issues).
- Communication: Demonstrate oral and written skills required in legal settings (e.g., convey knowledge and ideas clearly and precisely).
- Critical Thinking: Demonstrate basic principles of legal analysis and apply critical thinking skills. (e.g., integrate and synthesize concepts, generate options, and make logical and rational decisions).
- Interpersonal Skills: Demonstrate adaptability, flexibility, and sensitivity in working with diverse types of people, identify and resolve problems and disputes (e.g., establish effective working relationships with attorneys, coworkers, clients, and others).
- Professionalism: Demonstrate organizational skills to perform and prioritize assignments and utilize time efficiently. (e.g., manage workflow, adhere to procedural deadlines, use resources and time efficiently).
- Technology & Information Literacy: Identify, evaluate, and use appropriate technology and resources to effectively investigate, research, and present legal issues (e.g., conduct library and online legal research, and prepare, edit, and transmit legal and court documents).

CERTIFICATE OF ACHIEVEMENT CURRICULUM, PARALEGAL
(27 CREDITS)

First Semester
LAW 101 (3)
LAW 102 (3)
LAW 105 (3)
The issuance of a Certificate of Achievement requires that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate. A grade of “C” or higher is required in all LAW courses applicable to the certificate.
LEGAL SECRETARY CURRICULUM

CERTIFICATE OF COMPETENCE,
LEGAL SECRETARY
(18 SEMESTER CREDITS)

Program Description: The Legal Secretary program is an open admission, evening program designed to provide currently employed secretaries and recent secretarial graduates with specialized office training in the legal environment. The program does not provide training in traditional secretarial skills. The training emphasizes familiarity of legal office theory and procedure, legal terminology, legal communications, legal documents, legal office technology, and actual work experience through cooperative education in a law office setting. The legal secretary may prepare, under the supervision of an attorney, initial drafts of common legal documents such as subpoenas, complaints, motions, and summonses. They may also review law journals and assist with legal research. Legal secretaries may handle the payments for witness fees and process fees, record trial dates, schedule witnesses, and deliver subpoenas.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence, Legal Secretary, the student should be able to:

- Understand and perform the duties of a legal secretary.
- Describe and perform the duties of a legal secretary.
- Use legal terminology, rules, and procedures to recognize legal implications of business transactions.
- Use word processing, spreadsheet, database, presentation, and Internet skills to complete office tasks.
- Prepare, proofread, and edit correspondence and legal documents.
- Select and use a variety of legal resources and reference materials.
- Demonstrate effective oral and written communication ability.
- Describe the role of technology in the legal office and legal environment.
- Recognize ethical and legal responsibilities when working with attorneys, legal support staff, clients, and the public.
- Explain and apply appropriate office procedures and practices in a legal office.

Program Prerequisite(s): One year full-time secretarial experience or completion of an accredited secretarial program or consent of instructor.

CERTIFICATE OF COMPETENCE CURRICULUM,
LEGAL SECRETARY
(18 CREDITS)

First Semester
LAW 105 (3)
LAW 111 (3)
LAW 145 (3)
LAW 148 (3)
LAW 101 (3) or LAW 102 (3) or LAW 104 (3) or LAW 121 (3) or LAW 131 (3)
or LAW 136 (3) or LAW 140 (3) or LAW 151 (3) or LAW 166 (3) or LAW 171 (3) or LAW 176 (3) or LAW 181 (3)

**Second Semester**

LAW 293S (3)

*The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required for the certificate.*

*Please note: For the Certificate of Competence, Legal Secretary, a grade of “C” or higher is required for all LAW courses applicable to the certificate.*
MANAGEMENT CURRICULA

CERTIFICATE OF COMPETENCE, MANAGEMENT
(9 SEMESTER CREDITS)

Program Description: The Certificate of Competence in Management is a practice-based program designed for the student whose goal is to be a professional manager and who has minimal or no experience in business management. This certificate is appropriate for upgrading managerial skills of industry members or for a focus in marketing and provides a means to the Associate in Science degree in Marketing.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Management, the student should be able to:

- Design and develop marketing solutions for current retail environments by employing appropriate marketing strategies.
- Apply knowledge of basic management skills to maximize employee productivity.
- Use foundational skills and knowledge to remain current with management strategies and trends and employ them in new business environments.

CERTIFICATE OF COMPETENCE CURRICULUM, MANAGEMENT
(9 CREDITS)

First Semester
MGT 120 (3)
MGT 122 (3)
MGT 124 (3)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate.

Please note: To fulfill the requirements for the certificate, a grade of “C” or higher is required in all applicable Management courses.

CERTIFICATE OF COMPETENCE, ENTREPRENEURSHIP
(9 SEMESTER CREDITS)

Program Description: The Certificate of Competence in Entrepreneurship is a practice-based program designed for the entrepreneur with minimal or no experience in business. This certificate is appropriate for upgrading the skills necessary in creating a start-up business.
Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Entrepreneurship, the student should be able to:

- Design and develop a comprehensive business plan to start a small business.
- Design and develop a comprehensive small business marketing plan by using appropriate marketing strategies.
- Compile and prepare accurate financial information for tax compliance and informed business decisions.

CERTIFICATE OF COMPETENCE CURRICULUM,
ENTREPRENEURSHIP
(9 CREDITS)

First Semester
ENT 125 (3)
ENT 130 (3)
ENT 150 (3)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate.

Please note: To fulfill the requirements for the certificate, a grade of “C” or higher is required in all applicable Entrepreneurship courses.
CULINARY INSTITUTE OF THE PACIFIC PROGRAMS

Introduction: The College offers an array of Culinary Institute of the Pacific programs to the public. Degree and certificate programs prepare students for a wide range of positions in the workplace, from entry-level to managerial. The College’s transfer programs prepare students for transfer to four-year institutions. Also, the college demonstrates its commitment to lifelong learning through a series of continuing education offerings aimed at the general public, industry professionals, current students, and alumni.

Degree/Certificate Programs: Three AS degree options are offered in Culinary Arts (Culinary Arts, Pastry Arts, and Institutional Food Service Management). A Certificate of Achievement is offered in Culinary Arts. Certificates of Competence are offered for Culinary Arts, Culinary Competition, Dining Room Service, and Pastry Arts. An Advanced Professional Certificate is offered in Culinary Arts. Some programs may be completed during evenings and/or weekends.

Transfer Programs: The College provides transfer advising and support for students who plan to transfer to baccalaureate institutions such as the University of Hawai‘i–West O‘ahu, and the University of Hawai‘i at Mānoa. General information about transferring can be found in this catalog in the Transfer Advising section. For more information contact a Culinary Institute of the Pacific counselor.

Mission: Our mission is to provide a professional culinary and pastry arts education with emphasis in classical techniques for Hawai‘i and the global community. This mission is achieved through a progressive curriculum, operational experience, multi-industry alliances, and the promotion of lifelong learning.

Lifelong Learning Credit/Continuing Education Programs: A series of continuing education courses complement the College’s credit degree programs. These include short-term courses that are open to the public and the professional and cover a wide range of topics from cooking basics to advanced classes on cutting edge cuisines, with a special focus on Asia and the Pacific. For more information about continuing education courses and certificates, contact the College Information Office or the Continuing Education Registration Office (808-734-9211).

For more information and to register, visit http://continuinged.kapiolani.hawaii.edu or email us at kccocet@hawaii.edu.
CAREER and ACADEMIC OPTIONS
CULINARY INSTITUTE OF THE PACIFIC PROGRAMS

CULINARY ARTS ACADEMIC and CAREER OPTIONS

Associate in Science – Culinary Arts with a specialization in Culinary Arts (70-73 credits)
Supervisory level cook, transfer to a 4-year college

Associate in Science – Culinary Arts with a specialization in Pastry Arts (66-69 credits)
Supervisory level baker or pastry cook

Associate in Science – Culinary Arts with a specialization in Institutional Food Service Management (70 credits)
Supervisory level institutional cook

Certificate of Achievement – Culinary Arts (44-49 credits)
Skilled cooking positions in hotels, restaurants and institutions

Certificate of Competence – Culinary Arts (14 credits)
Enter-level food preparation positions such as cook’s helper, short order cook, or prep cook

Advanced Professional Certificate – Culinary Arts (18 credits)
Meets industry needs for advanced level chef and supervisory training and education

Certificate of Competence – Culinary Competition (10 credits)
Participation in sanctioned culinary competitions and salons, commis opportunities in competition, staging positions in culinary establishments

Certificate of Competence – Dining Room Service (15 credits)
Preparation for front-of-house positions such as host/hostess, waithelp or bushelp

Certificate of Competence – Pastry Arts (19 credits)
Enter-level positions in bake shops, bakeries, or patisseries

LIFELONG LEARNING ACADEMIC and CAREER OPTIONS

Continuing Education Registration Office (808-734-9211)
http://continuinged.kapiolani.hawaii.edu
Short term training courses for the general public and professionals including hands-on cooking classes, cooking demonstration classes, chefs-of-the-future (for kids), and classes featuring visiting chefs

Certificate of Competence – Hazard Analysis Critical Control Points (HACCP) (16 hours)
Operational and supervisory capacity in designing and implementing food safety and sanitation systems
CULINARY ARTS CURRICULA

ASSOCIATE IN SCIENCE,
CULINARY ARTS
WITH A SPECIALIZATION IN CULINARY ARTS
(70-73 SEMESTER CREDITS)

Program Description: The Associate in Science degree, Culinary Arts with a specialization in Culinary Arts, is designed for students who are interested in becoming professional cooks and chefs and those who intend to transfer to a four-year college. It offers students the opportunity to apply and practice skills learned in all aspects of the culinary arts in a real world environment. Students who join the American Culinary Federation prior to successfully completing the AS degree program requirements will be eligible for certification upon successful completion of their cumulative practical exam(s).

Program Student Learning Outcomes: Upon successful completion of the AS degree program in Culinary Arts with a specialization in Culinary Arts, the student should be able to:

• Integrate the knowledge, skills and attitudes in all areas of basic food preparation, advanced culinary arts, basic baking, nutrition, menu planning, guest services, and operational controls and management required to meet the requirements for a Certified Culinarian by the American Culinary Federation Foundation.
• Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
• Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
• Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
CULINARY ARTS
WITH A SPECIALIZATION IN CULINARY ARTS
(70-73 CREDITS)

First Semester
CULN 111 (2)
CULN 112 (2)
ENG 100 (3) or ESL 100 (3)
FSHE 185 (3)
At least 3 credits from AS Arts & Humanities Elective

Second Semester
CULN 115 (2)
CULN 120 (5)
CULN 130 (5)
PHIL 110 (3) or MATH 100 or higher-level mathematics (3-4)
Third Semester
SP 151 (3) or SP 181 (3) or SP 251 (3)
CULN 150 (5)
CULN 160 (5)
CULN 221 (5)

Fourth Semester
At least 3 credits from AS Social Science Elective
CULN 222 (5)
CULN 240 (4)

Fifth Semester
CULN 207 (5) or HOST 293 (3)
CULN 272 (5)
CULN 272L (1)
HOST 280 (3)

The issuance of an AS degree requires that the student must earn a GPR of 2.0 or higher for all courses applicable toward the degree.

Please note: For the AS degree in Culinary Arts, a grade of “C” or higher is required in all CULN courses. Students choosing to continue in the AS degree program in Culinary Arts with a specialization in Culinary Arts must complete the Certificate of Achievement in Culinary Arts with a 2.0 or higher GPR. CULN courses are typically offered as 8-week modular classes.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”

ASSOCIATE IN SCIENCE, CULINARY ARTS WITH A SPECIALIZATION IN PASTRY ARTS (66-69 SEMESTER CREDITS)

Program Description: The Associate in Science degree, Culinary Arts with a specialization in Pastry Arts is designed for students who are interested in becoming professional bakers and pastry chefs and those who intend to transfer to a four-year college. It offers students the opportunity to apply and practice skills learned in all aspects of the pastry arts in a real world environment. Students who join the American Culinary Federation prior to successfully completing the AS degree program requirements will be eligible for certification upon successful completion of a cumulative practical exam.

Program Student Learning Outcomes: Upon successful completion of the AS in Culinary Arts with a specialization in Pastry Arts, the student should be able to:
• Integrate the knowledge, skills and attitudes in all areas of basic food preparation, basic baking, advanced pastry arts, nutrition, menu planning, guest services, and operational controls and management required to meet the requirements for a Certified Pastry Culinarian by the American Culinary Federation
Foundation.

- Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
- Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
- Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, CULINARY ARTS WITH A SPECIALIZATION IN PASTRY ARTS (66-69 CREDITS)

First Semester
ENG 100 (3) or ESL 100 (3)
FSHE 185 (3)
CULN 111 (2)
CULN 112 (2)
CULN 115 (2)

Second Semester
CULN 120 (5)
CULN 160 (5)
PHIL 110 (3) or MATH 100 or higher-level mathematics (3-4)

Third Semester
CULN 150 (5)
CULN 155 (5)
SP 151 (3) or SP 181 (3) or SP 251 (3)
At least 3 credits from AS Social Science Elective

Fourth Semester
At least 3 credits from AS Arts & Humanities Elective
CULN 272 (5)
CULN 272L (1)
HOST 280 (3)

Fifth Semester
CULN 207 (5) or HOST 293 (3)
CULN 252 (5)
CULN 253 (5)

The issuance of an Associate in Science degree requires that the student must earn a GPR of 2.0 or higher for all courses applicable toward the degree.

Please note: Upon acceptance into the Culinary Arts programs, students are required to complete a computerized skills inventory assessment conducted by the program. For the AS degree in Culinary Arts with a
specialization in Pastry Arts, a grade of “C” or higher is required in all CULN courses applicable toward the degree. CULN courses are typically offered as 8-week modular classes.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”

ASSOCIATE IN SCIENCE, CULINARY ARTS
WITH A SPECIALIZATION IN INSTITUTIONAL FOOD SERVICE MANAGEMENT
(70 SEMESTER CREDITS)

Program Description: The Associate in Science degree, Culinary Arts with a specialization in Institutional Food Service Management is designed for students who are interested in becoming professional cooks, food and dietary technicians, kitchen managers and Culinologists primarily in food service institutions and for those who intend to transfer to a four-year college. This program option offers students the opportunity to apply and practice skills learned in all aspects of the Culinary Arts in a real world environment. Students who join the American Culinary Federation (ACF) prior to successfully completing the AS degree program requirements will be eligible for ACF certification upon successful completion of their cumulative practical exam(s).

Program Student Learning Outcomes: Upon successful completion of the AS degree in Culinary Arts with a specialization in Institutional Food Service Management, the student should be able to:

• Integrate the knowledge, skills, and attitudes in all areas of basic food preparation, basic baking, advanced nutrition and wellness, menu planning, guest services, and operational controls and management essential to the advanced practice of Culinary Arts in an Institutional Food Service operation.
• Incorporate within their work ethic the standards in attendance behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
• Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
• Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, CULINARY ARTS
WITH A SPECIALIZATION IN INSTITUTIONAL FOOD SERVICE MANAGEMENT
(70 CREDITS)

First Semester
ENG 100 (3) or ESL 100 (3)
CULN 111 (2)
CULN 112 (2)
CULN 120 (5)
CULN 160 (5)
Second Semester
CULN 115 (2)
CULN 130 (5)
CULN 221 (5)
HWST 107 (3) or HIST 151 (3) or HIST 152 (3) or MUS 107 (3) or REL 150 (3)
MATH 100 (3) or MATH 140 (3) or PHIL 110 (3)

Third Semester
ANTH 151 (3) or GEOG 102 (3) or GEOG 151 (3)
FSHE 185 (3)
CULN 150 (5)
CULN 240 (4)
HOST 280 (3)

Fourth Semester
SP 151 (3) or SP 181 (3) or SP 251 (3)
CULN 231 (5)
CULN 272 (5)
CULN 272L (1)
HOST 293 (3)

The issuance of an Associate in Science degree requires that the student must earn a GPR of 2.0 or higher for all courses applicable toward the degree.

Please note: Upon acceptance into the Culinary Arts programs, students are required to complete a computerized skills inventory assessment conducted by the program. For the AS degree in Culinary Arts with a specialization in Institutional Food Service Management a grade of “C” or higher is required in all CULN courses applicable to the degree. CULN courses are typically offered as 8-week modular courses.

CERTIFICATE OF ACHIEVEMENT, CULINARY ARTS
(44-49 SEMESTER CREDITS)

Program Description: The Certificate of Achievement, Culinary Arts is a three-semester program of study. This program option is designed for students who are interested in gaining technical skills for skilled level positions in hotels, restaurants, and institutions. It offers students the opportunity to apply and practice skills learned in all aspects of the culinary arts in a real world environment. Students who join the American Culinary Federation prior to successfully completing the Certificate of Achievement program requirements will be eligible for certification upon successful completion of their cumulative practical exam(s).

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Culinary Arts, the student should be able to:
  • Demonstrate the knowledge, skills and attitudes in all areas of basic food preparation, advanced culinary arts, basic baking, nutrition, menu planning, and guest services essential to the advanced practice of
• Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.
• Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, CULINARY ARTS (44-49 CREDITS)

First Semester
CULN 111 (2)
CULN 112 (2)
CULN 120 (5)
ESOL 94 (7) or ENG 22 (3) or higher-level English (3-7)
PHIL 110 (3) or MATH 82 (4) or higher-level mathematics (3-4)

Second Semester
CULN 115 (2)
CULN 130 (5)
CULN 160 (5)
FSHE 185 (3)

Third Semester
CULN 150 (5)
CULN 221 (5)
CULN 240 (4)

The issuance of a Certificate of Achievement requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Achievement in Culinary Arts, a grade of “C” or higher is required in all CULN courses. CULN courses are typically offered as 8-week modular classes.

CERTIFICATE OF COMPETENCE, CULINARY ARTS (14 SEMESTER CREDITS)

Program Description: The Certificate of Competence, Culinary Arts, is designed as a one-semester program of study. This program option is designed for students who are interested in obtaining entry-level jobs in hotel, restaurant, cafeteria, and coffee shop kitchens. Technical cooking skills, the development of proper work habits, attitudes, professionalism, and the practice of safety and sanitation procedures are stressed. It offers students the opportunity to apply and practice skills learned in all aspects of the culinary arts in a real world environment.
**Program Student Learning Outcomes:** Upon successful completion of the Certificate of Competence program in Culinary Arts, the student should be able to:

- Integrate the knowledge, skills and attitudes in all areas of advanced culinary arts necessary to prepare qualified students for professional level careers in the contemporary culinary industry.
- Synthesize the conceptual, managerial and technical skills necessary to achieve a successful career in the culinary/food service industry.
- Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

**CERTIFICATE OF COMPETENCE CURRICULUM, CULINARY ARTS (14 CREDITS)**

**First Semester**
- CULN 111 (2)
- CULN 112 (2)
- CULN 120 (5)
- CULN 130 (5)

*The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate. CULN courses are typically offered as 8-week modular classes.*

*Please note: For the Certificate of Competence in Culinary Arts, a grade of “C” or higher is required in all CULN courses.*

**ADVANCED PROFESSIONAL CERTIFICATE, CULINARY ARTS (18 SEMESTER CREDITS)**

**Program Description:** The Advanced Professional Certificate in Culinary Arts is a two-semester program of study. This program option is designed for students who have obtained their AS degree in Culinary Arts with a specialization in Culinary Arts and are interested in becoming chefs and/or for those who intend to continue into the BAS in Culinary Management program offered by the University of Hawai‘i–West O‘ahu. The challenge provided each candidate will be to apply the basic knowledge and skills learned from the prerequisite AS degree program to advanced level culinary management courses.

**Program Student Learning Outcomes:** Upon successful completion of the Advanced Professional Certificate program in Culinary Arts the student should be able to:

- Integrate the knowledge, skills and attitudes in all areas of advanced culinary arts necessary to prepare qualified students for professional level careers in the contemporary culinary industry.
- Synthesize the conceptual, managerial and technical skills necessary to achieve a successful career in the culinary/food service industry.
ADVANCED PROFESSIONAL CERTIFICATE CURRICULUM, CULINARY ARTS
(18 CREDITS)

First Semester
CULN 310 (3)
CULN 321 (3)
CULN 380 (3)

Second Semester
CULN 322 (3)
CULN 330B (3)
CULN 360 (3)

The issuance of an Advanced Professional Certificate requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.

Please note: For the Advanced Professional Certificate in Culinary Arts, a grade of “C” or higher is required in all CULN courses.

CERTIFICATE OF COMPETENCE, CULINARY COMPETITION
(10 SEMESTER CREDITS)

Program Description: The Certificate of Competence in Culinary Competition is a two-semester program of study. It offers students the opportunity to apply and practice skills learned in culinary arts to all aspects in an American Culinary Federation (ACF) culinary competition. The certificate allows students to apply technical cooking skills, effective communication skills and develop proper work habits, attitudes, professionalism, teamwork, fiscal responsibility, and practice safety and sanitation procedures.

Program Student Learning Outcomes:
Upon successful completion of the Certificate of Competence in Culinary Competition the student should be able to:

• Apply the basic principles of sanitation and safety and be able to apply them in the food service operations.
• Reinforce personal hygiene habits and food handling practices that protect the health of the consumer.
• Value cross-cultural perspectives that will allow them to effectively function in the global community.
• Value ethical practices in both personal and professional situations.
• Practice standards in behavior, grooming and dress that reflect the mature work attitude expected of industry professional.
• Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.
CERTIFICATE OF COMPETENCE CURRICULUM, CULINARY COMPETITION
(10 CREDITS)

First Semester
CULN 207 (5)

Second Semester
CULN 208 (5)

The issuance of a Certificate of Competence requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Competence in Culinary Competition, a grade of “C” or higher is required in all CULN courses. CULN courses are typically offered as 8-week modular classes.

CERTIFICATE OF COMPETENCE, DINING ROOM SERVICE
(15 SEMESTER CREDITS)

Program Description: The Certificate of Competence, Dining Room Service, is a one-semester program of study. This program option is designed for students who are interested in obtaining entry-level front-of-house jobs in restaurants and hotel food and beverage departments. Dining room service and supervision techniques, sanitation and safety procedures, and effective communication skills are stressed. This program is recommended for students who wish to seek immediate employment as line-level dining room personnel, but with the skills required to progress into supervisory level positions.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence program in Dining Room Service, the student should be able to:

- Demonstrate the knowledge, skills and attitudes in all areas of basic food preparation essential to the practice of culinary arts at the fundamental level.
- Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

CERTIFICATE OF COMPETENCE CURRICULUM, DINING ROOM SERVICE
(15 CREDITS)

First Semester
CULN 111 (2)
CULN 112 (2)
CULN 160 (5)
SP 151 (3) or SP 181 (3) or SP 251 (3)
Second Semester
HOST 280 (3) or MGT 120 (3) or MGT 122 (3)

The issuance of a Certificate of Competence requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate. CULN courses are typically offered as 8-week modular classes.

Please note: For the Certificate of Competence in Dining Room Service, a grade of “C” or higher is required in all CULN courses.

CERTIFICATE OF COMPETENCE,
PAstry ARTS
(19 SEMESTER CREDITS)

Program Description: The Certificate of Competence, Pastry Arts, is a one-semester program of study. This program option is designed for students who are interested in becoming professional bakers and pastry chefs and those who intend to transfer to a four-year college. It offers students the opportunity to apply and practice skills learned in all aspects of the pastry arts in a real world environment. Students who join the American Culinary Federation prior to successfully completing the AS degree program requirements will be eligible for certification upon successful completion of a cumulative practice exam.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence program in Pastry Arts, the student should be able to:
• Demonstrate the knowledge, skills and attitudes in all areas of basic baking essential to the practice of pastry arts at the fundamental level.
• Incorporate within their work ethic the standards in attendance, behavior, grooming and dress that reflect the mature work attitude expected of industry professionals.

CERTIFICATE OF COMPETENCE CURRICULUM,
PAstry ARTS
(19 CREDITS)

First Semester
CULN 111 (2)
CULN 112 (2)
CULN 120 (5)

Second Semester
CULN 150 (5)
CULN 155 (5)

The issuance of a Certificate of Competence requires that the student must earn a GPR of 2.0 or higher for all courses required for the certificate. CULN courses are typically offered as 8-week modular classes.

Please note: For the Certificate of Competence in Pastry Arts, a grade of “C” or higher is required in all CULN courses.
LIFELONG LEARNING

CERTIFICATE OF COMPETENCE,
HAZARD ANALYSIS CRITICAL CONTROL POINTS (HACCP)
(16 SEMESTER HOURS)

Certificate Description: This program will provide Food Service employees with in-depth knowledge and skills to better identify and evaluate critical potential food hazard points/situations at their employment facility. The program will also provide training to employees to eliminate and prevent these critical points/situations.

Certificate Objectives:
• Provide intermediate to advanced knowledge of food safety and sanitation to minimize or completely eliminate food-borne illnesses and outbreaks.
• Correctly, recognize and identify the various hazards involved in a food-serving establishment and apply practical knowledge at their place of work.
• Set critical limits to help monitor and verify food safety.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Hazard Analysis Critical Control Points (HACCP), the student should be able to:
• Recognize and identify potentially hazardous foods.
• Recognize and identify the seven steps in a HACCP system and the Critical Control Points within the steps.
• Understand the importance of time and temperature abuse.
• Take the national certification by the National Restaurant Association.
• Understand food safety to prevent or eliminate food waste through spoilage.
• Able to develop training and monitoring programs for employees on the HACCP system.

Certificate of Competence Requirements: The certificate objectives will be satisfied by satisfactory completion of the following continuing education course:

A Practical Approach to HACCP Course (16 hours). The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. In order to earn this certificate of competence, the student must achieve a 75% passing score on the certification test and have completed a flow chart of their food establishment, identifying the seven steps in the HACCP system as well as the Critical Control Points within the system.
HEALTH CAREER EDUCATION PROGRAMS

**Introduction:** Health Career Education at the College is comprised of three degree and certificate areas: Emergency Medical Services, Health Sciences, and Nursing. Health Career Education has long been an important and integral part of the College. Because of the growing awareness and concern in health care and interest in health career education, the College has expanded its programs and curricula. In addition, many natural science courses of a biomedical nature have been developed specifically to meet the needs of students preparing for health care careers. The College offers a range of Health Career Education programs to the public. Degree and certificate programs prepare students for entry-level positions in the workplace. The College’s transfer programs prepare students for transfer to four-year institutions. Also, the college demonstrates its commitment to life-long learning through a series of continuing education offerings aimed at working professionals and alumni. Please go to http://www.kcc.hawaii.edu to view more information about Kapi‘olani Community College.

**Degree/Certificate Programs:** Eight AS degree options are offered in the areas of Medical Assisting, Medical Laboratory Technician, Mobile Intensive Care Technician, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Radiologic Technology, and Respiratory Care. Certificates of Achievement are offered in Dental Assisting, Medical Assisting, Mobile Intensive Care Technician, and Practical Nursing. Twenty-one Certificates of Competence are offered in Health Career Education fields.

**Transfer Programs:** The College also provides transfer advising and support for students who plan to transfer to baccalaureate institutions such as the University of Hawai‘i at Hilo, University of Hawai‘i at Mānoa, the University of Hawai‘i–West O‘ahu or Hawai‘i Pacific University. General information about transferring can be found in this catalog in the Transfer Advising section. For more information contact a Health Career Education counselor.

**Lifelong Learning Credit/Continuing Education Programs:** Continuing education short-term classes in healthcare and in areas related to health (exercise, medical topics, etc.) are available to health professionals and to the general public. These are offered through the Continuing Education Registration Office.

For more information about continuing education courses and certificates, contact the College Information Office or the Continuing Education Registration Office (808-734-9211) or visit http://continuinged.kapiolani.hawaii.edu.
CAREER and ACADEMIC OPTIONS
THE HEALTH CAREER EDUCATION PROGRAMS

EMERGENCY MEDICAL SERVICES ACADEMIC and CAREER OPTIONS

Certificate of Competence – Emergency Medical Technician (15.6 credits)
Graduates are eligible to take the National Registry of Emergency Medical Technicians Cognitive Examination. Successful completion of the exam will allow the graduate to apply for state of Hawaii licensure as an Emergency Medical Technician, thus allowing the graduate eligibility for employment with ambulance agencies.

Certificate of Competence – Emergency Medical Technician (12.1 credits)
Graduates are eligible to take the National Registry of Emergency Medical Technicians Cognitive Examination. Successful completion of the exam will allow the graduate to apply for state of Hawaii licensure as an Emergency Medical Technician, thus allowing the graduate eligibility for employment with ambulance agencies.

Associate in Science – Mobile Intensive Care Technician (Paramedic) (71.33-75.33 credits)
Mobile Intensive Care Technician

Certificate of Achievement – Mobile Intensive Care Technician (40.33 credits)
Entry-level Mobile Intensive Care Technician

HEALTH SCIENCES ACADEMIC and CAREER OPTIONS

Certificate of Competence – Community Health Worker (16 credits)
Community Health Worker

Certificate of Achievement – Dental Assisting (28 credits)
Dental Assistant

Certificate of Competence – Dental Assisting (15 credits)
Dental Assistant

Certificate of Competence – Medical Assisting Healthcare Practice Management (20 credits)
Medical Assistant (with advanced skills)

Associate in Science – Medical Laboratory Technician (70-73 credits)
Medical Laboratory Technician

Associate in Science – Occupational Therapy Assistant (70-73 credits)
Graduates of the program will be able to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Many states other than Hawai‘i require licensure in order to practice; however state licenses are usually based on the results of the NBCOT Certification Examination. Recertification occurs every three years.

Certificate of Competence – Activity Aide (5 credits)
Activity Aide

**Associate in Science – Physical Therapist Assistant (72-73 credits)**
Physical Therapist Assistant

**Associate in Science – Radiologic Technology (85-89 credits)**
Radiologic Technologist

**Associate in Science – Respiratory Care (95-96 credits)**
Credentialed Respiratory Care Practitioner

NURSING ACADEMIC and CAREER OPTIONS

**Associate in Science – Nursing (72-73 credits)**
Registered Nurse preparation

**Associate in Science – Nursing (Transition for Licensed Practical Nurses) (70-71 credits)**
Transition for Licensed Practical Nurse

**Certificate of Achievement – Practical Nursing (44-46 credits)**
Licensed Practical Nurses are employed in long term care, home care and in community health care settings.

**Certificate of Competence – Adult Residential Care Home Primary Care Giver Training (4 credits)**
Adult Residential Care Home Primary Care Giver Training

**Certificate of Competence – Long Term Care Home Health Nurse Aide (6 credits)**
Long Term Care/Nurse Aide

LIFELONG LEARNING ACADEMIC and CAREER OPTIONS

Continuing Education Registration Office (808-734-9211)
http://continuinged.kapiolani.hawaii.edu
Short term training in areas related to health (exercise, medical topics, etc.)

**Certificate of Competence – Basic EKG (18 hours)**
Specialty nursing

**Certificate of Competence – Critical Care I (44.5 hours)**
Telemetry nursing
Certificate of Competence – Critical Care II (42 hours)
Specialty nursing

Certificate of Competence – General Massage Therapy (320 hours)
Massage Therapist

Certificate of Competence – Mammography (29.5 hours)
Mammographer

Certificate of Competence – Medical Billing (80 hours)
Medical Biller

Certificate of Competence – Medical Transcription (135 hours)
Medical Transcriptionist

Certificate of Competence – Nursing Care of the Medically Fragile Child for RNs and LPNs (48 hours)
Preparation for non-acute care of the medically fragile child

Certificate of Competence – Pharmacy Technician (320 hours)
Pharmacy Technician

Certificate of Competence – Phlebotomy (164+ hours)
Phlebotomist/Lab Assistant

Certificate of Competence – Physical Agents for Occupational Therapists (44 hours)
Physical Agents for Occupational Therapists

Certificate of Competence – Professional Medical Coding (80 hours)
Medical Coder

Certificate of Competence – Respiratory and Rehabilitation Care of the Medically Fragile Child (for RNs and LPNs) (56 hours)
Preparation for non-acute care of the medically fragile child

Certificate of Competence – Specialty Massage Therapy (323-341 hours)
Massage Therapy

Certificate of Competence – Optometry Assistant (145 hours)
Optometry

Surgical Technology Phase I (175 hours)
Preparation for entry-level Surgical Technologist

Surgical Technology Phase II (175 hours)
Preparation for entry-level Surgical Technologist

Surgical Technology Phase III (175 hours)
Preparation for entry-level Surgical Technologist
Surgical Technology Phase IV (175 hours)
Preparation for entry-level Surgical Technologist

Surgical Technology Phase V (130 hours)
Entry-level Surgical Technologist
SPECIAL REQUIREMENTS FOR PROGRAMS IN HEALTH CAREER EDUCATION

Notice: Health career students are required to complete University-prescribed academic requirements that involve clinical practice in a University-affiliated health care facility setting with no substitution allowable for the completion of required clinical practice. Failure of a student to complete the prescribed clinical practice shall be deemed as not satisfying academic program requirements. It is the responsibility of the student to satisfactorily complete any background checks and drug testing that may be required by the affiliated health care facility to which he/she is assigned for clinical practice in accordance with procedures and timelines as prescribed by that health care facility.

Insurance: Students admitted to any of the Health Career Education programs with a clinical component are required to purchase non-refundable professional liability insurance prior to registration for the program courses. Information regarding liability insurance is sent to students with acceptance information.

Pre-Admission Course Requirements: Some of the programs have pre-admission course requirements that must be completed or in process of completion before the student applies to the program. In addition, the course load in AS degree programs may be lightened by completion of support courses prior to entry into the program. Some of the certificates of competence require degree completion in a specific area before admission.

The specific program curriculum of interest should be consulted to identify pre-entry requirements or recommendations. In addition, interested applicants should see a counselor (one of the Nursing advisors or Health Sciences/EMS advisors) to ensure early identification and appropriate advising.

Special Admission Requirements: Enrollment is limited in each of the Health Career Education departments - Nursing, Health Sciences, and Emergency Medical Services. Priority in filling these programs is given to qualified Hawai‘i residents. Applicants must submit an “Application for Selective Admission Programs” which is available online. Students not currently enrolled at KapCC must also submit the UH System Application form. Notification of acceptance is sent by mail. See information on “Admitted Health Career Education Program Applicants” for information on health examinations and liability insurance. Admission to the Care Home Operator, Emergency Medical Technician, and Registered Nursing programs is open each semester. Admission to the Dental Assisting, Occupational Therapy Assistant, Physical Therapist Assistant and Radiologic Technology programs is open each fall semester. Admission to the Respiratory Care program is open each summer semester. Admission to the Medical Laboratory Technician and Mobile Intensive Care Technician programs occurs each spring semester. The Practical Nursing program admission is open every fall and summer semester. Further information regarding specific admission and application requirements may be obtained from the College Information Office, Emergency Medical Services (808-734-9288), Health Sciences (808-734-9270), and Nursing (808-734-9305). Please go to http://www.kcc.hawaii.edu to view more information about Kapi‘olani Community College.
**Application Periods for Health Career Education Programs:**

Fall (December 1 – March 1) semester: Application to the Medical Assisting program.

Fall (December 1 – April 1) and Spring (June 1 – November 1) semesters: Application to the Care Home Operator program.

Fall (December 1 – June 1) and Spring (June 2 – October 1) semesters: Application to the Emergency Medical Technician program on O‘ahu. For information regarding deadlines on Maui call 808-244-4063, for the island of Hawai‘i call 808-935-8002.

Fall (December 1 to February 1) and Spring (June 1 to September 1) semesters: Application to the Nursing program.

Fall (December 1 – June 30) semester: Application to the Dental Assisting program.

Fall (April 1 – May 25) semester: Application to the Physical Therapist Assistant program.

Fall (February 1 – April 15) and Summer (October 1 – December 15) semesters: Application to the Practical Nursing program.

Spring (June 1 – September 1) semester: Application to the Medical Laboratory Technician program.

Spring (June 1 – October 1) semester: Application to the Mobile Intensive Care Technician program.

Fall (April 1 to May 31) semester: Application to the Radiologic Technology program.

Summer (April 1 – May 30) semester: Application to the Respiratory Care program.

During the application period, testing, orientation, submission of required certification (high school transcript, college transcripts, graduation certificates), and requested residency documentation must be accomplished. Applicants should make every effort to apply early in the application period and to meet the testing and orientation dates assigned. It is the applicant’s responsibility to have transcripts sent directly to the Kekaulike Information and Service Center (KISC) from each high school and college attended. Hand carried or facsimile transcripts will not be accepted. Application forms for admission to Dental Assisting, Emergency Medical Technician, Medical Assisting, Medical Laboratory Technician, Mobile Intensive Care Technician, Physical Therapist Assistant, Radiologic Technology, and Respiratory Care programs may be obtained online.

Applicants who apply after the deadline or who complete other requirements (e.g., submission of transcripts, testing, orientation, and requested residency documentation) after the deadline, will be considered for acceptance on a space available basis only. All documents and transcripts submitted become the property of the College. They will not be returned to the applicant.
Acceptance Review: All applicants whose required materials are received by the deadline and who meet requirements will be considered for admission to specific programs requested until quota is reached. Students on academic probation at the College will not be considered for selection to these programs.

Acceptance Period for Health Career Education Programs: Letters of acceptance or non-acceptance to the desired program will be sent by late May or late June for Fall entry, by late December for Spring entry, and by May for Summer entry.

Accepted/Admitted Health Career Education Program Applicants: All students accepted and admitted to Health Career Education programs must:

1. Submit a satisfactory health clearance form and two-step TB clearance to the departmental office by departmental deadline.
2. Purchase and show evidence of professional liability insurance to the program director/department chair prior to registration.
EMERGENCY MEDICAL SERVICES CURRICULA

CERTIFICATE OF COMPETENCE,
EMERGENCY MEDICAL TECHNICIAN
(15.6 SEMESTER CREDITS)

Program Description: The purpose of the Emergency Medical Technician Certificate of Competence program is to prepare students to provide basic life support to patients in the pre-hospital emergency care setting. Graduates are eligible to take the National Registry of Emergency Medical Technicians Cognitive Examination. Successful completion of the exam will allow the graduate to apply for state of Hawaii licensure as an Emergency Medical Technician, thus allowing the graduate eligibility for employment with ambulance agencies.

