

UNIVERSITY OF HAWAI‘I

KAPI‘OLANI COMMUNITY COLLEGE



2011-12 CATALOG

Kūlia I Ka Nu‘u

Strive for the Highest

www.kcc.hawaii.edu

FALL 2011 Academic Calendar (8/22/11 – 12/16/11)

August 22	FIRST DAY OF INSTRUCTION
September 5	HOLIDAY: Labor Day
November 11	HOLIDAY: Veterans Day
November 24	HOLIDAY: Thanksgiving Day
November 25	Non-Instructional Day
December 8	LAST DAY OF INSTRUCTION
December 9-15	Final Examination Period
December 16	Last day of Fall 2011 semester

Spring 2012 Academic Calendar (1/9/12 – 5/11/12)

January 9	FIRST DAY OF INSTRUCTION
January 16	HOLIDAY: Martin Luther King Jr. Day
February 20	HOLIDAY: President's Day
March 2	Professional Development Day for faculty/staff. No classes in session.
March 26	HOLIDAY: Prince Jonah Kūhiō Kalanianaʻole Day
March 26 – 30	Spring Break (Campus closed)
April 6	HOLIDAY: Good Friday
May 2	LAST DAY OF INSTRUCTION
May 4 - 10	Final Examination Period
May 11	Last day of Spring 2012 semester
May 11	Commencement

Summer Session I (5/21/12 – 6/29/12)

Summer Session II (7/2/12 – 8/10/12)

**UNIVERSITY OF HAWAII
KAPI‘OLANI COMMUNITY COLLEGE**

4303 Diamond Head Road
Honolulu, Hawai‘i 96816
(808) 734-9000

www.kcc.hawaii.edu

Chancellor, Leon Richards

Board of Regents: Howard Karr, Chair; Dennis Hirota, Vice Chair; Artemio Baxa; Carl Carlson; Michael Dahilig; Ramon de la Pena; Clifford Dias; Chuck Gee; Mark Fukunaga; John Holzman; James Lee; Eric Martinson; Teena Rasmussen; Matthew Williams

This catalog provides general information about Kapi‘olani 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.

Kapi‘olani 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

Mona Lee, Vice Chancellor for Student Affairs, ‘Ilima Building 205
(808) 734-9522 monal@hawaii.edu

EMPLOYEES AND AFFIRMATIVE ACTION PLAN

Eileen Torigoe, Chief Personnel Officer, ‘Ilima Building 208
(808) 734-9575 eileent@hawaii.edu

STUDENTS WITH DISABILITIES

Kapi‘olani 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 Joselyn Yoshimura, Disabilities Services Coordinator, ‘Ilima Building 103 (808) 734-9552 joselyny@hawaii.edu

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Introduction

Ma ka hana ka 'ike.

(In working, one learns.)

As an open-door, community-based school of higher education, Kapi'olani 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 educate and train students to meet community needs.

Mission

KAPI'OLANI COMMUNITY COLLEGE...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and 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), the Associate in Technical Studies (ATS) degree, Certificate of Achievement (CA), Certificate of Competence (CO), Certificate of Completion (CC), 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. Additional degree requirements include items 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 foreign language.

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.

PHILOSOPHY OF GENERAL EDUCATION

Ma ka hana ka ‘ike.

“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 puko ‘a kani ‘Aina.

“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.

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, educational paraprofessional, exercise and sport science, educational interpreting, and legal education programs in the state, along with programs in nursing (island-wide), business, new media arts, biotechnician, culinary arts and hospitality. These programs, along with a variety of short-term credit and continuing education and training programs, lead to associate in science degrees and certificates in over 10 career fields.

Transfer Programs

The Associate in Arts (AA) 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 Hawai'i at Hilo, University of Hawai'i at Mānoa, and University of Hawai'i West O'ahu. The Associate in Science in Natural Sciences 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 O'ahu.

Continuing Education and Training Programs

Completing a degree program and beginning a career is just the first step in a life-long learning process. As the world and technology are constantly changing, Kapiʻolani Community College is dedicated to providing a wide range of short- and

long-term training options designed to help students keep up with the latest advances in a variety of areas, including computer education, sign language interpreter training, health education, arts and sciences, small business assistance, visitor industry training, historical and cultural interpretations of Hawai‘i.

A Commitment to Quality

Accreditation

Kapi‘olani 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 Board of Nursing, State of Hawai‘i, for the Practical Nursing and Associate in Science degree Nursing programs; the National League for Nursing Accrediting Commission (NLNAC) 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 Paralegal program is approved by the American Bar Association.

A Commitment to Academic Freedom

Kapi‘olani Community College, as a member of the University of Hawai‘i 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 to express ideas freely are both necessary to effective and meaningful learning experiences. All students and faculty, regardless of their 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 Hawai‘i 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 counselors. 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 acknowledge academic debt and 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

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 Hawai‘i System

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

In addition to these campuses, the University of Hawai‘i System operates learning centers and extension, research, and service programs at more than 70 sites in the state of Hawai‘i 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 Napela-Kapu-o-Kaka‘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 Women’s and Children’s Medical Center 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 postsecondary 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 program, which allows students to undertake course work leading to a baccalaureate degree. It has also added the Continuing Education and Training program, which offers short-term continuing education courses. The college is located on a scenic 44-acre site in Honolulu, on the island of O‘ahu. It is next to world-renowned 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, Kōpiko, Lama, Maile, Māmane, Mānele, Manono, Mokihana, Naio, ‘Ōhelo, ‘Ōhi‘a, ‘Ōlapa, Olonā, and Olopuā. 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.

Instructional Modalities

The College offers courses through a variety of modalities:

On campus, in person

Off campus, in person

Cable Television

Interactive Television

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 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://kcchawaii.edu/object/distancelearning.html>.

Cross-Curricular Initiatives

Kapi‘olani Community College focuses on the following cross-curricular initiatives, which serve to integrate course content, infuse skills, and provide cohesive learning contexts:

Writing Across the Curriculum and Thinking and Reasoning Emphasis

This college-wide emphasis includes both writing and thinking. It provides a multidisciplinary approach to writing as a mode of learning – a way of organizing thoughts, understanding concepts, discovering connections, and articulating and communicating ideas. Writing, thus, is a powerful tool that can assist understanding of course content and improve critical thinking. But writing does not exist in a vacuum. It is ultimately connected with other aspects of language use – reading, speaking, and listening – and has a social as well as individual dimension. Instructors from Liberal Arts and technical, occupational and professional programs are encouraged to integrate writing, reading, and thinking strategies into their course objectives and activities.

Kapi‘olani Information Technology Emphasis

Research suggests that students who have access to technology excel in their chosen career or educational field. The

Kapi‘olani Information Technology Emphasis (KITE) is Kapi‘olani Community College’s commitment to the development of knowledgeable and capable students for the 21st century information and interactive age. Kapi‘olani Community College provides an environment where students and faculty utilize technology in their learning activities. Computer labs are located throughout the campus where fast, convenient internet access is readily available.

International Education

International education at 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 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. Another important function of HIC is to develop and coordinate customized education and training programs for the University of Hawai‘i Community Colleges (UHCC) System in areas such as short- and medium-term intensive and specialized English training, American and Hawaiian culture, culinary arts, hospitality, health sciences, and information technology. In addition, HIC manages international agreements and coordinates UHCC System-wide seminars and conferences and protocol activities such as visits by international delegations.

HIC is tasked with facilitating and implementing Kapi‘olani Community College’s commitment to international education. The International Education Committee, 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
- Kaikuana and Kaikana (mentor/mentee) program

E. 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 Kapi‘olani Community College and its ESOL programs
- Orientation to Kapi‘olani 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. ESOL Intensive Transition Program

The ESOL Intensive Transition Program serves as an academic vehicle to transition students who score between 400 and 499 (paper based) or between 97 and 172 (computer based) on the Test of English as a Foreign Language (TOEFL) into the college and their academic major. After successfully completing the one-semester program, which meets 22 hours a week for 16 weeks, students are eligible to take a range of credit courses offered at Kapi‘olani Community College.

Students in the ESOL Intensive Transition Program develop their linguistic competence by studying content related to American and Hawaiian cultures and by giving oral presentations, writing a variety of assignments, listening to/watching videotapes, reading extensively, doing research, using computers and the internet, and going on field trips.

Kapi‘olani Community College’s ESOL Intensive Transition Program educational model is based on access, linguistic development, and concept/context-based learning. This model has been very successful for many international students entering U.S. colleges and universities. For more information, contact HIC at (808) 734-9312.

Service-Learning

Service-learning is a teaching and learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service-learning enhances what is taught by extending student learning beyond the classroom and providing opportunities for students to use newly acquired skills and knowledge in real life situations in their own communities. Most Kapi‘olani students (nearly 10,000 since January 1995) choose to serve at more than 70 community benefit organizations and schools in Honolulu, helping with six major issue

areas: arts, elder care, education, environment, health, and intercultural understanding. Critical reflective journals and an end-of-semester capstone essay link the students' service experience to the course curriculum. Students are encouraged to serve at least 20 hours per semester and for more than one semester. For more information, call (808) 734-9353 or email kccserve@hawaii.edu.

First-Year Experience

In keeping with Kapi'olani Community College's philosophy, which encourages students to *kūlia i ka nu'u* — reach for the highest, the college's First-Year Experience (FYE) Program sets out to welcome students from all levels of preparedness and experience and serves as a bridge for their transition into college. The program provides students with a MAP (Master Academic Plan) and the learning tools, training, and support necessary for the journey toward 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. Having this solid foundation, students will be able to *Mai nea mua aku, kūlia i ka nu'u* — “from this point on, reach the highest.” In order to achieve these goals, FYE activities include high school liaison, new student orientation, and summer bridge for transition into Kapi'olani Community College as well as college skills classes. For more information, call (808) 734-9245 or email kapstart@hawaii.edu.

Other College Initiatives

Teacher Preparation

As part of Kapi'olani Community College's mission to “prepare students to meet rigorous baccalaureate requirements...and...rigorous employment and career standards...” the Teacher Preparation Program offers high quality two-year programs to support and prepare pre-education students and educational assistants to meet the rigorous requirements of their intended programs. The TPP program prepares pre-education students to successfully transfer to a baccalaureate teacher education program, and prepare Hawai'i's Department of Education (DOE) educational assistants to meet the mandates of President Bush's No Child Left Behind (NCLB) Act of 1001. The curricular and co-curricular activities are designed to provide students opportunities for classroom experiences as they learn the fundamental concepts of education. For more information, contact the teacher preparation coordinator at (808) 734-9833.

Learning Communities

Learning communities are created when students are enrolled in the same two or more classes and when faculty integrate the content and assignments of those classes to provide all participants with a richer learning experience. Learning communities give students an active, experiential way of absorbing and applying knowledge and concepts while developing social and intellectual relationships with other students and with faculty members. Learning communities also provide a satisfying and creative experience for faculty members who gain new insights on their academic subject area and develop collaborative relationships with faculty partners and students. Each semester, a number of learning communities are offered. Details can be found in the schedule of classes.

The Honors Program

Pi'i aku a kau i ka nu'u.

(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 GPA 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. There are two types of classes: (1) Small seminar classes in which all students are participants in the program. The teaching style and course materials may be more individual than in a regular class. (1) Honors classes within regular classes in which honor students, in addition to completing the regular class requirements, work with the instructor to design and complete an honors component. All honors classes are writing-intensive. Upon completion of degrees, honor students who have completed two honors classes and maintained a cumulative GPA 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 many 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 resumes 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 more information, contact the Honors coordinator at (808) 734-9174.

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.

A group study course should not involve more than six students without 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.

After a project or program of study has been agreed upon by the faculty member and the student or student group and

approved by the department chair and the program dean, an independent study course is set up: ALPHA 299 (e.g. HWST 299) for individual study and ALPHA 199 for group study.

Student Support Services

He pao 'o ka i 'a a 'ohe kaheka lehei 'ole 'ia.

(There is no sea pool that a pao 'o does not leap into).

An active person is found everywhere, the Hawaiian proverb says. This adage is especially appropriate at Kapi'olani Community College, where student services, activities, and special programs have expanded along with the Diamond Head campus.

A Commitment to Student Services

Disability Accommodations and Support Services

The Disability Support Services Office (DSSO) is located in 'Ilima 103 and provides support services to students with documented disabilities. Auxiliary aids, support personnel such as notetakers, readers, scribes and other accommodations are available through this office. To qualify for services, students with disabilities must provide documentation of their disability. For more information, contact the counselors at DSSO (808) 734-9552.

TRIO-Student Support Services

TRIO-Student Support Services helps students succeed in college, attain their educational goal and/or transfer to four-year educational institutions. 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 do not have a baccalaureate degree) and/or have a documented disability. Students must be working toward a degree or transferring to a four-year educational institution and be a U.S. citizen or permanent resident. The student must take the English placement test and place at the English 22 level or higher 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 monitoring, personal and career counseling, financial aid advisement, workshops to enhance academic success, a course (College Success, IS 103) to assist in college transition, tutorial assistance, cultural enrichment activities, computer lab with assistive technology, laptop loans, priority registration, and Grant Aid. For more information, contact the program counselors at (808) 734-9553.

Services for Deaf and Hard-of-Hearing Students

Kapi'olani Community College has the largest population of deaf and hard of hearing students among all the campuses in the University of Hawai'i System. Since the establishment of the Gallaudet University Regional Center for the Pacific Region in 1988, the population of deaf and hard of hearing students has increased from one or two per semester to 15 per semester. The students come from a variety of educational backgrounds and geographic locations. Through coordination of services with Kapi'olani Deaf Center, Disability Support Services Office, and the State Department of Vocational Rehabilitation, a strong foundation of supplemental support has been built to assist the 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. An intensive preparatory program taught in American Sign Language has been developed for deaf and hard-of-

hearing students. Individuals desiring information about the program or 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.

Counseling

Counselors are available to assist prospective as well as enrolled students with educational, personal, and career concerns. Counseling services are available in the areas of self-evaluation, selection of majors, and academic planning. Interest inventories are also available to students, upon request, to assist them in narrowing possible career choices. In addition to individual and group counseling sessions, STAR, a degree audit program, is available to help students in their second and subsequent semesters' selection of courses. The degree audit focuses on courses to complete graduation requirements in the shortest amount of time and provides other helpful advice.

Single Parents and Displaced Homemakers Program

This is a federally funded program assisting single parents and displaced homemakers in gaining an education and marketable skills. Services include: admissions, career, and personal counseling; career exploration seminars; program information sessions; child care and financial aid information; textbook assistance; community and agency resources and scholarship search assistance.

A single parent is an individual who is unmarried or legally separated and has a minor child or children for which the parent has custody. A displaced homemaker is an individual who has lost the main source of income because of divorce, separation, disability or death of spouse, and has diminished marketable skills.

For more information, contact the Single Parents and Displaced Homemakers program at (808) 734-9504, or by e-mail at spdh@hawaii.edu. The program is located in the ‘Iliahi building, Room 201, and their website is: <http://www.kcc.hawaii.edu/object/spdh.html>

Native Hawaiian Career and Technical Education Project

Kūlia Ma Kapi‘olani, the Native Hawaiian Project at KCC (Native Hawaiian Career & Technical Education 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 in career and technical education programs complete their degrees and find employment after graduation. “Native Hawaiian” is defined as any individual whose ancestors were natives of the area that now comprises the State of Hawai‘i, prior to 1778. Services include academic support, tutorial resources, financial aid application assistance, internship development/stipend assistance and Job Readiness services. For further information, please contact the NHCTEP coordinator at (808) 734-9554.

GEAR UP Hawai‘i’s mission is to encourage more of Hawai‘i’s youth, particularly those in low-income communities, to have high expectations, stay in school, study hard, and take the courses that will enable them to have the choice to go to college. Kapi‘olani Community College is a partner institution with this federally funded project to support students to strive for college as an option after high school. Activities include college awareness, financial aid informational sessions, and college readiness for youth in this project.

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. It sponsors transfer workshops, career and transfer fairs, and career and interest testing. Access to online and print resources supports students' pathway to successful graduation. For more information, contact the coordinator at (808) 734-9500.

Academic Advising

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 counselor/advisor.
- 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 Schedule of Classes, the academic calendar and 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 course work.

Counselor Responsibilities for Academic Advising

Counselors 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 course work 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 focused on students’ successfully completing their degrees. Ka‘ie‘ie students who are eligible to be admitted to the University of Hawai‘i at Manoa may take all their courses at Kapi‘olani Community College until they are ready to transfer smoothly and successfully to UHM. Ka‘ie‘ie students will easily be able to access resources and academic advising at both institutions. Another way Student can access dual admission is through transfer. When they meet the criteria below, they can apply for admission to UHM, and under the Ka‘ie‘ie program, continue to take courses at the College.

The main goal of Ka‘ie‘ie is to help students graduate with 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 can be obtained from a brochure, available at <http://uhcc.hawaii.edu/kaieie/overview.php>.

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 Manoa Valley. The Queen’s great-great grandfather Ka‘eokulani was also the half-brother of Namanaha, who was Ka‘ahumanu’s mother. Ka‘ahumanu lived and ended her life in Manoa Valley.

The ‘ie‘ie plant stands as a metaphor for the symbiotic relationship between UHM and KCC, 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 mahi‘ole, 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 we are performing all the important protocols of growing and falling the tree and we are 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 June for the fall semester and June to November 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 www.hawaii.edu/links/manoa-h.html. 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 counselors 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 selections they make as a Kapi‘olani Community College student may help them meet University of Hawai‘i at Mānoa’s graduation requirements in addition to meeting the core requirements.

Information on transfer to University of Hawai‘i at Mānoa: manoa.hawaii.edu/admissions/undergrad/transfer.html

Listing of Kapi‘olani Community College General Education courses articulated to University of Hawai‘i at Mānoa: www.hawaii.edu/gened/articulation_kapcc.htm

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

Ho‘omi‘i: Dual Admission, Dual Enrollment at the University of Hawai‘i at Hilo

Through Ho‘omi‘i, a dual admission, dual enrollment pathway agreement, Kapi‘olani Community College students who meet admissions requirement at the University of Hawai‘i at Hilo may elect to take all their courses at Kapi‘olani. Through Ho‘omi‘i, the College and UHH will cooperate to promote successful undergraduate educational experiences for students who wish to follow curricular pathways started at KCC 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 KCC, 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 Ho‘omi‘i was chosen for this degree partnership to honor the relationship between Hilo and the namesake of our College, Queen Kapi‘olani. Kapi‘olani I, after whom Queen Kapi‘olani was named, was born in Hilo during the reign of Kalaniopu‘u in 1781. Her mother Kekikipa‘a was the daughter of Kame‘eiamoku and the sister of Ulumaheiehi Hoapili. Her father was Keawema‘uhili, a high ranking chief and a sacred one in the time of Kalni‘opu‘u.

When Kamehameha was at war with the chiefs of Hilo, Kapi‘olani 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 Ho‘omi‘i. Without the help of Ho‘omi‘i, Kapi‘olani 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 the 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 (www.uhh.hawaii.edu/catalog).

Students may transfer to University of Hawai‘i at Hilo with 24 or more baccalaureate-level 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 900 or higher. For more information about applying for admission go to www.uhh.hawaii.edu/studentaffairs/admissions/. Prospective transfer students should consult with their Kapi‘olani Community College counselor about the specific applicability of Kapi‘olani Community College courses to University of Hawai‘i at Hilo majors. The University of Hawai‘i at Hilo Transfer Guide for Kapi‘olani Community College, published by University of Hawai‘i at Hilo, is available at www.uhh.hawaii.edu/studentaffairs/advising/. 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 Counseling Center, (808) 974-7312

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

Listing of Kapi‘olani Community College General Education courses articulated to University of Hawai‘i at Hilo
hilo.hawaii.edu/studentaffairs/admissions/transfersystem.php

Searchable database of Kapi‘olani Community College course equivalences at UHH: 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 ‘Ilima 104.

Mananawai: Dual Admission, Dual Enrollment at the University of Hawai‘i—West Oahu

Kapi‘olani Community College has entered into a degree pathway partnership with the University of Hawai‘i — West O‘ahu 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 University of West O‘ahu (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://westoahu.hawaii.edu/transferring>

Listing of Kapi‘olani Community College programs and courses articulated with UHWO
westoahu.hawaii.edu/articulation

Searchable database of Kapi‘olani Community College course equivalences 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 Kapiolani 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 program 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 more 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 bachelors 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 KCC. 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 KCC. Details about the Degree Pathway Partnership are available at oregonstate.edu/dpp.

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

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

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

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, OSA Guest Speaker Series (Study With Your Buddy (SWYB) program during final exams, Campus Safety, Health and Nutrition Series), access to University of Hawai‘i at Mānoa intramural sports program, multicultural performances,

convenience services (e.g., sale of bus passes, discounted movie tickets, locker rentals, campus lost-and-found center), and social events. For more information, contact the office at (808) 734-9582.

Student Congress

The Associated Students of Kapi‘olani Community College Student Congress is a Chartered Student Organization of the University of Hawai‘i system. By charter, all students who have paid their student activity fees and maintain a GPA of 2.0 or higher are eligible to become regular voting members of the Student Congress upon election. 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. In addition, the Board of Student Activities, the Board of Student Publications and individual student clubs select a member to represent them as voting members of the Congress. 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. The Student Congress is the official channel between students and the college administration. For more information, contact the advisor at (808) 734-9580.

Board of Student Publications

The Board of Student Publications (BOSP) publishes Kapi‘o, a weekly student newspaper; Diamond Journal, an anthology of essays written by students in English classes; Horizons, a journal of Asian-Pacific writing and art; Spectrum, a student magazine featuring the best of student writing and art; Ka Nani, a student journal for creative writing, art and design; Ka I‘iwi Polena, a student journal focused on essays and art about Hawai‘i, and the people of Hawai‘i; CuiZine, a student journal for and about cooking. The BOSP also sponsors readings and writing contests to encourage student writers. Students interested in submitting articles and art or participating in the publication process should contact the Kapi‘o adviser at the Kapi‘o office in Lama 119, (808) 734-9120. The publications are supported by student publications fees and advertising. Email all publications at: kapio@hawaii.edu

A Commitment to The Learning Environment

Child Care

The ‘Alani Children’s Center, located on the Kapi‘olani 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 goochpat@hcc.hawaii.edu. Additional contacts are: Honolulu Community College’s Children Center office at (808) 845-9466 or the Single Parents and Displaced Homemakers 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 Olopuia building, (808) 734-9900.

Parking

There is no charge for parking at Kapi‘olani 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, Olopuia 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 Kapiolani Community College Bookstore is an institutionally owned bookstore under the direction of the University of Hawaii 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 and in the schedule of classes.

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 KCC ID or a current KCC 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 na'auao. (The repository of learning.)

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

Library

The library is located in the Lama building. Resources include books, periodicals, reference materials, online resources, DVDs, videotapes, and general and special collections. Services include reserve reading, internet access, reference assistance, group study rooms, photocopiers, an audiovisual alcove, and continuous CNN newscasts. Computer stations are available for open-lab use. Laptops may also be checked out for use in the library. The library houses the testing center, for placement testing and proctored testing for online and other classes. The library's services and materials are available to students, faculty, and off-campus borrowers. Students and faculty also have borrowing privileges at other libraries in the University of Hawai'i System. The library's online catalog provides access to all University of Hawai'i libraries and to many other resources.

The Center for Excellence in Learning, Teaching and Technology (CELTT)

The Center for Excellence in Learning, Teaching and Technology (CELTT) is committed to promoting learning and supporting teaching and technology. CELTT provides campus-wide access to information technology for instructional and administrative functions and coordinates professional development for faculty and staff. Through consultations, workshops, and activities, CELTT encourages faculty and staff to develop innovative instructional strategies that facilitate learning, including those that use new and emerging technologies. CELTT is located in the Naio building and provides support for collaborative faculty projects, professional development workshops, television production, distance learning, computer software development, electronic maintenance, and audiovisual resources.

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.

Kahikoluamea Center: The Kahikoluamea Center provides tutoring and computer use for pre-college Math and English courses. The Center also provides COMPASS Brush-Up workshops in Math and English, space for group and independent study, classroom instruction, and counseling activities.

Kōpiko Computer Lab: The Kōpiko Computer Lab, located in Kōpiko 101, is a business education computer lab set up to serve the students majoring in one of Kapi‘olani’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 Kapi‘olani. The lab also provides space for independent study for the business students.

Science Technology Engineering and Math (STEM) Center: Located in Koki‘o, 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 technologies includes ready access to web connected computers and wireless tablet PCs, wireless access for students with their own mobile devices, a Magic Planet digital globe display and a Geographical Information System workstation.

Admissions, Registration, and Financial Information

I ku ka makemake e hele mai, hele no me ka malo‘elo‘e.

(If the wish to come arises, walk firmly.)

Admission Information

For information about Kapi‘olani Community College admissions, registration, and financial information, write or call:

Kapi‘olani Community College

Kekaulike Information and Service Center

‘Ilima 102

4303 Diamond Head Road

Honolulu, HI 96816

Phone: (808) 734-9555

Fax: (808) 734-9896

E-mail: kapinfo@hawaii.edu

Hours: Monday-Thursday, 8:30 a.m. to 4:15 p.m. Friday, 8:30 a.m. to 12:30 p.m.

Kapi‘olani 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.

General Admission

I. How to Apply:

1. Obtain and complete the University of Hawai‘i System Application Form. The application is available at any University of Hawai‘i System campus admissions office and online at <http://www.hawaii.edu/admissions/>. The 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. System Application Form
 - g. Residency declaration
2. Mail, drop off in person, or electronically submit a completed application form, and appropriate supporting documentation, to Kekaulike Information and Service Center by the application deadline.

Non-Residents: A non-refundable \$15 application fee is required. Make check payable to: Kapi‘olani Community College and mail or drop off in person along with the completed application form and appropriate supporting documentation. The application fee cannot be submitted online.

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) attended previously should have official transcripts sent directly to Kekaulike Information and Service Center. Hand-carried or FAX 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.kcc.hawaii.edu/object/applyfl.html> 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 must re-apply for admission.

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.kcc.hawaii.edu/object/applydates.html>.

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 application form and, if applicable, supporting documents, Kekaulike Information and Service Center will review the application and request, if necessary, additional information as appropriate. Students should respond promptly to any requests for supporting documents.

After Kekaulike Information and Service Center receives the completed application form and all appropriate supporting documents, a notification of acceptance and enrollment instructions is mailed to the student. The instructions will include information regarding Tuberculosis (TB) clearance and Measles, Mumps, and Rubella (MMR) immunization requirements, placement testing, registration, and orientation.

Application Deadlines

A completed University of Hawai‘i System Application form and all other requested forms and/or documents must be submitted to Kekaulike Information and Service Center by July 1 for the fall semester, November 15 for the spring semester, or April 15 for the summer session. Students are advised to file their applications as early as possible. Programs with earlier closing deadlines for the 2012-13 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 early and to meet the testing and orientation deadlines. 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. 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 Kekaulike Information and Service 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 evidence that they are free of

tuberculosis (test taken within one year of the first day of instruction) and documentation of measles immunization. The Health Clearance form is sent to new students with the acceptance letter and is also available at Kekaulike Information and Service Center. Students are also required to provide documentation of measles immunization. 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.

Selective Admission

Students applying for entry to Health Sciences, Nursing, EMS and New Media Arts must submit an Application for Selective Admission Program (ASAP) form, which is available at Kekaulike Information and Service Center, ‘Ilima 101 or online at <http://www.kcc.hawaii.edu/object/asap.html>. 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.kcc.hawaii.edu/object/applydates.html> and in the curricula sections of this catalog. Further information regarding specific admission and application requirements may be obtained from Kekaulike Information and Service 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.
4. Submit an official proof of English Proficiency Tests. The college accepts TOEFL, TOEIC, Eiken/STEP, IETLS and other English proficiency tests. Please refer to the international student admission web page at

<http://www.kcc.hawaii.edu/page/intlstudents> for more details.

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 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 Early Admission for High School Students

High school seniors may apply to the Early Admissions Program at Kapi‘olani Community College and earn college credits while in high school. Enrollment is on a space-available basis and limited to one or two 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 and have exhausted present high school electives in their field of interest. An Early Admissions Program application, including an official copy of high school transcripts, must be completed and submitted to Kekaulike Information and Service Center for each semester of enrollment. An admission decision is sent to applicants who meet the stated requirements.

Requirements for Running Start Program for High School Students

The Running Start program is a unique partnership between the Department of Education and the University of Hawai‘i Community Colleges. It allows public high school juniors and seniors to attend college classes while earning both high school and college credits. Running Start 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 four-year institutions 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 attaining approval from their high school counselor regarding eligibility for this program. Students should contact their

high school counselor or the Running Start Coordinator at (808) 734-9508 for application materials and procedures.

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 (19* or older) or the student (under 19*) 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. Hawaiians, descendants of the aboriginal peoples that inhabited the Hawaiian Islands and exercised sovereignty in the Hawaiian Islands in 1778.

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.

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 www.hawaii.edu/academics/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.

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 Kekaulike Information and Service Center (KISC) in ‘Ilima 101 by the deadline stated on the form for the change to take effect in the desired semester.

The Registration Process

Registration Schedules and Course Information

Important dates are listed in the academic calendar in the Schedule of Classes. Prior to each semester, the college publishes a schedule, providing registration instructions and listing courses, class hours, locations, and instructors. Students may register for classes through MyUH at <http://myUHportal.hawaii.edu> at their assigned registration appointment. Students may also register in person at Kekaulike Information and Service Center (KISC) according to the printed registration schedule found in the Schedule of Classes. New students receive detailed registration instructions during the new student orientation.

Orientation and Advising

Kapi‘olani Community College has a mandatory First-Year Experience program that introduces new students to Kapi‘olani Community 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 more information.

English and Math Placement Tests (COMPASS Placement Tests)

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 COMPASS 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 ‘Iliahi 124 (or call 808-734-9144). 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 registration period. Students wishing to enroll for more than 18 credits must obtain permission from an academic counselor.

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 prior to enrollment at Kapiʻolani Community College. (808-734-9312)

Registration, Adds, Drops and Changes

Students may register online for classes through MyUH at <http://myUHportal.hawaii.edu> starting at their assigned registration time. They may also register in person at Kekaulike Information and Service Center according to the printed registration schedule found in the schedule of classes. 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 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 deadlines are on the class availability webpages at <http://myuh.hawaii.edu/uhdad/avail.classes?i=KAP>. Instructor consent is not required, and the student—not the instructor—is responsible for processing the 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.

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 spring or fall 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 Kekaulike Information and Service Center (KISC) 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 Kekaulike Information and Service Center (KISC), obtain the instructor's and department chair's signature, and return the completed form to Kekaulike Information and Service Center (KISC) for processing.

Complete Withdrawal (all classes) from College

Students are not permitted to withdraw online from the last class at their home institution. Instead, students whose home institution is Kapiʻolani Community College who wish to withdraw from all of their classes should obtain and submit the Class Add/Drop form in-person at Kekaulike Information and Service Center (KISC) or fax the form to (808)734-9896 by the withdrawal deadline. 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 of Student Services 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 class availability web page at

<http://myuh.hawaii.edu/uhdad/avail.classes?i=KAP>

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

Kapi‘olani Community College provides a number of financial assistance programs.

Tuition and Fee Schedule

Resident: \$97.00 per credit hour.

Non Resident: \$ 290 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.

Graduation fee: A \$15.00 per diploma fee is payable at the time an application for graduation is submitted. This fee is not refundable but is applicable to the next application if graduation is denied.

Late Registration fee: A \$30.00 fee for late registration is charged when students register during the late registration period or after.

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 Rental fee: Caps and gowns may be rented at the bookstore two weeks prior to graduation.

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 3-5 business days. The charge for rush requests is \$15.00 per transcript (processed within one business day).

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.

Professional Program fees for Nursing, EMS, and Health Sciences: Nursing and other health programs require special fees.

Special fees for Nursing classes:

Associate in Science in Nursing \$500.00

Practical Nursing \$300.00

Nurse Aide (per course) \$ 25.00

Special fees for Health classes: (per semester)

Dental Assisting \$250.00

Emergency Medical Technician \$130.00

Medical Assisting \$200.00

Medical Lab Technician \$200.00

Mobile Intensive Care Technician \$50.00

Occupational Therapy Assistant \$140.00

Physical Therapy Assistant \$200.00

Radiologic Technology \$300.00

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 class availability webpage at <http://myuh.hawaii.edu/uhdad/avail.classes?i=KAP>. Full refunds will not be made for PCC and PCM classes once classes begin. However, 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 Kekaulike Information and Service Center (KISC).

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.

Grade Levels

Students who have completed 1-24 semester hours are considered at the freshman level. Students who have completed 25 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 Kapi'olani 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 Kekaulike Information and Service Center (KISC). 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. For copies of transcripts, contact Kekaulike Information and Service Center (KISC), 'Ilima 101, phone (808) 734-9555, fax (808) 734-9896 or email kapinfo@hawaii.edu. Information on obtaining copies of transcripts is also available on the Kapi'olani Community College website.

Grade Reports: At the end of each semester and summer session, grades are available online at MyUH, <http://myUHportal.hawaii.edu>. The College does not mail grade reports to students.

Record Retention: All documents submitted to Kapi'olani Community College by an applicant/student become the property of Kapi'olani Community College. They 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 5 years after the student ceases enrollment.

Application for Graduation

Applications for associate degrees, certificates of achievement, or academic subject certificates may be obtained at Kekaulike Information and Services Center (KISC) or online at <http://www.kcc.hawaii.edu/page/kiscdocs>. Students must submit the graduation application by October 15 for the fall semester, by March 15 for the spring semester, and by June 15 for the summer session. More detailed graduation information is available on the website. Applications for a certificate of completion may be obtained at the appropriate department office.

Graduation Requirements

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: The final 12 credit hours in major must be earned at Kapi'olani Community College. The residency requirement may be waived for cause at the option of a dean. The Graduation Exception Report Form must be completed and approved before transferring to another institution. The dean may also approve use of credit by examination to meet residency requirements at his or her discretion.

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 KISC or at www.kcc.hawaii.edu.) 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 Kekaulike Information and Service Center (KISC) or visit www.kcc.hawaii.edu.

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 repayment is necessary. Over-award repayments 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 KISC - 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 14 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 – 24 semester credit hours earned

Sophomore: 25 or more semester credit hours earned

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 noncitizen (permanent resident)
- be enrolled in a degree granting program approved for federal funding (classified student at Kapi‘olani Community College)
- be making satisfactory academic progress toward a degree
- 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, or have passed an U.S.E.D. federally approved test
- 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 Kapi‘olani Community College (KCC).
2. Students must maintain a cumulative grade point average (GPA) 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 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 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 KCC will be counted towards maximum time frame (refer to #1 above).

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 or death in the immediate family) may be placed on Financial Aid Probation Due to Professional Judgment.

DURING THE PROBATIONARY SEMESTER(S), STUDENTS MUST:

1. Earn ALL credits required based on the SAP conditions listed on the award letter AND
2. Raise/maintain cumulative GPA to at least 2.0. Students on financial aid probation due to professional judgment will be notified in writing of their status and conditions.

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 GPA.
2. Fails to complete the requirements (GPA 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 in writing of their financial aid suspension.

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 GPA. Upon successful completion of once again meeting the KCC SAP Policy standard requirements, the student may submit a request for reinstatement through the KISC.

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. Those suspended due to attempting credits more than the 150% of the program are not eligible for appeal. Steps for the appeal process are as follows:

- 1) Make an appointment with a Financial Aid Specialist for a Satisfactory Academic Progress Appeal Form
- 2) 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
- 3) Submit to the KISC
- 4) The student will be notified in writing of the decision

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 form 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 degree.
2. Federal Academic Competitiveness Grants (ACG) are assistance grants that require no repayment. Applicants must be receiving a Federal Pell Grant, a U.S. citizen, enrolled full-time, completed a rigorous secondary school program of study, graduated from high school, and have not been previously enrolled in an undergraduate program. For first academic year, student must have graduated from high school after Jan. 1, 1006; for second year academic year must have graduated from high school after Jan. 1, 1005 and at least a 3.0 cumulative GPA.
3. 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 degree. Half-time enrollment (6 or more credits) is required.
4. Hawai'i State Incentive Grants (HSIG) also known as Leveraging Educational Assistance Program may cover tuition for resident students who are enrolled for 6 or more credits (half time).
5. UH Kapi'olani Opportunity Grant: Tuition grants may be awarded to students on the basis of need. Grant may cover a portion of the cost of tuition. Half-time enrollment (6 or more credits) is required. Priority is given to Hawai'i residents. Pre-college classes are not covered by this program.
6. Charles R. Hemenway Scholarships are private scholarship funds available to undergraduate Hawai'i residents with character and qualities indicative of good citizenship. Halftime enrollment (6 or more credits) is required.
7. Hawai'i Veterans Memorial Fund provides private scholarship funds for undergraduate Hawai'i residents with character and qualities indicative or good citizenship. Full-time enrollment (11 or more credits) is required.
8. 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.
9. 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.

10. UH Kapi‘olani Achievement Grants: Tuition 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.

11. UH Kapi‘olani International Scholarships: Tuition scholarship that covers a portion of tuition 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 around the world. Full-time enrollment is required. Interested students should consult with the 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 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. Subsidized Federal Stafford Loans are loans from private lenders such as banks and credit unions. A minimum of half-time enrollment (6 credits) is required. The loan is obtained directly from private lenders with a fixed interest rate of 6.80 percent. There is a grace period of six months, no interest while attending school. Maximum loan amounts are determined according to the student’s grade level and level of unmet need.
4. Unsubsidized Federal Stafford Loan. A minimum of half-time enrollment (6 credits) is required. The fixed interest is 6.80 percent and begins to accrue immediately upon disbursement of loan funds. Maximum loan amounts are determined according to the student’s grade level.
5. Federal Parent Loan for Undergraduate Students (PLUS Loan). Long-term loans from private lenders, such as banks and credit unions. This is a loan for parents of dependent undergraduate students. Interest is fixed at 8.50 percent.
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.

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 more information, contact the personnel office at 734-9573.

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 Family Educational Loan Program, Unsubsidized Federal Stafford Loan, Federal Perkins Loan Program, Subsidized Federal Stafford Loans, Federal 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 KISC, 'Ilima 102, (808) 734-9555.

Veterans' Educational Benefits

Contacts:

Kekaulike Information and Service Center (KISC), 4303 Diamond Head Road, 'Ilima 101, Honolulu, HI 96816, phone (808) 734-9555, fax (808) 734-9896.

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

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 Dependent's Educational Act. 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 Kapi'olani should contact Kekaulike Information and Service Center (KISC) 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 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 ka i ke ko‘a.

(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. KCC only accepts credits from institutions fully accredited by U.S. regional accrediting associations, providing that such credits are substantially equivalent to courses at KCC and have been completed with a grade of “D” or better grade. A grade of “D-” doesn’t qualify.

Credits earned at institutions accredited by other recognized U.S. accrediting associations may be accepted for courses applicable only to certificates and A.S. degrees. Transfer credits are awarded based on articulation agreements as recorded in the college’s articulation database. 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. The final 12 credits applicable to a degree or certificate must be earned at Kapi‘olani.

Students requesting an evaluation of their previous credits for transfer to Kapi‘olani Community College must complete and submit:

- official transcripts of previous work directly to KISC. Hand-carried or faxed transcripts and scores will not be accepted.
- Transfer Evaluation Request form to have your UH system transcripts evaluated for Kapi‘olani Community College programs. The form is available at Kekaulike Information and Service Center (KISC) or online at <http://www.kcc.hawaii.edu/page/kiscdocs>

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.

College Board Advance Placement Exams (AP) and the College Level Examination Program (CLEP): Criteria for awarding credits via AP and CLEP are available at Kekaulike Information and Services Center (KISC). To apply, students should have an official transcript of examination results sent to that office and complete a Request for Transcript Evaluation form.

Kapi‘olani Community College Credit by Examination: Students who present evidence of having attained, through experience or training, the equivalent competencies of a course offered at Kapi‘olani Community College may apply for credit by examination. A course may be challenged only once, and some courses may not be challenged through this process. Students approved for this option must register for the examination section of the course at KISC. Registration must be completed by the end of the sixth week of the semester or the first two weeks for modular or summer classes. Tuition and fees for these classes are the same as for other 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 last 12-credit residency requirement of the chosen major, unless the requirement is waived by the dean. More information and applications may be obtained from the chair of the instructional department offering the challenged course.

Course Evaluations: Credits may be awarded for courses or training completed outside the college setting. Generally, credits are awarded for courses applicable only to certificates and associate in science degrees. Students should have an official transcript sent to KISC and complete a Request for Transcript Evaluation form.

Articulation with High Schools: The Credit by Articulation Program provides an opportunity for Hawai‘i Department of Education high school students enrolling at Hawai‘i’s community colleges to receive college credit for certain articulated high school courses in business education. These credits may be used only toward certificates and associate in science degrees in Kapi‘olani Community College’s business education programs. Credit by articulation will be granted to students who have completed the high school courses with an “A” grade within five years of the request for credit. Students should have an official high school transcript sent to KISC and complete a Request for Transcript Evaluation form.

The Life/Learning Experience Assessment Program (LEAP): Students who have acquired knowledge and skills through experiences other than traditional class work may qualify for college credit through LEAP. They should submit a portfolio documenting these attainments. If they meet the competency requirements of courses offered at Kapi‘olani Community College, they may be awarded credits. Competency in the theory and application of subject matter will be expected. More information about the program may be obtained from the coordinator at (808) 734-9145.

POLICIES GOVERNING THE COLLEGE CREDIT EQUIVALENCY PROGRAM

1. The various forms of credit evaluation are available only to 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 last 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 will be granted only toward a student's declared major and 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 Kapi'olani 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 to Kekaulike Information and Services Center (KISC). 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 satisfactory 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.

Repetition of Courses: Students may repeat courses taken at Kapi'olani Community College in which they received a grade lower than a "C". No additional credits will be granted and the college will use the higher grade and grade points. If students repeat courses for which they received a "C" or higher grade, no changes will be made. Permission to repeat selected courses may be subject to specific program requirements. Students may repeat certain courses for additional credit if this option is indicated in the course description. Students who intend to transfer are reminded that many colleges and universities do not permit the substitution of higher 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 obtain the Graduation Exception

Request form from an 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.
2. Placement Examination: See “Language Placement Testing” in this catalog for details.
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 are awarded with no grade designation.
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.
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 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.

Grading Policies and Grades

Final grades are made available to students about a week after the final examination period ends through <http://myUHportal.hawaii.edu>. 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 Kekaulike Information and Service Center, 'Ilima 102, telephone (808) 734-9555.

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 better; 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 Kekaulike Information and Service Center (KISC), '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 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.

GRADES AND OTHER GRADING SYMBOLS

A	Excellent achievement
B	Above average achievement
C	Average achievement
D	Minimal passing achievement
F	Failure
I	(w/grade) Incomplete, the student has not completed all required course work (See

	explanation)
CE	Credit by Exam
NCE	No credit awarded by Credit by Exam
CR	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 classes but no promotion to the next level
RD	Record Delayed Used as a placeholder for grade not submitted on time or for classes that end after the current term
NC	No Credit; denotes minimal achievement or failure under the CR/NC grading option
CR+	Credit and promotion to the next level for ESOL (English for Speakers of Other Languages) classes
P	Pass; designates satisfactory completion of a noncredit course
NP	Not Passed; designates unsatisfactory level of progress in a noncredit course
L	Audited class
W	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

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.

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). (Nontransfer courses are excluded.) The list is published in the Kapi'ō, the school newspaper, 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.

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 counselor, and the academic dismissal, by the Vice Chancellor of 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

Student Conduct Code

Conduct expected of students at Kapi‘olani Community College is defined in the University of Hawai‘i Board of Regents’ Statement on Rights and Responsibilities of the University of Hawai‘i Student Conduct Code. Kapi‘olani Community College has a Student Conduct Code that defines expected conduct for students and specifies those acts subject to University sanctions.

Student Conduct Committee: Students should become familiar with the Student Conduct Code. As University of Hawai‘i/Kapi‘olani Community College students, their conduct is subject to the policies and regulations of the University and its duly constituted bodies. Disciplinary authority is exercised through the Student Conduct Committee. The committee follows procedures for hearing allegations of misconduct. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor of Student Affairs, ‘Ilima 205.

Academic Dishonesty, Cheating, and Plagiarism: Academic dishonesty cannot be condoned by the University. Dishonesty includes cheating and plagiarism; it is a violation of the Student Conduct Code and may result in expulsion from the University.

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University 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, to satisfy an academic requirement, that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry-labbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory writeups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

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 – including department and staff offices, the library, the Computing Center, the Learning Assistance Centers, labs, clinical sites, service-learning sites, etc.

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.

Disciplinary actions that the college may impose include a formal warning, probation, suspension, and dismissal. An instructor referring a student for disciplinary action does so under provisions of the Student Conduct Code. The code stipulates that the Chancellor may impose disciplinary sanctions upon a student only after a Student Conduct Committee hearing has taken place. However, disruptive students may be subject to immediate disciplinary action in an emergency situation. In such cases, the Chancellor may impose the sanction of suspension prior to a hearing. For further information, refer to the Student Conduct Code available at the Office of the Vice Chancellor of Student Affairs, 'Ilima 205.

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

Smoking: In accordance with the state's No Smoking Act, Act 108, SLH 1976 and Act 145, SLH 1987, and University Policy, smoking is prohibited in any of the classrooms, laboratories, conference rooms, and other covered structures of the college.

Illicit Drugs and Alcohol: This official notice, by the University of Hawai'i Office of the President, is issued pursuant to the requirements of the federal Drug-Free Schools and Communities Act of 1989 and the Drug-Free Workplace Act of 1988.

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

The University recognizes that substance abuse is a complex problem that is not easily resolved solely by personal effort and may require professional assistance and/or treatment. Students, faculty, and staff members with substance abuse problems are encouraged to take advantage of available diagnostic, referral, counseling, and prevention services. The University will not excuse misconduct by employees and students whose judgment is impaired due to substance abuse. The purchase, possession, or consumption of alcoholic beverages is regulated by state law. Students are expected to know and abide by these laws and University rules and regulations governing the use and consumption of alcoholic beverages on campus. For further information, students are referred to Board of Regents policy, executive policies, and campus guidelines regulating the use and consumption of alcoholic beverages on campus.

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

Sanctions that may be imposed on violators of the alcohol and drug related sections of the Student Conduct Code include

disciplinary warning, probation, suspension, expulsion, or rescission of grades or degree. Copies of the full text of the code and the Hawai'i Penal Code are available in the Office of the Vice Chancellor for Student Affairs, 'Ilima 205.

College-sponsored activities on campus that involve either the serving or selling of alcoholic beverages must be in compliance with applicable College/University policies and state 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 of Student Affairs, 'Ilima 205.

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 more information, please contact the Office of the Vice Chancellor of Student Affairs or the Personnel Officer.

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. 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 may appeal to the dean. If satisfactory solution is still not reached, students have the right to request a hearing before the Academic Grievance Committee, a body of faculty and students. The decisions of the committee are final within the University.

Copies of the academic grievance procedures are available in the Office of the Vice Chancellor for Student Affairs, 'Ilima 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 Joselyn Yoshimura, counselor, 'Ilima 105, 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 Chief Personnel Officer/EEO Coordinator, (808) 734-9575, ‘Ilima 208.

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

Mona Lee, Vice Chancellor for Student Affairs
(Education/Civil Rights matters) (808) 734-9522,
Kapi‘olani Community College,

4303 Diamond Head Road,
Honolulu, Hawai'i 96816.

Eileen Torigoe, Chief Personnel Officer
(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 Chief Personnel Officer, (808) 734-9575, 'Ilima 208A. The Chief Personnel Officer will explain the available avenues of recourse and direct the person to the appropriate Hearing Officer.

The process of addressing allegations of discrimination are 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.

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 of Student Affairs. For more information, please contact the Office of the Vice Chancellor of Student Affairs 'Ilima 205, (808) 734-9522.

The Family Educational Rights and Privacy Act

Pursuant to Section 99.6 of the rules and regulations governing the Family Educational Rights and Privacy Act of 1974 (hereinafter the Act), students in attendance at the University of Hawai'i Kapi'olani Community College are hereby notified of the following: It is the policy of Kapi'olani Community College to subscribe to the requirements of Section 438 of the General Education Provision Act, Title IV, of Public Law 90-247, as amended, and to the rules and regulations governing the Act, which protect the privacy rights of students. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, or other appropriate official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify them of the time and place for the inspection. If the records are not maintained by the University official to whom the request was submitted, that official shall direct students to the appropriate party.

2. The right to request an amendment to education records that a student believes are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested, it will notify students of the decision and advise them of their right to a hearing. At that time, additional information regarding the hearing procedures will be provided to the students.

3. The right to consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent.

An exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting other school officials in performing their tasks. School officials have a legitimate educational interest if they need to review a record to fulfill a professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University 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

5. Institutional policy and procedures required under FERPA have been published as Administrative Procedure A7.022 Procedures Relating to Protection of the Education Rights and Privacy of Students.

Copies of Administrative Procedure A7.022 may be obtained from the Office of Vice Chancellor of Student Affairs, 'Ilima 205, Kapi'olani Community College.

6. Directory Information: Certain personally identifiable information is considered by the University to be directory information and, in response to public inquiry, may be disclosed without prior consent- unless students inform the University that they do not want the information disclosed.

- a. Name of student
- b. Local address, zip code, and email address maintained in the campus locator printout
- c. Local telephone number maintained in the campus locator printout
- d. Major field of study
- e. Educational level
- f. Facts of participation in officially recognized activities and sports
- g. Weight and height of members of athletic teams
- h. Dates of attendance

- i. Most recent educational institution attended
- j. Degrees and awards received
- k. E-mail address
- l. Enrollment status (full-time or part-time)

Students have the right to request that all of the above items not be designated directory information. Should they wish to exercise this right, they must, in person and in writing, not earlier than the first day of instruction nor later than 14 calendar days from the first day of instruction for the academic term or semester, or the fourth day of a summer session and inform KISC about which of the items are not to be disclosed without their prior consent. Requests should be submitted at the KISC counter in 'Ilima 102.

- 7. A parent or spouse of a student is advised that information contained in educational records, except as may be determined to be directory information will not be disclosed to him/her without the prior written consent of the son, daughter, or spouse.

Degree and Certificate Programs

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 11 credit hours.

Associate in Arts (AA) Degree

The associate in arts (AA) degree is a two-year liberal arts degree, consisting of at least 60 semester credits, which provides students with skills and competencies essential for successful completion of a baccalaureate degree. The issuance of the degree requires 60 credits in courses numbered 100 or higher as listed in the liberal arts program. Students must have a cumulative grade point ratio of 2.0 ("C") or higher for all courses applicable toward the degree.

Transfer Requirements

He waiwai nui ka lokahi.

(Unity is a precious possession.)

For some students, Kapi'olani 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 curriculum and some of the occupational, technical, and professional 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 counselors in order to arrange a program that will meet these requirements as well as permit them to graduate from Kapi'olani 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.

2011-12 Associate in Arts Course Requirements

Kapi‘olani Community College’s catalogs do not always reflect the most recent campus actions involving courses. The following requirements are subject to change at any time. Please check with a counselor or the Kapi‘olani Community College website (www.kcc.hawaii.edu/) for up-to-date information. Information about AA degree requirements can be found in the section on Programs and Curricula.

Students should note that baccalaureate degree requirements vary at University of Hawai‘i at Mānoa and should see their academic counselor 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 a counselor at Kapi‘olani Community College, University of Hawai‘i at Hilo or University of Hawai‘i–West O‘ahu.

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

A student majoring in liberal arts 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, and one credit of lab (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 101 or equivalent; Oral Communication (OC): three credits; Writing Intensive (W): two Writing-Intensive courses; Hawaiian, Asian and Pacific Issues (H): one course. Electives: 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 counselor for approved course listings. Below are approved non-liberal arts 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 293E, ACC 201, ACC 202, BLAW 200, ICS 101. Students transferring to UHM Business: ACC 201, ACC 202, ICS 101, BLAW 200, BUS 250. Students transferring to UHM ICS: ICS 101, ICS 111, ICS 141, ICS 211, ICS 212. Students transferring to UHM Nursing: PHRM 203.

WHAT STUDENTS SHOULD KNOW ABOUT AA DEGREE REQUIREMENTS:

1. Students may be awarded back credits for prior language learning. See the relevant section of the catalog.
2. Wild Card Option: Each student can earn one wild card through engagement in an extraordinary or especially valued educational experience. This experience is intended to enhance the student's understanding of his or her relationship to the larger society, and should involve an activity or service outside the University or beyond normal expectations. Although the wild card can be used to waive an appropriate diversification or focus requirement, it does not reduce the total number of credits needed to graduate. To be used as a wild card, the learning experience must fulfill one of these hallmarks:
 - A learning experience which falls outside the normal college requirements
 - An internship with a community organization or service program
 - Demonstrated proficiency in an additional language (i.e., a language other than the one used to satisfy the Hawaiian/second language requirement);
 - Significant engagement with another culture

Associate in Science (AS) Degree

The associate in science (AS) degree is a two-year technical-occupational-professional 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 occupational, technical, and professional 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, food service 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 COMPETENCIES

Graduates of Kapiʻolani 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.

2011-12 ASSOCIATE IN SCIENCE DEGREE COURSES (KCC AS/AH, KCC AS/NS, KCC AS/SS)

KCC 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 counselor 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 a counselor at KCC, UHH, or UHWO. Students should check the website <http://www.hawaii.edu/gened/articulation.htm> for additional information.

ARTS & HUMANITIES (AH) courses for KCC AS degree

KCC AS/AH

AMST 201, 202

ART 101, 189

ASAN 100 (AH or SS but not both)

DNCE 150

A-57

EALL 261, 262, 271, 272

ENG 214, 250, 251, 252, 253, 254, 255, 256, 257 (any alpha), 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha)

HAW 261, 262

HIST 151, 152, 231, 232, 241, 242, 252, 281, 282, 284, 288

HUM 269

HWST 100, 107

IS 109

LING 102

MUS 106, 107, 108, 170, 229, 230

PACS 108, 257, 273

PHIL 100, 101, 102, 103, 211, 213, 250

REL 150, 151, 202

SP 251,

THEA 101

NATURAL SCIENCES (NS) courses for KCC AS degree

KCC AS/NS

ASTR 110, 280

BIOC 244

BIOL 101, 124, 130, 171, 172

BOT 101, 130, 201

CHEM 100, 151, 161, 162

FSHE 185

GEOG 101

GG 103

ICS 100, 111

ME 213

MICR 130, 140

OCN 201

PHYL 160

PHYS 100, 122, 151

ZOOL 141, 142, 200

SOCIAL SCIENCES (SS) courses for KCC AS degree

KCC AS/SS

AMST 211, 212

ANTH 151, 200, 210

ASAN 100 (AH or SS but not both)

BOT 105

COM 201

ECON 120, 130, 131

FAMR 230

GEOG 102, 151, 210

IS 105B, 105C

JOUR 150

PACS 108 (AH or SS but not both)

POLS 110, 120, 130, 171, 270

PSY 100, 170

SOC 100, 214, 218, 231, 251, 257

SSCI 260

Please note that ASAN 100 and PACS 108 satisfy either the Arts and Humanities requirement or the Social Sciences requirement, but not both requirements.

Associate in Technical Studies (ATS) Degree

The associate in technical studies degree is a two-year technical-occupational-professional 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 course work.

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 COMPETENCIES

Graduates of Kapi‘olani 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 more 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

A certificate of achievement is a college credential awarded to students who have successfully completed designated medium-term technical-occupational-professional 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 45 credit hours (unless external employment requirements exceed this number). The issuance of a certificate of achievement requires a GPR of 2.0 ("C") or higher for all courses required for the certificate. Some programs may have additional requirements.

Certificate of Completion

A certificate of completion is a college credential awarded to students who have successfully completed short-term technical-occupational-professional education credit courses or course sequences that provide them with entry-level skills or job upgrading. These course sequences shall be at least 10 credit hours, but may not exceed 23 credit hours. The issuance of a certificate of completion requires a GPR of 2.0 ("C") or higher for all courses required for the certificate.

Certificate of Competence

A certificate of competence is a college credential awarded to students who have successfully completed designated short-term credit or continuing education courses that provide job upgrading or entry-level skills. Credit course sequences shall not exceed 9 credit hours. The issuance of a certificate requires that the work has been evaluated and determined to be satisfactory. In a credit course sequence, students must earn a GPR of 2.0 ("C") or higher for all courses required for the certificate.

Advanced Professional Certificate

A college credential for students who have successfully completed the associate-level degree, designated medium-term credit/non-credit career-technical education courses, or the equivalent which has provided the student with skills and competencies for gainful employment beyond entry-level positions. The 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 and no more than 30 semester credits. The issuance of an Advanced Professional Certificate requires that the student's work has been evaluated and stated competencies have been met. Certificate Approval: Board of Regents.

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 1 to 4 credits per semester, and may or may not receive financial remuneration from their employers. No more than a total of 8 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/week seminar for 1 credit and 3 hours/week work experience per credit.

COURSES (A-D)

ACCOUNTING

ACC 101 Money Metrics (3)

3 hours lecture per week

Prerequisite(s): Credit or concurrent enrollment in ENG 22 or higher level English course, or qualification for ENG 100; qualification for MATH 24 or higher level mathematics course; ITS 102 (or ITS 101 or ICS 101). ITS 102 may be taken concurrently. ITS 101 or ICS 101 may not be taken concurrently.

ACC 101 is an introduction to accounting from a user's perspective. What is the role of accounting in the business? How is accounting done? How can accounting information and accountants help businesses to operate more smoothly and profitably? Learn how to read financial statements, discover other sources of accounting information, and analyze a company's financial performance and financial position. Utilize internal accounting information, budgets and analytical tools such as cost-volume-profit analysis to assist in management decision-making. Explore relationships between nonfinancial metrics and profit.

Upon successful completion of ACC 101, the student should be able to:

- Work effectively in teams.
- Manage projects.
- Demonstrate presentation capabilities using whiteboard, flip chart, power point, and/or web page presentations.
- List the most important characteristics of various forms of business organizations.
- Describe the role of accounting in the conduct of business.
- List and define the important accounting standards setting organizations and locate web resources for those standards.
- Define and list examples of types of accounts.
- Prepare an Income Statement, Equity Statement, and a Balance Sheet.
- Describe the various approaches to financing a business and how these approaches are reflected on financial statements.
- Compare and contrast the cash basis and accrual basis of accounting.
- Describe the steps in the accounting cycle.
- Use an integrated accounting software package to record basic business transactions and generate common financial reports.
- Discuss current balance sheet valuation and income measurement issues.
- Prepare the operating activities section of a Statement of Cash Flows.
- Discuss the uses of the Statement of Cash Flows.
- Use ratios to analyze the financial performance and financial position of a company.
- Discuss common non-financial metrics and show how they may be used in connection with financial metrics to evaluate a company's performance.
- Discuss the uses of management accounting information.
- Classify service and retail as to their behavior.
- Describe the flow of costs in a service or retail.
- Prepare a contribution (Cost-Volume-Profit) income statement.
- Predict breakeven point and profits using Cost-Volume-Profit (CVP) analysis.
- Discuss capital budgeting and describe different approaches to the capital budgeting process.
- Discuss operating budgets and describe different approaches in preparing an operating budget.
- Evaluate the performance of a business segment using financial and non-financial measurement techniques.

ACC 132 Payroll and Hawai'i General Excise Taxes (3)

3 hours lecture per week

Recommended Preparation: ICS 100 or ICS 101; ACC 201.

ACC 132 provides training in the maintenance of payroll tax reporting systems and compliance with federal and State of Hawai'i payroll (and selected employment) laws. Students gain experience in input, processing, and reporting of payroll tax-related transactions and events within the context of both manual and computerized payroll systems. This course will also cover accounting for and reporting of Hawai'i General Excise and Use taxes. The course contents 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:

- Maintain both manual and computerized payroll systems and related personnel records.
- Compute gross pay, withholdings, net pay, and employer taxes in a manual payroll system.
- Maintain general and subsidiary records of all payroll amounts in a manual payroll system and generate related journal entries.

- Interpret reports and generate journal entries within the framework of a computerized payroll system (e.g. payroll service bureau).
- Select, maintain, operate and backup a computerized payroll system.
- Compute required periodic payroll tax deposits/payments.
- Prepare required monthly, quarterly, and annual payroll tax returns for federal and Hawai'i state payroll taxes: Federal forms 940, 941, W-2, W-3; State of Hawai'i forms HW3, HW-14, UCBP-6.
- Reconcile paychecks, computerized payroll records, payroll tax returns, and payroll tax deposits/payments.
- Issue corrected paychecks and generate related journal entries; input corrections to computerized payroll records; prepare amended payroll tax returns; generate adjusting disbursements for payroll tax deposits/payments.
- Compute Temporary Disability Insurance premiums. Estimate workman's compensation insurance premiums for various classes of workers and in total.
- Discuss important employer non-financial reporting requirements
- Perform certain human resource functions and responsibilities related to hiring, management, employee development and termination.
- Monitor a company's compliance with applicable federal and State of Hawai'i payroll tax and selected employment laws.
- Capture relevant data, account for, and properly report Hawai'i General Excise and Use taxes.

ACC 134 Individual Income Taxes (3)

3 hours lecture per week

Recommended Preparation: ICS 100 or ICS 101.

ACC 134 is a course for paraprofessional accountants who are assisting an accounting professional in the preparation of the annual tax return of an individual. The course content includes the Federal and Hawai'i income tax systems and basic concepts of taxation for individuals. Students gain experience in the use of tax preparation software and tax research tools and methodologies.

Upon successful completion of ACC 134 the student should be able to:

- Explain basic income tax concepts and the U.S. and Hawai'i tax codes as they relate to individuals.
- Explain the basic principles of income recognition.
- Properly categorize common items as included or excluded from Gross Income.
- Explain the basic principles of deductions and credits.
- Properly categorize items as deductible "for" or "from" Adjusted Gross Income.
- Discuss selected special topics, including limitations on deductible losses, application of capital gains rates, etc.
- Prepare moderately complex U.S. and Hawai'i income tax returns for individuals both manually and by using commercial tax preparation software, such as CCH Prosystem fx®.
- Demonstrate an awareness of the various options available under the law(s) as to the recognition of income, deductions, credits, etc.
- Show knowledge of basic principles of individual tax research using IRS publications as well as software "Help" menus, library, Internet and CD-ROM tax research tools.
- Prepare and present basic research projects involving individual income tax issues.

ACC 137 Business Income Taxes (3)

3 hours lecture per week

Recommended Preparation: ICS 100 or ICS 101; ACC 134; ACC 201; ACC 202

ACC 137 prepares students to be paraprofessional accountants assisting an accounting professional in the preparation of the annual tax return of a business. The course covers the Federal and Hawai'i tax systems and basic concepts of the taxation of business entities. Students are also introduced to tax preparation software, tax research tools and methodologies.

Upon successful completion of ACC 137, the student should be able to:

- Explain basic business income tax concepts.
- Explain the characteristics of the various forms of business entity and their tax implications.
- Explain the income tax treatment of each of the following business entities: Proprietorship (Schedule C), C corporation, S corporation, Partnership, Limited Liability Company (LLC).
- Prepare basic income tax returns for the above businesses entities manually and by using commercial tax preparation software, such as CCH ProSystem fx® or similar program.
- Apply the proper tax treatment to elements of business income, expense, credits and special items at a basic level.
- Explain the major differences between "tax" and "book" incomes.
- Perform basic business tax research using IRS publications as well as software "help" menus, library and the Internet.
- Prepare and present basic research projects involving business income tax issues.

ACC 150 QuickBooks® for Hawai'i Businesses (3)

3 hours lecture per week

Recommended Preparation: ICS 100 or ICS 101; ACC201.

Comment: Students are expected to provide their own USB compatible high density electronic storage media of minimum size specified by instructor.

ACC 150 introduces popular entry-level accounting software, QuickBooks Pro®. Students gain expertise in the use of QuickBooks Pro® within the framework of an accounting information system. Accounting, business and computer knowledge are reinforced through application of this software tool to case studies and team projects. The course content of ACC 150 prepares students for the QuickBooks® Certification Examination.

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

- Use QuickBooks Pro® to administer the sales and collections cycle and generate related reports.
- Use QuickBooks Pro® to administer the purchases and payments cycle and generate related reports.
- Use QuickBooks Pro® to administer the payroll function and generate related reports.
- Use QuickBooks Pro® to administer the inventory control function and generate related reports.
- Use QuickBooks Pro® to administer job cost accounting system and generate related reports.
- Perform month-end and year-end procedures in QuickBooks Pro®.
- Import and export data using QuickBooks Pro®.
- Work as a team member to perform research and present results using presentation software such as PowerPoint®.

ACC 155 Excel® for Businesses (3)

3 hours lecture per week

Prerequisite(s): Credit or concurrent enrollment in ICS 100 or ICS 101.

Recommended Preparation: ACC 202.

Comment: Students are expected to provide their own USB compatible high density electronic storage media of minimum size specified by instructor.

ACC 155 emphasizes the use of spreadsheets and databases as a tool for making business decisions. Students gain not only technical expertise and advanced spreadsheet skills, but also operating proficiency in the use of Microsoft Excel® within the framework of a business information system. Basic Access® will be introduced to students as an alternate tool to deal with data intensive situations. Accounting, business and computer knowledge are reinforced through application of these software tools to model building, trouble shooting, case studies, and team projects.

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

- Use Excel® to prepare common accounting workpapers, including various supporting schedules, loan amortization schedules, payroll reconciliation, book-to-tax conversion, etc.
- Design an Excel® worksheet template needed for solution of a business question such as those related to cost-volume-profit planning, capital budgeting, and incremental analysis.
- Use selected advanced Excel® Data features.
- Use DDE and OLE features as they relate to other Microsoft programs such as Access®.
- Record and debug basic macros
- Assign macros to buttons to create customized menus.
- Modify recorded macros using VBA® (Visual Basic for Applications),
- Use selected other advanced Excel® tools.
- Import data from QuickBooks® or other integrated general ledger systems.
- Use Access® to create and maintain databases to track accounting and business data.
- Investigate single-purpose utility programs (e.g. cash flow forecast and fixed asset modules/software) as alternatives to Excel®.
- Create/Read documents using Adobe Acrobat Reader/Writer or similar software.
- Work as a team member to perform research and present results using presentation software such as PowerPoint®.

ACC 193V Cooperative Education (1-4) (Inactive)

1 hour seminar, 3 hours work experience per week for one credit.

Prerequisite(s): ACC 201.

Recommended Preparation: Student should be in third or fourth semester of work toward the Accounting AS degree or have permission of the

instructor.

ACC 193V is a Cooperative Program between the employer and the college that integrates classroom learning with supervised practical experience.

Upon successful completion of ACC 193V, the student should be able to:

- Perform activities in the cooperative work area 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.
- Write an essay on overall competency, such as analyzing or describing the student's job in terms of the organization and its relationship to principles, concepts or procedures covered in the field of study.

ACC 201 Introduction to Financial Accounting (3)

3 hours lecture per week

Prerequisites: Grade of "C" or higher in ENG 21 or higher level ENG, or grade of "C" or better in ESOL 94 or higher, or consent of instructor.

Recommended Preparation: ICS 100 or ICS 101; qualification for MATH 24 or higher.

ACC 201 is an introduction to accounting theory and procedure. Students learn how to record, report, and analyze financial information for sole proprietorships and partnerships.

Upon successful completion of ACC 201, the student should be able to:

- Explain the purpose and give examples of the uses of basic financial statements of a business entity.
- Define assets, liabilities, and owner's equity, and discuss the relationship of the accounting equation to the process of recording business transactions.
- Explain the purpose of the journal, ledger, and trial balance and show how they are used in the recording process to facilitate the compiling and accumulation of accounting information.
- Record transactions for service and merchandising businesses in special journals and the general journal.
- Explain the purpose of adjusting and closing entries, proficiently prepare adjusting and closing entries.
- Explain the basic steps of the accounting cycle.
- Prepare and explain the basic elements of the Income Statement, Statement of Owner's Equity, and the Balance Sheet for a service or a merchandising business.
- Explain "Internal Control" as a function of Accounting and indicate the basic principles involved in establishing controls to safeguard assets and enhance the accuracy and reliability of accounting records.
- Describe the nature of special journals and subsidiary ledgers, proficiently execute manual recording procedures, and fully explain how computerization affects such procedures.
- List the basic procedures necessary for effective accounting and control of cash transactions; correctly preparing bank reconciliations; and establishing and maintaining petty cash funds.
- Record and control transactions involving credit sales and purchases, including the procedures for recording uncollectible accounts.

ACC 202 Introduction to Managerial Accounting (3)

3 hours lecture per week

Prerequisite(s): ACC 201 or both ACC 124 and ACC 125.

Recommended Preparation: ICS 100 or ICS 101.

ACC 202 introduces students to accounting for corporations and an introduction to methods for evaluating financial performance, including cost accounting, budgeting, break-even analysis, ratio analysis, and sources and uses of cash.

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

- List, define, and indicate the application of basic accounting principles and concepts and their application to accounting procedures and financial reporting requirements.
- Recognize the differences in the nature of proprietorships, partnerships and corporations and relate such differences in the accounting for and reporting of owners' equities.
- List, define, and indicate the application of the flow of production costs and record rudimentary transactions involved in manufacturing operations.
- Prepare financial statements (basic and special) and use analytical techniques used in the analysis and interpretation of financial reports for decision-making purposes.
- Discuss principles of budgetary control and prepare special budget reports used in the administration of budget-based accounting systems.
- Utilize the Internet and email as research and communications tools.
- Effectively communicate accounting information and reports orally and in writing.
- Determine amounts and record transactions involving corporate organization, issuance, subscription and purchase of the various classes of capital stock, declaration and distributions of dividends, accumulation and restriction of retained earnings.

- Prepare the stockholders' equity section of the Balance Sheet, the Statement of Retained Earnings and the Income Statement, including presentation of extraordinary and unusual gains and losses, prior period adjustments, and earnings per share.
- Describe the nature of bonds and record transactions involving bonds including issuance, redemption, interest and amortization of discount and premium, bond sinking funds, and other long-term liabilities, and indicate their balance sheet presentation.
- Record transactions involving long and short-term investments and show their balance sheet presentation.
- Analyze cash flows at an introductory level and prepare a Statement of Cash Flows using the indirect method.
- Analyze and interpret information contained in corporate financial statements from the viewpoint of creditors and investors.
- List and define examples of production processes, types of and flow of manufacturing costs.
- Prepare journal entries to record manufacturing costs.
- Compute product costs and the value inventories for manufacturing operations under job order costing.
- Compute product costs and the value inventories for manufacturing operations under process costing.
- Discuss principles used in budgetary systems and prepare basic analytical reports used in administration of those systems.
- List, define, and indicate the application of the use of standard costing in budgets as instruments of planning and control.
- Compute basic material and labor cost variances in a standard cost accounting system.
- Compute basic overhead cost variances in a standard cost accounting system.
- Discuss capital budgeting techniques, such as cash payback period, discounted cash flow, net present value, and internal rate of return, and indicate their usefulness in managerial decision-making.
- Discuss other aids in the managerial decision-making process, including incremental cost-benefit analysis.

ACC 221 Intermediate Accounting (3) (Inactive)

6 hours lecture per week for 8 weeks or

3 hours lecture per week for 16 weeks

Prerequisite(s): ACC 132; ACC 133; ACC 150; ACC 155; ACC 202 or approval of the Business Education Department Chairperson.

Recommended Preparation: BUS 100; ENG 160; SP 151, SP 251 or SP 145.

ACC 221 covers generally accepted accounting principles (GAAP) at beyond the introductory level and is intended for students nearing graduation in the Associate of Science in Accounting program, or for those transferring to four-year Accounting programs. Applications of GAAP to recording and reporting requirements for the Income Statement, Statement of Retained Earnings, Balance Sheet, and Statement of Cash Flows are covered in depth. Other topics such as financial statement classification, manufacturing activity financial statements, and reporting and recording alternatives and other advanced issues related to GAAP are also covered. Students will also gain experience in the application of fundamental accounting tools such as spreadsheets and general ledger software to the solution of real-world accounting problems.

Upon successful completion of ACC 221, the student should be able to:

- Demonstrate understanding of generally accepted accounting principles (GAAP) and concepts and their application to recording and reporting requirements beyond the introductory level.
- Prepare comprehensive financial reports with Income Statement, Statement of Retained Earnings, Balance Sheet, and Statement of Cash Flows properly classified.
- Demonstrate understanding of advanced problems involving valuations, recording and reporting alternatives, and analysis and interpretation of data.
- Describe the various generally accepted accounting principles and concepts, their development and application. Discuss and apply accounting procedures for control, recording, and reporting of cash and temporary investments.
- Discuss the problems of valuation of receivables and demonstrate the various methods of estimating and recording doubtful accounts.
- Discuss accounting and control procedures applicable to inventories; compute the value of inventories using various acceptable methods of pricing and valuation; and discuss the effects of inventory values in the determination of income.
- Record transactions involving current liabilities to trade creditors or vendors, officers and employees, and government taxing authorities.
- Discuss the theoretical and practical problems of accounting for valuation of long-term assets, both tangible and intangible. Record acquisitions, expenditures after acquisition, periodic allocations of cost, and disposals.
- Demonstrate understanding of various types of long-term investments and liabilities, their recording, and their financial statement presentation.
- Demonstrate an understanding of, and record corporate transactions involving formation, paid in capital, earnings and distributions to stockholders. Prepare financial statements for corporations including calculation and presentation of earnings per share.
- Prepare and analyze a statement of cash flows.
- Describe techniques used for analysis and interpretation of financial statements.

ACC 231(Alpha) Professional Skills (3)

3 hours lecture per week

Prerequisite(s): Credit or concurrent registration in ACC 202 or approval of the instructor or Business Education Department Chairperson.

Recommended Preparation: Credit or concurrent registration in ACC 132; 137 (133); 150; 155.

Comment: Students are expected to provide their own USB compatible high density electronic storage media of minimum size specified by

instructor.

ACC 231(Alpha) covers the major hands-on practical skills accountants need to know. The topics presented may vary from semester to semester, in order to ensure these skills remain relevant in Hawai'i's accounting field. This course emphasizes real world situations and provides an opportunity for students to demonstrate outcomes of their coursework, critically assess and appropriately apply what has been learned, and effectively use their business teamwork, interpersonal and communication skills - all at a paraprofessional accountant level. ACC 231(Alpha) integrates and builds on professional skills, techniques and knowledge learned in previous courses. The course may be divided into multiple distinct sections, and each may be taught by a different accounting specialist. Coverage of topics may vary, depending on which professional skill sets are chosen. Concepts will be discussed, demonstrated, exercised, and applied primarily through case studies and fieldwork.

Upon successful completion of ACC 231(Alpha), for the professional skill sets chosen, the student should be able to:

- Apply knowledge, skills and techniques current in the accounting field.
- Describe the impact of selected topics on current business practices, operating procedures and customer relationship management.
- Effectively utilize knowledge, skills and techniques current in the accounting field.
- Apply Generally Accepted Accounting Principles and sound principles of internal control.
- Evaluate the implementation of selected technologies for efficiency and effectiveness.
- Make basic recommendations about informed courses of action based on accounting and/or tax knowledge.
- Use available industry-standard resources and techniques to research selected issues.
- Demonstrate proficiency in the use of software uniquely applicable to the accounting profession.
- Exhibit a paraprofessional level of comportment during the conduct of fieldwork studies on selected topics and present findings through paraprofessional-level oral and written presentations.
- Recognize, be able to define, and demonstrate the practical application of workplace-standard accounting terminology and vocabulary.
- Describe the purposes of the major components in an accounting system and demonstrate the application of this knowledge.

ACC 231B Professional Skills: Research, Workpapers, and Systems Simulation (3)

3 hours lecture per week

Prerequisite(s): Credit or concurrent registration in ACC 202 or approval of the instructor or Business Education Department Chairperson.

Recommended Preparation: Credit or concurrent registration in ACC 132; 137 (133); 150; 155.

Comment: Students are expected to provide their own USB compatible high density electronic storage media of minimum size specified by instructor.

ACC 231B covers the major hands-on practical skills accountants need to know. 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, and effectively use their business teamwork, interpersonal and communication skills - all at a paraprofessional accountant level.

ACC 231B integrates and builds on professional skills, techniques and knowledge learned in previous courses. The course is composed of three distinct topics:

- **Workpaper preparation and document management principles and practices.**
Students will design and create workpapers and supporting schedules to document general ledger and bank account reconciliations, analyze expenses, recap fixed asset accounts, serve as supporting schedules (lead sheets), and report transactional integrity. Students also learn general principles that will assist them in providing other schedules as needed to assist in the monthly or annual closing process. Students will research actual workplace practices regarding workpaper preparation and document management principles and practices present their findings both in writing and through classroom oral presentation.
- **Accounting Research**
Students will identify issues subject to research, research them using industry standard tools, document findings, form conclusions, make recommendations and write up the results at the paraprofessional level. Topics for research may include practical applications of FASB pronouncements, individual income or excise tax issues, Sarbanes-Oxley compliance practices, or other issues current in the accounting field. Teams of students (or individuals) will summarize and present their findings both in writing and through classroom oral presentation.
- **Systems Simulation**
Students will complete an entire accounting cycle simulation from completion and filing of source documents, through worksheet, supporting schedule and financial statement preparation, through a post-closing trial balance.

Upon successful completion of ACC 231B, the student should be able to:

- Apply knowledge, skills and techniques current in the accounting field to research, workpaper, and systems simulation problems and cases.
- Describe the impact of workpapers, research and systems issues on current business practices, operating procedures and customer

relationship management.

- Effectively utilize knowledge, skills and techniques current in the accounting field as they apply to research, workpaper, and systems simulation problems and cases.
- Apply Generally Accepted Accounting Principles and sound principles of internal control to research, workpaper, and systems simulation problems and cases.
- Evaluate the implementation of research, workpaper, and systems technologies for efficiency and effectiveness.
- Make basic recommendations about informed courses of action based on accounting and/or tax research conducted.
- Make basic recommendations about informed courses of action through paraprofessional-level oral and written presentations
- Apply selected accounting and tax research skills to research, workpaper, and systems simulation problems and cases.
- Proficiently utilize financial and tax research software.
- Generate and use contemporary professional-level workpapers and supporting schedules to document maintenance of the audit trail.
- Effectively use contemporary professional-level hardware and software components required for transaction generation, documentation, accumulation, summarization, review and analysis.
- Exhibit a paraprofessional level of comportment during the conduct of fieldwork studies on research, workpaper, and accounting systems.
- Exhibit a paraprofessional level of comportment in interactions with accounting professionals and in presentations.
- Present findings from fieldwork studies on research, workpaper, and accounting systems through paraprofessional-level oral and written presentations.
- Utilize workplace-standard accounting terminology and vocabulary in the preparation of workpapers and supporting documentation, in interactions with accounting professionals, in accounting and tax research cases and scenarios, and in the classroom.
- Recognize, be able to define, and apply workplace-standard accounting terminology and vocabulary to systems simulations problems and cases.
- Describe the purposes of the major components in an accounting system and demonstrate the application of this knowledge in research, workpaper, and systems simulation problems and cases.

ACC 250 (Alpha) Topics in Application of AIS Tools - Midrange Solutions I (3) (Inactive)

6 hours lecture per week (8 week course)

3 hours lecture per week (16 week course)

Prerequisite(s): ACC 132; ACC 150; ACC 202 or approval of the Business Education Department Chairperson

ACC 250 presents accounting information systems (AIS) topic(s) which may vary from semester to semester. Its purpose is to maintain currency with rapidly changing AIS technologies in Hawai'i's accounting field. Probable topics include familiarization with the characteristics and application of midrange integrated accounting packages such as MAS90. Students will have the opportunity to apply the skills learned in ACC 201, ACC 202, ACC 132, and ACC 150 to the administration of the "back office" modules/components of a moderately sophisticated computerized accounting system. Because the definition of what constitutes "back office" varies among software manufacturers, the specific modules/components studied may vary, depending on which manufacturer's midrange solution is currently in use. Concepts will be discussed, demonstrated, exercised, and applied in case studies to provide an understanding of AIS technologies and control systems and to assist students in making informed decisions about proper manual supporting systems and related technologies.

Upon successful completion of ACC 250, for the modules/components chosen, the student should be able to:

- Describe the purpose of the back office modules/components in an AIS.
- Use standard terminology and vocabulary related to the back office modules/components.
- Understand the hardware and software components required for transaction generation, accumulation and summarization, and how they are related.
- Demonstrate the practical application of skills in the installation, configuration, and management of the AIS components.
- Evaluate the implementation of the technology for efficiency and effectiveness.
- Describe the relationship of the back office modules/components to other AIS components.
- Describe its impact on current business practices, operating procedures, and customer interface.

ACC 250B Topics in Application of AIS Tools – Midrange Solutions I – MAS90 (3) (Inactive)

6 hours lecture per week (8 week course)

3 hours lecture per week (16 week course)

Prerequisite(s): ACC 202; ACC 132; ACC 150 or Approval of the Business Education Department Chairperson.

ACC 250B covers the fundamentals of administering an accounting information system (AIS) that uses the MAS90 midrange integrated accounting package. Students will have the opportunity to apply the skills learned in ACC 201, ACC 202, ACC 132, and ACC 150 to the

administration of the Core modules/components of MAS90. Concepts will be discussed, demonstrated, exercised, and applied in case studies to provide an understanding of AIS technologies and control systems and to assist students in making informed decisions about proper manual supporting systems and related technologies.

Upon successful completion of ACC 250B, the student should be able to:

- Describe the purpose of the Core modules/components in an AIS that uses MAS90.
- Use standard terminology and vocabulary related to the Core modules/components: Library Master, General Ledger, Accounts Receivable, Accounts Payable, Bank Reconciliation, and Payroll.
- Understand the hardware and software components required for transaction generation, accumulation and summarization, and how they are related.
- Demonstrate the practical application of skills in the installation, configuration, and management of the AIS components.
- Evaluate the implementation of the technology for efficiency and effectiveness.
- Describe the relationship of the Core modules/components to other AIS components.
- Describe its impact on current business practices, operating procedures, and customer interface.
- Document the operational processes in an AIS and evaluate accounting internal controls.

ACC 251(Alpha) Midrange Accounting Applications (3)

3 hours lecture per week

Prerequisite(s): ACC 150 or approval of the instructor or Business Education Department Chairperson.

Recommended Preparation: ACC 202; concurrent registration in ACC 231(any alpha).

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) covers the operation of a midrange accounting software system. The topics presented may vary from semester to semester, in order to maintain currency with rapidly changing accounting software systems technologies in Hawai'i's accounting field. Primary topics include hands-on practical skills in the operation of the software systems covered. Students will have the opportunity to integrate the skills learned in previous accounting classes to the course work. Coverage of specific modules (or system components) may vary, depending on which manufacturer's midrange solution is currently in use. Concepts will be discussed, demonstrated, exercised, and applied in case studies to provide an understanding of accounting software systems technologies and control systems and to assist students in making informed decisions about proper manual supporting systems and related technologies.

Upon successful completion of ACC 251(Alpha), for the modules/components chosen, the student should be able to:

- Describe the purpose of the modules/components in an accounting software system.
- Use standard terminology and vocabulary related to the modules/components.
- Use the hardware and software components required for transaction generation, accumulation and summarization.
- Explain how hardware and software components are related.
- Install, configure and manage the system's components.
- Evaluate the implementation of the technology for efficiency and effectiveness.
- Describe the relationship of the modules/components to other system components.
- Describe its impact on current business practices, operating procedures and customer interface.

ACC 251B Midrange Accounting Applications - MAS90/200 (3)

3 hours lecture per week

Prerequisite(s): ACC 150 or approval of the instructor or Business Education Department Chairperson.

Recommended Preparation: ACC 202; concurrent registration in ACC 231.

Comment: Students are expected to provide their own USB compatible high density electronic storage media of minimum size specified by instructor.

ACC 251B allows students the opportunity to apply the skills learned in ACC 150 to the administration of the major modules/components of a moderately sophisticated computerized accounting system. The following MAS90/200 modules are covered:

- Core Modules: Library Master, General Ledger, Accounts Payable, Accounts Receivable
- Distribution Modules: Sales Order, Purchase Order, Inventory Management

Concepts will be discussed, demonstrated, exercised, and applied in classroom activities and case studies to provide an understanding of accounting system technologies and control systems. Student will also investigate proper manual supporting systems and related technologies.

Upon successful completion of ACC 251B, the student should be able to:

- Describe the purpose of the major Core and Distribution modules/components in an accounting system that uses MAS90/200.
- Use standard terminology and vocabulary related to the Core modules/components: Library Master, General Ledger, Accounts Payable, Accounts Receivable modules.
- Use standard terminology and vocabulary related to the Distribution modules/components: Inventory Management, Sales Order and Purchase Order modules.
- Describe the hardware and software components required for transaction generation, accumulation and summarization and how they are related.
- Demonstrate the practical application of skills in the installation, configuration, and management of the accounting system components.
- Evaluate the implementation of the technology for efficiency and effectiveness.
- Describe the relationship of the modules/components to other accounting system components.
- Describe the impact of the technology on current business practices, operating procedures and customer interface.
- Document the operational processes in an accounting system and evaluate accounting internal controls.