Special Admission Requirements for Emergency Medical Technician: Program prerequisite courses must be completed prior to admission to the EMT program. After acceptance to the college, applicants to the Emergency Medical Technician program will be evaluated based on a point system that includes exam scores, letters of recommendation, and an interview. Interviews will be scheduled for applicants with the highest total scores in rank order, highest to lowest, until the admission quota is reached. The total qualifying score for the EMT program is based on the following criteria:

1. Traffic Abstract.
2. Valid Driver’s License.
3. Drug/Background Screening
4. Current CPR card (American Heart Association)
5. First Aid card (American Heart Association First Aid, American Red Cross First Aid)
6. Verification of prior work/volunteer experience in the health field
7. Review National Registry of Emergency Medical Technicians (NREMT.org) policy on felony convictions.
8. Interview scores.
9. Cumulative GPR for college course work.
10. Placement into MATH 32, MATH 82, or higher, OR completion of MATH 32 or higher within the last 2 years. Placement into only MATH 75X does not meet qualification criteria.

Application Period:
Fall (December 1 – June 1) and Spring (June 2 – October 1) semesters: Application to the Emergency Medical Technician–I program.

Program Prerequisites:
- ENG 100 with a grade of “C” or higher
- HLTH 125 Medical Terminology with a grade of “C” or higher

Program Student Learning Outcomes: Upon successful completion of the Emergency Medical Technician (EMT) Certificate of Competence program, the student should be able to:
• Apply and possess the knowledge, skills, and critical thinking necessary for an entry-level Emergency Medical Technician required to ensure scene safety, effectively assess patient(s), make critical decisions, competently treat patient(s), safely extricate and appropriately transport patients in a variety of settings.
• Effectively communicate, interact and work appropriately with patients, family members, bystanders, fellow emergency workers, EMS partners/colleagues, hospital health care providers, and supervisors.
• Display proficiency managing emergencies on scene and identifying coping strategies to manage long-term stress.
• Demonstrate professional and ethical behavior as an EMS health care provider.
• Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations.
• Develop effective treatment plans that ensure consistent high quality patient care, cognizant of EMS’ role within a larger continuum of care.

CERTIFICATE OF COMPETENCE CURRICULUM, EMERGENCY MEDICAL TECHNICIAN (15.6 CREDITS)

First Semester
EMT 120 (1.3)
EMT 125 (3.8)
EMT 111 (10.5)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate.

Please note: For the Certificate of Competence in EMT a grade of “C” or higher must be maintained in all required courses.

CERTIFICATE OF COMPETENCE, NATIONAL REGISTRY EMERGENCY MEDICAL TECHNICIAN (12.1 SEMESTER CREDITS)

Program Description: The purpose of the National Registry Emergency Medical Technician Certificate of Competence is to prepare students to provide basic life support care in the prehospital setting.

Special Admission Requirements for Emergency Medical Technician: After acceptance to the college, applicants to the Certificate of Competence in National Registry Emergency Medical Technician program will be evaluated based on a point system. The total qualifying score for the NREMT program is based on the following criteria:

1. Valid Driver’s License
2. Drug/Background screening
3. Current CPR card (American Heart Association)
4. First Aid card (American Heart Association First Aid, American Red Cross First Aid)
5. Review National Registry of Emergency Medical Technicians (NREMT.org) policy on felony
Program acceptance may also be granted via a sponsorship by a recognized Hawai‘i public safety agency (fire departments, ocean safety/water safety departments, law enforcement, or as deemed appropriate by the EMS Department chairperson).

**Application Period:**
Fall (December 1 – June 1) and Spring (June 2 – October 1) semesters: Application to the National Registry Emergency Medical Technician program for Oahu. Please consult an Academic Advisor for programs on Kaua‘i, Maui, and Hawai‘i Island.

**Program Student Learning Outcomes:** Upon successful completion of the National Registry Emergency Medical Technician (EMT) Certificate of Competence program, the student should be able to:

- Apply and possess the knowledge, skills, and critical thinking necessary for an entry-level Emergency Medical Technician required to ensure scene safety, effectively assess patient(s), make critical decisions, competently treat patient(s), safely extricate and appropriately transport patients in a variety of settings.
- Effectively communicate, interact and work appropriately with patients, family members, bystanders, fellow emergency workers, EMS partners/colleagues, hospital health care providers, and supervisors.
- Display proficiency managing emergencies on scene and identifying coping strategies to manage long-term stress.
- Demonstrate professional and ethical behavior as an EMS health care provider.
- Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations.
- Develop effective treatment plans that ensure consistent high quality patient care, cognizant of EMS’ role within a larger continuum of care.

**CERTIFICATE OF COMPETENCE CURRICULUM, NATIONAL REGISTRY EMERGENCY MEDICAL TECHNICIAN (12.1 CREDITS)**

**First Semester**
EMT 111 (10.5)
EMT 115 (1.6)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate.

Please note: For the Certificate of Competence in NREMT a grade of “C” or higher must be maintained in all required courses.

**ASSOCIATE IN SCIENCE, MOBILE INTENSIVE CARE TECHNICIAN (PARAMEDIC) (73.93-77.93 SEMESTER CREDITS)**
Program Description: The Associate in Science degree in Mobile Intensive Care Technician is a 71.33-75.33 credit program offered through the Kapi‘olani Community College, Department of Emergency Medical Services. It prepares students to function as healthcare providers in the pre-hospital setting. The program is divided into two levels that include the EMT and the MICT. In addition to the EMT and MICT courses, students must complete the following: BIOL 130/130L (or PHYL 141/141L and PHYL 142/142L); HLTH 125 - Survey of Medical Terminology; ENG 100 or ESL 100; MATH 103 or higher-level mathematics course; AS Humanities course (100 level or higher); FAMR 230 or HDFS 230.

Please note: PHYL 141/141L and PHYL 142/142L were formerly ZOOL 141/141L and ZOOL 142/142L.

Program Accreditation: The MICT Program was fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in August 2014 for 5 years.

Special Admission Requirements for Mobile Intensive Care Technician: October 1 of each year is the deadline for applications to the Mobile Intensive Care Technician (MICT) program for students on O‘ahu. For information about deadlines on the island of Maui call 808-244-4063 and island of Hawai‘i call 808-935-8002. The acceptance review period for the island of O‘ahu is November 1 - November 30. For information about the acceptance review period for the island of Maui call 808-244-4063 and the island of Hawai‘i call 808-935-8002). Applicants to the MICT program are required to have a current State of Hawai‘i Emergency Medical Technician (EMT) License and CPR for the Healthcare Provider card.

After acceptance to the College, applicants to the Mobile Intensive Care Technician program will be evaluated based on a point system on items listed below. Selection will be based on the highest total scores until the admission quota is reached.

The total qualifying score for the MICT program entry is based on the following criteria:
1. Completion of the prerequisite courses with a “C” grade or higher (ENG 100 or ESL 100, MATH 103 or higher, HLTH 125, BIOL 130/130L or PHYL 141/141L with PHYL 142/142L)
2. GPA of all prerequisite courses taken
3. EMT knowledge exam (based on national EMS standards) score
4. EMT skills exam (National Registry Skills) score
5. Minimum of 300 documented transported ambulance calls. The 300 documented calls may be accomplished through work experience as an EMT or through the KapCC EMT 110 course.
6. Interview score average
7. Essay score
8. EMT course grade

Please note: PHYL 141/141L and PHYL 142/142L were formerly ZOOL 141/141L and ZOOL 142/142L.

Application Period:
October 1 of each year is the deadline for applications to the Mobile Intensive Care Technician (MICT)
Kapi‘olani Community College Programs 2020 – 2021, page 53

program for students on O‘ahu. For information about deadlines on the island of Maui call 808-244-4063 and island of Hawai‘i call 808-935-8002.

Program Student Learning Outcomes: Upon successful completion of the University of Hawai‘i–Kapi‘olani Community College – Department of Emergency Medical Service’s MICT program the student should be able to:

- Apply and possess the knowledge, skills, and critical thinking necessary for an entry-level Paramedic required to ensure scene safety, effectively assess patient(s), make critical decisions, competently treat patient(s), safely extricate and appropriately transport patients in a variety of settings.
- Effectively communicate, interact and work appropriately with patients, family members, bystanders, fellow emergency workers, EMS partners/colleagues, hospital health care providers, and supervisors.
- Display proficiency managing emergencies on scene and identifying coping strategies to manage long-term stress.
- Demonstrate professional and ethical behavior as an EMS health care provider.
- Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations.
- Develop effective treatment plans that ensure consistent high quality patient care, cognizant of EMS’ role within a larger continuum of care.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
MOBILE INTENSIVE CARE TECHNICIAN
(73.93-77.93 CREDITS)

First Pre-Program Semester
BIOL 130 (4) or PHYL 141 (3) and PHYL 142 (3)
BIOL 130L (1) or PHYL 141L (1) and PHYL 142L (1)
ENG 100 (3) or ESL 100 (3)
HLTH 125 (1)
MATH 103 (3) or MATH 115 (3) or MATH 135 (3) or MATH 140 (3) or MATH 241 (4) or higher-level mathematics (3-4)

Second Pre-Program Semester
EMT 111 (10.5)
EMT 120 (1.3)
EMT 125 (3.8)

First Semester
MICT 151 (0.62)
MICT 152 (3.15)
MICT 161 (1.06)
MICT 162 (3.08)
MICT 170 (2.06)
MICT 171 (1.6)
MICT 180 (2.76)
MICT 181 (1)
MICT 190 (1.75)
MICT 191 (1.77)
Second Semester
MICT 203 (1.6)
MICT 205 (1.88)
MICT 320 (4.5)

Third Semester
MICT 330 (4.5)
MICT 340 (4.5)
MICT 360 (4.5)

Fourth Semester
FAMR 230 or HDFS 230 (3)
At least 3 credits from AS Arts & Humanities Elective

The issuance of an Associate in Science degree in MICT requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate.

Please note: For the Associate in Science in MICT a grade of “B” or higher must be maintained in MICT 152, 162, 170, 180, 190, and 205. Required clinical courses (MICT 151, 161, 171, 181, 191, 203) must be passed at the 80% or higher level. Internship courses (MICT 320, 330, 340, 360) are currently credit/no credit grading only.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”

CERTIFICATE OF ACHIEVEMENT
MOBILE INTENSIVE CARE TECHNICIAN
(40.33 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in Mobile Intensive Care Technician (MICT) provides the student with the necessary advanced care courses needed to competently care for patients who are acutely ill or injured in the pre-hospital setting. Students will gain the cognitive, affective and psychomotor skills needed to function as an entry level MICT. Graduates are qualified to take the National Registry Examination for certification as a Paramedic and be licensed in the state of Hawai’i. Once licensed, they meet the requirements to apply for work on a 911 responding ambulance. This certificate includes all of the technical classes required for the Associate in Science in MICT.

Program Accreditation: The MICT Program was fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in August 2014 for 5 years.

Special Admission Requirements for Mobile Intensive Care Technician: October 1 of each year is the deadline for applications to the Mobile Intensive Care Technician (MICT) program for students on O’ahu. For information about deadlines on the island of Maui call 808-244-4063 and island of Hawai’i call 808-935-8002. The acceptance review period for the island of O’ahu is November 1 - November 30. For information about the acceptance review period for the island of Maui call 808-244-4063 and the island of Hawai’i call 808-935-
8002). Applicants to the MICT program are required to have a current State of Hawaiʻi Emergency Medical Technician (EMT) License and CPR for the Healthcare Provider card.

After acceptance to the College, applicants to the Mobile Intensive Care Technician program will be evaluated based on a point system on items listed below. Selection will be based on the highest total scores until the admission quota is reached.

The total qualifying score for the MICT program entry is based on the following criteria:
1. Completion of the prerequisite courses with a “C” grade or higher (ENG 100 or ESL 100, MATH 103 or higher, HLTH 125, BIOL 130/130L or PHYL 141/141L with PHYL142/142L)
2. GPA of all prerequisite courses taken
3. EMT knowledge exam (based on national EMS standards) score
4. EMT skills exam (National Registry Skills) score
5. A minimum of 300 documented transported ambulance calls. The 300 documented ALS calls may be accomplished through work experience as an EMT or through the KapCC EMT110V course.
6. Interview score average
7. Essay score
8. EMT course grade

Please note: PHYL 141/141L and PHYL 142/142L were formerly ZOOL 141/141L and ZOOL 142/142L.

Program Prerequisites:
- BIOL 130/130L (or PHYL 141/141L and PHYL 142/142L)
- ENG 100 or ESL 100
- Successful completion of EMT 100 and EMT 101
- HLTH 125 – Survey of Medical Terminology
- MATH 103, MATH 115, MATH 135, MATH 140, or MATH 241

Please note: PHYL 141/141L, PHYL 142/142L, and MATH 241 were formerly ZOOL 141/141L, ZOOL 142/142L, and MATH 205.

Program Student Learning Outcomes: Upon successful completion of the Mobile Intensive Care Technician (MICT) Certificate of Achievement program, the student should be able to:
- Apply and possess the knowledge, skills, and critical thinking necessary for a paramedic to ensure scene safety, effectively assess patient(s), make critical decisions, competently treat patient(s), safely extricate and appropriately transport patients in a variety of settings.
- Effectively communicate, interact and work appropriately with patients, family members, bystanders, fellow emergency workers, EMS partners/colleagues, hospital health care providers, and supervisors.
- Display proficiency managing emergencies on scene, and identify coping strategies to manage long-term stress.
- Demonstrate professional and ethical behavior as an EMS health care provider.
- Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations.
Develop treatment plans that ensure consistent, high quality patient care, cognizant of EMS’ role within a larger continuum of care.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, MOBILE INTENSIVE CARE TECHNICIAN (40.33 CREDITS)

First Semester
MICT 151 (0.62)
MICT 152 (3.15)
MICT 161 (1.06)
MICT 162 (3.08)
MICT 170 (2.06)
MICT 171 (1.6)
MICT 180 (2.76)
MICT 181 (1)
MICT 190 (1.75)
MICT 191 (1.77)

Second Semester
MICT 203 (1.6)
MICT 205 (1.88)
MICT 320 (4.5)

Third Semester
MICT 330 (4.5)
MICT 340 (4.5)
MICT 360 (4.5)

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate.

Please note: For the Certificate of Achievement in MICT a grade of “C” or higher must be maintained in all required courses.
HEALTH SCIENCES PROGRAMS

COMMUNITY HEALTH WORKER CURRICULUM

CERTIFICATE OF COMPETENCE, COMMUNITY HEALTH WORKER (16 SEMESTER CREDITS)

Program Description: The Certificate of Competence in Community Health Worker program prepares students to function as outreach community health care workers to link disadvantaged families with existing health care resources. This outreach work is carried out by providing basic health screening services, identifying needs, providing information, making referrals to appropriate health care providers or agencies, and following up on referrals.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Community Health Worker program, the student should be able to:

• Integrate the roles of CHWs into case management phases demonstrating engagement, assessment and documentation/communication of the special needs and characteristics of unique individuals and communities.
• Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions.
• Demonstrate the attitudes, skills and knowledge of best practice strategies across a variety of populations in diverse human service settings.

CERTIFICATE OF COMPETENCE CURRICULUM, COMMUNITY HEALTH WORKER (16 CREDITS)

First Semester
CHW 100 (3)
CHW 130 (3)

Second Semester
CHW 135 (3)
CHW 140 (3)

Third Semester
CHW 145 (4)

The issuance of a Certificate of Competence requires that the student must earn a GPA of 2.0 or higher for all courses required in the certificate. A grade of “C” or higher must be earned in all required courses.
DENTAL ASSISTING CURRICULA

CERTIFICATE OF ACHIEVEMENT, DENTAL ASSISTING
(28 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in Dental Assisting is a 2 semester, 28 credit program that has been awarded accreditation by the American Dental Association Commission on Dental Accreditation (ADACODA). The Certificate of Achievement in Dental Assisting program prepares individuals to work as clinical and administrative assistants in dental offices, clinics or other dental practice settings. The curriculum is aligned with standards of the American Dental Association Commission on Dental Accreditation (ADACODA) as well as the Hawaii Administrative Rules of the Board of Dental Examiners. Graduates of the accredited program will be immediately eligible to take the Dental Assisting National Board (DANB) examination to become Certified Dental Assistants (CDA).

Application Period:
Fall (December 1 – June 30) semester: Application to the Dental Assisting program.

Special Admission Requirements for the Certificate of Achievement in Dental Assisting:
Students are admitted on a best-qualified first-admitted basis.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Dental Assisting, the student should be able to:

• Demonstrate competency in the knowledge and skill required to systematically collect diagnostic data.
• Demonstrate competency in the knowledge and skill required for business office procedures.
• Develop competence in taking diagnostically acceptable radiographs on a variety of patients.
• Utilize materials learned in classes to prepare for the Dental Assisting National Board Certification exams.
• Perform at the entry-level in a specialty practice as a dental assistant.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, DENTAL ASSISTING
(28 CREDITS)

First Semester
DENT 100 (3)
DENT 100L (3)
DENT 103 (1)
DENT 103L (2)
DENT 105 (2)
DENT 106 (1)
DENT 106L (1)
DENT 108 (2)

Second Semester
DENT 200 (3)
DENT 203 (2)
DENT 205 (1)
DENT 206L (2)
DENT 208 (4)
DENT 210 (1)

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Achievement in Dental Assisting, a grade of “C” or higher must be maintained in all required courses.

CERTIFICATE OF COMPETENCE,
DENTAL ASSISTING
(15 SEMESTER CREDITS)

Program Description: The Dental Assisting program is a one-semester, daytime only, curriculum designed to prepare students for entry-level employment in private dental offices, hospital outpatient clinics, state and federal agencies, insurance companies and dental supply houses. Students receive instruction in basic dental operatory and laboratory skills and dental terminology.

Special Admission Requirements for the Certificate of Competence in Dental Assisting:
Students are admitted to the Certificate of Competence program on a best-qualified first-admitted basis.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Dental Assisting, the student should be able to:
• Assimilate and apply relevant knowledge necessary to function competently in the profession of dental assisting.
• Perform technical and clinical skills necessary to function competently in the profession of dental assisting.
• Maintain professional and ethical behavior as a healthcare provider.
• Communicate and interact appropriately and effectively.
• Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations.
• Implement plans to achieve standard of patient care in a variety of clinical settings.
• Perform at the entry-level job description of a dental assistant.

CERTIFICATE OF COMPETENCE CURRICULUM,
DENTAL ASSISTING
(15 CREDITS)

First Semester
DENT 100 (3)
DENT 100L (3)
DENT 103 (1)
DENT 103L (2)
DENT 105 (2)
DENT 106 (1)
DENT 106L (1)
DENT 108 (2)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: In order to receive the Certificate of Competence in Dental Assisting, a grade of “C” or higher is required in each course.
MEDICAL ASSISTING CURRICULA

Special Admission Requirements for Medical Assisting: Additional information is listed in the “Special Requirements for programs in Health Career Education” section. Acceptance into the Medical Assisting program is based on a best qualified, first accepted rating system for (1) qualification for ENG 100; (2) qualification for MATH 32 or higher-level mathematics course; (3) grades of completed program support courses; (4) a typing test score; and (5) volunteer or work experience. Successful completion of the Certificate of Achievement in Medical Assisting or program director approval is required for entry into the AS degree program. Attendance at an orientation session is also required.

Application Period:
Fall (December 1 – March 1) semester: Application to the Medical Assisting program.

Preparation for Medical Assisting: There are no prerequisite courses that must be completed prior to program entry; however, First Aid and CPR certifications are required before the tenth week of the first semester of the program.

MEDA Program Accreditation Information:
Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assistant Education Review Board (MAERB)

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, Florida 33756
Phone: (727) 210-2350
www.caahep.org

ASSOCIATE IN SCIENCE,
MEDICAL ASSISTING
(72-73 SEMESTER CREDITS)

Program Description: The Medical Assisting curriculum is designed to prepare students to assist physicians, in private medical offices and clinics and hospital outpatient clinics, with patient care as well as with routine office laboratory and diagnostic tests (clinical medical assisting). In addition, students are prepared to perform administrative medical office and business practices and procedures (administrative medical assisting).

The Associate in Science degree program in Medical Assisting is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Medical Assisting Education Review Board (MAERB). Graduates of the program are qualified to write the national certification examination of the American Association of Medical Assistants, Inc.
Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Medical Assisting, the student should be able to:

- Maintain professional and ethical behavior as a health care provider.
- Use general education knowledge and advanced administrative and clinical medical assisting skills in the delivery of quality patient care.
- Communicate, interact and work appropriately and effectively with patients, patients’ family, peers, staff and supervisors.
- Identify and use multicultural perspectives to meet the needs of diverse populations.
- Perform administrative and clinical skills expected of a beginning practicing medical assistant in an entry-level position.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, MEDICAL ASSISTING
(72-73 CREDITS)

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<th>First Semester</th>
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<td>MEDA 101 (1)</td>
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<td>MEDA 121 (1)</td>
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<td>MEDA 121L (1)</td>
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<td>MEDA 152 (4)</td>
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<td>MEDA 163 (3)</td>
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<td>MEDA 175 (1)</td>
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<td>MEDA 201 (2)</td>
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<td>MLT 100 (2)</td>
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<th>Third Semester</th>
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<td>MEDA 210 (1)</td>
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<td>MEDA 215 (5)</td>
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<th>Fourth Semester</th>
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<td>ENG 100 (3)</td>
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<td>MATH 100 (3) or higher-level mathematics (3-4)</td>
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<td>MEDA 230 (3)</td>
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<td>MEDA 260 (3)</td>
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<td>PHYL 141 (3)</td>
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<td>PHYL 141L (1)</td>
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<th>Fifth Semester</th>
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<td>HDFS 230 (3)</td>
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HLTH 252 (3)
At least 3 credits from AS Arts & Humanities Elective
MEDA 271 (5)
MEDA 281 (3)

Sixth Semester
MEDA 290 (3)
MEDA 295 (3)

The issuance of an AS degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

Please note: For the AS degree in Medical Assisting a grade of “C” or higher must be maintained in all required courses.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”

CERTIFICATE OF ACHIEVEMENT,
MEDICAL ASSISTING
(33 SEMESTER CREDITS)

Program Description:  This program provides a career ladder in medical assisting. Certificate graduates may continue their course of study and earn an Associate in Science degree in Medical Assisting.

The Medical Assisting curriculum is designed to prepare students to assist physicians, in private medical offices and clinics and hospital outpatient clinics, with patient care as well as with routine office laboratory and diagnostic tests (clinical medical assisting). In addition, students are prepared to perform administrative medical office and business practices and procedures (administrative medical assisting).

The Certificate of Achievement program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Medical Assisting Education Review Board (MAERB). Associate degree graduates are qualified to write the national certification examination of the American Association of Medical Assistants, Inc.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Medical Assisting, the student should be able to:

• Perform administrative and clinical skills expected of a beginning practicing medical assistant in an entry-level position.
• Maintain professional and ethical behavior as a health care provider.
• Communicate, interact and work appropriately and effectively with patients, patients’ family, peers, staff and supervisors.
• Discuss the value of lifelong learning and being an active member of a professional society.
Identify and use multicultural perspectives to meet the needs of diverse populations.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM, MEDICAL ASSISTING**

(33 CREDITS)

**First Semester**
- MEDA 101 (1)
- MEDA 102 (1)
- MEDA 103 (1)
- MEDA 104 (1)
- MEDA 111 (4)
- MEDA 121 (1)
- MEDA 121L (1)
- MEDA 143 (3)

**Second Semester**
- MEDA 122 (1)
- MEDA 122L (1)
- MEDA 152 (4)
- MEDA 163 (3)
- MEDA 175 (1)
- MEDA 201 (2)
- MLT 100 (2)

**Third Semester**
- MEDA 210 (1)
- MEDA 215 (5)

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Achievement in Medical Assisting, a grade of “C” or higher must be maintained in all required courses.

**CERTIFICATE OF COMPETENCE, MEDICAL ASSISTING HEALTHCARE PRACTICE MANAGEMENT**

(20 SEMESTER CREDITS)

**Program Description:** The Medical Assisting Healthcare Practice Management curriculum is designed to prepare students to manage multiple processes, including the revenue cycle, compliance regulations, human resources, health information, and general business processes. This certificate prepares students to take the Certified Physician Practice Manager (CPPM) and the Certified Professional Coder (CPC) examinations. These credentials provide additional opportunities for Medical Assistants to advance their careers in physician practice management and medical coding.
Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Medical Assisting Healthcare Practice Management, the student should be able to:

- Maintain professional and ethical behavior as a health care provider.
- Perform administrative and clinical skills expected of a beginning practicing medical assistant in an entry-level position.
- Communicate, interact and work appropriately and effectively with patients, patients’ family, peers, staff and supervisors.
- Identify and use multicultural perspectives to meet the needs of diverse populations.
- Discuss the value of lifelong learning and being an active member of a professional society.

CERTIFICATE OF COMPETENCE CURRICULUM, MEDICAL ASSISTING HEALTHCARE PRACTICE MANAGEMENT (20 CREDITS)

First Semester
MEDA 230 (3)  
MEDA 260 (3)  

Second Semester
MEDA 271 (5)  
MEDA 281 (3)  

Third Semester
MEDA 290 (3)  
MEDA 295 (3)  

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate.

Please note: For the Certificate of Competence in Medical Assisting Healthcare Practice Management, a grade of “C” or higher must be maintained in all required courses.
MEDICAL LABORATORY TECHNICIAN CURRICULUM

ASSOCIATE IN SCIENCE,
MEDICAL LABORATORY TECHNICIAN
(72-76 SEMESTER CREDITS)

Program Description: This curriculum is designed to prepare students to perform many laboratory procedures and to operate and care for laboratory equipment. Graduates of this program will be eligible to challenge the national registry examination for MLT given by the American Society for Clinical Pathology (ASCP). When certified, the MLT graduate will meet the requirements to become licensed to work in the State of Hawai‘i as a Medical Laboratory Technician.

Special Admission Requirements for Medical Laboratory Technician: Admission to the Medical Laboratory Technician program is on a best-qualified, first-accepted basis. The prerequisite courses must be completed or in process of being completed prior to application to the program. First Aid and one rescuer CPR certification is required by January 1, prior to program entry. Courses transferred from accredited institutions are accepted if course descriptions and competencies are consistent with or at a higher-level than KapCC courses listed as prerequisites. The requirement for MLT 100 may be waived for individuals certified as phlebotomists with one year of clinical laboratory experience. Additional information is listed in the “Special Requirements for Programs in Health Career Education” section.

Application Period:
Spring (June 1 – September 1) semester: Application to the Medical Laboratory Technician program.

MLT Program Accreditation Information:
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Rd.
Suite 720
Rosemont, Illinois 60015-5119
Phone: (773) 714-8880

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Medical Laboratory Technician, the student should be able to:

- Perform routine clinical laboratory procedures within acceptable quality control parameters in Hematology, Chemistry, Immunohematology, and Microbiology under the general supervision of a Clinical Laboratory Scientist or Pathologist.
- Demonstrate technical skills, social behavior, and professional awareness incumbent upon a laboratory technician as defined by the American Society for Clinical Laboratory Science and the American Society of Clinical Pathologists.
- Effect a transition of information and experiences learned in the MLT program to employment situations and performance on the written examinations conducted by the American Society of Clinical Pathologists and/or the National Certifying Agency for Clinical Laboratory Personnel.
• Apply systematized problem solving techniques to identify and correct procedural errors, identify instrument malfunctions and seek proper supervisory assistance, and verify the accuracy of laboratory results obtained.
• Operate and maintain laboratory equipment, utilizing appropriate quality control and safety procedures.
• Perform within the guidelines of the code of ethics of the American Society for Clinical Laboratory Science, the American Society of Clinical Pathologists, and the restrictions established by state and local regulatory groups.
• Recognize and participate in activities which will provide current knowledge and upgrading of skills in laboratory medicine.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
MEDICAL LABORATORY TECHNICIAN
(72-76 CREDITS)

First Pre-Program Semester
BIOL 130 (4) or BIOL 171 (3) or PHYL 141 (3) and PHYL 142 (3)
CHEM 161 (3)
CHEM 161L (1)
ENG 100 (3) or ESL 100 (3)
MATH 103 (3) or higher-level mathematics (3-4)
MLT 100 (2)

First Semester
CHEM 162 (3)
CHEM 162L (1)
MICR 130 (3)
MICR 161 (2)
MLT 107 (3)
MLT 108 (5)
MLT 118 (1)

Second Semester
MLT 100B (1)
MLT 112 (3)

Third Semester
MLT 204 (2)
MLT 207 (3)
MLT 211 (1)
MLT 212 (4)
At least 3 credits from AS Social Science Elective
At least 3 credits from AS Arts & Humanities Elective

Fourth Semester
MLT 240 (1)
MLT 242B (2)
MLT 242C (4)
MLT 242D (4)
MLT 242E (4)
MLT 242F (4)

The issuance of an AS degree requires that the student must earn a GPR of 2.0 or higher for all courses applicable toward the degree.

Please note: Clinical rotation is conducted in affiliated community hospitals and laboratories and involves a regular workweek of 40 hours for 18 weeks. Hours are scheduled by clinical staff and may include an evening shift. For the AS degree in MLT a grade of “C” or higher must be maintained in all required courses to continue this program. A student who does not satisfactorily complete the required courses as scheduled must have the program director’s approval to continue in the program.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”
OCCUPATIONAL THERAPY ASSISTANT CURRICULUM

ASSOCIATE IN SCIENCE,
OCCUPATIONAL THERAPY ASSISTANT
(76-77 SEMESTER CREDITS)

Program Description: This curriculum is designed to prepare students to work under the supervision of a registered occupational therapist with clients who need to improve their independence in functional activities relating to activities of daily living, work or play/leisure as a result of injury, illness, the aging process, developmental delays, poverty, or cultural differences. These remediation activities take place in a variety of health care facilities such as hospitals, clinics, rehabilitation centers, public and private schools, nursing homes, home care settings and emerging areas of practice. Students have faculty-supervised clinical learning experiences in a variety of these settings.

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-3449. Telephone 301-652-AOTA and 301-652-6611. Website address is www.acoteonline.org.

Graduates of the program will be able to sit for the national certification examination for the occupational therapy assistant administered by the national Board for Certification in Occupational therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Many states other than Hawai‘i require licensure in order to practice; however state licenses are usually based on the results of the NBCOT Certification Examination. Recertification occurs every three years.

Special Admission Requirements for Occupational Therapy Assistant: Additional information is listed in the “Special Requirements for Programs in Health Career Education” section. Acceptance into the Occupational Therapy Assistant program is on a best-qualified, first-accepted rating system for (a) grades of completed prerequisites, (b) minimum pre-requisite GPR of 2.75, (c) writing sample, and (d) oral interview. Selection is based on total qualifying scores in rank order from the highest until admission quota is reached. Applications are located online at the KapCC website. Attendance at an OTA information session is required. Students on probably, suspension or having a GPR below 2.0 at KapCC are not eligible to apply. Priority selection is given to Hawai‘i State residents; non-residents will be considered after all qualified residents have been accommodated.

Preparation for OTA Program: All prerequisite courses must be completed by the application deadline. Prerequisite courses include BIOL 130/130L or PHYL 141/141L and PHYL 142/142L, ENG 100, MATH 100, and HLTH 118. General education and support courses taken prior to program entry including FAMR/HDFS 230, AS Humanities course (100 level or higher), HLTH 125, OTA 110, and OTA 119 will lessen the credit load during the program.

Please note: PHYL 141/141L and PHYL 142/142L were formerly ZOOL 141/141L and ZOOL 142/142L.
Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Occupational Therapy Assistant, the student should be able to:

- Assimilate and relate the foundational content, basic tenets and theoretical perspective of Occupational Therapy and apply the relevant knowledge to function competently in the profession.
- Assist with theoretically-based screening and evaluation under the supervision of and in cooperation with the occupational therapist.
- Provide culturally relevant and occupation-based intervention and implementation to facilitate occupational performance and participation.
- Communicate clearly and effectively the distinct value of occupational therapy with clients, families, significant others, colleagues, service providers, and the public.
- Demonstrate knowledge of the service delivery and assist with management of occupational therapy services in order to function competently in the profession.
- Be a lifelong learner, keep current with evidence-based practice, and uphold safety, ethical standards, values, and attitudes of the occupational therapy profession.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, OCCUPATIONAL THERAPY ASSISTANT (76-77 CREDITS)

Pre-Program
ENG 100 (3) or ESL 100 (3)
At least 3 credits from MATH 100 or a higher level mathematics course
HLTH 118 (3)
HLTH 290 (2)
HLTH 290L (1)
PHYL 141 (3)
PHYL 141L (1)
PHYL 142 (3)
PHYL 142L (1)

First Semester
OTA 110 (3)
OTA 111 (1)
HLTH 125 (1)
At least 3 credits from AS Arts & Humanities Elective
FAMR 230 (3) or HDFS 230 (3) or PSY 240 (3)

Second Semester
OTA 112 (3)
OTA 112L (1)
OTA 125 (2)
OTA 126 (1)
OTA 161 (3)
OTA 161L (1)

Third Semester
OTA 172 (3)

**Fourth Semester**
OTA 232 (2)
OTA 233 (1)
OTA 236 (3)
OTA 236L (1)
OTA 237 (3)
OTA 237L (1)

**Fifth Semester**
OTA 224 (2)
OTA 224L (1)
OTA 249 (2)
OTA 249L (1)
OTA 270 (7)

**Sixth Semester**
OTA 271 (7)

*The issuance of an AS degree requires that the student must earn a GPR of 2.0 or higher for all courses applicable toward the degree. A list of KCC AS/AH elective courses is in the “Degree and Certificate Programs” section. Please note: A grade of "C" or higher must be maintained in all required courses in order to continue in the Occupational Therapy Assistant program.*
CERTIFICATE OF COMPETENCE, 
ACTIVITY AIDE  
(5 SEMESTER CREDITS)

Program Description: This Certificate of Competence in Activity Aide prepares students to use specific craft materials and procedures in activities adapted to the needs of the patient and to communicate effectively with residents of long-term care facilities. The certificate is aimed at expanding the capabilities of health care providers to take on additional responsibilities as activity aides employed in long-term care settings.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Activity Aide, the student should be able to:

- Define self-awareness and values and their effect on human behavior and helping.
- Discuss strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
- Describe the effects of disability on the individual within the cultural context of family and society, as well as on occupational performance.
- Describe how sociocultural, socioeconomic, diversity factors and lifestyle choices impact contemporary society.
- Describe positive health behaviors and identify the importance of balancing areas of occupation with the achievement of health and wellness.
- Give examples of effective communication techniques and application using characteristics of effective helping, cultural sensitivity and assertiveness.
- Define professional burnout and identify stress management techniques to promote wellness.
- Fabricate crafts most commonly utilized in Occupational Therapy treatment and activity programs.
- Demonstrate therapeutic use of activities through grading, adapting and modifying the environment, tools, materials and occupations.
- Use the teaching-learning process and effectively interact through written, oral and nonverbal communication with client.
- Demonstrate competency in basic client management techniques to enhance mobility, including physical transfers, wheelchair management, and positioning.
- Use sound judgment in regard to safety of self and others, and adhere to safety regulations.
- Demonstrate proper maintenance and storage of various materials, equipment, tools and inventory of supplies.

CERTIFICATE OF COMPETENCE CURRICULUM, 
ACTIVITY AIDE  
(5 CREDITS)

First Semester
OTA 119 (2)  
HLTH 118 (3)

The issuance of a Certificate of Competence requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate. A grade of “C” or higher must be earned in all required courses.
PHYSICAL THERAPIST ASSISTANT CURRICULUM

ASSOCIATE IN SCIENCE, PHYSICAL THERAPIST ASSISTANT (70.5-71.5 SEMESTER CREDITS)

Program Description: The purpose of this curriculum is to prepare students for licensure and employment as a Physical Therapist Assistant (PTA) in Hawai‘i and the United States with the knowledge and abilities to provide care in the variety of settings requiring the rehabilitation of patients who were born with a disability or are disabled as a result of illness, injury, or accident. The Physical Therapist Assistant works under the direction and supervision of Licensed Physical Therapists (PTs). PTAs implement the plan of care developed by the PT following the standards in the American Physical Therapy Association (APTA) Guide to Physical Therapist Practice, APTA Core Values, individual state practice acts and the APTA policies. The PTA program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Application Period:
Fall (April 1 – May 25) semester: Application to the Physical Therapist Assistant program.

Preparation for PTA Program: The Pre-PTA sequence of courses MUST be completed prior to program entry. Courses transferred from accredited institutions are accepted if course descriptions and competencies are consistent with or at a higher-level than KapCC courses listed as acceptable prerequisites.

Program Prerequisites: Prerequisite courses must be completed with a grade of “C” or higher prior to program entry. Courses may be completed or in process of completion prior to application to the program. Equivalent courses from accredited institutions may be accepted for transfer. All required HLTH courses, except for HLTH 120, HLTH 125, HLTH 290 and HLTH 290L, which are prerequisites, may be taken prior to program entry on a space available basis or they must be taken in the semester in which they are scheduled.

PTA Program Accreditation Information:
Commission on Accreditation in Physical Therapy Education (CAPTE)
American Physical Therapy Association
1111 N. Fairfax Street
Alexandria, Virginia 22314
Phone: (703) 706-5300

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Physical Therapist Assistant, the student should be able to:

- Demonstrate entry-level competency of all required skills of a PTA for employment in the variety of PT clinical settings applying the knowledge of human anatomy, physiology, pathophysiology, kinesiology and psychosocial, cultural and spiritual principles to the rehabilitation treatment process.
- Competently perform as a PTA adhering to the ethical codes of conduct, APTA core values, and legal and safety standards of the profession.
- Competently implement the plan of care and intervention goals in a safe, effective, efficient and
appropriate manner as directed by the physical therapist.

- Competently interact/communicate with patients, families, significant others and other health care providers about the plan of care required in the rehabilitation process.
- Report and record client data, which effectively communicates the need and rationale for physical therapy intervention using appropriate medical terminology.
- Advocate for the profession and client as well as provide service to the professional organization’s activities, and identify career development and lifelong learning opportunities.
- Qualify to take the National Physical Therapist Assistant licensing Examination.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
PHYSICAL THERAPIST ASSISTANT
(70.5-71.5 CREDITS)

First Pre-Program Semester
ENG 100 (3)
MATH 103 (3) or higher-level mathematics (3-4)
PHYL 141 (3)
PHYL 141L (1)
SP 181 (3)

Second Pre-Program Semester
FAMR 230 (3) or HDFS 230 (3)
HLTH 125* (1)
HLTH 290* (2)
HLTH 290L* (1)
At least 3 credits from AS Arts & Humanities Elective
PHYL 142 (3)
PHYL 142L (1)
PTA 101* (1)

First Semester
HLTH 201 (1.5)
HLTH 203 (3)
HLTH 206 (1.5)
HLTH 280 (3)
PTA 205 (1.5)
PTA 208 (3)
PTA 210 (2)

Second Semester
HLTH 270 (1)
PTA 212 (2)
PTA 231 (2)
PTA 242 (3)
PTA 243 (3)
PTA 265 (1)
PTA 265L (1)
PTA 275 (1)
PTA 282 (3)

**Third Semester**
PTA 251 (1)
PTA 283 (4.5)
PTA 284 (4.5)

*Prerequisite courses that must be completed with a grade of “C” or higher prior to the PTA program application deadline.

The issuance of an AS degree requires that the student must earn a GPR of 2.0 or higher (a grade of “C” or higher) for all courses applicable/required toward the degree. A grade of “C” or higher must be maintained/achieved in all required courses in order for the student to continue in the PTA program and earn the AS degree in PTA.

*Please note: Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”*
RADIOLOGIC TECHNOLOGY CURRICULUM

ASSOCIATE IN SCIENCE, RADIOLOGIC TECHNOLOGY
(85-89 SEMESTER CREDITS)

Program Description: This program includes a combination of subject matter and faculty-supervised clinical experiences designed to prepare a person for the safe operation of X-ray equipment in clinical settings under the supervision of a radiologist or other physician. Satisfactory completion of the requirements for the AS degree permits the student to take the qualifying examinations of the AART, which is accepted by the Hawaiʻi Board of Radiologic Technology for State licensure. This program is accredited by the JRCERT.

Special Admission Requirements for Radiologic Technology: Additional information is listed in the “Special Requirements for programs in Health Career Education” section.

Application Period:
Fall (April 1 to May 31) semester: Application to the Radiologic Technology program.

Program Prerequisites: Satisfactory completion (a grade of “C” or higher) of MATH 135 or higher, ENG 100 or ESL 100, BIOL 130 or PHYL 141/142, BIOL 130L or PHYL 141L/142L, and HLTH 125 is required prior to application. Students must complete the courses not more than 5 years prior to the RAD program application deadline.

Please note: PHYL 141/141L and PHYL 142/142L were formerly ZOOL 141/141L and ZOOL 142/142L.

Radiologic Technology Program Accreditation Information:
Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, suite 2850
Chicago, Illinois 60606-3182
Phone: (312) 704-5300
www.jrcert.org

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Radiologic Technology, the student should be able to:

• Take diagnostically acceptable radiographs of any or all parts of the body.
• Practice appropriate radiation safety measures.
• Communicate and interact appropriately and effectively with patients, patients’ family and friends, peers, staff, and supervisors.
• Work effectively as a team member with students, staff, and radiologists.
• Maintain professional and ethical behavior as a healthcare provider.
• Adapt patient positioning, projections, and technical factors based on patient condition.
• Discuss the value of life-long learning and being an active member of a professional society.
ASSOCIATE IN SCIENCE DEGREE CURRICULUM, RADIOLOGIC TECHNOLOGY (85-89 CREDITS)

First Pre-Program Semester
BIOL 130 (4) or PHYL 141 (3) and PHYL 142 (3)
BIOL 130L (1) or PHYL 141L (1) and PHYL 142L (1)
ENG 100 (3) or ESL 100 (3)
HLTH 125 (1)
MATH 135 (3) or higher-level mathematics (3-4)

First Semester
At least 3 credits from AS Arts & Humanities Elective
RAD 100 (3)
RAD 100L (1)
RAD 105 (2)
RAD 140 (6)

Second Semester
At least 3 credits from AS Social Sciences Elective
RAD 110 (3)
RAD 110L (1)
RAD 120 (3)
RAD 141 (5)
RAD 142 (7)
RAD 149 (1)
RAD 150 (1)

Third Semester
RAD 200 (3)
RAD 200L (1)
RAD 210 (3)
RAD 240 (7)
RAD 248 (1)

Fourth Semester
RAD 230 (3)
RAD 230L (1)
RAD 241 (6)
RAD 242 (5)
RAD 249 (1)
RAD 255 (1)
RAD 260 (2)

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

Please note: A grade of “C” or higher must be maintained in all required courses in order to continue in the Radiologic Technology program. All courses in radiologic technology may be transferable to institutions offering baccalaureate degrees in radiologic technology. At the present time, the University of Hawai`i at
Manoa does not have such a program. Information about transferring to a baccalaureate program in radiologic technology is available from program faculty.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”
RESPIRATORY CARE CURRICULUM

ASSOCIATE IN SCIENCE,
RESPIRATORY CARE
(95-96 SEMESTER CREDITS)

Program Description: The Associate in Science degree in Respiratory Care is a fully accredited program that requires completed credits in liberal arts prior to entering the six semesters of professional training and additional credits of arts electives to receive the Associate in Science degree in Respiratory Care (ASRC) and registry eligibility to sit for national credentialing exams. The Respiratory Care program prepares students to care for patients with cardiovascular and pulmonary system disorders. Specifically, students will learn to perform routine therapy such as oxygen, lung inflation, and secretion management, as well as, critical care modalities such as ventilator management, arterial puncture and analysis, neonatal and pediatric care, sleep technology, hemodynamics, and ECG. Students also will receive laboratory training followed by hands-on experience in hospitals, labs, and home care sites.

Special Admission Requirements for Respiratory Care: Additional information is listed in the “Special Requirements for programs in Health Career Education” section. The Pre-Respiratory courses must be completed prior to entry into the program. Completion of and grades in these courses will be considered in the process of selecting students for the program. Respiratory Care program courses must be taken at KapCC; other preparatory courses may be completed at another college. Attendance at a program information and orientation session is also required. Admission to the Respiratory Care program is based on a best-qualified, competitive selection of students.

The criteria for selection include:
   (1.) Three letters of reference;
   (2.) Essay;
   (3.) Interview;
   (4.) Grades for prerequisite courses;
   (5.) Attendance at a program information and orientation session.

Official transcripts of completed coursework and verification of coursework in progress must be received by April 30th. Grade reports for spring semester courses must be received by May 30th.

Application Period:
Summer (April 1 – May 30) semester: Application to the Respiratory Care program.

Preparation for Respiratory Care: The Pre-Respiratory courses (pre-program courses) must be completed or in the process of completion prior to application to the program. The 29 credits of Pre-Respiratory courses MUST be completed prior to program entry. The Pre-Respiratory courses (pre-program courses) are:

   CHEM 100 or higher-level chemistry course
ENG 100 or ESL 100
HLTH 125
KapCC AS/AH Humanities Elective (100 level or higher)
MATH 100 or higher-level mathematics course
MICR 130
MICR 140
PSY 100
PHYL 141
PHYL 142
PHYL 142L

Please note: PHYL 141/141L and PHYL 142/142L were formerly ZOOL 141/141L and ZOOL 142/142L.

**Respiratory Care Program Accreditation Information:**
Committee on Accreditation for Respiratory Care (CoARC)
1248 Harwood Road
Bedford, Texas 76021-4244
Phone: (817) 283-2835 or 1-800-874-5615
www.coarc.com

**Program Student Learning Outcomes:** Upon successful completion of the Associate in Science degree in Respiratory Care, the student should be able to:

- Demonstrate competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
- Assimilate and apply relevant knowledge necessary to function competently as an advanced-level therapist.
- Perform technical and clinical skills necessary to function competently as an advanced-level therapist.
- Demonstrate professional behavior skills necessary to function competently as an advanced-level therapist.

**ASSOCIATE IN SCIENCE DEGREE CURRICULUM, RESPIRATORY CARE**
**(95-96 CREDITS)**

**First Pre-Program Semester**
ENG 100 (3) or ESL 100 (3)
HLTH 125 (1)
MATH 100 (3) or higher-level mathematics (3-4)
PHYL 141 (3)
PHYL 141L (1)
PSY 100 (3) or HDFS 230 (3)

**Second Pre-Program Semester**
CHEM 100 (3) or higher-level chemistry
MICR 130 (3)
MICR 140 (2)
PHYL 142 (3)
PHYL 142L (1)
At least 3 credits from AS Arts & Humanities Elective

**First Semester**
RESP 100 (1)
RESP 101 (3)

**Second Semester**
RESP 200 (3)
RESP 201 (3)
RESP 202 (5)
RESP 203 (3)

**Third Semester**
RESP 211 (2)
RESP 212 (5)
RESP 213 (3)
RESP 218 (3)

**Fourth Semester**
RESP 222 (5)
RESP 229 (2)

**Fifth Semester**
RESP 300 (3)
RESP 301 (3)
RESP 302 (4)

**Sixth Semester**
RESP 312 (4)
RESP 313 (3)
RESP 316 (3)
RESP 320 (3)

**Seventh Semester**
RESP 322 (5)

*The issuance of an AS degree requires that the student must earn a GPR of 2.0 or higher for all courses applicable toward the degree.*

*Please note: Clinical Practice will be in affiliated community hospitals. A grade of “C” or higher must be maintained in all Respiratory Care courses in order for the student to continue in the Respiratory Care program.*

*Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”*
NURSING PROGRAMS

ADULT RESIDENTIAL CARE HOME PRIMARY CARE GIVER TRAINING CURRICULUM

CERTIFICATE OF COMPETENCE,
ADULT RESIDENTIAL CARE HOME PRIMARY CARE GIVER TRAINING
(4 SEMESTER CREDITS)

Program Description: The Adult Residential Care Home (ARCH) Primary Care Giver Training prepares the Primary Care Giver (PCG) to meet the Department of Health, Office of Health Care Assurance requirements to operate a licensed Adult Residential Care Home in the state of Hawaii. The Primary Care Giver provides live-in care for up to five residents in the care giver’s home and serves as an advocate for the residents who have physical and/or mental disabilities.

Program Entrance Requirements for Adult Residential Care Home Primary Care Giver Training:
CNA:
1. Six months full-time work experience providing direct nurse aide care as an employee of a Department of Health, Medicare-approved ICF, SNF, home health agency, or hospital. State certification as a nurse aide may substitute for the nurse aide work experience.
2. Complete ONE of the following:
   a. Accuplacer Reading Exam with a reading score of 250 or higher,
   b. COMPASS English Placement Test with a reading score of 57 or higher,
   c. Complete ENG 98 or ENG 100/ESL 100 with a grade of “C” or higher,
   d. US high school diploma,
   e. General Education Development (GED).

LPN/RN: Current Hawaii nursing license.

Other Requirements: Tuberculosis (TB) clearance; Measles/Mumps/Rubella (MMR) immunization.

Application Period:
Open. Specific application dates will be posted on Kapi‘olani Community College’s website.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Adult Residential Care Home Primary Care Giver Training, the student should be able to:
• Function as a member of the Adult Residential Care Home team, operating under the rules and regulations of Chapter 100.1.
• Provide safe, simple basic nursing care to the residents of the Adult Residential Care Home.
• Use correct lines of communication when interacting with resident and regulatory and resource personnel.
• Recognize the legal and ethical responsibility of the Adult Residential Care Home Operator.
• Recognize the resident’s rights and responsibilities.
• Assume accountability for own actions and behavior.
• Identify the basic needs of a person in health and illness.
• Recognize the major physical changes in structure and function of the body, especially with aging.
• Provide care that is culturally sensitive.
• Recognize and report significant changes in the resident’s mental and physical health status.
• State the requirements for physical care for the terminally ill resident and ways to provide emotional support.

CERTIFICATE OF COMPETENCE CURRICULUM,
ADULT RESIDENTIAL CARE HOME PRIMARY CARE GIVER TRAINING
(4 CREDITS)

First Semester
NURS 11 (1)
NURS 12 (1)
NURS 13 (1)
NURS 14 (1)

In a credit course sequence, the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

NURS 11 is taken concurrently with NURS 12, 13, and 14. The courses are taken in the following sequence: NURS 14, NURS 12 and NURS 13.

Please note: To receive the Certificate of Competence in ARCH, a grade of “C” or higher is required for all courses.
LONG TERM CARE NURSE AIDE CURRICULUM

CERTIFICATE OF COMPETENCE,
LONG TERM CARE NURSE AIDE
(6 SEMESTER CREDITS)

Program Description: The Long Term Care Nurse Aide Certificate of Competence includes one course, NURS 9 (150 hours) that prepares entry-level nurse aides to provide basic nursing care to the elderly, ill, and disabled in the long term care, subacute and home health settings. Students learn to give basic personal care, communicate with patients and staff, respect resident rights and provide physical and emotional support. Graduates are eligible to take the State of Hawai‘i Nurse Assistant Competency Evaluation Exam.

Special Admission Requirements for Long Term Care Nurse Aide Program: Admission into the Long Term Care Nurse Aide Program is on a first-qualified, first-accepted basis with a minimum score of 61 on the COMPASS Reading test (or equivalent). Completion of ENG 21 or higher-level English course with a grade of "C" or higher, or a U.S. high school diploma, or a General Education Development (GED) Certificate may substitute for the COMPASS Reading Test Score. Applicants must not be on probation at Kapi‘olani Community College.

Program Competencies: Upon successful completion of the Certificate of Competence in Long Term Care Nurse Aide, the student should be able to:

• Function in the role of the nurse aide as a member of the health care team, under the supervision of the LPN, RN or MD, in the subacute, long term care and home settings.
• Demonstrate adherence to resident rights and the legal and ethical responsibilities of the nurse aide.
• Perform basic nursing care safely, respecting cultural differences
• Implement effective communication skills.

CERTIFICATE OF COMPETENCE CURRICULUM,
LONG TERM CARE NURSE AIDE
(6 CREDITS)

First Semester
NURS 9 (6)

The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. In order to receive the Certificate of Competence in Long Term Care, a grade of “C” or higher must be earned in NURS 9.
NURSING CURRICULA

ASSOCIATE IN SCIENCE, NURSING
(72-73 SEMESTER CREDITS)

Program Description: The Associate in Science degree nursing curriculum is designed to prepare students for the nursing profession. Graduates of the program are eligible to sit for the NCLEX-RN nursing examination (National Licensure Examination-Registered Nurse) to become a registered nurse. The program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN) 3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia 30326 (www.acenursing.org). New students are admitted each semester and are given both theoretical instruction and an opportunity for clinical application of nursing skills as they prepare for entry-level practice as registered nurses. After graduates have passed the nursing licensure examination, they will be prepared to fill beginning level positions as Registered Nurses in hospitals, doctor’s offices, or other health-related institutions, and participate in the planning, implementation and evaluation of nursing care for clients throughout the life cycle. Graduates are eligible for admission to the fourth year of the Bachelor of Science in Nursing programs at UH Mānoa and UH Hilo.

Special Admission Requirements for the AS degree in Nursing: Minimum requirements for admission to the nursing (Associate in Science degree in Nursing) program are based on satisfactory completion of specified prerequisite support courses, cumulative grade point ratio (GPR) of 2.5 or higher for all courses, and an Assessment Technologies Institute Test of Essential Academic Skills (TEAS) pre-admission exam with an adjusted individual total score of 78% or higher within the past three years.

Selection is on a best-qualified basis using the following criteria:

1. Grade point ratio (GPR) for prerequisite courses.
2. Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) pre-admission examination score.
3. Grade point ratio (GPR) for general support courses completed before the application deadline.
4. Training in a health-related field; paid work experience in a health care field and/or caregiving.

Priority is given to applicants who are qualified residents of the State of Hawai‘i. Prerequisite college courses must be completed before enrollment in the first nursing course.

Application Period: Fall (December 1 to February 1) and Spring (June 1 to September 1) semesters: Application to the Nursing program.

Prerequisites for the AS in Nursing: Prerequisite courses that must be completed prior to application to the program, with a grade of “C” or higher are: ENG 100 or ESL 100; MATH 100 or higher-level mathematics course; FAMR/HDFS 230; PHYL 141; PHYL 141L; PHYL 142; PHYL 142L; MICR 130; PSY 100 or ANTH 200; chemistry (1 year high school or 3 college credits). Applicants may take the remainder of the General Support Courses prior to entering the AS Nursing program to lessen the credit load during the program. Please refer to the “Degree and Certificate Programs” section for a list of KapCC AS Arts and Humanities courses.
Please note: PHYL 141/141L and PHYL 142/142L were formerly ZOOL 141/141L and ZOOL 142/142L.

**Preparation for the AS in Nursing:** All students admitted to the Associate in Science degree Nursing program must have current Health Care Provider CPR/AED certification prior to registration. It is the responsibility of each student to keep this certification current throughout enrollment in the nursing program. Health clearance and immunizations must be completed before the start of classes. It is required that students have health care insurance, as well as, complete all health requirements as mandated by industry and the College. A grade of “C” or higher must be maintained in all courses in order for the student to continue in the AS degree Nursing program and to graduate from the program. Readmission to the Associate in Science degree program and repetition of nursing courses is limited.

**Hawai‘i Statewide Nursing Consortium Curriculum:** Kapi‘olani Community College will be implementing the Hawai‘i Statewide Nursing Consortium (HSNC) curriculum beginning Fall 2012. This curriculum was designed to offer a unified approach to nursing education across the State and a seamless transition to the University of Hawai‘i at Mānoa Bachelor of Science in Nursing Program. Students pursuing a baccalaureate degree in nursing should be aware that there are additional core curriculum courses required for the UH Mānoa program. Students may begin taking these courses concurrently with the Associate in Science degree requirements to ensure a seamless transition into the UH Mānoa Baccalaureate Nursing Program. Graduates who have completed all of the UH Mānoa core requirements will be automatically enrolled into the fourth year of the UH Mānoa Baccalaureate Nursing Program. Graduates may also pursue their baccalaureate nursing degree at UH Hilo. Students who wish to attend UH Hilo must complete additional core requirements for the UH Hilo program and then apply for entry into the fourth year of UH Hilo’s Bachelor of Science in Nursing Program.

**Hawai‘i Statewide Nursing Consortium (HSNC) Competencies**

1. **A competent nurse’s professional actions are based on core nursing values, professional standards of practice, and the law.**
   1.1 Core nursing values include social justice (from the American Nurses Association statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior.
   1.2 Ethical dilemmas are embedded in clinical practice; an obligation of nurses is to notice, interpret, respond and reflect on these dilemmas using ethical principles and frameworks as a guideline.
   1.3 It is essential for nurses to participate in discussions of ethical issues in health care as they affect communities, society, and health professions.
   1.4 Professional nursing functions within legally defined standards of practice and state specific regulations.

2. **A competent nurse develops insight through reflective practice, self-analysis, and self care through the understanding that:**
   2.1 Ongoing reflection, critical examination, and evaluation of one’s professional and personal life improves nursing practice.
   2.2 Reflection and self-analysis encourage self-awareness and self-care.
   2.3 Pursuing and advocating healthy behaviors enhance nurses’ ability to care for clients.

3. **A competent nurse engages in ongoing self-directed learning and provides care**
based on evidence supported by research with the understanding that:

3.1 Knowledge and skills are dynamic and evolving; to maintain competency, one must continuously update his/her knowledge using reliable, current sources of information from the biological, social, medical, public health, and nursing sciences.

3.2 The nurse uses legitimate sources of evidence for decision-making such as research evidence, standards of care, community perspectives and practical wisdom gained from experience.

3.3 As best practices are continuously modified and new interventions are constant, the nurse incorporates changes into practice.

4. A competent nurse demonstrates leadership in nursing and health care through the understanding that:

4.1 An effective nurse is able to take a leadership role to meet client needs, improve the health care system and facilitate community problem solving.

4.2 A competent nurse effectively uses management principles, strategies, and tools.

4.3 An effective nurse works with the health care team including the delegation of responsibilities and supervision.

5. A competent nurse collaborates as part of a health care team.

5.1 The client is an essential member of the healthcare team.

5.2 A collegial team is essential for success in serving clients.

5.3 Effective team members must be able to give and receive constructive feedback.

5.4 Colleagues create a positive environment for each other that values holistic client care.

6. A competent nurse practices within, utilizes, and contributes to the broader health care system.

6.1 All components of the health care system must be incorporated when providing interdisciplinary care.

6.2 The effective nurse contributes to improvements of the health care system through involvement in policy, decision-making processes and political activities.

7. A competent nurse practices client-centered care.

7.1 Effective care is centered around a respectful relationship with the client that is based on empathy, caring, mutual trust, and advocacy.

7.2 Nursing practice should reflect the attitudes, beliefs and values of clients.

7.3 An understanding of the culture and history of the community is fundamental in the practice of nursing.

8. A competent nurse communicates and uses communication technology effectively through the understanding that:

8.1 Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients.

8.2 When working with colleagues or clients, it is important to insure that accurate, timely and complete communication has occurred.

8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language, and a participatory approach.
8.4 Information and communication technologies provide essential information delivery of effective nursing care.

9. A competent nurse demonstrates clinical judgment and critical thinking in the delivery of care of clients while maintaining safety through:

9.1 Analysis and integration of available data.
9.2 Implementation of prioritized care based on evaluation of data.
9.3 Evaluation and analysis of the nurses’ personal clinical performance.
9.4 A competent nurse engages in risk reduction activities and recognizes, communicates and intervenes to promote client safety.

Program Student Learning Outcomes: Upon successful completion of the AS in Nursing degree requirements, the student should be able to:

- Analyze ethical and legal issues while practicing nursing within the health care system.
- Evaluate professional behaviors and self-care to improve nursing practice.
- Provide nursing care that incorporates evidence supported by research.
- Demonstrate leadership in nursing practice.
- Collaborate with multidisciplinary health care team members.
- Participate in making recommendations for improving patient care within the health care system.
- Advocate for the delivery of client-centered care.
- Communicate effectively with clients, families, and health care team.
- Demonstrate effective clinical decision making in the delivery of nursing care.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, NURSING (72-73 CREDITS)

First Pre-Program Semester
ENG 100 (3) or ESL 100 (3)
FAMR 230 (3) or HDFS 230 (3)
MATH 100 (3) or higher-level mathematics (3-4)
PHYL 141 (3)
PHYL 141L (1)

Second Pre-Program Semester
At least 3 credits from AS Arts & Humanities Elective
ANTH 200 (3) or PSY 100 (3)
MICR 130 (3)
PHYL 142 (3)
PHYL 142L (1)

First Semester
NURS 210 (9)
NURS 211 (1)
NURS 212 (3)
Second Semester
NURS 220 (10)
PHRM 203 (3)

Third Semester
NURS 320 (10)

Fourth Semester
NURS 360 (9)
NURS 362 (1)

The issuance of an AS degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

Please note: In order to receive the AS degree in Nursing, a grade of “C” or higher must be maintained in all required courses.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”

Students will be eligible to sit for the National Licensure Examination-Practical Nurse (NCLEX-PN) after the Health and Illness II course, NURS 320.

ASSOCIATE IN SCIENCE,
NURSING (TRANSITION FOR LICENSED PRACTICAL NURSES)
(70-71 SEMESTER CREDITS)

Program Description: The Associate in Science degree nursing curriculum is designed to prepare students for the nursing profession. Graduates of the program are eligible to sit for the NCLEX-RN nursing examination (National Licensure Examination-Registered Nurse) to become a registered nurse. The program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN) 3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia 30326 (www.acenursing.org). New students are admitted each semester and are given both theoretical instruction and an opportunity for clinical application of nursing skills as they prepare for entry-level practice as registered nurses. After graduates have passed the nursing licensure examination, they will be prepared to fill beginning level positions as Registered Nurses in hospitals, doctor’s offices, or other health-related institutions, and participate in the planning, implementation and evaluation of nursing care for clients throughout the life cycle. Graduates are eligible for admission to the fourth year of the Bachelor of Science in Nursing programs at UH Mānoa and UH Hilo.

Special Admission Requirements for the AS degree in Nursing: Special application deadlines for the AS degree in nursing program are: Fall semester entry, December 1 – February 1; Spring semester entry, June 1 – September 1. Minimum requirements for admission to the nursing (Associate in Science degree in Nursing) program are based on satisfactory completion of specified prerequisite support courses, cumulative grade point ratio (GPR) of 2.5 or higher for all courses, and an Assessment Technologies Institute Test of Essential Academic Skills (TEAS) pre-admission exam with an adjusted individual total score of 78% or higher within the past three years.
Selection is on a best-qualified basis using the following criteria:

1. Grade point ratio (GPR) for prerequisite courses.
2. Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) pre-admission examination score.
3. Grade point ratio (GPR) for general support courses completed before the application deadline.

Priority is given to applicants who are qualified residents of the State of Hawai‘i. Prerequisite college courses must be completed before enrollment in the first nursing course.

**Prerequisites for the AS in Nursing:** Prerequisite courses that must be completed prior to application to the program, with a grade of “C” or higher are: ENG 100 or ESL 100; MATH 100 or higher-level mathematics course; FAMR/HDFS 230; PHYL 141; PHYL 141L; PHYL 142; PHYL 142L; MICR 130; PSY 100 or ANTH 200; chemistry (1 year high school or 3 college chemistry credits). Applicants may take the remainder of the General Support Courses prior to entering the AS Nursing program to lessen the credit load during the program. Please refer to the “Degree and Certificate Programs” section for a list of KapCC AS Arts and Humanities courses.

Please note: PHYL 141/141L and PHYL 142/142L were formerly ZOOL 141/141L and ZOOL 142/142L.

**Preparation for the AS in Nursing:** All students admitted to the Associate in Science degree Nursing program must have current Health Care Provider CPR/AED certification prior to registration. It is the responsibility of each student to keep this certification current throughout enrollment in the nursing program. Health clearance and immunizations must be completed before the start of classes. It is required that students have health care insurance, as well as, complete all health requirements as mandated by industry and the College. A grade of “C” or higher must be maintained in all courses in order for the student to continue in the AS degree Nursing program and to graduate from the program. Readmission to the Associate in Science degree program and repetition of nursing courses is limited. Priority is given to applicants who are qualified residents of the State of Hawai‘i.

**Special Preparation and Special Prerequisites for the AS in Nursing (Transition for Licensed Practical Nurses):** A current, unencumbered, Hawai‘i State LPN license is required. Based on the total number of credits for the first-semester fundamental practical nursing courses offered at Kapi'olani Community College, eight (8) nursing credits are granted for prior completion of an educational program which lead to the acquisition of a Hawai‘i, practical nursing license.

**Hawai‘i Statewide Nursing Consortium Curriculum:** Kapi'olani Community College will be implementing the Hawai‘i Statewide Nursing Consortium (HSNC) curriculum beginning Fall 2012. This curriculum was designed to offer a unified approach to nursing education across the State and a seamless transition to the University of Hawai‘i at Mānoa Bachelor of Science in Nursing Program. Students pursuing a baccalaureate degree in nursing should be aware that there are additional core curriculum courses required for the UH Mānoa program. Students may begin taking these courses concurrently with the Associate in Science degree requirements to ensure a seamless transition into the UH Mānoa Baccalaureate Nursing Program. Graduates who have completed all of the UH Mānoa core requirements will be automatically enrolled into the fourth year of the UH Mānoa Baccalaureate Nursing Program. Graduates may also pursue their baccalaureate nursing degree at UH Hilo. Students who wish to attend UH Hilo must complete additional core requirements for the UH Hilo program and then apply for entry into the fourth year of UH Hilo’s Bachelor of Science in Nursing.
Hawai‘i Statewide Nursing Consortium (HSNC) Competencies

1. **A competent nurse’s professional actions are based on core nursing values, professional standards of practice, and the law.**
   1.1 Core nursing values include social justice (from the American Nurses Association statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior.
   1.2 Ethical dilemmas are embedded in clinical practice; an obligation of nurses is to notice, interpret, respond and reflect on these dilemmas using ethical principles and frameworks as a guideline.
   1.3 It is essential for nurses to participate in discussions of ethical issues in health care as they affect communities, society, and health professions.
   1.4 Professional nursing functions within legally defined standards of practice and state specific regulations.

2. **A competent nurse develops insight through reflective practice, self-analysis, and self-care through the understanding that:**
   2.1 Ongoing reflection, critical examination and evaluation of one’s professional and personal life improves nursing practice.
   2.2 Reflection and self-analysis encourage self-awareness and self-care.
   2.3 Pursuing and advocating healthy behaviors enhance nurses’ ability to care for clients.

3. **A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research with the understanding that:**
   3.1 Knowledge and skills are dynamic and evolving; to maintain competency, one must continuously update his/her knowledge using reliable, current sources of information from the biological, social, medical, public health, and nursing sciences.
   3.2 The nurse uses legitimate sources of evidence for decision-making, such as research evidence, standards of care, community perspectives, and practical wisdom gained from experience.
   3.3 As best practices are continuously modified and new interventions are constant, the nurse incorporates changes into practice.

4. **A competent nurse demonstrates leadership in nursing and health care through the understanding that:**
   4.1 An effective nurse is able to take a leadership role to meet client needs, improve the health care system and facilitate community problem solving.
   4.2 A competent nurse effectively uses management principles, strategies, and tools.
   4.3 An effective nurse works with the health care team, including the delegation of responsibilities and supervision.

5. **A competent nurse collaborates as part of a health care team.**
   5.1 The client is an essential member of the healthcare team.
   5.2 A collegial team is essential for success in serving clients.
   5.3 Effective team members must be able to give and receive constructive feedback.
   5.4 Colleagues create a positive environment for each other that values holistic client care.
6. A competent nurse practices within, utilizes, and contributes to the broader health care system.
   6.1 All components of the health care system must be incorporated when providing interdisciplinary care.
   6.2 The effective nurse contributes to improvements of the health care system through involvement in policy, decision-making processes, and political activities.

7. A competent nurse practices client-centered care.
   7.1 Effective care is centered around a respectful relationship with the client that is based on empathy, caring, mutual trust, and advocacy.
   7.2 Nursing practice should reflect the attitudes, beliefs and values of clients.
   7.3 An understanding of the culture and history of the community is fundamental in the practice of nursing.

8. A competent nurse communicates and uses communication technology effectively through the understanding that:
   8.1 Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients.
   8.2 When working with colleagues or clients, it is important to insure that accurate, timely, and complete communication has occurred.
   8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language, and a participatory approach.
   8.4 Information and communication technologies provide essential information for delivery of effective nursing care.

9. A competent nurse demonstrates clinical judgment and critical thinking in the delivery of care of clients while maintaining safety through:
   9.1 Analysis and integration of available data.
   9.2 Implementation of prioritized care based on evaluation of data.
   9.3 Evaluation and analysis of the nurses’ personal clinical performance.
   9.4 A competent nurse engages in risk reduction activities and recognizes, communicates and intervenes to promote client safety.

Program Student Learning Outcomes: Upon successful completion of the AS in Nursing degree requirements, the student should be able to:

- Evaluate nursing care based on the legal and ethical framework of the state in which they practice and the American Nurses Association Standard of Practice and Code of Ethics.
- Describe and analyze episodes of clinical practice and self-care; and identify areas of strength and those requiring development.
- Implement evidence-based practice by locating and evaluating the best available evidence in making clinical decisions; and engage in on-going professional growth and self-directed learning in the practice of professional nursing.
- Employ leadership skills in implementing and/or delegating the delivery of safe nursing care to clients and client systems.
- Collaborate with the multidisciplinary team to advocate for clients, client systems, and groups in meeting their health care needs.
• Contribute to the improvement of the health care system through involvement in interdisciplinary activities and choose from a variety of tools in accessing, interpreting, and providing cost-effective nursing care.
• Develop therapeutic relationships based on mutuality, respect, cultural sensitivity, caring, and the beliefs and value systems with the client, client systems and community.
• Communicate professionally, clearly and therapeutically in all interactions.
• Demonstrate clinical judgment in the delivery of safe, cost-effective, quality care, using information and patient care technologies to diverse clients across a wide-range of settings.

AND

• Utilize health promotion, disease prevention, and restorative nursing in assisting clients and client systems to maintain independence.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, NURSING (TRANSITION FOR LICENSED PRACTICAL NURSES)
(70-71 CREDITS)

First Pre-Program Semester
ENG 100 (3) or ESL 100 (3)
FAMR 230 (3) or HDFS 230 (3)
MATH 100 (3) or higher-level mathematics (3-4)
PHYL 141 (3)
PHYL 141L (1)

Second Pre-Program Semester
ANTH 200 (3) or PSY 100 (3)
At least 3 credits from AS Arts & Humanities Elective
MICR 130 (3)
PHYL 142 (3)
PHYL 142L (1)

First Semester
NURS 212 (3)
PHRM 203 (3)

Second Semester
NURS 220 (10)

Third Semester
NURS 320 (10)

Fourth Semester
NURS 360 (9)
NURS 362 (1)
Successful completion of a Practical Nursing Program equivalent to the KapCC Practical Nursing Program (8).

The issuance of an AS degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.
Please note: Students with LPN license in Hawai‘i and completed all other prerequisite courses should consult with a Nursing department counselor to enroll in NURS 212 which serves as a prerequisite for the program. Students accepted into the Associate in Science degree in Nursing (Transition for Licensed Practical Nurses) should consult with a Nursing department counselor before attempting to register for NURS 220, since the NURS 210 and NURS 211 courses are waived for Transition students.

Please note: In order to receive the AS degree in Nursing, a grade of "C" or higher must be maintained in all required courses.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under "Associate in Science Degree Courses."

CERTIFICATE OF ACHIEVEMENT, PRACTICAL NURSING (46-48 SEMESTER CREDITS)

Program Description: The Practical Nursing program is designed to prepare graduates for entry-level positions as a Licensed Practical Nurse. The program consists of planned learning experiences in classroom, laboratory, and clinical settings based on a concept-based curriculum. Upon satisfactory completion of the program, students are eligible to take the licensing examination to become a Licensed Practical Nurse.

Special Admission Requirements for Practical Nursing:
Minimum requirements for admission into the Practical Nursing program include:

- Successful completion of a Hawai‘i State approved nurse aide program of at least 135 hours or 200 hours of work experience as a nurse aide within the past two years of application.
- Successful completion of HLTH 125 or equivalent medical terminology course.
- A minimum score of 60 must be obtained on a standardized “Test of Essential Skills” (TEAS)
- Successful completion of the following courses:
  - ESL 100 or ENG 100 or higher-level English course with a grade of “C” or higher.
  - MATH 100 or higher-level mathematics course with a grade of “C” or higher.
  - PHYL 141 with a grade of “C” or higher within five years of admission.
  - FAMR/HDFS 230 with a grade of “C” or higher.

Selection is on a best qualified basis using the following criteria:

- Grade point ratio (GPR) of prerequisite courses
- Grade point ratio (GPR) for general support courses completed before the application deadline. Support courses are the following:
  - PHYL 142
  - PHRM 110 or PHRM 203 or higher pharmacology
- Test of Essential Skills (TEAS) examination score.

Please note: PHYL 141/142 were formerly ZOOL 141/142.
Application Period:
Fall (April 1 – May 15) and Spring (August 1 – September 15) semesters.

Preparation for the CA in Practical Nursing: Prerequisite courses that must be completed prior to application to the program are: ENG 100 or ESL 100 Medical-Surgical Nursing; MATH 100 or higher-level mathematics course Medical-Surgical Nursing; PHYL 141 Medical-Surgical Nursing; FAMR/HDFS 230 Medical-Surgical Nursing. Applicants may take the remainder of the General Support courses prior to entering the Practical Nursing program to lessen the credit load during the program.

All students admitted into the Practical Nursing Program must have current CPR certification prior to registration. It is the responsibility of each student to keep these certifications current throughout enrollment in the nursing program. Health clearance and immunizations must be completed before the start of classes. A grade of “C” or higher must be maintained in all courses in order for the student to continue in the Practical Nursing program and to graduate from the program. Readmission to the Practical Nursing program and repetition of nursing courses are limited. Priority is given to applicants who are qualified residents of the State of Hawai‘i. Prerequisite college courses must be completed before enrollment in the first nursing course.

Please note: PHYL 141/142 were formerly ZOOL 141/142.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Practical Nursing, the student should be able to:

- Analyze professional responsibilities within the scope of practice.
- Demonstrate commitment to professional development.
- Collaborate with health care team to provide quality patient care.
- Provide culturally sensitive patient-centered care.
- Provide effective communication with the client and team members.
- Incorporate clinical judgment when implementing the plan of care.

CERTIFICATE OF ACHIEVEMENT CURRICULUM,
PRACTICAL NURSING
(46-48 CREDITS)

First Pre-Program Semester
ENG 100 (3) or ESL 100 (3)
HLTH 125 (1)
MATH 100 (3) or higher-level mathematics (3-4)
PHYL 141 (3)

Second Pre-Program Semester
FAMR 230 (3)
PHYL 142 (3)
PHRM 110 (2) or PHRM 203 (3)
First Semester
NURS 101 (1)
NURS 111 (5)
NURS 121 (7)

Second Semester
NURS 131 (2)
NURS 132 (2)
NURS 133 (3)
NURS 141 (8)

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: Students who expect to apply for the registered nurse (AS degree) program within the following five years may choose to take PHRM 203 in place of PHRM 110.

A grade of “C” or higher must be maintained in all certificate courses in order for the student to continue in the Practical Nursing program.
LIFELONG LEARNING

CERTIFICATE OF COMPETENCE,
BASIC EKG

Certificate Description: Basic EKG presents the anatomical structure and electrophysiological functioning of the heart, EKG recording and reading. It prepares learners to recognize common arrhythmias and identify their basic interpretation and treatment. This serves as a base from which to learn the content, skills and role of the nurse in a specialty area such as telemetry or critical care nursing.

Certificate Objectives: Prepare nurses and health care technicians to recognize electrocardiograph (EKG) tracings, relating them to common conditions of health and cardiovascular abnormalities.

Provide opportunities for the student to gain competence in the following areas:
• Differentiating between normal and abnormal EKG two lead tracings.
• Accurately measuring EKG complexes and events.
• Relating tracings to common cardiac pathologies.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Basic EKG, the student should be able to:
• Recognize the proper placement of electrodes and procedure for doing a two lead EKG.
• Analyze EKG tracings, identifying normal and major abnormal electrical conduction patterns.
• Distinguish between common benign and potentially harmful atrial and ventricular dysrhythmias.

Certificate of Competence Requirements:
The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve an average minimum grade of 70% in tests and assignments in order to earn this Certificate of Competence.

CERTIFICATE OF COMPETENCE,
CRITICAL CARE I

Certificate Description: Critical Care I provides a basic overview of the care of the monitored patient with cardiovascular, pulmonary, gastrointestinal, hematology, renal, GI, neurological, and endocrine conditions. This learning experience prepares the learner to apply acquired facts and principles to the care of acutely ill patients in telemetry and other similar specialty units under the direction of a preceptor.