ACC 293V Accounting Internship (1-3)

1 hour seminar per week for one semester. Forty hours of work experience per credit. If taken as a three-credit course, then 10 hours work experience per week for a maximum of 12 weeks.

Prerequisite(s): Satisfactory completion of any Accounting program Certificate of Competence or higher level certificate/degree, or consent of program coordinator or instructor.

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

ACC 293V integrates classroom learning with supervised practical experience. The course offers the opportunity to develop workplace soft skills as well as technical skills. Through a partnership between the employer and the college, students get practical on-the-job training while earning credits towards their Accounting degree (or certificate). The classroom portion of ACC 293V covers goal-setting, letter writing, creation of a professional resume, proper etiquette for job interviews, and other career related topics.

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

- Describe the interpersonal and technical skills required for the accounting field.
- Identify the personal qualities, attitudes, and work habits required in the accounting field.
- Clarify his or her career goals and aspirations.
- Perform activities in the cooperative work area 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.
- Write professional résumés and cover letters appropriate to potential job openings.
- Present himself or herself professionally during interviews.
- Maintain a detailed time record summarized by task category.
- Demonstrate the proficiency in overall work competencies, such as analyzing or describing the job assignment in relationship to principles, concepts or procedures covered in the Accounting program.
- Demonstrate practical work place experience and relate that experience to the Accounting field.
- Communicate clearly, and meet industry standards for the Accounting field in workplace ethics, behavior, team work and interpersonal relations skills.
- Identify the personal qualities, work habits, and attitudes that lead to genuine success in the work place.
- Write an essay demonstrating overall competency, such as analyzing or describing the student's job in terms of the organization and its relationship to principles, concepts or procedures covered in the Accounting field.
- Explain the importance of lifelong learning in the constantly changing Accounting field.

AMERICAN SIGN LANGUAGE

ASL 101 Elementary American Sign Language I (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

ASL 101 introduces students to the use and study of American Sign Language (ASL), including its rules of grammar and the cultural aspects of the Deaf Community. Emphasis is on building elementary receptive and expressive ASL vocabulary, and syntax, including appropriate grammatical and affective facial expressions.

Upon successful completion of ASL 101, the student should be able to:

- Demonstrate basic, functional conversational skills in ASL.
- Show an elementary understanding of ASL syntax including: basic sentence structures such as affirmations, negations, confirmations, interrogatives, commands and declaratives.
- Use simple temporal markers, pronominalizations, numbers, spatial referencing, basic noun-verb pairs, and contrastive structure.
- Exchange elementary level introductions, personal and family information.
- Participate in discussions about their surroundings and personal activities.
- Interact with Deaf people in informal social situations in a culturally appropriate manner.
- Discuss aspects of the Deaf Community, including its culture, how Deaf and hearing people have interacted historically and the role of ASL in the lives of Deaf people.
- Demonstrate the role of storytelling and creative signing plays in ASL.
- Produce basic level transcriptions of short ASL texts.
- Provide feedback to classmates during large and small group activities.

ASL 102 Elementary American Sign Language II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): ASL 101 or equivalent or instructor consent.

In ASL 102, students continue the study and use of American Sign Language (ASL), including its rules of grammar and cultural aspects of the Deaf Community. Emphasis is placed on continued building of elementary receptive and expressive sign vocabulary, and syntax, including appropriate grammatical and affective facial expressions.

Upon successful completion of ASL 102, the student should be able to:

- Demonstrate basic, functional conversational skills in ASL through giving and asking directions, making requests, contradicting others, explaining relationships and describing others.
- Demonstrate an increased proficiency in ASL syntax as developed in ASL 101 (including basic sentence structures, such as affirmations, negations, confirmations, interrogatives, commands and declaratives).
- Show beginning level competency with new grammatical concepts (rhetorical and wh-questions).
- Continue to use simple temporal markers, pronominalization, numbers, spatial referencing, noun-verb pairs, and contrastive structure.
- Use role shifting, descriptive classifiers, dual personal pronouns, temporal sequencing and inflecting verbs.
- Demonstrate social and cultural behaviors in a polite, informal register of ASL.
- Demonstrate knowledge of low-intermediate level ASL vocabulary.
- Discuss various aspects of the Deaf Community, its culture, how Deaf and hearing people have interacted historically and the role of ASL in the lives of Deaf people.
- Show the role of creative signing in ASL.
- Produce written transcriptions of short ASL texts beyond the 101 level.
- Provide feedback to classmates during large and small group activities.

ASL 201 Intermediate American Sign Language I (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): ASL 102 or equivalent or instructor consent.

In ASL 201, students continue to refine the language skills and knowledge acquired in American Sign Language 101-102. Emphasis is on encouraging students to talk about people and things in a more abstract manner, using more complex grammar, descriptors and conversational strategies.

Upon successful completion of ASL 201, the student should be able to:

- Demonstrate basic, functional conversational skills in ASL through making requests, suggestions and complaints, talking about routines, exchanging complex personal information, and describing locations in detail.
- Use the ASL syntax learned in ASL 101-102 more accurately.
- Use conditionals, "when" clauses, descriptive and locative classifiers properly.
- Recognize and use more complex temporal markers, numbers, role shifting, spatial referencing, temporal sequencing, inflecting verbs, and contrastive structure.
- Show an increased, intermediate-level vocabulary that includes everyday objects and activities.
- Comfortably describe family history and countries of origin.
- Demonstrate the ability to produce the correct signs for various countries and nationalities.
- Accurately convey life events.
- Sustain narratives about personal experiences.
- Demonstrate appropriate social and cultural behaviors in a polite, semi-formal register of ASL.

- Discuss more aspects of the Deaf Community, its culture and the role ASL plays in the lives of Deaf people.
- Demonstrate an understanding of several forms of ASL literature.
- Produce transcriptions of longer ASL texts.
- Use fingerspelled words and lexical borrowings appropriately.
- Provide feedback in ASL to classmates during large and small group activities.

ASL 202 Intermediate American Sign Language II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): ASL 201 or equivalent or instructor consent.

In ASL 202, students continue to refine the language skills and knowledge acquired in American Sign Language 101-201. To strengthen their fluency, students will concentrate on describing objects, events, locations and complicated circumstances in greater detail. Also, creative expressions of ASL will be covered extensively.

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

- Demonstrate increased control and confidence over grammar, vocabulary and common expressions used in daily conversation.
- Describe unusual objects and their function in great detail by using appropriate descriptive and instrument classifiers.
- Show the distinction between similar objects.
- Make recommendations, give opinions, express feelings about certain activities, and handle digressions and interruptions.
- Describe various disruptions using element classifiers.
- Recognize and use more complex adverbial and adjectival facial modifiers.
- Accurately use complex numbers and temporal markers, inflecting and spatial verbs, and comparative and contrastive structure.
- Comfortably negotiate common interactions, such as shopping and dining out.
- Sustain and comprehend longer narratives about various circumstances and activities.
- Demonstrate appropriate social and cultural behaviors in a variety of settings.
- Discuss, in detail, aspects of the Deaf Community not previously covered in ASL 101-201, including its culture and the role of ASL in the lives of Deaf people.
- Demonstrate examples of creative ASL (i.e., Sign play).
- Identify and understand several forms of ASL literature.
- Produce transcriptions of complex ASL texts.
- Use and show comprehension at the intermediate level of fingerspelled words and lexical borrowings.
- Provide feedback in ASL to classmates during large and small group activities.

AMERICAN STUDIES

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

3 hours lecture per week

Recommended Preparation: Qualification for or completion of ENG 100, ENG 160 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:

- Demonstrate an understanding of the evolution of some American cultural values over time.
- Identify specific American social institutions and their significance.
- Demonstrate an awareness of specific American social movements and their significance.
- Identify major themes in selected literary works dealing with American experience.
- Demonstrate an awareness of the diversity of American values and experience in an historical context.
- Identify the continuity of some American values in an historical context.
- Assess and evaluate primary source materials (speeches, sermons, literary texts, autobiographical narratives, etc.)
- Develop and defend value judgments.
- Express ideas clearly, orally and in writing.

AMST 202 American Experience: Culture and the Arts (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Recommended Preparation: Qualification for or completion of ENG 100, ENG 160 or ESL 100.

AMST 202 examines continuity, diversity, and change in American values and lives in an historical context, as manifested in art and culture. It introduces students to the techniques of interpreting various types of primary materials (such as novels, stories, poems, songs, etc.).

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

- Demonstrate an understanding of the process of continuity and change in diverse American cultural values over time.
- Identify and evaluate specific examples of American artistic creativity in such fields as literature, film, visual arts, and music.
- Identify specific American cultural and artistic movements, and their significance.
- Identify major themes in selected narrative, dramatic and visual works dealing with American experience.
- Demonstrate an awareness of the diversity of American values and experience in an historical context.
- Explain the relationship between artistic expression and the culture from which it emerges.
- Identify certain techniques that artists use to contribute to an esthetic effect.
- Assess and evaluate primary source materials (speeches, literary texts, autobiographical narratives, photographs, songs, etc.)
- Develop and defend value judgments.
- Express ideas clearly, orally and in writing.

AMST 211 Contemporary American Domestic Issues I (3) KCC AA/DS and KCC AS/SS

3 hours lecture/week

Recommended Preparation: Qualification for ENG 100, ENG 160 or ESL 100.

Comment: AMST 211 fulfills a UHM social science requirement.

AMST 211 examines contemporary American domestic issues within their historical contexts and in relation to American values and institutions.

Upon successful completion of AMST 211, the student should be able to:

- Demonstrate an understanding of the importance of political, social, and cultural diversity in American life.
- Demonstrate an understanding of the citizen's relationship to government and other social institutions.
- Explain significant values conflicts, such as that between individualism and conformity, in American life.
- Utilize basic concepts and terminology pertaining to the analysis of social issues.
- Demonstrate an understanding of the historical importance of civil rights and civil liberties in American culture.
- Explain the interdisciplinary approach to the study of America.
- Formulate and defend value judgments pertaining to American social issues.
- Demonstrate an understanding of the importance of historical perspective for understanding various social issues.
- Demonstrate an understanding of the role of social conflict and dissent in shaping America.
- Speak knowledgeably about the complexity of American values and identity.
- Write informed papers on a variety of American social issues.
- Express ideas and opinions clearly, orally and in writing.

AMST 212 Contemporary American Issues II (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

AMST 212 is an interdisciplinary introduction that explores America's relationship with the rest of the world.

Upon successful completion of AMST 212, the student should be able to:

- Gain a better understanding of the values which comprise the American character.
- Demonstrate an understanding of how our historical and cultural values have helped to determine how we relate to other cultures and ideologies.
- Understand the changes which have occurred in post WorldWar II foreign affairs.
- Develop a better understanding of national defense issues.

ANTHROPOLOGY

ANTH 151 Emerging Humanity (3) KCC AA/FGA and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100.

ANTH 151 introduces students to human biological evolution and the development of technology, language, and sociopolitical institutions across the world prior to circa AD 1500. Archaeology and physical anthropology provide a long-term global perspective on the emergence and development of humanity over the last 5 million years. Specific topics include (but are not limited to) 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:

- Identify the major theoretical orientations in anthropology and explain how these orientations shape the fieldwork experience.
- Explain how anthropologists study subsystems of culture, including archaeology, economic, kinship, political, and religious systems, personality development and cultural change.
- Articulate a concept of culture that will be useful in analyzing cross-cultural issues in Hawai'i, the United States and the world.
- Differentiate cross-cultural differences and similarities in Hawai'i's multi-cultural society.
- 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.
- Use anthropological perspectives on work to explore career interests in health, human services, education and other fields.
- Identify cross-cultural issues and develop a research paper using literature sources and interviews.
- Express and discuss research results in writing.

ANTH 152 Global Perspectives on Humanity (3) KCC AA/FGB

3 hours lecture per week

Prerequisite(s): ENG 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:

- 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.
- Compare and contrast her/his own and other cultures and the multiple perspectives, values, and identities they engender.
- Identify the world's different political systems, including democracy, and recognize that democracy can be practiced in differing ways.
- Link cultural literacy with language learning and actively pursue linguistic and cultural competencies in languages beyond her/his own.
- Communicate across cultures effectively by listening, negotiating, and speaking up.
- Translate global learning into ethical and reflective practice, mindful of the consequences of her/his actions in a locally diverse and globally heterogeneous community.
- Recognize the impact of culture in her/his own life, and believe that her/his personal actions, both individually and collaboratively, can, in turn, influence the world.

ANTH 200 Cultural Anthropology (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

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:

- Identify the major theoretical orientations in cultural anthropology and understand how these orientations shape the fieldwork experience.
- Explain how anthropologists study economic, kinship, political, and religious systems, personality development, and cultural change.
- Develop a concept of culture that will be useful in analyzing cross-cultural issues in Hawai'i, the United States, and the world.
- Differentiate cross-cultural differences and similarities in Hawai'i's multi-cultural society.
- 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.
- Use anthropological perspectives on work to explore career interests in health, human services, education, and other fields.
- Identify cross-cultural issues and develop a research paper using literature sources and interviews.

- Express and discuss research results in writing.

ANTH 210 Archaeology (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

ANTH 210 introduces prehistoric archaeology, the methods and techniques of excavation and laboratory analysis, and a brief survey of man's culture growth in prehistoric times.

Upon successful completion of ANTH 210, the student should be able to:

- Identify the interactions between the two major fields of anthropology, physical anthropology and cultural anthropology.
- Identify the methods archaeologists use in gathering material evidence about man's past.
- Analyze and diagnose anatomical and attribute differences, and understand the process of archaeological inference.
- Identify the major explanatory concepts and theories in archaeology.
- Identify environmental and cultural processes, which shape the archaeological record.
- Identify how archaeologists examine living human populations to gain insights into the formation of archaeological sites and materials.
- Delineate major archaeological work in Hawai'i and the Pacific.
- Apply archaeological concepts and theories, and utilize literature and informant sources, to prepare a research paper.
- Express clearly in writing, and verbally present, research results.

ANTH 215 Physical Anthropology (3) KCC AA/DB

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

ANTH 215 introduces physical anthropology: modern methods, techniques, and theories of the study of human evolution, primates, and physical adaptations of modern humans to their environment.

Upon successful completion of ANTH 215, the student should be able to:

- Identify the major concerns, methods, and theoretical orientation of the field of physical anthropology and relate it to other social science fields and branches of anthropology.
- Describe the major causes of biological variation in living human populations and theories relating these factors to environment and culture.
- Identify the major explanatory concepts and theories now accepted in the study of human evolution, including genetics and DNA analysis.
- Explain how primate evolution and behavior relates to the study of human evolution and variation.
- Demonstrate the use of computers and laboratory techniques to gather and interpret physiological data on human and primate populations.
- Identify and explain the relationships of fossil evidence to current theories of primate and hominid evolution.
- Apply fieldwork observations, laboratory work, and library research to obtain and analyze data and prepare research reports.
- Express clearly, in writing, and verbally present research results.

ANTH 235 Introduction to Pacific Island Peoples (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

ANTH 235 introduces the traditional and contemporary cultures of the Pacific. Emphasis is placed on cultural change and comparisons between Hawai'i and other Pacific Island societies.

Upon successful completion of ANTH 235, the student should be able to:

- Recognize the voyaging spirit and skills of Pacific island navigators.
- Explain Pacific settlement theory and the role of archeology in the development of this theory.
- Explain the relationship between culture and ecology in the Pacific Islands.
- Identify cultural differences and similarities in the three culture areas of the Pacific: Melanesia, Micronesia, and Polynesia.
- Analyze oral narrative materials to gain insight into traditional Pacific cultures.
- Evaluate the impact of European and Asian influence in Hawai'i and other Pacific island societies.

- Compare and contrast economic opportunities and constraints in Hawai'i and other Pacific societies.
- Identify social problems in the contemporary Pacific and assess their potential impact on the state of Hawai'i.
- Identify cross-cultural issues and develop a research paper using literature sources and interviews.
- Express and discuss research results clearly in writing.

ART

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

3 hours lecture per week

Recommended Preparation: Qualification for or completion of ENG 22.

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

Upon successful completion of ART 101, the student should be able to:

- Demonstrate a knowledge and understanding of the elements of art, principles of design, and the creative process.
- Demonstrate a familiarity with major historical and contemporary movements in art and be able to understand how art reflects its time.
- Demonstrate an understanding of the various art media.
- Appreciate the visual arts' influences on quality of life.
- Incorporate writing as a tool for analyzing art forms.

ART 105 Introduction to Ceramics (3) KCC AA/DA

6 hours lecture/lab per week

Recommended Preparation: Qualification for MATH 24.

Comment: Course materials cost approximately \$45.

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:

- Exhibit basic skill competency by producing finished ceramic objects with hand building and wheel throwing techniques.
- Proceduralize the ceramic process.
- Comprehend and sensitively apply the visual elements of line, shape, color, texture, volume and mass and the design principles of balance, rhythm, dominance, contrast, variation and unity to the execution of ceramic objects.
- Apply a basic understanding of color and color theory as it relates to the use of glazes.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Utilize a basic understanding of drawing as a means of notation, conceptualization and visual organization.
- Exhibit an awareness of historic and contemporary examples of ceramics.
- Begin to use the ceramic process to express personal imagery.
- 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: ART 106J may not be audited.

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:

- Demonstrate the following small-scale fabrication processes: sawing, piercing, wiring, gluing, filing, sanding, buffing, polishing, and selected decorative surface techniques.
- Demonstrate the following small-scale casting processes: assemblage and carving.
- Utilize creative problem solving and visualization in the sculpting process.
- Successfully apply the visual elements of line, shape, space, value, color, pattern, texture, motion, and the design principles of balance, rhythm, emphasis, contrast, proportion, variation, repetition, and unity to small-scale sculpture, jewelry, and miniature multi-media art assignments.
- Experiment by taking risks through the process of exploration during the creative problem solving process.

- Describe the evolution of small-scale sculpture from prehistoric to the present, and the effect science and technology has had on its development.
- Explain how attitudes and values of various other cultures have shaped their aesthetics in creating small-scale sculpture.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Give examples of historical and contemporary small-scale sculpture.
- Make individual creative decisions, based on the principles of art and elements of design.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

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:

- Describe the functions of the camera and control lighting situations.
- Perform all the necessary dark room techniques.
- Use professional presentation techniques.
- Sensitively apply the visual elements of line, shape, value, texture, space and motion, and the design principles of balance, rhythm, dominance, contrast, variation and unity to photographic projects.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Experiment by taking risks through the process of exploration and revision during the creative problem-solving process.
- Demonstrate strong communication skills and speak clearly during critiques.

ART 109 Understanding Image in Motion (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100 or consent of instructor.

Comment: ART 109 is repeatable once for a maximum of six credits.

ART 109 is a lecture survey course that explores the art of the moving image, both in film and video. It includes the history of moving images, national and international styles, various genres (theatrical features, documentaries, animation, experimental, fine art, etc). It examines aesthetic issues of the moving image, editing, structure, cinematography, lighting and drama. It explains the techniques employed to meet those aesthetic goals. Every class session includes a lecture introduction and a screening of some filmic works.

Upon successful completion of ART 109, the student should be able to:

- Demonstrate through writing knowledge of the history, theory, aesthetics, current trends and/or genres of the moving image as it relates to film and video.
- Analyze and document the content of the moving image with respect to a targeted audience in a research paper.
- Identify the impact of moving images on human communication in the context of current social, cultural and political trends.
- Demonstrate strong verbal communication and writing skills through oral presentations and writing assignments.
- Use appropriately the vocabulary of the moving image, both film and video, in speaking and writing.

ART 111 Introduction to Watercolor Painting (3) KCC AA/DA

6 hours lecture/lab per week

ART 111 is an introduction to watercolor materials and techniques.

Upon successful completion of ART 111, the student should be able to:

- Select and use watercolor materials.
- Show proficiency in the use of various watercolor techniques.
- Utilize the various art elements in communicating visual ideas.
- Utilize various design principles in composing a watercolor painting.

- 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

Comments: 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:

- Create original digital graphic artwork using appropriate design principles, elements of art, vocabulary, digital graphic software, and digital graphical technological processes.
- Apply problem-solving techniques to develop art projects according to specifications, then critique and defend own artwork.
- Use the vocabulary and technological processes of digital graphics.
- Use digital graphics to generate original visual images.
- Use a variety of industry-standard digital graphic software packages and input/output devices.
- Work with vector and bitmap images.
- 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.
- Demonstrate basic animation principles and skills.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Experiment by taking risks through the process of exploration during the creative process.
- Achieve individual creative decisions.
- 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

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:

- Demonstrate hand-eye coordination.
- 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.
- Demonstrate a thorough understanding of basic linear perspective.
- Demonstrate a skillful use of a variety of drawing materials and techniques.
- Develop an awareness of the interaction of seeing, mental visualization and drawing.

ART 114 Introduction to Color (3)

6 hours lecture/lab per week

Comment: Course supplies and materials will cost approximately \$150.00.

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:

- Perceive and describe the multiple dimensions of color: hue, value, intensity and temperature.
- Establish a solid understanding of color interaction, theories and vocabulary.
- Demonstrate skills in paint mixing, matching and application.
- Utilize paper and paint to creatively solve posed color problems.
- Develop a personal sense of color.

ART 115 Introduction to Design (3) KCC AA/DA

5 hours lecture/lab per week

Comment: Course materials and supplies will cost approximately \$125.00

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:

- Successfully apply the visual elements and the principles of design.
- Illustrate the concept of structure in design through the use of grid and modular systems.
- Employ the skillful use of design media including paint, paper, rulers, cutting tools, and mounting materials.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final project.
- Apply critical and creative thinking in order to experiment and take risks with the visual work.
- Identify the scope of design in the contemporary world.
- 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.

ART 116 gives students experience in basic concepts, elements and principles of three-dimensional art.

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

- Demonstrate the following sculpting processes: assemblage, carving, portrait modeling and/or casting.
- Utilize creative problem solving and procedures in the sculpting process.
- Successfully apply the visual elements of line, shape, space, value, color, pattern, texture, motion, and the design principles of balance, rhythm, emphasis, contrast, proportion, variation, repetition, and unity of sculpture assignments.
- Experiment by taking risks through the process of exploration during the creative problem solving process.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- List examples of historical and contemporary sculpture.
- Make creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend the conceptual merits of work produced for the course.

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

6 hours lecture/lab per week

Comment: Art supplies will cost approximately \$175.

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:

- Demonstrate an understanding of painting materials, procedures and terminology.
- 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.
- Proceduralize the painting process from thumbnail sketches, canvas preparation to the completion of a painting.
- Develop limited palettes, and explore color harmony and balance within a painting.
- Demonstrate an understanding of the multiple dimensions of color: hue, value, intensity and temperature.
- Experience paint as structure and demonstrate an awareness of the plastic quality of paint.

ART 125 Introduction to Graphic Design (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 112 with a grade of "C" or higher; ART 115 with a grade of "C" or higher; satisfactory completion of the Introduction to Graphic Design entrance portfolio review or acceptance into a NMA AS concentration.

Comment: 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:

- Develop strong concepts to communicate a message based on needs and purpose, by exploring the relationship between image, type and meaning.
- 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.
- Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
- Design page layouts that communicate a message effectively by integrating content and meaning with visual form.

ART 126 3D Computer Graphics I (3) KCC AA/DA

5 hours lecture/lab per week

Prerequisite(s): ART 112 with a grade of "C" or higher; approval of the 3D Computer Graphics I portfolio entrance review or acceptance into a NMA AS concentration.

Comment: 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 which integrate 3D modeling, UV layout, texture mapping, lighting, and rendering.

Upon successful completion of ART126, the student should be able to:

- Develop 3D models and related art assets using introductory level technical skills, procedures, and production methodologies.
- Employ the vocabulary of 3D computer graphics to define creative objectives and evaluate outcomes.
- Apply knowledge of contemporary industry responses to 3D computer graphics in the development of 3D models and related art assets.
- Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
- 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) KCC AA/DA (Inactive)

6 hours lecture/lab per week

Prerequisite(s): ART 112 Introduction to Digital Arts (with a grade of "C" or higher); ART 115 Introduction to Design (with a grade of "C" or higher); satisfactory completion of the Graphic Symbolism entrance portfolio review or acceptance into a NMA AS specialization.

Comment: ART 127 may not be audited.

ART 127 introduces the use of graphical symbols in design by examining contemporary and historical symbols and logos. Logo design and simplified abstract symbols are created using a combination of shape and letterforms.

Upon successful completion of ART 127, the student should be able to:

- Compare historical symbols and logos versus contemporary symbols and logos.
- Examine the process of creating simplified abstract symbols.
- Design simplified abstract symbols.
- Examine basic typographic characteristics and the use of letterforms in logo design.
- Design logos and symbols using a combination of shape and letterform.
- Examine and create symbol and logo design based on client need and identity.
- Analyze and apply the visual elements of line, shape, value, color, texture, time, space, motion and the design principles of balance, rhythm, emphasis, contrast, variation, repetition, and unity to interface design assignments.
- Analyze the scope of symbol and logo design in the contemporary world.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Experiment by taking risks through the process of exploration during the creative problem solving process.
- Use various techniques and demonstrate skill with media and application.

- Work effectively as a team member to achieve creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

ART 128 Interface Programming I (3)

6 hours lecture/lab per week

Prerequisite(s): ART 112 with a grade of "C" or higher; satisfactory completion of the Interface Programming portfolio review or acceptance into a New Media Arts AS concentration.

Comment: 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:

- 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.
- 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.
- Apply knowledge of the theory, history, and principles of interface design in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by participating as an active critic during group critiques.
- 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)

Prerequisite(s): ART 125 with a grade of "C" or higher; Satisfactory completion of the Corporate Identity entrance portfolio review or acceptance into a NMA AS concentration.

Comment: 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:

- Develop strong visual concepts to communicate a brand based on needs and purpose, by exploring effective corporate identity, branding and marketing guidelines.
- 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.
- Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
- Produce a unified corporate identity brand through the design of printed and web collateral materials.

ART 155 Information Architecture (3) (Inactive)

6 hours lecture/lab per week

Prerequisite(s): ART 112 with a grade of "C" or higher; approval of the Information Architecture entrance portfolio review or acceptance into a NMA AS concentration.

ART 155 provides an introduction to the conceptual planning and mapping of organizational structures for interactive systems and web sites. Through the creation of client documentation, students go through the early stages of the interface design process by defining meaningful goals and creating visual frameworks designed to improve usability and meet the needs of the target audience.

Upon successful completion of ART 155, the student should be able to:

- Apply basic concepts and principles of information architecture, including conceptual planning, site mapping, and wire-framing, in the creation of client documentation for user interface designs and works of new media art.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.

ART 156 Digital Painting (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 202 with a grade of "C" or higher; approval of the Digital Painting entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 156 may not be audited.

ART 156 is an introduction to the use of the computer as a painting tool. Studio experience will explore digital painting techniques as used for personal expression, production design, concept art, matte painting, and texture mapping. Emphasis will also be placed on developing an aesthetic criteria for evaluation.

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

- Demonstrate a developed proficiency in the use of digital painting tools for personal expression as well as for industry work in matte painting, texture mapping, and concept development painting.
- Analyze and apply the principles of light and color as they relate to the monitor color space in order to use color and value effectively for representation, mood, and character.
- Find and use reference art creatively to help in the concept and painting of images.
- Effectively use the vocabulary of digital painting techniques as well as the language of art to evaluate fundamental visual principles of the final rendered artwork in the context of painting.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Use the digital tools for storing, searching, retrieving, and transmitting digital information.
- 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, repetition, and unity in digital projects.
- Work effectively as a team member to achieve creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

ART 157 Digital Storytelling (3) KCC AA/DA

3 hours lecture per week

Prerequisite(s): ART 126 with a grade of "C" or higher; approval of the Digital Storytelling entrance portfolio review or acceptance into a NMA AS Animation concentration.

Comment: ART 157 may not be audited.

ART 157 introduces students to the production of animation storyboards and 3D animatics through the analysis of film and cinematography with attention to the special needs of animation. Emphasis will also be placed on developing an aesthetic criteria for evaluation.

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

- Examine the role of digital animation in the film genre.
- Research and analyze the principles of storyboarding devices: staging, composition, and continuity as used in cinematography, particularly in animation, and use these devices in the creation of storyboards.
- Analyze compositional camera techniques: camera movement, angles, framing, and transitions, and apply these principles in creating 3D animatics in Maya.
- Analyze effective story development and various animation genres through the analysis of feature films and animations and apply that understanding in creating storyboards.
- Research effective character development through the analysis of films and animations and apply that information to the creation of character model sheets.
- 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, repetition, and unity in digital projects.
- Complete the creative problem-solving process from writing a script, visually interpreting the script into storyboards and model sheets, and translating the storyboards into the 3D digital environment with camera moves.
- Apply appropriate software usage based on industry application.
- Effectively use the vocabulary and technological processes of film and animation as well as the language of art to aid in the integration of the technological skill with aesthetic criterion.
- Learn to be experimental by taking risks through the process of exploration during the creative process.

- Work effectively as a team member to achieve creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

ART 158 History of Animation (3) (Inactive)

6 hours lecture/lab per week

Prerequisite(s): ART 112; approval of the History of Animation entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 158 may not be audited.

ART 158 is an in-depth survey of historical developments, styles, techniques, theory and criticism of animation as an art form. A studio component integrates research with design projects.

Upon successful completion of ART 158, the student should be able to:

- Analyze how ideologies, technologies, and cultures have shaped the history of animation, including the means of production, distribution, and presentation of animated content in both filmic and non-filmic forms.
- Identify different styles of animation and the technologies used to produce them.
- Analyze and apply traditional materials and methodologies used in the production of animation.
- 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.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.

ART 159 History of Communication Design (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 112 with a grade of "C" or higher, ART 115 with a grade of "C" or higher; acceptance into a New Media Art concentration or satisfactory completion of the History of Communication Design portfolio review.

Comment: 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:

- Explore and identify the key periods of communication design.
- Analyze historical and contemporary communication design styles.
- Research a design period and present a visual solution based on that period.
- Apply knowledge of the theory and history, and the elements and principles of design 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.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
- Work effectively as a team member to achieve creative decisions.

ART 189 Ka Unu Pa'a: Introduction to Hawaiian Visual Art & Design (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:

- Examine the historical and formal qualities of objects produced by Hawaiians through pre-contact, post-contact, and contemporary times.
- Create art as a means of contemporary notation, conceptualization and visual organization.
- Define Hawaiian art, the variety and richness of its art forms and the cultural significance inherent in its production.
- Demonstrate how the Hawaiian language informs the process of art making and offers insights into the metaphorical nature intrinsic in Hawaiian art.
- Use various art making techniques and processes to explore personal imagery.
- Experiment by taking risks through the process of exploration during the creative problem solving process.

- Complete the creative problem solving process from the preliminary planning stage and exploration through study and revision to the final product.
- Explain the scope of design in Hawaiian culture, its relationship to Western and Pacific Island design both in historic and contemporary times.

ART 190 (Alpha) Topics in New Media Studies (3) KCC AA/DH

3 hours lecture per week

Comment: ART 190 (Alpha) is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. ART 190 (Alpha) may not be audited. ART 190 (Alpha) may not be taken credit/no credit.

ART 190 (Alpha) is a topics course that introduces the history, aesthetics, and impact on human communication of multimedia technologies. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include: overview of new media arts, history of communication design, history of animation, and history of film and video.

Upon successful completion of ART 190 (Alpha), the student should be able to:

- Demonstrate an understanding of the history, theory, aesthetics, and current trends of digital multimedia and animation.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- Analyze the content of media rich environments with respect to target audience.
- Explain the impact of digital media on human communication in the context of current social, cultural and political trends.
- Work effectively as a team member.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 190C Topics in New Media Studies: Core (3) (Inactive)

3 hours lecture per week

Comment: ART 190C is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. ART 190C may not be audited. ART 190C may not be taken credit/no credit.

ART 190C is a topics course that introduces the history, aesthetics and impact on human communication of multimedia technologies. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include: overview of new media arts, history of communication design, history of animation, and history of film and video.

Upon successful completion of ART 190C, the student should be able to:

- Demonstrate an understanding of the history, theory, aesthetics, and current trends of digital multimedia and animation.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- Analyze the content of media rich environments with respect to target audience.
- Explain the impact of digital media on human communication in the context of current social, cultural and political trends.
- Work effectively as a team member.
- Navigate and interact with several types of digital media.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 190H Topics in New Media Studies: Programming for Artists (9) (Inactive)

3 hours lecture per week

Comment: ART 190M may not be audited. ART 190M may not be taken credit/no credit. ART 190M is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies.

ART 190M is a topics course that introduces the history, aesthetics and impact on human communication of multimedia technologies. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include: overview of new media arts, history of communication design, history of animation, and history of film and video.

Upon successful completion of ART 190H, the student should be able to:

- Demonstrate an understanding of the history, theory, aesthetics, and current trends of digital multimedia and animation.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- Analyze the content of media rich environments with respect to target audience.
- Explain the impact of digital media on human communication in the context of current social, cultural and political trends.

- Work effectively as a team member.
- Navigate and interact with several types of digital media.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 190M Topics in New Media Studies: History of Film (9) (Inactive)

3 hours lecture per week

Comment: ART 190M may not be audited. ART 190M may not be taken credit/no credit. ART 190M is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies.

ART 190M is a topics course that introduces the history, aesthetics and impact on human communication of multimedia technologies. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include: overview of new media arts, history of communication design, history of animation, and history of film and video.

Upon successful completion of ART 190M, the student should be able to:

- Demonstrate an understanding of the history, theory, aesthetics, and current trends of digital multimedia and animation.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- Analyze the content of media rich environments with respect to target audience.
- Explain the impact of digital media on human communication in the context of current social, cultural and political trends.
- Work effectively as a team member.
- Navigate and interact with several types of digital media.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 191 (Alpha) Topics in New Media Design (3) KCC AA/DA

6 hours lecture/lab per week

Comment: ART 191 (Alpha) is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. ART 191 (Alpha) may not be audited. ART 191 (Alpha) may not be taken credit/no credit.

ART 191 (Alpha) is a topics course that introduces design concepts and practices related to multimedia production. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include introduction to interface design, branding and corporate identity, project management, the business of multimedia, and presentation design for multimedia. Upon successful completion of ART 191 (Alpha), the student should be able to:

- Apply visual and interface design principles in the development of print and screen-based media.
- Analyze the content of media rich environments with respect to rhetoric, interface design, visual design and targeted audience.
- Design presentation materials to convey the developmental stages of multimedia materials.
- 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 art works.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 191G New Media Arts Design: Design (9) KCC AA/DA (Inactive)

3 hours lecture per week

Comment: ART 191G may not be audited. ART 191G may not be taken credit/no credit. ART 191G is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies.

ART 191G is a topics course that introduces design concepts and practices related to multimedia production. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include introduction to interface design, branding and corporate identity, project management, the business of multimedia, and presentation design for multimedia.

Upon successful completion of ART 191G, the student should be able to:

- Apply visual and interface design principles in the development of print and screen-based media.
- Analyze the content of media rich environments with respect to rhetoric, interface design, visual design and targeted audience.
- Design presentation materials to convey the developmental of digital multimedia and animation.

- 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 art works.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 191J New Media Art Design: Branding (9) KCC AA/DA (Inactive)

3 hours lecture per week

Comment: ART 191J is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. ART 191G may not be audited. ART 191G may not be taken credit/no credit.

ART 191J is a topics course that introduces design concepts and practices related to multimedia production. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include introduction to interface design, branding and corporate identity, project management, the business of multimedia, and presentation design for multimedia.

Upon successful completion of ART 191J, the student should be able to:

- Apply visual and interface design principles in the development of print and screen-based media.
- Analyze the content of media rich environments with respect to rhetoric, interface design, visual design and targeted audience.
- Design presentation materials to convey the developmental of digital multimedia and animation.
- 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 art works.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually. Apply visual and interface design principles in the development of print and screen-based media.

ART 191R New Media Art Design: Business (9) KCC AA/DA (Inactive)

3 hours lecture per week

Comment: ART 191R is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. ART 191R may not be audited. ART 191R may not be taken credit/no credit.

ART 191R is a topics course that introduces design concepts and practices related to multimedia production. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include introduction to interface design, branding and corporate identity, project management, the business of multimedia, and presentation design for multimedia.

Upon successful completion of ART 191R, the student should be able to:

- Apply visual and interface design principles in the development of print and screen-based media.
- Analyze the content of media rich environments with respect to rhetoric, interface design, visual design and targeted audience.
- Design presentation materials to convey the developmental of digital multimedia and animation.
- 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 art works.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually. Apply visual and interface design principles in the development of print and screen-based media.

ART 192 (Alpha) Topics in New Media Techniques (3) KCC AA/DA

6 hours lecture/lab per week

Comment: ART 192 (Alpha) is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. ART 192 (Alpha) may not be audited. ART 192 (Alpha) may not be taken credit/no credit.

ART 192 (Alpha) is a topics course that introduces design concepts and practices related to the animation industry. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include gaming and real-time computer graphics, digital painting, and digital video and storytelling.

Upon successful completion of ART 192 (Alpha), the student should be able to:

- Apply visual and design principles in the development of screen-based media.
- Explore the art making process using contemporary electronic media, including digital graphics, animation, video and sound.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- 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 art works.
- Use analytical thinking skills to understand and be “literate” in the time-based arts to their greater social, political, and cultural contexts.
- Use multiple applications in the production of digital media.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 192D New Media Arts Tech: Maya 1 Modeling (9) (Inactive)

3 hours lecture per week

Comment: ART 192D may not be audited. ART 192D may not be taken credit/no credit. ART 192D is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies.

ART 192D is a topics course that introduces design concepts and practices related to the animation industry. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include gaming and real-time computer graphics, digital painting, and digital video and storytelling.

Upon successful completion of ART 192D, the student should be able to:

- Apply visual and design principles in the development of screen-based media.
- Explore the art making process using contemporary electronic media, including digital graphics, animation, video and sound.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- 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 art works.
- Use analytical thinking skills to understand and be literate in the time-based arts to their greater social, political, and cultural contexts.
- Use multiple applications in the production of digital media.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 192M NMA Tech: After Effects (9) (Inactive)

3 hours lecture per week

Comment: ART 192M may not be audited. ART 192M may not be taken credit/no credit. ART 192M is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies.

ART 192M is a topics course that introduces design concepts and practices related to the animation industry. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include gaming and real-time computer graphics, digital painting, and digital video and storytelling.

Upon successful completion of ART 192M, the student should be able to:

- Apply visual and design principles in the development of screen-based media.
- Explore the art making process using contemporary electronic media, including digital graphics, animation, video and sound.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- 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 art works.
- Use analytical thinking skills to understand and be literate in the time-based arts to their greater social, political, and cultural contexts.
- Use multiple applications in the production of digital media.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 192N NMA Tech: Maya 2 Animation (9) (Inactive)

3 hours lecture per week

Comment: ART 192N may not be audited. ART 192N may not be taken credit/no credit. ART 192N is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies.

ART 192N is a topics course that introduces design concepts and practices related to the animation industry. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include gaming and real-time computer graphics, digital painting, and digital video and storytelling.

Upon successful completion of ART 192N, the student should be able to:

- Apply visual and design principles in the development of screen-based media.
- Explore the art making process using contemporary electronic media, including digital graphics, animation, video and sound.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- 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 art works.
- Use analytical thinking skills to understand and be literate in the time-based arts to their greater social, political, and cultural contexts.
- Use multiple applications in the production of digital media.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 192P New Media Arts Technology: Maya 3Character Animation (9) (Inactive)

3 hours lecture per week

Comment: ART 192P may not be audited. ART 192P may not be taken credit/no credit. ART 192P is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies.

ART 192P is a topics course that introduces design concepts and practices related to the animation industry. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include gaming and real-time computer graphics, digital painting, and digital video and storytelling.

Upon successful completion of ART 192P, the student should be able to:

- Apply visual and design principles in the development of screen-based media.
- Explore the art making process using contemporary electronic media, including digital graphics, animation, video and sound.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- 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 art works.
- Use analytical thinking skills to understand and be literate in the time-based arts to their greater social, political, and cultural contexts.
- Use multiple applications in the production of digital media.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 192Q NMA Tech: Gaming & Graphics (9) (Inactive)

3 hours lecture per week

Comment: ART 192Q may not be audited. ART 192Q may not be taken credit/no credit. ART 192Q is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies.

ART 192Q is a topics course that introduces design concepts and practices related to the animation industry. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include gaming and real-time computer graphics, digital painting, and digital video and storytelling.

Upon successful completion of ART 192Q, the student should be able to:

- Apply visual and design principles in the development of screen-based media.
- Explore the art making process using contemporary electronic media, including digital graphics, animation, video and sound.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- 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 art works.
- Use analytical thinking skills to understand and be literate in the time-based arts to their greater social, political, and cultural contexts.
- Use multiple applications in the production of digital media.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.

- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 192R NMA Tech: Digital Painting (3) (Inactive)

3 hours lecture per week

Comment: ART 192R is repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. ART 192R may not be audited. ART 192R may not be taken credit/no credit.

ART 192R is a topics course that introduces design concepts and practices related to the animation industry. The topics will update as necessary in response to conceptual and technological developments in the field. Possible topics include gaming and real-time computer graphics, digital painting, and digital video and storytelling.

Upon successful completion of ART 155, the student should be able to:

- Apply visual and design principles in the development of screen-based media.
- Explore the art making process using contemporary electronic media, including digital graphics, animation, video and sound.
- Translate the aesthetics and techniques of the moving image and sound to multimedia production.
- 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 art works.
- Use analytical thinking skills to understand and be literate in the time-based arts to their greater social, political, and cultural contexts.
- Use multiple applications in the production of digital media.
- Navigate and interact with several types of digital multimedia.
- Demonstrate the ability to work effectively as a team member as well as achieving individual creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 195 Stained Glass Design and Fabrication (3) KCC AA/DA Summer

6 hours lecture/lab per week

Recommended Preparation: One of the following, ART 111, ART 113, ART 114, ART 115 or ART 123.

Comment: ART 195 is repeatable for a maximum of six credits. Instructor's permission is required for a student to repeat this course. ART 195 is offered during the summer only. Basic hand tools are provided. The student will need to purchase any specialized hand tools, glass material, lead, and solder as needed (\$125 on up depending on the quality of glass and size of the projects). The student will need to purchase art supplies (approximately \$35).

ART 195 is an introductory course in the design and fabrication of stained glass as a fine art medium. The course explores the physical properties of light and color while engaging the student in a step by step method for constructing leaded glass projects.

ART 195 is an introductory course for students who are considering the marketing of their work to designers, architects, and the general public. This class is ideal for those students who wish to know how to construct work for architectural settings or to make autonomous panels for display in the home, gallery or in commercial/liturgical applications.

Upon successful completion of ART 195, the student should be able to:

- Plan, design and fabricate a series of leaded stained glass panels using the traditional methods of construction: cartoon and pattern making, scoring and cutting glass, glazing the glass into lead came, soldering lead joints, waterproofing, and cleaning.
- Choose glass that is both affordable and appropriate to the unique design considerations of each work.
- Solve problems inherent in making any large and small flat glass construction, from beginning to end.
- Discriminate quality works of art made by using the traditional stained glass method by using the knowledge gained in making personal custom glass panels, and by looking at a wide variety of glass work in liturgical, commercial and residential settings in and around Honolulu.
- Use appropriately glass terminology and identify glass designers and the historical glass in architectural settings in Honolulu.
- Use appropriate glass terminology and be able to identify glass designers work and the historical glass in Honolulu in Architectural settings.

THE 200 LEVEL STUDIO COURSES in photography, drawing, figure drawing, painting, ceramics, visual studies and sculpture (ART 201, 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 201 Expanded Arts (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 101; one 100-level 2D studio art class; one 100-level 3D studio art class.

Recommended Preparation: Basic computer knowledge.

ART 201 addresses contemporary issues and technology through critical examination of arts activity in cultural contexts and studio exploration interrelating various media and notational systems.

Upon successful completion of ART 201, the student should be able to:

- Identify the relationship of the meaning of an artwork to its medium of expression.
- Translate a media-specific artwork into other media and/or notational systems.
- Use analytical thinking skills to discuss, verbally or in writing, contemporary artworks in their greater social, political, and cultural contexts.
- Define the art-making process using contemporary art media, including computer graphics.
- Complete the creative problem-solving process, from planning and divergent thinking to implementation and evaluation.

ART 202 Digital Imaging (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 112 with a grade of "C" or higher and approval of the Digital Imaging entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 202 may not be audited.

ART 202 is a studio course in digital imaging concepts and techniques including image capture, manipulation, and output. Emphasis will also be placed on developing an aesthetic criteria for evaluation.

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

- Explain the merits of digital photography in the continuum of photographic concepts and practices.
- Demonstrate skills in digital image capture with several input devices.
- Demonstrate advanced skills in digital image manipulation using image processing software.
- Demonstrate an ability to integrate the use of digital image processing in the creation of multimedia art works.
- Demonstrate skills in preparation of digital images for a variety of output formats.
- 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.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Explain the social, ethical, and legal responsibilities related to the production of digital photography.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 207 Intermediate Photography: Techniques and Aesthetics of Photography (6) KCC AA/DA

6 hours lecture/lab per week

Prerequisite: ART 107 or consent of instructor.

Comment: ART 207 may not be audited. 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:

- Conceptualize an idea and translate it photographically into a visual form.
- Use different black and white films and development procedures to convey and express different photographic aesthetics.
- Express ideas, feelings and/or concepts through refined photographic techniques.
- Produce photographic prints that require proficient skill in darkroom techniques.
- Apply the visual elements of line, shape, value, texture, space and motion, and the design principles of balance, rhythm, dominance, contrast, variation, and unity to photography projects.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Experiment by taking risks through the process of exploration and revision during the creative problem solving process.
- Demonstrate strong communication skills and speak clearly during critiques.

ART 209 Image in Motion Studio (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 107; ART 112 with a grade of "B" or higher; ART 190M with a grade of "B" or higher or instructor consent.

Comment: ART 209 is repeatable once for a maximum of six credits.

ART 209 provides students with the basic theory, practice, and techniques for digital video with sequential digitized imagery and synchronized sound.

Upon successful completion of ART 209, the student should be able to:

- Identify the genres, techniques and aesthetics of the moving image in film and video as it relates to the aesthetics of multimedia.
- Translate the aesthetics and techniques of the moving image and sound to the electronic media.
- Use analytical thinking skills to understand and be "literate" in the time-based arts to their greater social, political, and cultural contexts.
- Explore the art making process using contemporary electronic media, including computer graphics and sound.
- Complete the creative problem-solving process, from planning and divergent thinking to implementation and evaluation.

ART 212 Digital Animation (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 112 with a grade of "C" or higher; approval of the Digital Animation entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 212 may not be audited.

ART 212 is a studio course in digital animation concepts and technique. Emphasis will also be placed on developing an aesthetic criteria for evaluation.

Upon successful completion of ART 212, the student should be able to:

- Demonstrate relevant contemporary responses to computer animation.
- Understand and appreciate digital animation in the continuum of traditional animation and time-based media concepts and practices.
- Demonstrate skills with 2D and 3D digital animation software.
- Demonstrate an understanding of basic techniques of character and narrative development as applied to digital animation.
- Demonstrate skills in the creation of storyboards, production designs and model sheets as part of the developmental process.
- Demonstrate skills in preparation of digital animation for a variety of output formats.
- Skillfully apply the animation principles of motion analysis and characterization.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Demonstrate the use of tools for storing, searching, retrieving, and transmitting digital information.
- Work effectively as a team member to achieve creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 213 Intermediate Drawing (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 113 or instructor consent.

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:

- 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.
- Integrate the dynamic nature of the picture plane with the representational aspects of drawing.
- Develop skills in drawing as a descriptive language for greater personal expression.
- Experience drawing as a way of "seeing" involving all the faculties of the mind: perception (observation, sensation), intellect (analysis, organization, synthesis), intuition and emotion.
- 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.
- Focus on the "process" of drawing through the various developmental states of observation, analysis, construction, reorganization and transformation.

ART 214 Introduction to Life Drawing (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 113 or instructor consent.

Recommended Preparation: ART 213.

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:

- Draw the human figure accurately based on anatomical construction.
- 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.
- Develop proficiency in the use of a variety of drawing materials and techniques, including diagrammatic analysis.
- Draw the human figure expressively.

ART 222 Digital Multimedia (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 202, with a grade of "C" or higher and approval of the Digital Multimedia entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 222 may not be audited.

ART 222 provides studio experience in multimedia concepts and techniques including image processing, motion graphic design, digital video, sound editing, and multimedia authoring software in the creation of interactive multimedia art works.

Upon successful completion of ART 222, the student should be able to:

- Develop conceptual thinking skills with regard to digital multimedia.
- Demonstrate relevant contemporary responses to digital multimedia.
- Describe the impact of digital multimedia on human communication.
- Integrate the use of image processing, motion graphic design, digital video, sound editing, and multimedia authoring software in the creation of unified multimedia art works.
- Prepare site plans; preliminary concept drawings; storyboards; graphical elements; interface design incorporating motion graphics; sound and interactivity for digital multimedia.
- Develop an understanding of user-centered design.
- Analyze basic information structures and demonstrate the ability to research topics and organize ideas into comprehensive information hierarchies.
- Demonstrate the ability to create, manipulate and organize information in the production of multimedia materials.
- Comprehend and successfully apply the visual elements of line, shape, value, color, texture, time, and the design principles of balance, rhythm, emphasis, contrast, variation, repetition, and unity to digital multimedia assignments.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Review and analyze the team development process.
- Work effectively as a team member to achieve creative decisions.
- Develop strong group communication skills and the ability to speak clearly during critiques.
- Effectively write about and defend course work conceptually.

ART 223 Intermediate Painting (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 123 or instructor consent.

Comment: 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:

- Develop a working knowledge of late 19th and early 20th century studio painting practice emphasizing developments in light notation, cubism and surrealism and expressionism.
- Demonstrate an understanding of all aspects of color mixing, including structuring a color palette through sensitively perceiving value, temperature and intensity.

- 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.
- Demonstrate an understanding of the abstraction process.
- Exemplify trusting one's own decisions, insights and perceptions during the creative problem-solving process.
- Develop language skills in critical evaluation of paintings.
- Begin the search for an original and personal direction in painting.

ART 224 Painting from Life (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 123; credit or concurrent enrollment in ART 214, or instructor consent.

Comment: ART 224 is repeatable for a maximum of six credits.

ART 224 is a survey of the figurative tradition of painting, using the model as the primary subject matter. This course is an intensive studio experience of painting from the model.

Upon successful completion of ART 224, the student should be able to:

- Create artworks that demonstrate a working knowledge of the figurative tradition of painting from the Renaissance to the present.
- Paint the human figure accurately and expressively.
- Apply the visual elements of line, shape, light and shadow, color, texture, and space, and the design principles of balance, rhythm, focal points, implied movement and unity to figure painting projects.
- Execute the painting process from painting sketches, canvas preparation to the completion of a large-scale painting.
- Develop limited palettes, and explore color harmony and balance within a painting.
- Create artworks that demonstrate a working knowledge of the architectonic structure of painting, including the dynamic organization of pattern, two and three dimensional space and rhythmic demands of the flat picture plane.
- Demonstrate risk-taking, insight and originality in the creative problem-solving process.
- Demonstrate analytic and expressive language skills in the critical evaluation of paintings, verbally and in writing.

ART 225 Painting/Water-Based Media (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 111, ART 113 or instructor consent.

ART 225 offers an introduction to water-based media. Traditional transparent color, gouache, and acrylic painting will be explored.

Upon successful completion of ART 225, the student should be able to:

- Distinguish and become familiar with the techniques associated with all three water-based techniques. In addition, apply color using different techniques, wet on wet, wet on dry, texture transfer and resist techniques.
- Expand knowledge of water-based paint and color mixing. Explore color groupings (color analogy, colors in simultaneous contrast, and limited palettes).
- Successfully complete a series of 6-8 finished paintings that are related thematically.
- Demonstrate creative problem solving through the process of discovery and application of techniques taught.
- Develop an attitude of risk-taking and be willing to accept failure in order to achieve success; learning from mistakes is part of the creative process.
- Begin the search for an original and personal vision.
- Show, by completion of elective and/or required courses, the educational background necessary for more specific professional and personal growth.
- Understanding of self and one's place in the world.
- Understanding of aesthetics of the human experience and the need for life-long learning.

ART 226 3D Computer Graphics II (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 202 with a grade of "C" or higher; ART 212 with a grade of "C" or higher; ART 126 with a grade of "C" or higher; approval of the 3D Computer Graphics II entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 226 may not be audited.

ART 226 explores intermediate level conceptual and technical topics in 3D computer graphics, including: character design, character modeling, high-detail digital sculpting, character setup, surfacing, and animation.

Upon successful completion of ART 226, the student should be able to:

- Develop 3D models, animations, and related art assets using intermediate level technical skills, procedures, and production methodologies.
- Employ appropriate strategies to develop 3D models suited to the needs of character setup and animation.
- Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
- Develop 3D content that integrates multiple stages of the computer graphics pipeline, including: 3D modeling, UV layout, high-detail sculpting, surfacing, character setup, animation, lighting, and rendering.

ART 229 Interface Design I (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 125 with a grade of "C" or higher; ART 127 with a grade of "C" or higher; credit or concurrent enrollment in ART 128; satisfactory completion of the Interface Design I portfolio review or acceptance into a NMA AS specialization.

Comment: ART 229 may not be audited.

ART 229 explores the fundamental principles of design through creating information structures, logical navigation and audience specific interfaces for Web page and site design. Students learn basic screen design skills in combination with basic Web page production technique.

Upon successful completion of ART 229, the student should be able to:

- Analyze the scope of Web design in the contemporary world.
- Review and analyze the site development process.
- Review and analyze the team development process.
- Analyze and compare Web page design versus convention document design.
- Demonstrate user-centered design.
- Analyze basic information structures and demonstrate the ability to research topics and organize ideas into comprehensive information hierarchies.
- Analyze and apply the visual elements of line, shape, value, color, texture, time, and the design principles of balance, rhythm, emphasis, contrast, variation, repetition, and unity to interface design assignments.
- Demonstrate an awareness of page and site design unity in Web design.
- Identify site elements and demonstrate an understanding of their purpose.
- Analyze prospective audiences through site design themes.
- Design a basic Web site based on audience analysis.
- Use a basic vocabulary in Web design.
- Analyze basic typographic characteristics in Web based design.
- Explain cross-platform issues.
- Create structure in Web design through the use of grids and tables.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Experiment by taking risks through the process of exploration during the creative problem solving process.
- Use various techniques and develop skill with media and application.
- Work effectively as a team member to achieve creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

ART 243 Intermediate Ceramics: Hand Building (6) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 105 or consent of instructor.

Recommended Preparation: Qualification for MATH 24.

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:

- Successfully apply the three basic hand building techniques and the potential of each as structural and decorative elements.
- Apply an awareness of the varieties of materials and techniques of the glazing and firing processes.
- Use innovative and inventive problem-solving, through creative decision making and insightful articulation of finished ceramic vessels and sculptural forms.
- Exhibit an ability to generate creative ideas through three-dimensional visualization techniques.

- Apply color and color theory as it relates to three-dimensional form in the use of glazes and oxides.
- Utilize drawing as a tool for conceptualization and documentation of personal imagery and technical investigation of the ceramic process.
- Exhibit an awareness of the visual elements and the design principles while creating ceramic vessels and sculptural forms.
- Articulate the concepts and intent of a completed piece.

ART 244 Intermediate Ceramics: Wheel Throwing (3)

6 hours lecture/lab per week

Prerequisite: ART 105 or consent of instructor.

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:

- Successfully apply through completed projects, a basic proficiency in wheel throwing techniques.
- Employ the skillful use of clay bodies in oxidation and reduction firing.
- Exhibit an awareness of the visual elements and the design principles while creating ceramic vessels and sculptural forms.
- Use innovative and inventive problem-solving strategies through creative processes.
- Exhibit an ability to generate creative ideas through three-dimensional visualization techniques.
- Utilize drawing as a tool for conceptualization and documentation of personal imagery and technical investigation of the ceramic process.
- Exhibit an ability to articulate insightfully, the concepts and intent of a finished ceramic object.
- 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): ART 113; ART 214, or instructor consent.

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:

- Draw the human figure accurately with an improved level of performance in descriptive drawing.
- Demonstrate a working knowledge of the skeletal and musculature systems of the human figure.
- Demonstrate critical thinking in analyzing meaning and thematic content in the figurative tradition of drawings by past and modern masters.
- 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) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): Approval of the 3D Computer Graphics III entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 246 may not be audited.

ART 246 explores advanced conceptual and technical topics in 3D computer graphics. Students will utilize Autodesk Maya and related applications to design, model, surface, rig, animate, and render complex computer generated characters.

Upon successful completion of ART 246, the student should be able to:

- Develop 3D models, character rigs, animations, and related art assets using advanced level technical skills, procedures, and production methodologies.
- Employ appropriate modeling strategies to develop organic 3D character models.
- Employ character setup tools to develop feature-rich character rigs suitable for animation.
- Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.
- Develop 3D content that reflects contemporary industry standards for 3D characters in filmic and non-filmic media.

ART 247 Lighting and Rendering (3) (Inactive)

6 hours lecture/lab per week

Prerequisite(s): ART 112 with a grade of "C" or higher; approval of the Lighting and Rendering entrance portfolio review or acceptance into a NMA AS concentration.

ART 247 explores ways to use lighting, texturing, and rendering to enhance mood and character in the 3D digital environment. Emphasis will be placed on developing an aesthetic criteria for evaluation.

Upon successful completion of ART 247, the student should be able to:

- Apply the concepts and techniques of cinematography, photography, and traditional visual arts in the context of 3D lighting and rendering through the creation of 3D works of art in a wide range of styles from photo-realistic to painterly to cartoon-style.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.

ART 248 Digital Post-Production (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 226 with a grade of "C" or higher; approval of the Digital Post-Production entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 248 may not be audited.

ART 248 is a course on the theory and art of video and audio sound design and editing for various output formats. Emphasis will also be placed on developing aesthetic criteria for evaluation purposes.

Upon successful completion of ART 248, the student should be able to:

- Use non-linear editing techniques to enhance, pace, and set the mood for animation projects with seamless transitions.
- Analyze the aesthetics of sound design as part of the visual medium.
- Analyze and demonstrate the technical issues of sound: acquisition, manipulation, and phrasing and use them in conjunction with image synchronization.
- Effectively use the vocabulary and technological processes of digital post-production as well as the language of art to aid in the integration of the technological skill with an aesthetic criterion.
- Analyze and apply compression technology for preparing animation for the web.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Properly use the tools for storing, searching, retrieving, and transmitting digital information.
- 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, repetition, and unity in digital projects.
- Work effectively as a team member to achieve creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

ART 249 Interface Design II (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 128 with a grade of "C" or higher; ART 229 with a grade of "C" or higher; satisfactory completion of a portfolio review or acceptance into a NMA AS concentration.

Comment: ART 249 may not be audited.

ART 249 builds upon interface design skills learned in ART 229 Interface Design I. Students plan, design and build Web sites and audience specific interfaces for the internet on a more comprehensive level. Technical emphasis will be placed on learning Dynamic HyperText Markup Language (DHTML) and Cascading Style Sheets (CCS).

Upon successful completion of ART 249, the student should be able to:

- Research, analyze and demonstrate page and site design unity in Web design.
- Analyze user-centered design that demonstrates a need for CCS and DHTML.
- Review, analyze and demonstrate the way DHTML is used to offer dynamic content in Web site design.
- Analyze basic information structures and demonstrate the ability to research topics and organize ideas into comprehensive information hierarchies.
- Create Web sites that demonstrate a clear understanding of the site development process.
- Apply the visual elements of line, shape, value, color, texture, time, and the design principles of balance, rhythm, emphasis, contrast, variation, repetition, and unity to interface design assignments.
- Research, analyze and demonstrate Web page and site design incorporating the available typographic characteristics available in CCS.
- Explain cross-platform and browser related issues with regard to CCS and DHTML.

- Demonstrate an awareness of structure in Web design through the use of grids, tables and layers.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Experiment by taking risks through the process of exploration during the creative problem solving process.
- Demonstrate skill with media and application as a result of experiencing various techniques.
- Work effectively as a team member to achieve creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

ART 253 Sculpture-Figure Modeling (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 106 or instructor consent.

ART 253 focuses on figure modeling, mold making and casting.

Upon successful completion of ART 253, the student should be able to:

- Demonstrate through finished sculpture, an understanding of figure and portrait modeling, mold-making, fabrication, and the casting process and materials.
- Demonstrate an understanding of drawing as a tool for conceptualization and documentation of personal imagery.
- Demonstrate an awareness of historic and contemporary examples of sculpture.
- Perceive and sculpt volume and mass with increased sensitivity and personal confidence.
- Trust one's own decisions, insights and perceptions during the creative problem-solving process.
- Proceduralize the figure modeling, mold-making, fabrication, and casting technical processes.
- Demonstrate 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): ART 226 with a grade of "C" or higher; approval of the Digital Compositing entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 256 may not be audited.

ART 256 is a course on 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:

- Analyze both the technical and aesthetic issues of compositing.
- Demonstrate the skills to create the digital composite and the artistic eye to critically evaluate the final composition.
- Apply the concepts of digital compositing: image manipulation, color correction, tracking, compositing operators, mattes, and matte extraction to work effectively with 2D, 3D, and live action imagery.
- Use the technical vocabulary of digital compositing as well as an increased familiarity with the language of art to aid in the integration of the technological skill with an aesthetic criterion.
- Demonstrate the skill to match color and lighting, to perceive camera angles and film grain in order to match a backplate.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Properly use the tools for storing, searching, retrieving, and transmitting digital information.
- 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, repetition, and unity in digital projects.
- Use various techniques and develop skill with media and application.
- Work effectively as a team member to achieve creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

ART 257 Motion Graphic Design (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 229 with a grade of "C" or higher; ART 258 with a grade of "C" or higher; satisfactory completion of the Motion Graphic Design portfolio review or acceptance into a NMA AS concentration.

Comment: ART 257 may not be audited.

ART 257 introduces projects that incorporate typography, shape and image within time-based presentations. Students will creatively employ

motion, typographic effects, layering and transition to focus on interactive and sequential organization of information through time in the execution of interface design projects and Web site design.

Upon successful completion of ART 257, the student should be able to:

- Demonstrate relevant contemporary responses to motion graphic design.
- Describe the impact of motion graphic design on human communication.
- Review and analyze the way motion is used to convey sequential organization of information in time.
- Incorporate typography, shape and images in time-based projects.
- Incorporate sequential graphics and interactivity in motion graphic design.
- Analyze user-centered design that demonstrates a need for motion graphics.
- Analyze basic information structures and demonstrate the ability to research topics and organize ideas into comprehensive information hierarchies including time-based considerations.
- Analyze and apply the visual elements of line, shape, value, color, texture, time, motion and the design principles of balance, rhythm, repetition, emphasis, contrast, variation, and unity to interface design assignments.
- Demonstrate an awareness of page and site design unity in design incorporating motion and time.
- Explain cross-platform and browser related issues with regard to motion graphics.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Experiment by taking risks through the process of exploration during the creative problem solving process.
- Demonstrate skill with media and application as a result of experiencing various techniques.
- Work effectively as a team member to achieve creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

ART 258 Interface Programming II (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 128 with a grade of "C" or higher and satisfactory completion of the Interface Programming portfolio review or acceptance into a NMA AS concentration.

Comment: ART 258 may not be audited.

ART 258 builds upon the skills and principles learned in ART 128 Interface Programming I. Through lectures, demonstrations, and hands-on exercises, this course develops skills to create effective Web sites by using Flash and writing and editing ActionScript to add interactivity and motion to Web site design. Intermediate level work will be completed integrating Flash, HTML, DHTML, CSS and JavaScript.

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

- Learn to use the Flash interface and built-in vector graphic tools.
- Learn the possibilities and limitations of Flash.
- Adopt appropriate technologies for Web page project needs.
- Demonstrate effective use of Flash within HTML Web pages appropriate to the audience and purpose of a Web site and browser.
- Identify and apply simple Flash Actionscript to enhance the interactive experience and complement function in the Website.
- Plan and execute a multimedia Flash presentation for use in a website.
- Prepare and alter images for use in the Flash Environment.
- Create motion graphics using Flash.
- Create interactivity and special effects.
- Create and import various media, including sound files into the multimedia project.
- Work in a dynamic environment including Database integration.
- Identify advanced topics and future directions pertaining to the World Wide Web such as Macromedia Cold Fusion.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Work effectively as a team member.

ART 259 Gaming and Real-time Computer Graphics (3) KCC AA/DA

3 hours lecture/per week

Prerequisite(s): ART 226 with a grade of "C" or higher; approval of the Gaming and Real-time entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 259 may not be audited.

ART 259 is a studio experience in gaming and real-time computer graphics techniques. Emphasis will also be placed on developing aesthetic

criteria for evaluation purposes.

Upon successful completion of ART 259, the student should be able to:

- Discuss and create relevant contemporary responses to gaming and real-time computer graphics.
- Effectively use the vocabulary and technological processes of gaming and real-time computer graphics.
- Analyze interactive architectures and their relationship to conventional time-based media.
- Use modern production methodologies of the Video Game Industry in creating individual projects.
- Utilize game technology to realize personal interactive artworks.
- Complete the process from planning stage through revisions to a proposed project using design outlines.
- Create storyboards, production designs, and model sheets as part of the developmental process.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Properly use the tools for storing, searching, retrieving, and transmitting digital information.
- 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, repetition, and unity in digital projects.
- Work effectively as a team member to achieve creative decisions.
- Demonstrate strong group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

ART 260 Gallery and Exhibit Design (3) KCC AA/DA

6 hours lecture/lab per week

Recommended Preparation: ART 105, ART 106, ART 113, ART 114, or ART 115.

ART 260 includes design application and presentation of visual art and cultural artifacts for exhibits on campus and other related venues. The course offers intensive hands on experience of all aspects of exhibit design, planning to installation.

ART 260 is an intermediate course for students considering gallery and museum work, or for those art students who wish to know how to best display and plan for personal future exhibits.

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

- Integrate design principles and visual elements into an applied cohesive end result, exhibits that are thoughtfully presented, pleasing to look at and easy to follow.
- Work with a variety of professional and student artist and art media, assisting with visual problem solving and finding display solutions to work being presented.
- Describe contemporary art issues, art vocabulary, explain ideas and content being presented in the contemporary Honolulu art scene.
- Learn to work as a member of a team to find the best end result.
- Troubleshoot problems in large and small exhibits, from beginning to end.
- Demonstrate basic preparations skills, proper tools, equipment, and supplies typically found in the majority of public and private art venues in the state and on the mainland.

ART 266 Typography (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 112 with a grade of "C" or higher; ART 115 with a grade of "C" or higher; satisfactory completion of the Typography portfolio review or acceptance into a New Media Arts AS concentration.

Comment: ART 266 may not be audited.

ART 266 explores letterforms and word compositions in the context of designing with type. Projects and lectures include traditional terms and classifications through contemporary digital typesetting technology.

Upon successful completion of ART 266, the student should be able to:

- Demonstrate relevant contemporary responses to typography.
- Examine the impact of typography in visual communication.
- Analyze basic terms and classifications of typography through the anatomy of letters and type families.
- Identify type specimens and demonstrate an understanding of appropriate usage
- Use typography in page design.
- Create typographic compositions that convey an informed design aesthetic using both traditional hand-skills and digital typesetting technology.
- Comprehend and successfully apply the visual elements of line, shape, value, color, texture, time, and the design principles of balance, rhythm, emphasis, contrast, variation, repetition, and unity to typographic design assignments.

- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Work effectively as an active class member to achieve creative decisions.
- Communicate effectively in groups and during critiques
- Write about and defend the conceptual merits of work produced for the course.

ART 269(Alpha) (Variable Credit) Study Abroad: (designated region) KCC AA/DA

30 hours lecture/lab per credit

Prerequisite(s): Appropriate introductory studio art or art history course, or consent of instructor.

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 (Alpha), the student should be able to:

- Contrast and compare, through writing and a studio art medium, the peoples and culture of the designated location(s) visited.
- Analyze, define and compare the development of the art and/or architecture of the designated location(s) visited.
- 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 studied.

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:

- Demonstrate an understanding that art is a visible manifestation of cultural values, mirror of "reality" of its time period.
- Show a knowledge of major historical and cultural trends of Western art, including knowledge of various materials, techniques, and art forms.
- Demonstrate an understanding of the present by comparing and contrasting it with the past.
- Analyze style both descriptively and comparatively.
- Demonstrate a knowledge of the diffusion of trends and styles from one country to another over space and time.
- Incorporate writing as a tool for analyzing art forms.

ART 273 History of Japanese Cinema (3) KCC AA/DH (Inactive)

3 hours lecture per week

Prerequisite(s): Qualification for ESL 100 or ENG 100 or consent of instructor.

Recommended Preparation: ART 109, ASAN 100. Knowledge of Japanese is not required.

Comment: ART 273 is cross-listed as ASAN 273.

ART 273 is an introductory course focusing on the history and aesthetics of Japanese film. This course will examine the major issues and trends in Japanese films by looking at the contributions of its most significant filmmakers as well as the recent trend of "anime" films.

Upon successful completion of ART 273, the student should be able to:

- Describe the various genres, sociology and aesthetics of Japanese film.
- Assess the impact of Japanese film on human communication in the context of current social, cultural and economic trends, both globally and locally.
- Identify the major trends in Japanese film and their historical developments.
- Demonstrate strong verbal communication and writing skills.
- Use the vocabulary of the moving image as it pertains to Japanese films.

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:

- Demonstrate an understanding that art is a visible manifestation of cultural values, mirror of “reality” of its time period.
- Show a knowledge of major historical and cultural trends of Asian art, including knowledge of various materials, techniques, and art forms.
- Demonstrate an understanding of the present by comparing and contrasting it with the past.
- Analyze style both descriptively and comparatively.
- Demonstrate a knowledge of the diffusion of trends and styles from one country to another over space and time.
- Incorporate writing as a tool for analyzing art forms.

ART 288 Kaomi Pohaku `Ia: Intermediate Hawaiian Two-Dimensional Art (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 189 or consent of instructor.

Comment: Course supplies and materials for ART 288 will cost approximately \$150.00.

ART 288 studio art offers students an exploration of the principles and values in Kanaka Maoli two-dimensional visual design through the centuries of its development in Hawai‘i.

Upon successful completion of ART 288, the student should be able to:

- Apply an awareness of mo‘olelo in Hawaiian culture and recognize its two-dimensional visual equivalents in Hawaiian art and design.
- Exhibit an awareness of Hawaiian two-dimensional art and design as a manifestation of a Hawaiian interpretation of one's place in the family, community and Hawaiian nation.
- Apply the importance and interconnectedness between Hawaiian two-dimensional art and design and the Hawaiian language, its use, syntax and symbolism.
- Complete the creative problem solving process from the preliminary planning stage and exploration through study and revision to the final product.
- Skillfully utilize various two-dimensional art-making techniques and processes to express personal imagery.
- Use strong communication skills and speak clearly during critiques.

ART 289 I Kai ‘o Kahua - Intermediate Hawaiian Three-Dimensional Art (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 189 or consent of instructor.

Comment: Course supplies and materials for ART 289 will cost approximately \$150.00.

ART 289 studio art offers students an exploration of the principles and values in Kanaka Maoli three-dimensional visual design through centuries of its development in Hawai‘i.

Upon successful completion of ART 289, the student should be able to:

- Apply an awareness of mo‘olelo in Hawaiian culture and recognize its three-dimensional visual equivalents in Hawaiian art and design.
- Exhibit an awareness of Hawaiian three-dimensional art and design as a manifestation of a Hawaiian interpretation of one's place in the family, community and Hawaiian nation.
- Apply the importance and interconnectedness between Hawaiian three-dimensional art and design and the Hawaiian language, its use, syntax and symbolism.
- Complete the creative problem solving process from the preliminary planning stage and exploration through study and revision to the final product.
- Skillfully utilize various three-dimensional art-making techniques and processes to express personal imagery.
- Use strong communication skills and speak clearly during critiques.

ART 290 Introduction to the Arts of Africa, North America and the Pacific (3) KCC AA/DH

3 hours lecture per week

Recommended Preparation: ART 101, ART 270 or ART 280.

ART 290 focuses on formal and contextual study of art from selected areas in Africa, the Pacific, and North America.

Upon successful completion of ART 290, the student should be able to:

- Demonstrate an understanding of art as a visible manifestation of cultural values.
- Develop a sense of awareness and appreciation for the similarity and diversity between cultures.
- Show a knowledge of major cultural trends including a visual literacy of various materials, techniques and art forms.
- Demonstrate an understanding of the present day role of art by comparing and contrasting its functions in the past.
- Critically examine the impact of western contact, colonization, decolonization and a global economy on the visual arts.

- Apply critical thinking and inquiry skills to the analysis and processing of information.
- Incorporate writing as a tool for analyzing art forms.

ART 293 New Media Arts Internship (2-6) KCC AA/DA

3 hours seminar, 55 hours field experience per credit

Prerequisite(s): Satisfactory completion of the Internship entrance portfolio review or acceptance into a NMA AS concentration.

Comment: ART 293 may not be audited. ART 293 is repeatable for a maximum of six credits.

ART 293 provides supervised work experience in multimedia production with mentorship by a professional in the field. This variable credit 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:

- Develop skills and support materials for procurement of internship in the field of New Media.
- Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Develop skills and support materials for procurement of internship in the field of New Media.
- Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by participating as an active critic during group critiques.
- Supervised and/or mentored field experience in multimedia production.

ART 294 New Media Arts Practicum (3)

6 hours lecture/lab per week

Prerequisite(s): ART 202 with a grade of "C" or higher; approval of the Practicum portfolio entrance review or acceptance into a NMA AS concentration.

Comment: ART 294 may not be audited. ART 294 New Media Arts Practicum provides an on-campus environment where advanced students in the NMA program can engage in real production activity.

Comment: ART 294 is repeatable for a maximum of six credits.

ART 294 provides an on-campus environment where advanced students in the NMA program can engage in real production activity. Students will gain experience in a supervised on-campus work environment by producing work products including but not limited to 2D and 3D animation and /or motion graphic projects, interface design projects, student publications, works for hire for non-profit and profit organizations, and/or 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. The students will be enrolled in a Practicum class to provide structure to the learning experience.

ART 295 Design Portfolio (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 249 with a grade of a grade of "C" or higher; ART 258 with a grade of a grade of "C" or higher; satisfactory completion of the Design Portfolio entrance portfolio review or acceptance into a NMA AS concentration.

Comment: 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 through 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:

- Edit, compile and devise a strategy to focus and market multi-media work in a unified presentation.
- Develop skills and support materials for procurement of employment or college transfer in the field of New Media.
- Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions, and by participating as an active critic during group critiques.

- Design an interactive digital portfolio and hard copy portfolio of personal multi-media work.

ART 296 Demo Reel Development (3) KCC AA/DA

6 hours lecture/lab per week

Prerequisite(s): ART 246 with a grade of "C" or higher; approval of the Demo Reel Development entrance portfolio review or acceptance into a NMA AS concentration.

Comment: 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:

- Organize art and animation into a portfolio that reflects clear aesthetic considerations and an awareness of industry standards.
- Identify appropriate entry level positions and describe relevant educational, professional, and technical requirements.
- Write well-structured supporting materials including a resume and cover letter.
- Apply knowledge of the theory, history, and principles of design and animation in the creation new media art.
- Apply successful problem-solving skills utilizing industry standard applications, technologies, and techniques in the creative and technical production process.
- Communicate effectively, both visually and verbally, by presenting work, defending design decisions and by participating as an active critic during group critiques.

ASIAN STUDIES

ASAN 100 Asian Perspectives (3) KCC AA/DS and KCC AS/AH or KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100.

ASAN 100 examines contemporary Asia. Students will explore systems of values and their expression, history, social and political institutions, and current issues of South, Southeast, and East Asia. This course will focus on change and continuity within Asia and Asia's interrelationship with the rest of the world.

Upon successful completion of ASAN 100, the student should be able to:

- Express in writing or speaking, components of traditional and contemporary Asian political, social, economic and cultural patterns and institutions.
- Discuss the geography of Asia and interrelationships with the rest of the world.
- Analyze and describe contemporary issues and perspectives of Asia.
- List and describe Asian cultural traditions, lifestyles, aesthetic expressions and their contemporary relevance.
- Contrast and compare current trends of change in Asia and their relevance for the region and the world in the 21st century.

ASAN 273 History of Japanese Cinema (3) KCC AA/DH (Inactive)

3 hours lecture per week

Prerequisite(s): Qualification for ESL 100 or ENG 100 or consent of instructor.

Recommended Preparation: ART 109, ASAN 100. Knowledge of Japanese is not required.

Comment: ASAN 273 is cross-listed as ART 273.

ASAN 273 is an introductory course focusing on the history and aesthetics of Japanese film. This course will examine the major issues and trends in Japanese films by looking at the contributions of its most significant filmmakers as well as the recent trend of "anime" films.

Upon successful completion of ASAN 273, the student should be able to:

- Describe the various genres, sociology and aesthetics of Japanese film.
- Assess the impact of Japanese film on human communication in the context of current social, cultural and economic trends, both globally and locally.
- Identify the major trends in Japanese film and their historical developments.
- Demonstrate strong verbal communication and writing skills.
- Use the vocabulary of the moving image as it pertains to Japanese films.

ASTRONOMY

ASTR 110 Survey of Astronomy (3) KCC AA/DP and KCC AS/NS

3 hours lecture per week

Prerequisite(s): MATH 25.

Recommended Preparation: PHYS 100, PHYS 122 or high school physics.

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:

- Explain how scientists use both qualitative and quantitative analysis methods to investigate how the universe works.
- Understand the basic laws of physics which govern the movements and workings of the planets, stars, and galaxies.
- Identify the instruments and methods astronomers use to investigate the physical universe.
- Explain the nature, characteristics, and distribution of various forms of matter in the physical universe.
- Define the theories of the origin and evolution of the planets, stars, and galaxies, and the universe itself.
- List the current theories of the origin of life in the physical universe.

ASTR 280 Evolution of the Universe (3) KCC AA/DP and KCC AS/NS Fall

3 hours lecture per week

Prerequisite(s): ASTR 110; MATH 25.

Recommended Preparation: ENG 100.

Comment: ASTR 280 is offered in the fall semester only.

ASTR 280 is an introductory course, with limited mathematical rigor, pertaining to the study of phenomena on a galactic scale. Topics that will be discussed are the history of cosmology and how our perceptions of the universe have changed, stellar evolution and exotic remnants, galactic formation, dark matter, and the inflationary universe. Modern problems dealing with current research topics will also be discussed.

Upon successful completion of ASTR 280, the student should be able to:

- Demonstrate an understanding of the Copernican ideal and how it pertains to modeling the universe.
- Demonstrate knowledge and understanding of the special theory of relativity and its effects: time dilation, mass dilation, and space contraction.
- Demonstrate knowledge and understanding of the general theory of relativity and its effect: Gravity.
- Demonstrate an understanding of how the Planck scale limits our knowledge of the initiating mechanisms for the current universe.
- Demonstrate knowledge of how we believe our galaxy formed.
- Demonstrate knowledge of how we believe some of the more exotic galaxies formed.
- Demonstrate knowledge and understanding of Hubble's constant, how it is measured, and its implications: the age of the universe.
- Demonstrate knowledge and understanding of the problem of dark matter, its nature, and implications for the large scale structure of the universe.
- Demonstrate knowledge and understanding of the modern inflationary model of the universe.

BIOCHEMISTRY

BIOC 241 Fundamentals of Biochemistry (3) KCC AA/DP

3 hours lecture per week

Prerequisite(s): MATH 25 or equivalent.

Recommended Preparation: High school science.

BIOC 241 focuses on the fundamentals of general, inorganic, and bioorganic chemistry as they apply to living systems.

Upon successful completion of BIOC 241, the student should be able to:

- Use the metric system and scientific notation.
- Understand modern theories of atomic structure and radioactivity.
- Understand the periodic table and how it is used to predict chemical reactivity.
- Understand modern concepts of chemical bonding.

- Write chemical formulas and names.
- Use kinetic molecular theory to explain chemical phenomena.
- Perform calculations using the mole concept.
- Write and balance chemical equations.
- Perform calculations in stoichiometry.
- Understand the concept of equilibrium.
- Understand acid-base theory and pH.
- Understand solution chemistry and the behavior of dissolved substances.
- Name the basic types of organic molecules.
- Explain the physical and chemical properties of hydrocarbons.
- Explain the physical and chemical properties of the major organic functional groups.

BIOC 244 Essentials of Biochemistry (3) KCC AA/DP and KCC AS/NS

3 hours lecture per week

Prerequisite(s): BIOC 241, CHEM 151 or CHEM 161.

BIOC 244 focuses on chemical principles and concepts of living systems. The composition, function, and transformation of biological substances in animals, plants and micro-organisms. Sufficient organic chemistry is provided for understanding of these principles.

Upon successful completion of BIOC 244, the student should be able to:

- Distinguish between the 3 major types of chemical bonds and give examples.
- Draw Lewis electron-dot formulae for molecules.
- Predict bond angles for molecules.
- Describe how molecules bond by way of overlapping orbitals (Valance Bond Theory).
- Be able to draw pictures of and name 20 common organic functional groups.
- Explain why simple structural formula drawings and electron-dot formulae don't always accurately describe the geometry of a molecule.
- Draw structural diagrams and condensed formulas for 16 different types of organic compounds. The 16 types are: alkanes, cycloalkanes, alkenes, alkynes, aromatic, alcohols, ethers, thiols, phenols, aldehydes, ketones, acids, esters, amides, anhydrides, and amines.
- Name molecules using the IUPAC system from the 16 major classes of compounds having been shown the condensed formula.
- Draw all structural isomers of a molecule having been shown its formula.
- Distinguish between structural, geometric, and optical isomers.
- Distinguish between the physical and chemical properties of the 16 important types of organic compounds.
- Draw the products of a chemical reaction given the reacting organic molecule and the chemical reagents.
- Explain by word and drawings the resonance structures of benzene and other aromatic compounds.
- Explain how the presence of one or more asymmetric carbons leads to optical activity.
- Draw the optical isomer(s) of a given molecule.
- Explain the terms racemate and racemic mixture.
- Explain how optical isomerism operates in the biological world-especially with respect to enzymes.
- Predict the products of an oxidation-reduction reaction starting with primary and secondary alcohols, aldehydes, and ketones.
- Show with chemical reactions how the Tollens and Benedicts Tests distinguish aldehydes and ketones.
- Draw the formula of a fat.
- Distinguish between saturated and unsaturated fatty acids.
- Show with a diagram how a soap cleans grease.
- Distinguish between the relative reactivities of esters, amides, and anhydrides.
- Show how a claisen condensation reaction occurs between 2 ester molecules.
- Show how an aldol condensation occurs between 2 reactants. Distinguish between primary, secondary, and tertiary amines.
- Define an acid and a base.
- Describe the pH scale.
- Calculate the pH of a solution of a: weak acid, strong acid, weak base, strong base and buffer
- Calculate the pH of a buffer using the Henderson-Hasselbalch Equation.
- Distinguish between carbohydrates, proteins and fats.
- Draw both the straight chain and cyclic structures of glucose.
- Describe the bonding between sugar molecules in disaccharides and polysaccharides.
- Distinguish between essential and non-essential amino acids.
- Draw a peptide bond. Show the chemical reaction for how one forms.
- Distinguish between primary, secondary, tertiary and quarternary structure in proteins.
- Distinguish between peptides, polypeptides, and proteins.
- Describe how a catalyst works.

- Show with a drawing why enzymes catalyze only very specific chemical reactions. Relate this to optical activity.
- Show how lipids function as cell membranes. Explain why they exclude water.
- Show by drawings the overview of the following metabolic pathways: glycolysis, Krebs Cycle, glycogenesis, glycogenolysis, gluconeogenesis, hexose monophosphate shunt, fatty acid oxidation spiral, fatty acid synthesis, transamination, oxidative phosphorylation and oxidative deamination.
- Explain why and how ATP is a source of such high energy in the body.
- Explain how ATP can be used to drive chemical reactions which have a positive (unfavorable) free energy.
- Be able to draw all activation steps for the following: synthesis of fatty acids, breakdown (oxidation) of fatty acids and formation of acetyl coenzyme-A before entering the Krebs Cycle.

BIOLOGY

BIOL 101 Introduction to Science: Biological Sciences (3) KCC AA/DB and KCC AS/NS

3 hours lecture per week

Recommended Preparation: CHEM 100 or higher level chemistry course.