Certificate Prerequisite(s): The prerequisites for this certificate are licensure as a RN or LPN or senior level nursing student status and completion of Basic EKG or equivalent within the last 3 years.
Certificate Objectives: Prepare nurses to function as entry-level team members in telemetry. Provide opportunities for the student to gain competence in the following areas:

- Assessment and provision of collaborative, rationale based nursing care for patients with cardiovascular, pulmonary, endocrine, renal, hematologic, neurologic conditions.
- Safe and knowledgeable drug and treatment administration.
- Maintenance of personal health and wellbeing.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Critical Care I, the student should be able to:

- Explain the electromechanical and chemical functioning of the cardiovascular system and the impact of common dysfunctions on the patient.
- Safely and knowledgeably administer antiarrhythmic, thrombolytic, vasoactive and other drugs that improve cardiac output and cardiovascular functioning.
- Assess the pulmonary and perfusion status of the patient with pulmonary conditions and conditions that affect pulmonary status.
- Select appropriate care for patients with COPD, pulmonary edema or embolus and other conditions requiring oxygenation, intubation and/or ventilation.
- Compare and contrast the care of patients with pre-, intra- and post-renal conditions.
- Select care for patients with chronic renal failure.
- Differentiate between conditions of insufficiency and excess of the thyroid, pituitary and adrenal glands.
- Select care measures for patients with ketoacidosis and nonketoacidosis diabetes, liver dysfunction and failure.
- Relate the use of blood and blood products to the care and needs of patients with hematologic disorders such as anemia and neutropenia.
- Discuss health maintenance measures for nurses providing intensive care.

Certificate of Competence Requirements:
The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve an average minimum grade of 70% in tests and assignments in order to earn this Certificate of Competence.

CERTIFICATE OF COMPETENCE, CRITICAL CARE II

Certificate Description: Critical Care II focuses on hemodynamic monitoring and high acuity neurological, renal and cardiopulmonary care. Additional topics include sedation and paralytics and organ donor care. This learning experience prepares the learner to apply acquired facts and principles to the care of highly acutely ill patients under the direction of a preceptor.
Certificate Prerequisite(s): The prerequisite for this certificate is Critical Care I or one year of full-time telemetry experience within the last 3 years.

Certificate Objectives: Prepare nurses to function as entry-level team members in the critical care team. Provide opportunities for the student to gain competence in the following areas:

- Assessment and provision of collaborative, rationale based nursing care for patients on hemodynamic monitoring, acute cardiovascular, pulmonary, renal and neurologic conditions.
- Safe and knowledgeable drug and treatment administration.
- Understanding of the ethical and legal responsibilities of the critical care nurse.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Critical Care II, the student should be able to:

- Compare and contrast the care of patients with coagulation disorders due to liver dysfunction and Disseminated Intravascular Coagulation.
- Recognize and state the significance of variations in hemodynamic measurements: HR, BP, RAP, PAP, PAWP, CO/CI, and SVR.
- Select nursing actions based on the major types of cardiomyopathy and valvular diseases.
- Differentiate between the causes, pathophysiology and collaborative management of different type of shock states.
- Compare and contrast the causes, pathophysiology, presenting symptoms and management of acute respiratory distress syndrome (ARDS) and acute respiratory failure (ARF).
- Discuss the selection, preparation and post-operative care of the transplant patient.

Certificate of Competence Requirements: The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve an average minimum grade of 70% in tests and assignments in order to earn this Certificate of Competence.

CERTIFICATE OF COMPETENCE,
MAMMOGRAPHY

Certificate Description: This certificate is designed to provide registered radiologic technologists with knowledge and skills required to perform mammography.

Certificate Prerequisite(s): American Registry of Radiological Technologists registry in radiologic technology.

Certificate Objectives:
- Provide registered radiologic technologists with the comprehensive knowledge and skills required to perform as a technologist in the specialty of mammography.
- To prepare radiologic technologists to perform mammography procedures under the direct supervision
of a qualified individual as required to qualify to take the ARRT specialty examination for certification in mammography.

- To prepare radiologic technologists to take the ARRT specialty examination for certification in mammography.

**Certificate Competencies:** Upon successful completion of the Certificate of Competence in Mammography, the radiologic technologist should be able to:

- Educate patients on breast cancer risk factors, explain benefits versus risks of mammography, and prepare patients for the examination.
- Have a working knowledge of the anatomy and physiology of the breast, all malignant and benign breast diseases, procedures, treatments, and options as specified by the National Cancer Institute.
- Have a working knowledge of breast examinations (mammography, BSE, CBE) and medical history documentation.
- Have a working knowledge of requirements for filmscreen mammography; basic physics of radiation for breast imaging; X-ray films, screens, and cassettes.
- Have a working knowledge of MQSA quality control tests.
- Have an introduction to BIRADS by ACR.
- Have a working knowledge of: mammography techniques to include breast compression, interventional procedures for breast imaging, basic standard positions, additional positions, modifications of projections, and breast implants and positioning.
- Critique films for technical quality.
- Understand the mammography imaging chain and the final product.

**Certificate of Competence Requirements:** The above objectives will be satisfied by satisfactory completion of the following continuing education course:

HSRTM (29.5 hours lecture and lab).

The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve a minimum grade of 75% in order to earn this Certificate of Competence.

**CERTIFICATE OF COMPETENCE, MASSAGE THERAPY, GENERAL**

**Certificate Description:** This certificate is designed to provide health care workers with introductory knowledge and skills to safely and skillfully apply scientific principles of basic massage therapy theory and practice; prepare for study of specialty massage therapy techniques, and fulfill part of the requirements to take the licensure examination in massage therapy.

**Certificate Prerequisite(s):** Student must be confident that:
1) his/her proficiency in the English language is sufficient to understand the course materials and to communicate with English-speaking clients and

2) that he/she meets technical standards which include:
   • auditory ability sufficient to monitor and assess health needs.
   • mobility sufficient to support and move clients; must be able to perform one-hour massage sessions while standing, bending over clients, reaching for supplies.
   • motor skills and arm strength sufficient to keep uniform pressure on client and adjust based on client response.
   • tactile ability sufficient for physical assessment.
   • visual ability sufficient for observation and assessment necessary in massage therapy setting.
   • ability to work calmly and quickly while providing massage services to the satisfaction of the client.

Certificate Objectives:
   • Prepare students with foundational knowledge, skills and abilities in the basic study and application of massage therapy.
   • Provide knowledge, skills, and abilities to safely apply techniques in general massage therapy.
   • Provide foundational knowledge of human anatomy and physiology and related basic medical terminology.
   • Provide laboratory and clinical practice to complement the students’ didactic learning experiences in the above areas.

Certificate Student Learning Outcomes: Upon successful completion of the Certificate of Competence in General Massage Therapy, the student should be able achieve minimum scores of 75% in the following:
   • Define the role of the massage therapist as an integral member of the health care team.
   • Explain basic principles of human anatomy and physiology and apply these principles to massage therapy techniques.
   • Correlate significant anatomical relationships and pathologies with applications of basic massage therapy techniques, skills, and abilities.
   • Explain basic principles of documentation, ethics, legal liability, and business practices involved in a massage therapy practice.
   • Safely and effectively apply general massage therapy techniques in an on-campus clinical practice setting.
   • Correctly state rationales for massage therapy techniques applied in both classroom and practice setting.

Certificate of Competence Requirements:
The requirements for this certificate will be met by satisfactory completion of the non-credit courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMTh100</td>
<td>Introduction to Massage Therapy (15 hours lecture)</td>
<td></td>
</tr>
<tr>
<td>HSMTh101</td>
<td>Your Body and Your Health I (51 hours lecture/lab)</td>
<td></td>
</tr>
<tr>
<td>HSMTh102</td>
<td>Your Body and Your Health II (24 hours lecture)</td>
<td></td>
</tr>
<tr>
<td>HSMTh103</td>
<td>Your Body and Your Health III (30 hours lecture)</td>
<td></td>
</tr>
<tr>
<td>HSMTh104</td>
<td>Your Body and Your Health IV (30 hours lecture/lab)</td>
<td></td>
</tr>
<tr>
<td>HSMTh105</td>
<td>Massage Practice I: Application and Theory (45 hours lecture/lab)</td>
<td></td>
</tr>
</tbody>
</table>
HSMTh106  Massage Practice II: Advanced Application and Theory (45 hours lecture/lab)
HSMTh117  HSMTh100  Professional Issues (30 hours lecture)
HSMTh118  Massage Internship I (50 hours clinical)

The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve a minimum grade of 75% in tests, assignments, and evaluations for each course in order to earn this Certificate of Competence.

CERTIFICATE OF COMPETENCE, MASSAGE THERAPY, SPECIALTY

Certificate Description: This certificate course of study builds upon an existing foundation of knowledge and skills in general massage therapy techniques and practice. The study of specialty massage therapy encompasses a wide range of techniques, each with its own special emphasis on philosophy and/or technique.

Certificate Prerequisite(s): Certificate of Competence in General Massage Therapy.

Certificate Objectives:
• Provide knowledge, skills and abilities to safely apply principles of massage techniques in specialty areas:
  - Acupressure
  - Shiatsu
  - Lomilomi
  - Reflexology
  - Trigger Point Therapy
  - Sports Massage
  - Selection of two additional specialty areas which may include Medical Massage, Thai Massage, Massage for the Cancer Patient, Myofascial Release
• Provide laboratory and/or clinical practice to complement the students’ didactic learning experiences in the above areas.
• Provide a comprehensive review of specialty massage techniques in preparation for the licensing board examination.

Certificate Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Specialty Massage Therapy, the student should be able to:
• Objectively compare and contrast different forms of massage therapy.
• Discuss functions and indications for acupressure.
• Understand and correctly apply principles and techniques of acupressure to treat adult and pediatric clients with common disorders.
• Discuss fundamentals of theory and practice of shiatsu.
Correctly apply basic shiatsu techniques to various parts of the body.
Understand and apply Hawaiian concepts of energy supply and flow.
Correctly apply Lomilomi techniques with and without oil to various parts of the body and for specific conditions.
Identify and learn techniques to work reflex points and correlate with anatomy, physiology, and pathology of body systems.
Understand and correctly apply reflexology treatment procedures and techniques.
Palpate and assess trigger points throughout the muscle groups.
Understand and correctly apply trigger point techniques.
Understand and correctly apply sports massage techniques including application of heat and cold.
Apply various massage techniques to meet the needs of clients.
Know and understand indications, contra-indications and precautions in applying specific massage techniques to treat dysfunctional soft tissues of the body.

Certificate of Competence Requirements:  The requirements for this certificate will be met by satisfactory completion of the non-credit courses below:

- HSMTh215  Shiatsu (30 hours lecture/lab)
- HSMTh220  Lomi Lomi (45 hours lecture/lab)
- HSMTh230  Sports Massage (30 hours lecture/lab)
- HSMTh240  Reflexology 30 hours lecture/lab
- HSMTh250  Acupressure (30 hours lecture/lab)
- HSMTh290  Trigger Point Massage (30 hours lecture lab)
- HSMTh300  Massage Internship II (50 hours clinical)

Two courses selected from:

- Myofacial Release (24 hours)
- Medical Massage (28 hours)
- Thai Massage (30 hours)

The student must achieve a minimum grade of 75% in tests, assignments, and evaluations in all courses in order to earn this Certificate of Competence.

CERTIFICATE OF COMPETENCE,
MEDICAL BILLING

Certificate Description: This Certificate of Competence in Medical Billing will prepare health care workers as medical billers and patient accounts representative, and for certification as CAP.

Certificate Objectives:
- Prepare health care workers for employment as medical billers and patient accounts representatives.
• Provide knowledge of fundamentals of medical billing with correct diagnostic codes and clinical procedural codes.

Certificate Learning Outcomes: Upon successful completion of Certificate of Competence in Medical Billing, the student should be able to:
• Function in the role of a medical biller, or patient account representative in a medical office or clinic.
• Knowledgeably discuss all aspects of the guidelines for completing universal billing forms for all outpatient services.
• Explain the principles of evaluation and management documentation guidelines.
• Discuss the global surgical package concept and coding conventions.
• Accurately and correctly complete and submit CMS 1500/HCFA 1500 claim forms to any insurance carrier for payment.

Certificate of Competence Requirements:
The above objectives will be satisfied by satisfactory completion of the following non-credit courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMB101</td>
<td>Medical Billing Part I</td>
<td>40</td>
</tr>
<tr>
<td>HSMB201</td>
<td>Medical Billing Part II</td>
<td>40</td>
</tr>
</tbody>
</table>

The issuance of this certificate of competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve a minimum grade of 70% in written tests including completion of test claim forms in all courses in order to earn this certificate of competence.

CERTIFICATE OF COMPETENCE, MEDICAL TRANSCRIPTION

Certificate Description: This certificate is designed to provide health care workers with knowledge and skills to accurately and correctly transcribe dictated medical reports into standard word-processed formats.

Certificate Objectives:
• Provide skills and abilities to accurately transcribe taped dictation of various medical reports.
• Provide skills and abilities to function as entry-level medical transcriptionists.
• Prepare medical transcriptionists with the knowledge, skills and abilities to function as valued members of the health care team in a variety of settings.

Certificate Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Medical Transcription, the student should be able to:
• Master medical terminology and keyboarding sufficiently to effectively and efficiently function as a medical transcriptionist.
• Discuss the importance of the role of the medical transcriptionist as an integral member of the health care team.
• Correctly operate transcription equipment.
• Select the appropriate format for a dictated medical report.
• Appropriately select and use various reference materials as sources of information.
• Correctly and accurately transcribe medical reports dealing with a variety of medical specialties and disease conditions.
• Edit reports for grammar and clarity without changing the medical meaning.
• Master transcription skills sufficiently to function as a competent and productive member of the health care team.

**Certificate of Competence Requirements:** The above objectives will be satisfied by satisfactory completion of the following non-credit courses conducted on the Internet:

- HSMTr1 Module 1
- HSMTr2 Module 2
- HSMTr3 Module 3

This program requires that the student have easy access to the Internet. Issuance of a Certificate of Competence requires that the student’s work has been evaluated and found to be satisfactory. Student work is submitted and evaluated on-line. Students must complete and submit transcription of required numbers of medical reports for each module. Evaluation of submissions will be based on number of transcription errors and use of appropriate format. There will be one mid-term and one final examination. The student must achieve a minimum score of 85% on the final examination to earn this Certificate of Competence.

**CERTIFICATE OF COMPETENCE,**
**NURSING CARE OF THE MEDICALLY FRAGILE CHILD FOR RNs AND LPNs**

**Certificate Description:** Nursing Care of the Medically Fragile Child prepares licensed nurses and respiratory care personnel to provide nursing care to children of this population in subacute settings such as the home and long term care facilities.

**Certificate Prerequisite(s):** Prerequisites include licensure as a RN or LPN or certification as a Respiratory Therapist. Others accepted at the discretion of the instructor. Prior to clinical experiences, the learner must show evidence of TB and other specified health clearances.

**Certificate Objectives:** Provide opportunities for the student to gain competence in the following areas:

- Applying the principles of nursing care of medically fragile children while assisting with their care.
- Communicating observations about the physical, physiological and social needs of medically fragile children to the preceptor.

**Certificate Competencies:** Upon successful completion of the Certificate of Competence in Nursing Care of the Medically Fragile Child for RNs and LPNs, the RN or LPN should be able to:
• Identify and discuss theoretical concepts in caring for a chronically ill, disabled, medically fragile child.
• Identify and demonstrate accurate assessment of the medically fragile patient’s physical status.
• Verbalize and demonstrate basic principles of safety in patient care.
• Demonstrate appropriate gastrostomy care and documentation.
• Demonstrate accurate medication principles, calculation, and administration.
• Identify and demonstrate appropriate tracheostomy care.

Certificate of Competence Requirements:  NUMFC101 (24 hours of lecture, 24 hours of lab and clinical observation)

The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve an average of 70% or higher in tests and assignments and a satisfactory rating in clinical performance in order to earn this Certificate of Competence.

CERTIFICATE OF COMPETENCE, OPTOMETRY ASSISTANT

Certificate Description: This Program is a one-year apprenticeship employment program including a 145-hour campus course that prepares students for the national Certified Paraoptometric (CPO) Examination offered through the American Optometric Association. Optometry assistants learn to assist optometrists in running his/her optometry practice through well-developed on-the-job learning and related classroom instruction. Apprentices may be employed in private practices or clinics.

Certificate Prerequisite(s): The prerequisites for this certificate of study are good English communication skills and a 12th grade reading level.

Certificate Objectives:
• Demonstrate an understanding of the day-to-day functions, capabilities, duties, personnel, and work-flow of an optometric practice
• Demonstrate an understanding of the office principles utilized by optometric personnel (paraoptometrics)
• Demonstrate an understanding of the process of assisting doctors and patients
• Demonstrate preparation for the CPO Exam
• Understand the anatomy and physiology of the eye
• Understand basic eye disorders, diseases, and treatment
• Understand and explain the patient’s medical eye examination information
• Be able to instruct patients on the different eyewear options to improve a patient’s vision
• Understand office management skills including billing and coding
Certificate of Competence Requirements: The certificate objectives will be satisfied by satisfactory completion of the following continuing education course:

HLTH 3106 Optometry Assistant

The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The course and the on the job competencies must be completed satisfactorily in order to earn the Certificate of Competence.

The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve a minimum grade of 70% in both courses in order to earn this Certificate of Competence.

CERTIFICATE OF COMPETENCE, PHARMACY TECHNICIAN

Certificate Description: This certificate is designed to provide health care workers with knowledge and skills to accurately and correctly assist the pharmacist in serving patients, maintain medication and inventory control systems, and participate in administration and management of pharmacy practice.

Certificate Prerequisite(s): The prerequisites for this certificate course of study are:

- (US) high school diploma or GED equivalent.
- Math competency demonstrated by ONE of the following: completion of one year of high school algebra or completion of MATH 82 or placement at MATH 88.
- English competency demonstrated by ONE of the following: grade of “C” or higher in ENG 100 or COMPASS reading placement score of 74 or higher.
- Typing/keyboarding ability: minimum 25, preferably 40 correct words per minute.

Certificate Objectives:

- Prepare pharmacy technicians for employment and for certification by taking the voluntary national examination administered by the Pharmacy Technician Certification Board.
- Provide skills and competencies in the areas of:
  - assisting the pharmacist in serving patients.
  - maintaining medication and inventory control systems.
  - participation in the administration and management of pharmacy practice.

Certificate Student Learning Outcomes:

Upon successful completion of the Certificate of Competence in Pharmacy Technician, the student should be able to:

- Function in the role of a pharmacy technician under the direction of the pharmacist.
- Receive prescription or medication orders and get all necessary and pertinent information to process the orders.
- Perform all types of calculations required to fill prescription and medication orders, including
conversions of measurement systems.
• Correctly process prescription/order forms.
• Compound prescription/medication orders as required.
• Completely and accurately record and document each phase of the process of filling, distributing, and obtaining reimbursements/payments for prescription/medication orders.
• List brand and generic names of a minimum of 200 commonly used prescription drugs, their uses, how they work, and side effects if any; correlate their actions with the functions of the body systems on which they act.
• Maintain medication and inventory control systems.
• Participate effectively in quality assurance programs.
• Participate in administration and management of pharmacy practice.

Certificate of Competence Requirements: The above objectives will be satisfied by satisfactory completion of the following non-credit courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPhT101</td>
<td>Elements of Pharmacy Practice I</td>
<td>24 hours</td>
</tr>
<tr>
<td>HSPhT105</td>
<td>Elements of Pharmacy Practice II</td>
<td>24 hours</td>
</tr>
<tr>
<td>HSPhT110</td>
<td>Elements of Pharmacy Practice III</td>
<td>24 hours</td>
</tr>
<tr>
<td>HSPhT115</td>
<td>Elements of Pharmacy Practice IV</td>
<td>24 hours</td>
</tr>
<tr>
<td>HSPhT120</td>
<td>Pharmacy Technician Clinical</td>
<td>160 hours</td>
</tr>
</tbody>
</table>

The student must achieve a minimum grade of 75% in all courses in order to earn this Certificate of Competence. Assessment of competencies and learning outcomes will be by written examinations, performance in laboratory exercises and examinations, and by evaluation of performance in clinical by pharmacy supervisors.

CERTIFICATE OF COMPETENCE, PHLEBOTOMY

Certificate Description: This program will prepare competent phlebotomists who can begin working as phlebotomists/laboratory assistants with minimal training. This program is comprised of 64 hours of classroom lecture and laboratory exercises and at least 100 hours of clinical practicum.

Program Accreditation Information:
This program is approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Road
Suite 720
Rosemont, Illinois 60015-5119
Phone: 773-714-8880

Certificate Prerequisite(s): The prerequisites for this certificate of study are good English communication
skills and a 12th grade reading level.

Certificate Objectives:
• Provide the laboratory community with competent phlebotomists who can begin working as phlebotomists/laboratory assistants with minimal training

Certificate Competencies: Upon successful completion of the Certificate of Competence in Phlebotomy, the student should be able to:
  • Perform tasks assigned in a clinical laboratory as a phlebotomist/laboratory assistant
  • Move up the career ladder to become medical laboratory technicians upon completion of the AS degree in MLT at KapCC

Certificate of Competence Requirements: The certificate objectives will be satisfied by satisfactory completion of the following continuing education course:
  HSPBT100 Phlebotomy

The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. Both the lecture/lab and clinical practicum must be completed satisfactorily in order to earn the Certificate of Competence.

CERTIFICATE OF COMPETENCE,
PHYSICAL AGENTS FOR OCCUPATIONAL THERAPISTS

Certificate Description: The Physical Agents for Occupational Therapists curriculum is designed to provide registered/licensed Occupational Therapists with knowledge and skills to safely apply the physical agents which are now defined as support to occupational therapy in the model Occupational Therapy Practice Act and in Hawai‘i statutes regulating occupational therapy practice.

Certificate Objectives:
• Provide occupational therapists with knowledge, skills and competence to safely apply physical agents which support occupational therapy as defined in the model Occupational Therapy Practice Act.
• Provide occupational therapists with knowledge, skills and competence to safely apply physical agents which support occupational therapy as defined in Hawai‘i State statutes regulating occupational therapy practice.
• Provide knowledge base to correlate application of physical agents with physiology of trauma, repair, and pain modulation in support of occupational therapy.
• Provide skills and practice for competence in application of selected thermal and electrical modalities in support of occupational therapy.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Physical Agents
for Occupational Therapists, the student should be able to:

- Thoroughly understand the principles, nature, and effects of the physical agents used.
- Discuss with and explain to patients the rationale and effects of physical agents used.
- Correlate effects and application of physical agents with physiology of trauma, tissue repair, and pain modulation.
- State the mechanism of production and physiological effects of selected thermal and electrical modalities.
- State the indications, contraindications, and applications of selected thermal and electrical modalities.
- Demonstrate competence in choice and application of selected thermal and electrical modalities that support OT practice.
- Demonstrate ability to problem-solve, think analytically, and modify parameters of physical agents used as related to observed responses and conditions presented.
- Document accurately the parameters used in application of physical agents.

**Certificate of Competence Requirements:** The above objectives will be satisfied by satisfactory completion of the following continuing education course:

**HSOT310: Physical Agents for Occupational Therapists (44 hours)**

The issuance of this Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must demonstrate competency in all modalities presented. The student must achieve a minimum grade of 75% on written examinations and other requirements in all courses in order to earn this Certificate of Competence.

**CERTIFICATE OF COMPETENCE, PROFESSIONAL MEDICAL CODING**

**Certificate Description:** This certificate is designed to provide health care workers with the skills and knowledge to correctly and efficiently code clinical procedures and diagnoses for reimbursement from third-party payers. This program will prepare the student to take the certification exam for professional medical coders.

**Certificate Prerequisite(s):** The prerequisites for this course of study are: completion of a credit or continuing education medical terminology course, two years clinical experience, and two letters of recommendation attesting to clinical experience.

**Recommended preparation:** Introductory courses in CPT and ICD-9 coding.

**Certificate Objectives:**

- Prepare health care workers for taking the examination administered by the American Academy of Professional Coders and for employment and certification as professional medical coders.
• Provide skills and competencies in the areas of: medical billing and compliance, coding procedures and diagnoses for all body systems, evaluation and management service principles and applications.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Professional Medical Coding, the student should be able to:

- Qualify to take the examination to become a certified medical coder
- Function in the role of a medical coder in any health care setting
- Discuss all aspects of the guidelines and conventions for coding diagnoses and procedures.
- Apply principles of evaluation and management documentation guidelines
- Demonstrate understanding of the global surgical package concept and coding conventions.
- Accurately and efficiently apply coding conventions to procedures and diagnoses for all body systems

Certificate of Competence Requirements: The above objectives will be met by satisfactory completion of the following continuing education courses:

- HSMA201 Professional Medical Coding - Part I (40 hours)
- HSMA202A Comprehensive Medical Coding - Part 2 (40 hours)

The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve a minimum grade of 70% in both courses in order to earn this Certificate of Competence.

CERTIFICATE OF COMPETENCE, RESPIRATORY AND REHABILITATIVE CARE OF THE MEDICALLY FRAGILE CHILD (FOR RNS AND LPNS)

Certificate Description: Registered Nurses (RNs) and Licensed Practical Nurses (LPNs) will gain basic knowledge and skills in providing respiratory and rehabilitation care for medically fragile children placed in subacute care facilities in the community.

Certificate Prerequisite(s): TB and other specified health clearances are required before the clinical portion of the curriculum.

Certificate Objective:

- Provide RNs and LPNs with the principles of respiratory and rehabilitative care of medically fragile children.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Respiratory and Rehabilitative Care of the Medically Fragile Child (for RNs and LPNs), the RN or LPN should be able to:

- Demonstrate appropriate measures and procedures in airway management, suctioning, oxygen therapy, chest percussion and postural drainage, aerosol treatment, ventilator management, and respiratory
assessment of the medically fragile child.

- Demonstrate understanding of appropriate basic physical therapy, speech therapy, and occupational therapy interventions in providing care for the medically fragile child.

Certificate of Competence Requirements: The above objectives will be satisfied by two continuing education courses:

HSMFC105 (24 hours of lecture/lab, 16 hours of clinical) - Respiratory Care of the Medically Fragile Child (for RN’s and LPN’s).

HSMFC102 (12 hours of lecture/lab, 4 hours of clinical) - Rehabilitative Care of the Medically Fragile Child (for RN’s and LPN’s).

The issuance of a Certificate of Competence requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve a minimum grade of 70% in both respiratory and rehab components and receive a satisfactory clinical evaluation in order to earn this Certificate of Competence.

SURGICAL TECHNOLOGY PHASE I

Course Description: Surgical Technology Phase I utilizes classroom, laboratory and onsite simulated experiences to prepare students in the basics of the operating environment, gowing, gloving, setting up sterile instruments and maintaining a sterile environment. Students are introduced to the legal and ethical responsibilities and role of the Surgical Technologist.

Course Prerequisite(s): A U.S. high school diploma, G.E.D. certificate or equivalent*, and acceptance to the Surgical Technology Program.

(*two years of college in a foreign country plus a tested reading level of 12th grade or higher, ENG 100 in the last 5 years or 12 college credits with a “C” average).

Objectives: Provide opportunities for the student to gain competence in the following areas:

- Applying background knowledge in the basic sciences, aseptic technique and the operating room environment while performing basic gowing, gloving and instrument setup procedures.
- Practicing personal hygiene and basic aseptic techniques that prevent and contain infections.
- Observing the role of the surgical technologist as a surgical team member in accordance with hospital policies and procedures.
- Assisting in the role of second scrub on entry-level surgical procedures.

Competencies: Upon successful completion of the Surgical Technology Phase I course, the student should be able to do the following in a simulated lab setting:

- Prepare the room for a surgical procedure by dressing according to code then obtaining and opening supplies and instruments without contamination.
- Prepare self by scrubbing using proper technique, gowing and gloving without contamination.
• Prepare the sterile field by covering the Mayo stand, placing drapes in order of use, setting up the back table with instruments and supplies, preparing and counting needles, sponges, blades and instruments with the circulating nurse.
• Prepare the surgeon by assisting with gowning and gloving.
• Remove instruments and supplies, gown and gloves at the end of the procedure.

Requirements:
Continuing in the program requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve an average of 70% or higher in tests and assignments and a satisfactory rating in clinical performance.

SURGICAL TECHNOLOGY PHASE II

Course Description: Surgical Technology Phase II continues classroom and onsite experiences to help students learn the basic surgical setup and shutdown, practicing surgical asepsis and providing table-side assistance in the second scrub role. This course adds skills and knowledge related to general surgery.

Course Prerequisite(s): Successful completion of Surgical Technology Phase I.

Objectives: Prepare surgical technologists as members of the operating room team who are qualified to pass the national certification examination for the surgical technologist.
Provide opportunities for the student to gain competence in the following areas:
• Applying background knowledge in the basic sciences, surgical anatomy and aseptic technique while assisting in general surgical procedures.
• Practicing personal hygiene and aseptic technique in preventing and containing infection while assisting with the set up for and break down after procedures.
• Assisting the surgical team member in accordance with hospital policies and procedures, ethical and legal codes.
• Performing in the role of second scrub on entry-level surgical procedures.

Competencies: Upon successful completion of Surgical Technology Phase II, the student should be able to:
• Assist in opening procedures by gowning and gloving self and physician, setup and draping.
• Explain the physical and chemical methods used to protect patients and workers from invasion by pathogenic microbes.
• Explain the operative sequence in the opening and closing of a wound and the effect of the surgical procedure on wound healing.
• Perform as second scrub on cases with the preceptor (students may first scrub on minor procedures at the discretion of preceptor).

Requirements:
Continuing in the program requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve an average of 70% or higher in tests and assignments and a satisfactory rating in clinical performance.

SURGICAL TECHNOLOGY PHASE III

Course Description: Surgical Technology Phase III continues classroom and onsite experiences in which the student scrubs on general surgeries and specialty procedures. Students increase their knowledge and skill while assisting the surgeon, preparing and maintaining supplies and equipment and communicating as a member of the surgical team. This certificate adds skills and knowledge related to orthopedic, plastic, ear, nose and throat, genitourinary, cardiovascular and peripheral vascular surgery.

Course Prerequisite(s): Successful completion of Surgical Technology Phase II.

Objectives: Prepare surgical technologists as members of the operating room team who are qualified to pass the national certification examination for the surgical technologist.
Provide opportunities for the student to gain competence in the following areas:
• Applying background knowledge of the basic sciences, surgical anatomy and aseptic technique in general and specialty surgical procedures.
• Practicing personal hygiene and aseptic technique to prevent and contain infections while setting up the room, prepping and draping the patient, and breaking down after procedures.
• Assisting the surgical team member in accordance with hospital policies and procedures, ethical and legal codes.
• Performing in the role of second scrub on entry-level surgical procedures, as first scrub at the discretion of the preceptor.

Competencies: Upon successful completion of Surgical Technology Phase III, the student should be able to:
• Gown, glove and drape proficiently.
• Perform as first scrub, applying knowledge of the relevant anatomy, indications for surgery, patient preparation, special equipment and supplies, purpose and expected outcome, and possible complications.

Requirements: Continuing in the program requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve an average of 70% or higher in tests and assignments and a satisfactory rating in clinical performance.

SURGICAL TECHNOLOGY PHASE IV
Course Description: Surgical Technology IV continues classroom and onsite experiences in general and specialty procedures. Students apply knowledge of the basic sciences to their understanding of operative procedures and surgical care. They increase their proficiency in the role of first scrub as they begin to assume a fully participatory role on the surgical team. This certificate adds skills and knowledge related to neurosurgical, head and neck, thoracic, ophthalmic, and obstetrical and gynecological surgical procedures.

Course Prerequisite(s): Successful completion of Surgical Technology Phase III.

Objectives: Prepare surgical technologists as members of the operating room team who are qualified to pass the national certification examination for the surgical technologist. Provide opportunities for the student to gain competence in the following areas:

- Applying background knowledge of the basic sciences, surgical anatomy and aseptic technique in general and specialty surgical procedures.
- Practicing personal hygiene and aseptic technique in preventing and containing infections.
- Functioning as a surgical team member in accordance with hospital policies and procedures, ethical and legal codes.
- Performing in the role of first scrub on entry-level surgical procedures.

Competencies: Upon successful completion of Surgical Technology Phase IV, the student should be able to:

- Prepare for procedures: open supplies, scrub, gown and glove, and set up back table and Mayo stand for entry-level procedures.
- Identify developing emergency situations, initiate appropriate action, and assist in treatment of the patient.
- Perform as first scrub for a variety of entry-level procedures, applying knowledge of the relevant anatomy, indications for surgery, patient preparation, special equipment and supplies, purpose and expected outcome, and possible complications.

Requirements:
Continuing in the program requires that the student’s work has been evaluated and determined to be satisfactory. The student must achieve an average of 70% or higher in tests and assignments and a satisfactory rating in clinical performance.

CERTIFICATE OF COMPETENCE,
SURGICAL TECHNOLOGY PHASE V

Course Description: Surgical Technology V provides clinical experiences in which the students finalize their skill as first scrub and as members of the surgical team. They function with increasing independence as they prepare for certification and perform as entry-level employment as Surgical Technologists.

Course Prerequisite(s): Successful completion of Surgical Technology Phase IV.
Objectives: Prepare surgical technologists as members of the operating room team who are qualified to pass the national certification examination for the surgical technologist.

Provide opportunities for the student to gain competence in the following areas:

- Applying background knowledge of the basic sciences, surgical anatomy and aseptic technique in surgical procedures.
- Practicing personal hygiene and aseptic technique in preventing and containing infections.
- Functioning as a surgical team member in accordance with hospital policies and procedures, ethical and legal codes.
- Performing in the role of first scrub on entry-level surgical procedures.

Competencies: Upon successful completion of Surgical Technology Phase V, the student should be able to:

- Function as beginning surgical technologists, demonstrating teamwork and a good surgical conscience at all times.
- Perform as first scrub for a variety of entry-level procedures, applying knowledge of the relevant anatomy, indications for surgery, patient preparation, special equipment and supplies, purpose and expected outcome, and possible complications.
HOSPITALITY AND TOURISM PROGRAMS

Introduction: The College offers a range of Hospitality and Tourism programs to the public. Degree and certificate programs prepare students for entry-level positions in Hawai‘i’s number one industry. The College’s transfer programs prepare students for transfer to four-year institutions. Also, the college demonstrates its commitment to life-long learning through a series of continuing education offerings aimed at working professionals and alumni through Interpret Hawai‘i.

Mission Statement: The Hospitality and Tourism Programs have four objectives:

• To prepare students for immediate employment in entry-level and/or supervisory positions in the hospitality and tourism industry.
• To prepare students to transfer to four-year institutions offering baccalaureate degrees in Travel Industry Management or Hotel/Restaurant Management.
• To be the first choice for education and training for Hawai‘i’s visitor industry employees and managers.
• To export the department’s expertise in hotel/restaurant operations, travel and tourism, and host culture and language applications to developing tourism countries.


Transfer Programs: The College also provides transfer advising and support for students who plan to transfer to baccalaureate institutions such as the University of Hawai‘i at Hilo, University of Hawai‘i at Mānoa, the University of Hawai‘i–West O‘ahu or Hawai‘i Pacific University. General information about transferring can be found in this catalog in the Transfer Advising section. For more information please contact a Hospitality counselor.

Lifelong Learning/Continuing Education Programs: A series of continuing education courses complement the College’s credit degree programs. These include short term courses that cover a wide range of topics in hospitality, travel and host culture and language. Continuing Education classes are offered through the Continuing Education Registration Office, http://continuinged.kapiolani.hawaii.edu.

For more information about continuing education courses and certificates, contact the College Information Office or the Continuing Education Registration Office (808-734-9211). A variety of customized training and continuing education classes are available.
CAREER and ACADEMIC OPTIONS
HOSPITALITY AND TOURISM PROGRAMS

HOSPITALITY OPERATIONS ACADEMIC and CAREER OPTIONS

Associate in Science – Hospitality and Tourism with a specialization in Hospitality Operations Management (62-67 credits)
Employment in lodging and food and beverage operations and transfer to a 4-year college

Certificate of Achievement – Hospitality Operations Management (36-42 credits)
Employment in lodging and food and beverage operations

Certificate of Competence – Hospitality Operations (13 credits)
Enter-level positions as lodging and food and beverage operations as reservationists, wait staff, host/hostesses, housekeepers, laundry workers, hotel front desk clerks, telephone operators, and uniformed services personnel

Advanced Professional Certificate – Hospitality Operations Management (18 credits)
Preparation for a Bachelor of Arts in Business Administration with a specialization in Hospitality and Tourism Operations at the University of Hawai‘i–West O‘ahu

TRAVEL AND TOURISM OPERATIONS ACADEMIC and CAREER OPTIONS

Associate in Science – Hospitality and Tourism with a specialization in Travel and Tourism Operations Management (62-67 credits)
Transfer to a 4-year college and opportunities in airline operations, ticketing and reservations, travel agencies, tourism planning and development, meeting and convention coordination, special events, tour guiding and tour itinerary planning

Certificate of Achievement – Travel and Tourism Operations Management (31-37 credits)
Entry-level work in airline customer service position, cruise line operations, travel agency, tour company

Certificate of Competence – Travel and Tourism Operations (16 credits)
Appropriate for employment in a travel agency, tour company, or airline customer service position

Certificate of Competence – Principles of Sustainable Tourism (9 credits)
Appropriate for incumbent workers in sustainable paths in the tourism industry or to prepare workers for various positions such as: tour guides, cultural specialists, activity coordinators, interpretive docents, nature guides, energy and environmental resource specialists
HOSPITALITY AND TOURISM CURRICULA

ADVANCED PROFESSIONAL CERTIFICATE, HOSPITALITY OPERATIONS MANAGEMENT (18 SEMESTER CREDITS)

Program Description: The Advanced Professional Certificate in Hospitality Operations Management is an 18 credit advanced certificate of study that is designed to provide students with enhanced knowledge and skills beyond the current two-year Associate in Science degree and can lead to a Bachelor of Applied Science (BAS) in Hospitality Operations Management at the University of Hawai‘i–West O‘ahu (UHWO). The Advanced Professional Certificate in Hospitality Operations Management is designed for students and industry professionals who are committed to a professional career in the hospitality sector and wish to deepen their knowledge and credential their experience. Courses in the program are reflective of contemporary trends that are emerging in reaction to the evolving landscape of hospitality operations: new priorities to understand real estate, asset and revenue management; the rapid growth of timeshare/vacation ownership and; reshaped management and brand/franchise agreements creating new partnerships and alliances.

Program Student Learning Outcomes: Upon successful completion of the Advanced Professional Certificate in Hospitality Operations Management the student should be able to:

• Evaluate current relevant issues and trends in the foodservice industry, including sustainability, environmental, political, and/or cultural topics.
• Manage the impact and challenges of alcoholic beverage sales and service upon food service operations.
• Distinguish relevant macro-environmental trends that are, or could be, an influence on hospitality operations and be able to propose action plans to address the trends.
• Develop plans that define the strategic direction of a hospitality organization.
• Illustrate the principles of sound sustainable design and operation in hospitality that are beneficial to the environment and the culture, as well as the economy.
• Apply the methods of revenue management to effectively forecast and adjust pricing in order to maximize revenue in periods of both high and low demand.
• Illustrate new paradigms of hospitality ownership and describe their impacts on the management of the operation.

ADVANCED PROFESSIONAL CERTIFICATE CURRICULUM, HOSPITALITY OPERATIONS MANAGEMENT (18 CREDITS)

First Semester
CULN 310 (3)
HOST 320 (3)
HOST 350 (3)

Second Semester
CULN 360 (3)
HOST 330 (3)
HOST 340 (3)
The issuance of an Advanced Professional Certificate requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the Advanced Professional Certificate.

ASSOCIATE IN SCIENCE,  
HOSPITALITY AND TOURISM  
WITH A SPECIALIZATION IN HOSPITALITY OPERATIONS MANAGEMENT  
(62-66 SEMESTER CREDITS)

Program Description: The Associate in Science in Hospitality and Tourism with a specialization in Hospitality Operations Management is designed to help students acquire both the knowledge and practical skills necessary to successfully qualify for work in various capacities in hotels and to transfer to a four-year program. It prepares students for employment in hotel and resort front office, concierge, reservations, housekeeping, sales, and uniformed services positions. The program also prepares students for transfer to a four-year travel industry management program.

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Hospitality and Tourism with a specialization in Hospitality Operations Management the student should be able to:

• Use knowledge and skills associated with problem solving, creative and critical thinking, reflection and decision making to function effectively in the classroom, community and industry.
• Apply the concepts and skills necessary to achieve guest satisfaction.
• Demonstrate leadership and teamwork to achieve common goals.
• Conduct him/herself in a professional and ethical manner, and practice industry defined work ethics.
• Communicate effectively and confidently in the classroom, community and industry.
• Demonstrate knowledge of multicultural perspectives to meet the needs of the guests and employees.
• Lead with the knowledge that the foundation of tourism is based on the respect for the host culture with the responsibility to perpetuate the unique values, traditions, and practices of that place.
• Use knowledge of best practices to further sustainability (economic, environmental, and cultural/social) in the industry.
• Demonstrate ability to perform basic and supervisory level job functions in hotel and restaurant careers.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,  
HOSPITALITY AND TOURISM WITH A SPECIALIZATION IN HOSPITALITY OPERATIONS MANAGEMENT  
(62-66 CREDITS)

First Semester
ENG 100 (3) or ESL 100 (3)
HOST 100 (3)
HOST 101 (3)
HOST 156 (4)
PHIL 110 (3) or MATH 100 (3) or MATH 103 (3) or higher-level mathematics (3-4)

Second Semester
HOST 150 (3)
Kapi'olani Community College Programs 2020 – 2021, page 121

HOST 154 (3)
HWST 100 (3)
ICS 100 (3) or ICS 101 (3)
SP 151 (3) or SP 152 (3)

Third Semester
At least 3 credits from AS Natural Science Electives
 Any language 101 or higher-level language (3-4) or any language 131 or higher-level language (3-4)
 CULN 160 (5) or HOST 261 (3)
 HOST 256 (3) or ACC 201 (3)
 HOST 265 (3)

Fourth Semester
At least 3 credits from AS Social Science Elective
 HOST 259 (4)
 HOST 270 (3)
 HOST 280 (3)
 HOST 293 (3)

The issuance of an AS degree requires that the student must earn a cumulative GPR of 2.0 or higher.

Please note: For the AS degree in Hospitality and Tourism with a specialization in Hospitality Operations Management, a grade of “C” or higher is required in all major HOST, ACC and CULN courses.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”

ASSOCIATE IN SCIENCE, HOSPITALITY AND TOURISM
WITH A SPECIALIZATION IN TRAVEL AND TOURISM OPERATIONS MANAGEMENT
(62-66 SEMESTER CREDITS)

Program Description: The Associate in Science in Hospitality and Tourism with a specialization in Travel and Tourism Operations Management prepares students for employment in a variety of positions available in the large scope of the travel and tourism industry and to transfer to four-year programs. Students entering the workforce will find opportunities in airline operations, ticketing and reservations, travel agencies, tourism planning and development, meeting and convention coordination, special events and tour itinerary planning. In addition to the specialized Travel and Tourism courses, this program combines general education classes along with a complete hospitality core to provide students with a comprehensive program of study.

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree program in Hospitality and Tourism with a specialization in Travel and Tourism Operations Management, the student should be able to:
  • Use knowledge and skills associated with problem solving, creative and critical thinking, reflection and decision making to function effectively in the classroom, community and industry.
  • Apply the concepts and skills necessary to achieve guest satisfaction.
• Demonstrate leadership and teamwork to achieve common goals.
• Conduct him/herself in a professional and ethical manner, and practice industry defined work ethics.
• Communicate effectively and confidently in the classroom, community and industry.
• Demonstrate knowledge of multicultural perspectives to meet the needs of the guests and employees.
• Lead with the knowledge that the foundation of tourism is based on the respect for the host culture with the responsibility to perpetuate the unique values, traditions, and practices of that place.
• Use knowledge of best practices to further sustainability (economic, environmental, and cultural/social) in the industry.
• Demonstrate ability to perform basic and supervisory level job functions in travel and tourism careers.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
HOSPITALITY AND TOURISM WITH A SPECIALIZATION IN TRAVEL AND TOURISM
OPERATIONS MANAGEMENT
(62-66 CREDITS)

First Semester
ENG 100 (3) or ESL 100 (3)
HOST 100 (3)
HOST 101 (3)
HOST 170 (3)
PHIL 110 (3) or MATH 100 (3) or MATH 103 (3) or higher-level mathematics (3-4)

Second Semester
HOST 168 (3)
HOST 171 (4)
HWST 100 (3)
ICS 100 (3) or ICS 101 (3)
SP 151 (3) or SP 251 (3)

Third Semester
At least 3 credits form AS Natural Science Electives
Any language 101 or higher-level language (3-4) or any language 131 or higher-level language (3-4)
HOST 256 (3) or ACC 201 (3)
HOST 261 (3) or CULN 160 (5)
HOST 265 (3)

Fourth Semester
At least 3 credits from AS Social Science Elective
HOST 259 (4)
HOST 270 (3)
HOST 280 (3)
HOST 293 (3)

The issuance of an AS degree requires that the student must earn a cumulative GPR of 2.0 or higher.

Please note: For the AS degree in Hospitality and Tourism with a specialization in Travel and Tourism Operations Management, a grade of “C” or higher is required in all HOST, ACC and CULN courses.
Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under “Associate in Science Degree Courses.”

CERTIFICATE OF ACHIEVEMENT, HOSPITALITY OPERATIONS MANAGEMENT (34-42 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in Hospitality Operations Management provides a comprehensive overview of hotel and restaurant operations, application of customer service skills, development of appropriate math and communication skills, an introduction to computer applications, and an appreciation of Hawaiian history, culture and language are emphasized. This program will allow students to exit with the knowledge and job skills necessary to qualify for immediate employment in guest services positions in lodging or food and beverage, or to continue on to fulfill their Associate in Science degree requirements.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Hospitality Operations Management, the student should be able to:
• Apply the concepts and skills necessary to achieve guest satisfaction.
• Conduct him/herself in a professional and ethical manner, and practice industry defined work ethics.
• Communicate effectively and confidently in the classroom, community and industry.
• Demonstrate teamwork to achieve common goals.
• Demonstrate an introductory knowledge of Hawaiian and multicultural perspectives to meet the needs of guests and employees.
• Demonstrate ability to perform basic and supervisory level job functions in hotel and restaurant careers.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, HOSPITALITY OPERATIONS MANAGEMENT (34-42 CREDITS)

First Semester
ENG 22 (3) or ESOL 94 (7) or higher-level English
HOST 100 (3)
HOST 101 (3)
HOST 156 (4)

Second Semester
Any language 101 or higher-level language (3-4) or any language 131 or higher-level language (3-4)
HOST 150 (3)
HOST 154 (3)
PHIL 110 (3) or MATH 75X (4) or higher-level mathematics (3-4)

Third Semester
CULN 160 (5) or HOST 261 (3)
HWST 100 (3)
ICS 100 (3) or ICS 101 (3)
The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Achievement in Hospitality Operations Management, a grade of “C” or higher is required in all major HOST and CULN courses.

CERTIFICATE OF ACHIEVEMENT, TRAVEL AND TOURISM OPERATIONS MANAGEMENT
(31-37 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in Travel and Tourism Operations Management provides students with the knowledge and job skills necessary to qualify for immediate employment in a travel agency, tour company, or airline customer service position, or to continue on to fulfill their Associate in Science degree requirements.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Travel and Tourism Operations Management, the student should be able to:

• Apply the concepts and skills necessary to achieve guest satisfaction.
• Conduct him/herself in a professional and ethical manner, and practice industry defined work ethics.
• Communicate effectively and confidently in the classroom, community and industry.
• Demonstrate teamwork to achieve common goals.
• Demonstrate an introductory knowledge of Hawaiian and multicultural perspectives to meet the needs of guests and employees.
• Demonstrate ability to perform basic and supervisory level job functions in travel and tourism careers.

CERTIFICATE OF COMPETENCE, HOSPITALITY OPERATIONS
(13 SEMESTER CREDITS)

Program Description: The Certificate of Competence in Hospitality Operations is a one-semester program of study. Through this program, students will exit with the job skills necessary to qualify for entry-level positions in hotel housekeeping/laundry departments, food and beverage operations, and in front office and uniformed services departments. Development of housekeeping and front office technical skills, an understanding of food and beverage operations, as well as development of guest relations techniques, service attitudes, and professionalism is stressed. The program is recommended for students who plan to seek immediate employment as hotel and/or restaurant reservationists, housekeepers, laundry workers, hotel front desk clerks, telephone operators, and uniformed services personnel.
Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Hospitality Operations, the student should be able to:

- Apply the concepts and skills necessary to achieve guest satisfaction.
- Conduct him/herself in a professional and ethical manner, and practice industry-defined work ethics.
- Demonstrate ability to perform basic and supervisory level job functions in hotel/restaurant careers.

CERTIFICATE OF COMPETENCE CURRICULUM, HOSPITALITY OPERATIONS
(13 CREDITS)

First Semester
HOST 100 (3)
HOST 150 (3)
HOST 154 (3)
HOST 156 (4)

The issuance of a Certificate of Competence requires that the student must earn a cumulative GPR of 2.0 or higher.

Please note: For the Certificate of Competence in Hospitality Operations, a grade of “C” or higher is required in all applicable HOST courses.

CERTIFICATE OF COMPETENCE, TRAVEL AND TOURISM OPERATIONS
(16 SEMESTER CREDITS)

Program Description: The Certificate of Competence in Travel and Tourism Operations provides students with the knowledge and job skills necessary to qualify for immediate employment in a travel agency, tour company, or airline customer service position, or to continue on to fulfill their Certificate of Achievement or Associate in Science degree requirements. An appreciation of Hawaiian history, culture and language are emphasized along with career preparation and planning.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Travel and Tourism Operations, the student should be able to:

- Apply the concepts and skills necessary to achieve guest satisfaction.
- Conduct him/herself in a professional and ethical manner, and practice industry defined work ethics.
- Demonstrate introductory knowledge of Hawaiian and multicultural perspectives to meet the needs of guests and employees.
- Demonstrate ability to perform basic and supervisory level job functions in travel and tourism careers.

CERTIFICATE OF COMPETENCE CURRICULUM, TRAVEL AND TOURISM OPERATIONS
(16 CREDITS)
First Semester
HOST 100 (3)
HOST 101 (3)
HOST 168 (3)
HOST 170 (3)
HOST 171 (4)

The issuance of Certificate of Competence requires that the student must earn a cumulative GPR of 2.0 or higher.

Please note: For the Certificate of Competence in Travel and Tourism Operations, a grade of “C” or higher is required in all of the above HOST courses.

CERTIFICATE OF COMPETENCE, PRINCIPLES OF SUSTAINABLE TOURISM (9 SEMESTER CREDITS)

Program Description: The Certificate of Competence in the Principles of Sustainable Tourism provides students with an introductory overview of the principles of sustainable and responsible tourism. Students will gain the knowledge to cultivate tourism as an industry that achieves environmentally and culturally responsible economic development within a destination. The program will emphasize cultural responsibility and regard the awareness of the host culture as integral to the success of tourism. Students will gain an appreciation for the authentic interpretation of culture, language, history, historical places/people, geography and geology.

Program Student Learning Outcomes: Upon successful completion of the Certificate Competence in the Principles of Sustainable Tourism, the student should be able to:

- Use knowledge of best practices to further sustainability (economic, environmental, and cultural/social) in the industry.
- Apply the concepts and skills necessary to achieve guest satisfaction.
- Demonstrate the knowledge that the foundation of tourism is based on the respect of the host culture with the responsibility to perpetuate the unique values, traditions, and practices of that place.

CERTIFICATE OF COMPETENCE CURRICULUM, PRINCIPLES OF SUSTAINABLE TOURISM (9 CREDITS)

First Semester
HOST 101 (3)
HOST 168 (3)
HOST 265 (3)

The issuance of a Certificate of Competence requires that the student must earn a cumulative GPR of 2.0 or higher.
Please note: For the Certificate of Competence in the Principles of Sustainable Tourism, a grade of “C” or higher is required in all of the above HOST courses.
ARTS & SCIENCES, TRANSFER PROGRAMS

Introduction: The College offers a variety of programs to prepare students for transfer to four-year institutions or for careers in the STEM, interface design, and animation professions.

Degree/Certificate Programs: A wide variety of degrees, concentrations, specializations, and certificates are available to students intending to transfer to a four-year university, build an educational foundation for lifelong learning, or prepare for a career:

- Associate in Arts in Liberal Arts
- Associate in Arts in Liberal Arts with concentrations in Art, Business Administration, Deaf Studies and Deaf Education, Economics, Elementary Education, Elementary Education and Second Language Teaching, English, Family Resources, History, Pacific Islands Studies, Psychology, or Secondary Education
- Associate in Arts in Hawaiian Studies
- Associate in Science in Educational Paraprofessional with a specialization in Second Language Teaching
- Associate in Science in Natural Science with concentrations in Biological Sciences, Engineering, Information and Communications Technology, or Physical Sciences
- Associate in Science in New Media Arts with specialization in Animation or Interface Design
- Academic Subject Certificates in Asian Studies, Hawaiian Language, Hawaiian Studies, International Studies, Marine Option Program, or Sustainability
- Certificate of Achievement in Biotechnology or STEM Education
- Certificate of Competence in Biotechnology or Teaching English to Speakers of Other Languages

Counseling for Transfer and Other Arts & Sciences Students: The Maida Kamber Center for Career Exploration, Transfer, and Graduation Services provides quality information and guidance to assist all students to identify and select a major and career path. In addition, students who intend to transfer to a baccalaureate institution will find the Maida Kamber Center (MKC) to be a rich resource for transfer to baccalaureate campuses within the University of Hawaii‘i system as well as other institutions in Hawaii‘i or the continental U.S. The Center sponsors transfer workshops, career and transfer fairs, and career and interest testing. Access to online and print resources to support degree completion and graduation are also available. For more information, contact the Maida Kamber Center at (808) 734-9500 or visit the MKC in ‘Ilima 104.

Lifelong Learning Credit/Continuing Education Programs: Continuing education short-term liberal arts classes are available to the general public. Classes are available in Interpretation, Languages and Cultures, Global Communication, and Senior Programs. These classes are offered through the Continuing Education Registration Office.

For more information about continuing education classes and certificates, contact the College Information Office or the Continuing Education Registration Office (808-734-9211), visit http://continuinged.kapiolani.hawaii.edu, or email us at kccocet@hawaii.edu.
CAREER and ACADEMIC OPTIONS
ARTS & SCIENCES PROGRAMS

EDUCATIONAL PARAPROFESSIONAL

Associate in Science – Educational Paraprofessional with a specialization in Second Language Teaching (60-62 credits)
Entry-level positions for Educational Assistants with English as a Second Language (ESL) students in various classroom settings, including public and private, K-12 and adult education settings, locally and abroad

Certificate of Competence – Educational Paraprofessionals, Teaching English to Speakers of Other Languages (21 credits)
Preparation for individuals who want to facilitate language learning in an English as a Second Language (ESL) or English as a Foreign Language (EFL) situation. It also aims at preparing teachers to teach effectively in English for Specific Purposes (ESP), English for Academic Purposes (EAP), Survival English, or other teaching situation.

HAWAIIAN STUDIES ACADEMIC and CAREER OPTIONS

Associate in Arts – Hawaiian Studies (60 credits)
Enter-level positions using knowledge related to Hawaiian culture

Academic Subject Certificate – Hawaiian Studies (50-51 credits)
Enter-level positions using knowledge related to Hawaiian culture

Academic Subject Certificate – Hawaiian Language (4-20 credits)
Career placement/completion of AA in Hawaiian Studies/transfer to 4-year degree program

LIBERAL ARTS ACADEMIC and CAREER OPTIONS

Associate in Arts – Liberal Arts (60 credits)
Enter to a four-year institution at the junior level
Entry-level positions in the workplace

Associate in Arts – Liberal Arts with a concentration in Art (60 credits)
To create a clear pathway for students at Kapi‘olani Community College who are interested in transferring to pursue a Studio Art degree at the University of Hawai‘i at Mānoa
Entry-level positions in the workplace

Associate in Arts – Liberal Arts with a concentration in Business Administration (60 credits)
Enter to a four-year institution at the junior level.
Entry-level positions in the workplace

Associate in Arts – Liberal Arts with a concentration in Deaf Studies and Deaf Education (60 credits)
The purpose of this concentration is to create a clear pathway for students interested in transferring to a 4-year
institution with a Bachelor’s degree in the area of American Sign Language, Deaf Studies, and Deaf Education
Entry-level positions in the workplace

**Associate in Arts – Liberal Arts with a concentration in Economics (60 credits)**
The purpose of the concentration in Economics is to create a clear pathway for students interested in transferring to a 4-year institution with a Bachelor’s degree in the area of Economics.
Entry-level positions in the workplace

**Associate in Arts – Liberal Arts with a concentration in Elementary Education (60 credits)**
The purpose of the concentration in Elementary Education is to create a clear pathway for students interested in transferring to a 4-year institution with a Bachelor’s degree in the area of Elementary Education.
Students will be prepared for entry-level positions in the workplace such as teacher assistants, educational paraprofessionals, community program teachers, and paraprofessional tutors.

**Associate in Arts – Liberal Arts with a concentration in Elementary Education and Second Language Teaching (60 credits)**
The purpose of the concentration in Elementary Education and Second Language Teaching is to create a clear pathway for students interested in transferring to a 4-year institution with a dual-prep bachelor’s degree in the areas of elementary education and second language teaching and to gain entry-level teaching positions in the workplace.

**Associate in Arts – Liberal Arts with a concentration in English (60 credits)**
The purpose of the concentration in English is to create a clear pathway for students interested in transferring to a 4-year institution with a Bachelor’s degree in the area of English.
Entry-level positions in the workplace

**Associate in Arts – Liberal Arts with a concentration in History (60 credits)**
The purpose of the concentration in History is to create a clear pathway for students interested in transferring to a 4-year institution with a Bachelor’s degree in the area of History.
Entry-level positions in the workplace

**Associate in Arts – Liberal Arts with a concentration in Human Development and Family Studies (60 credits)**  
*Please note that this was previously known as Family Resources*
The purpose of the concentration in Human Development and Family Studies is to create a clear pathway for students interested in transferring to a 4-year institution with a Bachelor’s degree in the area of Human Development and Family Studies. Entry-level positions in the workplace include academic school counselor or college adviser; community outreach worker; preschool teacher; education coordinator; program administrator or associate; family, physical, or occupational therapist; teacher; social worker; doctor or nurse; university professor.

**Associate in Arts – Liberal Arts with a concentration in Pacific Islands Studies (60 credits)**
The purpose of the concentration in Pacific Islands Studies is to create a clear pathway for students interested in transferring to a 4-year institution with a Bachelor of Arts degree in the area of Pacific Islands Studies.
Entry-level positions in the workplace

**Associate in Arts – Liberal Arts with a concentration in Psychology (60 credits)**
The purpose of the concentration in Psychology is to create a clear pathway for students interested in transferring to a 4-year institution with a Bachelor’s degree in the area of Psychology.

Entry-level positions in the workplace

**Associate in Arts – Liberal Arts with a concentration in Secondary Education (60 credits)**
The purpose of the concentration in Secondary Education is to create a clear pathway for students interested in transferring to a 4-year institution with a Bachelor’s degree in the area of Secondary Education.

Entry-level positions in the workplace such as teacher assistants, educational paraprofessionals, community program teachers, and paraprofessional tutors

**Associate in Arts – Liberal Arts with a concentration in Secondary Education and Second Language Teaching (60 credits)**
The purpose of the Concentration in Elementary Education and Second Language Teaching is to create a clear pathway for students interested in transferring to a 4-year institution with a dual-prep bachelor’s degree in the areas of elementary education and second language teaching and to gain entry-level teaching positions in the workplace.

**Academic Subject Certificate – Asian Studies (40-41 credits)**
Enter-level positions using knowledge of Asian studies.

**Academic Subject Certificate – International Studies (38-41 credits)**
A stepping stone for preparing students for employment in education, business, government, journalism, teaching, nursing and other fields that increasingly seek graduates with both a liberal arts education and international understanding.

**Academic Subject Certificate – Marine Option Program (12 credits)**
A stepping stone for preparing students for employment in any field that would benefit from hiring graduates with an enhanced understanding of Hawai’i’s marine environment.

**Academic Subject Certificate – Sustainability (14 credits)**
Sustainability careers are an emerging area of Hawaii’s workforce, with sustainability-infused career paths in fields like hospitality, culinary arts, entrepreneurship, and climate change management. This certificate provides an introductory lens in general education that helps students discover these emergent career fields.

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**NATURAL SCIENCE ACADEMIC and CAREER OPTIONS**

**Associate in Science – Natural Science with a concentration in Biological Sciences (60 credits)**
Enter to a four-year institution at the junior level

Entry-level positions in the workplace

**Associate in Science – Natural Science with a concentration in Engineering (60 credits)**
Enter to a four-year institution at the junior level

Entry-level positions in the workplace
Associate in Science – Natural Science with a concentration in Information and Communications Technology (60 credits)
Entry to a four-year institution at the junior level
Entry-level positions in the workplace

Associate in Science – Natural Science with a concentration in Physical Sciences (60 credits)
Entry to a four-year institution at the junior level
Entry-level positions in the workplace

Certificate of Achievement – Biotechnology (43 credits)
Entry-level employment in the biotechnology industry and research labs

Certificate of Achievement – STEM Education (37-39 credits)
Transfer to a four-year institution and opportunities for employment as Teacher Assistants in Elementary and High Schools

Certificate of Competence – Biotechnology (12 credits)
Entry-level employment in research labs and in commercial biotechnology laboratories and production facilities. Employment in laboratories utilizing molecular diagnostics.

NEW MEDIA ARTS ACADEMIC and CAREER OPTIONS

Associate in Science – New Media Arts with a specialization in Animation (72-77 credits)
Entry-level positions in special effects design, computer animation, digital video editing, web design, interactive writing, sound design, and game design

Associate in Science – New Media Arts with a specialization in Interface Design (69-74 credits)
Entry-level positions in graphical interface design, special effects design, digital video editing, web design, and interactive writing
HAWAIIAN STUDIES CURRICULA

ASSOCIATE IN ARTS,
HAWAIIAN STUDIES
(60 SEMESTER CREDITS)

Program Description: The Associate in Arts in Hawaiian Studies at Kapi‘olani Community College prepares students to transfer to four-year institutions. This 60-credit program provides a clear, explicit, coherent pathway for students intending to transfer into the Hawaiian Studies major at a baccalaureate institution. The program provides curricula that focus on Hawaiian culture and knowledge. This Associate in Arts degree is an expansion upon the Academic Subject Certificate in Hawaiian Studies and includes all of the broader General Education requirements for a liberal arts degree.

Program Student Learning Outcomes: Upon successful completion of the Associate in Arts degree in Hawaiian Studies, the student should be able to:

• Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
• Utilize aboriginal Hawaiian-based knowledge and methods in other areas of inquiry such as the sciences, the arts, humanities, and social sciences, and other professional endeavors.
• Articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.

ASSOCIATE IN ARTS DEGREE CURRICULUM,
HAWAIIAN STUDIES
(60 CREDITS)

First Semester
ENG 100 (3) or ESL 100 (3)
ICS 141 or MATH 100 or MATH 103 or MATH 112 or MATH 115 or MATH 132 or MATH 135 or MATH 140 or MATH 215 or MATH 241 or MATH 242 or MATH 244 or PHIL 110 or PHIL 111 (3-4)
HAW 101 (4)
HWST 107 (3)

Second Semester
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
HAW 102 (4)
MUS 108, 114, 121B, 121C, 121D, 121Z, 122B, 183, 201, 206, 229, 231C, 253, SP 151, 233, 251, THEA 101, 221, 222, EALL 261, 262, 269 (any alpha), 271, 272, ENG 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), HAW 261, 262, HWST 270, LLEA 239, SPAN 250 (1-4) BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4) HWST 270 (3)

Third Semester

Fourth Semester
HAW 202 (4) HWST 207 (3)

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

Please note: As part of the AA in Hawaiian Studies curriculum listed above; students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course. Please refer to [http://www.hawaii.edu/gened/articulation_kapcc.htm](http://www.hawaii.edu/gened/articulation_kapcc.htm) for the most current listing of approved Hawaiian, Asian and Pacific courses.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ACADEMIC SUBJECT CERTIFICATE, HAWAIIAN STUDIES (50-51 SEMESTER CREDITS)

Program Description: An Academic Subject Certificate in Hawaiian Studies is a credential awarded to students who successfully complete a short-term structured series of courses in an interdisciplinary program. Students who earn a minimum grade point ratio (GPR) of 2.0 in two years (16 credits) of Hawaiian language, complete the Written Communication (FW) requirement, complete the Symbolic Reasoning (FS) requirement,
and maintain that GPR while completing HIST 284 (Hawaiian History), HWST 107 (Hawai‘i: Center of the Pacific) and 21 elective credits of related academic coursework, will be eligible for this certificate. Completion of this certificate will lead the student onto pathways of science, art, and/or history depending upon the courses completed.

**Program Mission:** Create pathways with a Hawaiian language and cultural base for students continuing on to a four-year degree or the workforce.

**Program Goal:** To assure that our graduates are well equipped with the tools needed to succeed on the pathway chosen on their own volition.

**Program Student Learning Outcomes:** A student who successfully completes this series of courses and earns an Academic Subject Certificate in Hawaiian Studies should be able to:

- **(Knowledge)** Demonstrate proficiency in Hawaiian language and Hawaiian culture at the intermediate level.
- **(Comprehension)** Identify social problems and economic issues in the contemporary Pacific and assess their impact on Hawai‘i and other Pacific Islands.
- **(Application)** Demonstrate a familiarity with a variety of texts that make up the knowledge embodied by Pacific Islanders, including oral traditions, primary and secondary literature as well as visual and tactile expressions of their cultures.
- **(Synthesis)** Synthesize information about how islanders’ physical environment has shaped culture as well as hypothesize on the effects of the increasingly environment in the modern period.
- **(Evaluation)** Relate coursework with his/her past, present, and future.
- **(Attitudes)** Appreciate the language, art, religion, philosophy, and material way of life of Hawaiian society.
- **(Attitudes)** Recognize and choose educational pathways developed through self-reflection.

**Program Assessment Tool:** Academic Subject Certificate in Hawaiian Studies.

<table>
<thead>
<tr>
<th>INTENDED OUTCOMES/OBJECTIVES</th>
<th>ASSESSMENT CRITERIA</th>
<th>IMPLEMENTATION PROCEDURES (what, when, who)</th>
</tr>
</thead>
</table>
| **(Knowledge)** Demonstrate proficiency in Hawaiian language and Hawaiian culture at the intermediate level. | **ENTRY LEVEL ASSESSMENT:**  
A) Hawaiian language placement exam.  
B) Placement into ENG 100. | **ENTRY LEVEL:**  
A) Hawaiian language coordinator corrects the exam and places accordingly.  
B) HASC coordinator confirms placement into ENG 100.  
C) Student placed on retention plan |
<table>
<thead>
<tr>
<th>EXIT LEVEL</th>
<th>ASSESSMENT:</th>
<th>EXIT LEVEL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Completion of HAW 202 and HIST 284.</td>
<td>Assessment of individual’s portfolio by the Academic Subject Certificate Committee.</td>
<td></td>
</tr>
<tr>
<td>B) Eportfolio of 3 oral presentation and 3 written projects pertaining to HAW 101-202.</td>
<td></td>
<td></td>
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</tbody>
</table>

**ENTRY LEVEL:**

<table>
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<tr>
<th>ASSESSMENT:</th>
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<tbody>
<tr>
<td>None</td>
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**ENTRY LEVEL:**

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<tr>
<th>ASSESSMENT:</th>
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<tbody>
<tr>
<td>None</td>
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</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
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<tbody>
<tr>
<td>Two projects from HWST 107 reviewed by HASC committee.</td>
</tr>
</tbody>
</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
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<tbody>
<tr>
<td>None</td>
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</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
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<tbody>
<tr>
<td>Completion of HAW 101-202, HIST 284, HWST 107.</td>
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</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
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</thead>
<tbody>
<tr>
<td>Review of HASC paper by HASC committee.</td>
</tr>
</tbody>
</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
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</thead>
<tbody>
<tr>
<td>Have an eportfolio</td>
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</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
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</thead>
<tbody>
<tr>
<td>None.</td>
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</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have an eportfolio</td>
</tr>
</tbody>
</table>

**OUTPUT:**

<table>
<thead>
<tr>
<th>COMPREHENSION</th>
<th>ENTRY LEVEL</th>
<th>EXIT LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify social problems and economic issues in the contemporary Pacific and assess their impact on Hawai‘i and other Pacific Islands.</td>
<td>ASSESSMENT: None</td>
<td>ASSESSMENT: Two projects from HWST 107 reviewed by HASC committee.</td>
</tr>
</tbody>
</table>

**APPLICATION**

<table>
<thead>
<tr>
<th>ENTRY LEVEL</th>
<th>ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
<td></td>
</tr>
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</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of HAW 101-202, HIST 284, HWST 107.</td>
</tr>
</tbody>
</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of HASC paper by HASC committee.</td>
</tr>
</tbody>
</table>

**SYNTHESIS**

<table>
<thead>
<tr>
<th>ENTRY LEVEL</th>
<th>ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
<td></td>
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</tbody>
</table>

**ENTRY LEVEL:**

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have an eportfolio</td>
</tr>
<tr>
<td>EXIT LEVEL ASSESSMENT:</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td><strong>EXIT LEVEL</strong> ASSESSMENT: Student chooses coursework that best demonstrates the intended outcome, uploads work as artifact on the Nā Wa’a and provides a written reflection in the process. <strong>EXIT LEVEL:</strong> Assessment by HASC of Nā Wa’a eportfolio reflections.</td>
</tr>
<tr>
<td>(Evaluation) Relate coursework with his/her past, present, and future.</td>
</tr>
<tr>
<td><strong>ASSESSMENT OF ALUMNI:</strong> Career placement/ transfer to 4 year degree program, other. <strong>ALUMNI:</strong> Information is given to HASC coordinator to be kept in ALUMNI database. HASC coordinator will do correspondence with alumni annually.</td>
</tr>
<tr>
<td>(Attitudes) Appreciate the language, art, religion, philosophy, and material way of life of Hawaiian society.</td>
</tr>
</tbody>
</table>
(Attitudes) Recognize and choose educational pathways developed through self-reflection.

**ENTRY LEVEL ASSESSMENT:**
HASC application

**ENTRY LEVEL:**
Have an eportfolio

**EXIT LEVEL ASSESSMENT:**
Career placement/ transfer to 4 year degree program, other.

**EXIT LEVEL:**
A) Exit interview with HASC committee. Interview will reflect future plans.

### ACADEMIC SUBJECT CERTIFICATE CURRICULUM, HAWAIIAN STUDIES
(50-51 CREDITS)

- ENG 100 or ESL 100 (3)
- BUS 100 or ICS 141 or MATH 100 or MATH 103 or MATH 112 or MATH 115 or MATH 132 or MATH 135 or MATH 140 or MATH 215 or MATH 241 or MATH 242 or MATH 244 or PHIL 110 or PHIL 111 (3-4)
- HAW 101 (4)
- HAW 102 (4)
- HAW 201 (4)
- HAW 202 (4)
- HIST 284 (3)
- HWST 107 (3)
- ART 189, DNCE 212, DNCE 213, EALL 269, HAW 261, HAW 262, HWST 270 (6; select two courses from this list)
- BOT 130 (3) or ZOOL 200 (3)
- GEOG 101 (3) or GG 103 (3)
- BOT 130L (1) or GEOG 101L (1) or ZOOL 200L (1)
- ANTH 200 (3) or BOT 105 (3) or PACS 108 (3)
- ART 189 (3), ART 290 (3), DNCE 212 (3), DNCE 213 (3), HWST 100 (3), HWST 216 (3), HIST 288 (3), HUM 269 (1-3), EALL 269 (3), HAW 224 (3), HAW 261 (3), HAW 262 (3), HWST 270 (3) (6; select a minimum of six credits from this list)

**Completion of a Nāwaʻa portfolio**

**20-30 hours of Community Service/Service Learning** approved by the Hawaiian ASC coordinator.

The issuance of an Academic Subject Certificate requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate. Any student who demonstrates that he or she has Hawaiian language skills equal to the 202 level (or higher) may request a waiver of the above listed language credit requirement. A student with an approved Hawaiian language waiver may substitute other courses from the Hawaiian Studies ASC curriculum to make up the credit requirements.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
ACADEMIC SUBJECT CERTIFICATE, 
HAWAIIAN LANGUAGE  
(4-20 SEMESTER CREDITS)

Program Description: The Academic Subject Certificate in Hawaiian Language will provide students with a strong foundation of Hawaiian Language in terms of speaking, writing, listening, and reading through traditional and contemporary resources. This certificate will encourage students to complete an Associate in Arts degree in Hawaiian Studies and continue their education earning a baccalaureate degree. In addition, this certificate will enhance the Hawaiian speaking community in Hawai‘i that fulfills one of the University of Hawai‘i’s goals to foster and promote Hawaiian culture and language on all campuses.

Program Student Learning Outcomes: Upon successful completion of the Academic Subject Certificate in Hawaiian Language, the student should be able to:

• Demonstrate proficiency in Hawaiian language orally and in writing to communicate and reflect on traditional and contemporary issues in Hawaiian language, culture and history.
• Apply and interpret Hawaiian vocabulary and other language skills that integrate mālama honua learning activities, school, work, family in real life applications.
• Demonstrate Hawaiian perspective to the poetic, cultural heritage and distinctly Hawaiian world views embodied in Hawaiian language resources.

ACADEMIC SUBJECT CERTIFICATE CURRICULUM, 
HAWAIIAN LANGUAGE  
(4-20 CREDITS)

First Semester
HAW 101 (4)

Second Semester
HAW 102 (4)

Third Semester
HAW 201 (4)

Fourth Semester
HAW 202 (4)

The four language courses above or the one course below plus back language credits in Hawaiian
HAW 290 (4)
The issuance of an Academic Subject Certificate requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate. Any student who demonstrates that he or she has Hawaiian language skills equal to the 202 level (or higher) may request a waiver of the above listed language credit requirements. Prior to a student enrolling into HAW 290, the student will undergo an assessment conducted by the instructor. The assessment includes writing, reading, speaking, listening, and cultural understanding. These five elements of language learning are important elements that are assessed from HAW 101 to HAW 202.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
LIBERAL ARTS CURRICULA

ASSOCIATE IN ARTS,
LIBERAL ARTS
(60 SEMESTER CREDITS)

Program Description: This program is designed to provide students with an Associate in Arts degree in Liberal Arts and to prepare students for transfer to a baccalaureate degree program at a four-year college or university. Please see an academic advisor for information on current baccalaureate degree requirements at the University of Hawai‘i at Mānoa.

AA Degree Requirements: Some courses fulfill both the University of Hawai‘i at Mānoa and Kapi‘olani Community College general education core requirements. Others fulfill only Kapi‘olani Community College requirements. Students intending to transfer to University of Hawai‘i at Mānoa must be careful when selecting courses that satisfy only Kapi‘olani Community College requirements. Students should note that baccalaureate degree requirements vary at University of Hawai‘i at Mānoa and should see their academic advisor for program details. As part of the AA curriculum, students must complete two writing intensive (WI) courses. The Hawaiian/ASL/foreign language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102) and/or through demonstrated proficiency at same level.

Course Substitutions: Substitutions to the AA degree requirements may be granted if identical substitutions are officially granted by a college at University of Hawai‘i at Mānoa. Please see an academic advisor for details. Students majoring in Liberal Arts may substitute other courses for a specific requirement if the Vice Chancellor for Academic Affairs agrees that the substitution is required at the college to which the student intends to transfer. The student must complete and submit a course waiver form with supporting documentation.