BIOL 101 introduces students to the characteristics of science, historical development of scientific concepts, and interaction of society with science. BIOL 101 is illustrated by topics from the biological sciences.

Upon successful completion of BIOL 101, the student should be able to:

- Appreciate the complexities and interrelationship in nature.
- Understand major biological concepts including evolution, classification, cell structure and function, genetics, energy acquisition and utilization, human biology and ecology.
- Understand the scientific process, its characteristics, its limitations, and its place in society.
- Make informal decision on biologically-related issues.

BIOL 101L Introduction to Science: Biological Sciences Laboratory (1) KCC AA/DY

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in BIOL 101.

Recommended Preparation: CHEM 100 or higher level chemistry course.

BIOL 101L includes laboratory experiments illustrating topics in the biological sciences.

Upon successful completion of BIOL 101L, the student should be able to:

- List the sequence of steps followed in the scientific methods and understand the logic and significance of each step.
- Describe the many applications of the scientific method to everyday life.
- Demonstrate the proper techniques and procedures for microscopy, magnification, scientific illustrations, dissection, genetics, sampling techniques, and other pertinent biological laboratory experiments.

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 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:

- Describe the biological and physical principles of ecology including ecosystem energetics, species relationships, and population growth.
- Identify current ecological and environmental issues and threats to human societies.
- 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.
- Research, evaluate and present scientific information as relevant to ecological and environmental issues.
- 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.

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:

- Describe the applications of the scientific method to ecological questions and everyday life.
- Demonstrate critical thinking and logical reasoning through the use of scientific methods and research procedures to investigate questions related to ecology and environmental issues.
- Apply scientific concepts to environmental issues including population growth, global climate change and introduced species.
- 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 higher or biochemistry course; a college level biology or zoology course.

BIOL 130 focuses on the structure and function of the human body which includes a study of its gross anatomy, microanatomy, physiology, pathology, and pathophysiology.

Upon successful completion of BIOL 130, the student should be able to:

- Describe the structural and functional relationships of the body as a whole, its systems, and its organs.
- Analyze the structure and function of the cell and its interactions with the environment.
- Discuss the structure of the skeletal and muscular organs and relate to locomotion and support.
- Describe the ultrastructure of skeletal muscle and the mechanism of muscular contraction.
- Describe the anatomy and physiology of the endocrine system, and relate hormonal regulation to the pathophysiology of the body.
- Describe the role of the nervous system in functional control of the body, describe the nerve impulse mechanism, explain the role of the autonomic nervous system in homeostatic maintenance, and analyze the integration of sensation.
- Discuss the anatomical structures and components of the cardiovascular and lymphatic systems, and explain cardiovascular and immune physiology.
- Describe the anatomical structures of the respiratory system and explain pulmonary physiology.
- Describe the anatomy of the digestive system, and analyze the physiological changes of the digestive process.
- Describe the anatomy of the urinary system, and explain how the urinary organs function in the removal of cellular wastes from the blood and transport the wastes from the body.
- Explain the role of fluids, the movement of ions, and acid-base balance in maintaining the homeostasis of the body.
- Describe the anatomical structures of the reproductive system and their functions, including the human sexual response.

BIOL 130L Anatomy and Physiology Laboratory (1) KCC AA/DY

3 hours lab per week

Recommended Preparation: Credit or concurrent enrollment in BIOL 130.

BIOL 130L focuses on gross and microscopic anatomy of the human body with special emphasis upon the skeleton, muscles, heart and blood vessels, and the nervous system.

Upon successful completion of BIOL 130L, the student should be able to:

- Identify the anatomical structures of the muscular, skeletal, nervous, hormonal, circulatory, respiratory, digestive, urinary, and reproductive systems.
- Describe the position and structural relationships of the anatomical components of the muscular, skeletal, nervous, hormonal, circulatory, respiratory, digestive, urinary and reproductive systems.

BIOL 171 General Biology I (3) KCC AA/DB and KCC AS/NS

3 hours lecture per week

Recommended Preparation: BIOC 241, CHEM 100, CHEM 151 or CHEM 161.

BIOL 171 provides the beginning student with a background in the fundamentals of the Biological Sciences. It is suitable for students preparing

for careers in medical technology, nursing, the life sciences, and medicine.

Upon successful completion of BIOL 171, the student should be able to:

- Define the basic principles held in common among the diversity of Biological Sciences.
- Describe the fundamentals of the genetics of natural selection; its history, its influence on modern biological thinking and research, and competing explanations of evolution.
- Apply knowledge of inorganic and biological chemistry principles to cell biology, metabolism, and the origin of life.
- Describe cell structure and cell metabolism.
- Describe the distinguishing characteristics of microorganisms: prokaryotes, viruses, protists, and fungi.
- Demonstrate knowledge of the metric system and scientific notation.

BIOL 171L General Biology I Lab (1) KCC AA/DY

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in BIOL 171.

BIOL 171L is intended to provide the beginning student with selected laboratory experiences concerning the fundamentals of Biological Science. The focus of the lab exercises will be organic molecules, and cell structure and function.

Upon successful completion of BIOL 171L, the student should be able to:

- Demonstrate approved techniques of handling laboratory specimens and equipment.
- Record data accurately and in proper form.
- Describe the characteristics and properties of cellular structures and biomolecules studied in the laboratory.
- Design and use dichotomous keys.
- Understand the principles of population genetics, and solve multihybrid and sex-linked genetics problems.

BIOL 172 General Biology II (3) KCC AA/DB and KCC AS/NS

3 hours lecture per week

Prerequisite(s): BIOL 171 or instructor consent.

BIOL 172 provides the beginning student with the second part of the fundamentals of the Biological Sciences. It is suitable for students preparing for careers in medical technology, nursing, the life sciences, and medicine.

Upon successful completion of BIOL 172, the student should be able to:

- Demonstrate basic knowledge of Botany - The Plant Kingdom: evolution and diversity of plants, reproduction and development in plants, transport mechanisms of plants, and regulation and control in plants.
- Demonstrate basic knowledge of the Animal Kingdom (including humans): evolution and diversity (including taxonomy and systematics), support and movement, digestion and nutrition, respiration, circulation and immunity, homeostasis - thermoregulation, osmoregulation, and excretion, endocrine systems, neurons and nervous systems, sexual reproduction and development.
- Discuss the principle concepts of animal behavior: evolutionary considerations, mechanisms of behavior and developmental behavior, comparative animal behavior.
- Discuss the principles of Ecology: biosphere and biomes, communities and ecosystems, populations and environmental interactions.

BIOL 172L General Biology II Lab (2) KCC AA/DY

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in BIOL 172.

BIOL 172L is intended to provide the beginning student with further laboratory experiences in the fundamentals of Biological Science. The focus of the lab exercises will be microbes, plants, and animals.

Upon successful completion of BIOL 172L, the student should be able to:

- Demonstrate approved techniques of handling laboratory specimens and equipment.
- Record data accurately and in proper form.
- Recognize the characteristics of the various taxonomic groups of plants and animals.
- Describe and recognize the structural features and physiological functions of selected plants and animals, with emphasis on human anatomy and physiology.
- Describe the physical, chemical and biological features of selected ecological systems.

BIOL 265 Ecology and Evolutionary Biology (3) KCC AA/DB

3 hours lecture per week

Prerequisite(s): BIOL 172.

Comment: BIOL 265 may not be audited.

BIOL 265 is an introduction to the underlying principles of ecology and evolution. Unique communities that have evolved in Hawai'i are included in the course.

Upon successful completion of BIOL 265, the student should be able to:

- Apply the appropriate terminology when describing, explaining, and applying ecological theory.
- Summarize abiotic environmental features including climate, soil and geographical structure.
- Identify the biological and physical structures of ecosystems, major biogeochemical cycles, and energy flow.
- Examine the basic principles of population dynamics including birth and mortality rates, population growth models, life history strategies, competition and carrying capacity.
- Define the interactions within communities including interspecific competition, predation, and mutualism.
- Describe the evolutionary adaptations of organisms to their environment.
- Give examples of evolutionary principles that produced unique island communities.
- Evaluate the impact of habitat alteration and destruction, loss of biodiversity, and effects of alien species.
- Interpret and produce tabular and graphical representations of information, including tables, graphs, and maps.
- Locate and critique the value of printed and online resources.
- Evaluate the consequences of population growth, increased resource use and pollution on global ecosystems.

BIOL 265L Ecology and Evolutionary Biology Lab (1) KCC AA/DY

Prerequisite(s): BIOL 172; credit or concurrent enrollment in BIOL 265.

Comment: BIOL 265L may not be audited.

BIOL 265L is a laboratory that accompanies BIOL 265 and emphasizes investigation of local environments.

Upon successful completion of BIOL 265L, the student should be able to:

- Use correctly the standard field and laboratory techniques and equipment of environmental assessment.
- Design and carry out experiments that test hypotheses about environmental questions.
- Record observations, make interpretations, synthesize results of assessment of ecological phenomena and effectively communicate findings.
- Summarize the roles of different organisms in an ecosystem.
- Distinguish between transient and dynamic flows of energy and nutrients in the environment.
- Evaluate and describe populations in terms of abundance and spatial distribution.
- Identify current environmental problems in Hawai'i.
- Explain and give examples of the problems associated with the introduction of alien species into Hawai'i.

BIOL 275 Cell and Molecular Biology (3) KCC AA/DB

3 hours lecture per week

Prerequisite(s): BIOL 171; BIOL 171L; BIOL 172; BIOL 172L; CHEM 272; or instructor consent

Recommended concurrent: BIOL 275L.

Comment: BIOL 275 was formerly BIOL 270.

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:

- Describe, in detail, the organization of life at the cellular and subcellular levels and explain the experiments that developed this knowledge.
- Describe the structure and function of biological membranes and the processes that occur at cell surfaces and explain the experiments that developed this knowledge.
- Describe, in detailed and specific terms, the fundamental processes that occur in respiration and photosynthesis.

- 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.
- 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.
- Describe the molecular structures and the biochemistry of the cytoskeleton, intracellular traffic and motility and explain the experiments that developed this knowledge.
- 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.
- Describe the theories explaining the development of eucaryotes and the evolution of multicellular organisms.

BIOL 275L Cell and Molecular Biology Lab (2) KCC AA/DY

4 hours lecture/lab per week

Prerequisite(s): BIOL 171; BIOL 171L; BIOL 172; BIOL 172L; CHEM 272; credit or concurrent enrollment in BIOL 275; or instructor consent.

Comment: BIOL 275L is cross-listed as MICR 240. BIOL 275L was formerly BIOL 270L.

BIOL 275L is a lecture/laboratory in cell and molecular biology for life science majors. This 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:

- Prepare media and buffers needed for the culture of animal, plant and microalgae cells.
- Demonstrate proficiency in the specialized sterilization and quality control procedures used in a tissue culture laboratory.
- Demonstrate proficiency in routine cell culture protocols such as feeding schedules and medium supplements, subcultivation procedures, cell enumeration and viability testing, cryopreservation, and the detection and disposition of contaminated cultures.
- Demonstrate knowledge of the basic principles of protein chemistry by applying these principles in the designing and reporting of experiments utilizing enzymatic reactions, electrophoresis and immunoassays.
- Demonstrate knowledge of the basic principles of DNA structure, function, and chemistry by applying these principles in the designing and reporting of experiments utilizing DNA extraction and purification, electrophoresis, restriction enzyme analysis, DNA amplification, sequencing, and sequence analysis using standard bioinformatics databases and analysis protocols.
- Describe in detail the organization of life at the cellular and subcellular levels.
- Describe the structure and function of biological membranes and demonstrate an understanding of the processes which occur at the cell surface.
- Describe in detailed and specific terms the fundamental catabolic and anabolic metabolic processes that occur at the cellular level.
- Describe and experimentally manipulate the cytoskeleton particularly as it relates to intracellular traffic, cytokinesis and cell motility.
- Describe and experimentally manipulate the basic processes involved in cell signaling and the cell cycle and define the role of these processes in cell differentiation and in cancer.
- Describe the theories explaining the development of eukaryotes and the evolution of multicellular organisms.
- 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:

- 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.
- Know the unique anatomical characteristics of major plant groups and relate these structures to the functions they perform.
- Demonstrate the basic knowledge of plant genetics and evolution of floral structures in terms of ecology and morphology.
- 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:

- Cultivate responsibility and mutual respect for each other, especially during the discussions.
- Demonstrate the ability of critical thinking and logical reasoning through the use of the scientific method.
- 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:

- Demonstrate the knowledge of habits, habitats, reproductions and interactions of plants and their environments.
- Identify the role and influence played by plants on the culture of Hawai'i and Pacific.
- Demonstrate a knowledge of the economic importance and ecology of cultivated as well as the wild plants in the world.
- 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:

- Describe the geologic history of the Hawaiian islands.
- Describe the arrival and establishment of native and introduced species.
- Compare the major Hawaiian ecosystems.
- Compare/contrast variations of plant parts and functions..
- Recognize common native and introduced plant species.
- Examine the ecology and economic values of plant species.
- 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:

- Demonstrate the ability of critical thinking and logical reasoning through the use of scientific method.
- Work independently or in groups in the laboratory by performing observations, dissections and completing behavioral objectives of each laboratory exercise.
- Identify and characterize major plant families, species and economic plants.
- Explain the effects of environmental factors on plant adaptation, dispersal and distribution.

BOT 201 Plant Evolutionary Diversity (3) KCC AA/DB

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:

- Explain the role of evolution in plant diversity.
- Distinguish between morphological and anatomical diversity among algae, fungi and plants.
- Use the systematic botany to classify and name various species of algae, fungi and plants.
- 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:

- Identify and classify representative species of algae, fungi and vascular plants.
- Sketch, classify and describe the various species of algae, fungi and vascular plants investigated in the laboratory.
- Prepare a scientific laboratory report with appropriate annotations.
- Prepare herbarium specimens of appropriate species.
- 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/FS and KCC AS/ML

3 hours lecture per week

Prerequisite(s): A grade of "A" in MATH 24, or a grade of "C" or higher in MATH 25, or a grade of "C" or higher in MATH 81, or tested placement at MATH 100 or higher level math; qualification for ENG 22 or ESOL 94.

BUS 100 is a survey of important elementary concepts in algebra, logical structure, numeration systems, and probability and statistics designed to acquaint students with examples of mathematical reasoning, and to develop their capacity to engage in logical thinking and to read critically the technical information with which our society abounds. The intent of this course is to present a broad knowledge of mathematical topics to assist students in exercising sound judgment in making personal and business decisions.

Upon successful completion of BUS 100, the student should be able to:

- Analyze deductive arguments using elementary symbolic logic.
- Explore general methods for determining probabilities.
- Use statistical measures of central tendency and dispersion.
- Find mean, median, mode, and standard deviation.
- Use financial formulas as models. Derive effective yield, future value, mortgage payments. Describe the difference between compound interest savings accounts and annuities.
- Use exponential models to explore growth and decay.

BUS 120 Principles of Business (3)

3 hours lecture per week

BUS 120 surveys the fundamentals of the American business enterprise. The course examines the foundations and responsibilities of accounting, business, management, finance, marketing, and the business environment.

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

- Identify the impact of external factors on business decisions relative to the accomplishment of the mission and objectives of an organization.
- Define the various forms of business ownership to determine their appropriateness relative to an organization's resources, goals, and objectives.

- Identify various business functions and practices and explain their impact on the successful operation of a business.
- Describe the impact of business decisions on the external environment.

BUS 250 Applied Math in Business (3) KCC AA/FS and KCC AS/ML

3 hours lecture per week

Prerequisite(s): Qualification for MATH 135.

Recommended Preparation: Qualification for ENG 100 or ESL 100; ICS 100 or ICS 101.

BUS 250 covers the algebra and geometry of linear, quadratic, exponential, and logarithmic functions as applied to the mathematics of finance – annuities, perpetuities, present value. BUS 250 also covers derivatives, graphical analysis, and mathematical models as applied to business, with selected coverage of algebra, geometry, and calculus emphasizing business applications and decision making.

Upon successful completion of BUS 250, the student should be able to:

- Solve linear, quadratic, exponential and logarithmic equations – with applications to business like solving for interest rate(s) and solving for various terms of investment.
- Describe the derivative of a function, and apply rules for differentiation.
- Apply derivatives in curve sketching with applications to business as in solving for marginal revenue/cost, marginal tax rate, minimum cost, and maximum profit.
- Calculate present and future values (PV and FV) of simple and compound interest.
- Apply formulas for interest to solve problems involving installment buying and credit card purchases.
- Apply formulas for interest to solve problems involving debt consolidation and rescheduling of debt payments.
- Apply formulas for interest to solve problems involving issuing and discounting promissory notes, and government/corporate bonds.
- Solve for PV, FV, payment, interest, and duration of ordinary/due simple annuities, general annuities, deferred annuities, sinking funds, and constant growth annuities.
- Solve for PV, payment, and interest rate for ordinary and due perpetuities.
- Describe the various types of mortgage loans; use amortization schedules, and calculate the various components of mortgage payment(s).
- Apply amortization tables to calculate the various components of mortgage payments(s), and refinancing options.
- Master the use of financial calculator(s) and Excel® to formulate, analyze, and interpret mathematical models in business, and to develop models to solve time value of money (TVM) problems.

BUSINESS LAW

BLAW 200 Legal Environment of Business (3)

3 hours lecture per week

BLAW 200 is an introduction to the legal environment of business with particular emphasis on contracts, agency, partnership, corporations, Uniform Commercial Code, government regulation, and ethics.

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

- Summarize the American system of justice and jurisprudence, and its evolution, and effectively use its concepts, terminology, and procedures.
- Explain how laws are made, implemented, interpreted and enforced by the three branches of government at the national, state and local levels.
- Examine, explain and apply basic principles of law, including contracts, torts, real and personal property, business organizations, agency, employment, products and consumer protection, environmental law, bankruptcy, anti-trust, etc.
- Discuss how business and legal disputes arise and are avoided and/or resolved, including informal processes and alternative dispute resolution.
- Participate in ethical decision-making, taking into account various legal, business and ethical approaches, philosophies and codes.

CHEMISTRY

CHEM 100 Chemistry and Man (3) KCC AA/DP and KCC AS/NS*3 hours lecture per week**Prerequisite(s): MATH 24 with a grade of "C" or higher, or placement into MATH 25 or higher level math, or one year of high school algebra.*

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:

- Utilize the scientific method of inquiry.
- Solve metric-to-English conversion problems and vice versa.
- Convert within the metric system.
- Solve algebraic equations related to chemistry.
- Use algebraic and/or dimensional analysis methods to solve chemistry problems.
- Apply the rules for significant figures to calculations.
- Classify matter.
- Convert between temperature scales.
- Perform calculations related to density, specific gravity, specific heat, kinetic energy, electromagnetic radiation, and chemical bonding.
- Perform calculations related to the mole concept.
- Balance a chemical equation.
- Calculate, when given a balanced chemical equation and the moles of a reactant, the moles of a product produced in the reaction.
- Calculate, when given a balanced chemical equation and the weight of a reactant, the weight of a product produced in a reaction.
- Identify the type of chemical bonds possessed by a molecule or compound.
- Memorize the symbols of 35 elements, 15 polyatomic ions and the prefixes mono- through deca-(i.e. 1 through 10).
- Describe the atomic structure of the atom at a minimum according to the Bohr Theory.
- Describe the shape of S and P orbitals.
- Use the periodic table to delineate for "A" group atoms the number of protons, neutrons, electrons, outer shell electrons, ion charge, and final characterization as either a metal, nonmetal, or metalloid.
- Glean and use information from the periodic table.
- Calculate the atomic weight of an atom.
- Describe what occurs during absorption and emission of radiation by molecules and atoms.
- Distinguish between physical and chemical properties and changes.
- Distinguish between endothermic and exothermic reactions.
- Discuss the laws of chemistry.
- Write formulas for compounds and molecules.
- Name compounds and molecules.
- Calculate the percent composition of a compound.
- Calculate the empirical and molecular formula of a compound.
- Draw electron-dot structures for molecules.
- Define an acid and a base.
- Distinguish between weak and strong acids and bases.
- Explain chemical equilibrium.
- Calculate the pH and pOH of a solution.
- Calculate $[H^+]$ or $[OH^-]$ given K_w .
- Explain the relationships between gas solubility and temperature and pressure.
- Explain the relationship between the solubility of an ionic solid and temperature.
- Calculate the concentration of a solution in percent and molarity.

CHEM 151 Elementary Survey of Chemistry (3) KCC AA/DP and KCC AS/NS (Inactive)*3 hours lecture per week**Prerequisite(s): MATH 25.*

CHEM 151 is intended to provide the beginning student with an adequate background in the fundamentals of chemistry. Suitable for students preparing for careers in medical technology, nursing, and the life sciences.

Upon successful completion of CHEM 151, the student should be able to:

- Use the metric system and scientific notation.
- Explain the difference between Ionic, Polar covalent and Non-Polar covalent bonding.
- Use chemical equations to calculate weight or volume relationships in chemical reactions.
- Understand and use the mole concept in solving chemical problems.

- Explain a variety of conceptual models used in describing atomic and molecular structure, chemical bonding and acidbase theory.

CHEM 151L Elementary Survey of Chemistry Lab (1) KCC AA/DY (Inactive)

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in CHEM 151.

CHEM 151L focuses on experiments introducing laboratory techniques and illustrating chemical principles.

Upon successful completion of CHEM 151L, the student should be able to:

- Demonstrate approved techniques in handling laboratory equipment.
- Record data accurately and in proper form on the lab report sheets.
- Make and use measurements to calculate descriptive properties of matter such as: density, mass, volume, concentration, chemical formulas, etc.

CHEM 152 Survey of Organic and Bioorganic Chemistry (3) KCC AA/DP (Inactive)

3 hours lecture per week

Prerequisite(s): CHEM 151 or CHEM 161.

CHEM 152 focuses on structure, nomenclature, properties, reactions of organic compounds, emphasizing those of practical importance in related fields.

Upon successful completion of CHEM 152, the student should be able to:

- Describe the phenomenon of orbital hybridization and its usefulness in explaining chemical bonding.
- Explain isomerization in organic compounds.
- Explain the phenomenon of optical isomerization.
- Apply the knowledge obtained in CHEM 151 or 161 to the study of organic chemistry.
- Explain the differences in physical properties and chemical reactivity between the three classes of hydrocarbons: alkanes, alkenes and alkynes.
- Explain the differences between the different types of substitution and elimination reactions.
- Explain the differences in physical properties and chemical reactivity between the following classes of organic compounds: alcohols, carboxylic acids, esters, ethers, aldehydes, and ketones.
- Describe the general characteristics and reactions of molecules found in living systems: carbohydrates, fats and proteins.

CHEM 152L Survey of Organic and Bioorganic Chemistry Laboratory (1) KCC AA/DY (Inactive)

3 hours lecture per week

Prerequisite(s): CHEM 151L or CHEM 161L; credit or concurrent enrollment in CHEM 152.

CHEM 152L focuses on techniques of preparation, purification and identification of organic compounds.

Upon successful completion of CHEM 152L, the student should be able to:

- Demonstrate approved techniques in handling laboratory equipment.
- Record data accurately and in proper form on lab report sheets.
- Demonstrate laboratory procedures for separation, purification, and identification of organic compounds.

CHEM 161 General Chemistry I (3) KCC AA/DP and KCC AS/NS

3 hours lecture per week

Prerequisite(s): MATH 25 or 2 years high school algebra.

Recommended Preparation: MATH 103, 135.

CHEM 161 introduces the basic principles of chemistry including metric system, atomic and molecular structure, periodic trends and chemical bonding, mole concept, writing and balancing equations, stoichiometry, and heat of reaction.

Upon successful completion of CHEM 161, the student should be able to:

- Convert values into the metric system and scientific notation.
- Distinguish between Ionic, Polar Covalent and Non-Polar Covalent bonding.
- Write the formulae for chemical compounds and molecules.

- Balance chemical equations.
- Use chemical equations to calculate weight or volume relationships in chemical reactions.
- Utilize the mole concept to solve chemical/stoichiometric problems.
- Explain a variety of conceptual models use in describing atomic and molecular structure, chemical bonding.

Student Learning Outcomes for CHEM 161:

(A) The student will be able to apply mathematical problem solving skills in more advanced chemistry courses, other science courses, or in the workplace.

(B) The student will develop critical thinking/problem solving skills and apply them in more advanced chemistry courses, other science courses, or in the workplace.

CHEM 161L General Chemistry I Lab (1) KCC AA/DY

3 hours lab per week

Prerequisite(s): MATH 25; credit or concurrent enrollment in CHEM 161.

Recommended Preparation: MATH 103, 135.

CHEM 161L develops practical laboratory skills. Topics may include density, specific gravity, specific heat, chemical and physical properties, analysis of a mixture, molecular structure, and specific heat.

Upon successful completion of CHEM 161L, the student should be able to:

- Utilize laboratory equipment to measure mass, volume, heat of reactions, density and specific gravity, according to published procedures.
- Perform experiments that demonstrate physical and chemical properties of compounds.
- Identify and predict the molecular structure of compounds.
- Record data accurately and in proper form on the lab report sheets.
- Calculate descriptive properties of matter such as: density, mass, volume, concentration, yield of reactions, chemical formulas, etc. Also, plot data, and write out chemical equations.

Student Learning Outcomes for CHEM 161L:

(A) The student will be able to apply mathematical problem solving skills in more advanced chemistry courses, other science courses, or in the workplace.

(B) The student will develop critical thinking/problem solving skills and apply them in more advanced chemistry courses, other science courses, or in the workplace.

(C) The student will gain "hands-on" experience in using laboratory equipment, hardware, and glassware and utilize these skills in more advanced chemistry and other science courses or in the laboratory workplace.

CHEM 162 General Chemistry II (3) KCC AA/DP and KCC AS/NS

3 hours lecture per week

Prerequisite(s): CHEM 161.

Recommended Preparation: MATH 103, 135.

CHEM 162 introduces additional basic principles of chemistry including kinetics, redox reactions and electrochemistry, acid-base chemistry, thermodynamics, and isotopes.

Upon successful completion of CHEM 162, the student should be able to:

- Calculate an equilibrium constant.
- Calculate an ionization constant.
- Calculate a solubility product constant.
- Show the relationship between equilibrium and ionization constants.
- Calculate the pH of a weak acid or weak base solution.
- Calculate a hydrolysis constant.
- Calculate the pH of a solution undergoing hydrolysis.
- Use a solubility product constant to determine if precipitation will occur.
- Explain the difference between voltaic and electrolytic cells.
- Calculate standard and non-standard cell voltages.
- Calculate the free energy of a reaction.
- Explain the relationship between free energy and cell voltage.

- Calculate the enthalpy for a given chemical reaction using heats of formation of reactants and products.
- Explain the relationship between free energy, entropy, and enthalpy.

Student Learning Outcomes for CHEM 162:

(A) The student will be able to apply mathematical problem solving skills in more advanced chemistry courses, other science courses, or in the workplace.

(B) The student will develop critical thinking/problem solving skills and apply them in more advanced chemistry courses, other science courses, or in the workplace.

CHEM 162L General Chemistry II Lab (1) KCC AA/DY

3 hours lab per week

Prerequisite(s): CHEM 161; CHEM 161L; credit or concurrent enrollment in CHEM 162.

Recommended Preparation: MATH 103, 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:

- Demonstrate approved techniques in handling laboratory equipment for pH measurements, kinetics, titration, and thermochemistry.
- Record data accurately and in proper form on the lab report sheets.
- Use measurements to calculate descriptive properties of matter such as: ionization constants, solubility product constants, pH, degree of hydrolysis, and rates of reactions.

Student Learning Outcomes for CHEM 162L:

(A) The student will be able to apply mathematical problem solving skills in more advanced chemistry courses, other science courses, or in the workplace.

(B) The student will develop critical thinking/problem solving skills and apply them in more advanced chemistry courses, other science courses, or in the workplace.

(C) The student will gain "hands-on" experience in using laboratory equipment, hardware, and glassware and utilize these skills in more advanced chemistry and other science courses or in the laboratory workplace.

CHEM 272 Organic Chemistry I (3) KCC AA/DP

3 hours lecture per week

Prerequisite(s): CHEM 162.

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:

- Understand the nature of bonding and structure.
- Understand the physical properties associated with molecular structure.
- Give common and IUPAC names for the various organic compounds studied in the first semester.
- Give complete structures from the names.
- Draw stereochemical structures and understand how stereochemistry affects physical and chemical properties.
- Determine the structure of compounds from experimental data including the various spectroscopic techniques.
- Understand how functional group structure determines chemical reactivity.
- Determine the mechanism of a reaction based upon the structure of the functional group.
- Give the types of reactions possible for each functional group and be able to draw all possible products of a reaction.
- Determine what starting materials are necessary to synthesize a particular compound.
- Cite examples of organic mechanisms in biology.

CHEM 272L Organic Chemistry Lab I (2) KCC AA/DY

5 hours lecture/lab per week

Prerequisite(s): CHEM 162; credit or concurrent enrollment in CHEM 272.

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:

- Describe the nature of bonding and structure.
- Describe the physical properties associated with molecular structure.
- Give common and IUPAC names for the various organic compounds studied in the first semester.
- Give complete structures from the names.
- Draw stereochemical structures and understand how stereochemistry affects physical and chemical properties.
- Determine the structure of compounds from experimental data including the various spectroscopic techniques.
- Describe how functional group structure determines chemical reactivity.
- Determine the mechanism of a reaction based upon the structure of the functional group.
- Give the types of reactions possible for each functional group and be able to draw all possible products of a reaction.
- Determine what starting materials are necessary to synthesize a particular compound.
- Cite examples of organic mechanisms in biology.

CHEM 273 Organic Chemistry II (3) KCC AA/DP

3 hours lecture per week

Prerequisite(s): CHEM 272.

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. This course is intended for science majors.

Upon successful completion of CHEM 273, the student should be able to:

- Understand the nature of bonding and structure.
- Understand the physical properties associated with molecular structure.
- Give common and IUPAC names for the various organic compounds studied in the first and second semesters.
- Give complete structures from the names.
- Draw stereochemical structures and understand how stereochemistry affects physical and chemical properties.
- Determine the structure of compounds from experimental data including the various spectroscopic techniques.
- Understand how functional group structure determines chemical reactivity.
- Determine the mechanism of a reaction based upon the structure of the functional group.
- Give the types of reactions possible for each functional group and be able to draw all possible products of a reaction.
- Determine what starting materials are necessary to synthesize a particular compound.
- Cite examples of organic mechanisms in biology.

CHEM 273L Organic Chemistry Lab II (1) KCC AA/DY

3 hours lab per week

Prerequisite(s): CHEM 272L.

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. This course is intended for science majors.

Upon successful completion of CHEM 273L, the student should be able to:

- Understand the nature of bonding and structure.
- Understand the physical properties associated with molecular structure.
- Give common and IUPAC names for the various organic compounds studied in the first semester.
- Give complete structures from the names.
- Draw stereochemical structures and understand how stereochemistry affects physical and chemical properties.
- Determine the structure of compounds from experimental data including the various spectroscopic techniques.
- Understand how functional group structure determines chemical reactivity.
- Determine the mechanism of a reaction based upon the structure of the functional group.
- Give the types of reactions possible for each functional group and be able to draw all possible products of a reaction.
- Determine what starting materials are necessary to synthesize a particular compound.
- Cite examples of organic mechanisms in biology.

CHINESE**CHNS 101 Elementary Mandarin I (4) KCC AA/HSL**

3 hours lecture, 2 hours lab per week

CHNS 101 is a course designed for beginners of 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.

Upon successful completion of CHNS 101, the student should be able to:

- Listen and know the meaning of short, learned utterances and some sentence-length utterances, especially where context supports understanding and speech is clear. Comprehend limited vocabulary and some simple questions/statements about family members, age, address, time, interests, and other daily activities.
- Speak short statements and ask simple questions, primarily by relying on memorized utterances but occasionally by expanding these through simple recombinations of those elements.
- Read and identify a limited number of character components and high-frequency characters in areas of immediate need. Read for instructional and directional purposes, standardized messages, such as some prices in stores, time/date on schedules, etc. where specific characters and combinations have been memorized.
- Write simple fixed expressions and limited memorized material and some recombination thereof. Supply information on simple forms and documents. Write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple sentences.

CHNS 102 Elementary Mandarin II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): CHNS 101 or satisfactory score on the language placement test.

CHNS 102 is a continuation of CHNS 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 ACTFLETS (American Council on the Teaching of Foreign Languages) proficiency scale.

Upon successful completion of CHNS 102, the student should be able to:

- Listen and understand 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. Comprehension areas cover such basic needs as eating, lodging, transportation, and receiving simple instructions and routine commands.
- Speak and handle successfully a limited number of uncomplicated task-oriented and social functions pertaining to such topic areas as those mentioned above. Ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation. Perform such tasks as introducing oneself, ordering a meal, asking directions, and making purchases.
- Read for basic survival and social needs, simple connected, specially prepared material and puzzle out pieces of some authentic material as it reflects similarity to specially prepared material and/or to high-frequency oral vocabulary and structure. Puzzle out very simple hand-printed messages, personal notes and very short letters which are written by a native speaker experienced in dealing with foreigners. Decode one or two elements from simplest connected texts dealing with basic personal and social needs, such as signs, public announcements and short, straightforward instructions dealing with public life.
- Write and meet limited practical writing needs. Write short messages, postcards, and take down simple notes, such as telephone messages. Create statements or questions within the scope of limited language experience. Material produced consists of recombination of learned vocabulary and structures into simple sentences on very familiar topics.

CHNS 111 Elementary Conversational Mandarin I (3) KCC AA/HSL

3 hours lecture per week

CHNS 111 is designed for students beginning the study of conversational Chinese. Students study the basic structures of the Mandarin Chinese language with emphasis on listening, and speaking skills. They will gain these two 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.

Upon successful completion of CHNS 111, the student should be able to:

- Listen and understand short, learned utterances and some sentence-length utterances, especially where context supports understanding and speech is clear. Comprehend limited vocabulary and some simple questions/statements about family members, age, address, time,

locations, interests, needs and daily activities.

- Speak short statements and ask simple questions, primarily by relying on memorized utterances but occasionally by expanding these through simple recombinations of those elements. Vocabulary centers on areas such as common objects, places, activities, basic likes and dislikes, and terms for immediate family members.
- Demonstrate an awareness of various Chinese cultural aspects and perspectives.
- Use modern technology, such as world wide web and email, to research topics about China.

CHNS 112 Elementary Conversational Mandarin II (3) KCC AA/HSL

3 hours lecture per week

Prerequisite(s): CHNS 111 or equivalent.

CHNS 112 is a continuation of CHNS 111 and further develops two skills of listening and speaking in Standard Mandarin Chinese. Students will attain approximately the Intermediate-Low level on the ACTFL-ETS (American Council on the Teaching of Foreign Languages) proficiency scale.

Upon successful completion of CHNS 112, the student should be able to:

- Listen to and understand 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. Comprehension areas cover such basic needs as eating, lodging, transportation, and responding to simple instructions and routine commands.
- Speak and handle successfully a limited number of uncomplicated task-oriented and social functions pertaining to such topic areas as those mentioned above. Ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation. Perform such tasks as introducing oneself, ordering a meal, asking directions, and making purchases.
- Demonstrate through the study of language a better understanding of various Chinese cultural aspects and perspectives.
- Use modern technology, such as World Wide Web and email, to research topics about China and interact with Chinese learners or native Chinese speakers.

CHNS 131 Chinese Conversation and Culture I/

Business and Tourism Industry (4) KCC AA/DH

5 hours lecture / 5 hours independent practice or lab per week.

CHNS 131 is a beginning level Mandarin Chinese designed to develop oral communication skills. Includes oral drills and individual practice for forming Chinese sentences. Also includes cultural information that forms part of the language. Covers vocabulary and situations appropriate for business and hospitality industry. A communicative approach emphasizes questions and answers and situational role-playing.

Upon successful completion of CHNS 131, the student should be able to:

- Understand a number of short utterances in Chinese in areas of immediate need.
- Comprehend sentence-length utterances in situations where the context aids understanding such as in a restaurant or store, or on a train or bus.
- Comprehend simple questions/statements about family members, age, address, time, interests and daily activities.
- Obtain the main ideas of tailored speech likely to be encountered by tourists and business persons.
- Make short statements and ask simple questions by relying on memorized utterances.
- Create sentences based on recombination of learned vocabulary and sentence patterns.
- Carry out tasks involving a variety of activities such as greetings, inquiring, telling time and date, telephoning, shopping and dining.
- Identify a limited number of characters and read for instructional and directional purposes standardized messages, phrases or expressions.
- Interact with Chinese speakers in culturally acceptable ways, employing appropriate greetings, mannerisms, and implications.
- Understand aspects of Chinese culture.
- Use modern technology such as World Wide Web and e-mail to research topics about China.

CHNS 201 Intermediate Mandarin I (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): CHNS 102 or satisfactory score on the language placement test.

CHNS 201 is a continuation of CHNS 102. 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-Mid level on the ACTFLETS (American Council on the Teaching of Foreign Languages) proficiency scale.

Upon successful completion of CHNS 201, the student should be able to:

- Listen and understand sentence-length utterances which consist of recombination of learned elements on a variety of topics. Content refers primarily to basic personal background and needs, social conversations and some complex tasks. Comprehension areas cover such basic functions as traveling, schooling and a diversity of instruction and directions.
- Speak and handle successfully a variety of uncomplicated task-oriented and social functions pertaining to such topic areas as those mentioned above. Ask and answer questions, participate in simple conversations on topics beyond the most intermediate needs. Perform such tasks as renting an apartment, mailing a letter, planning a vacation and booking an airline ticket.
- Read and understand some authentic material as it reflects similarity to specially prepared material and/or to high frequency oral vocabulary and structure. Decode simple hand-printed notes or short letters for main facts on topics such as mail and residence. Read consistently with increased understanding simple connected texts dealing with basic personal and social needs, such as signs, public announcements and short, straightforward instructions dealing with public life.
- Write and meet a number of practical writing needs. Write short simple letters. Contents involves personal preference, daily routine, everyday events, and other topics grounded in personal experience. Evidence of control of the syntax of non-complex sentences. Create a collection of sentences on a given topic.

CHNS 202 Intermediate Mandarin II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): CHNS 201 or satisfactory score on the language placement test.

CHNS 202 is a continuation of CHNS 201. 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-High level on the ACTFLETS (American Council on the Teaching of Foreign Languages) proficiency scale.

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

- Listen and sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places.
- Speak and handle successfully most uncomplicated communicative tasks and social situations. Initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics.
- Read consistently with full understanding of simple connected texts dealing with basic personal and social needs about which the student has personal interest and/or knowledge.
- Write and meet most practical writing needs and limited social demands. Take notes in some detail on familiar topics and respond in writing to personal questions. Write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience.

CHNS 290 Chinese Language and Culture through Application (4) KCC AA/DH

3 hours lecture/ 3 hours lab per week

Prerequisite(s): Students must be native, bilingual speakers of Chinese, or advanced level students with approval of the instructor.

Comment: CHNS 290 is conducted in both Chinese and English.

CHNS 290 is designed to prepare students to serve as Chinese language and 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 CHNS 290, students should be able to:

- Describe the diversity and variety of Chinese culture orally and in writing about their service learning community experiences and assigned readings;
- Demonstrate the job-related skills gained from the practical work experience in the supervised community volunteer activities;
- Evaluate orally and in writing the service learning activities using appropriate vocabulary and grammar in communicative activities, discussions, and writing activities;
- Describe orally in classroom discussion, and in reflective journals and essays, the needs of the community;
- Apply orally and in writing critical thinking and problem-solving skills related to their service-learning experiences.
- List similarities and differences between Chinese and U.S. culture from various perspectives and values.
- Construct a relationship between language learning and culture.
- Demonstrate effective communication skills 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; credit or concurrent enrollment in MATH 231.

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:

- Demonstrate an understanding of the concepts of forces, resultant and static equilibrium and their application to rigid bodies.
- Demonstrate knowledge and understanding of the equilibrium of rigid bodies in two and three dimensions.
- Demonstrate an understanding of and insights into the concepts of center of gravity, centroids, couples, and moments of inertia.
- Demonstrate knowledge in the analysis of engineering structures subjected to concentrated loads, distributed loads, and frictional forces.
- Utilize abstract thinking and analytical reasoning in the analysis of word problems.
- Utilize calculation techniques in the analysis of dynamics problems in engineering.

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; credit or concurrent enrollment in MATH 232.

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:

- Describe the position, velocity and acceleration of particles and rigid bodies in both rectangular and curvilinear coordinate systems.
- Demonstrate knowledge of the kinematics of particles and rigid bodies with respect to both a fixed and translating reference frames.
- Demonstrate knowledge and understanding of the three methods of kinetics analysis: force-mass-acceleration, work-energy, and impulse-momentum.
- Utilize abstract thinking and analytical reasoning in the analysis of word problems.
- Utilize calculation techniques in the analysis of dynamics problems in engineering.

COMMUNICATION

COM 201 Introduction to Communication (3) KCC AA/DS and AS/SS

3 hours lecture per week

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:

- Describe the human communication process, its purposes, functions and modes.
- Identify and explain verbal and non-verbal codes.
- Explain the role and dynamics of communication in relationships, groups, and organizations.
- Analyze the processes and identify the pitfalls of interethnic and intercultural communication, including interactions in Hawai'i, Oceania and Asia.
- Describe the role of mass and public communication systems in modern societies.
- Identify and explain the functions and methods of telecommunication in a global society.
- 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 Self-Exploration for the Community Health Worker (3)

3 hours lecture per week

Prerequisite(s): Admission to the CHW program.

Comment: CHW 100 may not be audited. CHW 100 may not be taken credit/no credit.

CHW 100 is intended for the student who has been admitted to the certificate of completion curriculum in community health work. It provides an opportunity for students to explore their personal feelings, values, and goals to assist them in developing greater insights into themselves and the clients that they serve as CHW's.

Upon successful completion of CHW 100, the student should be able to:

- Discuss the values and attitudes that underlie their behavior.
- Discuss choices they have made in decisions that have shaped their life paths.
- Demonstrate awareness of self through ages, stages, and significant milestones in life.
- Recognize and address personal attitudes and behaviors that may hinder ability to perform effectively as a community health worker.
- Demonstrate effective listening skills.
- Explain the influence of culture, values, attitude, and behavior on community health work.
- Develop a personal goal statement and plan of action.

CHW 130 Individual Counseling for the Community Health Worker (3)

3 hours lecture per week

Prerequisite(s): Admission to the CHW program.

Comment: CHW 130 may not be audited. CHW 130 may not be taken credit/no credit.

CHW 130 is designed to introduce and enhance the understanding and counseling skills of student community health workers. Major learning areas include establishing a trusting relationship, interviewing, empathic listening, values clarification, and problem solving. The course is a combination of didactic and experiential learning with a focus on assessment, intervention, and various theories of counseling.

Upon successful completion of CHW 130, the student should be able to:

- Perform as an entry-level community health worker counselor.
- Assess client strengths and weaknesses using a multidimensional model.
- Behave ethically as a helping professional.
- Utilize a sensory-based model for recording and reporting client information.
- Assess his/her own strengths and continued areas of challenge in becoming a successful community health worker interviewer/counselor.

CHW 140 Fundamentals of Community Health Work (4)

8 hours lecture/lab per week

Prerequisite(s): Acceptance into the Community Health Worker program.

CHW 140 provides an introduction to fundamental concepts and skills essential to function as a community-based health care worker. It includes concepts of community health and resources, appropriate referral and follow-up, and case management.

Upon successful completion of CHW 140, the student should be able to:

- Identify the role of the Community Health Worker (CHW) and explain interaction with local, regional, and national levels of the health care system.
- Demonstrate basic knowledge and skills in community health needs assessment.
- Describe community health roles and relationships.
- Identify common health care problems, refer clients to appropriate resources, and provide basic selected services.
- Describe appropriate methods for providing and enabling services.

CHW 145 Community Health Worker Clinical I (1)

50 clinical hours total

Prerequisite(s): Admission to the community health worker program; CPR and First Aid certification; a grade of "C" or higher in CHW 140.

Comment: CHW 145 is offered only at the Wai'anae Health Academy.

CHW 145 provides the student with practical skills in an agency setting in which to apply knowledge and skills gained in CHW 140. It also

increases the student's ability and effectiveness in working as part of a community-based health care team.

Upon successful completion of CHW 145, the student should be able to:

- Demonstrate ability to work as part of a community-based health care team.
- Use ethical standards in relationships with clients.
- Develop skills to assist clients in learning problem-solving techniques to access specific community services/resources
- Discuss clinical experiences and relation to academic content.
- Use appropriate referral forms for each agency or clinic.
- Discuss specific health risk behaviors with clients.
- Demonstrate skills in administrative procedures such as scheduling of appointments, record keeping, record charting.
- Demonstrate understanding of basic principles of authority and responsibility in the clinic or agency setting.
- Exhibit professional behavior.
- Exhibit adaptability to various settings.

CHW 200 Social Work Principles and Practices for Community Health Workers (3)

3 hours lecture per week

Prerequisite(s): Satisfactory Completion of the CHW Certificate of Completion.

Comment: 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:

- Discuss, interpret, and synthesize social work concepts, theories, and data and apply them to different situations, to draw conclusions, or explain a situation.
- Organize information and utilize reference sources, including the text, as appropriate.
- Utilize writing skills and apply the mechanics of constructing a paper.
- 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 CHW Certificate of Completion.

Comment: 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:

- Explain ethical and professional considerations governing case management activities.
- Define the various roles and responsibilities of case managers in community-based agencies.
- Recognize and address personal attitudes and behaviors that may hinder ability to perform effectively as a case manager.
- Describe the influence of values, attitude, and behavior in application of case management concepts and practices.
- Demonstrate effective listening skills.
- Develop appropriate relationships with clients.
- Perform accurate case management assessments.
- Develop effective, client-centered care plans.
- Make and monitor referrals and service appropriately.
- Document and record client activities accurately.
- 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 CHW Certificate of Completion.

Comment: 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:

- Demonstrate understanding of the daily responsibilities of case managers in community-based agencies.
- Demonstrate basic knowledge, skills, and sensitivity while working with clients.
- Describe human service roles and relationships to community health work.
- Identify common community health issues.
- Refer clients to appropriate resources.
- Provide basic selected community health services.
- Provide information about the site/organization to community residents.
- Access basic community resources to meet client needs.
- Work as part of a community-based health care team.
- Apply interviewing and counseling skills with clients in the community.
- Demonstrate understanding of the influence of culture on values, attitude, and behavior and impact on the community health worker.
- Demonstrate effective listening skills.
- Define and use ethical and legal standards in relationships with clients.
- Demonstrate understanding of the practicum site's mission and purpose.
- 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 CHW Certificate of Completion

Co-requisite(s): CHW 221.

Comment: 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:

- Describe the effects of substance abuse on individuals, families and society.
- Identify the symptoms and signs of substance abuse, particularly those that suggest early stages.
- Evaluate the needs of the patient with substance abuse problems.
- Discuss the needs of the patient's family and community in combating drug abuse/addiction.
- Apply models of intervention and carry out referrals for patients with substance abuse problems.
- Observe and apply principles of cultural competence, professional ethics and boundaries.
- 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 CHW Certificate of Completion

Co-requisite(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:

- Describe examples of the effects of substance abuse on individuals and families in the community and the effects on society.
- Demonstrate competence in identifying the symptoms and signs of substance abuse, particularly those that suggest early stages.
- Demonstrate competence in evaluating the needs of the patient with substance abuse problems.
- Discuss the needs of the patient's family and community in combating drug abuse/addiction.
- Apply models of intervention and carry out referrals for patients with substance abuse problems.
- Demonstrate cultural competence as well as professional ethics and boundaries.
- Demonstrate effective listening skills in identifying/evaluating drug abuse/addiction problems.

CULINARY ARTS

CULN 111 Introduction to the Culinary Industry/Career Preparation (2)

2 hours lecture per week

(4 hours lecture per week for 8 weeks)

Comment: CULN 111 may be offered as a full semester course or as 8-week modules. CULN 111 was formerly FSHE 102.

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:

- Assess their level of basic skills and its relationship to the educational pathways available through the program.
- Define hospitality and the philosophy of the hospitality industry.
- Trace the growth and development of the hospitality and tourism industry.
- Describe the various cuisines and contributions of leading culinarians.
- Identify professional organizations within the field; explain purposes and benefits
- Outline the organization, structure and functional areas in various hospitality organizations as a perspective for later courses in menu planning, purchasing, food production and service, food and beverage controls, management, etc.
- Evaluate career opportunities through participation in field trips and guest speakers in class.
- Discuss/evaluate industry trends as they relate to career opportunities and future of the industry.
- Discuss and evaluate industry trade periodicals.
- Discuss professional ethics practiced in the industry.
- Evaluate the impact of service-learning experiences upon personal and academic growth.
- Design a web-based electronic portfolio and utilize it to demonstrate learning outcomes.
- Evaluate the role that "Hawaiian Cultural Values" plays within the culinary & hospitality industry.
- Relate the importance of "Professional Standards" in attitude, behavior and dress within the culinary profession.

Within this CULN 111 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Contrast the various organizational structures and basic functions within hospitality and culinary establishments.
- Contrast the career opportunities and professional organizations within the field.
- Assess the relevance of various trade publications and electronic methods for continuing education.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 112 Sanitation and Safety (2)

2 hours lecture per week

(4 hours lecture per week for 8 weeks)

Comment: CULN 112 may be offered as a full semester course or as 8-week modules. CULN 112 was formerly FSHE 103.

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:

- Identify microorganisms which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
- List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented.

- List and define the fundamentals of good personal hygiene.
- Demonstrate good personal hygiene and health habits in a laboratory setting.
- Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
- List the major causes of food spoilage.
- Define food spoilage indicators.
- Outline the flow of food through an establishment and list the various ways contamination may be prevented along the pathway.
- Outline the requirements for proper receiving and storage of both raw and prepared foods.
- Recognize sanitary and safety design and construction features of food production equipment and facilities. (i.e., NSF, UL, OSHA ADA, etc.).
- Describe types of cleaners and sanitizers and their proper use.
- Identify the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illness.
- Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. Discuss right-to-know laws.
- Develop cleaning and sanitizing schedule and procedures for equipment and facilities.
- Identify proper methods of waste disposal and recycling.
- Describe appropriate measures for insects, rodents and pest control eradication.
- Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.

Within this CULN 112 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Develop an understanding of the basic principles of sanitation and safety and to be able to apply them in the foodservice operations.
- Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 115 Menu Merchandising (2)

2 hours lecture per week

(4 hours lecture per week for 8 weeks)

Prerequisite(s): CULN 111, FSHE 102, consent of instructor.

Comment: CULN 115 may be offered as a full semester course or as 8-week modules. CULN 115 was formerly FSHE 120.

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. List basic menu planning principles.
2. Identify principles of menu layout and design.
3. Create menu item descriptions following established truth-in-menu guidelines.
4. Apply principles of nutrition to menu development.
5. Determine menu prices utilizing proper cost controls and appropriate technology.
6. Plan a variety of menus i.e. a la carte, cycle, ethnic, holiday, banquet, reception and buffet.
7. Discuss importance of product mix, check average and their impact on profit contribution.
8. Develop a menu layout for a foodservice operation
9. Discuss the availability of Food and Seasonal Menus.
10. Discuss Menu Planning resources (Internet, professional and vendors).

Within this CULN 115 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Apply the principles of menu planning and layout to the development of menus for a variety of types of facilities and service
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 120 Fundamentals of Cookery (5)

1 hours lecture, 13 hours lab per week

(2 hours lecture, 26 hours lab per week for 8 weeks)

Prerequisite(s): Credit or concurrent enrollment in CULN 111 or consent of instructor or credit in FSHE 102; credit or concurrent enrollment in CULN 112 or consent of instructor or credit in FSHE 103; student must meet with Culinary counselor to check on orientation requirements.

Comment: CULN 120 may be offered as a full semester course or as 8-week modules. CULN 120 was formerly FSHE 110.

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 knife skills, hand tool and equipment operation, emphasizing proper safety techniques.
2. Identify the parts/components of a recipe.
3. Describe and use a standardized recipe.
4. Outline the procedure for writing a standardized recipe.
5. Write a standardized recipe.
6. Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc.
7. Define and describe the sautéing process.
8. Prepare a variety of foods using the sauté techniques.
9. Evaluate the quality of sautéed items.
10. Define and describe the processes of pan-frying and deep-frying.
11. Fry a variety of foods to their proper doneness.
12. Evaluate the quality of fried foods.
13. Define and describe the roasting and baking processes.
14. Compare and contrast roasting to baking, poeeling, smoke-roasting and spit-roasting.
15. Roast meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish.
16. Evaluate the quality of roasted items.
17. Define and describe the barbecue process.
18. Select and prepare meats and seasonings and barbecue them to the appropriate doneness.
19. Evaluate the quality of barbecued items.
20. Define and describe the process of grilling and broiling.
21. Grill and broil foods to the proper doneness.
22. Evaluate the quality of grilled and broiled items.
23. Define and describe the processes of braising and stewing, noting the similarities and differences.
24. Braise and stew foods to the proper doneness.
25. Evaluate the quality of braised and stewed items.
26. Define and describe the process of shallow-poaching.
27. Prepare shallow-poached foods properly and produce a sauce that incorporates the cooking liquid.
28. Evaluate the quality of shallow-poached items.
29. Define poaching and simmering and correctly identify the temperature range at which each occurs.
30. Poach and simmer foods to the proper doneness.
31. Evaluate the quality of poached and simmered foods.
32. Define and describe the boiling and steaming process.
33. Prepare boiled and steamed foods to the proper doneness.
34. Evaluate the quality of boiled and steamed items.
35. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques.
36. Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs.
37. Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs.
38. Perform basic fabrication tasks with meat, poultry, seafood and variety meats.
39. Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness.
40. Evaluate the quality of prepared meats, seafood, poultry, and variety meats.
41. Define stock and describe its uses.
42. Identify different types of stocks.
43. List the basic ingredients needed for making stocks.
44. Describe the functions of the ingredients.
45. Describe the process of making stocks.
46. Prepare a variety of stocks.
47. Evaluate the quality of a properly made stock.

48. Define, describe and explain the purpose of sauces.
49. Identify and prepare the grand sauces.
50. Prepare a variety of non-grand/classical sauces.
51. List the basic ingredients needed for making grand and non-grand sauces.
52. Describe the functions of the ingredients in sauces.
53. Evaluate the quality of a properly made sauce.
54. Define and describe soup and identify its two basic categories.
55. Prepare a variety of soups from each category.
56. Describe the process of making each category of soup.
57. Evaluate the quality of a properly made soup.
58. Identify a variety of fruits, vegetables, starches, legumes and grains.
59. Prepare a variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods.
60. Evaluate the quality of prepared fruits, vegetables, starches, legumes and grains.
61. Define salad dressing and describe its purposes.
62. Identify, define, and describe the types of salad dressings.
63. Prepare a variety of salad dressings and evaluate the quality of each.
64. Identify a variety of common salad greens.
65. Prepare and dress greens for a salad.
66. Evaluate the quality of properly prepared and dressed green salad.
67. Identify, describe, and prepare a variety of composed salads.
68. Evaluate the quality of composed salads.
69. Identify, and describe the purpose of the elements of a sandwich.
70. Prepare a variety of hot and cold sandwiches.
71. Evaluate the quality of sandwiches.
72. Identify and prepare a variety of breakfast meats.
73. Evaluate the quality of prepared breakfast meats.
74. Describe a variety of preparation techniques used in egg cookery.
75. Cook eggs using a variety of preparation techniques.
76. Evaluate the quality of prepared eggs.
77. Identify and prepare a variety of breakfast batter products.
78. Evaluate the quality of prepared breakfast batter products.

Within this CULN 120 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate equipment safely and correctly.
- Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 130 Intermediate Cookery (5)

1 hours lecture, 13 hours lab per week

(2 hours lecture, 26 hours lab per week for 8 weeks)

Prerequisite(s): CULN 120, FSHE 110, consent of instructor.

Comment: CULN 130 may be offered as a full semester course or as 8-week modules. CULN 130 was formerly FSHE 119.

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. Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques.
2. Identify the parts/components of a recipe.
3. Describe and use a standardized recipe.
4. Outline the procedure for writing a standardized recipe.

5. Write a standardized recipe.
6. Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc.
7. Define and describe the sautéing process.
8. Prepare a variety of foods using the sauté techniques.
9. Evaluate the quality of sautéed items.
10. Define and describe the processes of pan-frying and deep-frying.
11. Fry a variety of foods to their proper doneness.
12. Evaluate the quality of fried foods.
13. Define and describe the roasting and baking processes.
14. Compare and contrast roasting to baking, poeleing, smoke-roasting and spit-roasting.
15. Roast meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish.
16. Evaluate the quality of roasted items.
17. Define and describe the barbecue process.
18. Select and prepare meats and seasonings and barbecue them to the appropriate doneness.
19. Evaluate the quality of barbecued items.
20. Define and describe the process of grilling and broiling.
21. Grill and broil foods to the proper doneness.
22. Evaluate the quality of grilled and broiled items.
23. Define and describe the processes of braising and stewing, noting the similarities and differences.
24. Braise and stew foods to the proper doneness.
25. Evaluate the quality of braised and stewed items.
26. Define and describe the process of shallow-poaching.
27. Prepare shallow-poached foods properly and produce a sauce that incorporates the cooking liquid.
28. Evaluate the quality of shallow-poached items.
29. Define poaching and simmering and correctly identify the temperature range at which each occurs.
30. Poach and simmer foods to the proper doneness.
31. Evaluate the quality of poached and simmered foods.
32. Define and describe the boiling and steaming process.
33. Prepare boiled and steamed foods to the proper doneness.
34. Evaluate the quality of boiled and steamed items.
35. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques.
36. Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs.
37. Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs.
38. Perform basic fabrication tasks with meat, poultry, seafood and variety meats.
39. Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness.
40. Evaluate the quality of prepared meats, seafood, poultry, and variety meats.
41. Define stock and describe its uses.
42. Identify different types of stocks.
43. List the basic ingredients needed for making stocks.
44. Describe the functions of the ingredients.
45. Describe the process of making stocks.
46. Prepare a variety of stocks.
47. Evaluate the quality of a properly made stock.
48. Define, describe and explain the purpose of sauces.
49. Identify and prepare the grand sauces.
50. Prepare a variety of non-grand/classical sauces.
51. List the basic ingredients needed for making grand and non-grand sauces.
52. Describe the functions of the ingredients in sauces.
53. Evaluate the quality of a properly made sauce.
54. Define and describe soup and identify its two basic categories.
55. Prepare a variety of soups from each category.
56. Describe the process of making each category of soup.
57. Evaluate the quality of a properly made soup.
58. Identify a variety of fruits, vegetables, starches, legumes and grains.
59. Prepare a variety of fruits, vegetables, starches, legumes and grains using the basic cooking methods.
60. Evaluate the quality of prepared fruits, vegetables, starches, legumes and grains.
61. Define salad dressing and describe its purposes.
62. Identify, define, and describe the types of salad dressings.

63. Prepare a variety of salad dressings and evaluate the quality of each.
64. Identify a variety of common salad greens.
65. Prepare and dress greens for a salad.
66. Evaluate the quality of properly prepared and dressed green salad.
67. Identify, describe, and prepare a variety of composed salads.
68. Evaluate the quality of composed salads.
69. Identify, and describe the purpose of the elements of a sandwich.
70. Prepare a variety of hot and cold sandwiches.
71. Evaluate the quality of sandwiches.
72. Identify and prepare a variety of breakfast meats.
73. Evaluate the quality of prepared breakfast meats.
74. Describe a variety of preparation techniques used in egg cookery.
75. Cook eggs using a variety of preparation techniques.
76. Evaluate the quality of prepared eggs.
77. Identify and prepare a variety of breakfast batter products.
78. Evaluate the quality of prepared breakfast batter products.

Within this CULN 130 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate equipment safely and correctly.
- Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 150 Fundamentals of Baking (5)

1 hour lecture, 13 hours lab per week

(2 hours lecture, 26 hours lab per week for 8 weeks)

Prerequisite(s): Credit or concurrent enrollment in CULN 111 or consent of instructor or credit in FSHE 102; credit or concurrent enrollment in CULN 112 or consent of instructor or credit in FSHE 103; student must meet with Culinary counselor to check on orientation requirements.

Comment: CULN 150 may be offered as a full semester course or as 8-week modules. CULN 150 was formerly FSHE 122.

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. Define baking terms.
2. Identify equipment and utensils used in baking and discuss proper use and care.
3. Demonstrate proper selection of equipment and utensils for specific application.
4. Identify ingredients used in baking.
5. Demonstrate proper scaling and measurement techniques.
6. Apply basic math skill to recipe conversions.
7. Describe properties and list function of various ingredients.
8. Define and describe the steps in the production of yeast-leavened breads.
9. Prepare a variety of yeast-leavened breads.
10. Evaluate the quality of yeast-leavened breads.
11. Define and describe quick-breads and the mixing methods utilized to produce them.
12. Prepare and evaluate the quality of a variety of quick-breads.
13. Define and describe the various types of pies and tarts and the mixing methods utilized to produce them.
14. Prepare a variety of pies and tarts.
15. Evaluate the quality of prepared pies and tarts.
16. Define and describe the variety of cookie types and the mixing methods utilized to produce them.
17. Produce a variety of types of cookies.
18. Evaluate the quality of prepared cookies.
19. Define and describe the variety of cake types and the mixing methods utilized to produce them.

20. Prepare a variety of cakes.
21. Evaluate the quality of prepared cakes.
22. Demonstrate basic icing and decorating techniques.
23. Evaluate the quality of iced and decorated cakes.
24. Define and describe the variety of laminated dough's.
25. Explain the process of lamination as it applies to dough's.
26. Prepare a variety of laminated dough products.
27. Evaluate the quality of prepared laminated dough products.
28. Define and describe pate choux, its uses, method of preparation, baking and finishing.
29. Prepare a variety of pate choux products.
30. Evaluate the quality of prepared pate choux products.
31. Define and describe meringues, its various types, uses, and methods of preparation.
32. Prepare a variety of meringues.
33. Evaluate the quality of prepared meringues.
34. Define and describe creams, custards, puddings and related sauces.
35. Describe the various types of uses of and preparation methods of various creams, custards, puddings and related sauces.
36. Prepare a variety of creams, custards, puddings and related sauces.
37. Evaluate the quality of prepared creams, custards, puddings and related sauces.
38. Define and describe the various types, uses, and methods of preparation of dessert sauces.
39. Prepare a variety of dessert sauces.
40. Evaluate the quality of prepared dessert sauces.
41. Discuss the application of mixes and other value added products.
42. Define and describe a variety of fillings and toppings for pastries and baked goods.
43. Discuss methods of preparation and finishing techniques for various fillings and toppings.
44. Prepare a variety of fillings and toppings for pastries and baked goods.
45. Demonstrate the presentations of baked goods and desserts.
46. Evaluate the quality of presentations of baked goods and desserts.
47. Discuss nutritional concerns as they apply to baking.
48. Discuss recipe modification to create more nutritionally beneficial baked goods and desserts.

Within this CULN 150 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Apply the fundamentals of baking science to the preparation of a variety of products.
- Use and care for equipment normally found in the bakeshop or baking area.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 155 Intermediate Baking (5)

1 hours lecture, 13 hours lab per week

(2 hours lecture, 26 hours lab per week for 8 weeks)

Prerequisite(s): CULN 150, FSHE 122, consent of instructor.

Comment: CULN 155 may be offered as a full semester course or as 8-week modules. CULN 155 was formerly FSHE 124.

CULN 155 includes the study of international culinary terms, ingredient identification, and safety and sanitation practices. It examines the science of lean and rich yeast dough products, flat breads, breakfast goods and a wide variety of yeast breads. It analyzes the fine points of taste, texture, and appearance that distinguish fine breads from good breads and expands the knowledge and the application to laminated dough products such as classical French puff pastry dough, croissants and Danish pastries. Molding "non" yeast dough will be covered to create simple bread display pieces. It focuses on 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 also be covered. Student will continue with theories and skill development producing a variety of 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:

- Define and describe the various types of chocolate.
- Temper chocolate.
- Prepare chocolate confections and chocolate display pieces.
- Evaluate the quality of chocolate, chocolate confections, and chocolate display pieces.

- Develop advanced decorating and finishing techniques for cakes.
- Evaluate the quality of decorated cakes.
- Define and describe ice creams, sorbet, and other frozen desserts.
- Discuss the methods of preparation of ice creams, sorbets, and other frozen desserts.
- Prepare a variety of ice creams, sorbets, and other frozen desserts.
- Evaluate the quality of prepared ice creams, sorbets, and other frozen desserts.
- Define and describe hot and cold soufflés.
- Discuss the methods of preparation of hot and cold soufflés.
- Prepare hot and cold soufflés.
- Evaluate the quality of prepared hot and cold soufflés.
- Define and describe marzipan.
- Discuss the method of preparation for marzipan.
- Prepare marzipan and use it in the decoration of cakes, making of confections, or modeling of fruits or figurines.
- Evaluate the quality of prepared marzipan items.
- Define and describe various types of candies.
- Discuss the method of preparation of various types of candies.
- Prepare various types of candies.
- Evaluate the quality of various types of prepared candies.
- Discuss methods of preparation for cooking sugar and isomalt that is to be used for candies or sugar display pieces.
- Cook sugar and isomalt for basic sugar display work.
- Prepare sugar and/or Isomalt display pieces.
- Evaluate the quality of cooked sugar and isomalt and prepared sugar display pieces.
- Define and describe pastillage and royal icing.
- Discuss the methods of preparation for pastillage and royal icing.
- Prepare pastillage and royal icing.
- Prepare display pieces using pastillage and royal icing.
- Evaluate the quality of pastillage, royal icing and prepared display pieces.

Within this CULN 155 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Develop skills in more advanced decorating techniques and more complex preparations of pastry, confections and dessert products.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 160 Dining Room Service/Stewarding Procedures (5)

2 hours lecture, 26 hours lab per week for 8 weeks

Comment: CULN 160 was formerly FSHE 128.

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:

- Demonstrate the general rules of table settings and service.
- Describe American, English, French and Russian Service.
- Discuss service methods such as banquets, buffets and catering and a la carte.
- Describe the functions of dining service personnel.
- Discuss training procedures for dining room staff.
- Discuss procedures for processing guest checks using current technology.
- Demonstrate an understanding of guest service and customer relations, including handling of difficult situations and accommodations for the disabled.
- Explain inter-relationships and work flow between dining room and kitchen operations.
- Discuss sales techniques for service personnel including menu knowledge and suggestive selling.
- Identify local, state and federal laws pertaining to the purchase and service of alcoholic beverages.
- Discuss the basic production process for distillation and fermentation.
- Distinguish wines by grape and/or other fruit variety, country, growing region and production process.

- Evaluate the relationship of beverages to food.
- Identify and discuss the presentation and service of alcoholic, non-alcoholic and de-alcoholized beverages, including coffee and tea.
- Identify equipment and glassware used for beverage preparation and service.
- Discuss opening and closing procedures of a beverage operation.
- Discuss the fundamentals and importance of responsible alcohol service
- Identify levels of intoxication and methods to control excessive consumption by guests
- Discuss Dram Shop Act and liquor law liability.

Within this CULN 160 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Differentiate the varieties of alcoholic and non-alcoholic beverages and assess their affinity to foods.
- Explain laws and procedures related to responsible alcoholic service.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 205 Food Service Administration (8)

18 hours lecture, 12 hours business lab per week for 5 weeks

Prerequisite(s): Email access; sponsored active duty military personnel; Culinary Specialist Rating, pay grades E-6 to E-9, must have remaining enlistment of 24 months.

Recommended Preparation: Keyboarding

Comment: CULN 205 may not be audited. CULN 205 may not be taken credit/no credit. CULN 205 was formerly FSHE 231.

CULN 205 Food Service Administration provides personnel management techniques to better equip Mess Management Specialists in pay grades E-6 through E-9 in the operation of enlisted dining facilities afloat/ashore and officer's dining facilities afloat. Topics covered are math computation, menu planning, logistics endurance, enlisted dining facility record keeping, private mess operation, budgeting, subsistence waste/fraud/abuse, 3-M/P MS Navy Occupational Safety and Health (NAV OSH) program, COSAL and introduction to food service automation.

Upon successful completion of CULN 205, the student will be able to:

Module I: Personal Hygiene, Microbiology, Food Preparation & HACCP

- List the health requirements for medical screening, exemptions, and reinstatements for work.
- Identify proper personal hygiene practices.
- Describe proper hand washing procedures.
- List the different types of inspections.
- Explain the importance of microbiology as it relates to food service.
- Describe the three different types of hazards that may cause food borne illnesses.
- Explain the role the chain of infection plays in a food borne illness outbreak.
- Identify the most significant causative agents of food borne illnesses.
- Describe the critical control points necessary to control microbiological growth and prevent food borne illness.
- Describe the proper food preparation procedures for raw animal products, eggs, fruits and vegetables, and home cooked food.
- State the time temperature requirements for advanced preparation of foods, leftovers, and thawing.
- Describe the proper food serving requirements.
- Summarize background information and terminology relating to HACCP.
- Describe the hazard analysis process.
- State criteria used to determine a Critical Control Point and Critical Limits.
- Describe the flow of food within a facility and how it relates to a HACCP plan.
- Explain various methods to monitor a HACCP plan and associated record-keeping responsibilities.
- Explain the process of verifying the HACCP process.
- Write an HACCP plan given a sample menu.

Module II: Inspection, Pest Control, Facilities & Safety

- Define the Prime Vendor concept.
- List the types of food inspections.
- Explain the criteria used to accept or reject perishable subsistence items.
- Explain the criteria used to accept or reject semi-perishable subsistence items.
- Describe the general storage requirements for subsistence items.

- Identify steps involved with cockroach management in a food service facility.
- Describe the important aspects of stored pest management products in a food service facility.
- Explain the importance of rodent management in a food service facility.
- Describe the importance of fly management in a food service facility.
- Describe the six steps of the ware washing process.
- Identify proper procedures to use when washing food service utensils and equipment by manual ware-washing process.
- Explain proper procedures to use when washing food service utensils and equipment by automatic ware washing machine process.
- Describe proper maintenance and cleaning procedures for automatic ware washing machines.
- Identify procedures required to clean and sanitize equipment that must be cleaned in place.
- Explain proper procedures to be employed in cleaning the general dining facility.
- Describe the proper methods to store cleaning supplies.
- List general safety precautions necessary to maintain a safe working environment.
- Explain inherent safety hazards associated with food service operations and equipment.
- Identify specific safety precautions associated with sharp blades, mechanical, electrical, and physical hazards including heat and noise.
- Describe potential of fire hazards within the food service operation and methods of prevention and control.

Module III: Nutrition

- Define the abbreviations and terms associated with nutrition/healthy choices.
- Describe the major components of nutrition.
- Describe the major food groups of the Food Guide Pyramid.
- Describe the use of dietary guidelines.
- Describe methods for avoiding too much fat.
- Identify methods of food preparation for enhanced nutritional value.
- Identify use of Low-cal/Low-fat food items.
- Identify ways to disseminate information about nutritional value/choices of food.

Module IV: Navy References, Equipment, Pre-deployment & Private Mess Record keeping

- Identify the organization, content, and use of publications and instructions used.
- Describe the procedures for requesting assist visits.
- Identify maintenance responsibilities.
- Identify temperature logs and their uses.
- Describe the procedures and documentation to report inoperable equipment status.
- Discuss effective COSAL Support.
- Discuss simple maintenance.
- Discuss phase replacement.
- Discuss ship's repair and availability (SRA) upkeep and overhaul.
- Determining requirements in accordance with Food Service Administration.
- Determine who your suppliers will be.
- Special menus.
- Catering special events.
- Determine requirements for special events and major deployments in accordance with Food Service Administration.
- Identify the purpose and authority for establishing a private mess.
- Identify the types of private messes.
- Identify the function and responsibilities of key personnel in private messes.
- Identify sources and requisitioning procedures.
- Prepare procurement documents.
- Identify a mess share.
- Identify mess billing procedures.
- Identify the procedures to pay for guest meals.
- Identify accounting records.
- Identify procedures for meals sold for cash.
- Identify the procedures for utilization of non-appropriated funds.
- Identify the procedures for acquiring operating capital.
- Prepare accounting records in accordance with Food Service Administration.
- Prepare mess bills.

- Compute the value of rations to be commuted to the mess and prepare documents.

Module V: Recipe Conversion & Menu Planning

- Define abbreviations and terms as required to understand the task or function of Food service Operations and Management.
- Describe the procedures for adjusting Armed Forces recipes using required formulas.
- Adjust Armed Forces recipes by using recipe adjustment formulas as required to understand Food Service Operation and Management.
- Describe the procedures for developing or analyzing cycle menu.
- Describe the procedures for preparing the menu draft. (NAVSUP Form 1092)
- Describe the procedures used to develop a load out plan.
- Describe the procedures used to calculate amount of food to prepare using past acceptability factors.
- Describe the process involved in implementing menu changes.
- Describe the procedures for special meals / feeding situations.
- Prepare the Menu Draft. (NAVSUP Form 1092)
- Prepare a cycle menu.
- Compute/calculate percentage of fat calories in individual food items.
- Compute/calculate approximate amount of calories in a given menu.
- Evaluate a menu for nutritional value.
- Describe the procedures for preparing the Food Preparation Worksheet. (NAVSUP Form 1090)
- Prepare Food Preparation Worksheet. (NAVSUP form 1090)

Module VI: Instructor Techniques & Training Responsibilities

- List the characteristics of good instructor techniques.
- List the characteristics of adult learners.
- Distinguish between passive and active learning.
- Describe the different types of instructional methods.
- Identify procedures used in writing a lesson plan.
- State the amount and frequency of training required.
- State the responsibilities/knowledge of the person in charge.
- State the responsibilities/knowledge of food service personnel.
- Establish a facility-training program.

Module VII: Financial Management, FSMS & Auditing

- Identify the procedures and for preparation and use of records / documents for the preparation of the monthly financial reports.
- Identify the procedures for the preparation and use of the monthly General Mess summary Document. (NAVSUP Form 1359)
- Complete the following supporting internal control documents and/or records for the preparation of the General Mess summary Documents.
- Prepare General Mess Summary Document. (NAVSUP form 1359)
- Describe the function and responsibilities of support activities.
- Describe the hardware system components of a FSMS system
- Identify which personnel should have access to specific FSM modules.
- Explain the logon procedures.
- Explain the procedures for signing off the FSM System.
- Access and perform typical FSM transactions.
- Perform a daily restoration of the Food Service Management System files.
- Perform a system backup.
- Perform a system restoration.
- Perform the procedures for processing the end of the month accounting documents.
- Explain the procedures used to fill out a NAVSUP audit sheet
- Fill out the NAVSUP audit sheet.

Module VIII: Procurement, Receipts, Issues, Transfers & Inventories

- Identify internal control procedures, utilized to document procurement of subsistence items.
- Identify reorder processing utilizing publications and instructions.
- Identify the procedures for preparation and use of procurement documents.

- Administer load out of subsistence items.
- Post subsistence items to Requisition Log (NAVSUP Form 1336) up to source.
- Describe the preparation and receiving procedures for subsistence items.
- Identify physical receipt procedures of subsistence items.
- Describe the preparation procedures to receive subsistence items.
- Describe the procedures used in storerooms to secure for sea.
- Explain First-In-First-Out (FIFO) system of stowing subsistence items.
- Explain document distribution at time of receipt.
- Post receipts to internal control documents.
- Explain the processing of receipt documents of subsistence items.
- Describe receipt posting to internal control documents.
- Identify the use, preparation and posting procedures of internal control records.
- Maintain supporting internal control records for the preparation of monthly financial report.
- Identify the procedures for preparation and use of transfer document.
- Identify subsistence transfer preparation procedures.
- Explain the process of transferring subsistence items.
- Review Records Keeper's responsibilities in regards to transfers.
- Identify the procedures for the preparation and use of survey documents.
- Determine the procedures for the preparation and use of substantiating documents for surveys.
- Prepare survey and substantiating documents.
- Identify the types and frequencies of inventories.
- Identify the purpose and use of inventory documentation.
- Perform inventories.
- Prepare inventory documents.
- Explain what is done to documents after an inventory.

CULN 207 Principles of Culinary Competition I (5)

2 hours lecture, 26 hours lab per week for 8 weeks

Prerequisite(s): A grade of "C" or higher in CULN 120 (formerly FSHE 110); minimum GPR of 2.0; successful completion of a practical skills exam; consent of instructor.

Comment: CULN 207 may not be audited. CULN 207 may not be taken credit/no credit.

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:

- Prepare to enter a mock salon or state ACF culinary competition according to the prerequisites of culinary competition and ACF membership requirements.
- Assess the amount of effort and training required to participate in a mock salon or state ACF culinary competition, identifying quality food displays through lecture and hands-on lab experiences.
- Analyze the components of a properly balanced and designed food display.
- Work in a team environment.
- Design and serve a hot food display for a mock salon or state ACF culinary competition skills salon, cooking phase and cold food presentation as defined by the ACF Student Team Competition Manual: 1) serving methods and presentation; 2) portion size and nutritional balance and sanitation procedures; 3) ingredient compatibility; 4) creativity and practicality; 5) flavor, taste, texture and, doneness; 6) classical presentation; 7) classical cooking methodology and procedures; 8) portion size; 9) taste; 10) flavor progression, theme, variety of basic cooking skills and techniques; 11) menu composition and progression of courses; and 12) storage, shelf life and transportation of foods and centerpieces.
- Plan the logistical requirements to compete at a remote location including the aspects of 1) organization; 2) sanitation; 3) teamwork and work flow; 4) cooking techniques and skills; 5) butchery skills; and 6) time management.
- Plan and design a cold food platter that demonstrates all requirements for cold food displays including 1) serving methods; layout and presentation, implementing the strong line/weak line theories; 2) garnishes; 3) ingredient compatibility; 4) competencies; 5) workmanship; and 6) portion and nutritional size.

CULN 208 Principles of Culinary Competition II (5 credits)

1 hour lecture, 13 hours lab per week

Prerequisite(s): A grade of "C" or higher in CULN 207; minimum GPR of 2.0; consent of instructor.

Comment: CULN 208 may not be audited. CULN 208 may not be taken credit/no credit.

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:

- Compete in a regional and/or national ACF culinary competition according to the prerequisites of culinary competition and ACF membership requirements.
- Plan, implement and participate in a regional and/or national ACF competition at an offsite location.
- Assess and apply the training required in regional and/or national ACF culinary competition, identifying quality food displays through lecture and hands-on lab experiences.
- Analyze and apply the components of a properly balanced and designed food display for a regional and/or national ACF culinary competition.
- Work in a team environment.
- Design, practice, implement and participate in an ACF regional competition skills salon, cooking phase and cold food presentation as defined by the ACF Student Team Competition Manual: 1) serving methods and presentation; 2) portion size and nutritional balance and sanitation procedures; 3) ingredient compatibility; 4) creativity and practicality; 5) flavor, taste, texture, and doneness; 6) classical presentation; 7) classical cooking methodology and procedures; 8) portion size; 9) taste; 10) flavor progression, theme, variety of basic cooking skills and techniques.; 11) menu composition and progression of courses; and 12) storage, shelf life and transportation of foods and centerpieces.
- Plan and implement the logistical requirements to compete at a remote location including the aspects of 1) organization; 2) safety and sanitation; 3) teamwork and work flow; 4) cooking techniques and skills; 5) butchery skills; 6) time management; 7) purchasing, receiving and storage; 8) packing and shipping; and 9) travel arrangements to include transportation, lodging, food and beverage.
- Plan, design and create a cold food platter that demonstrates all requirements for cold food displays including 1) serving methods, layout and presentation, implementing the strong line/weak line theories; 2) cooking fundamentals (garnishes); 3) ingredient compatibility, 4) competencies; 5) workmanship; and 6) portion and nutritional size.
- Conduct a skills and attributes inventory.
- Formulate and institute a three phase action plan.
- Practice and solicit feedback.
- Apply techniques, technical skills and other functions of food presentations.

CULN 221 Continental Cuisine (5)

2 hours lecture, 26 hours lab per week for 8 weeks

Prerequisite(s): A grade of "C" or higher in CULN 130, or a grade of "C" or higher in FSHE 119, or consent of instructor/department chairperson.

Comment: CULN 221 was formerly FSHE 212.

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:

- Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques.
- Identify and use utensils, pots, and pans.

- Demonstrate safe practices using equipment such as stoves, mixers, and ovens.
- Define and describe the sautéing process.
- Prepare a variety of foods using the sauté techniques.
- Evaluate the quality of sautéed items.
- Define and describe the processes of pan-frying and deep-frying.
- Fry a variety of foods to their proper doneness.
- Evaluate the quality of fried foods.
- Define and describe the roasting and baking processes.
- Roast meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish.
- Evaluate the quality of roasted items.
- Define and describe the process of grilling and broiling.
- Grill and broil foods to the proper doneness.
- Evaluate the quality of grilled and broiled items.
- Define and describe the processes of braising and stewing, noting the similarities and differences.
- Braise and stew foods to the proper doneness.
- Evaluate the quality of braised and stewed items.
- Define poaching and simmering and correctly identify the temperature range at which each occurs.
- Poach and simmer foods to the proper doneness.
- Evaluate the quality of poached and simmered foods.
- Define and describe the boiling and steaming process.
- Prepare boiled and steamed foods to the proper doneness.
- Evaluate the quality of boiled and steamed items.
- Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs.
- Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs.
- Perform basic fabrication tasks with meat, poultry, seafood and variety meats.
- Using the basic cooking methods, prepare meat, seafood, poultry, and variety meats to the proper doneness.
- Evaluate the quality of prepared meats, seafood, poultry, and variety meats.
- Identify different types of stocks.
- List the basic ingredients needed for making stocks.
- Describe the functions of the ingredients.
- Describe the process of making stocks.
- Prepare a variety of stocks.
- Evaluate the quality of a properly made stock.
- Define, describe and explain the purpose of sauces.
- Describe the functions of the ingredients in sauces.
- Evaluate the quality of a properly made sauce.
- Evaluate the quality of a properly made soup.
- Identify a variety of fruits, vegetables, starches, legumes, and grains.
- Prepare a variety of fruits, vegetables, starches, legumes, and grains using the basic cooking methods.
- Evaluate the quality of prepared fruits, vegetables, starches, legumes and grains.
- Prepare a variety of salad dressings and evaluate the quality of each.
- Prepare and dress greens for a salad.
- Evaluate the quality of properly prepared and dressed green salad.
- Identify, describe, and prepare a variety of composed salads.
- Evaluate the quality of composed salads.
- Discriminate the difference in menu items between the various Continental and Mediterranean cuisines.
- Explain the difference in plate presentations between the various Continental and Mediterranean cuisines.
- Prepare an assortment of appetizers, soups, salads, entrees, side dishes and desserts associated with the cuisines of a variety of Continental and Mediterranean countries.
- Demonstrate good personal hygiene and health habits in a laboratory setting.
- Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
- Practice organizational and preparation (mise en place) techniques as part of commercial food preparation.
- Demonstrate an understanding and acceptance of the generally accepted standards of professionalism and adhere to the established dress code.

Within this CULN 221 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate equipment safely and correctly.
- Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 222 Asian/Pacific Cuisine (5)

2 hours lecture, 26 hours lab per week for 8 weeks

Prerequisite(s): A grade of "C" or higher in CULN 130 or a grade of "C" or higher in FSHE 119.

Recommended Preparation: A grade of "C" or higher in CULN 240 or a grade of "C" or higher in FSHE 209.

Comment: CULN 222 was formerly FSHE 216.

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:

- Produce appetizers, salads, soups, entrees, side dishes, and desserts using specialty cooking methods and various Asian and Pacific techniques.
- List cooking methods, procedures, preparation techniques, and evaluate various Asian or Pacific stocks, soups, sauces and stir fried dishes in terms of flavor, taste, and quality.
- Identify, use, and evaluate the quality of herbs, spices, oils, vinegars, condiments, and ingredients used in Asian and Pacific recipes.
- Prepare vegetable, meat, fish, and poultry utilizing specialty cutting techniques.
- Use and maintain specialized tools and utensils including woks, steamers, cleavers, to prepare Asian and Pacific menus.
- Identify, prepare, and evaluate the quality of seasonal fruits, vegetables, starches, legumes, and grains used in Asian and Pacific recipes.
- Discuss the influence of food history, culture, philosophy, and geography as reflected in Asian and/or Pacific menus.
- Discuss and evaluate the historical and cultural influences that have led to the current development of Pacific Rim and Hawai'i Regional cuisines.
- Set-up a basic mise en place that meets industry standards.
- Demonstrate professionalism, including teamwork, work ethics, positive attitude, responsibility, and dress and grooming, as required by industry standards.
- Apply safety, sanitation, and maintenance guidelines for handling culinary tools, kitchenware, and equipment as required by program operating procedures and government regulations.
- Demonstrate appropriate hygiene, work habits, food handling techniques, safety and sanitation procedures in the production and service of food to the public, as mandated by the State of Hawai'i's Board of Health.