University of Hawai‘i Articulation: Effective Fall 1994, students who have earned an articulated Associate in Arts (AA) degree from a University of Hawai‘i Community College shall be accepted as having fulfilled the general education core requirements at all other University of Hawai‘i campuses. While an articulated AA degree satisfies general education core requirements, students must also complete all specialized lower-division, major, college and degree/graduation requirements. Additional campus specific requirements, such as competency in a foreign language or writing intensive courses may also be required. With planning, most, if not all, of these requirements may be incorporated into the Associate in Arts degree; if not, they are required in addition to the Associate in Arts degree.
Articulation information may be viewed at http://www.hawaii.edu/gened/articulation.htm
Information specific to Kapi‘olani Community College courses and the UHM General Education Core Requirements may be viewed at http://www.hawaii.edu/gened/articulation_kapcc.htm

Program Student Learning Outcomes: Upon successful completion of the AA degree in Liberal Arts, the student should be able to:
• Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
• Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.
• Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other global communities.
• Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
• Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

ASSOCIATE IN ARTS DEGREE CURRICULUM, LIBERAL ARTS (60 CREDITS)

First Semester
ENG 100 or ESL 100 (3)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C, one in the first semester and one in the second semester)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
ANTH 200, 210, ASAN 100, BOT 105, COM 201, DEAF 201, ECON 120, 130, 131, ED 284, 289, ES 101, FAMR 230, HDFS 230, HWST 255, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 207, PSY 100, 170, 212, 240, 250, 260, 270, SLT 102, 103, SOCS 225, SP 181, SSCI 200, SOC 100, 214, 218, 231, 251, 257, WS 202 (6; select two courses from different disciplines in the first and third semesters)
AA Elective (3)

Second Semester
BUS 100, MATH 112, 135, 140, 244, PHIL 110, BUS 250, MATH 115, 132, 215, PHIL 111, ICS 141, MATH 100, 103, 241, 242 (3-4)
ARAB 102, ASL 102, CHN 102, FIL 102, FR 102, HAW 102, IND 102, JPN 102, KOR 102, SPAN 102, VIET 102 (4)
Two courses, each course from a different group: DA, DH, or DL
AA/DL: EALL 261, 262, 269 (any alpha), 271, 272, ENG 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), 275 (any alpha), HAW 261, 262, HWST 270, LLEA 239, SPAN 250
AA Elective (3)

**Third Semester**

Natural Science Courses (7-10 credits)

**AA/DB:** BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)

**AA/DP:** ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)


Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.

AA Elective (6; two courses, each with 3 credits)

**Fourth Semester**

SP 151, 181, 251, THEA 221, 222 (3)

AA Elective (6; two courses, each with 3 credits)

*The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course.*

*Please refer to [http://www.hawaii.edu/gened/articulation_kapcc.htm](http://www.hawaii.edu/gened/articulation_kapcc.htm) for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.*

*If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogO@hawaii.edu*
CONCENTRATIONS WITHIN THE LIBERAL ARTS CURRICULA

ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN ART
(60 SEMESTER CREDITS)

Program Description:
The Associate in Arts degree in Liberal Arts 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. Upon completion of this 60-credit program that 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 studio art, including ceramics, design, drawing, painting, photography and sculpture or continue on their journey of becoming a professional artist. The Associate in Arts degree in Liberal Arts with a concentration in Art requires 21 total credits of which 9 credits are required courses. In addition, a total of 12 credits are required from a list of studio art electives.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Art: In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in Art should be able to:

• Successfully apply the formal elements and principles of art and design.
• Exhibit fundamental skills and concepts relative to the practice of visual arts.
• Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
• Exhibit an ability to communicate effectively both visually and verbally the intent of completed artwork.
• Demonstrate a broad grasp of the history of art within cultural contexts and a more specialized knowledge of certain periods, cultures, and issues.

ASSOCIATE IN ARTS DEGREE CURRICULUM,
LIBERAL ARTS
WITH A CONCENTRATION IN ART
(60 CREDITS)

First Semester
ENG 100 (3) or ESL 100 (3)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
One course in the first semester and one course in the third semester
ART 113* (3)
ART 116* (3)
Second Semester
BUS 100, MATH 112, 135, 140, 244, PHIL 110, BUS 250, MATH 115, 132, 215, PHIL 111, ICS 141, MATH 100, 103, 241, 242 (3-4)
ARAB 102, ASL 102, CHN 102, FIL 102, FR 102, HAW 102, IND 102, JPN 102, KOR 102, SPAN 102, VIET 102 (4)
ART 101 (3)
ART 270* (WI) (3)
Select four courses from the list below and take them in the second, third, and fourth semesters

Third Semester
Natural Science Courses (7-10 credits)

AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)

AA/DP: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)

Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.

ANTH 200, 210, ASAN 100, BOT 105, COM 201, DEAF 201, ECON 120, 130, 131, ED 284, 289, ES 101, FAMR 230, HDFS 230, HWST 255, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 207, PSY 100, 170, 212, 240, 250, 260, 270, SLT 102, 103, SOCS 225, SSCI 200, SOC 100, 214, 218, 231, 251, 257, WS 202 (formerly cross-listed as PSY 202), SP 181 (OC) (3; Two courses from two different disciplines for a total of six credits; one course in the third semester and one course in the fourth semester)

Fourth Semester
ART 280 (3) or ART 290* (3)

* A course that articulates with UHM Art Department

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course.

Please refer to http://www.hawaii.edu/gened/articulation_kapcc.htm for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN BUSINESS ADMINISTRATION
(60 SEMESTER CREDITS)

Program Description: This concentration within the Associate in Arts in Liberal Arts is designed for students who intend to transfer to the University of Hawai‘i at Mānoa, Shidler College of Business. This AA concentration fulfills the current Kapi‘olani Community College AA Liberal Arts requirements while paying particular attention to the admission requirements to UHM’s baccalaureate program.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Business Administration: In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in Business Administration should be able to:

- Record and report financial information for sole proprietorships in service and retail operations using accounting theory and methods
- Use methods for evaluating financial performance for corporations, including cost accounting, budgeting, break-even analysis, ratio analysis, and cash flow analysis.
- Apply principles of business and managerial communications through analyzing various kinds of business messages and writing informatively, analytically, and persuasively for business purposes.
- Explain concepts in Micro and Macroeconomics, with emphasis on price system and market structures, and modern theory of income determination indicating how and why income, production, employment and price levels fluctuate.
- Describe laws impacting business operations.
- Utilize major computer application packages as tools in business problem-solving.

ASSOCIATE IN ARTS DEGREE CURRICULUM,
LIBERAL ARTS
WITH A CONCENTRATION IN BUSINESS ADMINISTRATION
(60 CREDITS)

First Semester
ENG 100 (3), ESL 100 (3)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
One in the first semester and one in the second semester
PSY 100 (3) or SOC 100 (3)
ICS 101 (3)
**Second Semester**

BUS 250 or MATH 241 (3-4)

ARAB 102, ASL 102, CHN 102, FIL 102, FR 102, HAW 102, IND 102, JPN 102, KOR 102, SPAN 102, VIET 102 (4)

Two courses, each course from a different group: DA, DH, or DL


**AA/DL:** EALL 261, 262, 269 (any alpha), 271, 272, ENG 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), HAW 261, 262, HWST 270, LLEA 239, SPAN 250

ECON 130 (3)

**Third Semester**

Natural Science Courses (7-10 credits)

**AA/DB:** BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)

**AA/DP:** ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)


Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.

ACC 201 (3)
BLAW 200 (3)
ECON 131 (3)

**Fourth Semester**

SP 151 (3) or SP 251 (3)
ACC 202 (3)
ENG 209 (3)

*The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (H) course.*

Please refer to [http://www.hawaii.edu/gened/articulation_kapcc.htm](http://www.hawaii.edu/gened/articulation_kapcc.htm) for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.
ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN ECONOMICS
(60 SEMESTER CREDITS)

Program Description: The Associate in Arts degree in Liberal Arts with a concentration in Economics 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 students with solid knowledge and skills toward a Bachelor degree in Economics. After successful completion of the program, students will have a strong understanding of the field of Economics, and good foundational knowledge of the research methods and statistics used by economists, as well as a clear sense of the major perspectives, which define the field of Economics. Targeted advising and a carefully planned course sequence will enable students to successfully transfer to baccalaureate institutions in Hawai‘i that have Economics majors, such as the University of Hawai‘i at Mānoa, the University of Hawaii West Oahu, the University of Hawai‘i Maui College, and the University of Hawai‘i at Hilo, or to any other four-year university.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Economics: In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in English should be able to:

- Explain how the American economic system works, including various approaches to the organization of production and the allocation of resources.
- Explain how policies of microeconomics nature achieve national and specific goals of public policy.
- Explain the specific tools of classical, Keynesian, and macroeconomics analysis, e.g. demand and supply, the consumption function, the multiplier effect, the quantity theory of money, and the accelerator effect, all of which analyze the change in and determination of national income.
- Explain government fiscal and Federal Reserve policies and apply these to current economic events.

ASSOCIATE IN ARTS DEGREE CURRICULUM,
LIBERAL ARTS
WITH A CONCENTRATION IN ECONOMICS
(60 CREDITS)

First Semester
MATH 103, MATH 135, MATH 140, MATH 241 (3-4)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151*;
Group B (FGB) ANTH 152, GEOG 102, HIST 152*, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
One course in the first semester and one in the third semester
SP 151, 181, 251, THEA 221, 222 (3)

Two courses, each course from a different group: DA, DH, or DL


AA/DL: EALL 261, 262, 269 (any alpha), 271, 272, ENG 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), HAW 261, 262, HWST 270, LLEA 239, SPAN 250

** Second Semester **
ENG 100, ESL 100 (3)
ARAB 102, ASL 102, CHN 102, FIL 102, FR 102, HAW 102, IND 102, JPN 102, KOR 102, SPAN 102, VIET 102 (4)

Natural Science Courses (7-10 credits)

AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)

AA/DP: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)


Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.

ECON 130 (3) Note: required Pre-Major

** Third Semester **
ECON 131 (3)
ASL 201, CHN 201, FIL 201, FR 201, HAW 201, JPN 201, KOR 201, SPAN 201 (4)

** Fourth Semester **
SOCS 225** (3) Note: Required Pre-Major
ASL 202, CHN 202, FIL 202, FR 202, HAW 202, JPN 202, KOR 202, SPAN 202 (4)

A minimum of 7 credits of electives in Liberal Arts courses numbered at or above the 100 level or non-Liberal Arts courses that meet major requirements. Students are encouraged to meet with the appropriate academic advisor to obtain a listing of approved elective courses. Hawaiian/second language courses at the 201 and 202 level meet the AA elective requirements.

* HIST 151 or HIS 152 recommended if students plan to take ECON 341 or ECON 342, Upper Division I ECON courses at UHM.

** SOCS 225 will substitute for ECON 321 (a core requirement for Economics majors at UHM) but does not count toward the 24 Upper Division (300+ level) credits required for a B.A. in Economics. Students must take
an additional 300+ level Economics elective. Please see attached memo from the UHM Department of Economics to the UHM College of Social Sciences Dean.

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course.

Please refer to [http://www.hawaii.edu/gened/articulation_kapcc.htm](http://www.hawaii.edu/gened/articulation_kapcc.htm) for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ELEMENTARY ART INSERTION

ASSOCIATE IN ARTS, LIBERAL ARTS WITH A CONCENTRATION IN ENGLISH (60 SEMESTER CREDITS)

Program Description: The Associate in Arts degree in Liberal Arts with a concentration in English provides students with a strong foundation in English and fulfills the Introductory Literature Program course requirement for English majors at UH Mānoa. Upon completion of this 60-credit program that satisfies all the requirements for the AA degree in Liberal Arts, students will be prepared to transfer to a four-year institution to major in English.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in English: In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in English should be able to:

- Analyze a work of literature as a reflection of its cultural and historical context.
- Identify major themes in a work of literature and explore their implications.
- Analyze structure; explain how form contributes to meaning.
- Use literary evidence to support interpretations and analysis of literary works.
- Produce clear and effective written responses to literature.

ASSOCIATE IN ARTS DEGREE CURRICULUM, LIBERAL ARTS WITH A CONCENTRATION IN ENGLISH
Kapi‘olani Community College Programs 2020 – 2021, page 151

(60 CREDITS)

First Semester

ENG 100 (3)

AA Global and Multicultural Perspectives Electives

(2 courses, each course from a different group: A, B, or C)

Group A (FGA) ANTH 151, HIST 151;

Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;

Group C (FGC) GEOG 151, MUS 107, REL 150

One course in the first semester, one in the second semester


SP 181 (3)

KapCC AA/DA, AA/DB, AA/DH, AA/DL, AA/DS, AA/DP (3)

Second Semester

BUS 100, MATH 112, 135, 140, 244, PHIL 110, BUS 250, MATH 115, 132, 215, PHIL 111, ICS 141, MATH 100, 103, 241, 242 (3-4)

ARAB 102, ASL 102, CHN 102, FIL 102, FR 102, HAW 102, IND 102, JPN 102, KOR 102, SPAN 102, VIET 102 (4)

ENG 272B (3) or ENG 272M (3) Note: ENG 272B or ENG 272M is strongly recommended to be taken as WI and HAP

ENG 200 (3) Note: Strongly recommended to be taken in second semester

Third Semester


Natural Science Courses (7-10 credits)

AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)

AA/DP: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)


Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.

Select three courses from the following list to be taken in the third and fourth semesters:


KapCC AA/DA, AA/DB, AA/DH, AA/DL, AA/DS, AA/DP (3)
Fourth Semester
ANTH 200, 210, ASAN 100, BOT 105, COM 201, DEAF 201, ECON 120, 130, 131, ED 284, 289, ES 101, FAMR 230, HDFS 230, HWST 255, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 207, PSY 100, 170, 212, 240, 250, 260, 270, SLT 102, 103, SOCS 225, SSCI 200, SOC 100, 214, 218, 231, 251, 257, WS 202 (formerly cross-listed as PSY 202)
KapCC AA/DA, AA/DB, AA/DH, AA/DL, AA/DS, AA/DP (3)

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course.

Please refer to [http://www.hawaii.edu/gened/articulation_kapcc.htm](http://www.hawaii.edu/gened/articulation_kapcc.htm) for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN HISTORY
(60 SEMESTER CREDITS)

Program Description:
The Associate in Arts degree in Liberal Arts with a concentration in History provides students with a strong History foundation. Upon completion of this 60-credit program that satisfies all the requirements for the AA degree in Liberal Arts, students will be prepared to transfer to the University of Hawai`i at Mānoa to major in History.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in History: In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in History should be able to:

- Explain historical change and continuity.
- Develop a clear argument using recognized historical methods.
- Write clear expository prose and present their ideas orally according to disciplinary conventions.
- Interpret and use primary sources.
- Identify the main historiographical issues in a specific area of concentration.
ASSOCIATE IN ARTS DEGREE CURRICULUM,
LIBERAL ARTS
WITH A CONCENTRATION IN HISTORY
(60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
AA Global and Multicultural Perspectives Electives
   (2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
Note: HIST 151 is strongly recommended for FGA. HIST 152 is strongly recommended for FGB.
One course in the first semester, one in the second semester
SP 151, SP 181, SP 251, THEA 221 (3) Note: SP 151 (DA), SP 251 (DA), THEA 221 (DA) and SP 181 (DS)
can fulfill both the OC requirement as well as a DA or DS requirement.
101 (4)
ANTH 200, 210, ASAN 100, BOT 105, COM 201, DEAF 201, ECON 120, 130, 131, ED 284, 289, ES 101,
FAMR 230, HDFS 230, HWST 255, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 207, PSY
100, 170, 212, 240, 250, 260, 270, SLT 102, 103, SOCS 225, SP 181, SSCI 200, SOC 100, 214, 218,
231, 251, 257, WS 202 (formerly cross-listed as PSY 202) Two courses from two different disciplines.
Note: SP 181 is strongly recommended and also fulfills the AA/OC requirement.
AA Elective

Second Semester
BUS 100, MATH 112, 135, 140, 244, PHIL 110, BUS 250, MATH 115, 132, 215, PHIL 111, ICS 141, MATH
100, 103, 241, 242 (3-4)
ARAB 102, ASL 102, CHN 102, FIL 102, FR 102, HAW 102, IND 102, JPN 102, KOR 102, SPAN 102, VIET
102 (4)
HIST 284, HIST 288 (3) Note: HIST 284, or 288 is strongly recommended to be taken as HAP and WI.
Select three courses from the following list, one each in the second, third and fourth semesters. Note:
   Recommended to be taken as WI. HIST 281, HIST 282, HIST 284, HIST 241, HIST 242, HIST 284,
   HIST 288, HIST 231, HIST 232 (3)
AA Elective

Third Semester
Natural Science Courses (7-10 credits)
   AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130,
   230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)
   AA/DP: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260,
   GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)
   162L, 272L, 273L, GEOG 101L, GG 101L, MICR 140, 161, 240, OCN 201L, PHYL 141L, 142L, 160L,
   PHYS 100L, 122L, 151L, 152L, 170L, 272L, SCI 295 (any alpha), ZOOL 200L (1-2)
   Two semester courses from the above list. At least one lecture course each must be chosen from DB and
   DP. One of the two lecture courses must also have a paired laboratory course.
AA Elective (3)

Fourth Semester

Note: SP 151, 251, or THEA 221 is strongly recommended and also fulfill the AA/OC requirement.

AA Elective (3)

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Students pursuing the AA concentration in History must earn a grade of "C" or higher in all HIST courses. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course.

Please refer to http://www.hawaii.edu/gened/articulation_kapcc.htm for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN HUMAN DEVELOPMENT AND FAMILY STUDIES
(60 SEMESTER CREDITS)

Program Description: The AA degree in Liberal Arts with a Concentration in Human Development and Family Studies (HDFS) is a 60-credit program that satisfies all of the requirements for the AA degree in Liberal Arts. This concentration provides students with the foundation of the ecological systems-based study of lifespan development that provides students with solid knowledge and skills to be successful in entering university HDFS Bachelor of Science programs and future careers in human development and family studies.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Human Development and Family Studies (HDFS):

Students completing the Associate in Arts in Liberal Arts with a concentration in Human Development and Family Studies (HDFS) should be able to:

- Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
• Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.
• Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other global communities.
• Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
• Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.
• Explain the interrelated aspects of biosocial, cognitive, and psychosocial development across the lifespan.
• Apply human development theories, concepts, and research to personal, academic, occupational, and community experiences.
• Compare and contrast fundamental theories of human development and behavior.
• Synthesize and convey ideas, utilizing critical thought and reflection clearly in oral/sign and written communication.
• Investigate the diversity of human development from a local, regional and global perspectives.

ASSOCIATE IN ARTS DEGREE CURRICULUM, LIBERAL ARTS
WITH A CONCENTRATION IN HUMAN DEVELOPMENT and FAMILY STUDIES (HDFS) (60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
  Group A (FGA) ANTH 151, HIST 151;
  Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
  Group C (FGC) GEOG 151, MUS 107, REL 150
One course in the first semester, one in the second semester
FAMR 230, HDFS 230 (3)

Second Semester
BUS 100, MATH 112, 135, 140, 244, PHIL 110, BUS 250, MATH 115, 132, 215, PHIL 111, ICS 141, MATH 100, 103, 241, 242 (3-4)
ARAB 102, ASL 102, CHN 102, FIL 102, FR 102, HAW 102, IND 102, JPN 102, KOR 102, SPAN 102, VIET 102 (4)
Two courses, each course from a different group: DA, DH, or DL
AA/DL: EALL 261, 262, 269 (any alpha), 271, 272, ENG 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), HAW 261, 262, HWST 270, LLEA 239, SPAN 250

Third Semester
ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)
ECON 120, ECON 130 (3)

Fourth Semester
SP 151, 181, 251, THEA 221, 222 (3)
FSHE 185 (3)

A minimum of 18 credits of electives in Liberal Arts courses numbered at or above the 100 level or non-Liberal Arts courses that meet major requirements. Students are encouraged to meet with the appropriate academic advisor to obtain a listing of approved elective courses. Hawaiian/second language courses at the 201 and 202 level meet the AA elective requirements.

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (H) course.

Please refer to http://www.hawaii.edu/gened/articulation_kapcc.htm for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian/Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Pacific Islands Studies: In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in Pacific Islands Studies should be able to:

- Describe the major historical and contemporary events and issues facing the Pacific Islands region.
- Identify the diverse populations in and from the Pacific Islands and their concerns at home and abroad.

ASSOCIATE IN ARTS DEGREE CURRICULUM, LIBERAL ARTS WITH A CONCENTRATION IN PACIFIC ISLANDS STUDIES (60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
One course in the first semester, one in the second semester
SP 151, 181, 251, THEA 221, 222 (3) Note: SP 151 (DA), SP 251 (DA), THEA 221 (DA) and SP 181 (DS) can fulfill both the OC requirement as well as a DA or DS requirement.
HAW 101 (3)
PACS 108 (3)

Second Semester
BUS 100, MATH 112, 135, 140, 244, PHIL 110, BUS 250, MATH 115, 132, 215, PHIL 111, ICS 141, MATH 100, 103, 241, 242 (3-4)
HAW 102 (3)
PACS 201 (3)

Third Semester
Note: ART 189, DNCE 212, 213, HWST 222, IS 161, SP 233, ENG 272B, 272M, HAW 261, 262, or HWST 270 is recommended.
Natural Science Courses (7-10 credits)
AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)
AA/DP: OCN 201 (3)

Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.

PACS 202 (3)
HAW 201 (4)

Fourth Semester
ANTH 200, 210, ASAN 100, BOT 105, COM 201, DEAF 201, ECON 120, 130, 131, ED 284, 289, ES 101, FAMR 230, HDFS 230, HWST 255, JOUR 150, LAW 101, POLS 110, 120, 130, 207, PSY 100, 170, 212, 240, 250, 260, 270, SLT 102, 103, SOCS 225, SP 181, SSCI 200, SOC 100, 214, 218, 231, 251, 257, WS 202 (formerly cross-listed as PSY 202) (3). Note: ASAN 100, BOT 105, ES 101, HWST 255, SOCS 225, or SSCI 200 is recommended.

HAW 202 (4)
AA Elective (3; two courses for a total of six credits)

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Students pursuing the AA concentration in Pacific Islands Studies must earn a grade of "C" or higher in all PACS courses.

Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course.

Please refer to https://www.hawaii.edu/offices/aa/aapp/hap/?c=KAP for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian/Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement. It is suggested that the student complete the language requirement with a language native to one of the Pacific Island cultures, including Hawaiian.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN PSYCHOLOGY
(60 SEMESTER CREDITS)

Program Description:
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 students with solid knowledge and skills toward a Bachelor 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, which 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, such as the University of Hawai‘i at Mānoa, University of Hawai‘i Maui College, and
the University of Hawai‘i at Hilo.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Psychology: In
addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking,
information retrieval and technology, oral communication, quantitative reasoning, written communication and
understanding of self and community, students completing the Associate in Arts in Liberal Arts with a
concentration in History should be able to:

• Identify the concepts, language, and major theories of the discipline to account for psychological
phenomena.
• Compare and contrast the major perspectives of Psychology: behavioral, neuroscience, cognitive,
evolutionary, humanistic, psychodynamic, and sociocultural.
• Apply psychological concepts, theories, and research findings as these relate to everyday life.
• Demonstrate knowledge of research methods, hypothesis testing, and appropriate use of statistics to assess
hypothesis.

ASSOCIATE IN ARTS DEGREE CURRICULUM,
LIBERAL ARTS
WITH A CONCENTRATION IN PSYCHOLOGY
(60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 100, MATH 103, MATH 112, MATH 115, MATH 132, MATH 135, MATH 140, MATH 215, MATH
241, MATH 242, MATH 244 (3-4)
SP 151, 181, 241, THEA 221, 222 (3)
Two courses, each course from a different group: DA, DH, or DL
129, 156, 157, 159, 189, 202, 207, 212, 213, 214, 223, 225, 226, 229, 243, 244, 245, 246, 247, 249, 253,
256, 257, 258, 269 (any alpha), 284, 285, 293, 294, 295, 296, DNCE 121, 122, 131, 132, 150, 212, 213,
HWST 222, IS 161, MUS 108, 114, 121B, 121C, 121D, 121Z, 122B, 183, 201, 206, 229, 231C, 253, SP
151, 233, 251, THEA 101, 221, 222
AA/DH: AMST 201, ART 270, 280, 290, ASAN 201, 202, ASL 290, CHN 290/CHNS 290, HAW 290,
HUM 210, 269 (any alpha), 295 (any alpha), IS 109, JPN 131, 290, KOR 290, LING 102, MUS 106,
170, PHIL 100, 101, 102, 103, 213, 250, REL 151, 202, 205, 209, 210, 215, 222, SLT 202 (any alpha)
AA/DL: EALL 261, 262, 269 (any alpha), 271, 272, ENG 270 (any alpha), 271 (any alpha), 272 (any
alpha), 273 (any alpha), HAW 261, 262, HWST 270, LLEA 239, SPAN 250
PSY 100 (3) Note: Required Pre-Major

Second Semester
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
One course in the second semester, one in the third semester.
Natural Science Courses (7-10 credits)

**AA/DB**: PSY 230 (3)

**AA/DP**: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)


Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.

PSY 170 (WI) or PSY 270 (3)

**Third Semester**


SOC5 225 (3) Note: Required Pre-Major

PSY 212 (WI) (3) Note: Required Pre-Major

**Fourth Semester**

ARAB 102, ASL 102, CHN 102, FIL 102, FR 102, HAW 102, IND 102, JPN 102, KOR 102, SPAN 102, VIET 102 (4)

PSY 240 (3)

PSY 250 or PSY 260 (WI) (3)

AA Elective other than PSY (6; two three-credit courses)

*The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course.*

Please refer to [http://www.hawaii.edu/gened/articulation_kapcc.htm](http://www.hawaii.edu/gened/articulation_kapcc.htm) for the most current listing of approved Hawaiian, Asian and Pacific courses. *The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.*

*If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogO@hawaii.edu*
EDUCATION CONCENTRATIONS
WITHIN THE LIBERAL ARTS CURRICULA

ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN DEAF STUDIES AND DEAF EDUCATION
(60 SEMESTER CREDITS)

Program Description: The AA degree in Liberal Arts with a concentration in Deaf Studies and Deaf Education prepares students to transfer to four-year institutions. This 60-credit program satisfies all of the requirements for the AA degree in Liberal Arts and also provides students with strong intermediate skills in American Sign Language and an understanding of the diversity of the Deaf Experience in Hawai'i and the Pacific and the U.S. mainland. It also introduces students to the issues and challenges in Deaf Education and provides a pathway for those students interested in pursuing deaf-related professional careers. Targeted advising and a carefully planned course sequence enable students to successfully transfer to baccalaureate institutions on the U.S. mainland that have deaf-related majors, such as Lamar University in Texas.

Note: Starting in Fall 2018 and until further notice, Kapi'olani Community College will stop accepting students in the Associate in Arts in Liberal Arts with a concentration in Deaf Studies and Deaf Education.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Deaf Studies and Deaf Education: In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students successfully completing the Associate in Arts in Liberal Arts with a concentration in Deaf Studies and Deaf Education should be able to:
- Use informed decision making to function effectively in the classroom, school, local, and/or professional communities.
- Use communication skills to work effectively with deaf students, their families, school administrators, teachers, staff, and other related personnel.
- Use instructional and behavioral management strategies to facilitate a positive learning environment for students.
- Demonstrate professionalism and ethical practices in the classroom, school, local, and professional communities.
- Demonstrate knowledge and skills specific to the instruction and support of students who are Deaf and Hard of Hearing in a variety of settings.
- Demonstrate intermediate skills in American Sign Language and English.

ASSOCIATE IN ARTS DEGREE CURRICULUM,
LIBERAL ARTS
WITH A CONCENTRATION IN DEAF STUDIES AND DEAF EDUCATION
(60 CREDITS)

Note: Starting in Fall 2018 and until further notice, Kapi'olani Community College will stop accepting students in the Associate in Arts in Liberal Arts with a concentration in Deaf Studies and Deaf Education.

ENG 100 (3)
MATH 100, MATH 103, MATH 112 (3)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
THEA 221 (3)
ASL 101 (4)
ASL 102 (4)
ART 101, MUS 253 (3)
HWST 107, HIST 281 (3)
Natural Science Courses (7-10 credits)
AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)
AA/DP: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)
Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.
DEAF 201 (3)
PACS 108 (3)
DEAF 202 (3)
DEAF 294 (3)
ASL 290 (4)
ASL 201 (4)
ASL 202 (4)

Note: Starting in Fall 2018 and until further notice, Kapi‘olani Community College will stop accepting students in the Associate in Arts in Liberal Arts with a concentration in Deaf Studies and Deaf Education. The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Students pursuing the AA concentration in Deaf Studies / Deaf Education must earn a grade of “C” or higher in all DEAF courses. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course.

Please refer to http://www.hawaii.edu/gened/articulation_kapcc.htm for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ASSOCIATE IN ARTS, LIBERAL ARTS WITH A CONCENTRATION IN ELEMENTARY EDUCATION AND SECOND LANGUAGE
TEACHING
(60 SEMESTER CREDITS)

Program Description: The AA degree in Liberal Arts with a concentration in Elementary Education and Second Language Teaching prepares students to transfer to four-year institutions. This 60-credit program satisfies all of the requirements for the AA degree in Liberal Arts and also provides students with solid knowledge and skills to be successful in entering a university teacher education dual-prep program in Elementary Education and Second Language Teaching. The degree provides students with an understanding of the school system and its diverse student population in Hawai`i, the process for becoming a certified teacher in Hawai`i, classroom management strategies, a framework for second language learning and teaching, skills and strategies for second language teaching, legal issues and advocacy strategies to support second language learners, linguistic principles to support second language learning, and innovative ways to use technology to enhance student learning. The degree also provides students with numerous opportunities to discuss and research current issues and challenges in Education, advocate for students and their families, and engage in numerous field experiences with working with preK-12 students in classroom settings. Personalized advising and a carefully planned course sequence enable students to successfully transfer to baccalaureate institutions in Hawai`i that have education and language-related dual-prep majors, such as the College of Education / Multilingual Learners Program at the University of Hawai`i at Mānoa.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Elementary Education and Second Language Teaching:

In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in Elementary Education and Second Language Teaching should be able to:

- Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
- Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.
- Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other global communities.
- Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
- Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.
- Build and maintain partnerships with students, their families, school personnel, and community stakeholders to positively impact students’ lives.
- Advocate for quality education and the right to education for all learners.
- Apply critical thinking, reflection, and problem-solving skills to make informed decisions as a teacher.
- Conduct educational research using sound quantitative and qualitative methods.
- Demonstrate professionalism, ethical practices, and effective communication and collaboration skills in all interactions and situations as a teacher.
- Develop and/or utilize: (a) appropriate curricula, (b) technology, (c) instructional approaches, (d) assessments, (e) classroom management techniques, including specific behavioral supports/strategies to foster positive and inclusive learning environments for all students.
- Reflect on, appraise, and increase personal and professional development and efficacy as a teacher.
Demonstrate an ability to effectively facilitate the language development of students based on individual language needs.

ASSOCIATE IN ARTS, LIBERAL ARTS
WITH A CONCENTRATION IN ELEMENTARY EDUCATION AND SECOND LANGUAGE TEACHING
(60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 111 (3)
AA Global and Multicultural Perspectives Electives
   (2 courses, each course from a different group: A, B, or C)
   Group A (FGA) ANTH 151, HIST 151;
   Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
   Group C (FGC) GEOG 151, MUS 107, REL 150
ED 285 (3)
ED 290 (3)

Second Semester
MATH 112 (3)
ED 289 (3)
SLT 103 (3)
LING 102 (3)

Third Semester
Natural Science Courses (7-10 credits)
   AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)
   AA/DP: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)
   Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.
ED 284 (3)
FAMR 230, HDFS 230 (3)
ED 277 (3)
SLT 102 (3)

Fourth Semester
SP 151, 251, THEA 221, 222 (3)
HWST 107 (3)
SLT 202B (3)
Any AA Elective (2-4)
The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Students pursuing the AA concentration in Elementary Education and SLT must earn a grade of “C” or higher in all ED and SLT courses.

Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course and one Oral Communication (OC) course.

The Hawaiian/Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

AA degree in Liberal Arts with a Concentration in ED and SLT: 15 to Finish

**Fall**
FW
MATH 111
FG
ED 285
ED 290

**Spring**
MATH 112
FG
ED 289
SLT 103
LING 102

**Fall**
DB
FAMR/HDFS 230
ED 277
ED 284
SLT 102

**Spring**
DA (OC)
HWST 107 (HAP)
DP
DY
SLT 202B
AA ELECTIVE
ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN ELEMENTARY EDUCATION
(60 SEMESTER CREDITS)

Program Description: The AA degree in Liberal Arts with a concentration in Elementary Education provides students with a 60-credit program that satisfies all of the requirements for the AA degree in Liberal Arts, and prepares them with the necessary competencies to be successful working as an educational paraprofessional in elementary school settings, and/or entering a teacher licensure-track program at baccalaureate institutions. Targeted advising and a carefully planned course sequence also enable students to successfully transfer to university teacher education programs in Hawai`i that have education-related majors, such as the University of Hawai`i at Mānoa, College of Education. Furthermore, this degree creates a pathway for students interested in pursuing other education-related careers.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Elementary Education:
In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in Elementary Education should be able to:

- Build and maintain partnerships with students, their families, school personnel, and community stakeholders to positively impact students’ lives.
- Advocate for quality education and the right to education for all learners.
- Apply critical thinking, reflection, and problem-solving skills to make informed decisions as a teacher.
- Conduct educational research using sound quantitative and qualitative methods.
- Demonstrate professionalism, ethical practices, and effective communication and collaboration skills in all interactions and situations as a teacher.
- Develop and/or utilize: (a) appropriate curricula, (b) technology, (c) instructional approaches, (d) assessments, (e) classroom management techniques, including specific behavioral supports/strategies to foster positive and inclusive learning environments for all students.
- Reflect on, appraise, and increase personal and professional development and efficacy as a teacher.

ASSOCIATE IN ARTS DEGREE CURRICULUM,
LIBERAL ARTS
WITH A CONCENTRATION IN ELEMENTARY EDUCATION
(60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 111* (3)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
ED 285* (3)
ED 290* (3)
Second Semester
MATH 112* (3)
FAMR 230*, HDFS 230* (3)
ED 283* (3)
ED 289* (3)

Third Semester
HWST 107* (3)
Natural Science Courses (7-10 credits)
   AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)
   AA/DP: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)
   Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.
ED 284* (3)
ED 277* (3)
ED 278* (any alpha) (3)

Fourth Semester
THEA 221 (3)
ED 276* (3)
ED 294* (3)

* For students transferring to the UHM & UHWO College of Education Programs, a grade of “C” or higher is required in these courses.

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (H) course.

Please refer to http://www.hawaii.edu/gened/articulation_kapcc.htm for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.
ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN ELEMENTARY EDUCATION AND SECOND LANGUAGE TEACHING
(60 SEMESTER CREDITS)

Program Description: The AA degree in Liberal Arts with a concentration in Elementary Education and Second Language Teaching prepares students to transfer to four-year institutions. This 60-credit program satisfies all of the requirements for the AA degree in Liberal Arts and also provides students with solid knowledge and skills to be successful in entering a university teacher education dual-prep program in Elementary Education and Second Language Teaching. The degree provides students with an understanding of the school system and its diverse student population in Hawai‘i, the process for becoming a certified teacher in Hawai‘i, classroom management strategies, a framework for second language learning and teaching, skills and strategies for second language teaching, legal issues and advocacy strategies to support second language learners, linguistic principles to support second language learning, and innovative ways to use technology to enhance student learning. The degree also provides students with numerous opportunities to discuss and research current issues and challenges in Education, advocate for students and their families, and engage in numerous field experiences with working with preK-12 students in classroom settings. Personalized advising and a carefully planned course sequence enable students to successfully transfer to baccalaureate institutions in Hawai‘i that have education and language-related dual-prep majors, such as the College of Education / Multilingual Learners Program at the University of Hawai‘i at Mānoa.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Elementary Education and Second Language Teaching:
In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in Elementary Education and Second Language Teaching should be able to:

- Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
- Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.
- Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other global communities.
- Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
- Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities.
• Build and maintain partnerships with students, their families, school personnel, and community stakeholders to positively impact students' lives.
• Advocate for quality education and the right to education for all learners.
• Apply critical thinking, reflection, and problem-solving skills to make informed decisions as a teacher.
• Conduct educational research using sound quantitative and qualitative methods.
• Demonstrate professionalism, ethical practices, and effective communication and collaboration skills in all interactions and situations as a teacher.
• Assessments, (e) classroom management techniques, including specific behavioral supports/strategies to foster positive and inclusive learning environments for all students.
• Reflect on, appraise, and increase personal and professional development and efficacy as a teacher.
• Demonstrate an ability to effectively facilitate the language development of students based on individual language needs.

ASSOCIATE IN ARTS DEGREE CURRICULUM,
LIBERAL ARTS
WITH A CONCENTRATION IN ELEMENTARY EDUCATION AND SECOND LANGUAGE TEACHING
(60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 111* (3)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
ED 285* (3)
ED 290* (3)

Second Semester
MATH 112* (3)
FAMR 230*, HDFS 230* (3)
ED 283* (3)
ED 289* (3)

Third Semester
HWST 107* (3)
Natural Science Courses (7-10 credits)
AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)
AA/DP: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)
Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.

ED 284* (3)
ED 277* (3)
ED 278* (any alpha) (3)

Fourth Semester
THEA 221 (3)
THEA 221 is used for the OC requirement.
ED 276* (3)
ED 294* (3)

* For students transferring to the UHM & UHWO College of Education Programs, a grade of “C” or higher is required in these courses.

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (H) course.

Please refer to http://www.hawaii.edu/gened/articulation_kapcc.htm for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ASSOCIATE IN ARTS,
LIBERAL ARTS
WITH A CONCENTRATION IN SECONDARY EDUCATION
(60 SEMESTER CREDITS)

Program Description: The AA degree in Liberal Arts with a concentration in Secondary Education provides students with a 60-credit program that satisfies all of the requirements for the AA degree in Liberal Arts, and prepares them with the necessary competencies to be successful in applying to a teacher licensure-track program at baccalaureate institutions, and/or working as an educational paraprofessional in middle school and high school settings. Targeted advising and a carefully planned course sequence also enable students to successfully transfer to
university teacher education programs in Hawai‘i that have education-related majors, such as the University of Hawai‘i at Mānoa, College of Education and the University of Hawai‘i at West Oahu. Furthermore, this degree creates a pathway for students interested in pursuing other education-related careers.

Program Student Learning Outcomes for the AA in Liberal Arts with a concentration in Secondary Education:
In addition to the general student learning outcomes of the AA Liberal Arts program in critical thinking, information retrieval and technology, oral communication, quantitative reasoning, written communication and understanding of self and community, students completing the Associate in Arts in Liberal Arts with a concentration in Secondary Education should be able to:

- Reflect on, appraise, and increase personal and professional development and efficacy as a teacher.
- Advocate for quality education and the right to education for all learners.
- Apply critical thinking, reflection, and problem-solving skills to make informed decisions as a teacher.
- Conduct educational research using sound quantitative and qualitative methods.
- Demonstrate professionalism, ethical practices, and effective communication and collaboration skills in all interactions and situations as a teacher.
- Develop and/or utilize: (a) appropriate curricula, (b) technology, (c) instructional approaches, (d) assessments, (e) classroom management techniques, including specific behavioral supports/strategies to foster positive and inclusive learning environments for all students.
- Build and maintain partnerships with students, their families, school personnel, and community stakeholders to positively impact students' lives.