Upon completion of CULN 222, the student will achieve the following student learning outcomes:

- Use specialty knives, tools, and equipment to produce Asian or Pacific menus.
 - Apply fundamental Asian or Pacific cooking principles and preparation techniques.
 - Operate and maintain kitchen equipment and tools that meet sanitation and safety codes.
- Apply safety, sanitation, handling, operation, and maintenance guidelines for handling culinary tools, kitchenware, and equipment as required by standard program operational procedures.
- Discuss the value of culinary cultural diversity that will allow students to relate to the international food industry.
 - Practice ethical behaviors in personal and professional situations.
 - Practice appropriate grooming and dress that reflect the mature work attitude in accordance with industry standards.
 - Apply the experience of service learning to both personal and academic development by becoming involved in community service activities.

CULN 240 Garde Manger (5)

2 hours lecture, 26 hours lab per week for 8 weeks

Prerequisite(s): A grade of "C" or higher in CULN 130 (formerly FSHE 119) or consent of instructor/department chairperson.

Comment CULN 240 was formerly FSHE 209.

CULN 240 is a study of the basic garde manger principles with emphasis on the development of skills in the preparation of hors d'oeuvre, appetizers, canapés, 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 252, the student should be able to:

- Identify tools and equipment used in garde manger, emphasizing safety and sanitation procedures.
- Define and describe hors d'oeuvre, appetizers, and canapés.
- Explain the importance of presentation and garnishing for hors d'oeuvre, appetizers, and canapés
- Prepare a variety of hors d'oeuvre, appetizers, canapés and basic garnishes.
- Evaluate the quality of hors d'oeuvre, appetizers, and canapés.
- Define aspic gelee and describe its functions. Demonstrate fundamental skills in the preparation and uses of aspic.
- Evaluate the quality of aspic gelee and items coated with it.
- Define and describe forcemeat and its various forms including pate, terrine, galantine, mousseline, and sausage.
- Prepare and present a variety of forcemeat products.
- Evaluate the quality of forcemeat products.
- Demonstrate food presentation techniques using a variety of plates, platters and trays.
- Evaluate the quality of prepared plates, platters and trays.
- Produce decorative centerpieces (i.e. fruit, vegetable carvings, salt dough, tallow, and ice carvings).
- Define and describe various methods in which food is preserved (i.e. brining, salting, curing, and smoking).
- Prepare foods for preservation and prepare preserved foods.
- Evaluate the quality of preserved foods.
- Define and describe a variety of cheese categories.
- Discuss how various cheeses are made and their uses.
- Use cheese as an ingredient in recipes.
- Taste various cheeses and evaluate their quality.
- Demonstrate good personal hygiene and health habits in a laboratory setting.
- Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
- Practice organizational and preparation (mise en place) techniques as part of commercial food preparation;
- Demonstrate an understanding and acceptance of the generally accepted standards of professionalism and adhere to the established dress code

Within this CULN 240 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Develop skills in producing a variety of cold food products.
- Prepare items appropriate for buffet presentation, including decorative pieces.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 252 Patisserie (5)

2 hours lecture, 26 hours of lab per week for 8 weeks

Prerequisite(s): A grade of "B" or higher in CULN 155 (formerly FSHE 124) or consent of instructor/department chairperson.

Comment: CULN 252 was formerly FSHE 222.

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 (pâté feuilletée), sugar dough (pâté sucrée) éclair paste (pâté 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:

- Demonstrate and apply safe standards for personal hygiene that are practiced in the industry.
- Demonstrate and apply safe and sanitary practices in food preparation.
- Define culinary terms commonly used in pastry arts effectively.
- Practice organizational skill (mise en place) techniques as part of commercial food preparation training.
- Identify, use safely, and maintain correctly equipment commonly used in a pastry kitchen.
- Apply mathematical skills and convert recipes accurately.
- Apply technique and skill used for advanced cake decorating methods.
- Evaluate the quality of decorated cakes.
- Apply technique and skill use for stencil paste work for ribbon cake.
- Demonstrate popular puff pastry making methods
- Produce assorted classical puff pastry products.
- Evaluate the quality of prepared puff pastry products.
- Demonstrate chocolate tempering technique, creating advanced chocolate décor and filigree work.
- Prepare, identify, and evaluate meringue based components such as dacquoise and japonaise.
- Prepare, identify and evaluate sponge based components such as biscuit joconde, ladyfingers, roulades and other sponge products.
- Prepare, identify, and evaluate egg based components such as crème brûlée, crème chiboust, crème diplomat and other pudding products.
- Prepare and identify fruit glaçage, chocolate ganache, coulis, and fresh fruit compote.
- Demonstrate technique and skill used in assembling and presenting contemporary plated desserts.
- Evaluate the quality, originality, and suitability of contemporary plated desserts.
- Prepare an international dessert buffet, using classical specialties from France, Italy, Switzerland, Austria, and Germany.
- Evaluate the balance, proportion, and suitability of an international dessert buffet.
- Define and describe the various production methods of ice cream, sorbet, and other frozen desserts.
- Produce a variety of ice cream, sorbet, and other frozen desserts.
- Create popular ice cream desserts such as; baked Alaska, parfais, sundaes and coupes.
- Evaluate the quality of prepared ice creams, sorbets, and other frozen desserts.
- Produce a variety of French pastries and petits fours (after dinner confections).
- Define, describe and prepare hot and cold soufflés.
- Evaluate the quality of prepared hot and cold soufflés.
- Demonstrate the skill used in sugar cooking and create simple caramel décor.

Within this CULN 252 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Develop skills in more advanced decorating techniques and more complex preparations of plated desserts, French pastries, confections and classical and international dessert products.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 253 Confiserie (5)

2 hours lecture, 26 hours lab per week for 8 weeks

Prerequisite(s): A grade of "B" or higher in CULN 155 (formerly FSHE 124) or consent of instructor/department chairperson.

Comment: CULN 253 was formerly FSHE 224.

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:

- Adhere to the department's daily conduct code.
- Demonstrate and apply safe standards of personal hygiene.
- Demonstrate and apply safe and sanitary practices in food preparation.

- Define international culinary/pastry arts terms effectively.
- Identify, use safely, and maintain correctly specialty hand tools and equipment.
- Design seasonal centerpieces to complement Easter, Mother's Day, Christmas, and other special functions.
- Evaluate the originality, balance in proportion, and suitability for display of seasonal centerpieces.
- Utilize chocolate, pastillage, nougatine, sugar products, and marzipan to create innovative centerpieces for buffet, sales promotions and a la carte service.
- Identify and describe the characteristics of various types of chocolate/couverture and their uses.
- Demonstrate the technique and skill used for tempering chocolate/couverture, controlling critical temperature zones, using seeding, and tablage methods.
- Demonstrate the technique and skill used for warm chocolate spraying.
- Demonstrate techniques and skills used in creating a nougatine centerpiece, using the proper sequential procedures that include caramelization of sugar and almonds, shaping, cutting, assembling, and decorating.
- Evaluate the originality, balance in proportion, and suitability for display of nougatine centerpiece.
- Discuss the methods of preparation for cooking sugar syrup and commercially available isomalt sugar that is to be used for candies and centerpieces.
- Identify and define the various temperature stages of boiled sugar syrup and isomalt sugar for casting and pulled sugar work.
- Boil sugar syrup and isomalt sugar to various temperature stages to be utilized for casting and pulled sugar work.
- Evaluate the quality and the proper doneness of boiled sugar syrup and isomalt sugar for casting and pulled sugar work.
- Prepare classical French chocolate truffles, pralines, candies and after dinner confections.
- Evaluate the quality and characteristics of French chocolate truffles, pralines, candies, and after-dinner confections.
- Discuss the technique and method how to prepare homemade marzipan paste.
- Evaluate the quality of homemade marzipan paste and commercially available marzipan paste.
- Demonstrate proper technique and skills used making various marzipan figurines, using hand molding and air brushing methods.
- Evaluate the originality, shape, and expression of handmade marzipan figurines.
- Define and describe pastillage and royal icing making methods.
- Demonstrate proper technique and skills used in creating pastillage centerpieces, using the proper sequential procedures that include mixing, shaping, drying, sanding, assembling, painting and/or air brushing.
- Evaluate the pastillage centerpiece based on balanced proportions and suitability as a food display exhibit.

Within this CULN 253 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Develop skills in more advanced decorating techniques and more complex preparations of pastry, confections and dessert products.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 271 Hospitality Purchasing and Cost Control (5)

8 hours lecture, 10 hours business lab per week for 8 weeks

Prerequisite(s): A grade of "C" or higher in CULN 130, a grade of "C" or higher in FSHE 119, or consent of instructor/department chairperson.

Recommended Preparation: Basic computer competency skills.

Comment: CULN 271 was formerly FSHE 241.

CULN 271 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 271, the student should be able to:

- Discuss the flow of goods in a foodservice operation.
- Discuss how HACCP practices are addressed in purchasing, receiving, storing, and issuing procedures.
- Describe both formal and informal purchasing methods.
- Analyze the impact of market fluctuations on product cost.
- Discuss the legal and ethical considerations of purchasing.
- Explain the regulations for the inspection and grading of meats, poultry, seafood, eggs, dairy products, fruits, and vegetables.
- Examine both yield and quality grades and the National Association of Meat Purveyors (NAMP) specifications for meats.

- Write a bid specification.
- Evaluate received goods to determine conformity with user specifications.
- Receive and store fresh, frozen, refrigerated, and staple goods.
- Describe the importance of receiving and inspecting product as it enters the facility.
- Conduct yield and quality tests on items such as canned, fresh, frozen, and prepared products.
- Explain the proper receiving and storing of cleaning supplies and chemicals.
- Conduct a yield and cost comparison test of pre-fabricated products and on-premises butchered products.
- Inventory food and non-food items using current technology.
- Explain the procedures for the rotation, costing, and evaluating of stock, including FIFO and LIFO.
- Define and describe par stock.
- Describe the proper procedures for issuing product according to requisition.
- Describe current computerized systems for purchasing and inventory control.
- Perform basic math functions.
- Calculate and forecast purchase and preparation requirements based on a product's yield on cooking, fabrication, and intangible waste factors.
- Calculate food costs and percentages with both speed and accuracy
- Calculate beverage costs and percentages.
- Calculate labor costs and percentages.
- Perform recipe yield conversions.
- Perform the process of recipe costing.
- Determine selling price of menu items.
- Perform a make or buy analysis.
- Define and describe a profit and loss statement and discuss how it is utilized in food-service operations as a tool to determine profitability.
- Review profit and loss statements to determine profitability.
- Create a budget utilizing historical information and current situations.
- Perform calculations using current technology (i.e. computers, calculators, and POS systems).
- Discuss the Dram Shop Act and liquor law liability.
- Identify local, state, and federal laws pertaining to the purchase and service of alcoholic beverages.
- Explain the procedures for implementing internal beverage controls.
- Demonstrate good personal hygiene and health habits in a laboratory setting.
- Demonstrate an understanding and acceptance of the generally accepted standards of professionalism and adhere to the established dress code

Within this CULN 271 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Explain laws and procedures related to responsible alcoholic service.
- Perform mathematical functions related to foodservice operations.
- Demonstrate the overall concept of purchasing and receiving practices in quality foodservice operations.
- Apply knowledge of quality standards and regulations governing food products to the purchasing function.
- Receive and store food and non-food items properly.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CULN 310 Current Trends in the Culinary Industry (3)

3 hours lecture per week

Prerequisite(s): AS degree in Culinary Arts with a concentration in Culinary Arts or consent of the instructor

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.

Comment: Letter grade only. CULN 310 may not be audited. CULN 310 may not be taken credit/no credit.

Upon successful completion of CULN 310, the student should be able to:

- Evaluate ethical, social, environmental and economic issues that impact the quality of the industry's human resources.

- Describe the challenges of sustainability regarding Hawai'i's food sources and how to better manage them to include aquaculture, organic farming, bio-technology, product sustainability, and Native Hawaiian methods of farming.
- Evaluate the legal issues that affect the restaurant industry in Hawai'i and elsewhere.
- Analyze local, national, and international safety and sanitation issues such as irradiation, genetic engineering, bio-waste and safe practices in farming and processing activities.
- 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.
- Propose a plan that demonstrates a proactive approach to environmental issues such as waste recycling, energy conservation, or other industry practices.
- Evaluate new business opportunities in culinology, personal & private chef services, research & development, and health care.
- Integrate Native Hawaiian, Asian and/or Pacific Island cultures in enhancing Hawai'i's culinary industry.
- Assess the challenges in providing services to a global culinary market.
- Argue the value of maintaining industry involvement in community activities.

CULN 321 Contemporary Cuisines (3)

1 hour lecture and 6 hours lab per week

Prerequisite(s): AS degree in Culinary Arts with a concentration in Culinary Arts or consent of the instructor.

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.

Comment: Letter grade only. CULN 321 may not be audited. CULN 321 may not be taken credit/no credit.

Upon successful completion of CULN 321, the student should be able to:

- Define the roles of team dynamics, effective communication, and leadership in producing a contemporary menu.
- Select and use the proper cooking technologies, equipment, supplies, and production set-up required to produce a contemporary menu.
- 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.
- Integrate theoretical and practical knowledge of new and learned techniques to evaluate unique and creative dishes that have been developed by the world's leading chefs.
- Compare and contrast traditional and classical cooking techniques to contemporary culinary techniques, utilizing research, analysis, and application.
- Design, produce and evaluate a contemporary menu.
- Prepare a meal service that is evaluated on taste profiles, dish presentation and service.

CULN 322 Advanced Asian Cuisines (3)

1 hour lecture and 6 hours lab per week

Prerequisite(s): AS degree in Culinary Arts with a concentration in Culinary Arts or consent of the instructor.

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.

Comment: Letter grade only. CULN 322 may not be audited. CULN 322 may not be taken credit/no credit. Student must purchase Asian specialty knives and tools at an approximate cost of \$200.

Upon successful completion of CULN 322, the student should be able to:

- Define the roles of team dynamics, effective communication, and leadership in producing an advanced Asian menu.
- Select and use the proper cooking technologies, equipment, supplies, and production set-up required to produce an advanced Asian menu.
- Evaluate the influence of an Asian country's geography, culture, religion and history on the presentation style and development of the cuisine.
- Apply advanced culinary techniques to the preparation and presentation of dishes exclusive of Hawai'i or an Asian culinary region.

- Compare and contrast differences in spices, seasonings, flavoring combinations, and food ingredients representative of a culinary region.
- Design, produce and evaluate an advanced Asian menu.
- Prepare a meal service that is evaluated on taste profiles, dish presentation and service.

CULN 330 (Alpha) Special Culinary Topics (3)

1 hour lecture and 6 hours lab per week

Prerequisite(s): AS degree in Culinary Arts with a concentration in Culinary Arts or consent of the instructor.

CULN 330 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.

Comment: Letter grade only. CULN 330 may not be audited. CULN 330 may not be taken credit/no credit. CULN 330 is repeatable for a maximum of 3 credits with consent of instructor. Student must purchase specialty knives and tools at an approximate cost of \$200.

Upon successful completion of CULN 330, the student should be able to:

- Assess culinary topics as they relate to learning objectives.
- Define the roles of team dynamics, effective communication, and leadership in producing the special topic menu.
- Select the cooking technologies, equipment, supplies, and production set-up required to produce the special topic menu.
- Evaluate the influence of geography, culture, religion and history on the presentation style and development of the special topic menu.
- Apply advanced culinary techniques to the preparation and presentation of dishes reflective of the special topic menu.
- Prepare a meal service that is evaluated on taste profiles, dish presentation and service.

CULN 360 Beverage Service Management (3)

3 hours lecture per week

Prerequisite(s): AS degree in Culinary Arts with a concentration in Culinary Arts or consent of the instructor.

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.

Comment: Letter grade only. CULN 360 may not be audited. CULN 360 may not be taken credit/no credit.

Upon successful completion of CULN 360, the student should be able to:

- Select beverages that will best meet the operational objectives of a food service operation.
- Justify the selection of beer, wine and spirits made in relationship to their impact upon the taste and flavors of foods.
- Assess a wine based upon information provided on its label.
- Examine the service procedures of wines, beers, sakes, spirits, coffee, and tea to guests.
- Analyze the history, social and cultural impact of alcoholic beverages and the process of how wines, beers and spirits are produced, manufactured, sold and marketed.
- Formulate a wine, beer and spirits menu that complements the food menu, marketing trends, cost/mark-up, and type of operation.
- Construct a program to purchase, receive, issue, store, inventory and cost out beverages utilizing industry standard specifications and cost analysis.
- Evaluate the impact that dram shop laws and federal and state rules and regulations governing alcohol distribution, and sales have on today's beverage industry.
- Identify the impact of responsible alcohol service training provided by a National Certification program.

CULN 380 Nutritional Cuisines (3)

1 hour lecture and 6 hours lab per week

Prerequisite(s): AS degree in Culinary Arts with a concentration in Culinary Arts or consent of the instructor.

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.

Comment: Letter grade only. CULN 380 may not be audited. CULN 380 may not be taken credit/no credit.

Upon successful completion of CULN 380, the student should be able to:

- Distinguish between healthy and unhealthy diets and assess their psychological and physiological results on the body.
- Analyze global trend and fad menus and the effect on maintaining societal health.
- Develop a cyclical menu that incorporates a healthy eating style based on the American Dietetic Association (ADA), the American Heart Association, and other governmental agency guidelines.
- Prepare recipes with food substitutions and flavor enhancers, incorporating the international food pyramid guidelines.
- Experiment with cooking techniques that maximize the nutritional value of proteins, legumes, vegetables, and starches in a dish.
- Compare differences between cardiac, hypertension, and diabetic diseases, and assess the long-term affect on the body with and without diet adjustments.
- Analyze a menu utilizing industry software programs for record keeping.
- Identify laws and regulations required by various state and federal agencies in the production of client meals.

DANCE

DNCE 121 Beginning Ballet I (3) KCC AA/DA and KCC AS/AH

1.5 hours lecture and 3 hours lecture/lab per week

Recommended preparation: Qualification for ENG 100 or ESL 100.

Comment: DNCE 121 may be repeated for a maximum of 6 credits. Students will be required to purchase appropriate clothing, including 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:

- Identify, using appropriate vocabulary, perform and explain the basic purposes of a range of basic barre exercises.
- Identify, using appropriate vocabulary, and perform a range of basic center exercises.
- Perform simple choreographed combinations in the areas of adagio, petite allegro, grand allegro, and pirouette preparation.
- Explain the importance of the fundamental techniques of plie, and tendu.
- Distinguish performance dynamics through execution of adagio, petite allegro and allegro combinations.
- Display increased levels in personal strength, flexibility, coordination and movement memory.
- 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

Comment: DNCE 122 is repeatable for a maximum of six credits. Students will be required to purchase appropriate clothing, including footwear, for Dance 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:

- Identify, using appropriate vocabulary, and perform a range of center exercises beyond the basic elements of ballet.
- Identify, using appropriate vocabulary, and perform a range of center exercises beyond the basic elements of ballet.
- Perform simple choreographed combinations in the areas of adagio, petite allegro, grand allegro, and pirouette en dehors and en dedans.
- Explain the importance of the fundamental techniques of pli  , and tendu.
- Identify stage directions, various directions in space, and directions of movement, using appropriate vocabulary.
- Begin to explore potential for personal expression through performance dynamics in the execution of adagio, petite allegro and allegro combinations.
- Display increased levels in personal strength, flexibility, coordination and movement memory.
- Explain the relationship of Ballet to other art forms.

DNCE 131 Modern Dance I (3) KCC AA/DA

4.5 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:

- Demonstrate an increased range and variety of body motion, flexibility, strength, control, and coordination.
- Demonstrate comprehension and articulate movement vocabulary.
- Show comprehension of alignment, centering, and balance.
- Show an acute sense of rhythm, pulse, and phrasing.
- Demonstrate by combining specific dance/ movement patterns a development of muscle memory and kinesthetic awareness.
- Demonstrate the understanding of the creative process by exploring movement through structured improvisation problems.

DNCE 132 Modern Dance II (3) KCC AA/DA

4.5 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 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:

- Demonstrate technical proficiency and greater range of varied body motion, flexibility, strength, and coordination.
- Demonstrate comprehension and articulation of movement vocabulary and concepts.
- Demonstrate proficiency of muscle memory and kinesthetic awareness by/through combining specific dance/movement patterns.
- Show comprehension of alignment, centering and balance.
- Demonstrate understanding of the creative process by exploring movement through structured improvisation.
- Show an acute sense of rhythm, pulse, and phrasing.
- Show confidence when moving.

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. Attendance at three performances is required.

Upon successful completion of DNCE 150, the student should be able to:

- Demonstrate appreciation of dance as a communicative art form.
- Analyze dance using the basic knowledge of the elements of movement, labananalysis, and dance technique of a variety of dance styles.
- Demonstrate verbal, written, and group communication skills relevant to dance.
- Explain the history, philosophy, and cultural aspects of various types of dance.

DNCE 212 Traditional Hula (3) KCC AA/DA

1 hour lecture, 3 hours lecture/lab per week

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:

- Understand terminology and cultural aspects concerning this art form.
- Demonstrate chanting, basic dance steps and hand/ implement movements associated with traditional hula.

- Explain the meanings and the reasoning of the texts studied.
- Discriminate between various types of hula in the traditional/ancient style.
- Perform the course material with some mastery.
- Develop a conceptual and kinesthetic understanding of movement techniques associated with traditional hula.
- Develop strength, flexibility, endurance, and overall coordination.
- Develop technical proficiency in elementary hula techniques associated with traditional hula.
- Develop a better understanding of the Hawaiian culture by examining the religious, aesthetic and metaphorical symbols which are manifested in traditional hula.

DNCE 213 Modern Hula (3) KCC AA/DA

3 hours lecture/lab per week, 1 hour lecture per week

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:

- Develop a conceptual and kinesthetic understanding of movement techniques associated with modern hula.
- Develop strength, flexibility, endurance, and overall coordination.
- Trace the development and evolution of the modern hula form from its traditional roots.
- Demonstrate basic dance steps and hand-implement movements associated with modern hula.
- Recognize and discriminate musical forms conducive to modern hula accompaniment.
- Develop technical proficiency in elementary hula techniques associated with modern hula.
- Develop a better understanding of the Hawaiian culture and the social, economic, colonial, and cultural forces that have in the past and will in the future continue to shape this unique art form.

DEAF STUDIES

DEAF 101 Deaf Studies (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; credit or concurrent enrollment in ASL 101 or instructor consent.

DEAF 101 focuses on the values, culture, beliefs, norms, and traditions commonly shared by American Deaf Culture members. Among the topics explored are rules for social interaction, how identity and relations are defined, and the role of language and cultural icons. The course provides an overview of history, language, education and social issues relevant to the Deaf Community of Hawai'i and of the U.S. mainland through an in-depth study of Deaf heritage as well as notable Deaf persons and their contributions.

Upon successful completion of DEAF 101, the student should be able to:

- Define criteria for membership in the Deaf Community.
- Discuss challenges faced by parents raising deaf children.
- Differentiate various communication approaches and languages used by deaf people.
- Identify features of Deaf Culture and diversity within the culture.
- Determine the impact of technology on the lives of deaf people.
- Investigate the range of deaf people's employment and social experiences.
- Compare pathological and cultural perspectives of deaf people.
- Distinguish the educational options available to deaf students.
- Locate major deaf-related national and local resources.
- Compare and contrast minority experiences for deaf and hearing people.
- Evaluate career opportunities working with deaf people.

DEAF 201 Educational Principles and Practices (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; credit or concurrent enrollment in ASL 102 or instructor consent.

Recommended Preparation: DEAF 101.

DEAF 201 will provide an overview of historical and current deaf education issues and practices, various educational philosophies, relevant research, legislation and rights, administration, and public school organization. We will discuss roles and responsibilities of educational personnel in K-12 settings, ethical considerations, language and background knowledge requirements, communication strategies, professionalism, age and

cultural considerations.

Upon successful completion of DEAF 201, the student should be able to:

- Define terminology used in the field of Deaf Education.
- Trace the history of education of deaf children in the context of educational principles and practices, including Deaf Education in Hawai'i.
- Identify causes of deafness and incidence of related disabilities.
- Distinguish between the medical/pathological and the cultural view of deaf people and discuss the foundations for those views.
- Describe parental reactions and the impact of deafness on the family.
- Investigate the influence of hearing status on the language, cognitive, and social-emotional development of deaf and hearing children.
- Differentiate between various communication methods and educational philosophies used in the education of deaf children.
- Explain the importance of language and literacy development for deaf children and strategies used in educational settings.
- Compare and contrast educational options available to deaf students and the legal basis for placement and services.
- Debate legislative issues regarding appropriate education and least restrictive environment for deaf children.
- Evaluate career opportunities working with deaf children.

DEAF 202 Effective Teaching Strategies (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; DEAF 201; ASL 102 or equivalent or instructor consent.

Recommended Preparation: DEAF 101.

DEAF 202 will provide an overview of issues related to developing literacy and other academic skills in children who are deaf or hard of hearing. Differing schools of thought and approaches will be examined. The course will provide opportunities to practice reading and writing strategies as well as an introduction to typical instructional methods and materials used in K-12 classrooms. Course participants will discuss models of teaching, learning styles, curriculum areas and scope of subjects, classroom procedures, core course learning outcomes, and statewide standards for education.

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

- Compare and contrast the various instructional methodologies in working with deaf and hard of hearing children.
- Demonstrate instructional strategies and delivery methods for teaching deaf and hard of hearing students in various content areas.
- Identify appropriate teaching materials for various content areas.
- Apply instructional strategies and materials to meet the statewide standards.
- Demonstrate various strategies for teaching culturally diverse students.
- Demonstrate the application and use of ASL and printed English in the classroom.
- Identify resources of information for "best practices" in teaching deaf children.
- Demonstrate awareness of a variety of learning styles and apply this knowledge to instructional materials design and teaching strategies.
- Adapt instructional strategies to meet a variety of academic levels.

DEAF 294 Practicum (3)

8 hours lecture, 150 hours practicum experience

Prerequisite(s): DEAF 202; ASL 202 or equivalent, or instructor consent.

Comment: Before enrolling in DEAF 294 students should obtain fingerprint and TB test clearance as required by the schools.

DEAF 294 will provide each student with an overview of the education of Deaf students in academic settings and provide an opportunity to work directly with those students. The Practicum students will be encouraged to participate in as much "hands-on" experience as is appropriate to the particular situation. After initial observation, the students will assist the teacher in a variety of activities; working with deaf students individually or in small groups, helping to prepare instructional materials, etc.

Upon successful completion of DEAF 294, the student should be able to:

- Assist in instructional activities including tutoring with individual students or small groups, with teacher direction and supervision.
- Accept teacher guidance and feedback during practicum assignment.
- Apply principles of learning and effective teaching strategies when assisting students.
- Use appropriate teaching materials for various content areas.
- Communicate clearly in ASL and English, appropriate to classroom activities.
- Interact effectively with students, staff, and parents (when appropriate).
- Apply problem-solving techniques and skills.

- Demonstrate professional and ethical behaviors appropriate to the environment.
- Document practicum assignments, summarize and analyze experiences in Practicum Notebook.

DENTAL ASSISTING

DENT 100 Essentials of Dental Assisting (3)

4 hours lecture per week for 12 weeks

Prerequisite(s): Acceptance into the Dental Assisting program or consent of the program director.

Corequisite(s): DENT 100L; DENT 103; DENT 103L; DENT 105; DENT 106; DENT 106L; DENT 108.

Comment: DENT 100 is offered in the fall and spring semesters only. Letter grade only. DENT 100 may not be audited. DENT 100 may not be taken credit/no credit.

DENT 100 offers historical aspects of the dental profession, dental terminology, concept of four-handed dentistry, charting procedures, instruments and instrument transfer, isolation techniques, asepsis and infection control measures. Patient management, dental ethics, and jurisprudence will be included.

Upon successful completion of DENT 100, the student should be able to:

- Identify allowable and prohibited duties of a dental assistant.
- Explain the ethical standards established by professional dental organizations.
- Explain the legal responsibilities and obligations of the dental assistant and the dentist.
- Explain the concept of four-handed, sit-down dentistry.
- Explain the role of the dental assistant in patient management including recording clinical findings.
- Explain the importance of isolation techniques, asepsis, and infection control in the dental environment.
- Explain responses to medical emergencies in a dental office.
- Explain management of medically complex dental patients.

DENT 100L Essentials of Dental Assisting Lab (3)

7.5 hours lecture/lab per week for 12 weeks

Prerequisite(s): Acceptance into the Dental Assisting program or consent of the program director.

Corequisite(s): DENT 100; DENT 103; DENT 103L; DENT 105; DENT 106; DENT 106L; DENT 108.

Comment: DENT 100L is offered in the fall and spring semesters only. Letter grade only. DENT 100L may not be audited. DENT 100L may not be taken credit/no credit.

DENT 100L is the application of knowledge gained in DENT 100. Emphasis on the safe and efficient use of dental operatory equipment, proper positioning in the delivery of quality dental care, anesthetics, rubber dam use, proper care and use of the autoclave, tray setups. Importance of asepsis and infection control measures are especially emphasized.

Upon successful completion of DENT 100L, the student should be able to:

- List the policies and standards of the Dental Assisting Program as they relate to student safety.
- Demonstrate the principles of four-handed dentistry, including identification of and efficient transfer of dental instruments.
- Demonstrate appropriate positions for the patient, dental assistant, and operator.
- Locate and operate the various control mechanisms for the dental chair, dental unit, oral evacuation system, air and water supply, and the hand pieces.
- Demonstrate proper positioning of the dental light.
- Demonstrate proper patient dismissal procedures.
- Demonstrate accurate recordings of clinical findings with appropriate symbols and color coding.
- Demonstrate knowledge of syringes, anesthetics, and needles with the selection of the appropriate items for a procedure and the proper passing and retrieval of a loaded anesthetic syringe.
- Demonstrate proficiency in the application of isolation procedures to include oral evacuation techniques and proper placement of armamentarium intraorally.
- Explain the OSHA guidelines and its categorization of tasks, work areas, and personnel.

DENT 103 Dental Materials (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): DENT100; DENT 100L; DENT 103L; DENT 105; DENT 106; DENT 106L; DENT 108.

Comment: DENT 103 is offered in the fall and spring semesters only. Letter grade only. DENT 103 may not be audited. DENT 103 may not be taken credit/no credit.

DENT 103 identifies the various materials used in the practice of dentistry and the structure, composition, uses, manipulation and properties of these materials.

Upon successful completion of DENT 103, the student should be able to:

- List various types of dental cements, their properties and indications for use.
- Explain the effect of temperature and rate of spatulation on various cements.
- Discuss various restorative materials and factors involved in material selection.
- Explain principles of retention in adhesive dentistry and traditional amalgam restorations.
- Discuss gypsum products and model fabrication and desirable properties of both.
- Identify different impression materials and discuss their properties and manipulation.

DENT 103L Dental Materials Lab (2)

5 hours lecture/lab per week for 12 weeks

Prerequisite(s): Acceptance into the Dental Assisting program or consent of the program director.

Corequisite(s): DENT100; DENT 100L; DENT 103; DENT 105; DENT 106; DENT 106L; DENT 108.

Comment: DENT 103L is offered in the fall and spring semesters only. Letter grade only. DENT 103L may not be audited. DENT 103L may not be taken credit/no credit.

DENT 103L emphasizes the practical application of the knowledge gained in DENT 103. The manipulation of the different dental materials shall be demonstrated and replicated. The importance of proper use and safety while operating laboratory equipment will be stressed.

Upon successful completion of DENT 103L, the student should be able to:

- Demonstrate competency in dispensing materials and mixing techniques.
- Demonstrate proficiency in working with alginate impression material.
- Demonstrate manipulative technique in working with elastometric impression materials.
- Identify and demonstrate manipulative techniques in working with light-cured esthetic restorative material.
- Explain fabrication of other dental appliances such as bleaching trays, mouth guards and bite splints.
- Demonstrate proficiency in manipulation of gypsum products.
- Demonstrate competency in handling amalgam alloys.
- Explain temporary crown fabrication and cementation.

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; DENT100L; DENT 103; DENT 103L; DENT 105; DENT 106L; DENT 108.

Comment: DENT 106 is offered in the fall and spring semesters only. Letter grade only. DENT 106 may not be audited. DENT 106 may not be taken credit/no credit.

DENT 106 offers 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. Common anatomical landmarks critical to proper mounting of x-rays will be identified.

Upon successful completion of DENT 106, the student should be able to:

- Explain the historical beginnings of x-rays.
- Explain the role and practice of radiology in dentistry.
- Define electromagnetic radiation.
- List three principal characteristics of electromagnetic radiation.
- Explain the generation of x-rays.
- Identify the component parts of an x-ray machine.
- Explain the importance of radiation safety measures.

- Contrast the paralleling vs. bisection-of-the angle techniques.
- Explain the importance of proper film placement and accurate exposure factors.
- Explain the film developing process.
- Explain the importance of proper film mounting and storage.
- Cite the Consumer-Patient Radiation Health and Safety Act of 1981.

DENT 106L Dental Radiography Lab (1)

3.5 hours lab per week for 12 weeks

Prerequisite(s): Acceptance into the Dental Assisting program or consent of the program director.

Corequisite(s): DENT 100; DENT 100L; DENT 103; DENT 103L; DENT 105; DENT 106; DENT 108.

Comment: DENT 106L is offered in the fall and spring semesters only. Letter grade only. DENT 106L may not be audited. DENT 106L may not be taken credit/no credit.

DENT 106L emphasizes the practical application of the material presented in DENT 106. Under close supervision of the instructor, students will practice film taking on manikins, critique finished products, and retake as necessary. Radiation safety measures will be stressed and implemented.

Upon successful completion of DENT 106L, the student should be able to:

- Explain the role of the dental assistant in exposing dental x-rays.
- Assemble the component parts of the XCP setup.
- Expose and process a full-mouth series of good diagnostic quality radiographs using the paralleling technique on an adult manikin.
- Expose and process a full-mouth series of radiographs using the bisection-of-the-angle technique on an adult manikin and a child manikin.
- Expose and process two series of bitewing x-rays on an adult manikin.
- Implement radiation safety measures at all times.

DENT 108 Clinical Externship (3)

38 hours clinical per week for 4 weeks

Prerequisite(s): Acceptance into the Dental Assisting program or consent of the program director.

Corequisite(s): DENT 100; DENT 100L; DENT 103; DENT 103L; DENT 105; DENT 106; DENT 106L.

Comment: DENT 108 is offered in the fall and spring semesters only. Letter grade only. DENT 108 may not be audited. DENT 108 may not be taken credit/no credit. Students will purchase their own clinical wear according to the recommendation of the affiliating agency.

DENT 108 provides excellent opportunities to apply the knowledge and skills acquired during the on-campus training period. Students will be able to experience first-hand the importance of a cooperative learning setting and develop their abilities to work in a team during a clinical assignment to one of the various dental clinics in the community during the last four weeks of the semester.

Upon successful completion of DENT 108, the student should be able to:

- Demonstrate competency in the skills needed to function as an entry-level dental assistant.
- Demonstrate a high level of achievement in clinical situations.
- Demonstrate knowledge and skills in the application of asepsis and infection control procedures.
- Demonstrate confidence in patient management.
- Demonstrate positive attitudes about self, members of the dental team and the dental profession.

COURSES (E-I)

EAST ASIAN LITERATURE & LANGUAGE

EALL 261 Chinese Literature in Translation - to 850 (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.

EALL 261 focuses on major works of Chinese prose, poetry, fiction and history from the earliest era to the Tang dynasty. Emphasis on analysis and cultural context.

Upon successful completion EALL 261, the student should be able to:

- Demonstrate knowledge of some major Chinese authors.
- Show knowledge of the form and content of some Chinese prose, poetry and fiction.
- Write papers on different literary problems related to Chinese literature.
- Consider a work of Chinese literature as a reflection of its cultural milieu and compare that milieu with the student's own.
- Examine a work of Chinese literature using various critical approaches.
- Recognize major themes in Chinese literature, explore their implications, and identify their basic assumptions.
- Show greater sensitivity to language and literary devices authors use in literature.
- Express opinions and responses to Chinese literature clearly and effectively in writing.

EALL 262 Chinese Literature in Translation - 850 to the Present (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.

EALL 262 focuses on major works of Chinese poetry, fiction and drama from the Tang dynasty to the 20th century. Emphasis on analysis and cultural context.

Upon successful completion of EALL 262, the student should be able to:

- Demonstrate knowledge of some major Chinese authors.
- Show knowledge of the form and content of some Chinese prose, poetry and fiction.
- Write papers on different literary problems related to Chinese Literature.
- Consider a work of Chinese literature as a reflection of its cultural milieu and compare that milieu with the student's own.
- Examine a work of Chinese literature using various critical approaches.
- Recognize major themes in Chinese literature, explore their implications, and identify their basic assumptions.
- Show greater sensitivity to language and literary devices authors use in literature.
- Express opinions and responses to Chinese literature clearly and effectively in writing.

EALL 269 Study Abroad (3) KCC AA/DL

90 hours per seminar

Prerequisite(s): Consent of instructor.

Recommended Preparation: Completion of a first-year college level language course (101 and 102).

EALL 269 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, the student should be able to:

- Demonstrate, in a written examination and report, understanding of the people and culture of the country.
- Demonstrate an awareness of internationalism and the interdependency of cultures.
- Understand and appreciate the practical application of sociolinguistic theory in analyzing the culture.
- Understand the nuances of typical non-verbal communication.
- Demonstrate, in an examination, increased competence in aural and oral skills.

EALL 269J Study Abroad-Japan (3) KCC AA/DL and KCC AA/DL

3.5 hours per week for 13 weeks

Comment: Letter grade only. EALL 269J may not be audited. Eall269J 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:

- Demonstrate, in a written report, an understanding of the people and culture of Japan.
- Demonstrate an awareness of internationalism and the interdependency of cultures.
- Examine and appreciate the practical application of social linguistic theory in analyzing the culture.
- Identify the nuances of typical, non-verbal communication.
- Demonstrate in a capstone project increased competence in aural and oral skills.

EALL 271 Japanese Literature in Translation - Traditional (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.

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:

- Consider a work of Japanese literature as a reflection of its cultural milieu and compare that milieu with the student's own.
- Examine a work of Japanese literature using various critical approaches.
- Recognize major themes in traditional Japanese literature, explore their implications, and identify their basic assumptions.
- Show greater sensitivity to language and literary devices authors use in literature.
- Express opinions and responses to traditional Japanese literature clearly and effectively in writing.
- Demonstrate knowledge of all major forms of Japanese literature from the earliest era to the mid-19th century.
- Demonstrate knowledge of some major Japanese authors before mid-19th century.
- Demonstrate the ability to write papers on traditional Japanese literature.

EALL 272 Japanese Literature in Translation - Modern (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.

EALL 272 is a survey of Japanese literature from 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:

- Consider a work of Japanese literature as a reflection of its cultural milieu and compare that milieu with the student's own.
- Examine a work of Japanese literature using various critical approaches.
- Recognize major themes in modern Japanese literature, explore their implications, and identify their basic assumptions.
- Show greater sensitivity to language and literary devices authors use in literature.
- Express opinions and responses to modern Japanese literature clearly and effectively in writing.
- Demonstrate knowledge of all major forms of Japanese literature from the mid-19th century to the present.
- Demonstrate knowledge of some major Japanese authors after mid-19th century.
- Demonstrate the ability to write papers on modern Japanese literature

e-BUSINESS

EBUS 101 Teamwork Fundamentals (3)

3 hours lecture per week

Recommended Preparation: Credit or concurrent enrollment in ENG 22 or qualification for ENG 100 or equivalent course; qualification for MATH 24 or higher level math course; ICS 100 or ICS 101 or equivalent.

EBUS 101 presents the study and application of the fundamentals of teamwork, project management and presentation skills. Focus is on developing critical paths for the management of projects and experiencing the dynamics of working in a team environment. The course covers methods of communication, which may include the use of presentation software and the development of printed and electronic materials.

Upon successful completion of EBUS 101, the student should be able to:

- Practice the values and skills of teamwork to:
 - o Complete a major teamwork project.

- o Solve team conflicts.
 - o Develop a critical path to accomplish teamwork goals.
- Justify revenue projections and conduct a cost benefit analysis.
- Effectively use appropriate measurement tools to assess project outcomes.
- Explain the role of social, legal and ethical issues in business decisions.
- Apply technology to develop and manage a project.
- Produce team projects using a variety of presentation techniques such as whiteboard, flipchart, PowerPoint and/or webpage.
- Conduct secondary research.
- Communicate effectively with team members.

ECONOMICS

ECON 120 Introduction to Economics (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for MATH 24; 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.

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

- Explain how the American Economic System works, including organization of production and the allocation of resources.
- Explain how American Economic Policies are used to achieve national economic goals.
- Specify tools of macroeconomic analysis in determining the level of national income and apply these tools to such problems as unemployment, recession, and inflation.
- Analyze current events, government fiscal policies, and Federal Reserve policies using macroeconomic tools.
- 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) KCC AA/DS and KCC AS/SS

3 hours lecture, 1 hour lab per week

Prerequisite(s): MATH 25; qualification for ENG 100.

Comment: Students will complete one hour lab 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:

- 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.
- 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) KCC AA/DS and KCC AS/SS

3 hours lecture, 1 hour lab per week

Prerequisite(s): ECON 130; MATH 25; qualification for ENG 100.

Comment: Students will complete one hour lab 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:

- Demonstrate how the American Economic System works.
- 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.
- Explain government fiscal and Federal Reserve policies and apply these to current economic events.
- Explain other economic topics, such as economic forecasting and government taxation.

EDUCATION

ED 100 Explorations in Education (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

ED 100 is a service-learning, experienced-based introductory course to exploring the field of education. Students will learn about the teaching profession, the professional teacher, and the learner. The historical foundations of education in Hawai'i and America, what makes schools successful and effective, and learning theories will be discussed. Educational issues, the governance and support of education, and the roles and responsibilities of the educator and the educational system will be examined. Students will also learn about diverse learners, their learning styles and how to address their needs to support their physical, cognitive, and social-emotional development. Creating a positive learning environment, managing classrooms effectively, and developing and conducting basic lesson plans will be covered. Students will also explore various careers in education.

Upon successful completion of ED 100, the intended student learning outcomes are:

- Students will critically evaluate themselves and the overall teaching profession; and specifically critique their areas of strengths and limitations to be able to judge their personal and academic growth in becoming a professional educator.

Upon successful completion of ED 100, the student should be able to:

- Compare the historical foundations of education in Hawai'i and America
- Identify the key principles of effective and successful schools
- Demonstrate learning theories in practice
- Distinguish between facts and inferences when examining educational issues
- Illustrate how the education system in Hawai'i both publicly and privately is governed and supported
- Differentiate between the roles and responsibilities of the teacher and a paraeducator in a classroom setting
- Work with a teacher(s) to address the development, learning styles, strengths, and learning needs of diverse learners
- Plan and conduct an age-appropriate lesson
- Select various careers in education that match their strengths, interests, and personality
- Develop collaborative relationships with a teacher(s) and students in the classroom
- Work in partnership with a teacher(s) and students to create a positive learning environment and manage a classroom
- Evaluate the teaching profession and determine if it's a suitable career choice
- Express and communicate ideas and opinions clearly in writing

ED 122 Foundations of Education I (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100.

Comment: ED 122 + SOC 218 (Introduction to Social Problems) is equivalent to UHM College of Education (COE) course - EDEF 310 Education in American Society, which is a pre-requisite course to enter the COE.

ED 122 introduces students to the historical, philosophical, economic, legal, socio-cultural, and curricular foundations of education. A brief overview of the teaching profession, and teachers' qualifications, roles, and responsibilities will be discussed. The pioneers of education and the major philosophies that guide education will be presented. Students will explore how the education system is governed, administrated, and financed by local, state, and federal entities. The rights of teachers and students and how to establish equal educational opportunities for all learners will be addressed. Cultural, social, and gender influences on student achievement will be examined, as well as related issues that impact

students' learning. Students will also develop and use appropriate curriculum and instructional approaches with diverse learners in the classroom. Education in the U.S. and other countries will be researched and the commonalities and differences will be analyzed. Future perspectives of the teaching profession and the field of education will be considered.

Upon successful completion of ED 122, the student should be able to:

- Assess if the teaching profession is a suitable career choice.
- Examine the historical and philosophical roots of education, and chronicle the pioneers of the field.
- Determine the governing, administering, and financing roles of local, state, and federal entities in the education system.
- Propose appropriate ways to provide equal educational opportunity for all students.
- Debate the cultural, social, and gender influences and issues on student achievement and success.
- Develop and use appropriate curriculum and instruction approaches with diverse students.
- Critique the similarities and differences between education in the U.S. and other countries.

ED 123 Educational Foundations II (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ED 122 or a grade of "C" or higher in EDEF 310 or instructor's consent.

Comment: ED 123 + PSY 170 (Psychology of Adjustment) is equivalent to UHM-College of Education (COE) course, EDEP 311 Psychological Foundations in Education, which is a pre-requisite course to enter the COE.

ED 123 integrates and builds upon the competencies in ED 122. Students will apply what they have learned in ED 122 to gain a comprehensive understanding of the teaching profession and the field of education. ED 123 will provide students with the psychological foundations of education and various learning theories when working with diverse learners in the classroom. An overview of a learner's cognitive, physical, social, and moral development and how it influences his/her learning will be introduced. Students will explore how learners' cultural values and beliefs play a role in their learning, and debate contemporary issues of diversity in the classroom. Effective teaching and behavioral approaches for different learners will be discussed and implemented. Students will learn how to create and manage positive learning environments, and implement lessons plans for diverse learners. The use of appropriate assessments and the impact of modern technologies on students' learning will be addressed.

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

- Apply relevant educational psychology and learning theories when working with diverse students.
- Examine how a student's cognitive, physical, social, and moral development influences his/her learning.
- Assess how learners' cultural background plays a role in their learning.
- Debate contemporary issues of teaching diverse learners.
- Participate in settings that teach students with different learning styles, needs, motivation, and abilities.
- Employ appropriate teaching and behavioral approaches for different learners.
- Create and demonstrate how to manage positive learning environments for diverse learners.
- Construct pertinent behavior management and lesson plans for diverse students.
- Use various informal and formal assessments to measure students' learning.
- Appraise how technologies impact students' learning.

ED 125 Family-School Partnerships I (3) KCC AA/DS

3 hours lecture per week

Comment: ED 125 and ED 126 together are accepted as equivalent to SPED 425: Partnerships with Families & Professionals at UH Manoa College of Education.

ED 125 introduces students to ways to building partnerships with families and communities to enhance learning in school settings. Family theories, family structures, and models of family involvement will be addressed. Students will explore the changes in families and schools in today's society, and examine how the differences between their value and belief systems influence the family-school partnership. The process of building and establishing family-school-community partnerships will also be analyzed. Students will use quantitative and qualitative research methods to investigate social, educational, ethical, legal, and cultural issues and evaluate its impact on family-school-community interactions. Best practices and strategies to effectively communicate, advocate, and collaborate with culturally diverse families within the school system and the community will also be covered.

Upon successful completion of ED 125, the student should be able to:

- Analyze the process of building and establishing partnerships with families, schools, and communities.
- Research, investigate, and evaluate social, educational, ethical, legal, and cultural issues and its impact on family-school-community interactions.

- Communicate and collaborate with families, school personnel, and community members in a respectful, professional, ethical, and culturally responsive way.
- Advocate for the betterment of families, schools, and communities.
- Apply appropriate family theories and models of family involvement to various scenarios and situations.
- Ascertain the educational and psychological implications of family structures, dynamics, and attributes on students' development and learning.
- Explain how the changes in families, schools, communities and the differences between their value and belief systems influence partnership building.

ED 126: Family, School, & Community Partnerships II (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ED 125.

ED 126 integrates and builds upon the competencies in ED 125. Students will apply what they have learned in ED 125 to work collaboratively with families of students with disabilities in school, home, or community settings. A brief overview of special education, its disability categories, the students, and the impact it has on family-school relations will be examined. Students will explore the historical and current roles of families in the special education process, and learn how to build partnerships with these families to support the individualized education of students. Theories and effective principles and practices for working with families of students with disabilities will be discussed. Students will examine issues and ethical considerations regarding families of students with disabilities and their interactions with the school and community. The laws and rights of families with students with disabilities, and how to advocate for these families in the education milieu will be addressed.

Upon successful completion of ED 126, the student should be able to:

- Assess the impact of the special education process on family-school relations
- Construct individualized education support plans in partnership with families
- Implement support plans in partnership with families
- Apply theoretical concepts when working collaboratively with families of students with disabilities
- Practice effective principles for building partnerships with families of students with disabilities in school, home, or community settings
- Distinguish between facts and inferences when examining issues of families with students with disabilities
- Advocate for families within the school setting using special education laws and community resources
- Integrate the partnership skills gained in ED 125 to work specifically with families of students with disabilities

ED 151 Education & Technology I (3)

3 hours lecture per week

Prerequisite(s): Qualification for MATH 24; qualification for ENG 100.

ED 151 is an introduction to integrating technology in the classroom to enhance teaching and learning. This course provides hands-on experience with computer and Internet applications such as word processors, spreadsheet managers, database managers, presentation programs, electronic mail, blogs, social networking services, and emerging technologies. Internet resources and their use in educational settings are addressed. Assistive technologies both hardware and software that are commonly used by students with disabilities in the classroom will also be covered.

Upon successful completion of ED 151, the intended student learning outcomes are:

- Students will evaluate the importance of using technology in the classroom with students with and without disabilities, and in their professional lives as an educator.
- Students will integrate technology into educational material and activities to enhance students' learning, and in their professional lives to foster their growth as an educator.

Upon successful completion of ED 151, the student should be able to:

- Apply appropriate educational theories when integrating technology in educational settings.
- Demonstrate appropriate uses of technology in educational settings.
- Provide clear and specific examples of technology integration in the curricula.
- Propose ways technology can be used as productivity and classroom management tools for educators.
- Launch programs; navigate through folders and documents; and perform maintenance activities such as create, copy, delete, and move.
- Use a word processor to produce instructional material such as exams and handouts.
- Integrate a spreadsheet manager into an instructional activity.
- Use presentation software to create an instructional lesson.
- Assess assistive technologies both hardware and software that are commonly used by students with disabilities.

- Create a comprehensive electronic portfolio of work produced for the course.

ED 170 Computer Applications in the Classroom (3)

3 hours lecture per week

Prerequisite(s): Qualification for MATH 24; qualification for ENG 100.

ED 170 is an introduction to the application of computers to teaching and learning. This course provides hands-on experience with computer and Internet applications such as operating systems, common programs such as word processors, spreadsheet managers, database managers and presentation programs, and Internet applications such as electronic mail, World Wide Web browsers and resources and their use in educational settings. Coverage of web-based classroom management software and electronic portfolios is also provided. Assistive technologies both hardware and software that are commonly used by students with disabilities will also be introduced.

Upon successful completion of ED 170, the intended student learning outcomes are:

- Students will evaluate the importance of using technology in the classroom with students with and without disabilities, and in their professional lives as educators.
- Students will integrate technology in their classrooms and teaching to enhance students' learning; and in their professional lives to foster their growth as an educator.

Upon successful completion of ED 170, the student should be able to:

- Describe educational theories supporting the use of computers in educational settings.
- Describe appropriate uses of computers in educational settings.
- Describe examples of technology integration in the various curricula.
- Describe ways technology can be used as productivity and classroom management tools for educators.
- Shut down/start/restart systems, launch programs; navigate through folders and documents; and perform maintenance activities such as create, copy, delete, and move.
- Use a word processor to produce instructional material such as exams and handouts.
- Use a spreadsheet manager to manage student-related data such as a grade book.
- Use presentation software to create and deliver an instructional lesson.
- Describe assistive technologies both hardware and software that are commonly used by students with disabilities.
- Create a comprehensive electronic portfolio of work produced for the course.
- Use electronic mail.
- Participate in electronic discussions.
- Perform web searches.
- Upload and download files to and from the World Wide Web.
- Identify ethical and social issues related to computer technology in education.

ED 260 Positive Behavior Supports (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ED 285 or instructor's consent.

ED 260 integrates and builds upon the competencies in ED 285. Students will apply what they have learned in ED 285 to work with learners with disabilities who have challenging behaviors. A detailed overview of the classroom management and instructional approaches that were covered in ED 285 will be recounted. Students will learn about learners with disabilities and their challenging behaviors, and how to deal with such behaviors in a positive way. The conceptual framework, planning, implementation, and evaluation of positive behavior supports (PBS) will be discussed. Ethical practices and ways to collaborate with families, schools, and communities in regards to PBS will be addressed. Students will go through the steps of the functional behavior assessment and analysis process, and determine the appropriate reinforcers, consequences, and alternative behaviors to use with learners with disabilities and their challenging behaviors. Creating long-term supports and building self-determination skills for these learners will be examined. PBS issues and challenges will also be debated.

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

- Apply the framework of PBS to learners with disabilities and challenging behaviors.
- Properly execute the steps of a functional behavior assessment and analysis.
- Develop, implement, and evaluate a PBS plan.
- Use ethical practices and collaborative practices when working with learners with disabilities, their challenging behaviors, and their families

- Determine the appropriate reinforcers, consequences, and alternative behaviors to use with learners with disabilities and their challenging behaviors.
- Propose long-term supports and ways to build self-determination skills for learners with disabilities with challenging behaviors.
- Debate PBS issues and challenges.

ED 285 Classroom Management & Instruction (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100.

ED 285 is a foundational course to classroom management and instruction. Varying models of discipline and ways to maintain appropriate behaviors in the classroom, such as creating positive classroom environments, establishing teacher-student relationships, and communicating with families will be introduced. Students will learn how to develop classroom discipline plans and individualized behavior plans. Effective responses to inappropriate behaviors and dealing with challenging students will be discussed. Instructional approaches to keep students motivated in their learning and methods to manage group and individual instruction will be addressed. Students will develop, implement, and evaluate lesson plans. Issues and implications of classroom management and instruction for diverse students will also be examined.

Upon successful completion of ED 285, the student should be able to:

- Select appropriate models of discipline for students.
- Demonstrate ways to help students maintain appropriate behaviors in the classroom.
- Develop classroom discipline and individualized behavior plans.
- Generate effective responses when dealing with inappropriate behaviors and challenging students.
- Apply relevant instructional approaches to maintain students' motivation and involvement in their learning.
- Create, conduct, and assess lesson plans for individual and group instruction.
- Debate classroom management and instruction issues.

ED 286 Introduction to Special Education I (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100.

Comment: ED 286 + ED 287 (Introduction to Special Education II) is equivalent to UHM-College of Education (COE) course, SPED 304 Foundations of Inclusive Schooling, which is a pre-requisite course to enter the COE.

ED 286 surveys the field of special education and learners with disabilities. The definition of special education will be explored, as well as the laws that govern this system. Students will be introduced to the special education process and how to work collaboratively with the students' families, school personnel, and other professionals at each stage of the process. An in-depth examination of selected disabilities, its characteristics, prevalence, causes, and classifications will be covered. Students will learn how to identify learners with disabilities, and determine appropriate educational approaches, instructional and behavioral strategies, and placements for these learners. Teachers' and educational assistants' roles and responsibilities within the school and classroom settings, and how to be a special education advocate will be addressed. Students will debate issues and challenges confronted by learners with disabilities and their families in the special education system.

Upon successful completion of ED 286, the student should be able to:

- Summarize the disabilities classified under the state and federal guidelines, the special education process, and its laws.
- Apply best practices to build collaborative partnerships with students' families, school personnel, and other professionals.
- Identify appropriate educational approaches, instructional and behavioral strategies, and placements for learners with disabilities.
- Differentiate between the special education and general education teachers' roles and responsibilities, and those of an educational assistant.
- Demonstrate advocacy skills for learners with disabilities and their families.
- Problem-solve and debate special education issues.

ED 287 Introduction to Special Education II (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ED 286 or instructor's consent.

Comment: ED 287 + ED 286 (Introduction to Special Education I) is equivalent to UHM-College of Education (COE) course, SPED 304 Foundations of Inclusive Schooling, which is a pre-requisite course to enter the COE.

ED 287 integrates and builds upon the competencies in ED 286. Students will apply what they have learned in ED 286 to gain a comprehensive view of the field of special education, its process and laws, and learners with disabilities. A detailed overview of the disabilities that were covered in ED 286 will be recounted, as well as the special education process and key principles to collaborating with the students' families, school personnel, and other professionals. An in-depth examination of the remaining disabilities, its characteristics, prevalence, causes, and classification will be covered. Students will work with learners with disabilities, and implement appropriate educational approaches, instructional and behavioral strategies, and placements for these learners. Students will work

under the direction of a special education teacher and carry out appropriate roles and responsibilities, as well as advocate for learners with disabilities and their families in a variety of venues. Issues and challenges confronted by learners with disabilities and their families in the special education system will be debated. Students will learn about the commonalities and differences between early childhood special education and special education in the K-12 setting, and ways to transition learners with disabilities into adulthood.

Upon successful completion of ED 287, the student should be able to:

- Summarize the disabilities classified under the state and federal guidelines, the special education process from start to finish, and the Individuals with Disabilities Education Act and the Americans with Disabilities Act.
- Integrate best practices when collaborating with students' families, school personnel, and other professionals.
- Implement appropriate educational approaches, instructional and behavioral strategies, and placements for learners with disabilities.
- Practice roles and responsibilities that are similar to that of an educational assistant, under the direction of a special education teacher
- Advocate for learners with disabilities and their families.
- Problem-solve and debate special education issues.
- Explain the differences and similarities between K-12 special education and early childhood special education.
- Propose appropriate ways to transition learners with disabilities into the adult world.

ED 294 Education Capstone Seminar & Practicum (3) KCC AS/SS

Seminar Face-to-Face Contact Hours: 12 hours (1.5 hours every other week for 8 weeks)

Seminar On-line Contact Hours: 12 hours (1.5 hours every other week for 8 weeks)

Practicum Hours: 150 (10 hours per week for 15 weeks)

ED 294 provides a culminating opportunity for pre-education majors and educational paraprofessionals in Elementary, Secondary, and Special Education to effectively apply and integrate what they have gained in previous 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/or large groups, under the direction and supervision of a mentor teacher. 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 also create a comprehensive portfolio, showcasing evaluations of their practicum performances, communication, collaboration, and interaction abilities, professional disposition and conduct, ethical behaviors, and knowledge of the field.

Comment: ED 294 may not be audited. ED 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 acceptable ratings or target level on suitability/disposition criteria. A breach of confidentiality during the practicum experience will result in immediate failure of the course.

Upon successful completion of ED 294, the student should be able to (under the direction and supervision of a mentor teacher):

- Effectively apply and integrate what they have learned from previous program courses and field assignments.
- Use appropriate teaching methods and learning principles.
- Conduct classroom instruction and activities and manage behaviors in small and/or large groups.
- Apply critical thinking, reflection, and problem-solving skills to relevant issues.
- Reflect on and appraise experiences in terms of personal and professional growth.
- Demonstrate professional disposition and conduct, ethical behaviors, and effective communication and collaboration skills in all interactions and situations.
- Complete a Professional Portfolio.

ELECTRICAL ENGINEERING

EE 160 Programming for Engineers (4)

3 hours lecture, 3 hours lab per week

Prerequisite(s): MATH 140; ICS 101.

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:

- Explain the steps involved in the programming process.
- Solve simple problems and express those solutions as algorithms.
- Use the fundamental techniques of selection, looping, assignment, input, and output to describe the steps the computer takes to solve a problem.
- Write algorithms and code in a top-down manner.
- Work with arrays in searching and sorting applications.
- Work with structures and unions types.
- Write, test, and debug small programs.
- Write functions and use pointers.
- Work with characters and strings.
- Work in text based environment like UNIX.
- Interface with text base using a GUI interface.

EE 211 Basic Circuit Analysis (4) KCC AA/DP

3 hours lecture per week, 3 lecture/lab per week

Prerequisite(s): Credit or concurrent enrollment in MATH 231; credit or concurrent enrollment in PHYS 272.

EE 211 is the study of linear circuits, time domain analysis, transient and steady state responses, phasors impedance, and admittance; network or system function, frequency responses and filtering, and resonance.

Upon successful completion of EE 211, the student should be able to:

- Demonstrate knowledge of linear electric circuit variables and their units.
- Demonstrate knowledge of resistive circuit elements and the physical laws that govern these circuits.
- Demonstrate an understanding of methods of analysis of resistive circuits.
- Demonstrate knowledge of energy storage elements and the physical laws that govern these circuits.
- Utilize mathematical transforms in the analysis of electrical circuits.
- Understand mathematical techniques used in the explanation of electrical phenomena.
- Design, construct and test resistive circuits using resistive and energy storage elements.
- Utilize analytical reasoning and critical thinking to solve problems in electricity.

EE 260 Introduction to Digital Design (4) KCC AA/DP

3 hours lecture, 3 hours lab per week

Prerequisite(s): MATH 140; high school physics or consent of instructor.

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:

- Design logic circuits and a simple digital processor.
- Demonstrate an understanding of numbering systems, base conversion, Boolean algebra, systematic reduction of Boolean expressions, and basic forms of multi-level gate networks.
- Demonstrate an understanding of combinational and sequential MSI circuit, finite state machines, and memory devices.
- Demonstrate an understanding of basic microprocessor-based design, microprocessor hardware/software, and interfacing requirements.

EE 296 Sophomore Project (1-3)

1 lecture hour per week per credit

Prerequisite(s): A grade of "C" or higher in Physics 170 or instructor's consent.

Comment: A minimum of a 1 credit in EE 296 is required for the University of Hawaii at Manoa's Electrical Engineering program. EE 296 is repeatable for a maximum of 3 credits with permission of the instructor. EE 296 may be taken for a letter grade only. EE 296 may not be audited. EE 296 may not be taken for credit/no credit.

EE 296 is a sophomore level individual or team project under the direction and guidance of pre-engineering faculty. This variable credit course provides basic 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:

- Construct a beginning-level design with respect to engineering standards and practical constraints.

- Apply design methodologies, tools, and techniques for data collection and analysis.
- Work independently on projects with minimal coaching from the instructor.
- Communicate design and engineering concepts effectively to other students and faculty
- Prepare and present written reports to other students' and faculty for feedback.

EMERGENCY MEDICAL TECHNICIAN

EMT 100 Emergency Medical Technician - Intermediate (19)

16 hours lecture, 12 hours lecture/lab per week for 13 weeks

Prerequisite(s): Admission to the Emergency Medical Technician program.

EMT 100 provides students with theory and laboratory practice of basic and advanced life support skills and procedures in the pre-hospital setting. EMT 100 focuses on airway management, medical and trauma related emergencies, Basic electrocardiogram (EKG) interpretation and manual defibrillation, pathophysiology, basic and advanced pharmacology, intravenous (IV) cannulation, mass casualty triage, and treatment protocols.

Topics include:

- Emergency Medical Systems (EMS)
- Medical Legal and Ethical Considerations
- Well-being of an Emergency Medical Technician-Basic (EMT-B) and Emergency Medical Technician-Intermediate (EMT-I) (85)
- Roles and Responsibilities of an EMT-B and EMT-I (85)
- Principles of Patient Assessment
- Cardiopulmonary Resuscitation (CPR) Healthcare Provider American Heart Association (AHA) 2005 guidelines
- Vital Signs
- Advanced and Basic Airway Management
- EMS Communication and Documentation
- Pharmacology Concepts: Intravenous cannulation, Intramuscular and Subcutaneous Injections, Intraosseous cannulation, and Saline Locks
- Lifting and Moving
- Medical, Trauma and Cardiac Emergencies
- Electrocardiogram Interpretation and Defibrillation
- 12-Lead Electrocardiogram Application
- Neonatal, Pediatric and Geriatric Emergencies
- Psychiatric Emergencies
- Mass Casualty Triage and Introduction to National Incident Management System
- Obstetrics and Gynecological Emergencies
- Emergency Vehicle Operations Certification Course
- Hazardous Materials and Weapons of Mass Destruction
- Advance Medical Life Support Certification Course
- Pre-hospital Trauma Life Support Certification Course
- Auto Extrication Training
- Ocean Safety Training

Comment: Letter grade only. EMT 100 may not be taken credit/no credit. EMT 100 may not be audited. Students will be required to have internet access, participate in service learning activities and purchase the following: uniforms, scissors, stethoscope, liability insurance, a road map of Honolulu, and State of Hawai'i Standing Orders.

Upon successful completion of EMT 100, the student should be able to:

- Define the role and scope of an EMT-B, EMT-I (85) and a paramedic in the State of Hawai'i and nationally.
- Define a medical, trauma, and pediatric emergencies.
- 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.
- Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.
- Safely and accurately perform basic and advanced life support procedures as prescribed by the State Department of Health and the

EMT-B and EMT-I (85) National Standard Curriculum.

- Safely and accurately perform the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic and limited advanced), 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, apply pneumatic anti-shock garment, operate medical communication systems, operate and emergency vehicle, 12-lead electrocardiogram, interpret 3-lead electrocardiograms, manual defibrillation, provide necessary pharmacological interventions and perform intravenous cannulation.
- Establish rapport with the patient in a manner designed to decrease their state of crisis.
- Explain how an Emergency Medical Technician would participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.
- Explain the assignment of priorities of emergency treatment to a patient or group of patients.
- Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
- Communicate with the medical care facility about the patient's condition status and arrival.
- Document in writing and on the electronic patient care record the details related to the patient's emergency care and the incident.
- Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority/protocol.
- 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 101 Practicum for Emergency Medical Technician - Intermediate (5)

35 hours of hospital and ambulance clinical experience per week for 8 weeks

Prerequisite(s): Admission into the Emergency Medical Technician (EMT) Program; a grade of "C" or higher in EMT 100.

Comment: In order to be eligible to sit for the state EMT licensure or national registry exam, a student must earn a grade of "A" in EMT 101. Letter grade only. EMT 101 may not be taken credit/no credit. EMT 101 may not be audited. Students will be required to purchase uniforms, scissors, stethoscope, liability insurance, a medical dictionary, a road map of Honolulu, and State of Hawai'i Standing Orders.

EMT 101 allows students to apply the clinical application of basic and advanced life support procedures in local hospitals and ambulance units.

Upon successful completion of EMT 101, the student should be able to:

- Perform within the scope of an Emergency Medical Technician - Basic (EMT-B), Emergency Medical Technician - Intermediate (EMT-I) (85) and a Mobile Intensive Care Technician in the State of Hawai'i and nationally.
- Define medical, trauma, and pediatric emergencies in the clinical environment.
- 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 the patient.
- Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.
- Safely and accurately perform basic and advanced life support procedures as prescribed by the State Department of Health and the EMT-B and EMT-I (85) National Standard Curriculum.
- Safely and accurately perform the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic and limited advanced), 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, apply pneumatic anti-shock garment, operate medical communication systems, operate and emergency vehicle, 12-lead electrocardiogram, interpret 3-lead electrocardiograms, manual defibrillation, provide necessary pharmacological interventions and perform intravenous cannulation.
- Establish rapport with the patient in a manner designed to decrease their state of crisis.
- Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.
- Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.
- Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
- Communicate with the medical care facility about the patient's condition status and arrival.
- Document in writing and on the electronic patient care record the details related to the patient's emergency care and the incident.
- Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority/protocol in the clinical environment.
- 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 110V EMT Internship (1-6)*45 internship hours per credit**Prerequisite(s): Current Hawai'i EMT certification.**Comment: Credit/no credit grading only.*

EMT 110V is a supervised ambulance internship experience for EMT program graduates. It 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 110V the student should be able to:

- Demonstrate skill at an entry-level Emergency Medical Technician.
- 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.
- 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.
- 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 / sprains, immobilize / 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, interpret 3-lead electrocardiogram, provide necessary pharmacological interventions, and perform intravenous cannulation.
- Demonstrate the process to obtain a basic history and physical examination, including assessment of the patient's condition.
- 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.
- Demonstrate rapport with the patient and others to decrease their anxiety and fear in the crisis.
- 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.
- Explain the assignment of priorities of emergency treatment to a patient or group of patients.
- Demonstrate the pre-check and preparation of the ambulance, including its equipment and supplies.
- Demonstrate accurate communication with the medical care facility receiving the patient about the patient's condition, status, and estimated arrival time.
- Demonstrate appropriate and accurate documentation related to the emergency situation and care of the patient.
- Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority / protocol.
- Demonstrate the use 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 193V EMT-Intermediate Internship (1-5)*45 internship hours per credit**Prerequisite(s): EMT 100; EMT 101; National Registry certification in progress or completed.**Comment: Credit/no credit grading only. Student will be required to purchase uniforms, scissors, stethoscope, liability insurance, a medical dictionary, a road map of Honolulu.*

EMT 193V is a work-study internship course designed to provide supervised application of basic and advanced life support knowledge and skills on ambulance units.

The intern will be required to demonstrate the clinical application of basic and advanced life support procedures in local hospitals and ambulance units.

Upon successful completion of EMT 193 the intern should be able to:

- Perform in an entry-level position as an Emergency Medical Technician- Intermediate.
- Safely and accurately perform 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.

- 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 patients.
- Safely and accurately perform the following skills in the nonpatient care situation: perform cardiopulmonary resuscitation, obtain basic patient history and physical examination, obtain and monitor vital signs, establish and maintain airways (basic and advanced), administer free-flow 100% oxygen, ventilate with bag-mask, apply and use mechanical automatic heart/lung resuscitators, control hemorrhage, apply bandages, immobilize or splint fractures, dislocations / sprains, immobilize / extricate automobile injury patients, perform light rescue and triage, perform emergency delivery of baby, and provide newborn care, initiate intervention with behavioral disorders, apply pneumatic anti-shock garment, operate medical communication systems, operate emergency vehicle, perform 12-lead electrocardiogram, interpret 3-lead electrocardiogram, provide necessary pharmacological interventions and perform intravenous cannulation.
- Demonstrate the process to obtain a basic history and physical examination, including assessing the patient(s) condition.
- 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.
- Demonstrate establishment of rapport with the patient others to decrease their state of crisis.
- Explain how an EMT-I 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.
- Explain the assignment of priorities of emergency treatment to a patient or group of patients.
- Demonstrate the pre-check and preparation of the ambulance, including its equipment and supplies.
- Demonstrate communicating with the medical care facility receiving the patient about the patient's condition, status, and arrival time.
- Demonstrate recording in writing the details related to the patient's emergency care and the incident.
- Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority / protocol.
- Use a sequential thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

ENGLISH

ENG 21 Developmental Reading (3)

3 hours lecture/ 1.5 hours lab per week

Prerequisite(s): PCC 20, or score equivalent to ninth grade reading level, or qualification for ENG 21 on the KCC Placement Test, or instructor recommendation.

ENG 21 is designed to develop reading, vocabulary, and study skills essential for successful academic achievement.

Upon successful completion of ENG 21, the student should be able to:

- Identify main ideas and supporting details in paragraphs and entire selections.
- Recognize the structure and organization of paragraphs.
- Make valid inferences based upon suggestions or evidence presented.
- Draw accurate conclusions and predict outcomes by logically putting together facts and details.
- Differentiate between fact and opinion.
- Identify the author's purpose.
- Use college-level vocabulary.
- Use structural clues in determining the meaning of unfamiliar words.
- Apply the SQ3R method of textbook study to readings from various content areas.
- Adapt reading rate and method of reading according to the purpose of the reading.
- Read at rates conducive to sustained interest and effective comprehension.

ENG 22 Beginning Composition (3)

3 hours lecture per week

Prerequisite(s): Qualification for English 22 on the KCC placement instrument, or ENG 21 with a grade of "C" or higher, or instructor recommendation.

ENG 22 assists students in understanding the writing process and shaping their ideas into effective essays. Conventions of academic writing are introduced, including research, technology, and social practices of writing.

Upon successful completion of ENG 22, the student should be able to:

- Demonstrate an understanding of writing as a process, which includes gathering information, exploring ideas, clarifying thoughts, developing and supporting a thesis, organizing information, revising, editing, and proofreading.
- Demonstrate active reading skills such as annotating, cultivating vocabulary, and objectively summarizing and analyzing information and main ideas.
- Write essays with content, organization, language, and tone suited for various purposes and audiences.
- Write sustained essays (minimum 3000 words or 12-15 pages over the semester) that may include narrative, descriptive, evaluative, analytical, and persuasive modes; focused on a central idea; adequately supported; and logically divided into focused paragraphs.
- Identify patterns of error and learn to edit sentences for grammar and style.
- Utilize sources (such as surveys, interviews, observations, books, periodicals, and online resources), and demonstrate understanding of MLA documentation by creating a Works Cited page as well as correct in-text citation for quotations and paraphrases from sources.
- Demonstrate an awareness of the social aspect of writing, including giving and receiving feedback, utilizing tutoring resources, and writing collaboratively.
- Demonstrate computer literacy skills including word processing, use of online resources, and visual formatting of written documents.
- Demonstrate effective planning, time management, and organizing strategies for writing projects and college course work.
- Produce a portfolio reflecting growth and self-awareness in writing as well as evidence of mastery of the above competencies.

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:

- Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction, and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
- Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).
- Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
- Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
- Write a coherent in-class response to an assigned question or topic.

ENG 102 College Reading Skills (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 102 on the KCC placement test, concurrent enrollment in ENG 22, a grade of "C" or higher in ENG 21, or instructor recommendation.

ENG 102 is designed to develop students' critical/analytical reading skills and their ability to read and respond to ideas and issues from various fields. Moreover, students will read their textbooks actively by previewing, questioning, responding, summarizing, interpreting, analyzing, and evaluating.

Upon successful completion of ENG 102, the student should be able to:

- Apply formal textbook reading process on textbook chapters.
- Summarize and respond to the meanings and implications of materials read.
- Recognize organizational structures in readings from various disciplines.
- Identify purpose in writing and for reading and adapt reading speed.
- Summarize and analyze online journal and magazine articles.
- Use context clues and structural analysis to figure out approximate meanings of unfamiliar words.
- Define and use college-level vocabulary words.

- Apply lecture notetaking procedure.

ENG 108G Editing (1)

3 hours lecture/lab per week (5 weeks)

Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100.

Comment: Equivalent to JOUR 205L at UHM.

ENG 108G is a 5-week module that gives 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:

- Recognize parts of speech and identify basic sentence structures.
- Edit sentences to correct errors in grammar and punctuation.
- Edit to eliminate redundancy and wordiness.

ENG 160 Business and Technical Writing (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ENG 22 or qualification for ENG 100 on the Kapi`olani CC placement test.

ENG 160 emphasizes mastery of the principles and practice of writing for business and technical purposes. Students conduct research (primary and secondary) on business-related issues and write reports. They write business correspondence (letters and memos) directed at specific readers. They also compose and present procedures and instructions. The course covers grammatical and rhetorical topics as they relate to clear, concise, and precise professional writing.

Upon successful completion of ENG 160, the student should be able to:

- Write clear, concise, consistent, and correct prose for business purposes.
- Write good news, bad news, and persuasive business letters, including a letter of application.
- Write informational, analytical, and persuasive memos and reports.
- Use appropriate formats and styles for business letters, memos, and reports.
- Give clear instructions and make effective inquiries and requests.
- Summarize information accurately.
- Conduct library and electronic research, and write a survey of literature, with proper documentation, for a topic in the student's area of study or interest.
- Prepare a resume (hard copy and electronic).
- Use word processing software to prepare professional reports and correspondence.

ENG 200 Composition II (3) KCC AA/DL

3 hours lecture

Prerequisite(s): ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher.

Recommended Preparation: ENG 100 or ESL 100 with a grade of "B" or higher.

Students practice sustained argumentative and analytical writing in ENG 200, with an emphasis on further developing the processes and skills acquired in ENG 100 or ESL 100. Analyses 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:

- Write sustained argumentative and analytical essays.
- Adopt a stance and voice, based on his or her background and identity, for writing about experiences, issues, and readings.
- Develop complex theses and analyses.
- Select content, form, and style appropriate to audience, purpose, and subject.
- Argue persuasively to support an analysis or interpretation.
- Synthesize ideas and evidence in clear, coherent essays.
- Reference and document information, as needed.
- Gather and evaluate information from a variety of sources, including observation, personal experience, interviews, surveys as well as electronic and printed library sources.
- Reference and document information in accordance with the conventions of the publication for which an essay is written.
- Revise his/her own writing.

- Provide editorial advice to other writers.
- Identify the audience(s) and purpose(s) of a text.
- Identify the relationship between a writer's audience(s) and purpose(s) and his or her rhetorical and literary strategies and techniques.
- Discuss how a writer's background, values, and beliefs shape his or her text.
- Discuss how readers interact with texts in sociohistorical contexts to produce meaning.
- Evaluate the validity of arguments and interpretations.

ENG 209 Business & Managerial Writing (3) KCC

3 lecture hours per week

ENG 209 is designed for students who intend to transfer to a four-year business program. Students master the principles of business and managerial 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 corporate culture.

Upon successful completion of ENG 209, the student should be able to:

- Describe the nature and functions of business communications.
- Identify interpersonal and intercultural communication barriers and suggest ways of overcoming them.
- Recognize the impact of corporate culture on modes of communication within an organization.
- Consider the legal aspects of business communication.
- Write business messages that are adapted to their context, audience(s), and purpose.
- Proofread and revise business messages for positive effect on readers.
- Adapt the organization of correspondences to support the purpose of the message: giving good news or bad news; informing or persuading.
- Evaluate business messages written by others and make suggestions for improvement.
- Prepare a research report using varied sources of information - hard copy and electronic.
- Produce business communication using a variety of technologies.

ENG 214 Types of Literature: Nonfiction (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 160, or ESL 100.

ENG 214 introduces students to the genre of literary nonfiction. Emphasis will be on literary, cultural, rhetorical, and stylistic concerns in interpreting nonfiction texts.

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

- Engage in an active, deliberative, interpretative process of reading non-fiction texts.
- Identify the audience(s) and purpose(s) of a text.
- Analyze a writer's rhetorical, stylistic, and literary strategies and techniques and their relationship to a writer's audience and purpose.
- Discuss subject, theme, point-of-view, descriptive and narrative style, and figurative language in nonfiction works.
- Demonstrate an understanding of (1) how a writer's background, values, and beliefs shape his or her writing; (2) how texts interact with readers and socio-historical contexts to produce meaning and interpretations; and (3) how a reader's background, values, and beliefs affect his or her responses and interpretations of texts.
- Compare and contrast works from different cultural traditions and historical periods to highlight similarities and differences.
- Demonstrate an understanding of how the validity of interpretation is established.
- Express one's insights and interpretations clearly and persuasively in writing.

ENG 215 Research and Argumentative Writing (3) KCC AA/DL

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher, or consent of instructor.

In ENG 215 students will practice sustained expository and argumentative writing, building on the strategies and skills acquired in ENG 100, ESL 100, or ENG 160 for effective academic and research writing. Emphasis will be on research and documentation methods and presenting ideas and information clearly and persuasively.

Upon successful completion of ENG 215, the student should be able to:

- Write sustained expository and argumentative essays.

- Gather and evaluate information from primary and secondary sources, including library and internet sources.
- Examine critically local, national, and international issues from various points of view, including those different from or opposed to one's own.
- Use writing to explore and formulate ideas and theses.
- Synthesize ideas and information in clear, coherent essays
- Argue a thesis logically and persuasively.
- Choose language, style, and organization appropriate to particular purposes, audiences, and subjects.
- Reference and document information appropriately.
- Demonstrate proficiency in revision and editing.
- Provide editorial advice to other writers.

ENG 225 Technical Writing (3)

3 hours lecture per week

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 writing and editing process, and by the composition of solutions to practical problems. Students will conduct an intensive semester-long research project and report findings both verbally and graphically. Students will write memos, letters, technical descriptions, procedures, proposals, reports, and make oral presentations.

Upon successful completion of ENG 225, the student should be able to:

- Write clear, concise, consistent, and correct prose for technical purposes.
- Write technical documents that demonstrate stylistic awareness and grammatical correctness.
- Apply the basic format and design standards used in the technical writing community.
- Analyze audiences and respond accordingly by adapting form, content, and language to suit both technical and non-technical audiences.
- Evaluate documents for usability and readability for various audiences.
- Conduct primary research and present findings.
- Conduct library and electronic research and summarize findings.
- Use word processing and graphics software to prepare professional reports, manuals, and correspondence.

ENG 227 Writing for Publication (3) KCC AA/DL Spring

3 hours lecture per week

Prerequisite(s): ENG 100 with a grade of "C" or higher or consent of instructor.

Recommended Preparation: JOUR 205; JOUR 205L

Comment: ENG 227 is offered in the Spring semester only. ENG 227 is cross-listed as JOUR 227.

ENG 227 focuses on writing feature articles for publication in newspapers, magazines, the Internet, and radio. Emphasis is on developing a voice, a focus, and an appropriate structure. Interviewing techniques, research skills, and editing are also stressed. Work may be published in campus and off-campus print and Internet publications or read at campus events.

Upon successful completion of ENG 227, the student should be able to:

- Use several approaches to generate ideas for articles.
- Recognize and develop appropriate voice and tone.
- Choose the appropriate focus and approach to the subject for a selected audience and purpose.
- Gather information from a variety of sources including interview, observation, printed materials and internet, and evaluate its accuracy and pertinence.
- Know how and when to attribute information.
- Write the following types of articles: personality profiles, travel, investigative or in-depth features with a personal focus (commonly called the Wall Street Journal format), analogies providing scientific or technical information, narratives, reviews, informatives, humor.
- Use pacing, sentence ordering, parallel structure, repetition, metaphor dialogue and flashback.
- Document information for different kinds of publications.
- Edit for punctuation, grammar, word choice, appropriate style and format.
- Understand First Amendment rights and legal and ethical constraints in the areas of copyright, privacy, libel and obscenity.
- Have some familiarity with various markets for publication and standard procedures in marketing an article.

200 LEVEL LITERATURE COURSES

Upon successful completion of any 200 level literature course the student should be able to:

- Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
- Examine a work of literature from various vantage points.
- Examine and analyze the various elements of a literary work.
- Use basic concepts and terminology particular to literary analysis.
- Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
- Analyze structure; understand how form contributes to meaning.
- Show greater sensitivity to language and literary devices authors use in literature.
- Appreciate the artistry of literary works and become better acquainted with writers as artists.
- Recognize the need for literary evidence to support opinions and ideas regarding literary work.
- Express opinions and responses to literature clearly and effectively in writing.

ENG 256 Types of Literature: Poetry and Drama (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160, or ESL 100.

ENG 256 Types of Literature: Poetry and Drama is an introduction to the genres of poetry and drama through the study of selected major American and European texts.

Upon successful completion of ENG 256, the student should be able to:

- Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
- Examine a work of literature from various vantage points.
- Examine and analyze the various elements of a literary work.
- Use basic concepts and terminology particular to literary analysis.
- Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Explicate literary language and explain how literary techniques contribute to meaning.
- Describe the artistic merits of literary works and the artistic achievements of writers.
- Use literary evidence to support opinions and ideas regarding literary works.
- Express opinions and responses to literature clearly and effectively in writing.
- Demonstrate knowledge of some major poets and dramatists, their characteristic themes and techniques.
- Recognize the distinction between poetry and drama as types of literature.
- Write papers on different literary problems related to the study of poetry and drama.

ENG 257C Themes in Literature: Literature of Oceania (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher.

Recommended Preparation: HWST 107 or PACS 108 with a grade of "C" or higher.

Comment: ENG 257C is cross-listed as PACS 257.

ENG 257C is a study of selected works of the literature of Oceania created in the 19th and 20th centuries outside Hawai'i. Students will focus on the interaction between and among people from across Oceania through these works. Themes such as place and identity, cultural norms and ideals, and responses to change: assimilation, alienation, and issues of nationalistic movements in Oceania will be discussed.

Upon successful completion of ENG 257C, the student should be able to:

- Consider a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
- Examine a work of literature from various vantage points.
- Examine and analyze the various elements of a literary work.
- Use basic concepts and terminology particular to literary analysis.
- Recognize major themes in a work of literature; explore their implications and identify their basic assumptions.
- Analyze structure; understand how form contributes to meaning.
- Show greater sensitivity to language and literary devices authors use in literature.
- Appreciate the artistry of literary works and become better acquainted with writers as artists.
- Recognize the need for literary evidence to support opinions and ideas regarding literary works.
- Express opinions and responses to literature clearly and effectively in writing.

- Demonstrate knowledge of some of the authors of 19th and 20th century in the Pacific, from a range of ethnic and cultural groups.
- Recognize the universality in human experience, as well as the qualities that make a particular ethnic or cultural group distinct.
- Recognize the diversity of literary opinions, conflict and commonality in relationship to cross-cultural perspectives in Oceania.

ENG 257P Themes in Literature: Literature and the Environment (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 109, ENG 160 or ESL 100.