ASSOCIATE IN ARTS DEGREE CURRICULUM,
LIBERAL ARTS
WITH A CONCENTRATION IN SECONDARY EDUCATION
(60 CREDITS)

Fourth Semester
ENG 100, ESL 100 (3)
MATH 100, MATH 103, MATH 112, MATH 115, MATH 132, MATH 135, MATH 140, MATH 215, MATH 241, MATH 242, MATH 244 (3–4)
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
ED 285* (3)
ED 290* (3)

Second Semester
FAMR 230*, HDFS 230* (3)
ED 283* (3)
ED 289* (3)

Third Semester
Natural Science Courses (7-10 credits)
   AA/DB: BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3–4)
AA/DP: ASTR 110, BIOC 141, 244, CHEM 100, 161, 162, 272, 273, CE 270, 271, EE 160, 211, 260, GEOG 101, GG 103, ME 213, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274 (3-4)


Two semester courses from the above list. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.

Two courses, each course from a different group: DA, DH, or DL


AA/DL: EALL 261, 262, 269 (any alpha), 271, 272, ENG 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), HAW 261, 262, HWST 270, LLEA 239, SPAN 250

ED 284* (3)
ED 277* (3)

Fourth Semester
SP 151, 181, 251, THEA 221, 222 (3)

A minimum of 11 credits from the following list of elective courses: ASL 100, ASL 102, DEAF 201, ED 276*, ED 278*, ED 294*, SLT 102, SLT 103 (2-4)

* For students transferring to the UHM & UHWO College of Education Programs, a grade of “C” or higher is required in these courses.

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the AA curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (H) course.

Please refer to http://www.hawaii.edu/gened/articulation_kapcc.htm for the most current listing of approved Hawaiian, Asian and Pacific courses. The Hawaiian / Second language requirement may be met through the completion of first level study of approved language foreign to the student (i.e., through 102 or higher-level) and/or through demonstrated proficiency at the same level or higher. Any student who demonstrates that he or she has foreign language skills equal to the 102 level (or higher) may request a waiver of the foreign language credit requirement.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogO@hawaii.edu
ACADEMIC SUBJECT CERTIFICATES
WITHIN LIBERAL ARTS

ACADEMIC SUBJECT CERTIFICATE,
ASIAN STUDIES
(40-41 SEMESTER CREDITS)

Program Description: Kapiʻolani Community College offers its students a unique opportunity to study the languages and cultures of Asia in an interdisciplinary program leading to an Academic Subject Certificate in Asian Studies. This academic credential is included on student transcripts and may pave the way for an exciting future in a variety of professional and academic fields. Students must complete two years of an Asian language and 24 credits of related academic coursework. A grade of “C” or higher must be earned for all courses required in the certificate.

Program Student Learning Outcomes: Upon successful completion of an Academic Subject Certificate in Asian Studies a student should be able to:

- Demonstrate an understanding of his/her own culture in a comparative context relative to Asia—that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
- Use knowledge of Asian issues, Asian cultural frames of reference, and alternate perspectives to think critically and solve problems.
- Communicate and engage with people in Asian language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive).
- Use writing to discover and articulate ideas about Asia.

ACADEMIC SUBJECT CERTIFICATE CURRICULUM,
ASIAN STUDIES
(40-41 CREDITS)

ENG 100, ESL 100 (3)
ICS 141, MATH 100, MATH 103, MATH 112, MATH 115, MATH 132, MATH 135, MATH 140, MATH 215, MATH 241, MATH 242, MATH 244, PHIL 110, PHIL 111 (3-4)
ASAN 100 (3)

Four courses form the following list, three from DH, one from DL

AA/DH: ART 280, HIST 241, HIST 242, HUM 269, PHIL 102, REL 202
AA/DL: EALL 261, EALL 262, EALL 269, EALL 271, EALL 272

Select one language and choose four courses from the following list: CHN 101, CHN 102, CHN 201, CHN 202, CHN 290, FIL 101, FIL 102, FIL 201, FIL 202, JPN 101, JPN 102, JPN 201, JPN 202, JPN 290, KOR 101, KOR 102, KOR 201, KOR 202, KOR 290

ANTH 200, POLS 120 (3)

The issuance of this Academic Subject Certificate requires that the student must earn a grade of "C" or higher for all courses required in the certificate.
SECOND LANGUAGE BACK CREDITS: Students placed above the 101 level in Chinese, Filipino, Japanese, or Korean, offered at Kapi'olani Community College can receive at no additional cost, credits for the courses from which they are exempted upon completing the next course in the sequence with a grade of "C" or higher. Those placed above the 202 level, including native speakers of the languages, can receive full credit for the full course sequence provided they complete, with a "C" or higher, any course in any field (e.g. history, literature, culture, language, anthropology, education) in which students make significant use of the language. The judgment as to “significant use” is normally made by the instructor of the course that the student has taken. For additional details see the “Policies and Regulations” section of the current catalog.

Please note: A maximum of 8 back credits can be applied towards the Asian Studies Academic Subject Certificate. Therefore, students placed above the 201 level must make up credits, students may substitute any other courses from the Asian Studies curriculum.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ACADEMIC SUBJECT CERTIFICATE, INTERNATIONAL STUDIES
(38-41 SEMESTER CREDITS)

Program Description: Kapi'olani Community College offers its students a unique opportunity to study the languages and cultures of the world in an interdisciplinary program leading to an Academic Subject Certificate in International Studies. An Academic Subject Certificate in International Studies is a credential awarded to students who successfully complete a short-term structured series of courses in an interdisciplinary program. Students who earn a grade of “C” or higher in the required two years of coursework in a European language, and who earn a grade of “C” or higher in each course in 18 credits of related academic coursework, will be eligible for this certificate.

Program Learning Outcomes: Upon successful completion of the Academic Subject Certificate in International Studies, a globally competent student should be able to:

(Knowledge)
- Understand his/her culture in a global and comparative context -- that is, recognize that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
- Demonstrate knowledge of global issues, processes, trends, and systems (i.e., economic and political interdependency among nations, environmental-cultural interaction, transnational governance bodies, and nongovernmental organizations).
- Demonstrate knowledge of other cultures (beliefs, values, perspectives, practices, and products).

(Skills)
- Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
- Communicate and connect with people in other language communities in a range of settings for a variety
of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive).

- Use foreign language skills and/or knowledge of other cultures to extend his/her access to information, experiences, and understanding.
- Use writing to discover and articulate ideas about the world.
- Apply numeric, graphic, or other forms of symbolic reasoning accurately and appropriately.

(Attitudes)

- Appreciate the language, art, religion, philosophy, and material way of life of different cultures.
- Accept cultural differences and tolerates cultural ambiguity.
- Demonstrate an ongoing willingness to seek out international or intercultural opportunities.

ACADEMIC SUBJECT CERTIFICATE CURRICULUM,
INTERNATIONAL STUDIES
(38-41 CREDITS)

ENG 100, ESL 100 (3)
BUS 100, BUS 250, ICS 141, MATH 100, MATH 103, MATH 115, MATH 135, MATH 140, MATH 215, MATH 241, MATH 242 (3-4)

Four courses, two courses each from DH and DL.

AA/DH:

No more than one course from the following group
ART 270, HIST 231, HIST 232, PHIL 213
No more than one course from the following group
ART 280, HIST 241, HIST 242, PHIL 102
No more than one course from the following group
ART 290, HUM 269, REL 222

AA/DL

EALL 261, EALL 262, EALL 269, EALL 271, EALL 272, LLEA 239

Two courses from two different disciplines:
ANTH 200, ASAN 100, POLS 120, POLS 207

Select one language from the following list (a total of 14-16 credits):
CHN 101, CHN 102, CHN 201, CHN 202, FIL 101, FIL 102, FIL 201, FIL 202, FR 101, FR 102, FR 201, FR 202, JPN 101, JPN 102, JPN 201, JPN 202, KOR 101, KOR 102, KOR 201, KOR 202, SPAN 101, SPAN 102, SPAN 201, SPAN 202

The issuance of an Academic Subject Certificate requires that the student must earn a grade of "C" or higher for all courses required in the certificate. Any student who demonstrates that he or she has foreign language skills equal to the 202 level (or higher) in one of the languages listed above may request a waiver of the above listed language credit requirement. Any classified student at Kapi'olani Community College may apply for back credits in language. The back credits will count toward Kapi'olani Community College degrees and certificates. A student who receives a foreign language waiver but does not receive back credits must substitute other courses from the International Studies ASC curriculum to make up the credit requirements.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
ACADEMIC SUBJECT CERTIFICATE, MARINE OPTION PROGRAM (12 SEMESTER CREDITS)

Program Description: The Marine Option Program (MOP) is a unique University of Hawai‘i (UH) system wide program available to students at all UH campuses. Through MOP, students from any field of study can obtain a marine related focus within their own degree while earning an Academic Subject Certificate. MOP emphasizes experiential-based, cross-disciplinary education and provides opportunities to apply traditional coursework to practical hands-on skills through a marine related internship or research project. This certificate includes four credits of required coursework, six credits of marine related electives, and two credits of independent study / research to facilitate a unique MOP skill project where students (with faculty guidance) design and conduct a personal marine or aquatic project related to their educational goals. Completion of the MOP certificate will enhance student success in obtaining employment in any occupation where enhanced ocean awareness is applicable, or for further study at a 4-year institution.

Program Student Learning Outcomes: Upon successful completion of the Marine Option Program (MOP) Academic Subject Certificate (ASC), the student should be able to:

• Evaluate how the ocean impacts Hawai‘i’s economy and society.
• Integrate knowledge obtained from marine related course work into their academic degree pathway thereby increasing their appreciation for and engagement in Hawai‘i’s marine and aquatic ecosystems.
• Develop motivation, initiative and proficiency in their ability to design, conduct, analyze and report (both written and in oral form) a project of their choosing through the completion of the MOP skills project.

ACADEMIC SUBJECT CERTIFICATE CURRICULUM, MARINE OPTION PROGRAM (MOP) (12 CREDITS)

OCN 101 (3)
OCN 201, ZOOL 200 (3)
SCI 295BL (2)

Six credits from the list below or any marine related course accepted for the MOP certificate at other UH campuses:

    BIOL 124, BIOL 124L, BIOL 172, BIOL 172L, BIOL 265, BIOL 265L, BOT 130, BOT 130L, GG 103, HWST 100, HWST 216, OCN 201, OCN 201L, ZOOL 200, ZOOL 200L

The issuance of an Academic Subject Certificate requires that the student must earn a grade of "C" or higher for all courses required in the certificate.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
ACADEMIC SUBJECT CERTIFICATE,
SUSTAINABILITY
(14 SEMESTER CREDITS)

Program Description: The Academic Subject Certificate in Sustainability is designed to provide an interdisciplinary lens on local and global issues of sustainability, and connect students with an interest in sustainability to appropriate courses and majors. The Sustainability Option (Academic Subject Certificate in Sustainability) also includes a service-learning or independent research option to engage students with real-world solutions in an island context.

Program Mission: The Academic Subject Certificate in sustainability provides an interdisciplinary lens on local and global issues of sustainability, connecting students with an interest in sustainability to appropriate courses, majors, research, community-based applications, and emerging career fields.

Program Learning Outcomes: Upon successful completion of the Academic Subject Certificate in Sustainability, a globally competent student should be able to:

- Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other global communities.

ACADEMIC SUBJECT CERTIFICATE CURRICULUM,
SUSTAINABILITY
(14 CREDITS)

Select any three sustainability focused courses (total of 9 credits) from the following list. Please note that available class sections (CRNs) may vary from semester to semester. You must ensure that you register for a class section that has S-Focused (for Sustainability Focused) in the title listed in class availability. Class section titles without S-Focused do not fulfill the requirements for the Academic Subject Certificate (ASC) in Sustainability.

- ECON 130, ENG 100, ENG 209 (WI), ENG 272P (WI), IS 161, PACS 108, PHIL 103, SSCI 260, Any class section with S-Focused in the title

A minimum of one sustainability focused three credit science course is required. The corresponding numbered science lab section is recommended, but you could also select any Sustainability Focused (S-Focused) lab section (one credit).

- BIOL 124, BIOL 130 (3)
- BIOL 124L, BIOL 130L

Select one sustainability capstone course from the list below.

- SCI 295 (any alpha), HUM 295 (any alpha)

The issuance of an Academic Subject Certificate requires that the student must earn a grade of "C" or higher for all courses required in the certificate. Please note: When completing the ASC along with an Associate in Arts (AA) degree in Liberal Arts, students must complete two writing intensive (WI) courses, and must also complete one Hawaiian, Asian and Pacific Issues (HAP) course to meet the AA requirements.
Students participating in the ASC in Sustainability will complete a co-curricular orientation module: Introduction to Sustainability in Hawai‘i.

Students who have successfully completed one or more Sustainability Focused class sections at Kapi‘olani Community College (beginning 2014) may petition for the back credit to be applied to the ASC in Sustainability.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
EDUCATIONAL PARAPROFESSIONALS CURRICULA

Program Description: The Educational Paraprofessional program at Kapi‘olani Community College prepares students as paraprofessionals for the State of Hawai‘i Department of Education (DOE) to work with individuals with special needs in K-12 classroom settings. The program is intended to serve educational assistants presently working in the field to update and refine their skills and individuals preparing for work in Hawai‘i’s classrooms, especially in serving students with special needs.

ASSOCIATE IN SCIENCE, EDUCATIONAL PARAPROFESSIONAL WITH A SPECIALIZATION IN SECOND LANGUAGE TEACHING (60-62 SEMESTER CREDITS)

Program Description: The AS degree for Educational Paraprofessionals with a specialization in Second Language Teaching (SLT) will prepare students to work as assistants with English as a Second Language (ESL) students in various classroom settings, including public and private, K-12 and adult education settings, locally and abroad. The program is intended to serve ESL teachers and assistants presently working in the field to update and refine their skills and individuals preparing for work in the field of ESL.

Program Student Learning Outcomes: Upon successful completion of the AS degree, Educational Paraprofessional with a specialization in Second Language Teaching, the student should be able to:

• Use informed decision making to function effectively in the classroom, school, local, and professional communities.
• Use communication skills to work effectively with students, their families, school administrators, teachers, staff, and other related personnel.
• Use instructional and behavioral management strategies to facilitate a positive learning environment for students.
• Demonstrate professionalism and ethical practices in the classroom, school, local, and professional communities.
• Demonstrate knowledge and skills specific to the instruction and support of ELL students in a variety of settings.
• Demonstrate an ability to effectively facilitate the language development of students based on individual language needs.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, EDUCATIONAL PARAPROFESSIONALS, SECOND LANGUAGE TEACHING (60-62 CREDITS)

First Semester
ENG 100, ESL 100 (3)
PHIL 110*, MATH 111*, MATH 100* or higher-level mathematics (3-4)
ART 101, MUS 253 (3)
HIST 151, HIST 152, AA Global and Multicultural Perspectives Elective (3)
HWST 107*, HWST 284*, HWST 288*, PACS 108*

**Second Semester**
BIOL 101/101L, 130/130L, BOT 101/101L, 130/130L, MICR 130/140, PHYL 141/141L, 142/142L, 200/200L (4-5)
LING 102 (3)
FAMR 230, HDFS 230 (3)
SP 251 (3)
SLT 103 (3)

**Third Semester**
LANG 101 (4)
ED 125*, ED 170* (3)
ED 285 (3)
SLT 102 (3)
SLT 203 (3)

**Fourth Semester**
CHEM 100, 161, GEOG 101, GG 103, PHYS 151 (3)
LANG 102 (4)
SLT 202 (3)
SLT 290 (3)

*Choices of courses will depend on future goals and individual needs of each student.
The issuance of an AS degree requires that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

**Please note:** In order to receive the AS Educational Paraprofessional, Second Language Teaching degree a grade of "C" or higher must be maintained in all Educational Paraprofessional and SLT courses.

Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under "Associate in Science Degree Courses."

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

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**CERTIFICATE OF COMPETENCE, EDUCATIONAL PARAPROFESSIONALS EMPHASIS: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (21 SEMESTER CREDITS)**

**Program Description:** The Certificate of Competence in TESOL (Teaching English to Speakers of Other Languages) will prepare students to work as ESL assistants and teachers in various educational settings. This certificate will serve to upgrade job skills of in-service Educational Paraprofessionals in the Hawai‘i Department of Education (HIDOE) to work with English as a Second Language (ESL) students, provide
TESOL certification to in-service content teachers in the HIDOE, and provide TESOL certification necessary for students to work as ESL assistants and teachers in many international settings.

**Program Student Learning Outcomes:** Upon completion of the Certificate of Competence for Educational Paraprofessionals, Emphasis: Teaching English to Speakers of Other Languages, the student should be able to:

- Demonstrate informed decision making to function effectively in the classroom, school, local, and professional communities.
- Apply communication skills to work effectively with students, their families, school administrators, teachers, staff, and other related personnel.
- Apply instructional and behavioral management strategies to facilitate a positive learning environment for students.
- Demonstrate professionalism and ethical practices in the classroom, school, local, and professional communities.
- Apply knowledge and skills specific to the instruction and support of ELL students in a variety of settings.
- Demonstrate an ability to effectively facilitate the language development of students based on individual language needs.

**CERTIFICATE OF COMPETENCE CURRICULUM, EDUCATIONAL PARAPROFESSIONALS, EMPHASIS: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (21 CREDITS)**

ED 285 (3)
LING 102 (3)
SLT 102 (3)
SLT 103 (3)
SLT 202 (3)
SLT 203 (3)
SLT 290 (3)

The issuance of a Certificate of Competence requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
NATURAL SCIENCE CURRICULA

ASSOCIATE IN SCIENCE,
NATURAL SCIENCE
(60 SEMESTER CREDITS)

Program Description: The Associate in Science degree in Natural Science prepares students to transfer to four-year institutions. This 60 credit program provides clear, explicit, coherent pathways for students intending to transfer into Science, Technology, Engineering and Mathematics (STEM) majors at baccalaureate institutions. The program provides curricula that focus on basic science and mathematics as well as more advanced research and mentoring experiences. The degree provides students with undergraduate research opportunities as they move through STEM curricular pathways. Targeted advising and appropriate course sequencing enable efficient transfer of STEM students.

Program Student Learning Outcomes: Upon successful completion of the AS degree in Natural Science, the student should be able to:

- Apply scientific knowledge, skills, and methods to problem solving, with a special emphasis on Hawai’i, where appropriate.
- Utilize analytical reasoning or mathematical techniques to describe physical or biological phenomena.
- Conduct inquiry-based investigations using computer algorithms, engineering design reviews, and/or the scientific process.
- Critically review discipline-specific literature and effectively communicate unbiased research orally and in writing.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
NATURAL SCIENCE
WITH A CONCENTRATION IN BIOLOGICAL SCIENCES
(60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 241 (4)
Select one course from DA, DH, or DL
AA/DL: EALL 261, 262, 269 (any alpha), 271, 272, ENG 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), HAW 261, 262, HWST 270, LLEA 239, SPAN 250
CHEM 161 (3)
CHEM 161L (1)

Second Semester
CHEM 162 (3)
Kapi'olani Community College Programs 2020 – 2021, page 183

CHEM 162L (1)
BIOL 171 (3)
BIOL 171L (1)

Third Semester

AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150

ANTH 200, 210, ASAN 100, BOT 105, COM 201, DEAF 201, ECON 120, 130, 131, ED 284, 289, ES 101, FAMR 230, HDFS 230, HWST 255, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 207, PSY 100, 170, 212, 240, 250, 260, 270, SLT 102, 103, SOCS 225, SP 181, SSCI 200, SOC 100, 214, 218, 231, 251, 257, WS 202 (formerly cross-listed as PSY 202)

BIOL 172 (3)
BIOL 172L (1)

Fourth Semester

BIOL 265, BIOL 275 (3)
BIOL 265L, BIOL 275L (1-2)

Elective courses (20-21 credits). ** Indicates strongly recommended for this concentration.

The issuance of an AS degree require that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
NATURAL SCIENCE
WITH A CONCENTRATION IN PHYSICAL SCIENCE
(60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 241 (4)

CHEM 161 (3)
CHEM 161L (1)

Second Semester
CHEM 162 (3)
CHEM 162L (1)
MATH 242 (4)
PHYS 170 (3)
PHYS 170L (1)

Third Semester
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150

ANTH 200, 210, ASAN 100, BOT 105, COM 201, DEAF 201, ECON 120, 130, 131, ED 284, 289, ES 101, FAMR 230, HDFS 230, HWST 255, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 207, PSY 100, 170, 212, 240, 250, 260, 270, SLT 102, 103, SOCS 225, SP 181, SSCI 200, SOC 100, 214, 218, 231, 251, 257, WS 202 (formerly cross-listed as PSY 202) (3)

PHYS 272 (3)
PHYS 272L (1)

Fourth Semester
BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 141, 142, 160, PSY 230, ZOOL 200 (3-4)

Elective Courses (17 credits) ** indicates strongly recommended for this concentration

The issuance of an AS degree require that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.
If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

ASSOCIATE IN SCIENCE DEGREE CURRICULUM, NATURAL SCIENCE WITH A CONCENTRATION IN INFORMATION AND COMMUNICATIONS TECHNOLOGY (60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 241 (4)
CHEM 161 (3)
CHEM 161L (1)

Second Semester
CHEM 162 (3)
CHEM 162L (1)
ICS 111 (3)
ICS 141 (3)
PHYS 151 (3)
PHYS 151L (1)

Third Semester
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
ANTH 200, 210, ASAN 100, BOT 105, COM 201, DEAF 201, ECON 120, 130, 131, ED 284, 289, ES 101, FAMR 230, HDFS 230, HWST 255, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 207, PSY 100, 170, 212, 240, 250, 260, 270, SLT 102, 103, SOCS 225, SP 181, SSCI 200, SOC 100, 214, 218, 231, 251, 257, WS 202 (formerly cross-listed as PSY 202)
ICS 211 (3)
ICS 241 (3)

Fourth Semester
ICS 212 (3)

Elective Courses (14 credits) ** indicates strongly recommended for this concentration
ASTR 110, BIOC 141, BIOC 244, BIOL 101, BIOL 124, BIOL 171, BIOL 171L, BIOL 172, BIOL 172L, BIOL 265, BIOL 265L, BIOL 275, BIOL 275L, BOT 201, BOT 201L, CHEM 272, CHEM 272L, CHEM 273, EE 211, EE 260, EE 296, GG 101L, GG 103, ICS 101**, ICS 110**, MATH 100, MATH 115, MATH 242**, MICR 130, MICR 140, MICR 161, MICR 230, MICR 240, OCN 201, PHYL 141, PHYL 141L, PHYL 142, PHYL 142L, PHYL 160, PHYL 160L, PHYS 152**, PHYS 152L**, PHYS 170, PHYS 170L, PHYS 272, PHYS 272L, PHYS 274, SCI 295, ZOOL 200, ZOOL 200L; Any course on the KapCC AA/DA, AA/DH, or AA/DL list that has not already been sued to fulfill General Education requirements; Any 101/102/201/202 course that fulfills the KapCC AA/HSL (Hawaiian or Second Language) requirement.

The issuance of an AS degree require that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogO@hawaii.edu

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
NATURAL SCIENCE
WITH A CONCENTRATION IN ENGINEERING
(60 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 241 (4)
CHEM 161 (3)
CHEM 161L (1)
EE 160 (4)

Second Semester
CHEM 162 (3)
MATH 242 (4)
PHYS 170 (3)
PHYS 170L (1)
Third Semester
AA Global and Multicultural Perspectives Electives
(2 courses, each course from a different group: A, B, or C)
Group A (FGA) ANTH 151, HIST 151;
Group B (FGB) ANTH 152, GEOG 102, HIST 152, SSCI 102;
Group C (FGC) GEOG 151, MUS 107, REL 150
ANTH 200, 210, ASAN 100, BOT 105, COM 201, DEAF 201, ECON 120, 130, 131, ED 284, 289, ES 101, FAMR 230, HDFS 230, HWST 255, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 207, PSY 100, 170, 212, 240, 250, 260, 270, SLT 102, 103, SOCS 225, SP 181, SSCI 200, SOC 100, 214, 218, 231, 251, 257, WS 202 (formerly cross-listed as PSY 202) (3)
PHYS 272 (3)
PHYS 272L (1)
MATH 243 (4)
CE 270, EE 211 (3-4)

Fourth Semester
MATH 244 (4)

Elective courses (5-6 credits) ** indicates strongly recommended for this concentration

The issuance of an AS degree require that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

CERTIFICATE OF ACHIEVEMENT, BIOTECHNOLOGY
(43 SEMESTER CREDITS)

Program Description: Biotechnology is a commercial, medical or research endeavor that uses living cells or their components to create useful products. The applications of biotechnology are widely employed in pharmaceuticals, fermentation technologies agriculture, the diagnosis and prevention of disease, vaccine development and production, forensics and bioremediation. The Certificate of Achievement in Biotechnology prepares students for entry-level employment in the biotechnology industry and research labs. Students learn basic laboratory skills, equipment operation and maintenance, quality control, safety and good manufacturing practices.
Program Student Learning Outcomes: Upon successful completion of this program, the student should be able to:

- Demonstrate competence in performing fundamental laboratory procedures and protocols common to biotechnology research, development and production in the fields of molecular biology, bacteriology, cell biology, biochemistry and immunology.
- Apply the scientific method to experiment and conduct research logically and safely following all safety, operational and record keeping protocols and apply knowledge to formulate and test hypotheses and analyze results and troubleshoot problems as well as to anticipate biological, chemical and other hazards.
- Analyze, research, and synthesize laboratory and published data using appropriate bioinformatics computational tools and software, and report results in standard scientific formats such as poster, oral and written presentations.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, BIOTECHNOLOGY (43 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 135 (3)
CHEM 161 (3)
CHEM 161L (1)
MICR 130 (3)
MICR 140 (2)

Second Semester
CHEM 162 (3)
CHEM 162L (1)
BIOL 171 (3)
BIOL 171L (1)
MICR 161 (2)

Third Semester
CHEM 272 (3)
CHEM 272L (2)
BIOL 172 (3)
BIOL 172L (1)

Fourth Semester
BIOL 275 (3)
BIOL 275L, MICR 240 (2)
MICR 230 (3)
SCI 295MI (1)

The issuance of a Certificate of Achievement requires that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate.
Please note: For the Certificate of Achievement in Biotechnology, a grade of "C" or higher must be maintained in all required courses.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

CERTIFICATE OF ACHIEVEMENT, STEM EDUCATION
(37-39 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in STEM Education provides a curricula that focus on basic Science, Technology, Engineering and Mathematics (STEM) as well as a solid knowledge and skills in Education. This Certificate provides a clear pathway for students planning to be secondary school educators in STEM.

Program Student Learning Outcomes: Upon successful completion of this program, the student should be able to:

- Use instructional and behavioral management strategies to facilitate a positive learning environment for students.
- Demonstrate knowledge and skills specific to the instruction and support of students in a variety of settings.
- Use informed decision making to function effectively in the classroom, school, local, and/or professional communities.
- Demonstrate professionalism and ethical practices in the classroom, school, local, and professional communities.
- Use communication skills to work effectively with students, their families, school administrators, teachers, staff, and other related personnel.
- Apply scientific knowledge, skills, and methods to problem solving, with a special emphasis on Hawai‘i, where appropriate.
- Conduct inquiry-based investigations using computer algorithms, engineering design reviews, and/or the scientific process.
- Utilize analytical reasoning or mathematical techniques to describe physical or biological phenomena.
- Critically review discipline-specific literature and effectively communicate unbiased research orally and in writing.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, STEM EDUCATION
(37-39 CREDITS)

First Semester
ENG 100, ESL 100 (3)
MATH 241 (4)
CHEM 161 (3)  
CHEM 161L (1)  
ED 277 (3)  

Second Semester  
BIOL 171 (3)  
BIOL 171L (1)  
ICS 101, EE 160, ICS 111 (3-4)  
ED 284 (3)  
ED 285 (3)  

Third Semester  
PHYS 151, PHYS 170 (3-4)  
PHYS 151L, PHYS 170L (1)  
ED 289 (3)  
ED 290 (3)  

The issuance of a Certificate of Achievement in STEM Education requires that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

CERTIFICATE OF COMPETENCE, BIOTECHNOLOGY (12 SEMESTER CREDITS)

Program Description: The Certificate of Competence in Biotechnology prepares students for entry level work in laboratories specializing in microbiology, molecular biology, cell biology and immunology. The curriculum offers a strong theoretical foundation in biotechnology and extensive opportunities for honing the laboratory skills needed to work in biotech laboratories. This certificate is particularly suited as a supplemental credential for students in the Medical Laboratory Technician program.

Program Student Learning Outcomes: Upon successful completion of this program, the student should be able to:

• Demonstrate competence in performing fundamental laboratory procedures and protocols common to biotechnology research and development in the fields of molecular biology, microbiology, cell biology, biochemistry and immunology.
• Apply the scientific method to experiment and conduct research logically and safely following all safety, operational and record keeping protocols and apply knowledge to formulate and test hypotheses and analyze results and troubleshoot problems as well as to anticipate biological, chemical and other hazards.
• Analyze, research, and synthesize laboratory and published data using appropriate bioinformatics computational tools and software, and report results in standard scientific formats such as poster, oral
and written presentations.

CERTIFICATE OF COMPETENCE CURRICULUM, BIOTECHNOLOGY (12 CREDITS)

First Semester
MICR 130 (3)
MICR 140 (2)
MICR 161 (2)

Second Semester
MICR 230 (3)
MICR 240 (2)

The issuance of a Certificate of Competence requires that the student must earn a cumulative grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the certificate. Please note: For the Certificate of Competence in Biotechnology, a grade of “C” or higher must be maintained in all required courses.

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
NEW MEDIA ARTS CURRICULA

The New Media Arts program at Kapi'olani Community College prepares students for professional work in the fields of digital media design, computer animation, and the converging industries that require advanced skills in multimedia design and production. The program is intended to serve professionals updating and refining their job skills and students preparing for a career in digital design or production. The program integrates classroom instruction with hands-on production skills in a learning environment that encourages the collaborative process inherent in professional multimedia design and production.

Special Admission Requirements for New Media Arts: Program application materials including official transcripts, portfolios, and essays must be received by April 1 for fall semester admission. Grade reports for spring courses are due May 30.

The prerequisites must be completed before entry into the New Media Arts AS degree program. Completion of coursework and grades will be considered in selecting students for the program. Admission to the New Media Arts program is based on a competitive selection of students. The criteria for selection include:
1. Grades for prerequisite courses.
2. Visual Art Portfolio.

Program Description for specialization in Animation:
The Associate in Science degree, New Media Arts with a specialization in Animation, prepares students for careers in 3D computer animation, video game development, and emerging industries employing 3D computer graphics.

The program is intended to serve professionals updating and refining their job skills and students preparing for a career in animation. The program integrates classroom instruction with hands-on production experience in a learning environment that encourages the collaborative process inherent in professional practice.

The Associate in Science degree, New Media Arts with a specialization in Animation, will introduce students to the field of 3D computer animation, exploring the complex interplay of theory, aesthetics, technology, and production methodologies.

Program Prerequisites for specialization in Animation:
1. Any Written Communication (FW) course.
2. Any Symbolic Reasoning (FS) course.
3. ART 101, ART 107, ART 112, ART 113, ART 115, ART 116 or ART 123.
5. Any KapCC AS Natural Sciences Elective.
ASSOCIATE IN SCIENCE,
NEW MEDIA ARTS
WITH A SPECIALIZATION IN ANIMATION
(72-77 SEMESTER CREDITS)

Program Student Learning Outcomes: Upon successful completion of the AS degree in New Media Arts with a specialization in Animation, the student should be able to:

- Apply knowledge of the theory, history, and principles of design and/or 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.
- Participate as a team member to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.
- Communicate effectively both visually and verbally in the classroom, community, and/or industry.
- Synthesize the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
NEW MEDIA ARTS
WITH A SPECIALIZATION IN ANIMATION
(72-77 CREDITS)

Pre-Program Semester 1
ENG 100, ESL 100 (3)
AS Social Sciences Elective (100 level or higher) (3-4)
ART 107 (3)
ART 112 (3)
ART 113 (3)

Pre-Program Semester 2
BUS 100, MATH 112, 135, 140, 244, PHIL 110, BUS 250, MATH 115, 132, 215, PHIL 111, ICS 141, MATH 100, 103, 241, 242 (3-4)
ART 101 (3)
AS Natural Sciences Elective (3-4)
ART 116, ART 123 (3)
ART 115 (3)

First Semester
ART 126 (3)
ART 156 (3)
ART 202 (3)
ART 214 (3)

Second Semester
ART 157 (3)
ART 212 (3)
ART 226 (3)
ART 247 (3)
Third Semester
ART 246 (3)
ART 256 (3)
ART 284 (6)
ART 293, ART 294 (3-6)

Fourth Semester
ART 284 (6)
ART 293, ART 294 (3-6)
ART 296 (3)

The issuance of an AS degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.
Please note: Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under "Associate in Science Degree Courses."

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu

Program Description for a specialization in Interface Design:
The Associate in Science degree, New Media Arts with a specialization in Interface Design, prepares students for careers as interface designers with a focus on web design. Interface Design course topics include graphic design, web design, front-end interface programming, typography, graphic symbolism, digital multimedia, and motion graphic design. Additional courses include digital imaging, design history and portfolio development.

The program is intended to serve students preparing for a career in interface design and professionals updating and refining their job skills. The program integrates classroom instruction with hands-on production skills in a learning environment that encourages the full design process for interface design as dictated by the industry and utilized in the field.

The Associate in Science degree, New Media Arts with a specialization in Interface Design, will introduce students to the theory, technology, aesthetics, business, and production process of interface design.

Program Prerequisites for a specialization in Interface Design:
1. Any Written Communication (FW) course.
2. Any Symbolic Reasoning (FS) course.
5. Any KapCC AS Natural Sciences Elective.

ASSOCIATE IN SCIENCE,
NEW MEDIA ARTS
WITH A SPECIALIZATION IN INTERFACE DESIGN
(69-74 SEMESTER CREDITS)

Program Description: The Associate in Science degree, New Media Arts with a specialization in Interface Design, prepares students for careers as interface designers with a focus on web design. Interface Design course topics include graphic design, web design, front-end interface programming, typography, graphic symbolism, digital multimedia, and motion graphic design. Additional courses include digital imaging, design history and portfolio development.

The program is intended to serve students preparing for a career in interface design and professionals updating and refining their job skills. The program integrates classroom instruction with hands-on production skills in a learning environment that encourages the full design process for interface design as dictated by the industry and utilized in the field.

The Associate in Science degree, New Media Arts with a specialization in Interface Design, will introduce students to the theory, technology, aesthetics, business, and production process of interface design.

Program Student Learning Outcomes: Upon successful completion of the AS degree in New Media Arts with a specialization in Interface Design, the student should be able to:

- 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.
- Participate as a team member to make collaborative decisions toward shared objectives with civility, interpersonal skills, and a respect for cultural diversity.
- Communicate effectively both visually and verbally in the classroom, community, and industry.
- Synthesize the concepts and skills in the creation of a culminating project that integrates conceptual thinking and aesthetic application.

ASSOCIATE IN SCIENCE DEGREE CURRICULUM,
NEW MEDIA ARTS
WITH A SPECIALIZATION IN INTERFACE DESIGN
(69-74 CREDITS)

Pre-Program Semester 1
ENG 100, ESL 100 (3)
AS Social Sciences Elective (100 level or higher ) (3)
ART 112 (3)
ART 115 (3)

Pre-Program Semester 2
BUS 100, MATH 112, 135, 140, 244, PHIL 110, BUS 250, MATH 115, 132, 215, PHIL 111, ICS 141, MATH 100, 103, 241, 242 (3-4)
ART 101 (3)
AS Natural Sciences Elective (3-4)
ART 107 (3)
ART 113 (3)

First Semester
ART 120 (3)
ART 125 (3)
ART 127 (3)
ART 159 (3)

Second Semester
ART 128 (3)
ART 202 (3)
ART 229 (3)

Third Semester
ART 249 (3)
ART 258 (3)
ART 293, ART 294 (3-6)
ART 285 (6)

Fourth Semester
ART 129 (3)
ART 293, ART 294 (3-6)
ART 285 (6)
ART 295 (3)

The issuance of an AS degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

Please note: Lists of AS elective courses (KapCC AS/AH, AS/NS and AS/SS) are in the college catalog under "Associate in Science Degree Courses."

If required, information about this degree or certificate program can be made available in an alternative format upon request to catalogQ@hawaii.edu
LIFELONG LEARNING

CERTIFICATE OF COMPETENCE, SAFETY, INJURY PREVENTION AND CONDITIONING TECHNIQUES FOR COACHES I

Certificate Description: This program of study is intended to prepare coaches, at all levels, to recognize and respond to emergencies that may occur during practice and athletic competition; to prepare coaches to recognize, prevent, and care for basic athletic injuries; to assist the professional medical team by initiating the proper care; to design conditioning programs which will enhance sport performance while minimizing the potential for injury. As a courtesy to the student, the skills proficiency and written exam for the American Red Cross Certification in CPR and First Aid will be offered following the course.

Certificate Objectives:
• Provide the basic first aid procedures in the event of an injury.
• Provide theory and practice of Cardio Pulmonary Resuscitation in the event of an emergency.
• Provide the basic principles of injury recognition, as well as strategies for the care and prevention of athletic injuries.
• Provide the principles of personal hygiene and basic precautions for preventing disease transmission when dealing with bodily fluids.
• Provide the basic principles of injury prevention, conditioning, and strength training while creating athletic conditioning programs.
• Provide guidelines for the role of coach as a sports medicine team member in accordance with all school/organization policies and procedures.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Safety, Injury Prevention and Conditioning Techniques for Coaches I, the student should be able to:
• Recognize and respond appropriately to sudden illness, bone and joint injuries, and burns following American Red Cross guidelines.
• Recognize and respond appropriately to cardiac emergencies following American Red Cross guidelines.
• Assemble a first aid kit.
• Follow American Red Cross guidelines for preventing disease transmission.
• Design strength & conditioning programs that will enhance sport performance while minimizing the potential for overuse and acute injury.
• Respond appropriately to directions/requests by other members of the medical team.

Certificate of Competence Requirements: The above objectives will be satisfied by satisfactory completion of the following continuing education course:
Safety, Injury Prevention and Conditioning Techniques for Coaches I (13.5 hours).

As a courtesy to the student, the skills proficiency and written exam for the American Red Cross Certification in CPR and First Aid will be offered following the course. The issuance of this Certificate of Competence requires
that the student’s work has been evaluated and determined to be satisfactory. The student must pass all skills proficiencies, as well as achieve a minimum grade of 80% on a written exam in order to earn this Certificate of Competence.
CONTINUING EDUCATION and TRAINING

The Office of Continuing Education and Training (OCET) is dedicated to providing customized training, professional certification, and resources towards the advancement and enrichment of Hawai‘i’s workforce, professional, and personal development.

High quality competency-based training programs and non-credit courses address immediate and future workforce and professional development needs in the areas of Health Education, Culinary, Global Learning and Development, and the Office for International Affairs. Updated, flexible, and adaptive non-credit programs offer opportunities for professional growth beyond traditional college curriculum and are delivered through face-to-face, online, and hybrid learning environments.

OCET programs:
- Workforce focused training
- Professional Development
- Certification renewal and attainment
- Customized training
- Personal Enrichment
- Student transition to postsecondary education and employment

For more information and to register, visit http://continuinged.kapiolani.hawaii.edu or email us at kccocet@hawaii.edu.

CULINARY

The Professional Development series of classes are designed for current industry professionals who are interested in fine tuning their culinary techniques and skills and current culinary students interested in going more in-depth than classroom time allows. Classes are held in the culinary arts laboratories and lecture rooms. In most cases, you have the opportunity to prepare and produce certain foods, sample, and discuss methods and techniques with the chef instructor. The culinary series are modular. This means you may pick and choose classes that fit your personal interests. In order to ensure individual attention and safety, class enrollment is limited. To enroll, please call 808-734-9211.

We are able to customize contract training sessions for employers that wish to upgrade the basic and/or advanced culinary and pastry arts skillsets of the employees. Training is also available in the areas of food safety (ServSafe), restaurant management, menu merchandising, nutrition, cooking for health and wellness, food innovation, alcohol awareness, and beer and wine education. Email frankg@hawaii.edu to arrange for a free consultation.

GLOBAL LEARNING AND DEVELOPMENT (GLAD)

Global Learning and Development specializes in workforce training and professional development in the areas of business, hospitality, customer service, communication, language, culture, and industry specific certification.
In alignment with the evolving workforce and professional demands, GLAD specializes in incorporating global competencies into skills based programs and courses to assist individuals and organizations advance their expertise and abilities in their current or future jobs. Through its public noncredit programs and courses, GLAD trains the individual so they possess the knowledge and awareness of immediate industry standards, beyond the scope of the traditional college course of study, and to succeed in their professional roles.

Opportunities for Hawai‘i’s employers in both the public and private sectors to customize professional training pathways for their business or organizational structure and expectations are available through Global Learning and Development. Some of the program highlights are the State of Hawai‘i Certification for Tour Drivers and Guides, Certification for Hospitality Supervisors, Certification for Hospitality Housekeeping Executives, Global Communications Series, and Career Success and Development Series.

For programs, courses, and registration, visit http://continuinged.kapiolani.hawaii.edu/global-learning-development/

HEALTH EDUCATION NON-CREDIT (HENC)

The Health Education Non-Credit (HENC) Program delivers courses and programs to meet the educational needs of individuals in health career training and personal health and wellness courses.

HENC programs help individuals secure the professional training needed to enter the health care job market as well as move up their career ladder with strengthened skills. HENC serves employers by providing customized training to meet their specific needs.

HENC also provides courses designed to help individuals improve their personal health and wellness via the empowerment increased information brings.

The HENC faculty and staff look forward to helping you meet your health related goals with our wide range of courses and programs.

Please send questions related to current non-credit health courses and programs to NChealth@hawaii.edu.

OFFICE FOR INTERNATIONAL AFFAIRS

The Office for International Affairs (OIA) is responsible for overseeing all international programs and activities on the University of Hawaii, Kapiʻolani Community College campus. Under OIA are the Honda International Center, the International Club, the International Café, the International Festival and International Education Week.

OIA has overall responsibility for the more than 800 international students enrolled at Kapiʻolani Community College as well as various study abroad programs for resident students. This includes the Freeman Foundation scholarship program that sends students to China, Japan and Korea for a semester of study abroad as well as a semester of intensive language training on the Kapiʻolani Community College campus. Students from all seven
University of Hawai'i Community Colleges are welcome to apply for the grants.

OIA is also involved in internationalizing all aspects of the Kapi‘olani Community College curriculum and its faculty and staff.

Any questions can be directed to Dr. Joseph Overton, Director of the Office for International Affairs (overton@hawaii.edu).
MISSION STATEMENTS and PROGRAM ACCREDITATION INFORMATION

CULINARY ARTS DEPARTMENT
Our mission is to provide a quality education in the culinary and pastry arts with an emphasis on blending the classical techniques with the global influences of Hawai‘i’s unique geographic location. This mission is achieved through a progressive curriculum, operational excellence, multi-industry alliances and the promotion of lifelong learning.

American Culinary Federation Education Foundation, Inc. (ACFEF) Accrediting Commission
180 Center Place Way
St. Augustine, FL 32095
Phone: (800) 624-9458, Fax: (904) 825-4758

HOSPITALITY AND TOURISM EDUCATION DEPARTMENT
Mission Statement
• To prepare students for immediate employment in entry-level and/or supervisory positions in the travel and tourism industry.
• For success in transferring to four-year baccalaureate programs in Travel Industry Management, Hotel/Restaurant Management or Business Administration.
• To be the first choice for education and training for Hawai‘i’s visitor industry employees and managers.
• To export the department’s expertise in hotel/restaurant operations, travel and tourism, and host culture and language applications to developing tourism countries.

Accreditation Commission for Programs in Hospitality Administration (ACPHA)
P.O. Box 400
Oxford, MD  21654
Phone: (410) 226-5527

LEGAL EDUCATION
Mission Statement
The Legal Education mission is to provide legal education to all students interested in legal studies. The credit programs prepare graduates to perform a significant role in the delivery of legal services. The department values personal fulfillment and professional development that results from lifelong learning, therefore, credit and non-credit classes, workshops, seminars, and television shows are developed and offered that respond to the needs of prospective, current, and graduate students, as well as to practicing legal professionals, the legal community, and other interested individuals.

MARKETING PROGRAM
Kapi‘olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and
transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

ACBSP Accreditation (2015), an educational accreditation. The Accreditation Council for Business Schools and Programs is a U.S. organization offering accreditation services to business programs focused on teaching and learning. https://www.acbsp.org/

ACBSP World Headquarters
11520 West 119th Street
Overland Park, KS 66213
Phone: (913) 339-9356

MEDICAL ASSISTING PROGRAM
Commission on Accreditation of Allied Health Education Programs (www.caahep.org) on the recommendation of the Medical Assistant Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, Florida 33756
Phone: (720) 210-2350
www.caahep.org

MEDICAL LABORATORY TECHNICIAN PROGRAM
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Road,
Suite 720
Rosemont, IL 60018-5119
Phone: (847) 939-3597, (773) 714-8880
FAX: 773 714-8886
Website: http://www.naacls.org

NURSING PROGRAM
Accreditation Commission for Education in Nursing, Inc. (ACEN)
3343 Peachtree Road NE,
Suite 850
Atlanta, Georgia 30326
www.acenursing.org

OCCUPATIONAL THERAPY ASSISTANT PROGRAM
Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association
4720 Montgomery Lane, Suite 200
PARALEGAL PROGRAM - ABA APPROVAL
The Paralegal Program has ABA Approval, which is the national mark of excellence for paralegal programs. The Program has enjoyed continuous ABA Approval since 1978.
American Bar Association Standing Committee on Paralegals
Legal Services Division--19th Floor
321 North Clark Street
Mail Stop 19.1
Chicago, IL 60610-4714

PHLEBOTOMY PROGRAM
Approved by:
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Road, Suite 720
Rosemont, IL 60018-5119
Phone: (847) 939-3597, (773) 714-8880
FAX: 773 714-8886
Website: http://www.naacls.org

PHYSICAL THERAPIST ASSISTANT PROGRAM
Commission on Accreditation in Physical Therapy Education (CAPTE)
American Physical Therapy Association
1111 N. Fairfax Street
Alexandria, Virginia 22314
Phone: (703) 706-5300

RADIOLOGIC TECHNOLOGY PROGRAM
Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, suite 900
Chicago, Illinois 60606-2901
Phone: (312) 704-5300

RESPIRATORY CARE PROGRAM
Committee on Accreditation for Respiratory Care (CoARC)
1248 Harwood Road
Bedford, Texas 76021-4244
Phone: (817) 283-2835 or 1-800-874-5615

RETAIL MANAGEMENT PROGRAM
WAFC Retail Management Certificate (2017), an industry certificate. The mission of the Western Association of Food Chains is to help the industry attract, retain and advance high potential food industry associates through exposure to educational programs and leadership opportunities.

Western Association of Food Chains
4010 Watson Plaza dr. Suite 211
Lakewood, California  90712

SUSTAINABILITY PROGRAM
Mission Statement
The Academic Subject Certificate in sustainability provides an interdisciplinary lens on local and global issues of sustainability, connecting students with an interest in sustainability to appropriate courses, majors, research, community-based applications, and emerging career fields.
APPENDIX

E kuhikuhi pono i na au iki a me na au nui o ka ‘ike
(Instruct well in the little and the large currents of knowledge)

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Carol Hoshiko
Assistant Dean of College and Community Relations

Lisa Radak
Dean of Health Academic Programs

David Napoleon
Dean of Arts and Sciences

Joanne Whitaker
Executive Assistant to the Chancellor

FACULTY

Abara, Florentino
MEd 1998, University of Hawai‘i at Mānoa

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MSN 2007, Hawai‘i Pacific University

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Alexander, Mark
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MS 2007, University of California Davis

Amos, Gabriel  
PhD 2008, University of California Davis

Anderson, Austin  
PhD 2010, University of Hawai‘i at Mānoa

Aquino, Rodney  
MPH 1995, University of Hawai‘i at Mānoa

Au Hoy, Jennifer  
AS 2014, Kapiʻolani Community College

Augustine, Kelie  
BS 2013, University of Hawai‘i at Mānoa

Augustin, Rosario  
MSN 2004, University of Hawai‘i at Mānoa

Barnes, Leaugeay  
MS 2009, Oklahoma State University

*Bautista, Maria  
PhD 1987, University of the Philippines

Berestecky, John  
PhD 1988, University of Hawai‘i at Mānoa

Borza, Edmund  
BA 1996, University of Hawai‘i at West O‘ahu

Boyer, Karen  
MN 1990, University of the Philippines

Branson, Candy  
PhD 2015, University of Hawai‘i at Mānoa

Broderick, Drew  
MA 2019, Bard College

Bremser, Sarah  
MA 1987, University of California at Berkeley

Bright, Lisa  
MA 2013, Hawai‘i Pacific University
Brown, David
Culinary Arts, Work Experience

Burke, Laure
EdD 2012, University of Southern California

Caballero, Edward
MBA 2010, Kaplan University

Case, Mindy
MA 2017, University of Hawai‘i at Mānoa

Cepeda, Karla
BSN 2004, Hawai‘i Pacific University

Chau, Aaron
BA 1989, University of Hawai‘i at Mānoa

Chen, Kuan-Hung
PhD 2016, University of Hawai‘i at Mānoa

Ching, Kelly Jay
MPA 2005, University of Hawai‘i at Mānoa

Chong, Martin
MEd 2000, University of Hawai‘i at Mānoa

Choy, Toni
AS 1999, Kapi‘olani Community College

Chun, Brandon
MEd 2006, University of Hawai‘i at Mānoa

Chung, Sang Don
MA 1999, University of Hawai‘i at Mānoa

Collin, Herve
MS 2002, University of Hawai‘i at Mānoa

Coloretti McGough, Angela
MEd 2000, University of California Los Angeles

Conway, Brooke
MPH 2011, University of California Berkeley

Cook, Amy
MA 2000, Azusa Pacific University

Corcoran, Hal Paul Jr
MS 2002, University of Rhode Island.
**Crutchfield, Miki**  
MS 2011, Chaminade University

**Cruz, Kahelelaniokahakai**  
MA 2007, University of Hawai‘i at Mānoa

**Davis, Harry**  
PhD 1985, University of Hawai‘i at Mānoa

**De Silva, Kauka**  
MFA 1978, Pratt Institute, Graduate School of Art & Design

**Dela Cruz, Michelle**  
MPT 2007, Hunter College

**Dela Fuente, Catherine Porscha**  
MA 2008, University of Hawai‘i at Mānoa

**Denton, Eric**  
MA 1996, University of Hawai‘i at Mānoa

**Dik, Ibrahim**  
PhD 1982, University of Hawai‘i at Mānoa

**Dik, Susan**  
MBA 1988, University of Hawai‘i at Mānoa

**Dooley, Kevin**  
BA/BBA 1979, University of Hawai‘i at Mānoa

**Dooley, Leigh**  
MA 1991, Claremont Graduate University

**Esteban, Mary Ann**  
MS 2002, University of Hawai‘i at Mānoa

**Evans, David**  
PhD 2013, University of Hawai‘i at Mānoa

**Ewan, Beau**  
MFA 2013, Florida Atlantic University

**Ferguson, Janice**  
MSN 2012, Kaplan University
Fernandez, Rosalie
MPA 2000, Chaminade University

Ford, Shawn
MA 2003, University of Hawai‘i at Mānoa

Fowler, Sharon
MEd 2008, University of Hawai‘i at Mānoa

Franco, Robert
PhD 1985, University of Hawai‘i at Mānoa

Fried, Jan
MS 1991, Western Maryland College

Fuchino-Nishida, Sheryl
MEd 1996, University of Hawai‘i at Mānoa

*Furuto, Brian
MBA 2003, Indiana University

Gargiulo, Christopher
MFA 2005, Parsons School of Design & Technology

Gonzales, Alfred H Jr.
MEd 2008, University of Hawai‘i at Mānoa

Goya, Kelli
PhD 2014, University of Hawai‘i at Mānoa

Gross, Philippe
PhD 1996, University of Hawai‘i at Mānoa

Halley, Logan P
MS 2012, Azusa Pacific University

Halverson, Richard P
PhD 1994, University of Hawai‘i at Mānoa

Hamada, Lynn
MPH 1994, University of Hawai‘i at Mānoa

Hanai, Aaron
PhD 2010, University of Hawai‘i at Mānoa

Harris, Stephen
MEd 2007, University of Hawai‘i at Mānoa

Harrison, Debbie
MSN 2003, University of Hawai‘i at Mānoa
Hay-Roe, Jillian
BSN 2010, The University of Arizona

Hefner, Carl
PhD 1994, University of Hawai‘i at Mānoa

Hiser, Krista K.
PhD 2012, University of Hawai‘i at Mānoa

*Hoshiko, Carol
MA 1984, University of Colorado, Boulder

Holmes, Christine
MA 2005, Gallaudet University

Hottenstein, Crystalyn
MSW 2004, University of Hawai‘i at Mānoa

Huang, Shiuling
MA 1999, University of Hawai‘i at Mānoa
MEd 1999, University of Hawai‘i at Mānoa

Inamine, Kathryn
BSN 2000, Hawai‘i Pacific University

Inouye, Susan
PhD 1995, University of California, Los Angeles

Itomitsu, Grant
RD 1999, Viterbo College
BS 1998, University of Hawai‘i at Mānoa

Iwao, Kimberly
JD 2004, University of California, Los Angeles

Jaworowski, Susan
JD 1983, University of California, Davis
PhD 2013, University of Hawai‘i at Mānoa

Jennings, Carl
MFA 1998, Falmouth College of Arts

Kam, Saba
MSN 2008, University of Hawai‘i at Mānoa

Kanae, Lisa
MA 2000, University of Hawai‘i at Mānoa

Kanaoka, Yoneko
MA 1998, University of Hawai‘i at Mānoa
Kaneshiro, Dyan  
MEd 2007, University of Hawai‘i at Mānoa

Kashiwada, Keith  
MA 1990, University of North Carolina at Chapel Hill

Kataoka, Yukio  
MA 1989, The Ohio State University

Kawaguchi, Tiffany Joy  
OTD 2004, Creighton University

Kawakami, Derek A.  
BBA 2005, University of Hawai‘i at Mānoa

Kawamoto, Deneen  
MEd 1998, University of Hawai‘i at Mānoa

Kealoha, May K  
PhD 2012, University of Hawai‘i at Mānoa

Kellogg, Guy  
MA 1991, Monterey Institute of International Studies

Kelly, Franklin  
MA 1999, University of Hawai‘i at Mānoa

*Keopuhiwa, Thomas  
EdD 2012, West Virginia University

Khaafidh, Dawn  
MS 2005, Portland State University

Kim-Sunada, Cera  
MS 1987, University of Hawai‘i at Mānoa

Kim, Jung Eun  
PhD 2019, University of Hawai‘i at Mānoa

Kingdon, David  
MPH 2003, University of North Carolina

Kinningham, Russell  
MS 1982, Emporia State University

Kitamura, Sheila  
MEd 2007, University of Hawai‘i at Mānoa

Kitsuwa, Dayna  
MA 2015, University of Hawai‘i at Mānoa
Kobuke, Lisa  
MA 1995, University of Hawai‘i at Mānoa

Koide, Trixy  
MEd 2005, University of Hawai‘i at Mānoa

Kong, Justin  
MA 2012, University of Hawai‘i at Mānoa

Koseki, Aaron  
PhD 1977, University of Wisconsin-Madison

Kozue, Takehiko  
MA 2008, Waseda University (Japan)

Krishna, Monomita  
MA 1990, Syracuse University

Kubota, Davin  
MA 2001, University of Hawai‘i at Mānoa

Kunimune, Mark  
MBA 2005, University of Colorado at Denver

Kuntz, Wendy  
PhD 2008, University of Hawai‘i at Mānoa

Landgraf, Kapulani  
MFA 1995, Vermont College of Norwich University

Lawhorn, Mark  
PhD 2000, University of Hawai‘i at Mānoa

Lindsey, Rachel  
PhD 2012, University of Hawai‘i at Mānoa

Lindo, Jaclyn  
PhD 2011, University of Hawai‘i at Mānoa

Losch, Kealalōkahi  
EdD 2016, University of Southern California

Lum, Anne  
MM 1985, University of Cincinnati

Maehara, Lori  
BBA 1981, University of Hawai‘i at Mānoa

Maekawa, Wesly  
MEd 1993, University of Hawai‘i at Mānoa
Maingano, Shepherd
PhD 2017, University of Phoenix, HI

Malm, Elaina
MA 1990, University of Hawai‘i at Mānoa

Malterre, Kristie
MEd 1996, University of Hawai‘i at Mānoa

Manning, Mackenzie
MS 2006, University of Hawai‘i at Mānoa

Marcos, Nicole
BSN 2008, University of Hawai‘i at Mānoa

Marin, Catherine
MSN 2013, University of Phoenix

Matute, Anne Lau
MEd 2012, Chaminade University

Melim, Cindy M K
MSW 1997, University of Hawai‘i at Mānoa

Mendonsa, David
MCHS 2014, University of Washington
MPA 2003, University of Hawai‘i at Mānoa

Meyer, Jaynee
OTD 2006, University of Southern California

Milincic, Radovan
PhD 2006, University of Hawai‘i at Mānoa

Miller, Lisa
MS 2012, University of Hawai‘i at Mānoa

Minahal, Maiana
MFA 2007, Antioch University

Mitchell, Teri
BA 1982, Stanford University

Modavi, Neghin
PhD 1992, University of Hawai‘i at Mānoa

Moody, Emily
AFA 1999, Delaware College of Art and Design
Moura, Adam
BA 1999, University of Hawai‘i at Mānoa

Nadamoto, Christine Ann
MSN 1994, University of Hawai‘i at Mānoa

Naito, Karl
MEd 1995, University of Hawai‘i at Mānoa

Nakamura, Kelli
PhD 2008, University of Hawai‘i at Mānoa

Nakaoka, Jodi
MEd 2007, University of Hawai‘i at Mānoa

Nakasone, Dale
MEd 1995, University of Hawai‘i at Mānoa

Nakoa, Elizabeth
MFA 2001, Colorado State University

Nakoa, Michaelyn
MSCP 2003, Chaminade University

*Napoleon, David
MA 2015, University of Hawai‘i at Mānoa

Nathan, Jeffrey
PhD 1996, University of Hawai‘i at Mānoa

Nishimoto, Korey
MA 2015, University of Hawai‘i at Mānoa

Noji, Francis
MA 1980, University of Hawai‘i at Mānoa

Norfleet, Barbara
MA 1971, University of Hawai‘i at Mānoa

Oda, Dale
MD 1985, University of Hawai‘i at Mānoa

Oehlers, Ai-Chin
MLIS 1999, Victoria University of Wellington

Ogata, Kathleen
PhD 1986, University of Hawai‘i at Mānoa

Ogata, Veronica
PhD 2001, University of Hawai‘i at Mānoa
Ohara, Laura  
MSN 1992, University of California

Oho, Stacey  
AS 2008, Kapi‘olani Community College

Otero, Nicole  
MA 2008, Hawai‘i Pacific University

Ottoson, Elizabeth  
MSN 1991, University of Hawai‘i at Mānoa

Overton, Joseph  
PhD 1983, University of Maryland

*Pagotto, Louise  
PhD 1987, University of Hawai‘i at Mānoa

Pai, Sunyeen  
PhD 2000, University of Hawai‘i at Mānoa

Pak, Andrew  
MA 1981, University of Hawai‘i at Mānoa

Pandya, Naresh  
PhD 1992, University of Hawai‘i at Mānoa

Peel, Jason  
AS 1999, Kapi‘olani Community College

Pena, Emerson  
MSN 2009, University of Phoenix

Perkins, Sarah Jane  
BSN 2014, University of Hawai‘i at Mānoa

Pestana, Sally  
BS 1978, University of North Dakota

Polley, Carl Anthony  
PhD 2012, University of Hawai‘i at Mānoa

Preza, Donovan  
MA 2010, University of Hawai‘i at Mānoa

Primavera, Catherine  
MA 1985, University of Hawai‘i at Mānoa
Rader, John Cuyler  
MA 2011, University of Hawai‘i at Mānoa  

*Radak, Lisa  
MBA 2013, Baker College  

Rancilio, Julie  
MA 1998, Bowling Green State University  

Reyes, John  
BS 2003, Northern Illinois University  

*Richards, John  
MBA 2007, Sullivan University  

Riley, Joyce  
MSN 2000, Vanderbilt University  

Ro, Kelvin  
No Transcript, Work experience  

Rosado, Julieta  
PhD 2010, University of Hawai‘i at Mānoa  

Ross, Michael  
MS 2012, University of Hawai‘i at Mānoa  

Sakaguchi, Lori  
MEd 2005, University of Hawai‘i at Mānoa  

Sakaue, Shannon  
MA 2006, San Jose State University  

Salinas Nakanishi, Alejandro  
MA 2002, Florida International University  

Salvador, Keahi  
MA 2000, University of Hawai‘i at Mānoa  

Santamaria, Manuel  
MBA 1998, Asian Institute of Management  

Sato, Saori  
BA 1978, Sophia University (Japan)  

Scanlan, LaVache  
MEd 2001, Chaminade University  

Seabolt, Duane  
MBA, JD 1999, University of Hawai‘i at Mānoa
Seita, Alfred
MS 1981, University of Illinois

Sellers, Kawehi
MEd 2010, University of Hawai‘i at Mānoa

Shimabukuro, James
EdD 1986, University of Hawai‘i at Mānoa

Shin, Michelle
PhD 2009, University of Hawai‘i at Mānoa

Shinagawa, Satoru
MA 1987, University of Iowa

Shing, Man wa
OTD 2014, Pacific University

Shiroma, Amy
MBA 2016, University of Hawai‘i at Mānoa

Shook, Sheryl
PhD 2002, University of California, Davis

Sickel, Jamie Lee
PhD 2016, Ohio University

Silva, Anthony
MA 2000, University of Hawai‘i at Mānoa

Singer, Steven
EdD 1994, University of Hawai‘i at Mānoa

Souza, Cheri
PhD 2015, University of Hawai‘i at Mānoa

Stevens, David
MS 2012, Hawai‘i Pacific University

Sturges, Michelle
MLIS 1988, University of Hawai‘i at Mānoa

Sunahara, Reid
MA 2004, University of Hawai‘i at Mānoa

Suwa, Kimberly
MEd 2015, University of Hawai‘i at Mānoa

Suzuki-Severa, Mitsuyo
MEd 2004, University of Hawai‘i at Mānoa
Takahashi, Ronald  
MBA 2002, Hawai‘i Pacific University

Tamamoto, Lauren  
PhD 2009, University of Illinois at Urbana–Champaign

Tan, Calvin Kok Khoon  
MAcc 1989, University of Hawai‘i at Mānoa

Tawata, Sheldon  
MS 2000, San Francisco State University

Taylor, Patricia  
MSN 2008, University of Phoenix

Tenn, Ryan  
MSN 2015, University of Hawai‘i at Mānoa

Thomas, Anna  
MLIS 2006, University of Hawai‘i at Mānoa

Thurman, Janian  
MPH 2005, San Diego State University

Toguchi, Charlotte  
MA 1970, University of Hawai‘i at Mānoa

Tokuda, Joyce  
MLIS 2009, University of Hawai‘i at Mānoa

Tominaga, Waka  
PhD 2014, University of Hawai‘i at Mānoa

Torigoe, Helen  
MEd 2013, University of Hawai‘i at Mānoa

Torres, Caroline  
PhD 2016, University of Hawai‘i at Mānoa

Tsai, Michael  
PhD 2015, University of Hawai‘i at Mānoa

Tsuchiyama, Alan  
CA 1982, Kapi‘olani Community College

Tsukano, Shirley  
BBA 1981, University of Hawai‘i at Mānoa

Tuthill, Matthew  
PhD 2003, University of Hawai‘i at Mānoa
Tyler, Jacob
MS 2011, University of Hawai‘i at Mānoa

Uedoi, David
MA 2010, University of Hawai‘i at Mānoa

Vega, Robert Lawrence
DMgt 2004, University of Phoenix

Walker, Maegen
MA 2015, University of Hawai‘i at Mānoa

Wehrman, Catherine Chow
MEd 1983, University of Hawai‘i at Mānoa

Westover, Donald P. III
MA 2002, Rochester Institute of Technology

Wetter, Daniel
AS 1996, Kapi‘olani Community College

*Whitaker, Joanne
MM 1982, New England Conservatory of Music

Wight, Elizabeth
MA 1971, University of Washington

Wolff, Nadine
MS 2001, Portland State University

Yagodich, Frank
BA 1997, University of Hawai‘i at Mānoa

Yamamoto, Louise
MEd 1973, University of Hawai‘i at Mānoa

Yamashiro, Amy Patz
MS 2005, University of Hawai‘i at Mānoa

Yang, Man Beryl
PhD 2016, University of Hawai‘i at Mānoa

Yen, Liang-Mei
MEd 1994, Rutgers University

Yoshida, Joseph
MSW 1995, University of Nevada, Las Vegas

Yoshida, Virginia
MA 1995, University of Nevada, Las Vegas
Yoshimura, Evan
MA 2009, University of Hawai‘i at Mānoa

Yoshikawa, Kristy
MS 2012, Chaminade University

Yrizarry, Lisa Ann
MBA 1994, California State University, Long Beach

Yuen, Soo-Ah
PhD 2001, University of Hawai‘i at Mānoa

Zachary, Robin
DNP 2014, University of Tennessee at Chattanooga

Zazzera, Bennett
DPT 2014, University of Miami

Zuckernick, Jeffrey
MBA 1992, University of Phoenix

*Administrator

ADMINISTRATIVE, PROFESSIONAL, & TECHNICAL EMPLOYEES

Andrade-Fujii, Colette
AS 1991, Kapi‘olani Community College

Andow, Jesse K
AS 2001, Kapi‘olani Community College

Akana, Lance
BSBA 2002, Hawai‘i Pacific University

Allen, Colleen
MS 1994, University of Hawai‘i at Mānoa

Andreshak, Kevin
BA 2004, University of Hawai‘i at Mānoa

Arakaki, Tracey Ngo
BS 2003, University of Hawai‘i at Mānoa

Asada, Gail
No Degree

Bradley, Jennifer
BA 1988, University of Hawai‘i at Mānoa
Cabatu, David Joshua  
BBA 2005, University of Hawai‘i at Mānoa

Carrero Jr., Eugene  
MBA 1990, Chaminade University

Carter, Michelle  
BA 1993, University of Hawai‘i at Mānoa

Chang, Elaine  
BBA 1991, University of Hawai‘i at Mānoa

Chin-Delong, Cynthia  
BA 2000, University of Hawai‘i at Mānoa

Ching, Kelly J  
MPA 2005, University of Hawai‘i at Mānoa

Choe, Jacob  
AS 2013, Honolulu Community College

Dave, Darshit  
MS 2018, DePaul University

Delong, Rafaela  
BA 2005, University of Hawai‘i at Mānoa

Duong, Linda Choi Har  
BBA 2012, University of Hawai‘i at Mānoa

Enokawa, Jerilynn  
MBA 2001, Hawai‘i Pacific University

Feng, Cy  
MA 1999, University of Hawai‘i at Mānoa

Fujihara, Shirley  
BBA 1987, University of Hawai‘i at Mānoa

Fujii, Melanie  
BBA 2012, University of Hawai‘i at Mānoa

Gampon, John  
BA 2012, University of Hawai‘i at Mānoa

Hamada, Helen  
BFA 1968, University of Hawai‘i at Mānoa

Han, Daniel  
BBA 2007, University of Hawai‘i at Manoa
Higa, Brandon  
MA 2005, University of Southern California

Hom, Shanna Puanani  
BA 1998, University of Hawai‘i at Mānoa

Inaba, Guy  
BS 1985, University of Hawai‘i at Mānoa

Inouye, Mary Emiko  
BBA 1987, University of Hawai‘i at Mānoa

Kashiwada, Alissa  
BA 1987, University of Hawai‘i at Hilo

Kashiwaeda, Justin  
BBA 2007, University of Hawai‘i at Mānoa

Katsuda, Linda  
BBA 2010, University of Hawai‘i at Mānoa

Kaupiko, Skye Kauanoe  
BA 2018, University of Hawai‘i at Mānoa

Kawasaki, Shiralen  
MPH 1999, University of Hawai‘i at Mānoa

Kekumu, Simeon  
BA 2016, University of Hawai‘i at West Oahu

Kim, Sun Wook  
BA 1997, Seoul National University of Science and Technology (South Korea)

Kiyabu, Shaun  
BS 2012, University of Hawai‘i at Mānoa

Lazo, Sudim Salud  
MS 2017, Old Dominion University

Lee, Staci  
BBA 2002, University of Hawai‘i at Mānoa

London, Dale  
BS 2018, William Woods University

Lowe, Raphael  
BBA 1995, University of Hawai‘i at Mānoa

Lum, Jessica  
BAS 2013, University of Hawai‘i at West Oahu
**Mahi, Joseph**  
AS 2005, Kapiʻolani Community College

**Manapat, Jessie**  
BA 2016, University of Hawaiʻi at West Oahu

**Mita, Wanda**  
AS 1983, Kapiʻolani Community College

**Muraoka, Kellen H**  
BS 2006, University of Hawaiʻi at Mānoa

**Miyaki, Takashi**  
BA 1997, University of Oregon

**Mizokawa, John**  
BBA 1978, University of Hawaiʻi at Mānoa

**Owens, Juliet A**  
BA 2002, Edinboro University

**Ocampo, Angie**  
No Degree

**Peterson, Devon K A I**  
JD 2002, University of Hawaiʻi at Mānoa

**Pierson, Denise**  
MEd 2012, University of Hawaiʻi at Mānoa

**Pope, Susan**  
MEd 1992, University of Hawaiʻi at Mānoa

**Plamann Wagoner, Kara**  
MLIS 2014, University of Hawaiʻi at Mānoa

**Quinto, Edouard**  
BA 2005, University of Hawaiʻi at West Oahu

**Reed, Roger**  
PhD 1993, University of Hawaiʻi at Mānoa

**Richards-Fung, Mona**  
AS 1981, Honolulu Community College

**Ridgeway, John Thomas**  
BA 2014, University of Hawaiʻi at Mānoa

**Sabatchi, Romyn**  
BBA 2013, University of San Diego
Sakashita, Blythe  
BA 1988, University of Hawai‘i at Mānoa

Sakata, Blake  
BA 2008, University of Hawai‘i at West Oahu

Samson, Michelle  
BA 1995, Hawai‘i Pacific University

Sato, Reid Hiroshi  
AS 2016, Kapi‘olani Community College

Shibuya, Nahoko  
BA 2010, University of Hawai‘i at Mānoa

Shimokawa, Elisha  
BBA 2013, University of Hawai‘i at Mānoa

Shirokane, Joy  
BA 1986, University of Hawai‘i at Mānoa

Taylor, James A  
MBA 2008, University of Hawai‘i at Mānoa

Taguchi, Danielle  
BBA 2008, University of Hawai‘i at Mānoa

Tamashiro, Shari  
MLISC 1999, University of Hawai‘i at Mānoa

Thurman, Douglas  
BA 2001, University of Colorado, Boulder

Todoki, Kathy Y  
No Degree

Toyama, Ryan  
BA 1999, University of Hawai‘i at Mānoa

Webb, Pamela  
BA 2008, University of Hawai‘i at Mānoa

Wong, Jayme  
BA 2007, Pacific University Oregon

Yacavone, Shawn  
BA 2001, University of Hawai‘i at Mānoa
Yamamoto, Lisa  
BBA 2002, University of Hawai‘i at Mānoa

Yamashita, Robert  
BBA 2008, University of Hawai‘i at Mānoa

Yasuda, Chad  
BS 2007, University of Hawai‘i at Mānoa

Yi, Tony  
BS 2009, University of Puget Sound

Zukeran, Damian  
BA 1998, University of Hawai‘i at Mānoa

CIVIL SERVICE EMPLOYEES  
AH YUEN, JEAN  
AKEO, SHERRI  
AKIWO, MARLEINE SCOTT  
ALOG, ONOFRE PASION  
APOSTOL, DAVID W  
AWONG, MIRRIAM L  
AZUMA, CASIE KIMIYO  
BEATE, BERNADETTE  
BEHLING, LAURA S  
BORCE, PERLY VALERA  
BUMANGLANG, ELLIOTT M  
CAOAGDAN, CONRAD V  
CARLOS, BARBARA J  
CASTILLO, DAVID L  
CHAR, DANNY YOUNG HO  
CHING, GREGORY K C  
CHING, LEAH L  
CRUZ, CYNTHIA  
DELONG, IGNACIO M  
DELOS SANTOS, RAJAH M  
DEMELLO, LEE ANN  
EMERSON, SHERRIE  
FIMBY, ADAM LEE  
GAISON-TYLER, GAIL  
GO, WILMA  
GOMES, PAUL III  
HASHIMOTO, DEREK BRIAN  
HENDERSON, MARCIA M  
HINAZUMI, GAYLE H  
HOKAMA, FRANCES  
IMADE, LORRAINE K  
ISHII, NICHOLAS ZENSO  
KAHALE-BUSTAMANTE, ZANDI
KAMAUOHA, KEITH
KANESHIGE, MARK MASATO
KATAYAMA, CLAIRE K
KAU, BRYAN
KIESEL, KRISTY K
KOU WONG, JOHNNY HENRY
KUNUKAU, SANOE
LAPITAN, FERNANDO
LAU, MARC D
LAURENCE, LINDA J
LINDO, CASEY
LEE, MICAH T A K K
MATUTE, JEFFREY OCAMPO
MERRITT, MATTHEW IVAN
MIYAHARA, CHERYL
MIYASHIRO, JAMIE K
MIYASHIRO, LLYLE K
MIYATAKI-UNE, LORI
NAKAMOTO, RENEE
NUMAZU, SHELLIE K
OHATA, ALISON M
OKADA, KEVIN I
OSHIRO, SCOT Y
PENNA, RUSSELL JR
PERDRIEL, DAVID
POTI, JERI ANN S
ROMERO, SANDRA S S
SALAS, RICARDO
SILVA, ALVIN P
SORIA, MARISSA V
SUGAI, JAMIE S
TACHINO, ANGELA M F
TAKEDA, JULIE
TERAMOTO, TIERI A K
TOMATANI, LORNA I
TY, ERIC KOBAYASHI
UEDA, KRISTI
UEKI, SCOTT J
UYEDA, CRAIG F
WALL, RENEE K
WONG, LYANNE K
YAMADA, JANICE N
YAMAMOTO, JAN H
YAMASHIRO-SOMERA, NAOMI M
YEUNG, BOBBY G W
YUEN, LORIN T W
Addendum for Veterans Administration AY 2020-2021

1. **Course Descriptions of Remedial English Courses**

   **ENG 97**
   Course Description: ENG 97 provides practice in building essential college reading, reasoning, and writing skills. Through analytical reading, critical discussion, summarizing concepts, and incorporating ideas into writing, students will learn the skills necessary to succeed in college and the workplace.

   **ENG 98**
   Course Description: ENG 98 is designed to help students successfully complete ENG 100 in one semester. ENG 98 offers students the opportunity to develop a writing process that results in focused and coherent paragraphs and the skills to identify and address patterns of errors in writing. ENG 98 also assists students in learning reading and interpretative skills and college success strategies such as time management, effective note-taking, and using technology.

2. **Descriptions of locations within the state where training is conducted.**

   **Emergency Medical Services on Kaua‘i, Maui, and Hawai‘i Island**

   Kaua‘i EMS Training @ Kaua‘i Community College. The building is called “Kaua‘i EMS Training Center.”
   
   Kaua‘i EMS Training Center
   3-1901 Kaumualii Highway
   Lihue HI 96766

   Maui EMS Training @ Maui College. The building is called “Maui EMS Training Center.”
   
   Maui EMS Training Center C/O Maui Community College
   310 Ka‘ahumanu Avenue
   Kahului HI 96732

   Hilo EMS Training @Hawai‘i Community College. The building is called “Building 380.”
   
   Hawai‘i EMS Training Center
   Hawai‘i Community College
   200 West Kāwili Street, Building 380, Rooms 36 (EMT) & 39 (MICT)
   Hilo, HI 96720

   **Nursing**

   The "nursing building" is the Health Science (HS) Complex on the lower campus of Leeward Community College: [http://www.leeward.hawaii.edu/campus-map](http://www.leeward.hawaii.edu/campus-map)
3. **Policy concerning students served by Department of Veterans Affairs education benefits, Chapter 31 and Chapter 33**
   a. Kapi‘olani Community College ensures that it 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 student borrow additional funds, on any student because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.