ENG 257P is a study of the relationship between human beings and the environment as reflected in selected literature, focusing on the changing environment and its effects upon human experience.

Upon successful completion of ENG 257P, the student should be able to:

- Consider a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
- Examine a work of literature from various vantage points.
- Examine and analyze the various elements of a literary work.
- Use basic concepts and terminology particular to literary analysis.
- Recognize major themes in a work of literature; explore their implications and identify their basic assumptions.
- Analyze structure; understand how form contributes to meaning.
- Show greater sensitivity to language and literary devices authors use in literature.
- Appreciate the artistry of literary works and become better acquainted with writers as artists.
- Recognize the need for literary evidence to support opinions and ideas regarding literary works.
- Express opinions and responses to literature clearly and effectively in writing.
- Demonstrate knowledge of some major literary works, their characteristic themes and techniques.
- Write papers on different literary problems related to literature.

ENG 270 (Alpha) Literary History (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160, or ESL 100 with a grade of "C" or higher, or consent of instructor.

Comment: A maximum of 6 credits of ENG 270 (Alpha) may be used as electives in the AA degree.

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:

- Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
- Identify and use literary terms to analyze literary works.
- Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Evaluate the artistic merits of literary works and the artistic achievements of writers.
- Use literary evidence to support interpretations and ideas regarding literary works.
- Produce clear and effective written responses to literature.
- Describe the significance of the literature of a selected historical period.

ENG 270B Literary History: American Literature (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher, or consent of instructor.

Comment: ENG 270B was formerly ENG 250.

ENG 270B is a historical study of selected major authors in American Literature from the 19th, 20th, and 21st centuries.

In addition to the general ENG 270 (Alpha) competencies, upon successful completion of ENG 270B, the student should be able to:

- Evaluate major 19th, 20th, and 21st century works of American Literature.
- Relate the significance of major works of American Literature to their historical periods.

- Write papers on different literary periods in American Literature.

ENG 270E 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, a grade of "C" or higher in ENG 160, a grade of "C" or higher in ESL 100, or consent of instructor.

Comment: ENG 270E was formerly ENG 253. Refer to ENG 270 (Alpha) for additional course description.

ENG 270E is a study of selected major authors from classical, medieval, renaissance, and non-western cultures.

In addition to the general ENG 270 (Alpha) competencies, upon successful completion of ENG 270E, the student should be able to:

- Analyze a work of literature with respect to the historical contexts that have informed its production and both current and past reception.
- Demonstrate ways that historical and cultural forces shape literary texts as well as ways that texts inform cultural and historical realities.
- Analyze some significant works of world literature, their characteristic themes and techniques.
- Use basic concepts and terminology particular to literary analysis when analyzing a work of literature.
- Identify major themes in literature, explore their implications, and analyze their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Evaluate the artistry of literary works and analyze techniques employed by writers as artists.
- Use evidence to support opinions and ideas regarding literary works, especially different literary problems related to specific historical periods.
- Produce clear, effective, and well-supported written opinions and responses to literature.

ENG 270F 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, a grade of "C" or higher in ENG 160, a grade of "C" or higher in ESL 100, or consent of instructor.

Comment: ENG 270F was formerly ENG 254. Refer to ENG 270 (Alpha) for additional course description.

ENG 270F is a historical study of significant works of World Literature from 1600 to the present.

In addition to the general ENG 270 (Alpha) competencies, upon successful completion of ENG 270F, the student should be able to:

- Analyze a work of literature with respect to the historical contexts that have informed its production and both current and past reception.
- Demonstrate ways that historical and cultural forces shape literary texts as well as ways that texts inform cultural and historical realities.
- Analyze some significant works of world literature, their characteristic themes and techniques.
- Use basic concepts and terminology particular to literary analysis when analyzing a work of literature.
- Identify major themes in literature, explore their implications, and analyze their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Evaluate the artistry of literary works and analyze techniques employed by writers as artists.
- Use evidence to support opinions and ideas regarding literary works, especially different literary problems related to specific historical periods.
- Produce clear, effective, and well supported written opinions and responses to literature.

ENG 270M 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, a grade of "C" or higher in ENG 160, a grade of "C" or higher in ESL 100, or consent of instructor.

Comment: ENG 270M was formerly ENG 251. Refer to ENG 270 (Alpha) for additional course description.

ENG 270M is a study of selected major authors from the Old English, Medieval, Renaissance, and Neoclassical Periods.

In addition to the general ENG 270 (Alpha) competencies, upon successful completion of ENG 270M, the student should be able to:

- Evaluate the works of some major British authors before 1800.
- Relate the significance of major works of British Literature to their historical periods.
- Write papers on different literary periods in British Literature.

ENG 270N 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, a grade of "C" or higher in ENG 160, a grade of "C" or higher in ESL 100, or consent of instructor.

Comment: ENG 270N was formerly ENG 252. Refer to ENG 270 (Alpha) for additional course description.

ENG 270N is a study of selected British short stories, major British plays, and major British poetry since 1800.

In addition to the general ENG 270 (Alpha) competencies, upon successful completion of ENG 270N, the student should be able to:

- Evaluate the works of some major British authors after 1800.
- Write papers on different literary genres in British Literature including stories, poems and plays.

ENG 271 (Alpha) Genre (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160, or ESL 100 with a grade of "C" or higher, or consent of instructor.

Comment: A maximum of 6 credits of ENG 271 (Alpha) may be used as electives in the AA degree.

ENG 271 (Alpha) focuses on the formal aspects of selected genres. 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 271 (Alpha), the student should be able to:

- Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
- Identify and use literary terms to analyze literary works.
- Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Evaluate the artistic merits of literary works and the artistic achievements of writers.
- Use literary evidence to support interpretations and ideas regarding literary works.
- Produce clear and effective written responses to literature.
- Describe the distinctive features of a literary genre.

ENG 271N Genre: Short Story and Novel (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160, ESL 100 with a grade of "C" or higher, or consent of instructor.

Comment: ENG 271N was formerly ENG 255.

ENG 271N is a study of the form and content of selected short stories and novels.

In addition to the general ENG 271(Alpha) competencies, upon successful completion of ENG 271N, the student should be able to:

- Identify the distinctive features of the short story and novel.
- Distinguish between some short story writers and novelists and their characteristic themes and techniques.
- Write papers on different literary problems related to the study of the short story and novel.

ENG 272 (Alpha) Literature and Culture (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160, or ESL 100 with a grade of "C" or higher, or consent of instructor.

Comment: ENG 272 (Alpha) was formerly ENG 257 (Alpha). A maximum of 6 credits of ENG 272 (Alpha) may be used as electives in the AA degree.

ENG 272 (Alpha) studies the theme of Literature and Culture through 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 (Alpha), the student should be able to:

- Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
- Identify and use literary terms to analyze literary works.
- Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Evaluate the artistic merits of literary works and the artistic achievements of writers.
- Use literary evidence to support interpretations and ideas regarding literary works.
- Produce clear and effective written responses to literature
- Describe the cultural diversity of world views expressed in literary works

ENG 272B: Literature and Culture: Multiethnic Literatures of Hawai'i (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher, or consent of instructor.

Comment: ENG 272B was formerly ENG 257B.

ENG 272B explores selected works of multiethnic literatures of Hawai'i focusing on the interaction between and among cultures as reflected in 19th and 20th century Hawai'i literature, 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.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272B, the student should be able to:

- Identify the achievements of some of the major writers of Hawai'i from the 19th century to the present, from a range of ethnic and cultural groups, including the Native Hawaiian.
- Examine both the universality of human experience as well as the qualities that make a particular ethnic or cultural group distinct.
- Write papers on different literary problems related to cross-cultural perspectives.

ENG 272F Literature and Culture: Women Writers on Women (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ESL 100, or ENG 160 with a grade of "C" or higher, or consent of instructor.

Comment: ENG 272F was formerly ENG 257F.

ENG 272F is a study of the images of women as reflected by the works of selected women writers of the 19th, 20th, and 21st centuries, with a focus on women's issues within various cultures, such as domesticity, autonomy, ethnicity, and psychological and physical constraints.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272F, the student should be able to:

- Identify some of the major women writers of the 19th, 20th, and 21st centuries.
- Examine the major issues and motifs regarding women in literature.
- Write papers on different literary problems related to women in literature.

ENG 272G Literature and Culture: Myths, Dreams, and Symbols (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher, or consent of instructor.

Comment: ENG 272G was formerly ENG 257G.

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 scapegoat, the double, the outcast, the wise fool; and patterns that relate to actions and themes: initiation, the quest, death and rebirth, transformation, and the return to the womb.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272G, the student should be able to:

- Identify some of the major archetypal patterns in literature.
- Relate the significance of archetypal patterns in literature to their cultural contexts.
- Write papers on different literary problems related to archetypal patterns in literature.

ENG 272M Literature and Culture: Cross-Cultural Perspectives: Literature of Hawai'i, Oceania, and Asia (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160, or ESL 100 with a grade of "C" or higher, or consent of instructor.

Comment: ENG 272M was formerly ENG 257M.

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).

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272M, the student should be able to:

- Identify the literary achievements of selected writers and storytellers of Hawai'i, Oceania, and Asia.
- Examine both the universality of human experience as well as the qualities that make a particular ethnic or cultural group distinct.
- Write papers on different literary problems related to cross-cultural perspectives.

ENG 272N: Literature and Culture: 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, a grade of "C" or higher in ENG 160, a grade of "C" or higher in ESL 100, or consent of instructor.

Comment: ENG 272N was formerly ENG 257N. Refer to ENG 272 (Alpha) for additional course description.

ENG 272N examines the relationships between literature and cinematic adaptations of literature.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272B, the student should be able to:

- Analyze a work of literature and/or a film with respect to the cultural contexts that have informed its production and both current and past reception.
- Analyze some significant literary works and their film adaptations, their characteristic themes and techniques.
- Use basic concepts and terminology particular to literary and film analysis when analyzing a work of literature and/or a film from various vantage points.
- Identify major themes in literature and/or film, explore their implications, and analyze their basic assumptions.
- Analyze structure; describe how form contributes to meaning.
- Analyze the ways that language and technical devices are used in literature and film.
- Evaluate the artistry of literary works and films and analyze techniques employed by writers and film-makers as artists.
- Use evidence to support opinions and ideas regarding literary works and films, including different literary problems related to interrelationships between literature and film.
- Produce clear and effective written opinions and responses to literature and films.

ENG 272Q Literature and Culture: The Hero (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160, ESL 100 with a grade of "C" or higher, or consent of instructor.

Comment: ENG 272Q was formerly ENG 257Q.

ENG 272Q is a study of the hero as treated in selected works of world literature.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272Q, the student should be able to:

- Write papers on different literary problems related to the study of the hero in literature.
- Identify “hero themes” in the works studied.

ENG 273 (Alpha) Creative Writing 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, a grade of “C” or higher in ENG 160, a grade of “C” or higher in, a grade of “C” or higher in ESL 100, or consent of instructor.

Comment: ENG 273 is the umbrella course for the Creative Writing and Literature course category. A maximum of 6 credits of ENG 273 (Alpha) may be used as electives in the AA degree.

ENG 273 (Alpha) studies significant works of selected genres through analytical and creative writing. Students are introduced to significant works of literature to improve their 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 creation of literary genres such as fiction, poetry, and creative nonfiction.

Upon successful completion of ENG 273 (Alpha), the student should be able to:

- Identify the basic elements of imaginative writing.
- Evaluate the artistic merits of well-written creative work and the artistic achievements of writers.
- Use imaginative writing to discover and express ideas, feelings, and attitudes.
- Produce creative writing of recognizable form and acceptable quality.
- Analyze the artistry of one’s own writing and the writing of others.
- Produce clear and effective written responses to literature.
- Identify and use writing processes—planning, drafting, critiquing, revising, and editing.
- Provide critiques and editorial advice to other writers.

ENG 273C Creative Writing and Literature: Fiction and Poetry (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in ENG 100, a grade of “C” or higher in ENG 160, or a grade of “C” or higher in ESL 100 or consent of instructor.

Comment: ENG 273C was formerly ENG 204.

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 the works of published authors and will focus on creating and developing their own stories and poems.

In addition to the general ENG 273 (Alpha) competencies, upon successful completion of ENG 273C, the student should be able to:

- Identify and analyze the basic elements of fiction and poetry.
- Evaluate the artistic merits of well-written poems and short stories, and the artistic achievements of poets and fiction writers.
- Produce effective writings in various forms of fiction and poetry.
- Critique and analyze poems and stories of one’s own and one’s classmates.

ENG 273N Creative Nonfiction (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in ENG 100, a grade of “C” or higher in ENG 160, a grade of “C” or higher in ESL 100, or consent of instructor.

Comment: ENG 273N was formerly ENG 206. Refer to ENG 273 (Alpha) for additional course description.

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.

In addition to the general ENG 273 (Alpha) competencies, upon successful completion of ENG 273N, the student should be able to:

- Distinguish the characteristics of various sub-genres of creative nonfiction.
- Analyze language, point-of-view and style in various texts and in own writing.
- Analyze ways in which a writer's background, values and beliefs may shape the text.
- Analyze how a reader's background, values and beliefs may affect his/her reaction to a text.
- Produce clear and effective writings in various forms of creative nonfiction.
- Develop subjects of personal interest into essays.
- Develop a voice, a point of view and a perspective from which to write.
- Adapt organization and style to audience, purpose, and subject.

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 "C" or higher in ENG 22, or successful completion of ESOL 94, 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. 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:

- Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
- Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
- Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
- Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
- Write a coherent in-class response to an assigned question or topic.
- Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

ESOL 90F Beginning English for Speakers of Other Languages (8) Fall

4 hours lecture, 8 hours lecture/lab per week

Prerequisite(s): Qualification for ESOL 90 on the KCC placement test OR a grade of CR for ESOL 90F/90S OR instructor recommendation. With instructor approval, students can self place if they feel that their language proficiency is at the basic level.

Comment: ESOL 90F is repeatable for credit with no maximum credit limit. Grading is Credit/NoCredit with CR Plus. ESOL 90F is offered in the fall semester only.

ESOL 90F provides for accelerated language development of academic English for 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:

- Retrieve information by identifying key words, recognizing patterns of organization, and identifying generalizations made by the writer.
- Seek out information to further clarify and extend information received.

- Work in groups to share and report information
- Organize and write simple paragraphs using basic sentence structures.
- Write short journal entries and freewrite.
- Make simple oral presentations using clear pronunciation.
- Request information and assistance, provide clarification, negotiate and manage simple interactions.

ESOL 90LF Lab for Beginning English for Speakers of Other Languages (1) Fall

1 hour lecture/lab, 1.5 hours lab per week

Prerequisite(s): Qualification for ESOL 90 on the KCC placement test OR a grade of CR for ESOL 90F/90S OR instructor recommendation.

Corequisite(s): ESOL 90F.

Comment: ESOL 90LF is repeatable for credit with no maximum credit limit. ESOL 90LF is graded CR/NC.

ESOL 90LF is the lab section for ESOL 90F and meets in a dedicated computer lab classroom. ESOL 90LF provides instruction in email, word processing, spreadsheet, and presentation applications as well as Internet-based research. The theme of ESOL 90F determines the content of the lab; the activities and assignments. Students are provided with opportunities to receive language input by retrieving and interacting with information and to produce language output by communicating with others. The lab also provides supplemental exercises in grammar, reading, listening, and other areas in which students might need or want to work.

Upon successful completion of ESOL 90LF, the student should be able to:

- Search for and retrieve information electronically.
- Share and report information electronically.
- Word-process writing assignments.
- Request information and assistance, provide clarification, and negotiate and manage simple interactions online.
- Create simple charts, graphs, and presentations to report information.
- Deliver simple oral presentations using multimedia.

ESOL 90LS Lab for Beginning English for Speakers of Other Languages (1) Spring

1 hour lecture/lab, 1.5 hours lab per week

Prerequisite(s): Qualification for ESOL 90 on the KCC placement test OR a grade of CR for ESOL 90F/90S OR instructor recommendation.

Corequisite(s): ESOL 90S.

Comment: ESOL 90LS is repeatable for credit with no maximum credit limit. ESOL 90LS is graded CR/NC.

ESOL 90LS is the lab section for ESOL 90S and meets in a dedicated computer lab classroom. ESOL 90LS provides instruction in email, word processing, spreadsheet, and presentation applications as well as Internet-based research. The theme of ESOL 90S determines the content of the lab; the activities and assignments. Students are provided with opportunities to receive language input by retrieving and interacting with information and to produce language output by communicating with others. The lab also provides supplemental exercises in grammar, reading, listening, and other areas in which students might need or want to work.

Upon successful completion of ESOL 90LS, the student should be able to:

- Search for and retrieve information electronically.
- Share and report information electronically.
- Word-process writing assignments.
- Request information and assistance, provide clarification, and negotiate and manage simple interactions online.
- Create simple charts, graphs, and presentations to report information.
- Deliver simple oral presentations using multimedia.

ESOL 90S Beginning English for Speakers of Other Languages (8) Spring

4 hours lecture, 8 hours lecture/lab per week

Prerequisite(s): Qualification for ESOL 90 on the KCC placement test OR a grade of CR for ESOL 90F/90S OR instructor recommendation.

Comment: ESOL 90S is repeatable for credit with no maximum credit limit. Grading is Credit/No Credit with CR Plus. ESOL 90S is offered in the spring semester only.

ESOL 90S provides for accelerated language development of academic English for beginning speakers who are preparing for entrance into ENG100/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 90S, the student should be able to:

- Retrieve information by identifying key words, recognizing patterns of organization, and identifying generalizations made by the writer.
- Seek out information to further clarify and extend information received.
- Work in groups to share and report information
- Organize and write simple paragraphs using basic sentence structures.
- Write short journal entries and freewrite.
- Make simple oral presentations using clear pronunciation.
- Request information and assistance, provide clarification, negotiate and manage simple interactions.

ESOL 91F Intermediate English for Speakers of Other Languages (7) Fall

4 hours lecture, 6 hours lecture/lab per week

Prerequisite(s): Qualification for ESOL 91 on the KCC placement test OR a grade of CR+ for ESOL 90F/90S AND a grade of CR for ESOL 90LF/90LS OR a grade of CR for ESOL 91F/91S OR instructor recommendation.

Corequisite(s): ESOL 91LF.

Comment: ESOL 91F 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 91S/91F), CR (earns credit for the course but must enroll in another semester at ESOL 91S/91F), and CR+ (earns credit for the course and is eligible for ESOL 92S/92F).

ESOL 91F provides for accelerated language development of academic English for nonnative speakers. This course includes intermediate grammar structures, vocabulary development, and writing short essays. Students read about topics related to the human experience and explore their personal experiences and opinions related to these topics.

Upon successful completion of ESOL 91F, the student should be able to:

- Demonstrate an understanding of readings with the assistance of instructor scaffolding.
- Give simple oral and written summaries of and responses to reading selections.
- Initiate, participate in, and orally summarize group discussions.
- Use the writing process to develop and organize ideas, write and revise drafts, and edit their own writing.
- Gather and organize information to support a hypothesis.
- Use “comparison and contrast” to develop ideas in writing and speaking.
- Use their knowledge of grammar and editing strategies to edit papers.
- Complete at least five pages of finished prose.

ESOL 91LF Lab for Intermediate English for Speakers of Other Languages (1) Fall

1 hour lecture/lab, 1.5 hours lab per week

Prerequisite(s): Qualification for ESOL 91 on the KCC placement test OR a grade of CR+ for ESOL 90F/90S AND a grade of CR for ESOL 90LF/90LS OR a grade of CR for ESOL 91F/91S OR instructor recommendation.

Corequisite(s): ESOL 91F.

Comment: ESOL 91LF is repeatable for credit with no maximum credit limit. ESOL 91LF is graded CR/NC.

ESOL 91LF is the lab section for ESOL 91F and meets in a dedicated computer lab classroom. ESOL 91LF provides instruction in email, word processing, spreadsheet, and presentation applications as well as Internet-based research. The theme of ESOL 91F/91S determines the content of the lab, the activities and assignments. Students are provided with opportunities to receive language input by retrieving and interacting with information and to produce language output by communicating with others. The lab also provides supplemental exercises in grammar, reading, listening, and other areas in which students might need or want to work.

Upon successful completion of ESOL 91LF, the student should be able to:

- Gather information from websites and email on the social issues discussed in the readings.
- Apply strategies for judging the quality of information gathered on the Internet.
- Write and present summaries of information received.
- Word-process written assignments.
- Request information and assistance, provide clarification, and negotiate and manage interactions using email and online discussions.
- Create charts, graphs, and presentations to report information.
- Deliver oral presentations using multimedia.

ESOL 91LS Lab for Intermediate English for Speakers of Other Languages (1) Spring

1 hour lecture/lab, 1.5 hours lab per week

Prerequisite(s): Qualification for ESOL 91 on the KCC placement test OR a grade of CR+ for ESOL 90F/90S AND a grade of CR for ESOL 90LF/90LS OR a grade of CR for ESOL 91F/91S OR instructor recommendation.

Corequisite(s): ESOL 91S.

Comment: ESOL 91LS is repeatable for credit with no maximum credit limit. ESOL 91LS is graded CR/NC.

ESOL 91LS is the lab section for ESOL 91S and meets in a dedicated computer lab classroom. ESOL 91LS provides instruction in email, word processing, spreadsheet, and presentation applications as well as Internet-based research. The theme of ESOL 91S determines the content of the lab, the activities and assignments. Students are provided with opportunities to receive language input by retrieving and interacting with information and to produce language output by communicating with others. The lab also provides supplemental exercises in grammar, reading, listening, and other areas in which students might need or want to work.

Upon successful completion of ESOL 91LS, the student should be able to:

- Gather information from websites and email on the social issues discussed in the readings.
- Apply strategies for judging the quality of information gathered on the Internet.
- Write and present summaries of information received.
- Word-process written assignments.
- Request information and assistance, provide clarification, and negotiate and manage interactions using email and online discussions.
- Create charts, graphs, and presentations to report information.
- Deliver oral presentations using multimedia.

ESOL 91S Intermediate English for Speakers of Other Languages (7) Spring

4 hours lecture, 6 hours lecture/lab per week

Prerequisite(s): Qualification for ESOL 91 on the KCC placement test or a grade of CR+ for ESOL 90F/90S AND a grade of CR for ESOL 90LF/90LS OR a grade of CR for ESOL 91F/91S OR instructor recommendation.

Corequisite(s): ESOL 91LS.

Comment: ESOL 91S 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 91S/91F), CR (earns credit for the course but must enroll in another semester at ESOL 91S/91F), and CR+ (earns credit for the course and is eligible for ESOL 92S/92F).

ESOL 91S provides for accelerated language development of academic English for nonnative speakers. This course includes intermediate grammar structures, vocabulary development, and writing short essays. Students read about topics related to the human experience and explore their personal experiences and opinions related to these topics.

Upon successful completion of ESOL 91S, the student should be able to:

- Demonstrate an understanding of readings with the assistance of instructor scaffolding.
- Give simple oral and written summaries of and responses to reading selections.
- Initiate, participate in, and orally summarize group discussions.
- Use the writing process to develop and organize ideas, write and revise drafts, and edit their own writing.
- Gather and organize information to support a hypothesis.
- Use “comparison and contrast” to develop ideas in writing and speaking.
- Use their knowledge of grammar and editing strategies to edit papers.
- Complete at least five pages of finished prose.

ESOL 92F High Intermediate English for Speakers of Other Languages (7) Fall

4 hours lecture, 6 hours lecture/lab per week

Prerequisite(s): Qualification for ESOL 92 on the KCC placement test OR a grade of CR+ for ESOL 91F/91S AND a grade of CR for ESOL 91LF/91LS OR a grade of CR for ESOL 92F/92S OR instructor recommendation.

Corequisite(s): ESOL 92LF.

Comment: ESOL 92F is repeatable for credit with no maximum limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 92F/92S), CR (earns credit for the course but must enroll in another semester of ESOL 92F/92S), and CR+ (earns credit for the course and is eligible for ESOL 94F/94S).

ESOL 92F provides for accelerated language development of academic English for nonnative speakers. This course focuses on critical thinking through reading and writing about a single theme. Students also use discussions and presentations to practice and expand language and make students more informed.

Upon successful completion of ESOL 92F, the student should be able to:

- Analyze, synthesize, and validate in written and oral reports information found in listening and reading material.
- Evaluate, persuade, and argue a point orally and in writing.
- Gather information to support a thesis.

- Employ the writing process of prewriting, outlining, drafting, revising, and editing to write essays.
- Apply self-monitoring and self-corrective strategies.
- Respond tactfully and completely with working collaboratively with peers to accomplish tasks that elaborate and extend other people's ideas.
- Complete eight pages of finished prose.

ESOL 92LF Lab for High Intermediate English for Speakers of Other Languages (1) Fall

1 hour lecture/lab, 1.5 hours lab per week

Prerequisite(s): Qualification for ESOL 92 on the KCC placement test OR a grade of CR+ for ESOL 91F/91S AND a grade of CR for ESOL 91LF/91LS OR a grade of CR for ESOL 92F/92S OR instructor recommendation.

Corequisite(s): ESOL 92F.

Comment: ESOL 92LF is repeatable for credit with no maximum credit limit. ESOL 92LF is graded CR/NC.

ESOL 92LF is the lab section for ESOL 92F and meets in a dedicated computer lab classroom. ESOL 92LF provides instruction in email, word processing, spreadsheet, and presentation applications as well as Internet-based research. The theme of ESOL 92F determines the content of the lab, the activities and assignments. Students are provided with opportunities to receive language input by retrieving and interacting with information and to produce language output by communicating with others. The lab also provides supplemental exercises in grammar, reading, listening, and other areas in which students might need or want to work.

Upon successful completion of ESOL 92LF, the student should be able to:

- Gather information from websites and email on the topics discussed in the readings.
- Apply strategies for judging the quality of information gathered on the Internet.
- Write and present summaries of information received.
- Word-process written assignments.
- Request information and assistance, provide clarification, and negotiate and manage interactions using email and online discussions.
- Create charts, graphs, and presentations to report information.
- Deliver oral presentations using multimedia.

ESOL 92LS Lab for High Intermediate English for Speakers of Other Languages (1) Spring

1 hour lecture/lab, 1.5 hours lab per week

Prerequisite(s): Qualification for ESOL 92 on the KCC placement test OR a grade of CR+ for ESOL 91F/91S AND a grade of CR for ESOL 91LF/91LS OR a grade of CR for ESOL 92F/92S OR instructor recommendation.

Corequisite(s): ESOL 92S.

Comment: ESOL 92LS is repeatable for credit with no maximum credit limit. ESOL 92LS is graded CR/NC and is only offered in the spring semester.

ESOL 92LS is the lab section for ESOL 92S and meets in a dedicated computer lab classroom. ESOL 92LS provides instruction in email, word processing, spreadsheet, and presentation applications as well as Internet-based research. The theme of ESOL 92S determines the content of the lab, the activities and assignments. Students are provided with opportunities to receive language input by retrieving and interacting with information and to produce language output by communicating with others. The lab also provides supplemental exercises in grammar, reading, listening, and other areas in which students might need or want to work.

Upon successful completion of ESOL 92LS, the student should be able to:

- Gather information from websites and email on the topics discussed in the readings.
- Apply strategies for judging the quality of information gathered on the Internet.
- Write and present summaries of information received.
- Word-process written assignments.
- Request information and assistance, provide clarification, and negotiate and manage interactions using email and online discussions.
- Create charts, graphs, and presentations to report information.
- Deliver oral presentations using multimedia.

ESOL 92S High Intermediate English for Speakers of Other Languages (7) Spring

4 hours lecture, 6 hours lecture/lab per week

Prerequisite(s): Qualification for ESOL 92 on the KCC placement test OR a grade of CR+ for ESOL 91F/91S AND a grade of CR for ESOL 91LF/91LS OR a grade of CR for ESOL 92F/92S OR instructor recommendation.

Corequisite(s): ESOL 92LS.

Comment: ESOL 92S is repeatable for credit with no maximum limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 92S/92S), CR (earns credit for the course but must enroll in another semester of ESOL 92F/92S), and CR+

(earns credit for the course and is eligible for ESOL 94F/94S).

ESOL 92S provides for accelerated language development of academic English for nonnative speakers. This course focuses on critical thinking through reading and writing about a single theme. Students also use discussions and presentations to practice and expand language and make students more informed.

Upon successful completion of ESOL 92S, the student should be able to:

- Analyze, synthesize, and validate in written and oral reports information found in listening and reading material.
- Evaluate, persuade, and argue a point orally and in writing.
- Gather information to support a thesis.
- Employ the writing process of prewriting, outlining, drafting, revising, and editing to write essays.
- Apply self-monitoring and self-corrective strategies.
- Respond tactfully and completely with working collaboratively with peers to accomplish tasks that elaborate and extend other people's ideas.
- Complete eight pages of finished prose.

ESOL 94F Advanced English for Speakers of Other Languages (7) Fall

4 hours lecture, 6 hours lecture/lab per week

Prerequisite(s): (1) Qualification for ESOL 94 on the KCC placement test AND recommendation on Writing Sample OR (2) a grade of CR+ for ESOL 92F/92S AND CR for ESOL 92LF/92LS OR (3) a grade of CR for ESOL 94F/94S OR (4) a TOEFL score over 500 OR (5) instructor recommendation.

Comment: ESOL 94F 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 94F/ESOL 94S), CR (earns credit for the course but must enroll in another semester of ESOL 94F/ESOL 94S), and CR+ (earns credit for the course and is eligible for ESL/ENG 100 or ENG 160).

ESOL 94F provides for accelerated language development of academic English for nonnative speakers. This course focuses on intensive practice in academic reading, writing, thinking, and speaking about a single theme.

Upon successful completion of ESOL 94F, the student should be able to:

- Analyze and synthesize reading and listening material providing new insights into text.
- Make appropriate generalizations and inferences and draw valid conclusions from given information.
- Identify rhetorical modes of texts to gain more effective comprehension.
- Work in groups to find solutions to problems and report on solutions orally and in writing.
- Deliver oral presentations that are well organized and delivered with confidence.
- Gather reliable and valid sources of information to support a thesis.
- Employ the writing process to write unified, well-developed, cohesive, and coherent essays and a short research paper.
- Complete at least twelve pages of finished prose.

ESOL 94S Advanced English for Speakers of Other Languages (7) Spring

4 hours lecture, 6 hours lecture/lab per week

Prerequisite(s): (1) Qualification for ESOL 94 on the KCC placement test AND recommendation on Writing Sample OR (2) a grade of CR+ for ESOL 92F/92S AND CR for ESOL 92LF/92LS OR (3) a grade of CR for ESOL 94F/94S OR (4) a TOEFL score over 500 OR (5) instructor recommendation.

Comment: ESOL 94S 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 94F/ESOL 94S), CR (earns credit for the course but must enroll in another semester of ESOL 94F/ESOL 94S), and CR+ (earns credit for the course and is eligible for ESL/ENG 100 or ENG 160).

ESOL 94S provides for accelerated language development of academic English for nonnative speakers. This course focuses on intensive practice in academic reading, writing, thinking, and speaking about a single theme.

Upon successful completion of ESOL 94S, the student should be able to:

- Analyze and synthesize reading and listening material providing new insights into text.
- Make appropriate generalizations and inferences and draw valid conclusions from given information.
- Identify rhetorical modes of texts to gain more effective comprehension.
- Work in groups to find solutions to problems and report on solutions orally and in writing.
- Deliver oral presentations that are well organized and delivered with confidence.
- Gather reliable and valid sources of information to support a thesis.
- Employ the writing process to write unified, well-developed, cohesive, and coherent essays and a short research paper.

- Complete at least twelve pages of finished prose.

ENTREPRENEURSHIP

ENT 125 Starting a Business (3)

3 hours lecture per week

Comment: ENT 125 was formerly ENT 120.

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:

- Demonstrate the application of principles, concepts, and requirements of Business operations/management including the major functional areas of human resources, marketing, finance, operations, accounting.
- Relate the importance of relevant regulations, ethics, and laws for the selected business practices.
- Identify and adopt entrepreneurship characteristics as it applies to oneself in the business market.
- Differentiate among the various types of business (sole proprietorship, corporations, partnerships, Limited Liability Company (LLC), etc.) and business practices in Hawai'i.
- Perform marketing analysis using marketing strategies and research methodologies.
- Develop a comprehensive formal business plan.

ENT 130 Marketing for the Small Business (3)

3 hours lecture/lab per week for 16 weeks or 6 hours lecture/lab per week for 8 weeks

Recommended Preparation: ENG 50, ENG 100 or ENG 160.

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:

- Apply concepts and principles of marketing strategies for the small business.
- Apply concepts and principles of product strategies.
- Apply concepts and principles of price strategies.
- Apply concepts and principles of promotion strategies.
- Apply concepts and principles of place strategies.
- Develop a viable marketing plan.

ENT 150 Basic Accounting and Finance for Entrepreneurs (3)

3 hours lecture per week

Recommended Preparation: Qualification for MATH 24 or higher.

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:

- Apply concepts and principles of accounting and finance for the small business.
- Use accounting software program to record and maintain financial records and to prepare financial documents and reports.
- Explain the importance of establishing an accurate and timely record keeping system.
- Compute value of inventory Last In, First Out (LIFO), First In, First Out (FIFO) and weighted average.
- Distinguish between short- and long-term financing.
- Describe advantages and disadvantages of various sources of capital.

- Differentiate the basic financial reports - Balance Sheet, Income Statement, Statement of Owner's Equity and the Statement of Cash Flow.
- Analyze financial statements and compute ratios to enhance the decision making process and the management of the business.
- Create pro forma financial statements/plan and maintain a set of accounting books.
- Explain the importance of cash management and methods of financing growth and expansion to the success of the small business.
- Identify the process in raising capital to launch or expand a business.
- Analyze business opportunities using the concepts of risk factors and return on investment.

EUROPEAN LANGUAGES

EL 263 US Latino Culture & Literature (3) KCC AA/DL

3 hours lecture/lab per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100.

EL 263 will cover the literature and culture of the three major Latino groups in the U.S. Works (and videos) in English by Chicano (Mexican-American), Puerto Rican and Cuban-American authors will lead to a better understanding of an important U.S. minority

Upon successful completion of EL 263, the student should be able to:

- Demonstrate knowledge of some major Chicano, Puerto Rican, Cuban-American writers, their characteristic themes, and their techniques.
- Recognize the distinctive qualities of U.S. Latinos as a minority in the United States.
- Appreciate the evolution of a U.S. Latino literary voice.

EXERCISE AND SPORT SCIENCE

ESS 100 Introduction to Wellness, Lifestyle Management, and Fitness (3) KCC AA/DB

3 hours lecture per week

Recommended Preparation: BIOL 130 or ZOOL 141.

Comment: 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, lifestyle management and fitness. The course is designed to provide students with the knowledge and skills to improve their own quality of life and supports students entering health and medically related professions. The course provides clear and objective research-based information pertinent to behavior change, exercise, nutrition, weight management, disease prevention, stress management, and risk reduction.

Upon successful completion of ESS 100, the student should be able to:

- Define the term wellness and its relationship to health and disease.
- Describe the Transtheoretical Model of Behavior Change and the process of changing behaviors.
- Describe the health benefits of physical activity.
- Explain the five components of physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
- Explain the various methods for assessing the five components of physical fitness.
- Design exercise programs for improving the five components of physical fitness.
- Explain the following concepts: overload principle, specificity of training, principle of recuperation, reversibility of training.
- Explain the difference between aerobic and anaerobic training and the benefits of each.
- Describe basic muscle anatomy and physiologic terms with regards to movement and exercise training.
- Explain the concept "good nutrition," with qualitative and quantitative emphasis on the dietary requirements for carbohydrate, fat, protein, vitamins, minerals and water.
- Discuss the concept of "energy balance" and its relevance to achieving and maintaining ideal body weight.
- Explain how the following factors influence the risk of obesity: energy balance, fat-cell theory, set-point theory, heredity, metabolism.
- Define and relate the following terms to the development of obesity and risk of disease: body mass index, lean body mass, body fat composition.

- Explain the key points in the prevention of cardiovascular disease.
- Outline the steps in stress management (including relaxation techniques).
- Describe assessment and screening tools to evaluate: stress, risk of common injuries and back injury, cancer risk, addictive behaviors, and risk of acquiring an STD (sexually transmitted disease).
- Describe the principles and behaviors that support changing the following: stress, risk of common injuries and back injury, cancer risk, addictive behaviors, and risk of acquiring an STD (sexually transmitted disease).
- Discuss the concept of the mind-body interaction.
- Discuss how changes in health care will affect his/her health in the future.

ESS 140 Anatomy & Physiology for Fitness Professionals (3) Fall

3 hours lecture per week

Corequisite(s): ESS 190; ESS 253; 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 fall 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:

- Explain the basic structure of bone, skeletal muscle, and connective tissue.
- Describe the functional relationship between the musculoskeletal, cardiovascular, and pulmonary systems.
- Explain the basic anatomy of the cardiovascular & respiratory systems.
- Explain the terms lordosis, scoliosis, and kyphosis.
- Explain the difference between aerobic and anaerobic metabolism.
- Explain the normal acute responses to cardiovascular exercise.
- Explain the normal chronic responses to resistance training.
- Identify the major muscles trained for improved strength, power, & performance.
- Identify the major bones that major muscles attach to.
- Explain the classification of the types of joints in the body.
- Explain the terms: hypertrophy, atrophy, and hyperplasia.
- Explain the physiologic basis for: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
- Explain the anatomical components used during a Valsalva maneuver and its associated risks.
- Explain the following musculoskeletal injuries: contusions, sprains, strains, and fractures.
- Explain the following cardiovascular complications: tachycardia, bradycardia, hypotension/hypertension, and tachypnea.
- Explain the following metabolic abnormalities: Syncope, hypoglycemia, hyperglycemia, hypothermia, and hyperthermia.
- Discuss the effects of aging on the musculoskeletal and cardiopulmonary systems.
- Explain how metabolic processes contribute to the ability to engage in exercise and sport.
- 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 Foundations of Exercise Science and Sports Medicine (3)

3 hours lecture per week

Prerequisite(s): Credit or concurrent enrollment in ZOOL 141 or instructor permission.

ESS 180 will introduce students to a variety of subdisciplines and career pathways related to Exercise Science and Sports Medicine. The course will also present basic concepts in injury prevention and introduce students to the role of exercise in facilitating optimal function.

Upon successful completion of ESS 180, the student should be able to:

- Describe the emergence of exercise science and sports medicine as an academic discipline.
- Discriminate between the several different subdisciplines and career pathways in exercise science and sports medicine.
- Compare the various career pathways in exercise science and sports medicine.
- Define the role of the scientific method in discerning between anecdotal and scientific evidence.
- Describe how exercise physiology is integrated into the discipline of exercise science and sports medicine.
- Describe how nutrition is integrated into the discipline of exercise science and sports medicine.
- Evaluate the current issues and future directions for the field of physical activity epidemiology.
- Describe how psychology is integrated into the discipline of exercise science and sports medicine.
- Evaluate the importance of exercise adherence and motivational theories in exercise and sport training.

- Analyze how biomechanics is integrated into the discipline of exercise science and sports medicine.
- Compare basic anatomical and biomechanical concepts related to movement and sports.
- Describe how athletic training is integrated into the healthcare delivery system.
- Define the basic principles of injury prevention and emergency care of common exercise and sport injuries.
- Demonstrate the guidelines for designing safe and effective conditioning exercises.
- Describe the education process for the athletic training profession.
- Describe the role of the strength and conditioning specialist on the sports medicine team.

ESS 190 Introduction to Fitness Training (1) Fall

3 hours lab per week

Corequisite(s): ESS 140; ESS 253; ESS 253L.

Comment: Letter grade only. ESS 190 may not be audited. ESS 190 may not be taken credit/no credit. ESS 190 is offered in the fall semester only.

ESS 190 introduces students to safe and effective resistance, cardiovascular, and flexibility exercises with the goal of improving fitness. The format of the course is a brief lecture followed by a one-hour lab during which students are guided through the demonstration, practice, and supervision of various exercise modalities.

Upon successful completion of ESS 190 the student should be able to:

- Demonstrate the procedures for conducting a pre-exercise evaluation, warm-up, aerobic exercise, cool-down, and muscular fitness, and flexibility exercises.
- Explain and implement exercise prescription guidelines for apparently healthy clients or those who have medical clearance to exercise.
- Explain the physiologic principles related to warm-up and cool-down.
- Demonstrate which major muscles are commonly trained for improved strength, power, and performance.
- Demonstrate exercises designed to safely enhance muscular strength or endurance.
- Compare the advantages and disadvantages of implementing interval, continuous, and circuit training programs.
- Demonstrate the ability to design training programs using interval, continuous, and circuit training programs.
- Demonstrate the safe use of a wide variety of conditioning exercises and contrast proper and improper technique in the use of equipment such as stability balls, BOSU balls, elastic bands, medicine balls, weights, etc.
- Apply the appropriate intensity, duration, frequency, and type of physical activity to the prescription of exercise for the development of cardiorespiratory fitness in an apparently healthy population.
- Compare proper and improper technique in the use of cardiovascular conditioning equipment (e.g., stair-climber, stationary cycles, treadmills, and elliptical trainers.)
- Explain the importance of appropriate clothing, shoes, progression, and acclimatization to injury prevention during cardiorespiratory exercise.
- Demonstrate a wide variety of conditioning exercises that promote improvements in agility, balance, coordination, reaction time, speed, and power.
- Demonstrate a variety of plyometric exercises and be able to determine when such exercises would be inappropriate to perform.
- Demonstrate the ability to evaluate, prescribe, and demonstrate appropriate exercise for improving range of motion of all major joints.
- Demonstrate the ability to model and prescribe the appropriate use of a foam roller for improving flexibility.
- Demonstrate the ability to record exercise sessions and perform periodic evaluations to assess changes in fitness status.
- Demonstrate the various methods used to establish the level of exercise intensity using heart rate and rate of perceived exertion (RPE), and METs.
- Explain the concept of exercise progression and be able to instruct a client regarding proper progression for all major muscle groups to improve muscular fitness.
- Explain the concept of exercise progression and be able to instruct a client regarding proper progression for all major muscle groups to improve muscular fitness.
- Demonstrate the ability to adapt frequency, intensity, duration, mode, progression, level of supervision, and monitoring techniques in exercise programs for apparently healthy clients or those who have medical clearance to exercise.
- Apply training principles so as to distinguish goals between an athlete and an individual exercising for general health.

ESS 215 Professional Issues in Health Promotion/Fitness Management (3)

3 hours lecture per week

Prerequisite(s): ESS 100.

Recommended Preparation: ENG 100, ENG 160, or ESL 100; MATH 100.

ESS 215 provides an overview of the field of personal training and some management principles used in operating health and fitness facilities. It will also explore the professional and interpersonal skills needed to ensure a successful relationship between a health fitness professional and her/his client.

Upon successful completion of ESS 215 the student should be able to:

- Examine the role of health and fitness facilities in the health fitness movement.
- Evaluate fitness facilities member's demographics.

- Identify current attitudes toward exercise.
- Explain current organizational patterns and structures in the health fitness industry.
- Analyze management theory and its application to the health fitness industry.
- Define the functions and responsibilities of an effective manager.
- Describe marketing strategies in the health fitness industry.
- Identify critical customer service skills.
- Describe strategies and techniques for member retention.
- Explain the importance of establishing a member database.
- Identify specific programming needs and trends in programming.
- Describe legal liability concerns for health fitness facilities and professionals.
- Discuss the need for personal liability insurance.
- Summarize the ethics and responsibilities of health fitness professionals.
- Describe the member-trainer relationship and effective interpersonal communication skills.
- Explain ways to motivate clients to remain successful in their goals.
- Identify ways to maintain exercise adherence among clients.
- Explain models that describe factors involved in making lifestyle changes.
- Develop alternative programming at fitness center for clients that have special needs.
- Identify specific medications that may have an effect on exercise tolerance.
- Discuss the process of how to refer clients to the appropriate health/medical professionals.
- Discuss how to use recommendations from physicians, physician releases, and other qualified health/medical/sports medicine professionals.
- Explain the importance of staff training and development.
- Give examples of health fitness equipment and their appropriateness to health fitness facilities.
- Describe emergency management and safety.
- Identify evaluation models for individuals in the health fitness profession.
- Forecast trends in the industry and their influence on strategic planning.
- Give examples of the various professional organizations, resources and certifications in the health fitness industry.

ESS 215L Professional Issues in Health Promotion/Fitness Management Laboratory

3 hours lab per week

Prerequisite(s): ESS 215 with a grade of "C" or higher or concurrent enrollment in ESS 215.

Recommended Preparation: ENG 100, ENG 160, or ESL 100; MATH 100.

ESS 215L is the lab component to ESS 215. ESS 215L will focus on the practical application of the theoretical skills taught in the lecture course. Students will develop skills in how to prepare clients for an initial pre-assessment interview that includes obtaining health/medical history information, baseline blood pressures and resting heart rates. Additionally, students will learn how to design individual exercise programs for clients based upon health/medical history information, physical parameters, and assessment results. Students will also learn techniques to enhance the professional relationship between their clients and employers.

Upon successful completion of ESS 215L the student should be able to:

- Review initial interview hiring strategies.
- Discuss the various personal liability insurance policies for employed personal trainers.
- Develop techniques to enhance good rapport with a client from the initial meeting.
- Identify a client's specific and special needs by using a comprehensive questionnaire.
- Demonstrate practical skills in assessing blood pressure and heart rate.
- Assess client needs based on the F.I.T.T. (i.e. the frequency, intensity, time, type of exercise) principle.
- Demonstrate practical application of the F.I.T.T. principle by designing client exercise programs through case studies.
- Develop models to describe factors involved in making lifestyle changes.
- Develop alternative exercise plans for clients that have special needs.
- Demonstrate proper documentation when working with clients.
- Access and critically analyze fitness, nutrition, and wellness advice from websites.
- Access and critically analyze position statements from nationally recognized professional organizations related to the field of fitness and sport.
- Describe the process and language of referring clients to the appropriate health/medical professionals.
- Review and discuss recommendations from physicians, physician releases, and other qualified health/medical/sports medicine professionals.
- Design a fitness facility for a client's home.
- Design a fitness center for a small corporation.
- Design a health fitness facility to meet a community's needs.
- Describe the process of obtaining legal help with regards to liability concerns for a health fitness facility and the personal trainers that

- are employed by them.
- Design an emergency management and safety plan.

ESS 253 Functional Anatomy for Fitness Professionals (3) Fall

3 hours lecture per week

Corequisite(s): ESS 140; ESS 190; ESS 253L.

Comment: Letter grade only. ESS 253 may not be audited. ESS 253 may not be taken credit/no credit. ESS 253 is offered in the fall semester only.

ESS 253 examines the structure and function of human skeletal muscle and how it contributes to the mechanics of human movement. As the moving part of the musculoskeletal system, this course will focus on the structure and function of human skeletal muscle from its microscopic structure to its function as a whole muscle. Adaptations of the musculoskeletal system to external stressors and varying amounts of neural recruitment will also be considered. Finally, changes in both the structure and function of the musculoskeletal system during the aging process will be developed.

Upon successful completion of ESS 253, the student should be able to:

- Explain the implications for development and maintenance of muscular force and velocity when sarcomeres are arranged in parallel or in series.
- List the levels of integration of skeletal muscle structure, from subcellular components to whole muscle.
- State the functional significance of the major sarcomeric proteins as they relate to muscular contraction.
- Recite the series of events that occur at the neuromuscular junction that permit skeletal muscle cells to contract and produce force and velocity about a joint.
- Describe the steps involved in the cross-bridge cycle as they relate to the development and maintenance of force and velocity during joint movement.
- List the components and functional significance of motor units as they relate to the development and maintenance of muscular force and velocity during joint movement.
- Compare the functional relationships between: a) velocity and duration; b) velocity and force; and c) force and duration.
- Analyze the anatomical and functional implications of skeletal muscle fiber architecture as it relates to the development and maintenance of force and velocity during muscular contraction.
- Summarize the basic events involved in skeletal muscle development in utero.
- Explain the changes that occur to skeletal muscle during the aging process as it relates to the development and maintenance of muscular force and velocity during joint movement.
- Describe the adaptations that skeletal muscle will undergo as a result of chronic physical activities with a bias toward high levels of neural recruitment of skeletal muscle fibers.
- Describe the adaptations that skeletal muscle will undergo as a result of chronic physical activity with a bias toward high levels of muscular force development.
- Explain the process of skeletal muscle damage that is associated with vigorous resistance training.
- Summarize the physiologic basis for muscular hypertrophy as an adaptation to chronic resistance training.
- Demonstrate the three classes of human joint levers and the mechanical advantage associated with each type of lever.
- Describe the basic structure of bone, skeletal muscle, and connective tissue.
- Apply the physiologic principles involved in promoting muscular strength & endurance gains.
- Compare muscular hypertrophy, atrophy, and hyperplasia.
- Apply biomechanical principles to the performance of walking and running.
- Describe the progressive muscular adaptations to resistance training and the implications on program design and periodization.

ESS 253L Functional Anatomy for Fitness Professionals Laboratory (1) Fall

3 hours lecture/lab per week

Comment: Letter grade only. ESS 253L may not be audited. ESS 253L may not be taken credit/no credit. ESS 253L is offered in the fall semester only.

ESS 253L is the lab that accompanies ESS 253. This lab will involve presentations of musculoskeletal and neuromuscular anatomy. A majority of the time in this lab will be dedicated to working with anatomical models, learning how to quantify movement at each major joint, and the student's active work towards learning the arrangement and function of the bones, muscles, and nerves at each major joint and how these structures contribute to movement in sport and exercise. Practical written and oral exams will be used to test each student's knowledge and understanding.

Upon successful completion of ESS 253L, the student should be able to:

- Explain Isotonic, isometric, isokinetic, concentric, and eccentric muscle contractions.
- Be able to identify the muscles trained for improved strength, power, & performance.
- Describe the primary action and joint range of motion for each major muscle group.

- Explain interrelationships among COG, base of support, balance, stability, & alignment.
- Demonstrate the ability to assess body alignment and recognize postural abnormalities that may affect exercise performance.
- Demonstrate the proper method to measure and quantify joint range of motion during passive and active joint movements.
- Use the three planes and axes of human motion to explain human movement in kinesiological terms.
- Identify the major bones and skeletal muscles that comprise and surround the spinal column.
- Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the talocrural, and subtalar joints.
- Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the glenohumeral joint.
- Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the femoroacetabular joint.
- Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the patellofemoral joint.
- Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the humeroulnar, humeroradial, and radioulnar joint complex.
- Explain the following terms: shin splints, sprain, strain, tennis elbow, bursitis, stress fracture, tendonitis, patello-femoral pain syndrome, low back pain, plantar fasciitis, and rotator cuff tendonitis.
- Explain the potential risks associated with performing: straight-leg sit-ups, unsupported, standing hip and lumbar flexion, double leg raises, full squats, a hurdler's stretch, the yoga plow, and resisted lumbar hyperextension.

ESS 254 Physiological Principles for Exercise and Sport Training (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ZOOL 141; a grade of "C" or higher in ZOOL 141L; a grade of "C" or higher in ZOOL 142; a grade of "C" or higher in ZOOL 142L; a grade of "C" or higher in ESS 100.

Recommended Preparation: CHEM 100.

ESS 254 examines and explains how the human body responds and adapts to physical activity and training. ESS 254 will provide the fitness professional with the scientific basis for recommending and designing exercise programs. It will also prepare the student for specific certification exams in the fitness profession.

Upon successful completion of ESS 254, the student should be able to:

- Explain the structure and function of skeletal muscle, and its responses and adaptations to physical activity.
- Describe the anatomical features of the nervous system, and its role in regulating physical activity.
- Describe the bioenergetics entailed in muscle metabolism (aerobic vs anaerobic pathways), including substrate utilization.
- Explain the role of the endocrine system (hormones) in regulating responses to physical activity.
- Describe the functional anatomies of the cardiovascular and respiratory systems and their physiologic interactions during physical activity.
- Describe and enumerate the physiological adaptations that occur with aerobic training.
- Describe and enumerate the physiological adaptations with resistance training.
- Describe the physical responses that occur during exercise in various environmental conditions (heat, air pollution etc.).
- Describe the role of nutrition and ergogenic aids in performance and physical activity.
- Describe the forms of cardiovascular disease and the role that exercise plays in directly and indirectly decreasing the risk of these diseases.
- Describe the influence of cardiovascular medications on exercise.
- Explain the guidelines for designing exercise programs for health and fitness.
- Describe the elements of a complete exercise program.
- Explain how to adapt the guidelines for designing exercise programs for special populations (e.g. cardiac, diabetic, etc.).
- Describe the guidelines for designing programs for athletic performance and conditioning.

ESS 254L Physiological Principles for Exercise and Sport Training Laboratory (1)

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in ESS 254.

ESS 254L is the laboratory adjunct to ESS 254. This lab course presents the physiological tests that support the principles of designing, evaluating, and recommending exercise programs. It will also prepare the student for specific certification exams in the fitness profession.

Upon successful completion of ESS 254L, the student should be able to:

- Select appropriate protocols and conduct assessments for cardiorespiratory fitness, anaerobic capacity, muscular strength and endurance, flexibility, and body composition.
- Calculate units of measure relating to exercise testing.
- Demonstrate the basic principles entailed in data collection and evaluation.
- Perform a health history and risk appraisal of individuals prior to any fitness testing.

- Describe the categories of participants who should receive medical clearance prior to the administration of a fitness test.
- Identify relative and absolute contraindications to exercise testing.
- Describe testing procedures and obtain informed consent prior to any exercise testing.
- Describe the wide variety of test settings employed in the health and fitness profession.
- Monitor and document the physiological responses (e.g. heart rate, blood pressure) during the appropriate test.
- Utilize the concept of “perceived exertion” and describe its relevance to exercise testing.
- Explain the physiological responses that occur with healthy and symptomatic individuals.
- Identify the criteria for terminating a fitness evaluation.
- Demonstrate proper emergency procedures during fitness testing.
- Interpret and present information obtained from the fitness tests.
- Design safe and appropriate exercise programs based on testing results.
- Describe when to refer clients to physicians and other qualified health/medical/sports medicine professionals when appropriate.

ESS 263 Sport Biomechanics (3)

3 hours lecture per week

Prerequisite(s): Credit or concurrent enrollment in ESS 254; credit or concurrent enrollment in ESS 254L.

Recommended Preparation: PHYS 100; MATH 100.

ESS 263 examines concepts and scientific principles essential to efficient human movement and describes proper application of kinesiology and the laws of physics to human movement. This course offers a thorough background in biomechanics for those students whose further academic interests may include kinesiology, bioengineering, exercise and fitness, and/or sports coaching.

Upon successful completion of ESS 263, the student should be able to:

- Describe the growth and structure of bones, joints, and muscles.
- Describe and explain the wide variety of methods employed in determining anthropometric measurements.
- Integrate pertinent concepts of physics into human movement (e.g., force, mass, acceleration, inertia, momentum, power, work, torque, etc.).
- Describe the neuromuscular aspects of movement.
- Describe and interpret electromyography.
- Explain the many principles associated with muscle physiology (e.g., stress-relaxation response, length-tension relationship, force-velocity relationship, recruitment, angle of pull, etc.).
- Describe the proprioceptive receptors involved in muscle reflexes.
- Explain the neural and muscular elements entailed in balance and equilibrium.
- Explain and apply the concept of leverage to the skeletomuscular system.
- Thoroughly describe the synovial joints of the body and apply the principles of biomechanics to each.
- Describe the spinal column (vertebrae) and the physical elements which maintain its proper alignment.
- Describe pathologies to which the spinal column is susceptible, and precautions for avoidance of these conditions.
- Describe the wide range of resistance-training devices and methods available.
- Explain the concept “flexibility,” and describe methods for assessing, maintaining, and increasing flexibility.
- Describe the various methods of biomechanical analysis, and explain their applications to the study of human movement.
- Describe the application of biomechanical analysis as it applies to different populations and to various athletic activities.

ESS 273 Resistance Training and Conditioning Techniques (2)

4 hours lecture/lab per week

Prerequisite(s): A grade of “C” or higher or concurrent enrollment in ESS 254; a grade of “C” or higher or concurrent enrollment in ESS 254L; a grade of “C” or higher in HLTH 290; a grade of “C” or higher in HLTH 290L.

Recommended Preparation: HLTH 203; HLTH 203L.

ESS 273 will give the student a thorough understanding of the scientific basis for the principles of resistance training and conditioning. ESS 273 will also give the student the skills necessary to design resistance training and conditioning programs as well as teach the various exercises that are incorporated within those programs.

Upon successful completion of ESS 273, the student should be able to:

- Describe the gross anatomy and microanatomy of human skeletal muscle.
- Explain the muscle, bone and tissue adaptations to strength training and other forms of conditioning.
- Describe the energy systems involved in anaerobic and aerobic training.
- Give examples of basic biomechanical concepts involved with resistance exercise.
- Define the age and sex related differences in muscular function and implications for training.

- Give examples of strength training misinformation and myths.
- Describe psychological and motivational factors involved in training and conditioning.
- Prescribe safe and effective resistance training programs based on assessment data.
- Communicate with physicians and sports medicine professionals regarding a client's exercise program.
- Describe exercise technique fundamentals in safely performing resistance training exercises.
- Teach specific resistance training exercises.
- Describe and name the muscles involved in specific exercises.
- Select resistance exercises based on goals, specificity of training, experience, available equipment and time availability.
- Incorporate the variables of reps, sets, tempo, load, and volume into program design.
- List the factors involved in designing effective and safe speed and agility programs.
- Teach balance and agility exercises for various populations.
- Describe the physiology and biomechanics behind plyometric training.
- Describe the safety precautions for plyometric training.
- Describe the scientific basis for flexibility exercises.
- Explain the physiological and psychological factors that limit flexibility.
- Teach proper flexibility exercises based on specificity.
- Describe the physiology behind proprioceptive neuromuscular facilitation.
- Define training variation and the concept of periodization.
- Describe the physiological and psychological markers in overtraining.
- Identify ways to prevent and manage overtraining.
- Describe safety and risk management when prescribing exercise.
- Teach safety and risk management to various populations.
- Explain the ESS professional's role in dealing with injuries and rehabilitation.

ESS 280 Nutrition for Fitness Professionals (1)

2 hours lecture/lab per week

Prerequisite(s): FSHE 185; ZOOL 141; ZOOL 141L; ZOOL 142; ZOOL 142L; credit or concurrent enrollment in ESS 254.

ESS 280 examines and explains the interactions between nutrition and exercise. It will provide the knowledge and skills required for fitness professionals to explain the effects that proper nutrition has on health, physical activity, and athletic performance.

Upon successful completion of ESS 280, the student should be able to:

- Explain how exercise affects energy and nutrient needs.
- Describe a "balanced diet," with reference to physically active individuals and athletes.
- Discuss the dietary guidelines for reducing the risk of chronic disease.
- Critically evaluate the numerous popular/fad diets.
- Explain how physical activity and athletic performance can be affected by food and nutrient intake.
- Explain energy metabolism, and the several energy pathways.
- Elaborate on the relevance of carbohydrate, fat, and protein in the athlete's diet.
- Explain the current methods used in food labeling.
- Describe the concepts involved in body composition and explain how nutrition and exercise affect body composition.
- Explain the proper nutritional and exercise principles entailed in weight loss and weight maintenance.
- Explain the proper nutritional and exercise principles entailed in weight gain.
- Describe the place that vitamins, minerals, and water have in the nutritional planning.
- Discuss and evaluate the more popular "ergogenic aids" to sports performance.
- Describe practical applications of sports nutrition concepts to athletes participating in specific sports.
- Evaluate human energy expenditure and estimate nutrient intake.
- Critically evaluate nutrition information and be able to identify misinformation.
- Discuss ways to communicate with physicians, sports medicine professionals, and nutritionists regarding a client's nutritional program.
- Recommend valid sources of nutritional information.

ESS 288 Body Composition and Weight Management (1)

2 hours lecture/lab per week

Prerequisite(s): FSHE 185; ZOOL 141; ZOOL 141L; ZOOL 142; ZOOL 142L; credit or concurrent enrollment in ESS 254 and ESS 280.

ESS 288 is a course that concentrates on the control of body composition by understanding energy balance. The course examines the factors that lead to an overweight/obese condition, and the impact it has on many aspects of health. The principles and techniques for measuring body composition and metabolic rate will be studied. This will lead to an examination of the effect that physical activity has on body composition, as

well as its influence on physical, cardiovascular, metabolic fitness, and weight management.

Upon successful completion of ESS 288, the student should be able to:

- Know the prevalence of overweight/obese condition in the populations and sources of its development.
- Be familiar with mortality and morbidity associated with the overweight /obese condition and the related costs in health.
- Define the factors that contribute to development of the overweight /obese condition.
- Know how to measure energy/nutrient intake, output in order to calculate an energy balance.
- Describe the changes in adipose and muscle tissue that occur in the overweight /obese condition.
- Know the general effect of physical activity on body composition.
- Know how the level of physical activity is related to weight control in adults, seniors, pregnant women, and severely obese individuals, in addition to maintenance of weight loss.
- Be aware of the impact of physical activity on the altered metabolism and health of the obese condition.
- Know about the factors that support the transition to greater physical activity.
- Be familiar with the principles on which common methods of measuring body composition are based.
- Measure body composition and changes using the common techniques on children, adults, elderly, and athletes, and account for ethnicity for more exact interpretation.
- Measure metabolism with instruments that determine oxygen consumption, carbon dioxide production, respiratory quotient, substrate metabolism, and energy expenditure.
- Measure metabolism and heart rate associated with different levels of activity from Basal Metabolic Rate (BMR) to submaximal exercise, and changes due to food intake.
- Develop quantitative relationships between heart rate, substrate metabolism, energy, and ventilation to define the indices of metabolic, cardiovascular, and pulmonary fitness.
- Construct substrate metabolism/energy-use profiles to determine the effect of activity pattern changes on energy output and physical and physiological fitness.
- Determine a nutrient/substrate/energy intake analysis and protein balance.
- Calculate an energy balance analysis using the values for food intake, activity output, and resulting changes in body composition.

ESS 290 Exercise and Sport Science Seminar (2) Spring

Two hours lecture per week

Comment: Credit/no credit grading only. ESS 290 may not be audited. ESS 290 is offered in the spring semester only.

ESS 290 Seminar in Exercise and Sport Science is a comprehensive review of the ESS curriculum using The American College of Sports Medicine Knowledge, Skills, and Abilities (KSAs) as an outline. As a course taken during the graduating semester, participation by the student in this seminar course will serve to reinforce the student's grasp of exercise science content knowledge and highlight any areas where additional study and reinforcement are needed before taking the professional certification exam.

Upon successful completion of ESS 290, the student should be able to:

- Give examples of normal acute and chronic physiological responses to resistance exercise.
- Explain the normal acute and chronic physiological responses to cardiovascular exercise.
- Apply knowledge of human anatomy to the performance of exercise.
- Evaluate the exercise readiness of potential clients using various health appraisal and risk stratification techniques.
- Apply the theoretical principles of exercise science to the prescription of exercise intended to improve physical fitness and/or sports performance.
- Explain basic nutritional concepts related to maintaining nutritional health, managing weight, adequate nutrition for exercise and sport, and avoiding disease conditions related to nutritional deficiencies.
- Analyze a person's readiness for increased physical activity using physical activity behavior modification strategies.
- Evaluate exercise, exercise facilities, and exercise equipment for safety and injury prevention.
- Compose emergency procedures that meet fitness industry standards.
- Summarize the professional issues included in fitness program administration, quality assurance, and outcome assessment in a fitness setting.
- List medical and clinical considerations related to the evaluation of risk associated with beginning an exercise program.

ESS 294E ESS Practicum (3)

135 hours of work experience in health, fitness, and sport industry.

Prerequisite(s): A grade of "C" or higher in ESS 254; a grade of "C" or higher in ESS 254L; a grade of "C" or higher in HLTH 203; a grade of "C" or higher in HLTH 203L; a grade of "C" or higher in HLTH 290; a grade of "C" or higher in HLTH 290L; consent of ESS program coordinator.

Comment: Students must have liability insurance through the College's blanket policy, name tag, fitness professional attire, and sneakers.

ESS 294E is a required course in the Exercise and Sport Science Certificate of Achievement and the AS degree in Exercise and Sport Science. The ESS student is required to document the completion of 135 hours of work experience in a selected facility in the health, fitness, and sport industry. The facility must be approved by the ESS program coordinator and practicum site mentor. This practicum will provide the student with hands-on experience in a position where they can apply their knowledge and skills and develop new skills and practices that can be applied to their professional careers.

Upon successful completion of ESS 294E, the student should be able to:

- Provide professional services as specified under the direction of the worksite mentor.
- Exhibit proper professional behavior.
- Identify the respective responsibilities of the student, the worksite, and college in the practicum experience.
- Maintain documentation of their experience, including hours and the description of the tasks that they performed.
- Explain the organizational structure of the company they worked in.
- Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.
- Design safe and effective exercise programs for various populations.
- Monitor and supervise an exercise session.
- Proper use and maintenance of equipment.
- Relate health and fitness information to clients in a professional manner.
- Identify the reasons for discontinuation of an exercise session.
- Demonstrate emergency procedures (including CPR) and basic first aid.
- Communicate with physicians and sports medicine professionals regarding a client's exercise program.
- Refer questions one cannot or should not answer to the proper authority.
- Show consideration of the attitudes and beliefs of the organization and their clients.
- Demonstrate the ability to motivate and encourage clients to achieve their goals.
- Assist and cooperate willingly with co-workers.
- Respond favorably to constructive criticism and suggestions.
- Recognize one's strengths and limitations.
- Seek help if confronted with a difficult client.
- Maintain appropriate interpersonal relationships with coworkers and clients.
- Indicate clear understanding of one's role as an ESS professional.
- Present a professional appearance in the assigned uniform.
- Organize their time.
- Accept responsibility.

FAMILY RESOURCES

FAMR 230 Human Development (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

FAMR 230 is a survey of human development and growth from conception to death with emphasis on biological, cognitive, and psychosocial development.

Upon successful completion of FAMR 230, the student should be able to:

- Compare and contrast the various theories of human development and behavior.
- Describe biological, cognitive, and psychosocial development for each life-span period.
- Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their cultures.
- Summarize ideas, utilizing critical thought and reflection, clearly in all modes of communication.
- Apply human development theories and concepts to personal, social, educational, and occupational experiences.

FILIPINO

FIL 101 Elementary Filipino I (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

FIL 101 is a course designed for beginners of Filipino. Study of 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 through active participation in co-curricular cultural activities and events.

Upon successful completion of FIL 101, the student should be able to:

- 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 and needs, social conventions and routine tasks, such as telling time, using the telephone, making an appointment, and shopping.
- Speak simple and short statements and ask simple questions, relying primarily on memorized utterances but occasional expansion through recombination of these learned elements.
- Read and interpret written language where vocabulary and word bases have been learned. Guess meanings of new vocabulary words based on context and application of cultural/ background knowledge and understanding of Filipino affixes. Understand main ideas from simple authentic reading materials in Filipino dealing with personal, social, and cultural aspects.
- Write simple fixed expressions and limited memorized material and some recombination thereof. Fill out simple forms and documents. Write simple descriptions of people, objects, and places, as well as simple autobiography, survey reports and friendly letters.

FIL 102 Elementary Filipino II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in FIL 101, or satisfactory score on language placement test, or instructor consent.

FIL 102 is a continuation of FIL 101 with further development of basic structures of Filipino. Emphasis is 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:

- 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. 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.
- Speak and handle successfully a limited number of uncomplicated task-oriented and social functions pertaining to such topic areas as those mentioned above. Ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation. Perform such tasks as ordering a meal, asking and giving directions and instructions, talking about likes and dislikes, extending and accepting invitations.
- Read and interpret written language where vocabulary and word bases have been learned. Guess meanings of new vocabulary words based on context and application of cultural/ background knowledge and understanding of Filipino affixes. Understand main ideas from simple authentic reading materials in Filipino dealing with personal, social, and cultural aspects.
- 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

3 hours lecture, 2 hours lab per week

Prerequisite(s): FIL 102 with a grade of "C" or higher, satisfactory score on language placement test, or instructor's consent.

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:

- 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.
- Express compliments, complaints, feelings and reaction toward some object, event or people.
- 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.
- Follow directions and instructions, e.g. direction to a particular place, recipe, and other materials explaining step-by-step procedures.
- Use common idioms and popular riddles in context.
- Narrate an event with details about time, place, and physical location.

- Describe and compare things, places, events, and people.
- Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
- Use appropriate language in specific situations, paying particular attention to cultural considerations.

FIL 202 Intermediate Filipino II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): FIL 201 with a grade of "C" or higher, 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:

- 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".
- Express compliments, complaints, feelings and reaction toward some object, event or people integrating new and previously learned elements.
- 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
- Follow directions and instructions integrating new and previously learned elements, e.g. direction to a particular place, recipe, and other materials explaining step-by-step procedures.
- Use idioms and popular riddles in context integrating new and previously learned elements.
- Narrate an event in detail and to describe and compare things, places, events and people integrating new and previously learned elements.
- Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
- Use advanced language in specific situations, paying particular attention to cultural considerations.

FOOD SERVICE & HOSPITALITY EDUCATION

FSHE 185 The Science of Human Nutrition (3) KCC AA/DB and KCC AS/NS

2 hours lecture, 2 hours lecture/lab per week

Recommended preparation: Basic computer competency skills.

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:

- Identify current USDA My Pyramid principles and food groups.
- List the nutrient contributions of each food group.
- Discuss the nine areas where dietary guidelines make recommendations.
- Develop recipes and menus using dietary guideline recommendations, food guides, and food labels.
- Evaluate recipes and menus using dietary guideline recommendations, food guides, and food labels.
- Discuss characteristics, functions, and best sources of each of the major nutrients.
- List the primary characteristics, functions, and sources of vitamins, water and minerals.
- Describe the process of human digestion.
- Determine energy needs based upon basal metabolic rate and exercise expenditure.
- Discuss cooking techniques, storage principles, and portion sizes for the maximum retention of nutrients and effective weight management.
- Discuss exchange groups.
- Identify common food allergies and determine appropriate substitutions. (e.g. gluten, sugar, and lactose free).
- Discuss contemporary nutritional issues (e.g. vegetarianism, heart healthy menus, and religious dietary laws).

- Apply emerging technologies (computerization) for nutrient analysis (e.g. Internet and recipe analysis software).
- Discuss weight management, exercise, and nutrition over the life cycle.

Within this FSHE 185 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.
- Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
- Value ethical practices in both personal and professional situations.

FSHE 228 Dining Room Supervision (4) (Inactive)

2 hours lecture, 18 hours lab per week for 8 weeks

Prerequisite(s): A grade of "B" or higher in FSHE 128 or consent of instructor.

FSHE 228 focuses on the study and practice of dining room operations with emphasis on guest relations, supervision and training techniques.

Upon successful completion of FSHE 228, the student should be able to:

- Monitor dining room reservations and coordinate dining room seating with the restaurant reservationist.
- Assign, escort, and seat guests at tables.
- Supervise the dining room staff.
- Prepare job assignments and stations for the dining room staff.
- Prepare order requests for supplies as needed.
- Maintain standards of cleanliness, grooming, service, and atmosphere.
- Enforce safety and sanitation regulations.

FSHE 260 Hospitality Law (3) (Inactive)

3 hours lecture per week

FSHE 260 is a study of the laws and regulations affecting the hospitality industry as they relate to guests, employees and others.

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

- Describe the evolution of hospitality law from English common law to contemporary American civil law.
- Identify the hospitality manager's rights and responsibilities regarding the organization-guest relationship.
- Describe situations in which a hospitality organization may refuse accommodations to a guest.
- Explain the guest's legal right to privacy in a hospitality accommodation.
- Identify legal procedures to follow in evicting a guest.
- Identify legal procedures to follow in the event a guest dies.
- Explain the hospitality organization's duties and limits of liability regarding the safekeeping of the person and/or property of guests or others.
- Identify the laws and agencies which license and regulate hospitality operations.
- Explain general contract law in relation to hospitality operations.
- Explain the major criminal and tort laws affecting hospitality operations.
- Explain the laws and regulations which affect the hiring, compensation, transferring, promotion, discipline, and termination of employees.
- Identify a hospitality organization's rights and duties in relation to unions.
- Explain the tax laws regarding employee compensation and the sale of taxable goods and services.
- Identify legal requirements for fire safety procedures and emergency action plans.

FSHE 281 School Food Service Recordkeeping (2) (Inactive)

1 hour lecture, 2 hours lecture/lab per week

Prerequisite(s): Credit or concurrent enrollment in FSHE 290 or consent of instructor.

FSHE 281 involves the study of procedures and forms used by the Department of Education in School Food Service Recordkeeping.

Upon successful completion of FSHE 281, the student should be able to:

- List the three types of U.S.D.A. (United States Department of Agriculture) programs and be able to describe them.

- Describe the types of food services offered through the Department of Education in Hawai'i.
- Define centralized and self-contained food service operations.
- Calculate the quantities of food to be purchased and used for serving school meals using the U.S.D.A. and Hawai'i Buying Guide.
- Precost recipes and menus.
- Adjust central menus to accommodate available Federal commodities.
- Use the forms developed for school food service recordkeeping.
- Understand the basic principles of interpersonal relationships.

FSHE 293C School Food Service Internship (3) (Inactive)

1 hour lecture, 15 hours field experience per week (or 300 hours total field experience if offered as a 6 week summer course)

Prerequisite(s): FSHE 101; FSHE 103; FSHE 120; FSHE 122; FSHE 212; FSHE 241; FSHE 281; FSHE 290.

FSHE 293C includes a planned practicum at selected school sites that allows students to gain on-the-job experience in all phases of School Food Service. This course provides potential School Food Service Managers with a structured practicum prior to being employed.

Upon successful completion of FSHE 293C, the student should be able to:

- Explain the organizational chart that shows the School Food Service Manager's position in relation to other personnel.
- Explain the layout of the school food service facility in relation to work and material flow, types of storage facilities, equipment commonly used in a school cafeteria, and physical facilities.
- Describe school and cafeteria rules and regulations.
- Show familiarity with bargaining unit contracts.
- Explain the function and use of the Department of Education School Food Service Handbook.
- Explain the use of the School Food Service forms.
- Describe the use of the following, which are needed for School Food Service Menu Planning: Menu Planning Guide for School Food Service, Food Buying Guide for School Food Service and the Supplement to the Food Buying Guide for School Food Service.
- Demonstrate the ability to purchase and receive food in a School Food Service operation.
- Explain the use of Federal commodities in School Food Service menu.
- Explain the types of food services offered through the Department of Education.
- Explain the cost control system used in the School Food Service System.
- Explain personality traits that foster positive workplace relationships.

FSHE 294 Food Service Practicum (5)

2 hours lecture, 26 hours lab per week for 8 weeks

Prerequisite(s): A grade of "C" or higher in FSHE 102 (CULN 111); a grade of "C" or higher in FSHE 103 (CULN 112); a grade of "C" or higher in FSHE 120 (CULN 115); a grade of "C" or higher in FSHE 122 (CULN 150); a grade of "C" or higher in FSHE 212 (CULN 221), or consent of instructor/program counselor/department chairperson.

FSHE 294 provides students with a practical in-house internship experience that applies the knowledge, skill, techniques, managerial principles, and attitudes gained through prior studies to operate a food service operation.

Upon successful completion of FSHE 294, the student should be able to:

- Demonstrate the ability to organize, operate, and manage a typical food service operation.
- Utilize information gathered through a market analysis; formulate a menu that will optimize the resources of the operation.
- Develop a cost-effective market plan.
- Compile high quality information required to make sound managerial decisions.
- Analyze data gathered to forecast, budget, and to formulate corrective actions in order to maximize both guest satisfaction and return on investment.

Within this FSHE 294 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

- Apply the fundamentals of baking science to the preparation of a variety of products.
- Use and care for equipment normally found in the bakeshop or baking area.
- Perform mathematical computations related to foodservice operations.
- Demonstrate quality customer service.
- Develop skills in knife, tool, and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate equipment safely and correctly.
- Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
- Prepare for the transition from employee to supervisor.

- Evaluate styles of leadership and develop skills in human relations and personnel management.
- Apply the knowledge of the hospitality industry and career opportunities in the field.
- Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
- Apply the principles of menu planning and layout to the development of menus.
- Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
- Demonstrate the overall concept of purchasing and receiving practices in quality foodservice operations.
- Apply knowledge of quality standards and regulations governing food products to the purchasing function.
- Receive and store food and non-food items properly.
- 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 professionals.
- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

FRENCH

FR 101 Elementary French I (4) KCC AA/HSL

3 hours lecture, 2 hours lecture/lab 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:

- Produce the sounds of French and read words with acceptable pronunciation.
- Reproduce simple patterns of speech based on classroom models with acceptable pronunciation.
- Respond orally to familiar simple conversational models to demonstrate communicative competency at a basic level.
- Read aloud familiar materials with pronunciation comprehensible to a native speaker.
- Write phrases in French that demonstrate appropriate use of present tense grammatical forms in familiar contexts.
- 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

3 hours lecture, 2 hours lecture/lab per week

Prerequisite(s): A grade of "C" or higher in FR 101, or satisfactory score on language placement test or instructor consent.

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:

- Reproduce patterns of speech based on classroom models with acceptable pronunciation.
- Respond orally in natural conversation to demonstrate communicative competency.
- Read aloud familiar materials with pronunciation comprehensible to a native-speaker.
- Write simple sentences in French that demonstrate appropriate use of grammatical forms in familiar contexts.
- 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 instructor consent.

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:

- Demonstrate the ability to read, understand, and talk about short non-technical articles related to daily life and society of the cultures of French-speaking people, and our own.
- Demonstrate the integration of the elements of vocabulary and grammatical structures of French necessary to communicate orally and in writing on topics related to daily life.
- Communicate orally on topics related to daily life and society of French-speaking and American cultures with pronunciation comprehensible to a native speaker.
- Demonstrate an understanding of the essentials of geography, history, culture, and society of France and French-speaking countries.
- Access and retrieve information through print and electronic media at Web sites in French-speaking countries—evaluating the accuracy and authenticity of that information.
- Use writing to discover and articulate ideas in French using logical reasoning and basic language structures.

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, or satisfactory score on language placement test, or instructor consent.

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:

- Demonstrate strategies appropriate to the audience and the ability to read, understand, and talk about short nontechnical articles related to daily life and society of the cultures of French-speaking people, and our own.
- 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.
- Access and retrieve information through print and electronic media at Web sites in French-speaking countries—evaluating the accuracy and authenticity of that information.
- Use writing to discover and articulate ideas in French using logical reasoning.
- Identify and state problems, issues, arguments, and questions contained in a body of information in French as a basis for writing and class discussion.
- Demonstrate an understanding of 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 ENG 100; qualification for MATH 24.

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:

- Describe geographic patterns of earth's surface environment.
- Explain observed environmental patterns in terms of physical and biological processes.
- Identify interrelationships between natural systems components.
- Assess the impact of human activities on the environment.
- 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; qualification for ENG 100; qualification for MATH 24.

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:

- Gather and record data, analyze data, formulate conclusions, and report findings in written form.
- Use a variety of measuring instruments to gather environmental data.
- Apply the metric system, scientific notation, graphing, and basic statistical measurements to analysis of geographic data.
- Demonstrate the ability to read, construct, and interpret graphs and maps.

GEOG 102 World Regional Geography (3) KCC AA/FGB and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

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:

- Identify the earth's major cultural regions and their distinguishing characteristics.
- Explain how historical, social and environmental processes shape the world's major cultural regions.
- Describe globalization and regional interactions and explain how they affect cultural, economic, political, and environmental change within regions.
- Critically analyze concepts and issues within the framework of the course.

GEOG 151 Geography and Contemporary Society (3) KCC AA/FGC and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

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:

- Identify major themes in human society and culture and their distribution.
- Explain the nature, history, and diffusion of cultural and societal characteristics.
- Synthesize cross-cultural perspectives on current issues in population, economy, politics, language, religion, customs, and conflict.
- Critically analyze concepts and issues within the framework of the course.

GEOG 210 Global Environmental Issues (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

Recommended Preparation: ENG 100, MATH 24 or MATH 81.

GEOG 210 explores contemporary environmental issues using geography's interdisciplinary approach to study observed environmental changes and their implications for society, culture, and nature. Perspectives on environmental change are examined from disparate viewpoints.

Upon successful completion of GEOG 210, the student should be able to:

- Identify major environmental issues, their geographic distribution, and trends in environmental change.
- Explain how physical processes and cultural actions effect environmental changes.
- Explore scientific evidence addressing the impact of environmental modification on people and societies.
- Interpret within and between societies perspectives on environmental issues.
- Critically evaluate causes and solutions for environmental issues.

GEOLOGY & GEOPHYSICS

GG 101L Introduction to Physical Geology Laboratory (1) KCC AA/DY

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in GG 101, GG 103 or GG 200.

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:

- Demonstrate an understanding of the basic principles of geology.
- Identify the major rock and ore-forming minerals.
- Classify the common igneous, metamorphic, and sedimentary rocks.
- Use topographic and geologic maps to study landforms, structure, and geologic history of an area.
- Identify landforms and structures produced by various geologic processes.
- Do some of the mathematical calculations used in the subdisciplines of geology such as geomorphology, geophysics, sedimentology, and geochemistry.

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 engineering problems. Field trips will be taken.

Upon successful completion of GG 103, the student should be able to:

- Demonstrate an understanding of earth science principles, including aspects of physics, chemistry, and biology that are basic to man's current understanding of the earth.
- Discuss the earth's physical processes, particularly those that bear on the geology of the Hawaiian Islands and other Pacific islands.
- Recognize structures and products of volcanoes and other igneous phenomena.
- Recognize and explain the existence of products of marine and terrestrial sedimentation in Hawai'i.
- Recognize Hawaiian landforms produced by various weathering and erosion processes.
- Discuss man's association with the geologic environment, his vulnerability to geologic hazards, his dependency on natural resources such as groundwater, and the environmental effects of his activities.
- Discuss the important aspects of the regional geology of Hawai'i.

HAWAIIAN

HAW 50 Basic Conversational Hawaiian (3)

3 hours lecture per week

In HAW 50, the basic Hawaiian conversational patterns will be taught to those in visitor industry and to those who want to enrich themselves in knowing and understanding Hawai'i by way of the language. As an aid to understanding and appreciating the Hawaiian language, familiar place names of Hawai'i based on myths, legends, and historical accounts will be introduced.

Upon successful completion of HAW 50, the student should be able to:

- Understand conversational Hawaiian spoken at normal conversational speed on subject matters covered in class.
- Recognize about 300 Hawaiian words and be able to use 80 percent of them.
- Speak Hawaiian with the proper inflection, intonation, and rhythm.
- Ask basic questions and be able to give appropriate responses in Hawaiian.
- Ask for directions and give directions in Hawaiian.
- Introduce each other in Hawaiian.
- Exchange about 30 greeting expressions.
- Understand and use loan words in Hawaiian.
- Pronounce correctly names of people and places and know their meanings about 90 percent of the time.

- Count in Hawaiian and use numbers to express money matters and telling time.
- Recognize and reproduce sounds of vowels, consonants and diphthongs 90 percent of the time.
- Retell historical events and legends pertaining to the history of Honolulu.
- Understand the meanings of traditional Hawaiian songs.

HAW 101 Elementary Hawaiian I (4) KCC AA/HSL

3 hours lecture, 2 hours lecture/ lab per week

HAW 101 introduces the study of basic structures of the Hawaiian language with emphasis on the five recognized skills: listening, speaking, reading, writing, and cultural understanding.

Upon successful completion of HAW 101, the student should be able to:

- Demonstrate the ability to respond to simple Hawaiian speech, including common demands, questions/answers about family and community, time/calendar, daily activities. (listening skills).
- Demonstrate emerging ability to make short statements, ask simple questions, identify objects, people and places, and carry on limited conversations about daily activities; express agreement or disagreement as well as simple desires/choices such as preferred food, music, clothes, etc. (speaking skills).
- Demonstrate ability to read beginning level stories or short paragraphs of simple language; read and follow simple language; read and follow simple instructions and standardized messages such as store prices, times/dates on schedules, etc. (reading skills).
- Demonstrate emerging ability to write simple sentences, using memorized idiomatic phrases and use common vocabulary pertaining to daily activities; supply simple autobiographical information and information about family and community, times/dates, daily activities and so forth. (writing skills).
- Demonstrate emerging acquisition of important Hawaiian cultural values (such as hospitality and sharing) and customs through dance, song, chant, wise sayings or stories used to greet visitors, to begin and end class and in other customary and traditional circumstances. (cultural understanding).
- Speak Hawaiian with proper intonation and pronunciation, including place names and peoples names.
- Use a vocabulary of approximately 400 to 500 Hawaiian words and be familiar with greetings, classroom commands, and questions.

HAW 102 Elementary Hawaiian II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): HAW 101 or appropriate score on language placement test.

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:

- Demonstrate increasing ability to respond to Hawaiian speech including description of places, people; instructions for simple activities; questions/answers about family and community, time/calendar, daily activities, weather, hobbies or sports. (listening skills)
- Demonstrate increasing ability to make short sentences, ask and answer questions and participate in conversations about daily activities; narrate past, present, future events; express simple desires/choices such as preferred food, music, clothes, etc. (speaking skills)
- Demonstrate increasing ability to read simple short stories or paragraphs from modern Hawaiian language books or newspapers; read and follow simple instructions and standardized messages such as store prices, time/dates on schedules, etc. (reading skills)
- Demonstrate increasing ability to write a variety of beginning sentence patterns, including negation, comparison, possession; ability to narrate past, present and future events; emerging ability to use more intermediate level sentences to convey information about their family, community, and daily activities. (writing skills)
- Demonstrate increasing acquisition of important cultural values (such as hospitality and sharing) and customs through dance, song, chant, wise sayings or stories used to greet visitors, to begin and end class and in other customary and traditional circumstances. (cultural understanding)
- Speak Hawaiian with increasing fluency and correct intonation and pronunciation, including place names and people's names.
- Use a vocabulary of approximately 1,000 words plus idiomatic expressions, classroom commands and questions.

HAW 201 Intermediate Hawaiian I (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in HAW 102, or satisfactory score on the language placement test, or instructor consent.

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 Mid level on the ACTFL-ETS (America Council on the Teaching of Foreign Languages) proficiency scale.

Upon successful completion of HAW 201, the student should be able to:

- Listen and identify sentence-length utterances which consist of re-combinations of learned elements on a variety of topics.
- Listen and identify sentences on topics that refer primarily to basic personal background and needs, social conversations and some complex tasks.
- Listen and identify sentences on basic functions such as traveling, schooling, shopping and a diversity of instruction and directions.
- Read consistently with increased understanding of simple connected texts dealing with basic personal and social needs, such as public announcements and short, straightforward instructions dealing with public life.
- Read and comprehend some authentic material as it reflects similarity to specially prepared material and/or to high frequency oral vocabulary and structure.
- Write and meet a number of practical writing needs.
- Write simple letters which involve personal preference, daily routine, everyday events, and other topics grounded in personal experience and personal opinion.
- Speak and handle successfully a variety of uncomplicated task-oriented and social functions pertaining to personal background and needs, social conversations and some complex tasks.
- Perform such tasks as self-introduction, leaving a message, renting an apartment, mailing a letter, planning a vacation and making airline reservations.
- Demonstrate increasing acquisition of important cultural values (such as hospitality and sharing) and customs through dance, song, chant, wise sayings or stories, used to greet visitors, to begin and end class and in other customary and traditional circumstances.
- Use a vocabulary of approximately 1,500 words plus idiomatic expressions, classroom commands and questions.

HAW 202 Intermediate Hawaiian II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in HAW 201, or satisfactory score on the language placement test, or instructor consent.

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 these five skills, attaining the Intermediate High level on the ACTFL-ETS (America Council on the Teaching of Foreign Languages) proficiency scale.

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

- Listen and sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places.
- Read consistently with full understanding of simple connected texts dealing with basic personal and social needs about which the student has personal interest and/or knowledge.
- Write and meet most practical writing needs and limited social demands.
- Take notes in some detail on familiar topics and respond in writing to personal questions.
- Write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience.
- Develop oral proficiency to successfully respond to simple communicative tasks and social situations.
- Initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics.
- Demonstrate increasing acquisition of important cultural values (such as hospitality and sharing) and customs through dance, song, chant, wise sayings or stories, used to greet visitors, to begin and end class and in other customary and traditional circumstances.
- Use a vocabulary of approximately 2000 words plus idiomatic expressions, classroom commands and questions.

HAW 224 Intermediate Hawaiian Reading (3)

3 hours lecture per week

Prerequisite(s): HAW 202 with a grade of "C" or higher or instructor recommendation.

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:

- Demonstrate increased ease and fluency in reading a variety of Hawaiian language texts including historical documents, stories, chants, songs, newspapers, fiction and non-fiction.
- 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.
- 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.
- 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.
- Demonstrate increasing ability to formulate comprehension questions, to summarize and analyze written Hawaiian materials.
- Demonstrate increased sensitivity to the vibrant poetic, cultural heritage and distinctly Hawaiian world views embodied in Hawaiian language texts.

HAW 261 Hawaiian Literature in Translation: Pre-1800 Traditions (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): HWST 100 or HWST 107.

Recommended Preparation: HAW 101 and ENG 100.

HAW 261 is a survey of Hawaiian narratives, chants, and proverbs from the period before Western contact (c. 1800), translated into English with reference to Polynesian and Western themes and forms.

Upon successful completion of HAW 261 the student should be able to:

- Demonstrate knowledge of the world view that is exemplified in Hawaiian oral arts and traditions.
- Consider works of Hawaiian oral arts and traditions as reflections of their cultural milieu and compare that milieu with his or her own.
- Demonstrate knowledge of the forms and content of Hawaiian oral arts and traditions.
- Discuss major themes in Hawaiian oral arts and traditions, explain their implications, and identify their basic assumptions.
- Identify and explain figurative language and narrative, poetic, and linguistic techniques used by storytellers, chanters, and orators.
- 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 and KCC AS/AH

3 hours lecture per week

Recommended Preparation: HWST 100; HWST 107; HAW 261; HAW 101-102; ENG 100.

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:

- Demonstrate knowledge of some major authors of Hawaiian literature.
- Consider works of Hawaiian literature as reflections of their cultural milieu and compare that milieu with his or her own.
- Demonstrate knowledge of the forms and content of Hawaiian literature.
- Discuss major themes in Hawaiian literature, explain their implications, and identify their basic assumptions.
- Identify and explain figurative language and narrative, poetic, and linguistic techniques used by authors of Hawaiian literature.
- 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.

HAWAIIAN STUDIES

HWST 100 Introduction to Hawaiian Culture (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

HWST 100 is an introduction to Hawaiian cultural traditions and history, from ancient to modern times. It provides an overview of ancient concepts that still influence Hawaiian thinking today, including the sacredness of the land, the intimate connection between human beings and nature, and the importance of connection to a place and a genealogy.

Upon successful completion of HWST 100, the student should be able to:

- Contrast, compare and explain Hawaiian creation traditions and genealogies.
- Demonstrate a knowledge of Hawaiian voyaging migration traditions and the voyaging revival in modern times.

- Describe Hawaiian social organization, traditional values, and protocol, including performing protocol related to greeting guests and outsiders.
- Utilize a basic knowledge of the Hawaiian Language, including linguistic history, pronunciation, commonly used words and phrases, and the current revival of Hawaiian Language in the State's educational systems.
- Explain the major tenets and beliefs of Hawaiian religion, including its gods, the kapu system, and places of worship.
- Explain the Hawaiian view of the land, sea and nature, including place names and sacred places, irrigation systems (lo'i) and fishponds, relationships to indigenous plants and animals, and current environmental issues from a Hawaiian perspective.
- Demonstrate a knowledge of Hawaiian arts including hula, verbal arts, 3D arts, and arts of daily life.
- Recount the major events and trends of Hawaiian history, including traditional chiefs, responses to foreigners, and the monarchy and its legacy and the foundation it created for Hawai'i today.
- Evaluate and analyze modern Hawaiian issues, including political status, burial rights, social and educational issues, native gathering rights and traditional cultural practices, and the impact of tourism on Hawaiian culture.

HWST 107 Hawai'i: Center of the Pacific (3) KCC AA/DH and KCC AS/AH

3 hours lecture/lab per week

Recommended Preparation: ENG 100, ENG 160 or ESL 100.

HWST 107 is a survey of 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:

- Demonstrate a knowledge of Pacific geography and the origins and patterns of migration and settlement of Melanesia, Micronesia and Polynesia.
- Understand the similarities and differences between the cultures and histories of Pacific Islanders through the study of their languages, religious traditions, artistic accomplishments, material culture and political and economic development.
- Demonstrate an understanding of islanders' physical environments and its role in shaping culture, as well as the effects of increasingly altered environments in the modern period.
- Explore the importance of land to island civilizations and to trace the cultural importance of land historically; from ancient chiefdoms, through European colonization, and contemporary problems arising through the loss of lands.
- Show knowledge of the comparative effects of colonization on Pacific Islanders and the similarities and differences of nationalist movements throughout the Pacific.
- 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.

HWST 216 History of Surfing (3) KCC AA/DH

3 hours lecture per week

Prerequisite(s): HWST 107 or HAW 101.

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:

- Identify traditional sports practices of the Hawaiian and their cultural significance.
- Demonstrate a conceptual and working knowledge of the sport through hands on construction and application.
- Reconstruct, through archaeology, the origins and significance of native architecture associated to this practice.
- Describe the native environment and resources, and the significance of proper management.
- Explain the significance of native imagery and physical characteristics.
- Analyze critically the cultural impact and the residual effects of the Western value system on the physical and spiritual world of the Hawaiian people.

HWST 270 Hawaiian Mythology (3) KCC AA/DL

3 hours lecture/per week

Prerequisite(s): Credit or concurrent enrollment in HWST 107 or HAW 102, or instructor or Department Chair consent.

HWST 270 is an overview of Hawaiian mythology, cosmology, and legendary beings. Mythologies as a foundation for Hawaiian culture, values and world view.

Upon successful completion of HWST 270, the student should be able to:

- Evaluate and analyze the relationship between Hawaiian mythologies, Hawaiian religion and Hawaiian social structure.
- Analyze how Hawaiian mythologies illustrate and set precedents for Hawaiian cultural values.
- Compare and contrast Hawaiian and Western concepts of “history” and “myth.”
- Demonstrate knowledge of the major written and oral sources for Hawaiian mythologies.
- Recount with details at least one major Hawaiian mythological epic, and illustrate familiarity with others.
- Describe and classify different legendary beings from Hawaiian mythological sources.

HEALTH

HLTH 110 Medical Terminology (2)

2 hours lecture per week

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 satisfactory completion of HLTH 110, the student should be able to:

- Spell, define, and pronounce medical words correctly.
- Identify and use correctly prefixes, suffixes, and roots of words.
- Recognize and correctly use medical and drug terms, specialized terminology, and commonly used medical abbreviations and symbols.
- 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.
- 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 may be required to participate in service learning.

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:

- 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.

HLTH 120 Introduction to the Health Professions (1)

1 hour lecture per week

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:

- Use electronic media to learn about the health care professions.
- Use electronic communications effectively.
- Identify requirements to study in selected program or occupation.
- Explain the characteristics of community-based health care.
- Describe the role of the health care team in providing patient care.
- Describe the organizational structure of a hospital, health care clinic, or community-based agency.
- Explain the differences between licensure and credentialing in health professions.
- Describe examples of ethical concerns facing health care practitioners.

HLTH 121 Health Care Career Shadowing (1)

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.

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:

- 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.
- 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.
- Identify the gaps between personal skill levels in math and English and the levels required for the health care occupation of interest.
- Identify steps to be taken to acquire the necessary education, skills, etc. required to meet the job requirements of the selected health care occupation.
- 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

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:

- 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.
- Correctly use plural endings for medical terms.
- Correctly define, spell, and correlate selected medical terms dealing with:
 - o Body structure
 - o Anatomical planes and regions
 - o Blood and the immune system
 - o Cardiovascular and lymphatic systems
 - o Respiratory, digestive, urinary, and reproductive systems
 - o Musculoskeletal system
 - o Nervous system and psychological disorders
 - o Integumentary and endocrine systems
- Define and give examples of terminology used for surgical and diagnostic procedures and pathology.
- Build medical terms by correctly putting word parts together.
- Analyze the components of medical words and derive the meaning of the words.
- State the meaning of common medical abbreviations and pharmacological terms.

- Analyze and define terms dealing with various medical and dental specialties.

HLTH 160 Study of Diseases (3)

3 hours lecture/discussion per week

Prerequisite(s): A grade of "C" or higher in BIOL 120, BIOL 130, or both ZOOL 141 and 142; a grade of "C" or higher in HLTH 110 or HLTH 125.

Comment: Letter grade only. HLTH 160 may not be audited. HLTH 160 may not be taken credit/no credit.

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:

- Identify and discuss basic concepts, principles, and characteristics of disease processes.
- Recognize and apply terminology pertaining to injuries and disease processes.
- Identify and discuss the etiology of selected diseases from each of the major body systems.
- 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.

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:

- Identify and assess architectural barriers to mobility.
- 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.
- Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
- 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.
- Implement the plan of care developed by the PT to achieve the short and long-term goals of treatment and intended outcomes.
- 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.
- Apply problem-solving knowledge to address symptoms aggravated by activities such as respiratory and circulatory changes.
- Measure and document patient height and weight.
- Identify the individual's or care giver's ability to care for wheelchair, assistive, adaptive, and supportive devices in a safe manner.
- Assess skin condition before, during and after removal of external support devices such as wheelchair fitting, assistive and supportive devices.
- Explain and implement progression or status change with ambulation, mobility and wheelchair management status and balance.
- Demonstrate activities by using comparison and contrasting situations, positions and postures that aggravate or relieve pain or skin sensation.
- Communicate architectural barriers in the home or community with the patient, family, significant other, PT, health care providers and others.
- Assess and communicate contraindications, precautions, and interventions within the plan of care in response to the patient's clinical indications to the supervising PT.
- Report and communicate contraindications, precautions and changes of any PT intervention to the supervising PT.
- Explain when an intervention is outside the scope of PTA practice.
- Instruct patient, family members, significant other, care givers, and others of the plan of care and treatment regimens to enhance the rehabilitation process.
- Demonstrate appropriate action and behavior in emergency situations.
- Demonstrate knowledge of OSHA regulations.
- 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; 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.

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:

- Describe the basic concepts of ROM and stretching exercises to include end-feel, resting length and stretch.
- Describe the basic concepts of Progressive Resisted Exercises (PREs) to include strength, power and endurance using among others DeLorme, Oxford and Daily Adjustable Progressive Resistance Exercise (DAPRE) principles.
- Describe the basic concepts of aquatherapy as it applies to the rehab population.
- 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.
- 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.
- Use kinesiology concepts and principles for exercise intervention techniques.
- Design and implement specific exercise programs and progressions to address goals of treatment as indicated in a treatment plans.
- Analyze exercise programs for their efficacy and appropriateness for ROM, strength, endurance and flexibility.
- 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.
- 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
- Demonstrate the ability to apply safety factors, indications, contraindications, precautions, and appropriate progression suggestions for presented exercise interventions simulations.
- Demonstrate the ability to problem solve, think analytically and modify exercise parameters as they relate to observed patient responses and conditions presented.
- Recognize the physiological effects of the applied exercise techniques
- Demonstrate an ability to explain and educate an exercise program to patient and families in an professional and acceptable manner being sensitive to ethical and cultural issues.
- 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; a grade of "C" or higher in HLTH 290L.

Recommended Preparation: HLTH 125.

Comment: Letter grade only. HLTH 206 may not be audited. HLTH 206 may not be taken credit/no credit.

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:

- Competently perform a basic therapeutic massage in an appropriately applied sequence of strokes such as effleurage, petrissage and friction.
- Choose the appropriate massage medium for the various massage techniques and outcomes.
- Apply massage techniques safely, effectively, efficiently and appropriately to body parts in relation to the desired physiological effects.
- Recall, assess, and report indications and contraindications for massage.
- 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.

- Define Universal/Standard precautions of the CDC.
- Observe and monitor responses to positional changes, breathing patterns, thoracoabdominal movements, respiratory and circulatory changes affected by massage.
- Demonstrate problem-solving skills needed to address symptoms from activities, positions, postures, and massage techniques that aggravate or relieve pain and sensation.
- Define and distinguish normal and abnormal integumentary changes before, during and after a massage treatment.
- Identify normal and abnormal joint movements, muscle mass and tone.
- Accomplish entry-level massage technique skills for employment as documented on the clinical internship competency sheet.
- Identify billing and reimbursement issues for massage.
- Demonstrate time management skills to function as an entry level PTA practitioner.
- Locate the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.

HLTH 207 Aquatherapy (1)

4.5 hours lecture/lab for 7 sessions

Prerequisite(s): A grade of "C" or higher in HLTH 203; a grade of "C" or higher in HLTH 203L; or consent of the instructor.

Recommended Preparation: HLTH 290; HLTH 290L; experience or knowledge in therapeutic exercise.

Comment: Letter grade only. HLTH 207 may not be taken credit/no credit. HLTH 207 may not be audited. Transportation is required for the attendance at a pool. Swimsuit is required for each session. Must be able to swim. Current CPR and first aid certification are required. Students must pay a pool rental fee of approximately \$25. Students must also pay a liability insurance fee of approximately \$15.

HLTH 207 is a course specific to the therapeutic benefits of aquatic physical therapy. The course will cover topics in the design and maintenance of therapeutic pools, developing aquatic physical therapy programs and the incorporation of movement in water to physiological conditions presented in the course. Subtopics will include reimbursement issues, exercise skills, referral sources, kinesiology review, and needs assessment. The course requires demonstration of competence in the application of skills based on the theories and philosophies of aquatic physical therapy.

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

- Design an aquatic therapy pool.
- Develop an aquatic physical therapy program.
- Identify indications, contraindications, and benefits of aquatic physical therapy.
- Perform aquatic therapy skills for the program development.
- Identify referral sources and reimbursement issues to aquatic therapy.
- Compare and contrast therapeutic exercise in water versus gravity-resisted environments.

HLTH 250 Basic Cardiac Arrhythmias (3) Fall

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in BIOL 130 or a grade of "C" or higher in BIOL 120, or a grade of "C" or higher in both ZOOL 141 and ZOOL 142 or a grade of "C" or higher in higher-level human anatomy and physiology course.

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.

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:

- Describe and diagram the electrical conduction system of the heart.
- Identify and measure waves, intervals, rhythms and rates.
- Identify and describe the sinus rhythms with and without atrial arrhythmias.
- Define and identify fibrillation and cardioversion.
- Define junctional rhythm and identify junctional arrhythmias.
- Analyze and classify supraventricular tracings by specific names.
- Identify atrioventricular (AV) blocks and bundle branch blocks and list common causes.
- Diagnose active and passive ventricular arrhythmias, assess effect on cardiac output, and describe appropriate clinical response.
- Describe and identify artificial pacemakers and their rhythms.
- Interpret mixed tracings.

HLTH 252 Pathophysiology (3) Spring

3 hours lecture/discussion 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 ZOOL 141 and ZOOL 142, or a grade of "C" or higher in higher-level human anatomy and physiology course; a grade of "C" or higher in HLTH 110 or a grade of "C" or higher in HLTH 125; a grade of "C" or higher in HLTH 160; a grade of "C" or higher in PHRM 110.

Comment: Letter grade only. HLTH 252 may not be audited. HLTH 252 may not be taken credit/no credit. HLTH 252 is offered in the spring semester only.

HLTH 252 is a clinical case study approach to the study of underlying principles, manifestations, and clinical implications of disease processes and alterations of functions in body systems in all age groups.

Upon satisfactory completion of HLTH 252, the student should be able to:

- Describe
 - 1) structural and functional reactions of cells and tissues to injurious agents.
 - 2) neurology dysfunction and alterations of neurologic function in adults and children.
 - 3) alterations of hematologic functions in adults and children.
 - 4) clinical implications of respiratory diseases in adults and children.
 - 5) disorders of the musculoskeletal system in adults and children.
- Describe genetic and environmental factors causing disease.
- Explain the body's normal and altered responses to disease processes.
- Identify disorders of organs and systems in clinical case studies
- Compare clinical manifestations and treatment of cancer in children and adults to clinical cases.
- Explain manifestations and control of alterations of hormonal regulation in adults and children.
- Identify specific disorders and their etiologic agents and effects.
- Describe types of alterations of cardiovascular function and effects in adults and children.
- Explain various disorders of the urinary system in terms of structure and function.
- Identify alterations of digestive function in adults and children and compare them to clinical cases.
- 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 ZOOL 141 or a grade of "C" or higher or concurrent enrollment in BIOL 130 or equivalent 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.

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:

- Identify the normal and abnormal changes with aging.
- Discuss introductory concepts of geriatrics and gerontology.
- Identify pathological changes with aging and the care-giver role in this process.
- Discuss issues in health care and rehabilitation associated with aging.
- Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services
- Define psychosocial and reimbursement issues facing the elderly population.
- Effectively explain the purpose of physical therapy to clients, community and others.
- Effectively distinguish the scope of practice between the various health care services.
- Read, locate and interpret health care literature, documents or Internet information.
- 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 ZOOL 141, or a grade of "C" or higher in equivalent or higher-level human anatomy and physiology course.

Recommended Preparation: BIOL 130L or ZOOL 141L.

Comment: Letter grade only. HLTH 280 may not be audited. HLTH 280 may not be taken credit/no credit.

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:

- Identify the general causes and processes of disease and disability in relation to the human body systems.
- 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.
- 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.
- Identify the relationship and role of the following organ systems to each other in selected trauma and medical conditions:
 - o integumentary,
 - o musculoskeletal,
 - o cardiopulmonary,
 - o neurological,
 - o psychological,
 - o genitourinary,
 - o gastrointestinal,
 - o obstetrics,
 - o pediatrics.
- Discriminate between cardiac conditions and cardiopulmonary disorders such as myocardial infarction, angina, CHF, tuberculosis, COPD and respiratory failure.
- Define oncology, metabolic disorders such as diabetes and chronic fatigue syndrome, blood borne pathogens such as HIV, AIDS, hemophilia and other infectious diseases.
- Identify pharmaceutical treatments for conditions presented in the course.
- State the psychological components affecting rehabilitation to include:
 - o schizophrenia,
 - o paranoia,
 - o depression,
 - o bipolar disorder,
 - o defense mechanisms,
 - o death and dying,
 - o stages of adjustment to disability.

HLTH 290 Kinesiology (2)

2 hours lecture per week

Prerequisite(s): A grade of "C" or higher in BIOL 130 or ZOOL 141 or 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.

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:

- 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.
- 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.
- Classify skeletal muscle in terms of fiber arrangement as strap, rhomboidal, fusiform, triangular, unipennate, bipennate, multipennate, and relate it to its function.

- State and group skeletal muscles and bony landmarks by body sections.
- 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.
- Identify the concepts and principles of body mechanics related to postural alignment and assessment.
- Name and identify types of muscle contraction as: concentric, eccentric, static, isometric, isotonic, isokinetic, and length-tension relationship.
- Explain the muscle function for the muscles presented in the course in terms of prime mover, agonist, antagonist, synergist and stabilizer.
- Identify the phases of gait and balance.
- Demonstrate fluency in kinesiology and rehabilitation terminology and layman's terms.

HLTH 290L Kinesiology Lab (1)

4 hours lab per week

Prerequisite(s): A grade of "C" or higher in BIOL 130L or ZOOL 141L or higher -level human anatomy and physiology 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.

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:

- Identify and locate the proximal and distal attachments, peripheral innervations, musculoskeletal actions, lever class for the skeletal muscles on the human body included in this course according to fiber arrangement, and relate it to its function.
- 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.
- 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.
- 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.
- Distinguish the presence or absence of muscle mass and tone.
- Observe and palpate the musculoskeletal anatomy presented in lab such as bony prominences, muscles, tendons, ligaments, associated postures and gait variations.
- Construct mechanical principles in terms of human movement including normal gait patterns and vicarious motions to comprehend biomechanical response motion to pathology.
- Demonstrate fluency in kinesiology and rehabilitation terminology and layman's terms.

HISTORY

HIST 151 World Civilizations I (3) KCC AA/FGA and KCC AS/AH

3 hours lecture per week

HIST 151 is an interpretive survey of the development of civilizations from prehistoric times to the 16th century. It examines the events, personalities, institutions, and ideas that shaped the major world civilizations.

Upon successful completion of HIST 151, the student should be able to:

- Distinguish between the different characteristics of world's major civilizations in their geographic settings.
- Trace the development of traditional civilizations and recognize their enduring influences.
- Describe global processes (e.g. agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization, etc.)
- Describe the interactive roles, which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world.
- Manifest a sense of historical time.

- Evaluate such historical theories as the “great person” in history or deterministic interpretations.
- Examine the historical dimensions of contemporary world affairs and issues.
- Compare and contrast responses of the world’s peoples as a result of intercultural contacts and the diffusion of ideas, institutions and inventions.
- Draw upon their knowledge of the varieties of human experiences, and their sympathetic understanding of cultures other than their own, to define their roles as citizens of the contemporary world.
- Express informed judgments on the behavior of peoples and their institutions.
- Analyze cause and effect relationships in history.
- Examine the major attempts to explore the ethical and fundamental questions of life posed throughout history.

HIST 152 World Civilizations II (3) KCC AA/FGB and KCC AS/AH

3 hours lecture per week

HIST 152 is an interpretive survey of the development of civilizations from the 16th century to the present. This course will examine the events, personalities, institutions, and ideas that shaped the modern world.

Upon successful completion of HIST 152, the student should be able to:

- Distinguish between the different characteristics of the world’s major civilizations in their geographic settings.
- Trace the development of traditional civilizations and recognize their enduring influences.
- Describe global processes (e.g. agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization, etc.)
- Describe the interactive roles, which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world.
- Manifest a sense of historical time.
- Evaluate such historical theories as the “great person” in history or deterministic interpretations.
- Examine the historical dimensions of contemporary world affairs and issues.
- Compare and contrast responses of the world’s peoples as a result of intercultural contacts and the diffusion of ideas, institutions and inventions.
- Draw upon their knowledge of the varieties of human experiences, and their sympathetic understanding of cultures other than their own, to define their roles as citizens of the contemporary world.
- Express informed judgments on the behavior of peoples and their institutions.
- Analyze cause and effect relationships in history.
- Examine the major attempts to explore the ethical and fundamental questions of life posed throughout history.

HIST 222 Religion and Conflict in the Modern Era (3) KCC AA/DH

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100, ENG 160, or ESL 100.

Recommended Preparation: REL 150, REL 151, HIST 151, or HIST 152.

Comment: HIST 222 is cross-listed as REL 222.

HIST 222 is an historical analysis of the relationship between religion and conflict in the modern era. The course explores the ways in which religion has served to create, exacerbate, and/or legitimate conflict since 1800. Each semester, the course examines four religion-based conflicts from around the world, including Asia, Africa, the Middle East, Europe, and the Americas.

Upon successful completion of HIST 222, the student should be able to:

- Explain the relationship between religion and conflict.
- Differentiate between state-sponsored and other forms of religion-based conflict.
- Differentiate between religion-based and ethnicity-based conflicts while recognizing the relationship between religion and ethnicity.
- Describe the theological justifications for religion-based conflicts in the modern era.
- Describe the roles that political, economic, and social forces have played in religion-based conflicts around the world.
- Analyze the historical dimensions of religion-based conflicts in the modern era.
- Assess the characteristics of a wide array of religion-based conflicts in the modern era.
- Formulate informed judgments on the origins and implications of past and current religion-based conflicts.

HIST 231 Modern European Civilization I (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100.

Recommended Preparation: HIST 152.

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:

- Demonstrate an understanding of the emergence of a distinctive “European” identity in counterpoise to the “Orient” and the “New World.”
- Chart the transition from a feudal system of relations in politics, society and economics to an emerging modern capitalist system.
- Examine the shifting bases of authority from kingship and the Christian church to that of a modern, secular democratic state.
- Examine in depth the emergence of the industrial revolution and its various impact across Europe and the world.
- Demonstrate an understanding of the consolidation of European global dominance and the emergence of imperialism and colonialism over the centuries.
- Trace the evolution of the nation and its gradual replacement of all prior forms of association and identity.
- Analyze the dominant ideologies characterizing modernity that first emerged in Europe: liberalism, romanticism, socialism, nationalism and individualism.
- Express an appreciation for the art and culture of modern Europe, especially in relation to the changing social, economic and political currents across the continent.
- Describe the development of modern warfare and military technology and analyze their impact on Europe and the world including changing ideas on war and peace.

HIST 232 Modern European Civilization II (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100.

Recommended Preparation: HIST 152.

HIST 232 is a continuation of HIST 231. It is a survey of the political evolution and major economic, social and cultural development of European States from Napoleon (1800s) to the present.

Upon successful completion of HIST 232, the student should be able to:

- Demonstrate an understanding of the emergence of a distinctive “European” identity in counterpoise to the “Orient” and the “New World.”
- Chart the transition from a feudal system of relations in politics, society and economics to an emerging modern capitalist system.
- Examine the shifting bases of authority from kingship and the Christian church to that of a modern, secular democratic state.
- Examine in depth the emergence of the industrial revolution and its various impact across Europe and the world.
- Demonstrate an understanding of the consolidation of European global dominance and the emergence of imperialism and colonialism over the centuries.
- Trace the evolution of the nation and its gradual replacement of all prior forms of association and identity.
- Analyze the dominant ideologies characterizing modernity that first emerged in Europe: liberalism, romanticism, socialism, nationalism and individualism.
- Express an appreciation for the art and culture of modern Europe, especially in relation to the changing social, economic and political currents across the continent.
- Describe the development of modern warfare and military technology and analyze their impact on Europe and the world including changing ideas on war and peace.

HIST 241 Civilizations of Asia I (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160, 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 completion of HIST 241, the student should be able to:

- Distinguish the major aspects of and geographical issues in China, India, Japan, Korea, and Southeast Asia.

- Trace the development of Indian and Chinese civilizations and show their effect and influence on other Asian countries and analyze patterns of cultural borrowing.
- Describe global processes in the region (e.g. agriculture, unification, breakthroughs in technology, empire building, statecraft, philosophy, art, religion, etc.).
- Analyze the contacts and exchanges, conflicts and accommodations of various Asian peoples among themselves and with outside groups and explain the impact of these relationships on Asian societies.

HIST 242 Civilizations of Asia II (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160, or ESL 100.

Recommended Preparation: HIST 152.

HIST 242 is a continuation of HIST 241. HIST 242 surveys South, Southeast, and East Asian civilizations from 1500 to the present.

Upon successful completion of HIST 242, the student should be able to:

- Trace the development of major Asian political entities from 1500 and discuss their significance in regional and world history.
- Identify the major developments and trends of Asian societies in the areas of art, literature, science, and technology post 1500.
- Distinguish among and describe major Asian philosophical and religious traditions, value systems and institutions, and explain their role in the development of modern Asian civilizations.
- Analyze patterns of contact and exchange, conflict and accommodation of various Asian peoples among themselves and with outside groups from 1500 and interpret the impact of these relationships on Asian societies.
- Describe and evaluate Asian experiences with imperialism and colonialism and their role in the rise of nationalist movements and the emergence of independent nation states.
- Identify and discuss major events, issues, and concepts that affect Asian national identities and Asia's place in the global community.

HIST 252 History of Africa (3) KCC AA/DH and KCC AS/AH (Inactive)

3 hours lecture per week

Prerequisite(s): HIST 152; ENG 100, ENG 160 or ESL 100.

Recommended Preparation: HIST 151.

HIST 252 is a survey of the history of Africa with emphasis on sub-Saharan Africa from the 18th century to the present.

Upon successful completion of HIST 252, the student should be able to:

- Describe political, social, cultural, economic, and other contributions of major African civilizations.
- Compare, contrast, and identify the importance of various political, social, and economic philosophies and their effects on Africa.
- Analyze contemporary concerns, issues, and views held by Africans about their countries.
- Distinguish the characteristics of Africa's human and physical geography.
- Discuss the significance of oral history in Africa's history.
- Evaluate historical information and express informed judgments through the development of lucid written and oral arguments.

HIST 281 Introduction to United States History I: US History to Reconstruction (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100.

Recommended Preparation: HIST 152.

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:

- 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.
- Chart the major political, social and economic issues contributing to the transition of the British colonies from colonial possessions to an independent nation.
- Examine the development of the American system of government and the American party system and discuss its significance in national and world history.

- Analyze patterns of immigration and migration and explain the impact of these movements on American society.
- Comprehend the social, political and economic impact of slavery on American history.
- Identify and analyze the major political, economic and social issues that divided the nation into competing sections after 1820.
- Trace the emergence of America's industrial revolution and its regional, national and global impact.
- Appreciate the art and culture of America, especially in relation to the changing economic, social and political currents across America.
- Develop an understanding of what it means to be a citizen of the United States, of the privileges and coincident duties and responsibilities that accompany such citizenship.
- Demonstrate the ability to analyze information through writing and/or questioning and discussion.

HIST 282 Introduction to United States History II: US History since 1865 (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100.

Recommended Preparation: HIST 152.

HIST 282 is a continuation of HIST 281 covering the major social, political, economic and cultural developments in the United States from Reconstruction to the present.

Upon successful completion of HIST 282, the student should be able to:

- Discuss the origins and development of American political, economic, social, and cultural institutions.
- 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.
- Identify the major political, cultural and social movements and discuss their significance on the local, regional and national levels.
- 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.
- Identify and discuss the evolution of the domestic U.S. economy and explain the role of the U.S. economy in the context of a world economic system.
- Describe 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.
- Elaborate on the development and value of diversity in American society describing the contributions of a variety of ethnic and racial groups which have served to shape and expand worldview of the American people.
- Discuss the contributions that the United States has made to the world in the form of technical, political, and social advances while simultaneously understanding the limitations that any one nation faces as a part of the world economic and social system.

HIST 284 Hawaiian History (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100.

Recommended Preparation: HIST 152, HAW 101, HWST 100, or HWST 107.

HIST 284 will survey the origins and evolution of ancient Hawaiian society and culture, the changes during the monarchical period, and the transformation of Hawai'i as an American territory and state.

Upon successful completion of HIST 284, the student should be able to:

- Trace the origins and migrations of ancient Polynesians, culminating in their discovery and settlement of Hawai'i.
- Describe the evolution of Hawaiian society; explain the mythological foundations for the ancient Hawaiian world view; and describe the meaning of pono as a fundamental value of Hawaiian culture.
- Analyze the role that population collapse and foreign influences played in the destruction of Hawaiian cultural practices.
- Describe the cultural, social, political and economic changes that took place during the monarchical period of Hawaiian history.
- Explain how and why the Hawaiian monarchy was overthrown, and how Hawaii became a territory of the United States.
- Trace significant developments of the Territorial era, and explain the significance of World War II in Hawaiian and Pacific history.
- Express informed judgments and illustrate an historical understanding of issues in writing such as the Hawaiian Renaissance, recent land struggles and Hawaiian sovereignty.
- Communicate an understanding of the common themes in Hawaiian and Pacific islands history.
- Write coherent essays describing, analyzing and explaining specific material from the course.
- Access and retrieve information using electronic media.

HIST 288 Survey of Pacific Islands History (3) KCC AA/DH and AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100.

Recommended Preparation: HIST 151, 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:

- Identify Pacific island locations and give examples of the impact of the environment upon history.
- Discuss orally and in writing issues and themes in Pacific Islands history.
- Explain themes in the settlement of Oceania and in the ancient history of its regions.
- Distinguish between culture contact among Native peoples and between Natives and outsiders.
- Discuss the impact of missionary activity upon life in the Pacific Islands.
- Articulate an understanding of the complexity of cultural change and cultural persistence in island communities.
- Describe the process of colonization and decolonization for various Pacific Island nations.
- Examine contemporary issues in Oceania.
- Access and retrieve information using electronic media.

HONORS**Honors sections of courses (3)**

3 hours lecture per week, identical to the regular courses

Prerequisite(s): Admission to 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:

- 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.
- 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.
- 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.
- Exhibit the ability to learn in both independent and cooperative activities by studying independently and cooperatively with the guidance of the instructor.
- 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.
- Exhibit problem solving skills and abilities by: defining the problem, formulating hypotheses, testing hypotheses, drawing conclusions about hypotheses, interpreting findings.
- 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.

HON 150 Honors Seminar (3)

3 lecture hours per week

Prerequisite(s): Admission to the Honors program.

Comment: HON 150 may be repeated for a maximum of nine credits.

HON 150 is designed to address the exemplary student group of the College. Participants in the seminar will examine a different topic each semester. Emphasis will be on the student's ability to evaluate information, integrate the perspectives of more than one field of learning, relate in-depth knowledge of a specific subject to a larger value system, and to develop critical thinking, problem solving, decision making and lifelong learning skills.

Upon successful completion of an HON 150, the student should be able to:

- Demonstrate ability to think and read critically.
- Develop communication (written and oral) abilities in both individual and group situations.
- Exhibit problem solving and decision-making skills and abilities.
- Exhibit the ability to learn in both independent and cooperative activities.
- Examine values and value systems (one's own and others).
- Begin to develop skills for lifelong learning.

HOSPITALITY & TOURISM

HOST 100 Career and Customer Service Skills (3)

2 hours lecture and 2 hours lecture/lab per week

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:

- Identify career opportunities in the Hospitality and Tourism Industry.
- Create a career path to fit his/her interests and needs.
- Utilize job hunting strategies and techniques, such as writing a résumé and answering job interview questions.
- Utilize computer technology to create a paper based Career Portfolio and ePortfolio.
- Practice workplace behaviors that display professionalism, such as teamwork, appropriate dress, and business etiquette.
- Identify Hawaiian Values, their importance in the workplace, and create a work philosophy based on these values.
- Explain the ethical principles associated with the hospitality and tourism industry and demonstrate behaviors consistent with those ethical principles.
- Develop a positive attitude toward serving customers.
- Recognize and handle dissatisfied customers.
- Satisfy customers by exceeding their expectations.
- Use behaviors that win customer loyalty.

HOST 101 Introduction to Hospitality and Tourism (3)

3 hours lecture per week

HOST 101 provides an overview of the travel industry and related major business components. Analysis of links between hotel, food, transportation, recreation, and other tourism-related industries will be addressed.

Upon successful completion of HOST 101, the student should be able to:

- Differentiate the products and services offered by various sectors of the hospitality and tourism industry, and describe how the sectors are interrelated.
- Distinguish the organizational and operational characteristics of transportation, lodging, food-service, and recreation businesses and organizations.
- Identify and compare the career opportunities in the various sectors of the hospitality and tourism industry.
- Analyze the impact of tourism on the society of a destination, and explain the benefits of developing sustainable tourism practices.
- Identify the hospitality and tourism market's needs and motivations.
- Describe the tourism systems and services designed to serve the leisure travel market.
- Describe the tourism systems and services designed to serve the business travel market, including meetings, conventions, and expositions.
- Explain the sales and marketing activities utilized in the hospitality and tourism industry.

HOST 150 Housekeeping Operations (4)

3 hours lecture / 2 hours lecture/lab per week

HOST 150, Housekeeping Operations is the study of the professional management of housekeeping operations including the planning, organizing, staffing and control techniques required to assure quality service.

Upon successful completion of HOST 150, the student should be able to:

- Identify the tasks and responsibilities carried out in various housekeeping positions.
- Describe the interrelationships between the housekeeping department and other departments of a hotel.
- Identify the personal attitudes, characteristics, and work practices essential in providing excellence in housekeeping guest service.
- Demonstrate safe, sanitary, and efficient cleaning procedures for various housekeeping tasks.
- Identify effective housekeeping equipment selection, storage, maintenance, and control procedures.
- Describe the housekeeper's role in the renovation and restoration of facilities.
- Describe linen room operations and control techniques.
- Describe laundry room operations and control techniques.
- Describe the use of computers in housekeeping operations.
- Identify techniques for recruiting, selecting, training, scheduling, and motivating housekeeping employees.
- Describe the budgeting, record keeping, and reporting requirements of a housekeeping department.

HOST 152 Front Office Operations (4)

3 hours lecture, 2 hours lecture/lab per week

HOST 152 is the study of the philosophy, theory, equipment and current operating procedures of a hotel front office. This course will concentrate 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.

Upon successful completion of HOST 152, the student should be able to:

- Identify the tasks and responsibilities carried out in various front office positions.
- Describe the interrelationships between the front office and other departments of a hotel.
- Identify the personal attitudes, characteristics, and work practices essential in providing excellence in front office guest service.
- Demonstrate computer proficiency in reservations, check-in, posting, settlement, and night audit functions of the front.
- Demonstrate accurate application of guest accounting procedures.
- Identify controls for cash collection, check cashing, and the acceptance and processing of credit cards.
- Demonstrate effective complaint handling procedures.
- Demonstrate effective telephone call handling techniques.
- Produce and analyze management reports.
- Identify staffing requirements of a front office.

HOST 154 Food and Beverage Operations (4)

3 hours lecture / 2 hours lecture/lab per week

HOST 154 introduces students to the 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. Food and Beverage Operations includes the study and practical application of food and beverage management techniques to effectively manage resources: money, personnel, food and beverage products, and time.

Upon successful completion of HOST 154, the student should be able to:

- Recognize and demonstrate quality service to guests.
- Identify the importance of trends in food and beverage operations.
- Discuss the management process as it relates to food and beverage operational activities.
- Present, discuss, and analyze marketing and sales tools available to food and beverage operations.
- Practice sound nutrition principles in planning food production and service to meet the wants/needs of today's guests.
- Develop and implement a sanitation and safety program as it pertains to guests, employees, equipment, and facilities.
- Identify the various operational techniques that meet the psychological needs of guests.
- Effectively manage the purchasing, production, and service of food and beverage.
- Describe basic accounting techniques as they apply to food and beverage operations.
- Identify the effects of equipment layout and design on operational efficiency and profitability.

HOST 168 Tour Directing (3)*3 hours lecture per week*

HOST 168 is designed to prepare students for a career in tour escorting, conducting, guiding, managing, directing, travel planning, and customer service positions in the travel and hospitality industry who book tours for their guests. This course incorporates skills which enable the student to deliver tour information in an accurate and engaging fashion; manage group relations and behavior; and handle unexpected challenges and emergencies while conducting a tour. Students are prepared for the Professional Hawai'i Tour Driver/Guide certification which embodies Hawaiian values, language, history, culture, and points of interest.

Upon successful completion of HOST 168, the student should be able to:

- Identify career opportunities in the Travel and Tourism Industry
- Profile the traits and skills needed to be a successful tour leader.
- List the role and function of various types of Guides, including multi-day Tour Leaders.
- Discuss strategies for managing tour group behaviors.
- Interact with tour suppliers (airlines, hotels, ground operators) to assure that guest expectations and reservation arrangements are met.
- Outline procedures for dealing with unexpected challenges (lost, damaged, or stolen client property; flight delays or cancellations; client illness, accidents, or deaths; hotel fires; and other emergencies).
- Describe the principles for creating a successful tour itinerary
- Review industry publications as reference material in tour escorting.
- Prepare industry tour forms for lodging, food, transportation, and attractions.
- Provide interesting and accurate information about the language, history, culture and sites of Hawai'i.
- Demonstrate the ability to conduct walking and bus tours.

HOST 170 Selling Destinations (3)*3 hours lecture per week*

HOST 170 is designed to familiarize students with major domestic and international tourist destinations. This course will prepare students with knowledge of travel destinations as they construct itineraries and Passenger Name Records (PNRs). The students will analyze major domestic and international destinations as defined by the International Air Transport Association (IATA). The focus will be on IATA 1 (North American, Central American, Caribbean, and South American), IATA 2 (Europe, Middle East, and Africa) and IATA 3 (Eastern Russia, Asia and the Pacific). Emphasis on these tourist destinations will include regional weather, major attractions, gateways, airlines, routes, and IATA airline and airport codes.

Upon successful completion of HOST 170 the student should be able to:

- Explain how travel and tourism industry careers require familiarity with destination information.
- Explain the geographic routing direction for the major tourism destination areas within IATA 1 (North America, Central America, Caribbean, and South America), IATA 2 (Europe, Middle East, and Africa) and IATA 3 (Eastern Russia, Asia and the Pacific).
- Define the major attractions in IATA regions 1, 2, and 3 and explain their significance to tourism.
- Identify the major industry suppliers for IATA regions 1, 2, and 3 including IATA airline codes.
- Identify the capitals and major cities in each country in IATA regions 1, 2, and 3, including IATA airport and city codes.
- Explain climatic differences in IATA regions 1, 2, and 3 and how they affect tourism.
- Interpret the cultural patterns unique to major foreign destinations.
- List motivational factors that encourage a traveler to visit major destinations.

HOST 171 Airline Reservations and Ticketing (3)*2 hours lecture and 2 hours lecture/lab per week*

Prerequisite(s): Credit or concurrent enrollment in HOST 170.

HOST 171 is designed to prepare students with the necessary knowledge and skills needed to develop domestic and international itineraries. Students will calculate and construct fares by interpreting and applying the Airline Tariff Publishing Company (ATPCO) tariff rules and the International Air Transport Association (IATA) standards. Students will have the ability through Apollo and Viasinc simulated software to construct, modify and fare passenger name records (PNRs) for a variety of airlines.

Upon successful completion of HOST 171, the student should be able to:

- Define types of air journeys (one-way, round trip, circle trip, and open jaw) used to create travel itineraries.
- Define types of flight services (direct, non-stop, and connecting) used to create travel itineraries.

- Explain fare basis codes and fare rules.
- Retrieve and identify an airline flight availability display.
- Identify the five mandatory parts of a Passenger Name Record (PNR).
- Construct Passenger Name Records (PNR) on Viasinc and live Apollo to include faring, seat assignments, special needs request and frequent flyer numbers.
- Memorize IATA airport and airline codes.
- Access information on the Airline computer reservation systems.
- Explain how the history of the Domestic Airline Industry shaped the transportation industry including the impact of the Civil Aviation Bureau (CAB) and the Airline Reporting Corporation (ARC).
- Critique deregulation's success or failure.
- Explain the history and development of international air travel to include government regulations and treaties.
- Elaborate on the role of IATA (past, present and future) in regulating international travel.
- Differentiate between government subsidized and free enterprise airlines.
- Analyze the impact that the "open skies" and freedoms of the air have on the international airline industry.
- Create international fares using the routing and mileage systems and neutral units of construction principles.
- Research all domestic and international airlines that service Hawaii.
- Research visa and health requirement for international travel using TIMATIC, an electronic version of the Travel Information Manual (TIM).

HOST 256 Hospitality Accounting (3)

3 hours lecture per week.

HOST 256 is an introduction to basic accounting principles and the accounting cycle as applied to hospitality operations. Includes accounting for expenses, fixed assets, inventory, sales, equities, and the preparation and analysis of financial statements and management reports.

Upon successful completion of HOST 256, the student should be able to:

- Define basic accounting principles and concepts.
- Explain the difference between cash and accrual accounting as used in hospitality operations.
- Explain how transient ledger and city ledger transactions affect the fundamental accounting equation.
- Complete a practice accounting problem following the steps in the accounting cycle.
- Calculate depreciation using three methods.
- Explain expense accounting and control procedures used in hospitality and food & beverage operations.
- Calculate the value of hospitality and food & beverage inventory using four methods and explain how each method affects net income.
- Explain the accounting procedures and government reporting requirements for payroll accounting, including the recording of free room and meals.
- Describe the accounting procedures for the various profit centers of a hospitality operation.
- Interpret basic hospitality accounting reports used by managers for decision-making.

HOST 258 Hospitality Marketing (4)

3 hours lecture and 2 hours of lecture/lab per week

Prerequisite(s): HOST 101 with a grade of "C" or higher.

HOST 258 is a study of modern marketing techniques and concepts for the hospitality industry, including human factors, consumer demand, and planning.

Upon successful completion of HOST 248, the student should be able to:

- Explain what marketing is; the unique nature of marketing with the manufacturing of service as the product of Hospitality and Tourism; and why marketing should be viewed as a philosophy not just a business function.
- Illustrate best practices of organizations within Hospitality and Tourism that demonstrate effective strategies to address the challenges of producing service as a product.
- Select relevant trends in the macro-environments that are influencing the strategic directions of organizations within Hospitality and Tourism.
- Create a marketing research plan, including defining the problem and research objective, implementing the plan, and interpreting and reporting findings.
- Distinguish the major characteristics affecting consumer behavior, and apply some of the specific cultural, social, personal, and psychological factors that influence consumers in promotional initiatives.

- Distinguish the major group markets that comprise the Hospitality and Tourism industry and assess the positive attributes of each market.
- Differentiate the various strategies to used 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.
- Separate the various product levels (core, facilitating, supporting, and augmented) that combine to deliver the holistic experience of the product to the guest.
- Detect the key aspects and conditions that define successful hospitality and tourism brands.
- 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.
- Calculate pricing for services and products in hospitality and tourism based on generally accepted industry pricing approaches.
- Compose a channel of distribution that would include the appropriate marketing intermediaries to connect/distribute hospitality and tourism services to the customer.
- Distinguish effective strategies in advertising, including creating goals, objectives and budgets; creating the advertising message; selecting advertising media, and evaluating advertising effectiveness.
- Design a comprehensive public relations effort that involves the various public relations activities: press relations, product publicity, corporate communications, lobbying, counseling, and crisis management.
- Elaborate on the various strategies and steps for the effective representation and selling of service products in the hospitality and tourism industry: prospecting, qualifying, presenting, overcoming objections, closing and follow through.
- Illustrate how hospitality and tourism organizations have responded to the internet and other technologies with databases, direct and online marketing strategies.

HOST 261 Meeting and Convention Management (3)

3 hours lecture per week

Prerequisite(s): HOST 101.

HOST 261 prepares students to plan and administer successful meetings and conventions. Students explore topics such as: marketing, sales and service, channels of distribution, organization as well as catering and meeting technology.

Upon successful completion of HOST 261, the student should be able to:

- Identify the channels of distribution.
- Explain how to effectively promote and market to this segment of the industry.
- Describe the steps of servicing a group before, during and after a meeting.
- Create effective meeting manifests.
- Identify the necessary support requirements.
- Identify the multimedia and technology requirements.
- Demonstrate an understanding of the complexity of the jobs of meeting planners and convention service managers.
- Synthesize all the components required to plan and administer successful meetings and conventions.
- Demonstrate knowledge of the techniques of blocking space with suppliers, and the arrangement of deposits and payments.

HOST 265 Tourism and Destination Development & Planning (3)

3 hours lecture per week

Recommended Preparation: HOST 101.

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:

- Identify the historical growth and development of tourism.
- Explain the global significance and impact of tourism.
- Describe future trends and opportunities of tourism.
- Analyze the economic impact tourism have on a destination.
- Explain the effects of supply and demand and product life cycle have on a destination.
- Detect the social and environmental impacts tourism have on a destination.
- Propose the required agencies and organizations needed with in a destination to develop and manage tourism.

- Compare various destinations strategic plans to assess effectiveness.
- Identify various traveler behaviors and unite these with sustainable tourism development planning.
- Develop a tourism plan.
- Demonstrate knowledge of the components of an effective marketing plan for a destination.

HOST 275 Computer & Information Technology for the Hospitality Industry (4)

3 hours lecture per week, 2 hours of lecture/lab per week

Prerequisite(s): HOST 101, ICS 100 or ICS 101 .

HOST 275 presents an introduction to the business applications and technology in the tourism industry. Students review the history of computers and technology and the impact they have had on the development and evolution of service, systems and products in the visitor industry. Students have a hands-on opportunity to work with current software and systems in use in the industry. Students explore future trends and have an opportunity to develop on-line applications utilizing the Internet.

Upon successful completion of HOST 275, the student should be able to:

- Describe the evolution of computers and technology in their application in all phases of the visitor industry.
- Explain the role, functions, and importance of information and technology within the tourism business.
- Create on-line applications utilizing the internet.
- Demonstrate knowledge of the applications of telecommunication systems.
- Evaluate the tools and techniques of system development.
- Demonstrate knowledge in correctly selecting and implementing operating systems.
- Analyze the components of an effective POS system.
- Describe trends and future developments and analyze the impact and potential for the visitor industry.

HOST 278 Travel and Tour Operations (3)

2 hours lecture and 2 hours lecture/lab per week.

Prerequisite(s): HOST 101; HOST 170; HOST 171.

HOST 278 is designed to introduce the student to the operations of travel companies. These companies will include travel agencies, tour and cruise companies. This course explains the requirements for appointment and membership by the Airline Reporting Corporation (ARC), International Air Transport Association (IATA), Cruise Line International Association (CLIA), and United States Tour Association (USTA). Basic travel agency operations, internet agencies and preferred suppliers will be presented. The history and operation of the tour and cruise business and selling techniques of its products will be covered.

Upon successful completion of HOST 278, the student should be able to:

- Outline the requirements that must be met by travel agencies, for ARC and IATA appointments.
- Analyze the product lines of suppliers for retail and wholesale travel and explain the concept of preferred suppliers.
- Correctly greet clients, determine travel wants and needs, select product lines appropriate to the tastes and preferences of the client, and apply the components of a sales transaction.
- Discuss the role of automation and internet presence in agency operations.
- Construct and sell Amtrak, air segments, hotel, cars, tours and cruises on a computer reservations system.
- Examine the procedure of selling tour and cruise itineraries.

HOST 290 Hospitality Management (3)

3 hours lecture per week

Prerequisite(s): HOST 101, CULN 111 or FSHE 102.

HOST 290 is the study of the management process in hospitality operations, focusing on the managerial functions of planning, organizing, coordinating, staffing, directing, controlling and evaluating to bring about organizational effectiveness. Scenarios, case studies and role playing exercises typical of the hospitality industry have been developed to reinforce principles.

Upon successful completion of HOST 290, the student should be able to:

- Explain the importance of, and develop a personal career advancement plan.
- Identify and explain the various roles of a manager.

- Describe the management functions of planning, organizing, staffing, coordinating, directing, controlling and evaluating, and analyze the efficiency and effectiveness of each in a local hospitality organization.
- Describe the current and possible future uses of technology in hospitality management.
- Describe and discuss the decision-making processes within the various managerial levels of hospitality organizations.
- Explain how personal attitudes, values and ethics are formed, modified or changed in individuals and how they affect employee performance and the organization's culture.
- Explain various motivational theories and be able to apply these theories within various hospitality workplace environments.
- Differentiate between management and leadership and comprehend their relationship within hospitality organizations.
- Describe the process of effective employee selection, recruitment, selection, placement, orientation, training, appraisal and discipline.
- Describe the relationship between management and local unions within the hospitality industry and develop strategies designed to enhance this relationship.
- Plan, conduct and evaluate a training session.
- Define organizational culture and identify factors that influence it.
- Discuss the relationship and responsibilities between the hospitality industry and the community.

HOST 293E Hospitality Internship (3)

2 hours seminar and 20 hours fieldwork per week (for a semester total of 300 internship hours)

Prerequisite(s): HOST 100, CULN 111, FSHE 102, or department approval.

HOST 293E 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 293E, the student should be able to:

- Apply job readiness skills to obtain an internship.
- Describe the technical and human skills required of workers in the hospitality industry.
- Identify the personal qualities, attitudes, and work habits required of guest-contact employees.
- Apply classroom knowledge and skills in the workplace.
- Perform duties at the internship site according to industry standards.
- Analyze the inter-relationships of the various departments at internship site.
- Describe methods of quality assurance used in the industry.
- Explain the importance of lifelong learning in the constantly changing hospitality industry.
- Clarify career goals and aspirations.
- Assess how sustainable tourism concepts are applied at an internship site.

HUMANITIES

HUM 269 Study Abroad (Designated Region, Variable Credit) KCC AA/DH and KCC AS/AH

Various number of hours lecture/lab per week

Recommended Preparation: One or more semester course(s) in the language, history, or culture of the designated country or region.

HUM 269 is an on-site study of designated society's values, arts, and culture.

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

- Demonstrate understanding of and sensitivity to the peoples and cultures of the society(s) visited.
- Demonstrate awareness of internationalism and an interdependence of cultures.
- Compare cultural values and methods of coping with our changing world.
- Discuss, orally and in writing, ways in which the humanities enrich daily life in the societies visited, and in his or her own society.

INFORMATION & COMPUTER SCIENCES

ICS 100 Computing Literacy and Applications (3) KCC AS/NS*3 hours lecture per week**Comment: Students may be required to purchase storage for electronic media to store data files and assignments created as course projects.*

ICS 100 introduces students to computers and their role in the information world emphasizing computer terminology, hardware, and software. Opportunities for “hands-on” experience using applications software may include spreadsheets, word processing, presentations, communications, and databases.

Upon successful completion of ICS 100, the student should be able to:

- Utilize the basic features of computer applications to communicate effectively in the work environment.
 - o Produce documents in a variety of formats.
 - o Create, edit, and format electronic spreadsheets using simple formulas, functions, and charts.
 - o Create and organize a variety of electronic slides using templates, background styles, graphics, and animation effects.
- Utilize operating system interfaces to manage computer resources effectively.
- Utilize online resources for research and communication.
- Define, explain, and demonstrate proper computer terminology usage in areas such as hardware, software, and communications.
- Describe ethical issues involved in the use of computer technology.

ICS 100B: Introduction to Windows and the Web (1)*1 lecture hour per week**Prerequisite(s): Qualification for ENG 22 or higher level English or concurrent enrollment in ENG 21 or consent of instructor.**Comment: Completion of ICS 100B, ICS 100C, and ICS 100D may fulfill the Natural Science requirement for an AS degree.*

ICS 100B is a non-technical introduction to computers and the Internet. Students will increase their understanding of the dissemination of information via the World Wide Web and use of the Windows operating system to manage their computer files. The course includes hands-on experience with computer and Internet applications such as Web browsers, e-mail, and file transfer protocol. In addition, computer operating systems (OS) such as Windows 98/ME/2000/XP will be covered to provide the student with the navigational skills required to be functional on the computer.

Upon successful completion of ICS100B, the student should be able to:

- Describe the concepts of an operating system.
- Demonstrate on a personal computer the common operating system features such as: shut down/start/restart the system, launch programs; navigate through folders and documents; determine file and folder properties; perform searches and maintenance activities such as create, copy, delete, and move.
- Communicate through electronic mail.
- Participate in a “threaded” Web discussion.
- Search for materials on the Internet via a WWW browser.
- Use File Transfer Protocol to download/upload files through the Internet.

ICS 100BC Introduction to Windows, the Web, Word & PowerPoint (2)*2 hours lecture per week**Prerequisite(s): Qualification for ENG 22 or higher level English, or concurrent enrollment in ENG 21, or consent of instructor.**Comment: Completion of ICS 100BC, and ICS 100D may fulfill the Natural Science requirement for an AS degree.*

ICS 100BC is a non-technical introduction to computers, the Internet, word processing and presentation software. Students will increase their understanding of the dissemination of information via the World Wide Web and use of the Windows operating system to manage their computer files. Students will gain proficiency in the use of common word processing and presentation software. The course includes hands-on experience with computer and Internet applications such as word processors, presentation software, Web browsers, e-mail, and file transfer protocol. In addition, computer operating systems (OS) such as Windows 98/ME/2000/XP will be covered to provide the student with the navigational skills required to be functional on the computer.

Upon successful completion of ICS 100BC, the student should be able to:

- Describe the concepts of an operating system.
- Demonstrate on a personal computer the common operating system features such as: shut down/start/restart the system, launch programs; navigate through folders and documents; determine file and folder properties; perform searches and maintenance activities

- such as create, copy, delete, and move.
- Communicate through electronic mail.
- Participate in a “threaded” Web discussion.
- Search for materials on the Internet via a WWW browser.
- Use File Transfer Protocol to download/upload files through the Internet.
- Use a word processor to produce documents and to perform simple desktop publishing.
- Use presentation software to communicate effectively with an audience.

ICS 100C Introduction to Word & PowerPoint (1)

1 hour lecture per week

Prerequisite(s): Qualification for ENG 22 or higher or concurrent enrollment in ENG 21, or consent of instructor.

Comment: Completion of ICS 100B, ICS 100C, and ICS 100D may, in some cases, fulfill the Natural Science requirement for an AS degree.

ICS 100C is a non-technical introduction to word processing and presentation software. Students will gain proficiency in the use of common word processing and presentation software.

Upon successful completion of ICS 100C, the student should be able to:

- Use a word processor to produce documents and to perform simple desk top publishing.
- Use presentation software to communicate effectively with an audience.

ICS 100D Introduction to Microsoft Excel (1)

1 hour lecture per week

Prerequisite(s): Qualification for MATH 25 or higher level mathematics or concurrent enrollment in MATH 24; qualification for ENG 21 or higher level English; or consent of instructor.

Comment: Completion of (a) ICS 100B, ICS 100C, and ICS 100D, or (b) ICS 100BC and ICS 100D may fulfill the Natural Science requirement for an AS degree.

ICS 100D is a non-technical introduction to spreadsheets and Microsoft Excel. Students will gain proficiency in the use of common spreadsheet software.

Upon successful completion of ICS100D, the student should be able to:

- Implement accounting worksheets that require the use of a spreadsheet program.
- Use a spreadsheet to present numeric information, to do analysis, and to graph data.
- Integrate the output of a spreadsheet into a word processor.
- Communicate through electronic media such as electronic mail and web-based discussions.

ICS 101 Digital Tools for the Information World (3)

3 hours lecture per week

Recommended Preparation: Keyboarding experience; credit or qualification for ENG 100, ENG 160 or ESL 100; credit or qualification for MATH 103 or higher level mathematics.

Comment: ICS 101 meets requirements for Shidler College of Business at University of Hawai'i at Manoa (UHM), College of Business at Hilo (UHH), School of Travel Industry Management (TIM) at UHM, and UHM's Biology program and Botany Department. Students are expected to provide their own USB compatible high density electronic storage media of minimum size of 128 MB or as specified by instructor.

ICS 101 provides hands-on computer instruction with an emphasis on producing professional-level documents, spreadsheets, presentations, databases, and Web pages for problem solving. This course includes concepts, terminology, and a contemporary operating system.

Upon successful completion of ICS 101, the student should be able to:

- Utilize the appropriate computer applications to produce professional-level documents, spreadsheets, presentations, databases, and web pages for effective communication (major content area)
 - o Produce documents in a variety of formats.
 - o Create, edit, and format electronic spreadsheets using formulas, functions, and charts.
 - o Utilize a database with queries and reports that display required data.
 - o Create and organize a variety of electronic slides using templates, background styles, graphics, photos, and animation effects.
 - o Create web pages that contain hyperlinks and images that are suitable for publication.
- Utilize operating system interfaces to manage computer resources effectively.

- Extract and synthesize information from available Internet resources using intelligent search and discrimination.
- Define, explain, and demonstrate proper computer terminology usage in areas such as hardware, software, and communications to effectively interact with other computer users and to prepare for higher-level computer courses.
- Describe ethical issues involved in the use of computer technology.

ICS 102 The Internet (3)

3 hours lecture per week

Prerequisite(s): ITS 101, ITS 102 or ICS 101; qualification for ENG 100; qualification for MATH 25.

Recommended Preparation: Keyboarding Experience.

ICS 102 introduces the Internet and its effects on modern society. Students will review its history, concepts, and terminology; and learn how to connect to and navigate the Internet. Emphasis will be on using the Internet to access and provide information on a worldwide network. A variety of Internet resources will be demonstrated and subsequently explored by students.

Upon successful completion of ICS 102, the student should be able to:

- Define the Internet.
- Discuss the history of the Internet.
- Explain the terminology of the Internet.
- Explain how the Internet works.
- Connect to the Internet.
- Operate the operating system used to connect to the Internet.
- Navigate through various Internet resources to process e-mail, access and provide information, and communicate with other networks.
- Explain the social impact of the Internet.
- Describe current problems of the Internet.
- Describe the future of the Internet.
- Create Basic HTML pages and Websites with a simple text editor.

ICS 110 Introduction to Programming through 3D Animations (3)

3 hours lecture per week

Recommended Preparation: Keyboarding experience; MATH 25; ENG 22; ICS 101.

ICS 110 is an introduction to programming with user-friendly software (Alice). Students use storyboarding design strategies and create Disney/Pixar-like animations and simple games with objects in 3D virtual worlds. These projects promote an understanding of basic object oriented programming constructs through the use of a drag and drop interface that manipulates 3D animated objects. Introductory projects based on contemporary music, Hawaiian and Pacific themes for students with or without programming experience will be emphasized.

Upon successful completion of ICS 110, the student should be able to:

- Apply basic object oriented programming design principles.
- Apply the concepts of object-oriented programming such as Classes, Objects, Methods, and Parameters.
- Apply the concepts of event-driven programming techniques in a game simulation environment.
- Apply functions and control statements such as If/Else, Definite and Indefinite Loops, Recursion.
- Use and process Lists.
- Use Variables and Arrays.

ICS 111 Introduction to Computer Science I (3) KCC AS/NS

3 lecture hours per week

Recommended Preparation: ICS 101 or equivalent.

Comment: ICS 111 is intended for Computer Science majors and others interested in the first course in programming. Students are expected to provide their own USB compatible high density electronic storage media of minimum size of 128 MB or as specified by instructor.

ICS 111 is 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:

- Use an appropriate programming environment to design, code, compile, run and debug computer programs.
- Solve basic problem by analyzing problems, modeling a problem as a system of objects, creating algorithms, and implementing models and algorithms in an object-oriented computer language (classes, objects, methods with parameters, abstract classes, interfaces, inheritance and polymorphism).
- Illustrate basic programming concepts such as program flow and syntax of a high-level general purpose language.
- Identify relationships between computer systems, programming and programming languages.
- Manipulate primitive data types, strings and arrays.

ICS 141 Discrete Mathematics for Computer Science I (3) KCC AA/FS

3 hours lecture per week

Prerequisite(s): Qualification for MATH 135 or consent of instructor.

ICS 141 includes logic, sets, functions, matrices, algorithmic concepts, mathematical reasoning, recursion, counting techniques, probability theory.

Upon successful completion of ICS 141, the student should be able to:

- Solve problems in propositional logic, work with truth tables, and use Venn diagrams.
- Solve problems in elementary set theory.
- Prove theorems using mathematical induction.
- Use the formulas for permutations, combinations, and binomial coefficients.
- Perform general analysis of algorithms..
- Use recursive algorithms.
- Solve problems in elementary probability
- Solve elementary problems of relations
- Explain the concept of functions
- Solve basic matrix operations

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 the instructor.

ICS 211 reinforces and strengthens problem-solving skills using more advanced features of programming languages and algorithms such as recursion, pointers, and memory management. ICS 211 emphasizes the use of data structures such as arrays, lists, stacks, and queues.

Upon successful completion of ICS 211, the student should be able to:

- Recognize the use of arrays, lists, stacks, queues, and other data structures.
- Select the appropriate searching or sorting algorithm based on the algorithm's behavior.
- Develop recursive algorithms and programs.
- Select appropriate data structure for a given application.
- Use advanced object-oriented programming techniques (polymorphism, inheritance, and encapsulation) and standard libraries.
- Produce robust programs using exception handling and extensive program testing.
- Create a simple graphical user interface (GUI) program.

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.

Comment: Students are expected to provide their own USB compatible high density electronic storage media of minimum size of 128 MB or as specified by instructor.

ICS 212 focuses on program organization paradigms, programming environments, implementation of a module from specifications, and the C and C++ programming languages.

Upon successful completion of ICS 212, the student should be able to:

- Complete programming exercises involving complex algorithms.

- Use Emacs, a debugger, the Unix utility “make”, and the compiler in the Unix environment.
- Write programs using the features of C that are similar to Java, and in particular using character variables that require programs of 50 to 200 lines.
- Use pointers in C, C structures, linked data structures, and recursion.
- Use the C++ features that are similar to Java, including classes and inheritance.
- Write a program in C++ that involves linked data structures and recursion.
- Use overloading of operators by writing a non-trivial program that involves overloading of operators.
- Use memory management by writing a non-trivial program that requires memory management (constructors, destructor, and overloading assignment).
- Use standard C++ strings by writing a non-trivial program using standard C++ strings.
- Use the STL Library by writing a program that uses some other facilities provided by the C++ STL library, such as STL lists.

ICS 241 Discrete Mathematics for Computer Science II (3) KCC AA/FS

3 hours lecture per week

Prerequisite(s): ICS 111; 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:

- Use boolean algebra to realize logic circuits.
- Use graphs, paths, cycles and trees
- Solve simple recurrence relations
- Explain the concept of formal languages and finite-state machines
- Use concepts and techniques in program correctness to perform simple program validation.

INTERDISCIPLINARY STUDIES

IS 103 Introduction to College (3)

3 hours lecture per week

Recommended Preparation: Instructor recommendation, or qualification for, or concurrent enrollment in ENG 22 or 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:

- Identify short and long-range personal and college goals, and prepare an educational plan to meet those goals.
- Re-evaluate and revise short and long-range personal and college goals and their educational plan to meet those goals.
- List college facilities, policies, programs and services that can assist in achieving educational goals.
- Use college level note-taking, critical reading, test taking, memory and concentration techniques.
- Use time management, personal organization, stress management and study skills.
- Identify and use academic support areas of the college.
- Become actively involved in campus and/or community activities.
- Use appropriate technology for conducting research and conveying ideas.
- Communicate effectively in writing and speaking.
- Find information from library, Internet, and other sources.
- Research occupations and use decision-making processes in selecting a career.
- Use strategies to complete out-of-class work efficiently and effectively.

IS 105B Career Decision Making (2) KCC AS/SS

3 hours lecture per week for 10 weeks

Recommended Preparation: ENG 22 or higher level English.

IS 105B is designed to assist students in making a tentative career choice and related educational decision. The course will focus on exploring interests, skills, values, and understanding the world of work. It also emphasizes learning the career/life development process, which, once learned will prepare students to cope with additional career/life decisions in later life.

Upon successful completion of IS 105B, the student should be able to:

- Describe the process of career development.
- Discuss the role their self-concept plays in career decision making.
- Identify and prioritize their own interests, skills, personality traits, and values.
- Demonstrate the ability to use values clarification, decision making, and time management techniques in developing an individual career/life plan.
- Reduce their career interests to a few options for continued exploration.
- Describe the changing roles of men and women in the work force.
- Explain federal laws regarding age, sex and other discriminations.
- Discuss the numerous resources available to them for engaging in career exploration.
- Define in class discussion and written examinations the terms and concepts relevant to career/life exploration and planning.
- Explain why career decision making is a lifelong process.

IS 105C Job Search Skills (1) KCC AS/SS

3 hours lecture per week for 5 weeks

Recommended Preparation: ENG 22 or higher level English.

IS 105C is designed to assist students in developing job readiness skills. It includes skills identification, resume preparation, and interview techniques.

Upon successful completion of IS 105C, the student should be able to:

- Describe the process of career development.
- Discuss the role their self-concept plays in career decision making.
- Identify transferable skills and skills needed for a specific career.
- Assess work environment that relates to the student's own interests, values, and attitude.
- Utilize the decision making process in selecting a job for which the student will be interviewed.
- Describe the changing roles of men and women in the work force.
- Explain federal laws regarding age, sex and other discriminations.
- Demonstrate awareness of the non-traditional career opportunities available in Hawai'i and the nation.
- Identify and use standard and electronic sources of career information.
- Understand the importance and purpose of writing a resume.
- Demonstrate knowledge of appropriate job interview techniques.

IS 107 Student Success (1)

1.5 hours lecture per week for 10 weeks

Prerequisite(s): Qualification for ENG 100 and MATH 24.

IS 107 is a comprehensive student success course designed to promote effective academic strategies and the importance of personal responsibility in college and life success.

Upon successful completion of IS 107, the student should be able to:

- Develop and apply academic study skills in areas such as the following: Manage personal time, practice effective listening comprehension skills, take organized and meaningful notes from lectures and texts, practice effective textbook reading skills, identify different types of learning styles and be knowledgeable about own learning styles/preferences, prepare to successfully complete exams, identify and effectively manage stress/stressors and incorporate personal balance to enhance college success.
- Identify personal values in relation to life planning and goal setting.
- Explain the value and importance of personal responsibility in academic and life success.
- Identify resources, relationships, and survival skills that facilitate academic and life success.
- Realistically assess challenges of, and progress toward meeting, academic and life goals.

- Monitor and take ownership of individual academic progress.
- Communicate effectively on academic and individual matters with instructors, counselors, and peers.
- Organize information, plan, solve problems, and think critically in academic and life situations/contexts.

IS 109 – Na Wa'a: A Learning Odyssey (3) KCC AA/DH, KCC AS/AH

3 hours lecture per week

Prerequisite(s): Qualification for ENG 22 or ESOL 94 or instructor approval

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 which 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:

- Articulate an awareness of self by identifying and acknowledging personal strengths, values, interests, and cultural influences.
- Set tentative short and long range personal and career goals.
- Explore the relevance of selected college resources and academic support services for attaining educational and career goals.
- Communicate the importance and provide evidence of social connections and relationships with the community.
- Identify artifacts that reflect personal growth and insights achieved through participation in the course, college and community-based activities.
- Define issues and discuss the connection between individual responsibility and community in both a local and global context.
- Use technology for learning, research, reflection and sharing.
- Use self-expression to develop self-determination in social and community environments.

IS 114 Career Exploration in Education through Tutoring (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; TB clearance.

Comment: Students enrolled in the course must have a current (within the past 12 months) TB clearance and be willing to submit to background checks for security reasons.

IS 114 provides students with information about English and math literacy tutoring from pre-kindergarten through college levels. Students will be required to tutor at a school in the grade level of their choice.

Upon successful completion of IS 114, the student should be able to:

- Identify causes and effects of illiteracy.
- Cite current local and national statistics on illiteracy.
- List strategies to enhance brain development in children from 0-3 years of age.
- Identify developmental milestones for students from 0-18 years of age.
- Create an informal inventory for measuring students' literacy.
- Demonstrate techniques for successful English and Math tutoring.
- Identify learning styles and their implications for creation of lesson to be used in tutoring.
- Apply the problem-solving process in tutoring situations.
- Establish effective tutoring relationships.
- List his/her own strengths and weaknesses in communication and relating to students and set goals for improving areas of weakness.
- Identify skills needed by pre-kindergarten and primary, middle and secondary, and college-level tutors.
- Demonstrate understanding of changes required in tutoring needed to support the needs of students whose first language is not English.
- Demonstrate understanding of changes required in tutoring to support students with special educational needs.
- Demonstrate knowledge of a tutor's role, responsibility, and liability.
- Communicate effectively with teachers or professors and school administrators.
- Define reading and the reading process.
- Identify, demonstrate understanding of, and become proficient in the use of various tutoring strategies.
- List key differences in primary, secondary, and college-level tutoring.

- Demonstrate group leadership ability in primary, secondary or college educational settings.
- Identify and use various sources to obtain age appropriate reading material.
- Identify and use various web sites, which provide current literacy information.

INFORMATION TECHNOLOGY

ITS 102 Information Technology Tools for Business (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ICS 100 or equivalent or a satisfactory score in the Information Technology Skills Placement Test; credit or concurrent enrollment in ENG 22 or qualification for ENG 100, ENG 160, or ESL 100; qualification for MATH 103 or higher level mathematics course or credit or concurrent enrollment in MATH 25, MATH 81, or BUS 100.

ITS 102 course builds on the Information Technology major's prior knowledge of information technology applications (students are expected to be competent in word processing, Web browser and search, and PC navigation and file management before taking this course). The role of information technology in the continuing evolution of an information-based society is expanded upon. Students build on knowledge and skills garnered through prior classes or experience to develop business proficiencies in areas such as spreadsheet development and analysis and electronic presentations. Furthermore, students develop knowledge and skills in program logic and design; database creation and use; business teamwork; and Web page development. Students will also consider current legal and ethical issues related to information technology and business. The course includes structured group work, lectures, as well as hands-on use of computers to provide students with experiences in current business applications and methodologies.

Upon successful completion of ITS 102, the student should be able to:

- Work within a team setting to solve a business problem using appropriate Information Technology tools.
- Use presentation software to communicate effectively with an audience.
- Use diagramming software to illustrate logical processes.
- Use a spreadsheet to solve financial problems collaboratively.
- Use Web design tools to create a simple Web page.
- Define basic database concepts and terminology.
- Define numbering systems such as binary and hexadecimal and simple logical operators.

ITS 124 Small Business Networking (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 22 or ESOL 94 or higher; qualification for MATH 24 or higher.

Recommended Preparation: Previous computer experience.

Comment: ITS 124 may require hardware/software supplies for hands-on activities up to \$50.00. ITS 124 was formerly ITS 104.

ITS 124 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. Certification competencies related to the Windows desktop operating system will be covered. The course further introduces the student to security concepts such as cryptography, digital signatures, key management and authentication.

Upon successful completion of ITS 124 the student should be able to:

- Work effectively in teams.
- Manage networking projects.
- Identify the elements of, and uses for, a computer network in a small business.
- Identify the prominent networking standards organizations.
- Use the Windows desktop operating system.
- Identify the characteristics of popular networking protocols such as TCP/IP, IPX/SPX, NetBIOS and AppleTalk.
- Use addressing schemes of popular networking protocols.
- Explain the benefits and limitations of different networking media.
- Install network cabling in various topologies using industry-standard practices.
- Install network interface cards and their software drivers.
- Use common TCP/IP tools such as PING, TELNET and DNS.
- Discuss issues relating to network maintenance, integrity and security.

- Define Intranets, Extranets, and Virtual Private Networks.
- Identify the business and legal principles related to an electronic commerce transaction.
- Discuss information security technologies such as cryptography, digital signatures, key management and authentication.

ITS 128 Introduction to Problem Solving (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 22 or higher; qualification for MATH 24 or higher.

Comment: ITS 128 was formerly ITS 103.

ITS 128 is an introductory course in the development of problem solving and logical skills used in a business computing environment. Step-by-step logic are diagrammed into flowcharts and implemented in computer programs in a language deemed most appropriate for this course. Emphases are 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:

- Identify flowcharting and programming as problem-solving processes
- Describe the steps in the development of a solution to a computing problem
- Implement the basic constructs (sequence, decision, and looping) of a structured solution to solve a problem
- Develop logic in the form of block flowcharts to solve a problem
- Analyze block flowcharts for validity
- Translate the block flowchart into a program using a programming language appropriate for the course
- Debug programs to ensure accurate results
- Design system flowcharts
- Write effective documentation

ITS 129 Introduction to Databases (3)

3 hours lecture per week

Prerequisite(s): Qualification for ENG 22 or ESOL 94 or higher; qualification for MATH 24 or higher.

Comment: ITS 129 was formerly ITS 113.

ITS 129 is an introduction to databases. The course covers the tools needed to query and modify database objects. The course also 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 use in a computer environment that provides the students 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:

- Define a relational database
- Define common database terminology such as tables, records, fields, keys, views and relationships
- Describe the database design process
- Define advantages of good database design
- Define a database and describe the main logical differences between traditional files and databases
- Define a database management system (DBMS) and describe relationships of DBMS to a database and to users
- Use Structured Query Language to manipulate data
- Identify SQL standards
- Design simple relational database with proper documentation
- Create a database schema
- Work effectively in teams
- Manage projects.

ITS 144 Business PC System Maintenance/Support and OS Installation (3)

Prerequisite(s): ITS 124 or consent of the instructor or BE department chair.

Comment: ITS 144 may require hardware/software supplies for hands-on activities up to \$50.00. ITS 144 was formerly ITS 220E.

ITS 144 provides PC operating system and hardware concepts and hands-on activities relating to the following networking topics: operating system theory, current PC operating systems, various hard drive partitions, operating system installation and upgrading, peripheral device drivers, network connectivity, resource sharing over a network, construction, installation, upgrading, troubleshooting, and maintenance of hardware and software components of microcomputer systems. Course will cover specification, selection, installation and configuration of hardware components including memory, floppy disk drives, microprocessors, hard drives, CDs and CD-writers, video cards, LAN cards, sound cards, monitors, routers, switches, and printers as related to a business environment.

Upon successful completion of ITS 144, the student should be able to:

- Describe the types of operating systems currently in use by businesses
- Describe the functions of operating systems
- Define general operating system terminology
- Describe the basic features and characteristics of PC processors and their operating systems
- Demonstrate basic functions and features of DOS, Linux, Windows 95, 98, 2000 server, XP, .NET
- Install an operating system
- Upgrade to a new operating system
- Install peripheral devices and device drivers
- Assemble, maintain, troubleshoot various PC hardware components
- Perform file system and disk maintenance.

ITS 148 Visual Basic I (3)

3 hours lecture per week

Prerequisite(s): ITS 128 or consent of instructor or BE department chair.

Comment: ITS 148 was formerly ITS 118.

ITS 148 is an introductory course in using the programming language Visual Basic .NET to provide viable computing solutions in a business environment. It is assumed that the student is familiar with computing programming. Applications with forms, controls, and code are developed in an IDE (Integrated Development Environment) and run to test 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, a student should be able to:

- Explain the concept of event-driven programming
- Explain the basic concepts of objects in programming
- Solve business application problems using event-driven programming and objects
- Write, test, and debug event-driven programs
- Document event-driven programs.

ITS 149AD Database Administration I (3)

3 hours lecture per week

Prerequisite(s): ITS 129 or consent of the instructor or BE department chair.

Comment: ITS 149AD was formerly ITS 221F.

ITS 149AD is designed to give students a firm foundation in basic database administration. In this class, 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:

- Install the Database
- Back up and Recover Data
- Administer Users
- Transport Data between Databases
- Manage Data
- Configure the Network

ITS 155 COBOL (3)*3 hours lecture per week**Prerequisite(s): ITS 103.*

ITS 155 develops the basic technical and logical skills a programmer needs to design and implement elementary structured COBOL programs. In addition to learning COBOL commands and features, students practice the application of problem solving and debugging skills to ensure accurate results.

Upon successful completion of ITS 155, the student should be able to:

- Identify basic commands and features of the COBOL programming language.
- Design, write and run elementary structured COBOL programs for business application problems ranging from simple listings to data validation, control level breaks, and sequential file updating.
- Analyze and debug COBOL programs to ensure accurate results.
- Use interface technologies to create, modify, and run COBOL programs.
- Document programs and systems created by the student.

ITS 220 (Alpha) Topics in Networking Technologies (3)*3 hours lecture per week, 6-9 hours per week of assignment directed hands-on computing activities**Prerequisite(s): ITS 104.*

ITS 220 (Alpha) presents network technology topics(s) that may vary from semester to semester. Its purpose is to maintain currency with rapidly changing network technologies in Hawai'i's business computer industry. Possible topics include familiarization with the terms and concepts used in the computer networking industry and an opportunity to provide students with a conceptual framework of data communications. Students will have the opportunity to apply the skills learned in ITS 104, such as changes in upgraded Networking Operating System features, functionality, and interfaces, and the opportunity to install and configure the Network Operating System, upgrade servers, and install client software and protocols. Concepts will be discussed, demonstrated, and exercised to provide an understanding of networking technologies and to assist students make informed decisions on upgrading network design and technology.

Upon successful completion of ITS 220 (Alpha), for the networking technology(s) chosen, the student should be able to:

- Describe its history.
- Define its terminology.
- Describe its concepts and features.
- Use networking technology vocabulary.
- Use hardware and software components required for data communications.
- Demonstrate the practical application of skills in the installation, configuration, and management of the networking technology.
- Evaluate the implementation of the technology for efficiency and effectiveness.
- Describe its relationship to other networking technologies.
- Describe its impact on current business practices.

ITS 221 (Alpha) Topics in System Development (3)*3 hours lecture per week*

Prerequisite(s): ITS 151 and a grade of "C" or higher in all ITS 221 prerequisites of the same topic; or consent of the Business Education Department Chairperson, program coordinator, or instructor.

Comment: A student may not repeat the same topic course. A student may enroll in a maximum of three ITS 221 courses (two courses as Information Technology specific electives, one course as an elective) to satisfy the AS degree requirements for ITS.

ITS 221 (Alpha) presents system development topics that may vary semester to semester. Its purpose is to maintain currency with rapidly changing technologies in Hawai'i's business industry. Topics may include object-oriented technologies using Java or C++, electronic imaging systems, commerce on the Internet, and others as they emerge.

Upon successful completion of ITS 221 (Alpha), for the technology(s) chosen, the student should be able to:

- Describe its history.
- Define its terminology.
- Describe its concepts and features.
- Apply skills in the creation and management of a system.
- Evaluate the implementation of the system for efficiency and effectiveness.
- Describe its relationship to other technologies.
- Describe its impact on current business practices.

ITS 221B Topics in System Development: Systems Analysis (3)*3 hours lecture per week**Prerequisite(s): ITS 151 and grade of "C" or higher in ITS 221G (ITS 157) or consent of Business Education Department Chairperson, program coordinator or instructor.*

ITS 221B surveys established and evolving methodologies for the development of business-oriented computer information systems. Students are exposed to an overview of a structured approach to the definition of needs, creation of specifications and implementation of new systems. Students will be introduced to the use of advanced software tools to assist in system design and application generation.

Upon successful completion of ITS 221B, the student should be able to:

- Demonstrate different ways of organizing programs including modular programming from specifications, pipes/filters, command language processors, and pattern matching.
- Demonstrate enhanced programming skills in the C and C++ programming languages.
- Understand the effective use of programming tools and programming environments.
- Explain the role of the systems analyst.
- Describe the role, functions, and importance of information within a management context.
- Describe the reasons for, values of, and potential shortcomings involved in the traditional life-cycle approach to systems development.
- Demonstrate an understanding of modern methodologies for systems development.
- Explain the role of users in systems development and methodologies for interaction between users and systems analysts.
- Partition a system into a series of modules for solution of the stated problem.
- Use the tools and techniques of systems development.
- Work with Computer Aided Software Engineering (CASE) software.
- Participate in the analysis, design, development and implementation of a system.

ITS 221C Topics in System Development: Java Applications Programming (3)*3 hours lecture per week**Prerequisite(s): ITS 151 or consent of the Business Education Department Chairperson, program coordinator, or instructor.*

ITS 221C develops the technical skills a programmer needs to design and implement Internet systems in the Java environment. Topics include the Java programming language and environment, object-oriented fundamentals, and information processing on the Internet.

Upon successful completion of ITS 221C, the student should be able to:

- Design and implement applications in the Java environment.
- Analyze and debug Java programs to ensure correct results.
- Use object-oriented concepts in program design and implementation.
- Develop Java applications to perform Internet activities.

ITS 221D Topics in System Development: C++ Applications Programming I (3)*3 hours lecture per week**Prerequisite(s): ITS 151 or consent of the Business Education Department Chairperson, program coordinator, or instructor.*

ITS 221D develops the technical skills a programmer needs to design and implement Internet systems in the C++ environment. Topics include the C++ programming language, C++ environment, and object-oriented fundamentals.

Upon successful completion of ITS 221D, the student should be able to:

- Design and implement C++ applications.
- Analyze and debug C++ programs to ensure correct results.
- Use object-oriented concepts in program design and implementation.
- Use pointers to allocate and deallocate memory.

ITS 221H Topics in System Development: Java Applications Programming II (3)*3 hours lecture per week**Prerequisite(s): Consent of Business Education Department Chairperson, program coordinator or ITS 151 and ITS 221C with a grade of "C" or higher.*

ITS 221H is a second topic course in Java. It continues with the development of the technical skills a programmer needs to design and implement Internet systems in the Java environment. Topics include the advance features of the Java such as multithreading, multimedia, networking, Advanced AWT, JavaBeans, and Swing, and continued object-oriented programming, and information processing on the Internet.

Upon successful completion of ITS 221H, the student should be able to:

- Design and implement applets in the Java environment.
- Understand concepts involving multithreading, multimedia, JavaBeans, and Swing.
- Use the Java Programming environment to develop programs.
- Write programs using one or more advance features of Java.

ITS 221J Topics in System Development: C++ Applications Programming II (3)

3 hours lecture per week

Prerequisite(s): Consent of Business Education Department Chairperson, program coordinator, or instructor or ITS 151 and ITS 221D with a grade of "C" or higher.

ITS 221J develops the technical skills a programmer needs to design and implement intermediate to advanced applications in the C++ environment. Topics include the C++ Programming language, the C++ Standard Library, C++ environment, and the application of object oriented principles and generic programming. Graphical interfaces to the C++ Language including Microsoft Foundation Classes, X windows, and Amulet are introduced. The use of the C++ language for network, internet, and web programming is also introduced. Students will learn how to build large projects from reusable components and libraries. Student projects may be undertaken to explore XML, SOAP, data Visualization, Database development and networking topics.

Upon successful completion of ITS 221J, the student should be able to:

- Design and implement C++ applications using one or more advanced features of C++.
- Analyze and debug C++ programs using visual and non-visual debugging tools.
- Apply object-oriented principles and object oriented design.
- Understand how to use the principle of generic programming.

ITS 221K Topics in System Development: Project Management (3)

3 hours lecture per week

Prerequisite(s): ITS 151 or consent of Business Education Department Chairperson, program coordinator, or instructor.

ITS 221K develops the technical skills an Information Technology professional needs to plan, manage or participate effectively in an IT project. Project Management terminology, concepts, tools and techniques will be presented with an emphasis on the effective use of information and people in an IT project. A semester-long group project will be used to reinforce the material, and students will give a formal presentation of their project to the class at the end of the semester.

Upon successful completion of ITS 221K, the student should be able to:

- Demonstrate an understanding of the genesis of project management and its importance to improving the success of information technology projects.
- Demonstrate knowledge of project management terms and techniques.
- Apply project management concepts by working on a semester-long group project as team leader or active team member.
- Use Microsoft Project 2000 and other software to help plan and manage a project.
- Demonstrate an understanding of motivation theory and team building techniques.
- Use common tools and techniques of project management including: project selection methods, work breakdown structures, network diagrams, critical path analysis, and critical chain scheduling, cost estimates, and earned value management.
- Demonstrate competence in giving oral presentations.

ITS 221O Topics in System Development: Game Programming I (3)

3 hours lecture per week

Prerequisite(s): ITS 151 and ITS 221D with a grade of "C" or higher or consent of Business Education Department Chairperson or program coordinator, or instructor.

ITS 221O develops the skills necessary for producing interactive multimedia software in a collaborative environment. Students will examine the various technical aspects of multimedia and interactive software, and gain an understanding of project management, and team dynamics. Students will be led through a series of hands-on tasks using modern production-level software and hardware platforms. By the end of the course, the

student will be expected to produce a mid-sized multimedia application, which can be used by the student as a portfolio project.

Upon successful completion of ITS 221O, the student should be able to:

- Set up, configure, and make use of a software development environment on an industry-standard hardware platform (Windows, Playstation, GameBoy Advance, etc.).
- Describe historical and state-of-the-art techniques in a variety of software genres.
- Research and apply known solutions to software development issues.
- Produce a technical design from a functional specification.
- Implement memory management architectures.
- Implement media asset management systems.
- Create architectures to support complex interactions between software components.
- Create real-time image compositing systems based on industry standard SDKs (OpenGL, DirectX, etc.).
- Work with real-time user input.
- Implement, explain and discuss appropriate measures to address issues of performance and security.
- Analyze and debug programs to ensure correct results.
- Collaborate with peers in design, development and deployment of a mid-sized software application.
- Estimate and manage a production schedule.

ITS 221P Topics in System Development: Game Programming II (3)

3 hours lecture per week

Prerequisite(s): ITS 221O with a grade of "C" or higher or consent of the Business Education Department Chairperson, program coordinator or instructor.

ITS 221P is designed to give the student a firm foundation in 3D graphics rendering and asset management. Extensive use will be made of current 3D SDKs (OpenGL, DirectX, etc.). By the end of the course, the student will be expected to produce a mid-sized interactive 3D application, which can be used by the student as a portfolio project.

Upon successful completion of ITS 221P, the student should be able to:

- Explain 3D modeling issues.
- Explain 3D transformations using matrices.
- Explain animation systems.
- Implement media asset management systems.
- Implement world-view constraint systems.
- Use a third-party polygon renderer (OpenGL, DirectX3D, etc.) to produce complex, real-time scenes.
- Create architectures to support complex interactions between 3D shapes.

ITS 224 Help Desk Support Practices (3)

3 hours lecture per week

Prerequisite(s): ITS 144 or consent of the instructor or BE department chair.

ITS 224 Help Desk Support Practices 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, 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:

- Manage a task
- Educate and train others
- Provide efficient and effective customer service
- Solve problems and troubleshoot by analyzing situations
- Manage a project
- Document problems and solutions
- Install and maintain hardware and software

ITS 227 Web Site Development (3)

3 hours lecture per week

Recommended Preparation: ITS 124; ITS 129; ITS 148.

Comment: ITS 227 was formerly ITS 157.

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:

- Discuss the history of the Internet.
- Define the Internet.
- Use the terminology of the Internet.
- Explain how the Internet works.
- Describe the e-commerce use of information technology
- Access the Internet through different protocols.
- Work with the operating systems to connect to the Internet.
- Navigate through various Internet resources to process e-mail, access information, and communicate with other networks
- Design, develop, and update World Wide Web pages.
- Disseminate information on the Internet
- Explain the social impact of the Internet.
- Describe current problems of the Internet.
- Assess the future potential of the Internet.

ITS 228 Visual Basic II (3)

3 hours lecture per week

Prerequisite(s): ITS 148 or consent of the instructor or BE department chair.

Comment: ITS 228 was formerly ITS 151.

ITS 228 is an advanced course in using the programming language Visual Basic .NET to provide viable computing solutions in a business environment. It is assumed that the student is familiar with Visual Basic .NET. Enhanced user interfaces, especially those used in multi-form applications are covered. Also included in this course are the development and processing of XML documents. 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:

- Use structured program design and methodologies
- Develop multiform applications
- Manage structures and files
- Develop object oriented programs
- Develop database programs.

ITS 229AD Database Administration II (3)

3 hours lecture per week

Prerequisite(s): ITS 149AD or consent of the instructor or BE department chair.

ITS 229AD advances students' knowledge of database administration. In this class, students will learn how to configure a database server for multilingual applications. They will practice various methods of recovering the database using RMAN and Flashback technology. Database performance monitoring tools will be covered, in addition to the steps to take to resolve common problems and improve performance. Students will also learn how to administer a database efficiently by using database technologies such as the Resource Manager, the Scheduler, Automatic Storage Management (ASM), and VLDB features. They will set up a secure database using Virtual Private Database, and learn how to efficiently move data from database to database.

Upon successful completion of ITS 229AD, the student should be able to:

- Use RMAN to create and manage backup sets and image copies.
- Recover the database to a previous point in time.

- Use Oracle Secure Backup to backup and recover a database.
- Use Oracle's Flashback technology to recover your database.
- Detect block corruptions and take appropriate measures to correct them.
- Use the various Database advisors and views to monitor and improve database performance.
- Control database resource usage with the Resource Manager.
- Simplify management tasks by using the Scheduler.
- Review database log files for diagnostic purposes.
- Customize language-dependent behavior for the database and individual sessions.
- Administer a VLDB.
- Implement a secure database.
- Transport data across platforms.

ITS 255 Advanced COBOL and Mainframe Applications (3)

3 hours lecture per week

Prerequisite(s): ITS 155.

ITS 255 develops the technical skills a programmer needs to design and implement advanced structured COBOL programs in a mainframe environment. Topics include multiple level tables, subprograms, VSAM files, Job Control Language and online systems. Students also prepare programs to run as production runs in a simulated work environment.

Upon successful completion of ITS 255, the student should be able to:

- Design, write and run advanced structured COBOL programs for business application problems including multiple level tables, subprograms and VSAM files.
- Analyze and debug complex COBOL programs and ensure accurate results.
- Use Job Control Language (JCL) to instruct a mainframe computer in the execution requirements of a COBOL job.
- Understand the fundamental concepts of a mainframe online system, including the design of screen layouts.
- Prepare programs for production runs in simulated real work environments where a system is expected to perform correctly the first time it is run for production. The student will create his/her own test data and JCL to prepare a system which is ultimately tested by the instructor for validity.

ITS 293 Information Technology Program Internship (3)

1 hour lecture/8 hours practicum per week

Prerequisite(s): Consent of BE department chairperson, Info Tech program coordinator, or instructor.

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.

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. Students' interests, ITS program content and the availability of jobs are considered when making practicum assignments. It offers the opportunity to develop workplace soft skills as well as technical skills.

Upon successful completion of ITS 293, the student should be able to:

- 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.
- 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.
- Meet industry standards for the ITS course of study as evidenced by workplace ethics, behavior, team work and interpersonal relations.
- Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.

ITS 324 PC & Network Security and Safeguards (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ITS 224, consent of the Business Education Department Chairperson, program coordinator, or instructor.

ITS 324 centers on the principles of PC & Network security in small and home businesses. The course covers both hardware and software security issues and solutions, both peer-to-peer and server networks, network and Internet security as well as internal business security, data content, email, and physical security. Preventive security and disaster recovery are addressed. Common risk assessment strategies are developed with adaptations for various business situations to assist the student in developing security plans for various business situations. Common security tools are explored. The course covers basic communication security, infrastructure security, cryptography basics, computer forensics, common security issues faced by computer users with hands on labs to reinforce many of the security tools covered.

Upon successful completion of ITS 324, the student should be able to:

- Implement network security measures.
- Create a secure computer networking environment applying commonly used network and PC security principles .
- Authenticate and log attacks and malicious code that may be used against a network.
- Employ countermeasures for e-mail threats including digital identification.
- Employ common Web security applications.
- Perform remote access using remote desktop, remote management software and protocols, accessing servers through firewalls.
- Secure file and print services.
- Employ various security topologies.
- Evaluate appropriate technologies for providing secure communications channels such as VPN or virtual private networking, PGP.
- Secure internet-working devices and network media.
- Deploy intrusion detection systems.
- Implement firewalls, both hardware and software.
- Implement physical security concepts and create a physical risk assessment plan for a small business.
- Create security policies.
- Prepare a disaster recovery plan.
- Evaluate computer security using techniques such as computer forensics, tracking and logging.
- Manage and troubleshoot security technologies.

ITS 327 Dynamic HTML (3)

3 hours lecture/ per week

Prerequisite(s): A grade of "C" or higher in ITS 227, consent of the Business Education Department Chairperson, program coordinator, or instructor.

Comment: Work will be done using a flat ASCII editor such as Notepad or Simple Text as well as an HTML editor/management tool such as Microsoft Expression or Adobe Dreamweaver.

ITS 327 expands on the Information Technology students' earlier acquired skill set on HTML, CSS (Cascading Style Sheets), and Javascript. ITS 327 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, as well as, create Dynamic HTML (DHTML) that changes both the content and format of Web pages depending on user input.

Upon successful completion of ITS 327, the student should be able to:

- Convert an existing Web page without CSS to one that uses CSS.
- Style public Web documents, such as a Press Release or an Events Calendar, for a business.
- Style documents for print.
- Style attractive input forms.
- Style for multicolumn layouts.
- Place various elements on a Web page that overlap to achieve various stylistic effects.
- Create and debug Javascripts for Web pages.
- Use the DHTML Object Model.
- Create DHTML Web pages based on the end user's input and environmental variables.
- Hide and show Web page elements depending on the end user's input using CSS and Javascript.
- Insert, modify, and delete Web content dynamically using CSS and Javascript.
- Scale content in Web pages.
- Animate elements on a Web page.
- Define, enter, bind, format, display, and modify XML data within HTML.

ITS 328 Advanced Database Programming with VB .NET (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ITS 228, consent of the Business Education Department Chairperson, program coordinator, or instructor.

ITS 328 Advanced Database Programming with VB .NET develops the technical skills a programmer needs to design, develop, and implement multi-layer client/server database applications. Topics include advanced programming with the Visual Basic .NET language, client-server applications, and databases.

Upon successful completion of ITS 328, the student should be able to:

- Describe the client/server system model.
- Execute complex database queries using SQL.
- Access data using ADO.NET technology.
- Design and build multi-layer client/server database applications.
- Describe VB .NET provided query languages such as LINQ.
- Describe .NET Framework data transfer management tools such as Entity Framework.
- Implement data validation and error-trapping.
- Implement, explain, and discuss appropriate measures to address issues of performance and security.
- Analyze and debug programs to ensure correct results.
- Collaborate with peers in design, development and deployment of a multi-layer database application.

ITS 344 Small Business Server Administration (3)

Prerequisite(s): A grade of "C" or higher in ITS 224, consent of the Business Education Department Chairperson, program coordinator, or instructor.

Comment: This course 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:

- Describe the types of small business server operating systems currently in use.
- Describe the functions of server operating systems.
- Define general server terminology.
- Describe the basic features and characteristics of PC processors and their operating systems.
- Demonstrate basic features of Windows and UNIX/Linux based servers.
- Install a server operating system and manage a network domain.
- Install and configure networked printers and other shared peripherals.
- Create user accounts and groups.
- Describe basic server security.
- Administer group policies.
- Describe various server based services.
- Perform administrative duties on a server.
- Summarize server virtualization concepts, features and considerations
- Determine an appropriate physical environment for server location
- Describe the importance of documentation and industry best practices
- 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; a grade of "C" or higher in ITS 327; a grade of "C" or higher in ITS 228; or consent of the Business Education Department Chairperson, program coordinator, or instructor.

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:

- Describe the Active Server Pages Object Model.
- Design Web Pages using Active Server Pages to handle processing on the Server.
- Send information from the client machine to the server for processing.
- Connect and interface with a simple database such as Microsoft Access or MS SQL.

ITS 381B Topics in Information Technology: Web Applications for Mobile Devices (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in ITS 224, a grade of "C" or higher in ITS 227, a grade of "C" or higher in ITS 228, a grade of "C" or higher in ITS 229AD; a grade of "C" or higher in all prerequisites of the same topic; or consent of the Business Education Department Chairperson, program coordinator, or instructor.

Recommended Preparation: HTML Coding and Web Site Development experience or completion of ITS 227; Java Programming experience or completion of ICS 211.

The Google Web Toolkit used in ITS 381B is an emerging technology that facilitates the integration of the powerful tools available for the Java platform into the interactive web world. The toolkit consists of tools that compile Java code into a combination of HTML and Javascript code; using Java tools such as the Eclipse IDE. In this course, students will learn about the Google Web Toolkit, including the philosophy behind the toolkit, the GUI framework that it provides, and the methods available for interaction with remote services to create rich Web 2.0 applications for mobile devices.

Upon successful completion of ITS 381B, the student should be able to:

- Demonstrate proficiency in the history of wireless communication and mobile Internet, including comparisons of Asia/Europe/Americas in business models, protocols and standards, and successes and failures.
- Discuss topics with a command of history, nomenclature and comparisons of underlying wireless networking technologies, mobile internet services, social networks, and location-based services.
- Formulate appropriate design choices with respect to evolving history and comparisons of markup languages targeted for mobile devices, including design issues for mobile web sites.
- Create and develop a working professional portfolio.
- Develop a working professional portfolio that encapsulates and exhibits research, presence, experience and communication in a professional capacity.
- Maintain a professional engineering weblog including: A repertory of open source code from the class projects using a web-site based versioning code repository.
- Create and maintain a set of technical documents that support both users and developers using the code base.
- Demonstrate skills in the following technologies: Object Oriented Design & Programming, Abstract Data Types, Design Patterns, Java Programming Language including the Java Class Libraries, Google Web Toolkit Development including UI Design using the GWT Interface Components, Java Servlet Programming and Tomcat Deployment for RPC, RESTful web services design and protocol, Integrated development environments (Eclipse IDE) and code versioning (Subversion)
- Practice communication skills through online social networking, class discussions and making class presentations.
- Develop and refine group collaboration skills, personal communication skills, project management skills and delegation of duties.
- Use current software engineering strategies for developing software, including socio-coding strategies such as extreme programming.
- Practice problem solving skills through software design and implementation using a developing technology.
- Practice decision-making skills by identifying a target problem, designing a solution and choosing appropriate supporting technology to target a business environment.
- Design and develop software solutions for mobile application environments by employing appropriate problem solving strategies by analyzing the user needs and environmental issues present in ubiquitous computing scenarios and identify, design, and develop appropriate information technology solutions through feature rich web applications and paired web services.

INTERPRETING and TRANSLATION

IT 101 Introduction to Interpreting (2)

4 hours lecture per week for 8 weeks

Prerequisite(s): ENG 100; ASL 202 or equivalent, or instructor consent.

Comment: IT 101 is an 8-week course.

IT 101 is an introductory course focusing on the process of becoming an interpreter in educational and other settings. To explore interpreting as a

viable career option, the basic principles and practices involved in interpreting are covered extensively. Historical and current issues, terminology, ethical considerations, the interpreter's roles and responsibilities, and the skills necessary to work in this field are also emphasized.

Upon successful completion of IT 101, the student should be able to:

- Explain the interpreter's roles and responsibilities in and out of the classroom.
- Describe relevant interpreting codes of ethics and discuss their underlying principles and how they affect an interpreter's decision-making.
- Analyze the evolution of the models of interpretation and the history of the ASL/English interpreting field.
- Describe current issues facing interpreters in educational settings and other venues.
- Discuss the possible challenges interpreters encounter in educational settings.
- Compare and contrast ASL/English interpreters and spoken language interpreters.
- Identify the settings where and the participants with whom interpreters work.
- Identify and analyze the skills and knowledge successful interpreters possess.
- Describe the process of becoming an interpreter, including national certification and state credentialing.
- Compare and contrast interpreting in educational, medical, community, and law-related settings.
- Compare and contrast how Deaf consumers and interpreters view interpreters, their roles and responsibilities.
- Analyze how different interpreters approach their work.
- Identify important organizations for interpreters and demonstrate knowledge of relevant terminology.
- Discuss the power and intercultural dynamics that are present in interpreting situations.
- Provide feedback and evaluations to classmates during small group activities.

IT 102 Interpreting Readiness Skills (2)

4 hours lecture per week for 8 weeks

Prerequisite(s): ENG 100; ASL 202 or equivalent, IT 101 or instructor consent.

Comment: IT 102 is an 8-week course.

IT 102 focuses on the foundational skills interpreters require that will enable them to identify the speaker's main point, details and reason for speaking, and hold that information in their memory along with the message so they can effectively convey it in English or ASL. This course provides the theoretical knowledge and the practical strategies interpreting students need to perform this series of tasks.

Upon successful completion of IT 102, the student should be able to:

- Describe and practice the Process Interpreting & Sociolinguistic Models.
- Identify and explain the possible types of text goals/intentions a speaker may use.
- Analyze a source language message for the speaker's goal and intention.
- Decode, represent, and organize source language information according to text type.
- Paraphrase accurately messages rendered in ASL and English.
- Shadow messages rendered in ASL and English on the lexical, phrasal, sentential and textual levels.
- Identify the main goal of various texts in English and ASL.
- Identify the supporting points of various texts in English and ASL.
- Predict the conclusion of a partially presented message.
- Perform cloze skills in English and ASL on the lexical, phrasal, sentential and textual levels.
- Analyze a variety of messages for gender, age and regional differences.
- Analyze ("Four-Fold") a message for the speaker's perspective, main points, details, and omitted information/perspectives.
- Demonstrate auditory and visual discrimination skills at 80-100% accuracy.
- Participate in various verbatim and semantic memory enhancement exercises.
- Demonstrate an improved score on speed reading comprehension checks.
- Compare and contrast ASL and English linguistic features on an introductory level.
- Provide structured feedback and evaluations to classmates during small group activities.

IT 111 ASL/English Comparative Linguistics (2)

4 hours lecture per week for eight weeks

Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 102; or instructor's consent.

Recommended Preparation: LING 102.

Comment: IT 111 is an 8-week, modular course.

IT 111 compares the major linguistic features of American Sign Language and English. Basic similarities and differences in the morphology,

phonology, syntax, and semantics of these two languages are examined. The course introduces students to how each language represents various communicative functions and to the process of analyzing those functions.

Upon successful completion of IT 111, the student should be able to:

- Describe the importance of comparative linguistics to interpreters.
- Compare and contrast basic phonology and morphology for ASL and English.
- Compare and contrast how ASL and English use nouns and verbs to organize events.
- Compare, contrast and demonstrate how ASL and English describe people, places, and things.
- Demonstrate pronominalization and role-shifting in ASL and English.
- Compare and contrast how ASL and English describe actions.
- Demonstrate various verb forms in ASL and English.
- Compare and contrast how each language asserts, negates, and questions.
- Demonstrate basic sentence types (assertions, negations, queries, conditionals, rhetoricals, etc.) with equivalent meanings in ASL and English.
- Demonstrate appropriate non-manual grammatical markers in ASL.
- Compare and contrast how ASL and English indicate spatial arrangements and proximities.
- Demonstrate various ASL classifiers (Body, Body-part, Instrument, Semantic, Locative, etc.).
- Compare, contrast and demonstrate how each language pluralizes.
- Demonstrate how topicalization is handled in ASL and English.
- Demonstrate the process of expansion and compression on an introductory level.
- Compare, contrast and demonstrate how metaphors, idioms and colloquialisms are handled in both languages.
- Compare and contrast how conversations and extended narratives are opened and closed in ASL and English (greetings, introductions, leave-taking, etc.).
- Participate in small group activities that utilize selected linguistic features in both languages.
- Provide structured feedback and evaluations to classmates during small group activities.
- Demonstrate expanded ASL and English vocabularies.

IT 112 ASL/English Translation Techniques (2)

4 hours lecture per week for eight weeks

Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 111; or instructor's consent.

Comment: IT 112 is an 8-week, modular course.

IT 112 focuses on analyzing, processing, and translating various texts in American Sign Language and English without the immediate time constraints typically encountered while interpreting. Strategies for obtaining message equivalence between the two languages are discussed and practiced while using texts drawn from materials typically found in educational settings. Various translated works are examined to illustrate the differences in the organization of information in ASL and English.

Upon successful completion of IT 112, the student should be able to:

- Analyze source language texts for content, context, affect, and register.
- Analyze a source text for gender, age and regional differences.
- Compare and contrast ASL and English vocabulary, syntax, and other linguistic features during the translation process.
- Identify and explain the goals/intentions a source text has and how they affect a given translation.
- Demonstrate strategies for finding the equivalent message in the source and target languages.
- Incorporate the appropriate ASL and English linguistic and cultural features into translations.
- Discuss various language models and translations in both ASL and English.
- Produce transcriptions of texts translated into ASL.
- Produce translations of various texts in ASL and English.
- Demonstrate sight translation of selected English texts.
- Discuss the purpose of back translation and demonstrate its use.
- Identify and analyze aspects typically found in children's literature.
- Translate children's stories into ASL that can be incorporated into K-12 settings.
- Display a portfolio of various translated stories and texts.
- Participate in translation activities and produce individual and group translations.
- Provide structured feedback and evaluations to classmates during small group activities.
- Demonstrate expanded ASL and English vocabularies by 3-5 lexical items per week.

IT 200 ASL/English Consecutive Interpretation (4)

9 hours lecture per week for six weeks

Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 112; or instructor's consent.

Comment: IT 200 is a 6-week, intensive course.

IT 200 builds on the knowledge and practices gained in IT 112, Translation Techniques and focuses on concepts related to consecutive interpretation. Various texts are examined and practiced to further illustrate the differences in the organization of information in American Sign Language and English. Strategies are practiced for obtaining message equivalence in the target language. Interpreting theory, team-interpreting practices, text analysis and feedback strategies are applied to situations which allow for sufficient processing time. Discussion about how and when these are applied in educational settings is included.

Upon successful completion of IT 200, the student should be able to:

- Analyze source language texts for content, context, affect, cultural considerations, and register using mind-mapping and other types of non-verbal representations.
- Compare and contrast ASL and English vocabulary, syntax and other linguistic features between the source and target languages.
- Demonstrate strategies for finding equivalent messages between the source and target languages.
- Shadow messages in ASL and English on lexical, phrasal, sentential and textual levels.
- Discuss various language models, translations and consecutive interpretations in both ASL and English.
- Practice the Process Interpreting Model in a consecutive mode.
- Diminish the amount of processing time needed to produce a successful consecutive interpretation.
- Apply the appropriate interpreting techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval) required for consecutive interpretations.
- Discuss when consecutive interpretation is desirable and appropriate in educational and other settings.
- Discuss the “demands” evident in a situation and the “controls” that are available to the interpreter to produce an effective interpretation.
- Participate in individual and small group activities that require consecutive interpretation strategies.
- Provide structured feedback and evaluations to classmates during small group activities.
- Demonstrate expanded ASL and English vocabularies while working with materials drawn from K-12 classrooms.

IT 201 ASL/English Simultaneous Interpretation (2)

4 hours lecture per week for 8 weeks

Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 200; or instructor's consent.

Comment: IT 201 is an 8-week, modular course.

IT 201 builds on the knowledge and practices gained in IT 200 and focuses on concepts related to simultaneous interpretation. This course introduces the theory, strategies and information necessary to interpret in a simultaneous mode. The depth of processing skills and processing speed needed to clearly produce an equivalent message from one language to another across a variety of registers and situations in this mode are developed through guided practice. Semantics, register, text analysis, process management, “demand control”, team interpreting, and feedback strategies as they pertain to educational settings and other venues are discussed and practiced.

Upon successful completion of IT 201, the student should be able to:

- Analyze source language texts for content, context, vocabulary, syntax, affect, cultural considerations, and register.
- Demonstrate strategies for finding equivalent messages between the source and target languages.
- Demonstrate on an introductory level the ability to simultaneously interpret messages into the target language on lexical, phrasal, sentential and textual levels.
- Discuss various language models and their simultaneous interpretations in both ASL and English.
- Practice the Process Interpreting Model in a simultaneous mode.
- Diminish the amount of processing time needed to produce a successful consecutive interpretation.
- Apply the appropriate interpreting techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval, expansion, compression, etc.) required for simultaneous interpretations.
- Discuss and demonstrate when simultaneous interpretation is desirable and appropriate in educational and other settings.
- Discuss the changes in the educational interpreter's role based on grade level.
- Discuss the “demands” evident in various situations and the “controls” that are available to the interpreter to produce an effective interpretation.
- Participate in individual and small group activities that require simultaneous interpretation strategies.
- Provide structured feedback and evaluations to classmates during small group activities.
- Demonstrate expanded ASL and English vocabularies while working with materials drawn from K-12 classrooms.

IT 202 ASL/English Simultaneous Interpretation II (2)

4 hours lecture per week for 8 weeks

Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 201; or instructor's consent.

Comment: IT 202 is an 8-week, modular course.

IT 202 builds on the knowledge and practices gained in IT 201 and focuses on a deeper understanding of the concepts and techniques required for accurate simultaneous interpretations. The processing skills and processing speed needed to clearly produce an equivalent message from one language to another across a variety of registers, situations, and discourse (monologic /narrative, dialogic/interview, and group) in this mode are developed through guided practice. Semantics, register, text analysis, process management, "demand control", team interpreting, and feedback strategies as they pertain to educational settings and other venues are discussed and practiced.

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

- Analyze source language texts for content, context, vocabulary, syntax, affect, cultural considerations, and register.
- Demonstrate intermediate level strategies for finding equivalent messages between the source and target languages.
- Demonstrate the ability to simultaneously interpret messages into the target language on lexical, phrasal, sentential and textual levels.
- Discuss various interpreting models and their simultaneous interpretations in both ASL and English.
- Practice the Process Interpreting Model in a simultaneous mode.
- Apply the appropriate interpreting techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval, expansion, compression, etc.) required for simultaneous interpretations.
- Interpret monologic/narrative, dialogic/interview, and group discourse at a level appropriate for a second year student.
- Discuss and demonstrate situations in which simultaneous interpretation is desirable and appropriate in educational and other settings.
- Discuss the changes in the educational interpreter's role based on grade level and situation.
- Discuss the "demands" evident in situations and the "controls" that are available to the interpreter to produce an effective interpretation.
- Participate in individual and small group activities that require preparation, vocal control, sign articulation, simultaneous interpretation, and teaming strategies.
- Provide structured feedback and evaluations to classmates during small group activities.
- Demonstrate expanded ASL and English vocabularies while working with materials drawn from K-12 classrooms.

IT 211 Transliteration (2)

4 hours lecture per week for eight weeks

Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 202; or instructor's consent.

Comment: IT 211 is an 8-week, modular course.

IT 211 focuses on developing the knowledge and skills to understand a source message or represent a target message that resembles English. Current theories about transliteration and contact language varieties are presented and transliteration strategies are developed through guided practice. Prepared and spontaneous texts from K-12 classrooms are used to reinforce the concepts presented in class. Information about the role of facial grammar, processing, finger-spelling, and mouth movements is discussed. Language policy issues and how these policies in public schools influence the choices interpreters/ transliterators make are also covered.

Upon successful completion of IT 211, the student should be able to:

- Analyze source language texts for content, context, vocabulary, syntax, affect, cultural considerations, and register.
- Discuss how various Signed English systems influence transliteration.
- Demonstrate strategies for finding dynamic equivalency between the source and target messages.
- Transliterate messages consecutively or simultaneously into Signed English or spoken English on lexical, phrasal, and sentential levels for a minimum of 15 minutes.
- Compare and contrast transliterations executed by various models.
- Practice the Process Model as it applies to transliteration.
- Apply the appropriate techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval, expansion, compression, etc.) required for successful consecutive and simultaneous transliterations.
- Transliterate monologic/narrative, dialogic/interview, and group discourse with at least 75% accuracy on performance exams.
- Discuss and demonstrate when manual transliteration or transliteration is desirable and appropriate in educational and other settings.
- Discuss and demonstrate the role of facial grammar, lexical borrowings, finger-spelling, contact language, and mouth movements in transliterations.
- Discuss the changes in the educational interpreter's role based on a school's language policy, student's grade level and the educational situation.
- Discuss the "demands" evident in various situations and the "controls" that are available to the interpreter to produce an effective transliteration.
- Participate in individual and small group activities that require transliteration strategies.
- Provide structured feedback and evaluations to classmates during small group activities.

- Demonstrate an increase, by 3-5 lexical items per week, in Signed English and English vocabularies while working with materials drawn from K-12 classrooms.

IT 212 Interpreters at Work (2)

4 hours lecture per week for eight weeks

Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 211; or instructor's consent.

Comment: IT 212 is an 8-week, modular course.

IT 212 builds on the knowledge and practices gained throughout the IT series and is a companion to the DEAF 294 Practicum course. Focus is on understanding the logistics involved in negotiating, booking, preparing for and completing an interpreting assignment. Content/context specific vocabulary, semantics, register, text analysis, process management, ethics, "demand-control" issues, team interpreting, and feedback are addressed through the use of live and mock monologic and dialogic discourse taken from educational and related settings.

Upon successful completion of IT 212, the student should be able to:

- Identify effective business practices for working interpreters.
- Identify the current business issues facing working interpreters.
- Negotiate, accept, prepare for, participate in and submit billing for an interpreting assignment.
- Develop a business card and billing form.
- Demonstrate the appropriate professional behavior, dress, and demeanor for various interpreting assignments.
- Identify resources, strategies and support mechanisms to remain active in the field.
- Successfully interpret monologic/narrative, dialogic/interview, and group discourse in school-related contexts that involve diverse consumers.
- Develop appropriate negotiation strategies for various interpreting assignments and settings.
- Consecutively or simultaneously interpret messages into the target language on lexical, phrasal, sentential and textual levels.
- Apply the appropriate techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval, expansion, compression, etc.) required for consecutive or simultaneous interpretations and transliterations.
- Discuss the "demands", challenges, ethical issues, and logistics faced in various educational and related settings and the "controls", strategies, resources and solutions that are available to the interpreter to produce an effective interpretation or transliteration.
- Identify the educational interpreter's role and responsibility according to grade level and situation/assignment.
- Interpret or transliterate monologic/narrative, dialogic/ interview, and group discourse for a minimum of 20 minutes with 75% accuracy.
- Practice appropriate monitoring, feedback and teaming techniques.
- Participate in individual and small group activities that require preparation, vocal control, sign articulation, consecutive/simultaneous interpretation, and teaming strategies.
- Provide structured feedback and evaluations to classmates during small group activities.
- Demonstrate ASL and English vocabularies for specific content areas and grade levels and expand vocabulary by 5 lexical items weekly.

IT 294 Interpreting Practicum (3)

8 hours lecture, 150 hours practicum experience

Prerequisite(s): DEAF 201; IT 202; or instructor's consent.

Corequisite(s): IT 211 and IT 212; or instructor's consent.

Comment: Before enrolling in IT 294, students should obtain fingerprint and TB test clearance as required by the schools.

IT 294 provides students with an overview of interpreting in academic and related settings and provides an opportunity to work directly with students and faculty. Practicum students will be encouraged to participate in as much "hands-on" experience as is appropriate to the particular situation. After initial observation, the students will interpret with the on-site interpreter in a variety of classes and activities; provide support and work with individuals, and small and large groups.

Upon successful completion of IT 294, the student should be able to:

- Interpret instructional activities including tutoring with individual students or small groups, with a mentor's direction and supervision.
- Accept mentor's and on-site interpreter's (if appropriate) guidance and feedback during practicum assignment.
- Apply principles of process interpreting, effective decision-making and teaming strategies while interpreting.
- Interpret clearly in ASL, Contact Varieties of English and English.
- Demonstrate appropriate behavior according to the setting, classroom activities and needs of the participants.
- Interact effectively with students, staff, and parents (when appropriate).
- Demonstrate professional and ethical behaviors appropriate to the environment.
- Document practicum assignments, summarize and analyze experiences in Practicum Notebook.

COURSES (J-N)

JAPANESE

Prior to registration, students who have taken Japanese in high school or elsewhere will be given a placement examination. Students who successfully pass the placement examination are qualified to apply for credit by examination.

JPNS 50 Basic Japanese for Visitor Industry (3)

3 hours lecture per week

Using the audio-lingual approach, JPNS 50 teaches the student to comprehend and speak in Japanese. It is specially designed for those students planning to work in the visitor industry and for those who wish to speak Japanese without obtaining the mastery of conversational Japanese. It also provides an orientation to Japanese culture to aid in understanding the Japanese visitor to Hawai'i.

Upon successful completion of JPNS 50, the student should be able to:

- Acquire a limited vocabulary, a workable knowledge of Japanese expressions, and a fair background in the culture of Japan to enable him to communicate with the Japanese visitors in hotels, restaurants, shops and offices, at travel desks.
- Reproduce orally ten common everyday greetings.
- Demonstrate the Japanese and Chinese counting system of numbers one through twelve in terms of people and in telling time.
- Give directions from one place to another using terms: here, there, over there, where, right, left, turn, straight, up, and down.
- Practice a conversation with another person using expressions covered in lessons.
- Answer and take a message on the phone.
- Demonstrate the Chinese counting system of numbers one through a hundred and express them in monetary terms.
- Given a list of store items in English, state the Japanese equivalent.
- Given a list of store items in Japanese, state the English equivalent.
- Express colors and clothing sizes in Japanese.
- Carry on conversation, using at least twenty simple phrases with customers at a hotel, restaurant, gift shop, and office.
- Given a list, pronounce twenty Americanized Japanese words accurately.
- Explain the American 4 percent excise tax in Japanese.
- Given a list of sizes of clothing and footwear items, state the Japanese equivalent.
- Reproduce orally twenty idiomatic expressions commonly used in hotels, restaurants, and at travel desks.
- Given a list of names of the week, days, and months, state the Japanese equivalent.
- Given a list of menu items in Japanese, pronounce twenty names of food and drink accurately.
- Given a list of menu items in English, state the Japanese equivalent.
- Demonstrate knowledge of the Chinese counting system of numbers beyond one hundred.
- Identify Chinese characters commonly found in hotels, restaurants, airports, and sightseeing areas, and state their meaning.

JPNS 100 Elementary Japanese, Special (3) KCC AA/HSL

3 hours lecture, 3 hours independent practice in lab per week

Prerequisite(s): Placement by examination.

JPNS 100 is an intensive elementary Japanese course covering the same material as JPNS 101 at a more rapid pace. Intended for students with some Japanese language background.

Upon successful completion of JPNS 100, the student should be able to:

- Master basic Japanese vocabulary and sentence patterns.
- Carry on limited conversations in daily situations using basic Japanese sentence patterns and vocabulary.
- Form simple sentences using verb, adjective, and noun predicates in past and non-past tenses.
- Use affirmative and negative sentences.
- Count and tell time.
- Use polite expressions.
- Read and write in both katakana and hiragana.
- Become acquainted with aspects of the Japanese culture that relate to the lesson topics.

JPNS 101 Elementary Japanese I (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

JPNS 101 builds 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.

Upon successful completion of JPNS 101, the student should be able to:

- Understand short, learned utterances, and occasionally sentence-length utterances where context is clear. Comprehension is limited to vocabulary and some simple questions/statements related to everyday events, such as greetings, introductions, descriptions of rooms/housing, campus/towns, and daily schedule/activities.
- Make short statements and ask simple questions, primarily by relying on memorized utterances and set phrases. Occasionally, expand to sentence-level production to accomplish tasks in contexts similar to those stated above. Ask for meanings of unknown words in Japanese and to expand their vocabulary.
- Understand written materials in hiragana and katakana. Comprehension is limited to vocabulary and some simple questions/statements related to contexts similar to the aforementioned contexts. Occasionally comprehend some unfamiliar materials in which the context is clear.
- Write short phrases and sentences in hiragana and katakana with accuracy. Write self-introductions and compose simple memos.

JPNS 102 Elementary Japanese II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in JPNS 101, or satisfactory score on language placement test, or instructor consent.

JPNS 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.

Upon successful completion of JPNS 102, the student should be able to:

- Understand sentence-length utterances that consist of a recombination of new and previously learned elements in a limited number of content areas, such as shopping, describing preferences, family members, memories and physical condition, and inviting and dining out.
- Perform basic communicative exchanges. Make short statements and ask questions in simple sentences that are common to the aforementioned situations.
- Understand written material in hiragana and katakana, and have a functional command of about 90 essential kanji. Read and comprehend menus, postcards, short letters, and simple journals.
- Write simple texts of a few paragraphs by integrating new and previously learned structures. Master hiragana and katakana and have a good command of kanji they have learned. Compose memos, messages, postcards, short letters, and simple journals.

JPNS 131 Japanese Conversation and Culture I/Business and Tourism Industry (4) KCC AA/DH

5 hours lecture, 5 hours independent practice or lab per week

JPNS 131 focuses on beginning level Japanese to develop oral communication skills. Includes oral drills and individual practice for forming Japanese sentences. Also discusses cultural information that forms part of the language. Covers vocabulary and situations appropriate for the business and hospitality industries. A communicative approach emphasizes questions and answers and situational role-plays.

Upon successful completion of JPNS 131, the student should be able to:

- Recognize short utterances in Japanese.
- Orally produce simple, short sentences.
- Refer to present, past, and future events.
- Count people, animals, objects, and concepts, and handle monetary transactions, using numbers to 99,999,999.
- Recognize and use approximately 600 words, including those which express activities, location, time, duration, colors, size, and shapes.
- Perform limited business tasks such as retailing and taking orders on tables.
- Interact with clients in culturally acceptable ways, employing appropriate speech style, greetings, mannerisms, and implications.
- Be familiar with a cultural perspective different from the student's own.

JPNS 132 Japanese Conversation and Culture II/Business and Tourism Industry (4) KCC AA/DH

5 hours lecture, 5 hours independent practice or lab per week

Prerequisite(s): JPNS 101 or JPNS 131.

JPNS 132 is a continuation of JPNS 131. Second level Japanese to develop oral communication skills. Includes oral drills and individual practice for forming Japanese sentences. Also discusses cultural information that forms part of the language. Covers vocabulary and situations appropriate for the business and hospitality industries. A communicative approach emphasizes questions and answers and situational role-plays.

Upon successful completion of JPNS 132, the student should be able to:

- Recognize long utterances in Japanese.
- Orally produce compound sentences and recognize complex sentences.
- Begin to think in the word order of Japanese.
- Recognize and use approximately 1,200 words.
- Refer to people's age, occupations, weather, pains and physical condition, probability, intention, action in progress, state of being, changes, ability, and other people's remarks.
- Interact with Japanese guests to make simple decisions and choices, including telephone conversations on routine matters.
- Perform limited business tasks such as registering hotel guests, arranging for transportation, and working as a tour guide.
- Begin to realize cultural norms and expectations, and the borderless nature of the present world.

JPNS 201 Intermediate Japanese I (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in JPNS 102, or satisfactory score on language placement test, or instructor's consent.

JPNS 201 is 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. It also aims at developing the functional ability to communicate in Japanese beyond the survival level.

Upon successful completion of JPNS 201, the student should be able to:

- Understand sentence-length utterances that consist of a recombination of new and previously learned elements in a limited number of content areas, such as weather, climate, travel, asking for favors, explaining procedures, observing rules, and career planning and preparation.
- Understand increased but limited number of simple paragraph-length utterances.
- Understand spontaneous face-to-face conversations as well as short routine telephone conversations and some deliberate speech, such as simple announcements and reports.
- 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.
- Read consistently, with increased understanding, simply connected texts dealing with a variety of basic and social needs, such as personal letters, messages, journals, and narrative accounts of events of interest. Such texts are written in hiragana, katakana, and about 240 frequently used kanji (150 kanji are introduced in this course).
- Obtain necessary information from simple authentic texts using skimming and scanning skills.
- Meet a number of simple practical writing needs, such as simple personal letters, messages, and journals with content involving personal preferences, daily routine, everyday events, and other topics grounded in personal experience.

JPNS 202 Intermediate Japanese II (4) KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in JPNS 201, or satisfactory score on language placement test, or instructor's consent.

JPNS 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.

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

- Sustain understanding over longer stretches of connected discourse on a number of topics, such as asking and giving directions, gift exchanging, employment, making complaints, and environmental issues.
- Handle successfully most uncomplicated communicative tasks and social situations.
- Initiate, sustain, and close a general conversation with a number of strategies to a range of circumstances and topics aforementioned.
- Produce limited number of connected discourse in descriptions and narration.
- Read consistently with full understanding simple connected texts dealing with basic personal and social needs about which students have personal interest and/or knowledge.
- Obtain main ideas and information from descriptive and narrative texts using 390 basic kanji (150 new kanji will be introduced in this course).
- Meet most practical writing needs and social demands.
- Write simple letters, brief synopses and paraphrases, summaries of biographical data, work, and school experience.
- Describe and narrate familiar topics in paragraphs.

JPNS 257 (Alpha) Japanese Culture and Language Through Content (4)

4 hours lecture per week

Prerequisite(s): JPNS 102 with a grade of "C" or higher or instructor consent.

Comment: JPNS 257 (Alpha) is not intended to be used as a substitute for JPNS 201 or JPNS 202.

JPNS 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 JPNS 257 (Alpha), the student should be able to:

- Identify Japanese patterns of social interaction and behavior.
- Describe various aspects of Japanese culture.
- Express the diversity and the linguistic variety in Japanese culture, orally and in writing.
- Explain how Japanese culture is influenced by globalization.
- Recognize the links between language and culture.
- Get information from written text as well as from other media.
- Use content as a tool for the investigation into language and culture.
- Express opinions orally and in writing about the content using appropriate vocabulary and grammar.
- Communicate content effectively through class discussions, written assignments, oral presentations, etc.
- Relate orally and in writing personal experiences related to the content.

JPNS 257B Japanese Culture and Language Through Content: Pop Culture -- Anime (4)

4 hours lecture per week

Prerequisite(s): JPNS 102 with a grade of "C" or higher or instructor consent.

Comment: JPNS 257B is not intended to be used as a substitute for JPNS 201 or JPNS 202.

JPNS 257B is an intermediate-level course focusing on learning the Japanese language through the culture 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.

In addition to the general JPNS 257 (Alpha) competencies, upon successful completion of JPNS 257B, the student should be able to:

- 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.
- 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.
- Handle a variety of uncomplicated, basic and communicative tasks and social situations found within anime.
- Look up unknown vocabulary and phrases found in anime by using dictionaries to create personal vocabulary and pattern lists.
- Identify ways in which the language is influenced by the culture as demonstrated through the behavior of the characters in animation and video.
- Identify Japanese patterns of social interaction as seen in anime.
- Use Japanese social phrases and manners learned from anime.

JPNS 257C: Japanese Culture and Language Through Content: Japanese History – Understanding the Samurai Culture (4)

4 hours lecture per week

Prerequisite(s): JPNS 102 with a grade of "C" or higher or instructor consent.

Comment: JPNS 257C is not intended to be used as a substitute for JPNS 201 or JPNS 202.

JPNS 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 on modern Japan.

In addition to the general JPNS 257 (Alpha) competencies, upon successful completion of JPNS 257C, the student should be able to:

- 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.

- 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.
- Handle a variety of uncomplicated, basic and communicative tasks and social situations found within the study of samurai culture.
- Look up unknown vocabulary and phrases found in the study of samurai culture by using dictionaries to create personal vocabulary and pattern lists.
- Identify Japanese patterns of social interaction as seen in the study of samurai culture.
- Use Japanese social phrases and manners learned from the study of samurai culture.

JPNS 290 Japanese Language and Culture through Application (4) KCC AA/DH

3 hours lecture/ 3 hours lab per week

Prerequisite(s): Students must be native, bilingual speakers of Japanese, or Advanced level students with approval of the instructor.

Comment: JPNS 290 is conducted in both Japanese and English.

JPNS 290 is designed to prepare students to serve as Japanese language and 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 JPNS 290, students should be able to:

- Describe the diversity and variety of Japanese culture orally and in writing about their service learning community experiences and assigned readings;
- Demonstrate the job-related skills gained from the practical work experience in the supervised community volunteer activities;
- Evaluate orally and in writing the service learning activities using appropriate vocabulary and grammar in communicative activities, discussions, and writing activities;
- Describe orally in classroom discussion, and in reflective journals and essays, the needs of the community;
- Apply orally and in writing critical thinking and problem-solving skills related to their service-learning experiences.
- List similarities and differences between Japanese and U.S. culture from various perspectives and values.
- Construct a relationship between language learning and culture.
- Demonstrate effective communication skills in both the students’ heritage and U.S. cultures.

JOURNALISM

JOUR 150 Press and Society (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100.

JOUR 150 is a study of 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:

- Demonstrate some familiarity with lesser known media in Hawai‘i such as Hawai‘i Public Radio, Hawai‘i Public TV, and Olelo, as well as Web news and journals.
- Describe the major communication processes and the developments that changed the way in which information is exchanged.
- Explain how changes in the way people communicate have affected the ways in which societies/communities organize and define themselves.
- Define and explain the importance of agenda setting, gatekeeping, value transmission, news hole, news criteria in mass media.
- 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, key personalities.
- Explain the impact each of the major media industries has made on American society.
- Identify the main models of ownership and control of communications media.
- Identify some of the largest media companies and their owners, as well as legal and/or ethical issues arising from this ownership structure.
- Identify visual and other techniques used to persuade or sell in TV news, films, videos and magazines.
- Describe the ways the advertising industry uses technology and research to target audiences for consumer goods and political candidates.
- Explain how public relations operates and its role in our society today.
- 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.

- Describe the ethical codes, laws, and regulations that govern the major media industries and identify the government agencies that oversee the media.
- Apply the Society of Professional Journalists' Code of Ethics to the handling of news on campus and in the community.
- Describe some of the cultural and social changes occurring globally because of international distribution of newspapers, satellite broadcasts and the web.
- Describe media convergence in the 21st century and its impact on society.

JOUR 205 Newswriting (3) KCC AA/DL

3 hours lecture per week

Prerequisite(s): A grade of "B" or higher in ENG 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:

- Identify the basic characteristics of news.
- Identify audience and purpose for any given news story.
- Identify hard and soft news story formats and their purposes.
- 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.
- Interview a subject using appropriate questions and strategies, including email.
- Use several note-taking strategies, including tape recorder.
- Gather information by networking and through observation, Internet, library sources, city and telephone directories and electronic databases.
- Use the library's Voyager and other electronic databases efficiently.
- Write hard and soft news leads, including breaking news, second day, delayed ID, quote, contrast, impact and soft leads.
- Develop a story using summary, paraphrase, quotation, description, narration, analogy.
- Write news stories using the following formats: inverted pyramid, hourglass, list, Wall St. Journal, narrative, speech/ meeting advance and follow-up, obituaries, press releases, and short personality profiles.
- Use the Associated Press Style.
- Understand and apply legal guidelines such as libel, fair comment and criticism, qualified privilege, privacy, copyright, obscenity.
- Apply the Society of Professional Journalists' Code of Ethics to all news coverage.
- Demonstrate an awareness of the rights, interests, and sensitivities of minorities.
- Write articles acceptable for publication in the school newspaper, both print and Web versions.

JOUR 205L Newswriting Lab (1)

3 hours lecture per week for 5 weeks or equivalent length of time.

Prerequisite(s): A grade of "B" or higher in ENG 100.

Recommended Preparation: ENG 108.

JOUR 205L provides practice in editing articles for newspapers, magazines, and other forms of media according to the Associated Press or the MLA style guides. Exercises and discussions provide a review of punctuation, capitalization, sentence construction, word choice, and develop skills in editing for conciseness, rhythm, and accuracy.

Upon successful completion of JOUR 205L, the student should be able to:

- Identify and correct commonly misspelled words or mistaken homonyms.
- Use the proper form of commonly mistaken or misused words.
- Determine whether statements should be quoted, paraphrased or summarized, and revise accordingly.
- Apply the appropriate rules of punctuation and capitalization (MLA or AP).
- Apply the basic AP style conventions for time, place, date, addresses and titles to news articles.
- Locate information in the Associated Press Stylebook and Briefing on Media Law.
- Demonstrate familiarity with the MLA rules regarding the use of quotation marks, italics, and underlining; the use of commas in a series, and the format for numerals.
- Use the MLA style for citations.
- Identify and correct common sentence construction problems, such as run-ons, fragments, subject-verb, pronounantecedent, pronoun-reference agreement errors; incorrect verb tense or mood, subordination and modification errors.
- Employ more effective sentence patterns, including use of the active, instead of passive, voice; parallel structure; repetition for

emphasis.

- Edit a passage to improve clarity and conciseness.
- “Boil” or tightly edit a passage to fit a space requirement.

JOUR 227 Writing for Publication (3) Spring KCC AA/DL

3 hours lecture per week

Prerequisite(s): ENG 100 with a grade of “C” or higher, or consent of instructor.

Recommended Preparation: JOUR 205; JOUR 205L.

Comment: JOUR 227 is cross-listed as ENG 227. JOUR 227 is offered in the Spring semester only.

JOUR 227 focuses on writing feature articles for publication in newspapers, magazines, the Internet, and radio. Emphasis is on developing a voice, a focus, and an appropriate structure. Interviewing techniques, research skills, and editing are also stressed. Work may be published in campus and off-campus print and Internet publications or read at campus events.

Upon successful completion of JOUR 227, the student should be able to:

- Use several approaches to generate ideas for articles.
- Recognize and develop appropriate voice and tone.
- Choose the appropriate focus and approach to the subject for a selected audience and purpose.
- Gather information from a variety of sources including interview, observation, printed materials and internet, and evaluate its accuracy and pertinence.
- Know how and when to attribute information.
- Write the following types of articles: personality profiles, travel, investigative or in-depth features with a personal focus (commonly called the Wall Street Journal format), analogies providing scientific or technical information, narratives, reviews, informatives, humor.
- Use pacing, sentence ordering, parallel structure, repetition, metaphor dialogue and flashback.
- Document information for different kinds of publications.
- Edit for punctuation, grammar, word choice, appropriate style and format.
- Understand First Amendment rights and legal and ethical constraints in the areas of copyright, privacy, libel and obscenity.
- Have some familiarity with various markets for publication and standard procedures in marketing an article.

JOUR 275 Desktop Publishing (3) Spring

6 hours lecture/lab per week

Prerequisite(s): ENG 100 or ESL 100 and demonstration of basic file saving/interface skills.

Recommended Preparation: ART 115.

JOUR 275 focuses on the principles and practice of print and Web publication design and production in a networked environment. Includes legal and ethical guidelines. Hands-on experience with page design and software for drawing and digital imaging.

Upon successful completion of JOUR 275, the student should be able to:

- Understand how audience, purpose and mode of publication affect publication design.
- Work in a computer-networked environment to produce documents for offset printing and for the Web.
- Identify the key elements in print and Web production, and understand how each element affects the final publication.
- Create work flow charts and meet assigned deadlines.
- Understand ethical and legal guidelines for publication.
- Apply principles of balance, movement, points of entry in designing a document.
- Choose type faces that produce desired impact and apply typographic principles to promote readability.
- Apply style-sheet rules.
- Create documents in Adobe Photoshop, Quark Xpress and Adobe InDesign that demonstrate skill in using text, graphic, and interface tools.
- Adjust images in Photoshop to achieve desired color adjustment, sharpness, and appropriate file size and to create special effects using filters, selection tools and techniques, channels, layers, and text.
- Use scanners, digital cameras, video capture, and sound recording devices to input information in proper file formats.
- Create Web documents that demonstrate understanding of page architecture; bandwidth, and usability issues; readability and legibility requirements; and basic HTML.

JOUR 276 Magazine and Journal Publishing (3)

6 hours lecture/lab per week

Prerequisite(s): JOUR 275 with a grade of “C” or higher, or consent of instructor.

Recommended Preparation: ENG 227/JOUR 227; ENG 200, ENG 206 or ENG 215.

JOUR 276 builds on the skills learned in JOUR 275. Students will produce a magazine and/or journal in both print and online formats. The process will include envisioning the publication, identifying audiences, gathering and editing content, designing layouts, and completing all pre-press work.

Upon successful completion JOUR 276, the student should be able to:

- Determine purpose, audience, and focus of a magazine or journal, taking into consideration budget and method of dissemination.
- Select articles and graphics appropriate for a particular purpose, audience, and focus.
- Select the most appropriate means of publication (offset, copier, web) for a given publication, taking into consideration content, audience and cost.
- Edit a paper to improve organization, word choice, clarity, and do it with the author when possible.
- Demonstrate an understanding of copyright MLA or APA style guide.
- Use film and flatbed scanners to input text and graphics.
- Use Adobe Photoshop to prepare graphics for reproduction, with attention to resolution, contrast, sharpness, and file format.
- Demonstrate an understanding of the special requirements of spot color and four-color art.
- Design a layout and execute it using Adobe InDesign or Quark Xpress.
- Choose appropriate fonts and demonstrate an understanding of size, leading, and line width guidelines to ensure readability.
- Select appropriate stock based on price and method of reproduction.
- Estimate amount of paper needed based on parent-size sheets and standard ordering procedures.
- Prepare publication for printer, including paste-ups and pdf files.
- Develop a plan of action to solicit submissions and then publicize and deliver the finished product.
- Create a Web version of the publication with graphics, sound, and possibly video, using Macromedia Dreamweaver.

JOUR 285 (Alpha) News and Magazine Production (1-3)

One credit: 2 hours lecture/lab per week for 16 weeks or 4 hours lecture/lab for 8 weeks

Two credits: 4 hours lecture/lab per week

Three credits: 6 hours lecture/lab per week

Alternate schedules may be arranged with instructor

Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100, or instructor consent.

Comment: May be repeated two times for additional credit. The maximum number of credits for JOUR 285 (any combination of alpha suffixes) is nine credits.

JOUR 285 focuses on the theory and practice in production of a small newspaper or magazine for print and/or web. Includes gathering and writing news, editing news stories and journal articles, writing headlines and captions, type design, page layout, digital photography, advertising design, paste-up, web production. Students may choose to concentrate on one or any combination of three paths.

Upon successful completion of JOUR 285, the student should be able to:

- Demonstrate an understanding of how a newsroom operates: deadlines, work flow, relationship of each position to the whole.
- Identify the location of departments and facilities on campus and explain the basic organization of the college.
- Demonstrate proper use and care of the computer and storage devices.
- Demonstrate skill with word processing, email and web search.
- Demonstrate ability to use the editing tools in a page layout application.
- Demonstrate an understanding of news criteria.
- Apply basic Associated Press Style guidelines.
- Demonstrate an understanding of copyright laws.
- Demonstrate an understanding of the Society of Professional Journalists' Code of Ethics.

JOUR 285B News and Magazine Production - Graphic Skills for Print (1-3)

One credit: 2 hours lecture/lab per week for 16 weeks or 4 hours lecture/lab for 8 weeks

Two credits: 4 hours lecture/lab per week

Three credits: 6 hours lecture/lab per week

Alternate schedules may be arranged with instructor

Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100, or instructor consent.

Comment: May be repeated two times for additional credit. The maximum number of credits for JOUR 285 (any combination of alpha suffixes) is nine credits.

JOUR 285B focuses on the theory and practice in production of a small newspaper or magazine for print and/or web. Includes gathering and writing news, editing news stories and journal articles, writing headlines and captions, type design, page layout, digital photography, advertising

design, paste-up, web production. Students may choose to concentrate on one or any combination of three paths.

Upon successful completion of JOUR 285B, Graphic Skills for Print, the student should be able to (in addition to the competencies listed for JOUR 285 above):

- Demonstrate an understanding of basic principles of page design.
- Demonstrate an understanding of ethical guidelines governing photographs and drawings and their placement on the page.
- Demonstrate skill in a page layout application.
- Demonstrate skill in conversion of units from inches to picas and points.
- Choose appropriate type fonts.
- Scan art work at proper resolutions and file sizes.
- Use Adobe Photoshop to correct light and contrast, to set file sizes and resolutions, and be able to save in the proper formats.
- Demonstrate an understanding of the relationship between line screen and choice of printing stock.
- Prepare photos for linotronic output.
- Use proper print specifications.
- Write headlines and captions.
- Paste up pages.
- Demonstrate an understanding of the offset printing process.

JOUR 285C News and Magazine Production - Skills for Web Page Designers (1-3)

One credit: 2 hours lecture/lab per week for 16 weeks or 4 hours lecture/lab for 8 weeks

Two credits: 4 hours lecture/lab per week

Three credits: 6 hours lecture/lab per week

Alternate schedules may be arranged with instructor

Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100, or instructor consent.

Comment: May be repeated two times for additional credit. The maximum number of credits for JOUR 285 (any combination of alpha suffixes) is nine credits.

JOUR 285C focuses on the theory and practice in production of a small newspaper or magazine for print and/or web. Includes gathering and writing news, editing news stories and journal articles, writing headlines and captions, type design, page layout, digital photography, advertising design, paste-up, web production. Students may choose to concentrate on one or any combination of three paths.

Upon successful completion of JOUR 285C, Skills for Web Page Designers, the student should be able to (in addition to the competencies listed for JOUR 285 above):

- Demonstrate an understanding of basic web design principles: file sizes, hyperlinking, navigation, readability and the importance of story boarding or mapping the site.
- Demonstrate an understanding of the relationship between file sizes and screen display.
- Demonstrate an understanding of basic HTML commands, including relative links, tables, image source and font commands.
- Demonstrate an understanding of cross platform issues regarding color and fonts.
- Demonstrate an understanding of bandwidth issues as related to file sizes.
- Use Adobe Photoshop to correct light and contrast, to set file sizes and resolutions, to save in the proper formats.
- Use Adobe ImageReady to reduce image file sizes and to create special effects.
- Use Fetch to upload and download files.
- Demonstrate an understanding of copyright issues, especially as related to graphics.

JOUR 285D News and Magazine Production - Writing and Editing (1-3)

One credit: 2 hours lecture/lab per week for 16 weeks or 4 hours lecture/lab for 8 weeks

Two credits: 4 hours lecture/lab per week

Three credits: 6 hours lecture/lab per week

Alternate schedules may be arranged with instructor

Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100, or instructor consent.

Comment: May be repeated two times for additional credit. The maximum number of credits for JOUR 285 (any combination of alpha suffixes) is nine credits.

JOUR 285D focuses on the theory and practice in production of a small newspaper or magazine for print and/or web. Includes gathering and writing news, editing news stories and journal articles, writing headlines and captions, type design, page layout, digital photography, advertising design, paste-up, web production. Students may choose to concentrate on one or any combination of three paths.

Upon successful completion of JOUR 285D, Writing and Editing, the student should be able to (in addition to the competencies listed for JOUR 285 above):

- Work a beat and develop a story budget.
- Gather information from interview, observation, Internet search.
- Apply legal and ethical guidelines regarding attributions, taping, privacy, fair comment and criticism, multi-ethnic sensitivity where applicable.
- Take accurate notes and use proper note-taking strategies.
- Write articles suitable for publication in the school newspaper that are structured according to some of the basic news story formats, such as breaking news, features, editorials.
- Copyedit for structural, spelling, grammar and punctuation errors.
- Write headlines and captions.

KOREAN

KOR 101 Elementary Korean I (4) KCC AA/HSL

3 hours lecture, 2 hours lecture/lab per week

KOR 101 builds a basic foundation that will enable students to acquire and develop language skills in listening, speaking, reading, and writing in Korean in a linguistically and culturally appropriate manner.

Upon successful completion of KOR 101, the student should be able to:

- Engage in basic communicative exchanges, mainly through learned materials.
- Ask simple questions and answers, primarily by relying on memorized utterances.
- Read simple written materials that are linguistically noncomplex and have a clear underlying basic structure.
- Write a limited number of self-introductions and recombine memorized material into simple statements or question

KOR 102 Elementary Korean II (4) Spring KCC AA/HSL

3 hours lecture, 2 hours lab 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 a basic foundation that will enable students to acquire and develop language skills in listening, speaking, reading, and writing in Korean in a linguistically and culturally appropriate manner.

Upon successful completion of KOR 102, student should be able to:

- Engage in basic communicative exchanges, mainly through recombination or expansion of learned materials. Content is usually limited to a few topics concerning self and immediate surroundings.
- Understand partially very simple face-to-face conversations, including some questions, when strongly supported by familiar contexts.
- Make an apology and give reasons.
- Read and comprehend straightforward materials written for a wide audience such as simple advertisements, menus, postcards, short letters, and simple journals.
- Write a limited number of personal communications.
- Recombine memorized material into simple statements or questions.

KOR 111 Elementary Conversational Korean I (3) KCC AA/HSL

3 hours lecture per week

KOR 111 is designed to offer the student the basic knowledge of spoken Korean. The students in this class will study basic structures of the Korean language and learn to handle some familiar everyday topics such as greetings, school life and family etc. Korean language will be introduced by using the hangul writing system. Some of the simple grammatical constructions will be introduced. Students will attain approximately the Novice-High level on the American Council on the Teaching of Foreign Languages (ACTFL-ETS) proficiency scale.

Upon successful completion of KOR 111, the student should be able to:

- Listen and understand short, learned utterances and some sentence-length utterances, especially where context supports understanding and speech is clear. Comprehend limited vocabulary and some simple questions/statements about family members, age, address, time, locations, interests, needs and daily activities.
- Speak short statements and ask simple questions. Students will be able to ask questions primarily by relying on memorized utterances but occasionally by expanding these through simple recombination of those elements. Vocabulary centers on areas such as common objects, places, activities, basic likes and dislikes, terms for immediate family members.
- Demonstrate an awareness of various Korean cultural aspects and perspectives.
- Use modern technology, such as world wide web and email, to research topics about Korea.

KOR 112 Elementary Conversational Korean II (3) KCC AA/HSL

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in KOR 111, or satisfactory score on language placement test or instructor consent.

KOR 112 is continuation of KOR 111. Students will attain skills approximately the Intermediate-Low level on the ACTFL-ETS (American Council on the Teaching of Foreign Languages) proficiency scale.

Upon successful completion of KOR 112, the student should be able to:

- Listen and understand short, learned utterances and some sentence-length utterances, especially where context supports understanding and speech is clear. Comprehend limited vocabulary and some simple questions/statements about family members, age, address, time, locations, interests, needs and daily activities.
- Speak short statements and ask simple questions. Students will be able to ask questions primarily by relying on memorized utterances but occasionally by expanding these through simple recombination of those elements. Vocabulary centers on areas such as common objects, places, activities, basic likes and dislikes, terms for immediate family members.
- Demonstrate an awareness of various Korean cultural aspects and perspectives.
- Use modern technology, such as world wide web and email, to research topics about Korea.

KOR 201 Intermediate Korean I (4) Fall KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in KOR 102, or satisfactory score on KCC language placement test or instructor consent.

KOR 201 is the first half of an intermediate course in Korean. Four language skills, speaking, listening, reading and writing introduced in elementary level will be reinforced. Students in this course will develop language skills in a linguistically appropriate manner.

Upon successful completion of KOR 201, student should be able to:

- Understand main ideas and/or some facts from simple conversations on familiar topics when supported by context.
- Engage in some simple conversations, such as introduction, greetings, invitations, expressions of likes and dislikes and obtain information in order to fulfill immediate needs, and expressions of likes and dislikes.
- Produce a limited number of simple sentences, generally one or two at a time, using non-past and past verbal, common demonstratives and high-frequency classifiers.
- Understand main ideas and some details from simple connected texts. Texts are linguistically noncomplex and have a clear underlying basic structure.
- Write short communications on topics that are specific and closely tied to limited language experience.

KOR 202 Intermediate Korean II (4) Spring KCC AA/HSL

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in KOR 201, or satisfactory score on KCC language placement test.

KOR 202 is the second half of an Intermediate course of Korean. Four skills of listening, speaking, reading, and writing in Korean are further developed in a linguistically and culturally appropriate manner.

Upon successful completion of KOR 202, students should be able to:

- Understand main ideas and/or some details from conversations related to a variety of contexts. However, understanding relies on contextual and subject matter knowledge.
- Maintain a variety of uncomplicated conversations.
- Produce strings or lists of sentences.
- Improve accuracy in basic constructions and use high frequency verbals and auxiliaries.
- Understand main ideas and some details of simple connected texts.
- Infer meaning of most unknown vocabulary.
- Write communications expressing simple feelings and desires, reporting on current activities, and asking for information.

KOR 257 (Alpha) Korean Culture and Language Through Content (4)

4 hours lecture per week

Prerequisite(s): Completion of KOR 102 with a grade of "C" or higher, or equivalent, 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:

- Identify Korean patterns of social interaction and behavior.
- Describe various aspects of Korean culture.
- Express the diversity and the linguistic variety in Korean culture, orally and in writing.
- Explain how Korean culture is influenced by globalization.
- Recognize the links between language and culture.
- Obtain information from written texts as well as from other media.
- Independently use content as a tool for the investigation into language and culture.
- Express opinions orally and in writing about the content using appropriate vocabulary and grammar.
- Communicate content effectively.
- Relate orally and in writing personal experiences related to the content.

KOR 257B Korean Culture and Language Through Content: Folkways (4)

4 hours lecture per week

Prerequisite(s): Completion of KOR 102 with a grade of "C" or higher, or equivalent, or consent of instructor.

Comment: KOR 257B is not intended as a replacement for KOR 201 or KOR 202.

KOR 257B is an intermediate-level content-based course focusing on the understanding of Korean culture and the developing of Korean language through exploration of the folkways of Korea through readings, films, and other media.

In addition to the general KOR 257 (Alpha) competencies, upon successful completion of KOR 257B, the student should be able to:

- Identify facts and customs surrounding the Korean family, marriage, gender, religion, food, and dress.
- Relate folkways to Korean culture and language.

KOR 290 Korean Language and Culture through Application (4) KCC AA/DH

3 hours lecture/ 3 hours lab per week

Prerequisite(s): Students must be native, bilingual speakers of Korean, or advanced level students with approval of the instructor.

Comment: KOR 290 is conducted in both Korean and English.

KOR 290 is designed to prepare students to serve as Korean language and 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 KOR 290, students should be able to:

- Describe the diversity and variety of Korean culture orally and in writing about their service learning community experiences and assigned readings;
- Demonstrate the job-related skills gained from the practical work experience in the supervised community volunteer activities;
- Evaluate orally and in writing the service learning activities using appropriate vocabulary and grammar in communicative activities, discussions, and writing activities;
- Describe orally in classroom discussion, and in reflective journals and essays, the needs of the community;
- Apply orally and in writing critical thinking and problem-solving skills related to their service-learning experiences.
- List similarities and differences between Korean and U.S. culture from various perspectives and values.
- Construct a relationship between language learning and culture.
- Demonstrate effective communication skills in both the students' heritage 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, ENG 160, or 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:

- Compare and contrast orally and/or in writing selected works of French literature and film.
- Locate and identify in selected works of French literature and film unique contributions of the civilization of France and culture of the French people.
- Support opinions and ideas regarding literature and film by citing evidence from the works orally or in writing.
- List orally or in writing contributions of French literature and film to Western literature and the arts.
- Express opinions and responses to literature and film clearly and effectively, orally and in writing.
- Identify some techniques used by French writers and filmmakers to express their view of the world.

LLEA 260 Spanish Peninsular Literature in Translation (3) KCC AA/DL

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or instructor consent.

LLEA 260 is an introduction to classical works of the literature of Spain in English translation. The literary selections are presented in the context of Spanish history and civilization. Literary analysis highlights aspects of Spanish culture and emphasizes universality of theme and purpose. Spanish exploration and discovery in the Pacific during the “Golden Age” of literature is included.

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

- Demonstrate knowledge of selected classic works of Spanish literature and literary movements from the origins to the present day.
- Demonstrate appreciation of selected works of Spanish literature as a unique reflection and expression of the civilization of Spain and culture of the Spanish people.
- Recognize the need for literary evidence to support opinions and ideas regarding literary works.
- Recognize the contribution of Spanish literature to Western literature and the arts.
- Express opinions and responses to literature clearly and effectively, orally and in writing.
- Examine the Spanish presence and influence in the Pacific during the “Golden Age” of literature.

LAW

LAW 101 The Hawai'i Legal System (3) KCC AA/DS

3 hours lecture per week

Recommended preparation: ENG 100 or ESL 100

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:

- Identify and analyze key legal principles in the state and federal Constitutions and the county Charter.
- Describe the functions of, relationships between, and the philosophy underlying the three branches of government.
- Describe the history of the paralegal profession, the functions of paralegals, their relationship to attorneys, and influences on potential changes to those roles.
- 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 ESL 100.

Comment: LAW 102 may not be audited.

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:

- Locate relevant authority in law libraries, public libraries and on the Internet for use in drafting case memoranda and briefs.
- Utilize basic Computer Assisted Legal Research (CALR), including legal databases (e.g., Lexis or Westlaw, etc.).
- Apply accepted legal citation form (e.g., ALWD or Blue Book).
- 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).
- Research and associate federal and state legislative, statutory, and case materials to one another and legal research problems.
- 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 ESL 100.

Comment: Supplies may cost approximately \$20.

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:

- Locate all commentary and laws pertaining to a case being investigated.
- Develop a list of resources regarding the gathering of information.
- Locate witnesses essential to the case.
- Take written and recorded statements from witnesses.
- Photograph and diagram accident cases.
- Read and analyze medical records for objective findings of injury.

LAW 105 Law Office Management (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

Comment: Supplies may cost approximately \$20.

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:

- Identify and describe the different types of law offices including organization, management, and personnel structure.
- Define and explain the functions of legal administration including conflict management, client relations, personnel, docket/case management systems, billing systems, etc.
- Explain the role of technology in the management and administration of the law office.
- Define and explain the unauthorized practice of law, conflicts of interest, voluntary ethical codes, privilege, and other topics of ethics and legal malpractice associated with working in a law office.
- Identify factors that promote effective client relations.
- Explain the different types of legal fee agreements and retainer fees.
- Explain timekeeping and billing systems and billable vs. non-billable time.
- Describe the importance and purpose of client trust funds, law office accounting, and methods used for determining cost of legal services.
- List the factors to be considered in creating a reliable system for transmitting and filing legal documents and information pertinent to the law practice..
- Explain the operation and maintenance of the firm's law library.

LAW 111 Litigation (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

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:

- Explain the stages of lawsuits, courts and jurisdiction, and the paralegal's role on the litigation team.
- Identify and apply the ethical and professional responsibilities of litigation paralegals.
- Utilize applicable Hawai'i and federal rules of procedure and evidence.
- Draft and use pleadings, motions, discovery requests, forms, checklists, and other document.
- Describe the rationale/theories and methods underlying pleading, discovery, and alternatives to litigation.
- Assist trial counsel during interviews, discovery, pretrial, trial, appeal and other litigation processes.

LAW 121 Law of Business Organizations (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

LAW 121 covers legal concepts and procedures relating to business entities including the sole proprietorship, partnership, and corporation. Tax consequences and liability are also discussed together with an overview of the paralegal's role in the area of business organizations.

Upon successful completion of LAW 121, the student should be able to:

- Draft Articles of Incorporation, by-laws, and minutes.
- Prepare all documents to register a corporation to do business in Hawai'i, including the registration statement, and Hawai'i Excise Tax forms.
- Draft partnership agreements.
- Complete a partnership registration statement to be filed at the Department of Commerce and Consumer Affairs.
- Analyze a legal fact pattern, apply the law, and reason to a legal conclusion.

LAW 131 Real Property Law (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

LAW 131 covers basic substantive law and procedural aspects of real property law. It exposes the student to the legal principles and primary forms utilized in typical real estate transactions, including purchase and sales agreements, mortgages, leases, easements, deeds, closing and recording documents.

Upon successful completion of LAW 131, the student should be able to:

- Describe the elements of a deed.
- List the requisite elements of contracts and draft an agreement of sale.
- List and explain the steps involved in a residential real estate transaction.
- Explain the concept for quieting title to real property and describe the Hawai'i statutes related thereto.
- Explain the landlord-tenant code.
- Describe the legal actions involving real property such as eviction, foreclosure, partition, and quiet title suits.

LAW 136 Tort and Insurance Law (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

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 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:

- Identify the principles and legal theories relating to the elements of specific torts.
- Explain the defenses to allegations of negligence.
- Identify the legal principles and theories relating to product liability.
- Explain how the Hawai'i Worker's Compensation system operates.
- 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 ESL 100.

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:

- Compile a file of the current standard Family
- Explain fundamental statutory family law concepts governing marriage (creation and dissolution), parent-child relationships, and other matters controlled by the family court.
- Explain the procedures and processes of the family court.
- Locate, describe, and analyze print and electronic sources of law relating to family law.
- Draft documents commonly used in family law, specifically divorce matters.
- Define and properly use terminology relating to family law.
- Explain the ethical obligations of a paralegal or non-lawyer relating to family law.
- 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 ESL 100.

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. 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:

- Research and analyze whether a trademark or service mark is protected
- Perform trademark searches and report on trademark availability options
- Prepare documents to submit a trademark or service mark registration to the United States Patent and Trademark
- Describe the types and requirements for a patent
- Analyze the copyright protection and trademark protection applicable to a given work

LAW 145 Computer Applications in the Law Office (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100; keyboarding skills.

Comment: LAW 145 may not be audited.

LAW 145 is an introductory course designed to acquaint legal students with various computer concepts, practical computer applications, and the use of technology in the legal environment. Topics include Windows™, word processing, the Internet, electronic mail, electronic database, 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, law office management, etc. Ethical considerations are discussed along with case studies and hands-on application activities.

Upon successful completion of LAW 145, the student should be able to:

- Define computer concepts and terminology.
- Explain the functions of the components of a computer system in the law office.
- Explain the impact of computers and technology in the legal office.
- Describe the different classes of software and their functions as used in a law office.

- Describe ethical considerations relating to technology in a legal office.
- Input and process data to produce information or documentation using various legal office applications.
- Explain the use of email and the Internet in the legal environment.
- Describe how courts use technology and the features of a paperless office.
- Explain the importance of maintaining computer and network security.
- Communicate with others in a support or user position about technology as it relates to the legal community.

LAW 148 Legal Document Preparation (3)

3 hours lecture per week

Prerequisite(s): Paralegal or Legal Secretary program major; grade of "C" or higher in LAW 111; credit in or qualification for ENG 100 or ESL 100.

Recommended Preparation: Keyboarding skills; basic knowledge of Windows™ and word processing; and typing speed of 50+ words per minute are highly recommended.

Comment: LAW 148 may not be audited. Supplies may cost approximately \$25.

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:

- Apply principles of preparing legal documents for real estate, wills and estates, bankruptcy, business organizations, family law, litigation, torts, and contracts.
- Identify the basic procedures involved in preparing documents for real estate, wills and estates, bankruptcy, business organizations, family law, litigation, torts, and contracts.
- Define legal terminology pertaining to real estate, wills and estates, bankruptcy, business organizations, family law, litigation, torts, and contracts.
- Use word processing software and apply legal-related word processing functions to the production of a variety of legal documents.
- Proofread and correct errors in spelling, punctuation, and grammar.
- Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in the production of legal documents.
- 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 ESL 100.

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, and probate.

Upon successful completion of LAW 151, the student should be able to:

- Classify ownership of property for estate planning purposes.
- Apply the law of intestate succession to a specific situation
- Select appropriate estate planning tools for a specified client
- Identify estate planning tax considerations for a specified client
- Interview the client for probate information.
- Draft a basic will based on estate planning standards.
- Identify and compare procedures in the handling of estate administration, including intestate and testate proceedings, formal probate, informal probate, and supervised administration
- Assemble the documents necessary to gather together an estate.

LAW 166 Employment Related Law (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

LAW 166 provides an overview of the substantive law of individual employment rights and labor relations and the various means by which legal paraprofessionals can help ensure that employees and employers comply with their legal obligations.

Upon successful completion of LAW 166, the student should be able to:

- Identify the most common legal issues arising out of the employee/employer relationship
- Describe the laws that are applicable to common legal issues arising out of the employee/employer relationship
- Identify the organization, agency or tribunal responsible for enforcing the applicable laws.
- Identify and succinctly summarize key issues from fact patterns and caselaw.

LAW 171 Consumer Law (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

LAW 171 covers the substantive law relating to consumer credit issues, including the Hawai'i unfair practices law, uniform deceptive trade laws, motor vehicle warranty enforcement, and the state lemon law. Discrimination in public accommodations is also covered. This course also provides an overview of the fundamental legal issues and all accompanying form work for the areas of collection, bankruptcy, and wage earner plans.

Upon successful completion of LAW 171, the student should be able to:

- Explain the issues and problems relating to consumers and consumer bankruptcy.
- Use the various specialized research tools to do legal research on consumer protection, consumer disputes and consumer bankruptcy.
- Describe all Hawai'i consumer laws or consumer related Federal laws and the Hawai'i regulatory environment that are applicable in the settlement of consumer disputes.
- Select the appropriate remedy for the consumer and bankrupt consumer once the applicable authority has been selected and located.
- Determine with the Dept. of Commerce and Consumer Affairs (DCCA) a business's registration, principals, and nature of the business organization.
- Determine with the DCCA whether or not a business is in good standing.

LAW 176 Criminal Law (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

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:

- Describe how the Hawai'i Penal Code is interpreted and applied in various hypothetical situations.
- Identify other criminal laws in the Hawai'i Revised Statutes outside the Penal Code.
- Apply the Hawai'i Rules of Court and the Hawai'i Rules of Criminal Procedure.
- Explain the procedural aspects of Hawai'i's criminal justice system and the pitfalls raised by these procedural aspects in the course of criminal litigation.
- Define the fundamental aspects of prosecutorial discretion, plea bargaining, and negotiation involved in criminal litigation.

LAW 181 Rights of the Disadvantaged (3)

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

LAW 181 provides an overview of the basic legal rights of the physically disabled, the mentally challenged, and the economically disadvantaged. Existing governmental programs at the federal, state, and local levels will be analyzed to determine what benefits are available and in what areas the existing programs are inadequate. Applicable rights stemming from the Constitution, statutes, and regulations will also be explored.

Upon successful completion of LAW 181, the student should be able to:

- Explain the various areas of substantive law that bear upon issues affecting the disadvantaged, including civil and economic rights.
- Describe the origin and procedures of the various public assistance laws in Hawai'i.
- Interview potential public assistance benefit claimants and know how to elicit information which will assist the claimant in obtaining benefits.
- Act as a legal representative in a hearing before a public assistance agency and be able to conduct direct and cross examination of

witnesses, offer evidence into the record, and make opening and closing statements.

LAW 202 Legal Interviewing, Negotiating and Advocacy (3)

3 hours lecture per week

Rerequisite(s): Paralegal program major; a grade of "C" or higher in LAW 111 or a grade of "C" or higher in LAW 136.

Recommended Preparation: Credit in or qualification for ENG 100 or ESL 100.

Comment: LAW 202 may not be audited.

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:

- Prepare to conduct a client interview.
- Obtain relevant facts and information from the interviewee to determine likelihood of success of a legal action.
- Identify and incorporate effective communication skills in interviewing.
- Prepare for effective negotiation with an opposing party.
- Present a case before an administrative agency.
- Outline and draft opening statement, direct and cross examination, closing argument.

LAW 203 Legal Writing (3)

3 hours lecture per week

Prerequisite(s): Paralegal program major; a grade of "C" or higher in LAW 102.

Comment: LAW 203 may not be audited.

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:

- Draft a fact memorandum.
- Draft an office memorandum.
- Draft a basic trial memorandum.
- Draft a demand letter.
- Draft interrogatories.
- Explain the ethical issues involved in drafting legal documents.

LAW 212 Advanced Litigation (3)

3 hours lecture per week

Prerequisite(s): Paralegal program major; a grade of "C" or higher in LAW 111; a grade of "C" or higher in LAW 203. Prerequisites may be waived by instructor or Program director.

Comment: LAW 212 may not be audited. LAW 212 was formerly LAW 250C.

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 construction litigation, with an emphasis on the role of the paralegal.

Upon successful completion of LAW 212, the student should be able to:

- Identify and distinguish the similarities and differences in state and federal practice, and utilize special rules and procedures.
- Investigate, research, organize and plan reasonably complex civil litigation.
- Assist with proceedings before appropriate administrative bodies (e.g., medical claims conciliation panel).
- Prepare basic documents including pleadings and discovery materials.
- Perform and/or support pre-trial and trial work including use of expert witnesses and complex and/or voluminous documentary evidence.
- Select and apply relevant technology in support of complex litigation.

- Examine and resolve typical trial issues/problems.

LAW 236 Advanced Tort and Insurance Law (3)

3 hours lecture per week

Prerequisite(s): Paralegal program major; a grade of "C" or higher in LAW 136; a grade of "C" or higher in LAW 203. Prerequisites may be waived by instructor or Program director.

Comment: LAW 236 may not be audited. LAW 236 was formerly LAW 250G.

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:

- Explain and apply the principles and legal theories relating to torts to the person and property.
- Research and draft memos and motions used in tort action.
- Explain in detail the defenses to allegations of negligence.
- Explain and apply the legal principles and theories relating to product liability.
- Explain the theories and principles of insurance law and how insurance companies protect individuals, and entities.
- Analyze and evaluate special and general damages.

LAW 240 Advanced Family Law (3)

3 hours lecture per week

Prerequisite(s): Paralegal program major; a grade of "C" or higher in LAW 140; a grade of "C" or higher in LAW 203. Prerequisites may be waived by instructor or Program director.

Comment: LAW 240 may not be audited. LAW 240 was formerly LAW 250H.

LAW 240 covers advanced substantive law and procedural aspects in the area known as "family law." It covers adoption, consent and nonconsent cases, guardianships, and paternity. Additionally, advanced divorce-related issues will be covered including contested child custody, child support, and all contested property-division issues. Procedural discussions will focus on familiarization with family court procedures and forms in adoption, guardianship, and paternity cases and the advanced divorce-related matters will focus on discovery, custody evaluations and preparation of expert witnesses for contested trials. This course prepares the student to assist attorneys in these additional areas of family law practice.

Upon successful completion of LAW 240, the student should be able to:

- Explain fundamental statutory family law concepts governing adoptions, guardianships, paternity and other matters controlled by the family court.
- Explain procedures and processes of the family court.
- Locate, describe, and analyze print and electronic sources of law relating to family law.
- Draft documents commonly used in family law, specifically adoption, guardianship, paternity, and contested divorce matters.
- Use appropriate terminology relating to adoptions, guardianships, paternity, and other areas of family law.
- Explain the ethical obligations of a paralegal or non-lawyer relating to family law.
- Describe how alternative dispute resolution fits into the continuum of resolution of adoptions, guardianships, paternity, and other family law matters.

LAW 282 Advanced Computer-assisted Legal Research (3)

3 hours lecture per week

Prerequisite(s): Paralegal program major; a grade of "C" or higher in LAW 203. Prerequisites may be waived by instructor or Program director. Recommended Preparation: LAW 203; credit in or qualification for ENG 100 or ENG 160.

Comment: LAW 282 may not be audited.

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:

- Demonstrate advanced computerized assisted legal research (CALR) techniques using a primary national computerized legal research system (Westlaw and/or Lexis).

- Analyze and apply advanced CALR techniques to common legal research applications.
- Utilize public domain and Internet resources (including the “invisible” web) to conduct legal research.
- Evaluate research techniques, tools, and sites in order to select the most cost-effective approach for each research job.
- Draft and prepare documentation incorporating research information.

LAW 283 Advanced Legal Writing (3)

3 hours lecture per week

Prerequisite(s): Paralegal program major; a grade of “C” or higher in LAW 102; a grade of “C” or higher in LAW 203. Prerequisites may be waived by instructor or Program director.

Comment: LAW 283 may not be audited.

LAW 283 trains the student in the proper language and format for the drafting of complex trial memoranda. Independent legal research will be required. The tracing of statutory legislative history and exploring its application will also be addressed. Emphasis will be placed on precision and clarity in drafting.

Upon successful completion of LAW 283, the student should be able to:

- Articulate the difference between an office memorandum and a trial memorandum.
- Articulate the purpose of a trial memorandum, its audience, and its style.
- Edits one’s own and others’ legal writing.
- Research the law and apply it to a given client scenario.
- Draft a trial memorandum.

LAW 293P Cooperative Paralegal Education (3)

1 hour lecture and 9 hours cooperative work experience per week for a total of 144 hours of work experience for three credits.

Prerequisite(s): Paralegal program major; a grade of C or higher in LAW 101; a grade of “C” or higher in LAW 105; a grade of “C” or higher in LAW 145; a grade of “C” or higher in LAW 148; a grade of “C” or higher in LAW 202; a grade of “C” or higher in LAW 203.

Recommended Preparation: Students should be in the last semester of the Paralegal degree program.

Comment: Letter grade only. LAW 293P may not be audited. LAW 293P may not be taken credit/no credit.

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:

- Apply job search skills in an internship or potential employment search.
- Obtain realistic paralegal-related work experience in a legal office to correlate with the skills and knowledge acquired in the classroom.
- Compare classroom learning with practical paralegal-related work experience and evaluate its benefits.
- Identify the personal qualities and work skills required of paralegals.
- Apply and further develop knowledge of the law, paralegal-related skills, and law office procedures.
- Demonstrate and describe the ethical and professional practices used in the legal field.
- Identify areas for self-improvement in general work skills and technical/legal-related skills.
- Clarify and describe career goals.
- Explain professionalism in the paralegal field including lifelong learning, continuing legal education, professional organizations and membership, and national certification options and resources.

LAW 293S Cooperative Legal Secretary Education (3)

1 hour lecture and 9 hours cooperative work experience per week for a total of 144 hours of work experience for three credits.

Prerequisite(s): Legal Secretary Certificate of Completion program major; a grade of “C” or higher in LAW 105; a grade of “C” or higher in LAW 145; a grade of “C” or higher in LAW 148.

Recommended Preparation: Students should be in the last semester of the Legal Secretary Certificate of Completion program.

Comment: Letter grade only. LAW 293S may not be audited. LAW 293S may not be taken credit/no credit.

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:

- Apply job search skills in an internship or potential employment search.
- 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.
- Identify the personal qualities and work skills required of legal secretaries.
- Apply and further develop knowledge of the law, legal secretary-related skills, and law office procedures.
- Demonstrate and describe the ethical and professional practices used in the legal field.
- Identify areas for improvement in general work skills and technical/legal-related skills through self-reflection.
- Clarify and describe career goals.
- Explain professionalism in the legal secretary field including lifelong learning, continuing legal education, professional organizations and membership, and national certification options and resources.

LEARNING SKILLS

LSK 30C Listening and Note Taking (1)

3 hours lecture per week (5 weeks)

Prerequisite(s): Appropriate score on the KCC English placement test or instructor recommendation.

LSK 30C is a 5-week module designed to improve listening and note-taking skills. Practice in listening to and taking notes of short lectures related to content area courses. Emphasis on techniques of note taking.

Upon successful completion of LSK 30C, the student should be able to:

- Listen actively and selectively for central ideas and supporting details in short lectures.
- Take notes according to the lecturer's style and the nature of the subject matter.
- Write notes in a modified outline format by using such principles as indenting, headings, and markers.
- Generate thoughtful questions from lecture notes.
- Recognize common verbal cues used by a speaker.
- Edit and organize lecture notes.
- Summarize and map lecture notes.
- Understand the importance of regular reviews and recitation of lecture notes.
- Apply appropriate note-taking techniques to your content focus class.

LSK 30E Textbook Reading (1)

3 hours lecture per week (5 weeks)

Prerequisite(s): Appropriate score on the KCC English placement test or instructor recommendation.

LSK 30E is a module designed to improve skills in understanding and retaining textbook material. Practice in applying a textbook study system to content area materials. Includes a brief survey of techniques useful in the study of science and social science courses.

Upon successful completion of LSK 30E, the student should be able to:

- Preview a chapter.
- Pose discovery questions based on a chapter preview.
- Select main ideas and significant supporting data from assigned reading.
- Highlight important words, sentences, and paragraphs.
- Use appropriate strategies for retaining the material read.
- Recite, review, integrate important text material with lecture notes.
- Recognize patterns of organization commonly used in the social sciences and the sciences texts.
- Apply appropriate reading techniques to your content focus class.

LSK 30F Test-Taking (1)

3 hours lecture per week (5 weeks)

Prerequisite(s): Appropriate score on the KCC English placement test or instructor recommendation.

LSK 30F is a module designed to improve test-taking skills. Emphasis on objective test-taking techniques and writing clear, organized essay answers. Includes test preparation techniques and memory retention.

Upon successful completion of LSK 30F, the student should be able to:

- Understand basic preparation techniques for test-taking.
- Review for an examination by organizing principles and concepts, seeing inter-relationships, and diagraming the material into information maps.
- Determine what is important enough to study when preparing for an examination.
- Use memory techniques for test preparation.
- Prepare for different kinds of tests: objective, short-answer, essay, and problem solving.
- Predict possible test questions.
- Survey an examination, noting number of questions and their relative point value and allocating time to ensure profitable returns.
- Understand instructions commonly used in both objective and essay examinations.
- Recognize particular clues in objective questions.
- Write clear, organized essay answers for assigned questions on content area readings.
- Apply test-taking strategies to mock exams.
- Apply test-taking preparation techniques to the final exam scheduled in your focus class.

LSK 30G Self-Management Skills for College Success (1)

1.5 hours lecture per week

Prerequisite(s): Qualification for PCC 20, ENG 21, ENG 22, PCM 23, MATH 24, MATH 25, MATH 81, IS 103, or ENG 102.

Comment: LSK 030G is a 10-week section offered in the fall and spring semesters. LSK 030G may not be audited.

LSK 30G serves as an orientation to the college experience for students enrolled in basic skills and developmental classes. Students use case studies to identify responsible behaviors appropriate for college. They identify and list choices made by successful students and learn to use problem-solving processes to weigh alternatives. They also use journals to write about their thoughts and feelings while finding ways to become more efficient and effective. In addition, they identify their tentative short- and long- range personal and academic goals.

Upon successful completion of LSK 30G, the student should be able to:

- Use a problem-solving method to make decisions.
- Identify college resources, policies, programs and services that can assist in achieving educational goals.
- Use e-mail to communicate with faculty and peers.
- Communicate effectively on academic and individual matters with instructors, counselors, and peers.
- Identify behaviors (positive and negative) that contribute to or hinder success.
- Identify personal, academic, and career goals.
- Evaluate personal use of time.
- Use alternative methods of self-exploration and expression.

LSK 90 Basic Intensive Preparatory Program For

Deaf Students (12)

10 hours of lecture, 2 hours of lecture/lab, and 3 hours of lab per week

Prerequisite(s): Consent of Instructor; ASL 102 or equivalent.

Comment: Credit/no credit only. LSK 90 may not be taken for a letter grade. LSK 90 may not be audited.

LSK 90 is designed specifically for deaf and hard of hearing students who need additional preparation to successfully transition into college level courses. Instruction will be in American Sign Language with intensive focus on reading strategies, writing skills, and vocabulary enrichment. Development of academic survival skills and enhancement of background knowledge will also be included in the course work.

Upon successful completion of LSK 90, students should be able to:

- Apply a systematic approach to writing which includes: prewriting, writing, revising and editing to generate a two paragraph narrative.
- Express feelings and ideas through the use of basic sentence structure.
- Follow basic signed directions.
- Utilize pre-reading strategies, including making predictions to enhance comprehension of basic reading material.
- Retell the key concepts of a written work effectively through signed expression.
- Adapt reading style to understand the meaning of the entire text and distinguish between fact and opinion.
- Demonstrate effective communication skills in interpersonal situations.
- Apply academic survival skills (i.e. time management, stress management, test taking skills) to find and obtain help when necessary.

- Demonstrate knowledge base gained from classroom discussions and excursions at an intermediate level.

LSK 91 Intermediate Intensive Preparatory Program

For Deaf Students (12)

10 hours of lecture, 2 hours of lecture/lab, and 3 hours of lab per week

Prerequisite(s): Consent of Instructor; ASL 102 or equivalent.

Comment: Credit/no credit only. LSK 91 may not be taken for a letter grade. LSK 91 may not be audited.

LSK 91 is designed specifically for deaf and hard of hearing students who need additional preparation to successfully transition into college level courses. Instruction will be in American Sign Language with intensive focus on reading strategies, writing skills, and vocabulary enrichment. Development of academic survival skills and enhancement of background knowledge will also be included in the course work.

Upon successful completion of LSK 91, students should be able to:

- Apply a systematic approach to writing which includes: prewriting, writing, revising and editing to generate a composition which includes an introduction, body and conclusion.
- Express feelings and ideas through the use of compound sentence structure.
- Follow basic written and signed directions.
- Utilize pre-reading strategies, including making predictions and drawing conclusions to enhance comprehension of reading material at the students' instructional level.
- Retell the key concepts of a written work effectively through signed expression and a written response.
- Use analytical thinking skills to compare and contrast information.
- Demonstrate effective communication skills in interpersonal situations and small group settings by turn-taking and respecting other opinions in the communication process.
- Apply academic survival skills (i.e. time management, stress management, test taking skills) to find and obtain help when necessary.
- Demonstrate knowledge base gained from classroom discussions and excursions at an intermediate level.

LSK 92 High Intermediate Intensive Preparatory

Program For Deaf Students (12)

10 hours of lecture, 2 hours of lecture/lab, and 3 hours of lab per week

Prerequisite(s): Consent of instructor; ASL 102 or equivalent.

Comment: Credit/no credit only. LSK 92 may not be taken for a letter grade. LSK 92 may not be audited.

LSK 92 is designed specifically for deaf and hard of hearing students who need additional preparation to successfully transition into college level courses. Instruction will be in American Sign Language with intensive focus on reading strategies, writing skills, and vocabulary enrichment. Development of academic survival skills and enhancement of background knowledge will also be included in the course work.

Upon successful completion of LSK 92, students should be able to:

- Apply a systematic approach to writing including prewriting, writing, revising and editing to generate a composition targeted at a specific audience.
- Begin using complex sentence structure to express intent and meaning.
- Follow complex written and signed directions.
- Use reading comprehension strategies, such as predicting, previewing, scanning and summarizing to derive meaning from readings at the students' instructional level.
- Identify the main idea in a variety paragraphs.
- Use analytical thinking skills to compare and contrast information and recognize cause and effect relationships.
- Demonstrate effective expressive and receptive sign language skills during interpersonal communication.
- Apply academic survival skills (i.e. time management, stress management, test taking skills) to find and obtain help when necessary.
- Apply knowledge gained from classroom and excursion experiences to enhance understanding of global interdependence.

LSK 94 Advanced Intensive Preparatory Program For Deaf Students (12)

10 hours of lecture, 2 hours of lecture/lab, and 3 hours of lab per week

Prerequisite(s): Consent of instructor; ASL 102 or its equivalent.

Comment: Credit/no credit only. LSK 94 may not be taken for a letter grade. LSK 94 may not be audited.

LSK 94 is designed specifically for deaf and hard of hearing students who need additional preparation to successfully transition into college level courses. Instruction will be in American Sign Language with intensive focus on reading strategies, writing skills, and vocabulary enrichment. Development of academic survival skills and enhancement of background knowledge will also be included in the course work.

Upon successful completion of LSK 94, students should be able to:

- Apply a systematic approach to writing which includes, prewriting, writing, revising, and editing to clearly express intent and meaning through a variety of complex sentences.
- Follow complex, implicit and explicit written and signed directions.
- Use reading comprehension strategies, such as predicting, previewing, scanning and summarizing to derive meaning from readings at the students' instructional level.
- Identify the main idea and supporting details from selected readings.
- Use analytical thinking skills to make valid inferences, compare and contrast information and recognize cause and effect relationships.
- Demonstrate effective expressive and receptive signing skills in interpersonal communication, in small groups, and through an interpreter.
- Apply academic survival skills to manage time appropriately, set attainable goals for the future, find and obtain help when necessary, and manage stressful situations appropriately.
- Utilize information gained from classroom and field trip experiences to enhance knowledge base and apply toward future learning.

LINGUISTICS

LING 102 Introduction to the Study of Language (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100, ENG 160 or ESL 100.

Comment: Letter grade and audit only. LING 102 may not be taken credit/no credit.

LING 102 is an investigation of the nature and function of language: its composition (the sound system, grammatical structure and lexicon); representation (oral and written), acquisition and change (relationships between languages of the world and the changes in language over time). General linguistic principles applicable to all languages will be covered. Terms will be introduced making it possible for students to discuss language and to understand what linguists say and write about it.

Upon successful completion of LING 102, the student should be able to:

- Demonstrate a deeper understanding of and appreciation for the nature of language and a livelier interest in all its manifestations.
- Perform basic phonological, morphological and syntactical analyses of language data.
- Distinguish geographic, historical and social variation in language.
- Reconstruct the ancestral form of words on the bases of selected data from contemporary daughter languages.
- Identify stages of language acquisition and distinguish between first and second language acquisition.
- Explain the relationship between language behavior and its physical foundations.
- Demonstrate an awareness of gender-related issues in language use.
- Transcribe the sounds of English using phonetic symbols
- Use the terminology and concepts of the discipline.
- Collaborate through working with peers on a variety of assignments.
- Present clearly and concisely the result of the student's own research.
- Use technology to gather information, analyze data and/or communicate with other members of the class.

MANAGEMENT

MGT 118 Principles of Supervision (3)

3 hours lecture per week

MGT 118 covers supervisory concepts applying business terminology and practices of today's first line managers. The relationship of the five functions of management (planning, organizing, staffing, influencing/leading and controlling) and the role of the supervisor in the business organization to reach department/company objectives will be analyzed in detail.

Upon successful completion of MGT 118, the student should be able to:

- Create a management plan that integrates the concepts and principles of planning, organizing, influencing/leading, staffing and controlling.
- Describe the types of skills and characteristics necessary to perform the job of a supervisor.
- Identify the basic steps in the planning process-with special emphasis on setting objectives.

- Differentiate among organizational policies, procedures, and rules.
- Construct a model of the supervisory planning process.
- Define the resources that must be organized for productivity effectiveness.
- Explain the managerial function of staffing based on recruiting, selection, orientation, and training.
- Describe the basic styles of leadership.
- Explain potential advantages and disadvantages of group decision-making.
- Describe the interpersonal communication process.
- Describe the basic steps in the delegation process.
- Compare formal and informal work groups and their characteristics.
- Discuss performance appraisal and conducting interviews.
- Explain the motivation theories in supervision.
- Create a management plan for the employees based on sample models of a work unit.
- Explain the positive and negative effects of conflict and change on work units.
- Name the three basic steps in the control process.
- Identify tools and techniques most frequently used by supervisors to exercise control.
- Describe the relationship of management and unions/collective bargaining.
- Describe protected groups, affirmative action and sexual harassment.
- Discuss the impact of Equal Employment Opportunity (EEO).

MGT 122 Organizational Behavior (3)

3 hours lecture per week

MGT 122 covers key concepts and issues underlying the modern practice of interpersonal relations from the supervisor's perspective. Major topic areas are self-awareness, communication, interpersonal relationships, values, attitudes, working with others, working with supervisors, customer service, and self-improvement. This course will enable students to develop the ability to handle human relations constructively, develop a greater comprehension of the causes of interpersonal conflict, and to make intelligent choices when people related problems arise.

Upon successful completion of MGT 122, the student should be able to:

- Demonstrate assertiveness skills.
- Distinguish concepts of communication styles and process.
- Use and create stress reduction strategies based on identifying characteristics of stress.
- Describe development and improvement methods of self-esteem.
- Analyze the dimensions of leadership.
- Describe motivational models.
- Illustrate the importance of organizational team building.
- Explain basic human relation themes such as value formation, individual attitudes and interpersonal relationships.
- Explain conflict management strategies through the use of communication and interpersonal relationships.
- Explain forms of positive reinforcement.
- Identify personality types and the forces influencing human behavior.

MGT 124 Human Resource Management (3)

3 hours lecture per week

MGT 124 introduces principles, organizations and techniques of personnel administration, procurement and placement, improvement of performance, management and labor relations, remunerations and security and other services provided to the firm by the personnel section. This course provides the practical and operational knowledge of the responsibilities involved in personnel management within the business profession.

Upon successful completion of MGT 124, the student should be able to:

- Explain the strategic role of human resource management within the management process.
- Describe the changing human resource environment.
- Create a job analysis, job specifications and job descriptions documents.
- Define effective career management practices including ethics and fairness.
- Identify the roles in career planning and development.
- Differentiate between personnel recruiting strategies and concepts.
- Design and conduct a successful employment interview.
- Evaluate the strengths and weaknesses of interview components, strategies, and instruments.

- Analyze training strategies and process.
- Use the concepts in performance appraisal to demonstrate solutions to performance appraisal problems.
- Describe the relationship between motivation and compensation.
- Design effective strategies for creating a pay plan, effective incentive programs and benefit plans.
- Explain the impact of employee safety and Occupational Safety and Health Administration (OSHA) laws.
- Summarize collective bargaining.

MARKETING

MKT 120 Principles of Marketing (3)

3 hours lecture per week

MKT 120 introduces students to marketing concepts and the application of the process of marketing products, services, and ideas to provide value and benefits to both for-profit and non-profit organizations. Students will develop an understanding of the marketing process, analyze marketing opportunities and develop strategies to fulfill the needs of the target markets.

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

- SLO #1: Explain and discuss the impact that various business cultures have on the marketing process.
- 1.1 Explain the marketing process
 - 1.2 Discuss and give examples of companies practicing social responsibility.
 - 1.3 Discuss the significance of Customer Relationship Management (CRM).
- SLO #2: Analyze marketing opportunities to develop new and to improve markets for business sales growth.
- 2.1 Describe the marketing research process
 - 2.2 Explain business marketing
 - 2.3 Distinguish different consumer behaviors
 - 2.4 Identify global marketing opportunities
- SLO #3: Analyze business functions and practices to develop marketing strategies that will result in profits for a business.
- 3.1 Summarize market segmentation strategies
 - 3.2 Explain product strategies
 - 3.3 Describe place (distribution) strategies
 - 3.4 Discuss price strategies
 - 3.5 Explain promotion (communication) strategies
 - 3.6 Explain positioning strategies
 - 3.7 Describe the strategic planning process
 - 3.8 identify Internet marketing strategies

MKT 130 Principles of Retailing (3)

3 hours lecture per week

MKT 130 introduces the concepts and principles of retailing and their roles in the function of marketing. Emphasis is on organization, operation and management of a retail store. Buying, handling and aspects of merchandising management will be presented. Topics such inventory and expense control, personnel, e-commerce, merchandise and sales promotion are also covered.

Upon successful completion of MKT 130, the student should be able to:

- Describe the role of retailing in the free enterprise system.
- Apply principles of store organization and operations.
- Explain the concepts of store location, design, and layout.
- Apply principles of the buying function.
- Describe the techniques of retail promotion.
- Summarize the principles of merchandise and expense control systems.
- Construct a merchandise plan.
- Construct an assortment plan.

- Prepare a buying plan.
- Calculate open-to-buy.

MKT 150 Principles of Customer Service and Selling (3)

3 hours lecture per week

MKT 150 focuses on the principles and methods of customer service and selling in the marketing process. Emphasis is on the use of customer service to retain customers and grow revenue, the retail and business-to-business sales process and the various aspects of selling strategically. Students will develop a sales presentation and customer service program.

Upon successful completion of MKT 150, the student should be able to:

- Demonstrate the principles of customer service for customer retention and to increase customer revenue contribution.
- Demonstrate various sales principles and methods of retail and business-to-business selling.
- Demonstrate the steps in the retail and business-to-business sales process.
- Design and deliver a sales presentation.
- Develop a customer service program.
- Explain terminology associated with the field of selling and customer service.

MKT 180 International Marketing (3)

3 hours lecture per week

MKT 180 studies and applies concepts and principles of international marketing in the global economy. Major topic areas include export market selection, market entry strategies, product and pricing decisions, promotion and marketing communication, physical distribution, and other international marketing activities.

Upon successful completion of MKT 180, the student should be able to:

- Identify the nature and scope of international business.
- Apply concepts of international marketing and exporting to make appropriate business decisions.
- Examine the role of culture and politics in international marketing.
- Demonstrate knowledge of economic and geographic influences on trade.
- Evaluate global marketing opportunities.
- Incorporate importing, exporting, and international trade into a marketing project.
- Analyze strategies for entering foreign markets.
- Demonstrate knowledge of Product, Price, Promotion, and Place (the 4 Ps) of marketing in the international/global economy.

MKT 185 e-Commerce Marketing (3)

3 hours lecture per week

Recommended Preparation: MKT 120.

Conducting business in today's digital age means using the Internet and other forms of digital sales and marketing. MKT 185 provides the foundation for marketing using the Internet. Coursework includes managing e-Commerce through customer service, interfacing with customers by e-mail, understanding the digital mentality and netiquette, fulfilling e-Commerce orders, what not to do online, and thriving in the virtual international marketplace.

Upon successful completion of MKT 185, the student should be able to:

- Understand how to use the Internet for e-Commerce.
- Know the tools that customers use on the Internet.
- Appreciate the importance of netiquette.
- Appreciate the importance of being sensitive to the Internet's global nature.
- Understand security issues involved in e-Commerce.
- Articulate appropriate responses to customer's inquiries about security issues.
- Analyze different business models for e-Commerce.
- Recognize the role of customer service for e-Commerce.
- Compose e-mail letters for various situations of customer service.

MKT 235 Principles of Merchandise Management (3)

3 hours lecture per week

Prerequisite(s): A grade of “C” or higher in MKT 120; a grade of “C” or higher in MKT 130 or concurrent enrollment in MKT 130, with consent of instructor.

MKT 235 focuses on the performance and application of the principles of buying, physical handling, and managing the financial aspects of merchandising. This is a practical course on merchandise plans, customer demand, merchandise sources, evaluation methods, negotiating, reordering, merchandise forecasting and budgeting, and inventory controls. Students learn strategies to effectively compete in a market through the construction and implementation of a merchandising system.

Upon successful completion of MKT 235, the student should be able to:

- Apply concepts and principles of an effective buying process.
- Differentiate the buying processes for different types of retail stores.
- Describe the different roles of the retail buyer.
- Construct a merchandise plan.
- Construct an assortment plan.
- Construct a buying plan.
- Formulate and apply an open-to-buy system.
- Explain fundamentals of inventory management, inventory shrinkage control and inventory turn.
- Identify target consumer for a particular store.
- Explain the importance of positive vendor relationships.
- Identify professional and ethical business practices.
- Demonstrate negotiating skills.
- Explain the buyer’s role in visual merchandising, advertising, public relations, sales promotion, and sales support services.
- Design a seasonal merchandising strategy based on store needs.
- Prepare a sales projection.
- Differentiate the types of technologies used to effectively execute a merchandise plan.

MKT 260 Integrated Marketing Communication (3)

3 hours lecture per week

Prerequisites: A grade of “C” or higher in MKT 120; a grade of “C” or higher in MKT 150 or concurrent enrollment in MKT 150, with consent of instructor.

MKT 260 focuses on the application of strategies of all aspects of the marketing communication process of advertising, sales promotion, personal selling, public relations, direct marketing and online channels to integrate and coordinate its message and media to deliver, clear reinforcing communication. Students analyze, integrate, and apply marketing communication tools appropriately and effectively in a targeted marketing campaign.

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

- Evaluate the role of each integrated marketing communication tool in an integrated plan: advertising, sales promotion, direct marketing, personal selling, and public relations.
- Build customer segments around promotional strategies using a variety of selection variables.
- Assess the appropriateness of various print, broadcast, and online media for marketing communication efforts for different product classifications.
- Apply appropriate public relations strategies to maintain a positive image, educate the public about the company’s goals and objectives, introduce new products or services, and help support the sales efforts.
- Develop sales promotion activities that stimulate consumer purchasing.
- Develop direct marketing campaigns that increase sales.
- Demonstrate methods of retail, business-to-consumer, and business-to-business selling.

MKT 293 Marketing Internship (3)

1 hour lecture, 8 hours practicum per week

Prerequisite(s): A grade of “C” or higher in MKT 130; a grade of “C” or higher in MKT 150; a grade of “C” or higher in MKT 180; credit or concurrent enrollment in MKT 235 or consent of program coordinator or instructor; credit or concurrent enrollment in MKT 260 or consent of program coordinator or instructor.

MKT 293 is a capstone work-study course providing opportunities to reinforce skills learned in Marketing courses by applying them in an actual job situation. This course provides students the ability to analyze their work and the business operation in relationship to the principles, concepts and procedures learned in their courses.

Upon successful completion of MKT 293, the student should be able to:

- Integrate the accumulated knowledge and skills from previous course work into a practical comprehensive working knowledge base through work application.
- Develop a bridge between academia and the professional world.
- Attain practical on-the-job experience in an actual occupational situation compatible to the student's major curriculum.
- Communicate effectively and use appropriate social skills within the work environment..
- Employ to the fullest extent the student's abilities, initiative, and creativity.
- Describe the social and economic responsibilities of those engaged in marketing.
- Build practical work experience while under the guidance of professionals who will help identify the personal qualities and work skills required of employees in your chosen field.
- Perform job duties at a worksite according to industry standards.
- Demonstrate progressive leadership that is competent, assertive, self-reliant and cooperative through the exploration of vocational opportunities.
- Demonstrate the ethical and professional practices necessary to work in the field.
- Explain the impact of marketing on the economy.
- Identify areas of self-improvement in knowledge, skills, attitude and behavior.

MATHEMATICS

MATH 24 Elementary Algebra I (3)

3 hours lecture per week

Prerequisite(s): A grade of "P" in PCM 23, or a placement test recommendation of MATH 24 or higher.

Comment: A scientific calculator is required.

An introduction to basic algebra topics, MATH 24 is the first course in a two semester sequence of Elementary Algebra courses. Instruction includes units on operations with signed numbers, linear equations and inequalities in one variable, the coordinate plane, and linear systems in two variables.

Upon successful completion of MATH 24, the student should be able to:

- Translate word phrases into algebraic expressions.
- Use the order of operations to find the value of algebraic expressions.
- Identify whole numbers, integers, rational numbers, irrational numbers, and real numbers.
- Find the absolute value, additive inverse, and multiplicative inverse of a real number.
- Perform the basic operations (add, subtract, multiply, and divide) with signed rational numbers.
- Identify the following properties: commutative, associative, identity, inverse, distributive.
- Identify terms, like terms, and numerical coefficients in a polynomial.
- Solve linear equations and inequalities in one variable.
- Solve a formula for a specified variable.
- Write and solve ratios and proportions including those from word problems.
- Plot an ordered pair and state the quadrant in which it lies.
- Graph linear equations and inequalities by point plotting, the intercept method, and the slope-intercept method.
- Write the equation of a line given two points or the slope and y-intercept or the slope and a point on the line.
- Solve linear systems of equations or inequalities in two variables by algebraic and graphic methods.
- Use linear systems to solve word problems.

MATH 25 Elementary Algebra II (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in MATH 24 or a placement test recommendation of MATH 25.

Comment: A scientific calculator is required.

A continuation of basic algebra topics, MATH 25, is the second course in a two semester sequence of Elementary Algebra courses. Instruction includes units on exponents, polynomials, factoring, rational expressions and equations, radical expressions and equations, and quadratic equations.

Upon successful completion of MATH 25, the student should be able to:

- Identify and use the laws of exponents to simplify expressions with integral exponents.

- Use scientific notation in calculations.
- Add, subtract, multiply, and divide polynomials in one or two variables.
- Factor the greatest common factor from a polynomial expression.
- Factor a polynomial of four terms by grouping.
- Factor general trinomials ax^2+bx+c , where a , b , and c are integers.
- Recognize and factor the difference of two squares.
- Recognize and factor a perfect square trinomial.
- Write rational expressions in lowest terms.
- Add, subtract, multiply, and divide algebraic fractions.
- Solve equations containing rational expressions
- Solve word problems that lead to equations containing rational expressions including indirect variation.
- Identify a given radical as rational, irrational, or not real.
- Evaluate a radical expression
- Simplify a radical expression.
- Add, subtract, multiply, or divide radical expressions.
- Solve equations containing radicals.
- Solve word problems that lead to equations containing radical expressions.
- Solve a quadratic equation with integral coefficients by factoring.
- Solve equations of the form $(ax+b)^2$, using the square root property of equations.
- Complete the perfect trinomial square given a partial trinomial.
- Use the quadratic formula to solve quadratic equations.

MATH 50H Technical Mathematics I/Food Service (3) (Inactive)

3 hours lecture per week

Prerequisite(s): A grade of "P" in PCM 23, or placement test recommendation of MATH 24.

Comment: A scientific calculator is required.

MATH 50H will give students the opportunity to develop skills in the basic arithmetic, measurements, addition and subtraction, multiplication and division of positive and negative numbers, fractions, evaluations of formulas, simple equations and applications of these skills in practical situations using food and beverage operation problems.

Upon successful completion of MATH 50H, the student should be able to:

- Apply skills in basic mathematics, measurements, additions, subtractions, multiplication and division of positive and negative numbers to practical food service operation problems.
- Evaluate formulas and simple equations in converting from Metric to English systems of measurements.
- Show an understanding of percent in application to several types of practical situations.
- Solve math problems to production planning and forecasting, standard cost planning, profit planning and cost controls, recipe conversion, and pre-costing, interest calculation and consumer credit, formulas and ratios.

MATH 81 Foundations of Mathematics (5)

4 hours lecture, 2 hours lecture/lab per week

Prerequisite(s): Qualification for ENG 22; PCM 23, or a placement test recommendation of MATH 24 or MATH 25.

Comment: Student will be asked to purchase or rent a graphing calculator.

MATH 81 is offered to prepare students for college level mathematics (BUS 100, MATH 100, MATH 100H, MATH 115). Topics covered include numeracy, data analysis, basic algebra, graphing, geometry, and problem solving. Students will be expected to use graphing calculators and computers in an interactive and collaborative learning environment.

Upon successful completion of MATH 81, the student should be able to:

- Extract relevant data and solve real-life problems that involve computations with whole numbers, fractions, decimals, and percents.
- Estimate and determine the magnitude of quantities before formal computation and to compare the estimated and computed values for consistency.
- Convert standard notation to scientific notation, perform calculations using scientific notation.
- Use the order of operations
- Analyze and interpret graphical and tabular data.
- Write ratios and proportions and use them to solve problems.
- Solve direct and inverse variation problems.
- Perform the basic operations on signed numbers.
- Evaluate formulas (including geometric and Pythagorean) from a variety of disciplines, using calculators when appropriate

- Express numerical quantities, including variables, in meaningful units.
- Interpret an algebraic expression in one variable as an explicit sequence of arithmetic operations to be performed on that variable.
- Identify terms, like terms, numerical coefficients.
- Recognize and express verbally, numerically, graphically, and symbolically the patterns displayed by linear data.
- Recognize equivalent linear relationships numerically, algebraically, and graphically and translate from one representation to any of the others.
- Translate word phrases into algebraic expressions and equations.
- Solve linear equations and simple systems of equations.
- Solve a formula for a specified variable.
- Use the laws of exponents.
- Solve equations involving squares and square roots.
- Use the quadratic formula.

MATH 100 Survey of Mathematics (3) KCC AA/FS

3 hours lecture per week

Prerequisite(s): A grade of "A" in MATH 24 or a grade of "C" or higher in MATH 25 or MATH 81 or tested placement at MATH 100; qualification for ENG 22 or ESOL 94.

MATH 100 surveys important elementary concepts in algebra, logical structure, numeration systems, and probability, 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.

Note: Although MATH 100 fulfills the UHM BA general education core requirements, it is not acceptable as a prerequisite to QM 252, or MATH 135 or higher level mathematics courses.

Upon successful completion of MATH 100, the student should be able to:

- Use basic techniques in symbolic logic to draw deductive conclusions in simple situations.
- Solve some problems in finance (compounded interest, annuity, installment payment, etc.) using hand calculators.
- Understand concepts in permutations and combinations, and their applications.
- Understand basic concepts of probability and statistics.

MATH 100H Math for Health Sciences (3) KCC AA/FS (Inactive)

2 hours lecture, 2 hours lecture/lab per week

Prerequisite(s): A grade of "A" in MATH 24 or a grade of "C" or higher in MATH 25 or higher level mathematics course, or placement at MATH 100 or higher level mathematics course; qualification for ENG 22 or ESOL 94 or higher level English course. Comment: Fall and Spring semesters only.

MATH 100H surveys concepts in logic, probability, statistics, descriptive geometry, and algebra with emphasis on learning problem-solving, especially problems related to the health sciences

Upon successful completion MATH 100H, the student should be able to:

- Solve applied health science problems using skills learned for ratios, proportions, direct and inverse variation, and units conversion (dimensional analysis).
- Use basic techniques from symbolic logic to draw deductive conclusions.
- Apply logic to evaluate health science situations.
- Use basic concepts of probability to determine probable outcomes.
- Use a scientific calculator to help solve numerical problems.
- Use properties of geometric figures and angles as applied to health science situations.
- Use and interpret exponential and logarithmic functions to illustrate appropriate health science applications.
- Use a scientific calculator to help analyze sets of data.
- Read and draw conclusions from varied types of charts and graphs.
- Report on statistical data about an aspect of health science.

MATH 103 Fundamentals of College Algebra (3) KCC AA/FS

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in MATH 25 or a KCC Placement Test recommendation of MATH 103.

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 inequalities involving

absolute value, polynomial, rational, exponential, and radical expressions, and the graphing of lines and parabolas. The topic of functions is introduced early in the course and is integrated in the subject matter throughout the course. A scientific calculator is required.

Upon successful completion of MATH 103, the student should be able to:

- Add, subtract, and multiply polynomial expressions.
- Factor polynomial expressions.
- Divide polynomial expressions using synthetic division.
- Determine if a mathematical relation is a function.
- Find the domain of polynomial, rational, and radical functions.
- Simplify, add, subtract, multiply and divide rational expressions.
- Simplify, add, subtract, multiply, and divide exponential expressions with rational exponents, and radical expressions with an index of 3 or higher.
- Solve linear and absolute value equations and inequalities.
- Solve quadratic and rational inequalities.
- Solve quadratic, rational and radical equations.
- Solve a 3 X 3 system of linear equations.
- Solve equations that are quadratic in form.
- Determine the equation of a line (including lines parallel or perpendicular to a given line).
- Graph a parabola, a system of 2 X 2 equations and inequalities, and graph square root and cube root functions.
- Model and solve problems involving systems of linear equations (2 X 2 and 3 X 3), polynomial equations with Rational solutions, and quadratic and rational equations with Real solutions.
- Solve compound inequalities.
- Solve problems involving direct, inverse, and combined variation.

MATH 111 Mathematics for Elementary School Teachers I (3)

3 hours lecture per week

Prerequisite(s): A grade of "A" in MATH 24, a grade of "C" or higher in MATH 25, a grade of "C" or higher in MATH 81, or Placement Test recommendation of MATH 100 or higher; qualification for ENG 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:

- Explain ways of representing numbers, relationships among numbers, and number systems.
- Perform various operations on sets; union, intersection, etc.
- Identify and describe various types of patterns and functional relationships.
- Use symbolic forms to represent, model, and analyze mathematical situations.
- Solve a variety of problems.
- Communicate mathematical ideas verbally, in writing, and through mathematical representations to various audiences.
- Apply appropriate mathematical reasoning to justify solution paths to various problems.

MATH 112 Mathematics for Elementary Teachers II (3) KCC AA/FS

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:

- Demonstrate various representations of Natural numbers and Integers.
- Define the operations on Natural numbers and Integers.
- Identify, describe, and demonstrate the proper use of the properties of operations on Natural numbers and Integers.
- Demonstrate various representations of Rational and Real numbers.
- Define the operations on Rational and Real numbers.

- Identify, describe, and demonstrate the proper use of the properties of operations on Rational and Real numbers.
- Apply appropriate mathematical reasoning to justify solution paths to various problems.
- Solve a variety of problems.
- Communicate mathematical ideas verbally, in writing, and through mathematical representations to various audiences.
- Demonstrate mathematical literacy and fluency.

MATH 115 Statistics (3) KCC AA/FS

3 hours lecture per week

Prerequisite(s): A grade of C or higher in MATH 25 or higher, or placement at MATH 100 or higher level mathematics course. Qualification for ENG 22 or ESOL 94 or higher level English course

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 .

Upon successful completion of MATH 115, the student should be able to:

- Articulate and interpret various descriptive statistics, such as mean, median, mode, range, variance and standard deviation.
- Draw and interpret various graphs, such as frequency histograms, bar graphs and cumulative frequency histograms.
- Solve probability problems involving the concepts of independent events, mutually exclusive events and conditional probability.
- Calculate probabilities involving normal random variables.
- Determine and interpret (for large samples) confidence interval estimates of population means and proportions
- Draw a scatter diagram, determine and draw the corresponding regression line, and calculate and interpret the corresponding correlation coefficient.

MATH 135 Elementary Functions (3) KCC AA/FS

3 hours lecture per week

Prerequisite(s): MATH 103 or qualification for MATH 135 on the math placement test.

Comment: Students will need a scientific calculator for MATH 135.

MATH 135 focuses on elementary functions and graphs, polynomials, absolute values, inequalities, logarithms and exponentials.

Upon successful completion of MATH 135, the student should be able to:

- Apply definitions of functions, inverse functions, and composite functions.
- Show familiarity with all principles involving linear functions.
- Find roots, evaluate, sketch and solve inequalities involving polynomial functions.
- Graph rational functions using the concepts of asymptotes.
- Apply definitions and principles of logarithmic and exponential functions.
- Use knowledge and techniques of this course in solving applied problems.

MATH 140 Trigonometry and Analytic Geometry (3) KCC AA/FS

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in MATH 135 or qualification for MATH 140 on math placement test.

MATH 140 covers inverse functions, plane trigonometry, polar coordinates, conic sections and vectors.

Upon successful completion of MATH 140, the student should be able to:

- Solve verbal and non-verbal problems in plane trigonometry.
- Relate functional and geometric properties of conic sections.
- Simplify algebraic expressions involving complex numbers.
- Relate vectors with circular functions.

MATH 203 Calculus for Business and the Social Sciences (3) KCC AA/FS

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in MATH 135 or placement recommendation of MATH 140.

MATH 203 covers the mathematics of finance - annuities, perpetuities, present value, derivatives, integrals, graphical analysis, and mathematical models as applied to business. MATH 203 also covers applications of the derivative to curve sketching and the solutions of optimization problems, and involves the algebra and geometry of linear, quadratic, polynomial, exponential, and logarithmic functions, including functions of

more than one variable.

Upon successful completion of MATH 203, the student should be able to:

- Apply the concepts of function, limits, and continuity to business and financial problems.
- Compute the derivatives and integrals of power functions, exponential, logarithmic functions and any combination of these functions.
- Apply the derivative to problems involving slopes, tangent lines, rates of changes, and optimization.
- Apply the concepts of limits and derivatives to graphing.
- Apply the derivative and integral in solving applied problems by using more than one variable.

MATH 205 Calculus I (4) KCC AA/FS

4 hours lecture per week

Prerequisite(s): MATH 140 with a grade of "C" or higher or a math placement test recommendation of MATH 205.

Comment: Students will need a scientific calculator for MATH 205.

MATH 205 focuses on limits and continuity, techniques and applications of differentiation of algebraic and trigonometric functions, introduction to integration.

Upon successful completion of MATH 205 the student should be able to:

- Apply the concept of limit.
- Differentiate polynomial and trigonometric functions and sums, products, quotients, roots, and compositions of polynomial and trigonometric functions.
- Use differential calculus to sketch curves and to solve applied problems.
- Integrate functions by approximation and by use of antiderivatives.
- Use integral calculus to determine area and to solve applied problems.

MATH 206 Calculus II (4) KCC AA/FS

4 hours lecture per week

Prerequisite(s): MATH 205.

Comment: Students will need a scientific calculator for MATH 206.

MATH 206 is the second course in the calculus sequence, which focuses on techniques of integration and on integrals of specific functions and their applications. MATH 206 explores infinite series.

Upon successful completion of MATH 206 the student should be able to:

- Differentiate and integrate elementary transcendental functions.
- Integrate functions using special methods.
- Apply L'Hospital's Rule and evaluate improper integrals.
- Determine the convergence of infinite sequences and series and approximate functions with Taylor polynomials.
- Use the techniques developed in this course to solve applied problems.

MATH 206L Calculus Computer Lab (3)

3 hours lab per week

Corequisite(s): MATH 206.

MATH 206L is an introduction to mathematics computer software for solving calculus problems, graphing functions, and gaining graphical and numerical comprehension of calculus concepts. No prior knowledge of computers is required.

Upon successful completion of MATH 206L the student should be able to:

- Use symbolic mathematics software to find solutions of equations and systems of equations.
- Use symbolic mathematics software to find first and second derivatives.
- Use symbolic mathematics software to find estimates of function zeros using Newton's Method.
- Use symbolic mathematics software to find first and second derivatives.
- Use symbolic mathematics software to find estimates of function zeros using Newton's Method.
- Use symbolic mathematics software to find definite and indefinite integrals.
- Use symbolic mathematics software to find estimates of definite integrals using numerical methods.
- Use symbolic mathematics software to find Taylor polynomials and estimate their remainders.

- Use symbolic mathematics software to determine the convergence or divergence of infinite series.
- Apply the fundamental calculus concepts of: limit of a function, derivative of a function, application of Newton's Method, definite integral, and numerical methods for estimating the definite integral.
- Apply the fundamental calculus concepts of: convergence of Taylor polynomials and solutions of differential equations of the form $F'(x) = G(x,y)$.

MATH 231 Calculus III (4)

4 lecture hours per week

Prerequisite(s): A grade of "C" or higher in MATH 206.

MATH 231, third in the calculus sequence, focuses on functions of several variables using a vector oriented approach. The course also studies partial differentiation.

Upon successful completion of MATH 231, the student should:

- Acquire the ability to use differential calculus on functions of several variables of mathematics.
- Be able to differentiate functions of several variables and use the derivative to solve problems.
- Be exposed to and acquire some knowledge of the methods and logic of mathematics.
- Acquire an understanding of what a limit is and of the properties of limits of vector functions.

MATH 232 Calculus IV (4)

4 lecture hours per week

Prerequisite(s): A grade of "C" or higher in MATH 231.

MATH 232, fourth in the calculus sequence, focuses on multiple integrals, line and surface integrals and applications, and an introduction to ordinary differential equations.

Upon successful completion of MATH 232, the student should:

- Acquire the use of multivariable and basic differential equations calculus as a tool of mathematics.
- Be able to solve problems using multivariable calculus and differential equations.
- Be exposed to and acquire some knowledge of the methods and logic of mathematics.

MECHANICAL ENGINEERING

ME 213 Introduction to Engineering Design (3)

2 hours lecture and 3 hours lab per week

Prerequisite(s): A grade of "C" or higher in PHYS 170; or consent of the instructor.

Comment: Letter grade only. ME 213 may not be audited. ME 213 may not be taken credit/no credit.

This course is designed for pre-engineering majors who intend to transfer to a four-year engineering program and major in Mechanical Engineering. This course is required in the University of Hawai'i at Manoa's Mechanical Engineering program.

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:

- Effectively design a project using the standard engineering design process
- Apply computer aided drawing and engineering drafting to a project
- Apply engineering design concepts and fundamentals
- Work effectively with a team in an engineering design project
- Identify and use spreadsheets and word processing to document a design process
- Make effective slide show and poster presentations
- Participate in a STEM design competition or a mentored research experience.

MEDICAL ASSISTING

MEDA 101 Understanding the Ambulatory Care Patient (1)

1 hour lecture per week

Prerequisite(s): Admission to the Medical Assisting Program.

Comment: 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 is an introductory course that 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:

- Discuss the application of basic principles of psychology in dealing with patients of various backgrounds and medical conditions.
- Describe possible ways of dealing with noncompliant patients.
- Discuss stages of human growth and development in relation to medical conditions.
- Explain variations in selected health conditions at different life stages.
- Discuss the role of culture in health and wellness.
- Discuss the role of family and support systems in health care among different cultures.

MEDA 102 Communication in the Medical Office (1)

1 hour lecture per week

Prerequisite(s): Admission to the Medical Assisting Program.

Comment: Letter grade only. MEDA 102 may not be taken credit/no credit. MEDA 102 may not be audited. MEDA 102 was formerly a component of MEDA 100.

MEDA 102 is an introductory course that focuses on communication in the medical office/ambulatory care setting.

Upon successful completion of MEDA 102, the student should be able to:

- Adapt communications to individual's ability to understand.
- Communicate patient instructions clearly and effectively.
- Use appropriate terminology in communicating with other health care team members.
- Recognize and respond effectively to verbal, nonverbal, and written communications.
- Use professional telephone technique.
- Use electronic technology to receive, organize, prioritize, and transmit information.

MEDA 103 Math Applications in the Medical Office (1)

1 hour lecture per week

Prerequisite(s): Admission to the Medical Assisting Program.

Comment: 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:

- Use applicable mathematical principles to solve problems in the medical office.
- Convert measurements from one system to another.
- Perform drug dosage calculations.

MEDA 104 Basic Nutrition for the Medical Assistant (1)

1 hour lecture per week

Prerequisite(s): Admission to the Medical Assisting Program.

Comment: Letter grade only. MEDA 104 may not be audited. 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:

- Identify nutrients and their functions.
- Utilize the food pyramid and dietary guidelines in planning a healthy diet.
- Explain the relationship between nutrition and chronic diseases.
- Identify deceptive nutrition advertising.

MEDA 111 Medical Assisting Science I (4)

4 hours lecture per week

Prerequisite(s): Admission to the Medical Assisting program.

Comment: 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:

- 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.
- Define medical terms related to the body as a whole.
- Define and use word parts to build medical terms.
- 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.
- Recognize and apply terminology pertaining to injuries and disease processes.

MEDA 121, Clinical Medical Assisting I (1)

1 hour lecture per week

Prerequisite(s): Admission into the Medical Assisting Program.

Corequisite(s): MEDA 121L

Comment: 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:

- Explain basic ambulatory care concepts and principles in the performance of back office duties.
- Discuss routine patient care/diagnostic procedures to assess the health status of patients.
- 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.
- Discuss the role and responsibilities of the medical assistant in preparing the patient for specific examinations and medical procedures.
- Discuss principles of aseptic technique and infection control.
- Discuss the role of the medical assistant in assisting the physician to carry out specific examinations and procedures.
- Describe procedures for screening and following up on patient test results.
- Employ electronic media to access information about clinical medical assisting principles and methods.

MEDA 121L Clinical Medical Assisting Lab I (1)

3 hours lab per week

Prerequisite(s): Admission into the Medical Assisting Program.

Corequisite(s): MEDA 121

Comment: Letter grade only. MEDA 121L may not be audited. MEDA 121 may not be taken credit/no credit. MEDA 121L was formerly a component of MEDA 120L.

MEDAS 121L provides instruction and lab practice in preparing for and performing medical office procedures and diagnostic tests and follow-up care.

Upon successful completion of MEDA 121L, the student should be able to correctly:

- Apply basic ambulatory care concepts and principles with entry-level proficiency in the performance of duties in the back office.
- Demonstrate routine patient care procedures to assist the physician in the examining room.
- Apply aseptic techniques and infection control in the back office.
- Demonstrate sterilization/disinfection of instruments and supplies.

- Assemble and record medical data from patients.
- Prepare patients for exams and/or treatments.
- Measure and record vital signs, height and weight.

MEDA 122, Clinical Medical Assisting II (1)

1 hour lecture per week

Prerequisite(s): A grade of "C" or higher in MEDA 121.

Corequisite(s): MEDA 122L.

Comment: 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:

- Describe routine patient care/diagnostic procedures to assess the health status of patients including vision testing, hearing testing, electrocardiography.
- Examine the role of the medical assistant in facilitating the smooth flow of patients through the clinic and/or physician's office.
- Discuss the role and responsibilities of the medical assistant in preparing the patient for specific examinations and medical procedures.
- Discuss the role of the medical assistant in assisting the physician to carry out specific examinations and procedures.
- Explain the role of the medical assistant in screening and following up on patient test results.
- Describe quality assurance practices applicable to the medical office.
- Express the importance of radiation safety principles and practices in preparing patients for imaging and related procedures.
- Use electronic media to access information about clinical medical assisting principles and methods.

MEDA 122L Clinical Medical Assisting Lab II (1)

3 hours lab per week

Prerequisite(s): A grade of "C" or higher in MEDA 121L.

Corequisite(s): MEDA 122.

Comment: Letter grade only. MEDA 122L may not be audited. MEDA 122L may not be taken credit/no credit. MEDA 122L 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 correctly:

- Demonstrate back office duties with entry-level proficiency.
- Dramatize routine patient care procedures to assist the physician in the examining room in simulated lab situations.
- Demonstrate screening and follow up procedures related to patient test results in simulated lab situations.
- Demonstrate compliance with quality assurance practices applicable in the medical office.
- Perform hearing and vision screening.
- Perform single-channel or multi-channel electrocardiography.
- Demonstrate instructing patients in follow-up care/procedures in simulated lab situations.

MEDA 143 Administrative Medical Assisting I (3)

6 hours lecture/lab per week

Prerequisite(s): Admission to Medical Assisting program.

Comment: 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 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 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:

- Identify, describe, and use basic computer application programs used in medical assisting.
- Accurately process and communicate information in a medical office using keyboarding, proofreading, and editing skills.
- Perform basic administrative medical assisting functions.

- Schedule, coordinate, and monitor appointments, inpatient admissions and outpatient procedures.
- Input, obtain, and process accurate data for various medical office applications.
- Demonstrate ergonomically correct "touch" keyboarding techniques with a minimum keyboarding rate of 30 gross words a minute with good accuracy.
- Adhere to managed care policies and procedures.
- Apply bookkeeping principles and manage accounts receivable.
- Apply third-party payment guidelines.
- Perform basic procedural and diagnostic coding.
- Ethically handle confidential medical data.

MEDA 152, Medical Assisting Science II (4)

4 hours lecture per week

Prerequisite(s): Admissions to the Medical Assisting program. A grade of "C" or higher in MEDA 111.

Comment: 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.

Upon successful completion of MEDAS 152, the student should be able to:

- Identify and discuss basic concepts, principles, and characteristics of disease processes.
- Recognize and apply terminology pertaining to injuries and disease processes.
- Identify and discuss the etiology of selected diseases from each of the major body systems.
- Identify and discuss methods of external control and treatment of known diseases.
- Apply knowledge of disease processes and conditions to the smoother functioning of a medical office or clinic.
- Interpret abbreviations and symbols accurately as they relate to drug administration.
- Discuss standards and legislation as they related to selected drugs.
- Use appropriate references for obtaining drug information.
- Identify drugs commonly used in the prevention, diagnosis, and treatment of disease
- Discuss current status of pharmaceuticals commonly used in immunizations for the prevention of specific diseases.
- Identify major drug classifications, and drugs within each classification, commonly used in treatment of specific disease conditions encountered in the medical office.
- Cite specific action, side effects, and responsibilities related to use of all pharmaceuticals discussed in class.

MEDA 163 Administrative Medical Assisting II (3)

6 hours lecture/lab per week

Prerequisite(s): A grade of "C" or higher in MEDA 143.

Comment: Letter grade only. MEDA 163 may not be taken credit/no credit. MEDA 163 may not be audited. MEDA163 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:

- Accurately submit claims, obtain reimbursement, and monitor third-party reimbursement.
- Perform procedural and diagnostic coding.
- Manage accounts payable and process payroll.
- Proficiently apply computer systems in maintaining patient records and accounts.
- Apply knowledge of medical terminology and transcription skills in processing medical data.
- Document and maintain accounting and banking records.
- Develop and maintain fee schedules.
- Manage renewals of business and professional insurance policies.
- Manage personnel benefits and maintain records.
- Perform marketing, financial, and strategic planning
- Transcribe reports dealing with terminology, disease conditions, and procedures related to various body systems and medical

specialties.

- Apply spreadsheet and database management programs in a medical office administrative setting.
- Proofread and edit medical documents.

MEDA 175 Administration of Medications (1)

4 hours lecture/lab per week for eight weeks

Prerequisite(s): A grade of "C" or higher in MEDA 152 or program director consent.

Comment: Letter grade only. MEDA 175 may not be audited. MEDA 175 may not be taken credit/no credit. 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:

- Apply the basic concepts required for medication administration.
- Solve conversion problems within and among the following systems: household, metric, and apothecary.
- Interpret abbreviations and symbols accurately as they relate to drug administration.
- Discuss legislation relating to drug administration.
- Calculate pharmaceutical equations correctly.
- Apply the specific rules of safe drug administration.
- Prepare and administer oral, ophthalmic, otic, nasal, and parenteral preparations in simulated lab situations.

MEDA 201 Medical Law and Ethics (2)

2 hours lecture per week

Prerequisite(s): A grade of "C" in MEDA 121; a grade of "C" in MEDA 143.

Comment: 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:

- Correlate laws that affect medical practice and the practice of Medical Assistants.
- Discuss basic concepts of medical ethics in relationships with physicians, patients and co-workers as applied to the performance of duties as a Medical Assistant.
- 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)

15 hours lecture total

Prerequisite(s): A grade of "C" or higher in MEDA 122; a grade of "C" or higher in MEDA 122L; a grade of "C" or higher in MEDA 152; a grade of "C" or higher in MEDA 163; a grade of "C" or higher in MEDA 175; a grade of "C" or higher in MEDA 201; and a grade of "C" or higher MLT 100; and consent of instructor.

Corequisite(s): MEDA 215.

Comment: 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:

- Discuss knowledgeably the responsibilities of the Medical Assistant as a health care team member in the delivery of quality patient care.
- Describe standards of performance of entry-level skills and proficiency in all aspects of a beginning professional medical assistant.
- Correlate basic ambulatory patient care concepts and principles to analyze, synthesize, and evaluate patient situations in the externship experience.
- Describe potential ethical and legal ramifications of both medical and economic aspects of patient management.
- Discuss applicable laws, safety standards, record maintenance, quality patient care and education in regard to patient situations in the externship experience.

- Effectively use electronic media to apply knowledge about medical assisting principles, practices, and methods.
- 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.
- 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.
- Select and complete individual projects; seek out and pursue avenues for professional development.
- Compile a procedure manual as a guide and reference for a medical office.
- Review and prepare for certification as a Professional Medical Assistant.

MEDA 215 Externship (5)

225 total hours clinical experience

Prerequisite(s): A grade of "C" or higher in MEDA 122; a grade of "C" or higher in MEDA 122L; a grade of "C" or higher in MEDA 152; a grade of "C" or higher in MEDA 163; a grade of "C" or higher in MEDA 175; a grade of "C" or higher in MEDA 201; a grade of "C" of higher in MLT 100; and consent of instructor.

Corequisite(s): MEDA 210.

Comment: Letter grade only. MEDA 215 may not be audited. MEDA 215 may not be taken credit/no credit. Students are expected to provide their own uniforms, shoes, and stethoscope and to provide for their own transportation to and from clinical site.

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:

- Function as a clinical professional and demonstrate professional characteristics expected of a beginning practicing Medical Assistant.
- 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.
- Perform routine patient care procedures to assist the physician in examination and treatment rooms.
- Perform simple laboratory diagnostic tests to assist the physician in the health appraisal of patients.
- Prepare the back office, equipment and supplies to facilitate the smooth flow of patients through the clinic and/or physician's office.
- Perform routine front office procedures to assist the physician in the care (health appraisal) of patients.
- Prepare the front office, equipment and supplies to facilitate the smooth functioning of this area.
- Apply the working knowledge by which the law affects a medical practice and himself/herself specifically as a Medical Assistant.
- 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 220 Advanced Clinical Medical Assisting (2)

4 hours lecture/lab per week

Prerequisite(s): MEDA 120; MEDA 120L; MEDA 125; BIOL 130.

Corequisite(s): MEDA 220L; MEDA 225.

MEDA 220 focuses on advanced clinical care procedure skills as an assistant to a physician in an ambulatory care facility.

Upon successful completion of MEDA 220, the student should be able to:

- Assist the physician in the appraisal of the health status of patients with prescribed medical office diagnostic tests and follow-up care.
- Correctly and efficiently perform electrocardiography.
- Coordinate patient treatment with modalities.
- Coordinate diagnostic radiographic procedures.

MEDA 271 Coding for the Physician's Office (5)

5 hours lecture per week

Prerequisite(s): Completion of Certificate of Achievement in Medical Assisting, or consent of program director.

Comment: Letter grade only. MEDA 271 may not be audited. MEDA 271 may not be taken credit/no credit.

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:

- correctly use Volumes I and II of the ICD-9-CM text

- discuss the format of the ICD-10 text and reasons for the new format.
- discuss the CPT-4 format, including section numbers and sequences, terminology and format.
- correctly use the CPT-4 index.
- discuss the three levels of HCPCS coding conventions and search for various HCPCS codes.
- use coding conventions for identifying and selecting the appropriate evaluation and management service.
- define key components and determine patient status.
- implement correctly the variety of evaluation and management documentation guidelines.
- schedule and perform a chart audit.
- discuss frequency, prospective versus retrospective, and sampling.
- describe the global surgical package concept and coding conventions.
- discuss started, separate, and add-on procedure codes
- describe in detail CPT modifiers.
- apply a set of coding rules for surgery across all anatomical subsections of surgery codes.
- discuss procedures and techniques specific to the integument.
- describe procedure and coding guidelines for procedures and techniques specific to the musculoskeletal system.
- discuss procedure and coding explanations pertaining to the respiratory system.
- discuss coding challenges presented by cardiothoracic surgery of the heart, coronary arteries, and great vessels.
- correctly apply coding conventions unique to pacemaker and auto-defibrillator placement.
- describe and apply coding conventions applied to vascular surgery.
- discuss coding conventions applied to diagnostic tests, procedures, and endoscopies pertaining to the digestive system.
- discuss coding for procedures of the kidney, ureter, urinary bladder, and the male genitalia.
- describe coding conventions applied to gynecological procedures and obstetrical care.
- discuss coding procedures and techniques of the skull, meninges and the brain, spine and spinal cord, and the extracranial nerves, peripheral nerves and the autonomic nervous system.
- discuss procedures and coding explanations pertaining to the eye and auditory system.
- discuss the American Society of Anesthesiologists (ASA) relative values, anesthesia guidelines, modifiers, code organization and crosswalk.
- discuss radiological procedures and coding guidelines.
- discuss procedure and coding issues related to pathology and lab tests.
- discuss coding guidelines for consultations, emergency department services, critical care, preventive medicine, and home care.
- identify and select appropriate immunizations, therapeutic and diagnostic infusions, psychiatry, dialysis, gastroenterology codes, cardiovascular codes, physical medicine, and other special services.

MEDA 280 Medical Office Management (2)

2 hours lecture per week

Prerequisite(s): A grade of "C" or higher in MEDA 222 or consent of instructor.

Comment: Letter grade only. MEDA 280 may not be audited. MEDA 280 may not be taken credit/no credit.

MEDA 280 provides instruction in preparing for the roles of office manager and human resources representative of a medical office or ambulatory care facility. It also provides a specialty career pathway open to program graduates, professionalism, continuing education, correlation of theory and practice.

Upon successful completion of MEDA 280, the student should be able to:

- Identify preferred qualities and characteristics of a manager/leader and management styles.
- Discuss benefits of a teamwork approach.
- Describe appropriate evaluation tools for employees.
- Recall and role-play methods of resolving conflict.
- List methods of increasing productivity and efficient time management.
- Discuss and recognize the impact of HIPAA's privacy policy in ambulatory care settings.
- Describe the general concept, tools, purpose and benefit of marketing.
- Define records management, financial management, facility and equipment management, and risk management.
- Identify and select the appropriate qualities in the role of the human resources manager.
- Identify methods of recruiting employees for a medical practice
- Discuss and role-play the interview process.
- Identify items to keep in an employee's personnel record.
- List and define laws related to personnel management.
- Identify and select appropriate responsibilities of the Medical Assistant with advanced skills as a health care team member in the

- delivery of quality patient care.
- Identify and select appropriate standards of performance of a professional medical assistant with advanced clinical and administrative skills.
- Describe and identify regulatory policies that affect specialized areas of administrative medical assisting.

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.

MLT 100 is an introduction to the field of medical technology, with instruction in basic laboratory skills including phlebotomy.

Upon successful completion MLT 100, the student should be able to:

- Demonstrate knowledge of clinical laboratory organizations and the roles of various laboratory personnel within the organization.
- Perform basic laboratory techniques.
- Use basic laboratory instruments and equipment.
- Demonstrate competence in obtaining blood specimens.
- Demonstrate ability to effectively interact with patients, hospitals and laboratory personnel.
- Describe quality control in the clinical laboratory.

MLT 100B Phlebotomy Practicum (1)

40 clinical hours

Prerequisite(s): Admission to the MLT program; credit or concurrent enrollment in MLT 100.

Comment: Letter grade only. MLT 100B not be taken for credit/no credit. MLT 100B not be audited. MLT 100B may not be repeated for additional credit.

MLT 100B is 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:

- Effectively select and utilize vacutainers, syringes and butterflies to obtain venous blood samples.
- Perform a minimum of 50 successful, unaided venipunctures after choosing the appropriate supplies for each sample.
- Perform a minimum of 5 successful, unaided finger sticks after choosing the appropriate supplies for each sample.
- Explain and follow the basic rules and regulations essential for safe and accurate phlebotomy.
- Process specimens accurately, according to the procedures set in the specific clinical laboratory.
- Exhibit appropriate interpersonal skills with patients, coworkers and other health care personnel in person and on the telephone.
- Explain the policies and use the procedures in the clinical laboratory to assure quality in the obtaining of blood specimens.
- Exhibit a professional demeanor while performing phlebotomist duties.

MLT 107 Clinical Microbiology I (3)

6 hours lecture/lab per week

Prerequisite(s): Admission to the MLT program or consent of MLT Program Director; a grade of "C" or higher in MLT 100 or consent of MLT Program Director; 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:

- Make smears of bacterial cultures, stain and identify the cellular characteristics of bacteria by color, shape and arrangement.
- Streak a culture plate for isolation of bacteria and describe colonial morphology.
- Explain the collection and proper handling of specimens received in a clinical microbiology lab and list pathogens and non-pathogens found in each specimen.

- Perform laboratory exercises on selected bacterial organisms to define characteristic and biochemical reactions useful in identification of bacteria.
- Identify the bacteria in an unknown specimen with 100% accuracy.
- Utilize the safety precautions necessary in the Clinical Microbiology laboratory.

MLT 108 Hematology (5)

10 hours lecture/lab per week

Prerequisite(s): Admission to the MLT program or consent of MLT Program Director; a grade of "C" or higher in MLT 100 or consent of MLT Program Director.

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:

- List the different types of human blood cells
- Identify the following cells under the microscope:
 - a) Erythrocytes
 - b) Leukocytes
 - c) Thrombocytes
- Describe the theory behind the following laboratory procedures and perform the testing procedures within + 2 standard deviations:
 - a) Hemoglobin
 - b) Hematocrit
 - c) Manual cell counting
 - d) Differential count
 - e) Sedimentation rate
- List the normal values for the laboratory tests listed above
- Define and identify the various inclusion bodies found in red and white blood cells and the conditions in which they occur.
- Describe the clinical significance of and differences among the various hemoglobins
- Summarize the facets of hemostasis and their interrelationship
- Discuss the coagulation mechanism, its stages and each factor involved in coagulation
- List and describe coagulation abnormalities and the laboratory results associated with each disorder.
- Describe and discuss the fibrinolytic system
- Identify microscopically the cellular picture and describe the following disease states:
 - a) Anemias (macrocytic, normocytic, microcytic, hemolytic)
 - b) Polycythemias
 - c) Pancytopenias
 - d) Leukemias
 - e) Lymphomas
 - f) Multiple Myelomas
- Operate and maintain equipment applicable to hematology and coagulation laboratories
- Perform the following laboratory procedures within + 2 standard deviations:
 - a) Prothrombin time
 - b) Activated Partial Thromboplastin time
 - c) Thrombin time
 - d) Fibrinogen titer
- Perform the following tests with 100% accuracy
 - a) Sick cell test
 - b) Fibrin split products
 - c) Clot retraction
- Perform the appropriate quality control procedures for Hematology
- Utilize the safety precautions necessary in the Hematology laboratory.

MLT 112 Clinical Biochemistry I (3) Spring

6 hours lecture/lab per week

Prerequisite(s): Credit or concurrent enrollment in CHEM 162/162L or consent of MLT Program Director; admission to the MLT program or consent of MLT Program Director.

Comment: Letter grade only. MLT 112 may not be taken credit/no credit. MLT 112 may not be audited.

MLT 112 introduces principles of clinical biochemistry pertaining to testing for chemical constituents in blood and body fluids. It covers general biochemistry of metabolism, carbohydrates, protein and enzymes. Student will practice techniques for spectrophotometry, glucose, protein, and protein fractionation and enzyme analysis.

Upon successful completion of MLT 112, the student should be able to:

- Integrate knowledge of the theoretical principles of clinical biochemistry in laboratory diagnosis.
- Describe the metabolic pathways basic to the physiology of the human body.
- Describe the collection and handling of all clinical specimens to be processed for clinical chemistry.
- Describe the function, structure, mode of action, and clinical significance of glucose, protein and protein fractions.
- Describe the theory underlying laboratory procedures for glucose, glycosylated glucose, protein, albumin, and protein fractionation by electrophoresis and chromatography.
- Correlate abnormalities of blood and urine chemistry associated with glucose and protein determinations.
- Explain enzyme kinetics and relate the concept to laboratory testing for enzymes.
- Calculate and prepare percent, normal and molar solutions and dilutions of concentrated solutions.
- Calculate mean and standard deviation and apply basic statistics to quality control in the chemistry laboratory.
- Use the appropriate statistical formula for determining reliability of clinical chemistry assays.
- Perform the following manual clinical chemistry determinations on serum, plasma or urine within +/- two standard deviations of the stated value of the sample:
 - a. Glucose
 - b. Total Protein
 - c. Albumin
 - d. Protein Electrophoresis
 - e. Other protein fractionation
- Operate and maintain according to standardized procedures and describe the principle of spectrophotometry.
- Utilize and calibrate serological and volumetric pipettors and micropipettors.
- Prepare written laboratory reports on each procedure performed and each instrument used.
- Perform all tests utilizing appropriate safety measures as stated in safety manuals.
- Organize their work in an orderly manner and maintain the laboratory area in a clean, working condition.

MLT 118 Body Fluids (1)

2 hours lecture/lab per week

Prerequisite(s): Admission to the MLT program or consent of MLT Program Director; a grade of "C" or higher in MLT 100 or consent of MLT Program Director; a grade of "C" or higher in MLT 108 or consent of MLT Program Director.

Comment: Letter grade only. MLT 118 may not be taken credit/no credit. MLT 118 may not be audited. MLT 118 may not be repeated for additional credit. Students will be expected to purchase latex or vinyl gloves for this course.

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:

- Discuss the basic principles underlying routine laboratory procedures in the analysis of various body fluids.
- Describe normal and abnormal chemical and cellular constituents of various body fluids.
- Perform chemical and macroscopic analysis of urine.
- Identify normal and abnormal structures in the microscopic analysis of various body fluids.
- Perform laboratory techniques utilizing necessary safety and quality control procedures

MLT 204 Immunohematology (2)

4 hours lecture/lab per week

Prerequisite(s): A grade of "C" or higher in MICR 160; a grade of "C" or higher in MLT 108 or consent of MLT program director.

MLT 204 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:

- Describe the red cell antigens and the characteristics of their corresponding antibodies.
- Discuss the causes of transfusion reactions, hemolytic disease of the newborn and hemolytic anemia.

- Describe the clinical significance of antibody and antiglobulin testing.
- List donor qualifications.
- Accurately determine the ABO and RHh type of blood specimens and identify atypical antibodies.
- Accurately perform crossmatch procedures with donor and patient blood specimens.

MLT 207 Clinical Microbiology II (3)

6 hours lecture/lab per week

Prerequisite(s): Admission to the MLT program or consent of MLT Program Director; 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 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:

- Identify unknown cultures of medically significant bacteria to genus and species level and determine antibiotic susceptibility.
- Describe the technique used to collect, handle, and/or preserve specimens received in the laboratory for parasite examination.
- List and describe methods of concentrating stool specimens for parasites.
- Identify the most commonly found parasites to genus and species upon observation of appropriate material.
- 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.
- 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; a grade of "C" or higher in MLT 118; a grade of "C" or higher in MLT 207 or permission of MLT program director.

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:

- Identify the parts of a microscope and perform preventative maintenance and make minor repairs.
- Identify Erythrocytes, Leukocytes, Thrombocytes, urinary casts, urinary crystals, bacteria, yeast and parasites under the microscope with at least 90 percent accuracy.
- Perform the appropriate quality control and safety procedures for analysis of blood and body fluids.

MLT 212 Clinical Biochemistry II (4)

8 hours lecture/lab per week

Prerequisite(s): Admission to the MLT program or consent of MLT Program Director; 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 covers 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:

- Describe the function, structure, mode of action and clinical significance of each of the following chemical substances:
 - a. Electrolytes
 - b. Blood Gases
 - c. non-protein nitrogen
 - d. Lipids
 - e. Clinically significant enzymes
 - f. Hormones - steroid, protein & peptide

- Describe the theory behind the preceding laboratory procedures and list the normal values associated with each.
- Correlate abnormalities of blood and urine chemistry associated with:
 - a. altered acid base balance
 - b. kidney disease
 - c. liver disease
 - d. heart disease
 - e. neurological system disorders
 - f. endocrine and reproductive system disorders
 - g. bone and muscle disease
 - h. neoplasms
- Describe the mode of action, clinical significance and methods for determining therapeutic drugs and drugs of abuse.
- List and describe tumor markers found in blood and body fluids.
- List the substances measured to determine fetal maturity and the clinical significance of each test.
- Perform the following manual clinical chemistry determinations on serum, plasma or urine within +/- two standard deviations of the stated value of the sample:
 - a. Cholesterol, Triglyceride & HDL
 - b. AST, ALT, ALP, CK, LD , Amylase and lipase
 - c. salicylate
 - d. Electrolytes
 - e. Immunoassay
- Operate and maintain according to standardized procedures and describe the principles of the following instruments:
 - a. Ion selective electrode
 - b. Atac 2000, Pointe 180
 - c. Gilford Stasar
 - d. Ortho Vitros II
 - e. Dade Dimension
- Prepare written laboratory reports on each procedure performed and each instrument used.
- Perform all tests utilizing appropriate safety measures as stated in safety manuals.
- Organize their work in an orderly manner and maintain the laboratory area in clean, working condition.

MLT 240 Seminar (1) Spring II

Prerequisite(s): MLT 108; MLT 118; MLT 204; MLT 207; MLT 211; MLT 212; and consent of MLT Program Director.

Corequisite(s): MLT 242B; MLT 242C; MLT 242D; MLT242E.

Comment: Letter grade only. MLT 240 may not be taken for credit/no credit. MLT 240 may not be audited.

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:

- Think critically about the clinical laboratory as a career choice
- Communicate ideas relevant to laboratory medicine to his/her peers
- Develop skills for lifelong learning
- Correctly answer at least 70% of the questions asked on a comprehensive medical laboratory technician exam.
- Present a two-hour seminar for his/her peers on a topic relevant to laboratory medicine as a career choice.
- Prepare a resume for obtaining a position in a clinical laboratory.
- Describe the basic requirements for a successful job interview.

MLT 242B Clinical Rotation II – Blood Bank (2) Spring II

100 hours total

Prerequisite(s): MLT 204 with grade of "C" or higher 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:

- Transfer knowledge and skills learned in MLT 204 to the clinical laboratory.
- Interact effectively with patients and laboratory personnel.

MLT 242C Clinical Rotation II – Chemistry (5) Spring II

240 total hours

Prerequisite(s): A grade of “C” or higher in MLT 112; 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:

- Transfer knowledge and skills learned in MLT 112 AND MLT 212 to the clinical laboratory.
- Interact effectively with patients and laboratory personnel.

MLT 242D Clinical Rotation II–Microbiology (5) Spring II

240 total hours

Prerequisite(s): A grade of “C” or higher in MLT 107; 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:

- Transfer knowledge and skills learned in MLT 107 AND MLT 207 to the clinical laboratory.
- Interact effectively with patients and laboratory personnel.

MLT 242E Clinical Rotation II – Hematology (4) Spring II

200 total hours

Prerequisite(s): A grade of “C” or higher in MLT 108; a grade of “C” or higher in MLT 118; 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:

- Transfer knowledge and skills learned in MLT 108, MLT 118 and MLT 211 to the clinical laboratory.
- Interact effectively with patients and laboratory personnel

METEOROLOGY

MET 101 Introduction to Meteorology (3) KCC AA/DP

3 hours lecture per week

Comment: MET 101 may not be audited.

MET 101 is an introductory course intended for non science majors, prospective science teachers, and prospective science majors. This course will include an overview of basic atmospheric physics, sun-Earth-atmosphere interrelationships, pollution, major weather systems, weather forecasting, and Hawai'i weather.

Upon successful completion of MET 101, the student should be able to:

- Identify the physical processes shaping the weather.
- Apply scientific systems of measurement to describe natural phenomena.

- Use and summarize weather patterns on meteorological charts.
- Evaluate and use computer generated data to explain weather phenomena.
- Critique problems within the framework of the course and communicate this knowledge in oral and written form.

MET 101L Introduction to Meteorology Lab (1) KCC AA/DY

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in MET 101.

Comment: MET 101L may not be audited.

MET 101L is an introductory course intended for non science majors and prospective science teachers. This course involves exercises with meteorological data and measurement systems with particular focus on the characteristics of Hawaiian winds, temperatures, and rainfall.

Upon successful completion of MET 101L, the student should be able to:

- Describe the components and processes of resulting weather patterns in the atmosphere.
- Interpret the components of weather maps, and forecast weather.
- Apply the scientific method and theories and concepts of meteorology to explain major weather systems.
- Describe and explain weather phenomena typical and atypical to Hawaiian weather.
- Explain critically the relationship between humans and the atmospheric environment.

MICROBIOLOGY

MICR 130 General Microbiology (3) KCC AA/DB and KCC AS/NS

3 hours lecture per week

Recommended Preparation: MATH 25; CHEM 100, CHEM 151, CHEM 161 or BIOC 241.

MICR 130 covers the fundamentals of microbiology with an emphasis on microorganisms as they 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:

- Describe the organization of life at the cellular and subcellular levels.
- Describe the main characteristics of bacteria including their morphology, growth, reproduction and classification.
- Understand and describe in general terms, the fundamental biochemistry of bacterial metabolism and compare it to eucaryotic cell metabolism.
- Understand and describe the basic principles of molecular genetics as they relate to cell division, mutation, genetic engineering, bacterial virulence, and antibiotic resistance.
- Understand and describe the fundamental principles of the host-parasite relationship both in health and disease.
- Describe the components of the human immune system and understand how these components interact in generating an immune response.
- Mathematically express the growth characteristics of bacterial culture.
- Describe the major and the common infectious diseases of humans.
- Understand and apply methods of microbial control that can be used to prevent both the transmission of infectious diseases and the spoilage of foods and textiles.
- Read and understand microbiology articles in nursing journals and the popular press.

MICR 140 General Microbiology Laboratory (2) KCC AA/DY and KCC AS/NS

4 hours lecture/lab per week

Prerequisite(s): Credit or concurrent enrollment in MICR 130 or credit or concurrent enrollment in MICR 135.

Recommended Preparation: MATH 25.

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:

- Use the metric system and scientific notation.

- Use and properly care for the compound microscope, including the oil immersion lens.
- Prepare, examine and accurately interpret various stained slide specimens including gram stained, capsule stained, endospore stained and flagella stained specimens.
- Understand and properly execute the aseptic transfer of bacterial cultures.
- Use sterile pipettes aseptically and accurately.
- Demonstrate the ubiquity of microbes as part of our normal flora and as present in the environment.
- Understand and demonstrate the principles and the techniques which are used to control microorganisms such as antibiotics, food preservatives and the chemical and physical disinfecting and sterilizing agents.
- Enumerate the bacteria in food and water samples and mathematically predict the growth characteristics of these bacteria.
- Understand and demonstrate the effect of different personal hygiene practices on our normal flora and on pathogens.
- Demonstrate and understand the various nutritional requirements and characteristics of medically important bacteria.
- Demonstrate the ability to isolate, in pure culture, and to identify common human commensal bacteria.
- Demonstrate the principles involved in the transmission of pathogenic organisms by the common routes.
- Demonstrate the thinking skills needed to critically observe, measure, evaluate and interpret experimental data and the creativity needed to formulate hypotheses to explain the data.

MICR 161 Immunology and Protein Chemistry (2)

4 hours lecture/lab per week

Prerequisite(s): Credit or concurrent enrollment in MICR 130,

MICR 135 or BIOL 171; credit or concurrent enrollment in

MICR 140, MLT 107 or BIOL 171L; credit or concurrent

enrollment in CHEM 151 or higher level chemistry course; credit or concurrent enrollment in CHEM 151L or higher level chemistry course.

MICR 161 lecture/laboratory course covers the fundamental aspects of both immunology and protein chemistry as it is performed in clinical and biotechnology laboratories.

Upon successful completion of MICR 161, the student should be able to:

- Describe the structure and chemistry of proteins, with especial emphasis on the immunoglobulins.
- Describe and explain the principles underlying antigen-antibody reactions.
- Demonstrate proficiency in performing a variety of immunoassays including agglutination, precipitation, ELISA, and fluorescent antibody procedures.
- Explain the principles of electrophoresis and perform polyacrylamide gel electrophoresis and western blotting.
- Explain the principles and perform fundamental protein fractionation, separation and purification techniques such as salt fractionation, size exclusion chromatography and ion exchange chromatography.
- Describe the principles underlying immunization strategies particularly as they relate to the production of monoclonal antibodies.
- Describe the principles involved in developing screening assays for monoclonal antibody production; then, coat plates with candidate antigens and perform the assays.

MICR 230 Molecular Biology (3) KCC AA/DB

6 hours lecture/lab per week

Prerequisite(s): MICR 130, MICR 135 or BIOL 171; MICR

140, MLT 107 or BIOL 171L; CHEM 151 or higher; CHEM 151L or higher.

MICR 230 covers the fundamental theoretical and laboratory aspects of molecular biology. The basic principles which govern the structure and function of proteins, nucleic acids and macromolecular complexes will be studied. Students will learn and become proficient at performing the fundamental laboratory procedures of biotechnology.

Upon successful completion of MICR 230, the student should be able to:

- Describe the structure of proteins, nucleic acids and macromolecular complexes.
- Describe the function of nucleic acids, proteins and macromolecules in DNA replication, transcription, translation, mutagenesis and DNA repair.
- Describe the regulation of gene activity in prokaryotes and eukaryotes.
- Describe basic principles and techniques of molecular biology including the use of plasmids and transposons to generate recombinant DNA.
- Prepare, sterilize and dispense the basic types of media used for the cultivation of bacteria.
- Operate all the basic equipment of a molecular biology laboratory, including but not limited to large autoclaves and bench top autoclaves, water distillation apparatus, biological safety cabinets, spectrophotometers and ELISA readers, electrophoresis equipment, centrifuges and microcentrifuges.

- Perform agarose gel electrophoresis.
- Isolate and quantitate chromosomal and plasmid DNA from bacteria.
- Perform and analyze restriction enzyme digestions of DNA.
- Prepare and screen a genomic library.
- Prepare enzyme labeled probes and perform southern blots.
- Perform polymerase chain reactions under a variety of conditions.
- Analyze DNA and amino acid sequence data by searching sequence data bases.

MICR 240 Cell Biology and Tissue Culture (2) KCC AA/DY

4 hours lecture/lab per week

Prerequisite(s): MICR 130 or MICR 135 or BIOL 171; MICR 140 or MLT 107 or BIOL 171L; CHEM 151/151L or higher level chemistry course with lab; or instructor's consent.

Comment: MICR 240 is cross-listed as BIOL 275L.

MICR 240 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 and molecular biology 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:

- Prepare media and buffers needed for the culture of animal, plant and microalgae cells.
- Demonstrate proficiency in the specialized sterilization and quality control procedures used in a tissue culture laboratory.
- Demonstrate proficiency in routine cell culture protocols such as feeding schedules and medium supplements, subcultivation procedures, cell enumeration and viability testing, cryopreservation, and the detection and disposition of contaminated cultures.
- Demonstrate knowledge of the basic principles of protein chemistry by applying these principles in the designing and reporting of experiments utilizing enzymatic reactions, electrophoresis and immunoassays.
- Demonstrate knowledge of the basic principles of DNA structure, function, and chemistry by applying these principles in the designing and reporting of experiments utilizing DNA extraction and purification, electrophoresis, restriction enzyme analysis, DNA amplification, sequencing, and sequence analysis using standard bioinformatics databases and analysis protocols.
- Describe in detail the organization of life at the cellular and subcellular levels.
- Describe the structure and function of biological membranes and demonstrate an understanding of the processes which occur at the cell surface.
- Describe in detailed and specific terms the fundamental catabolic and anabolic metabolic processes that occur at the cellular level.
- Describe and experimentally manipulate the cytoskeleton particularly as it relates to intracellular traffic, cytokinesis and cell motility.
- Describe and experimentally manipulate the basic processes involved in cell signaling and the cell cycle and define the role of these processes in cell differentiation and in cancer.
- Describe the theories explaining the development of eukaryotes and the evolution of multicellular organisms.
- Describe and debate the ethical issues surrounding existing and proposed research and applications using living cells.

MOBILE INTENSIVE CARE TECHNICIAN

MICT 150 Pre-Hospital Assessment and Treatment I (12)

8 hours lecture, 4 hours lecture/lab, 6 hours lab per week

Prerequisite(s): Acceptance into MICT program; completion of a State of Hawai'i approved Emergency Medical Technician program; State licensure at the EMT level.

Comment: Letter grade only. MICT 150 may not be audited. MICT 150 may not be taken credit/no credit. Students are required to have a laptop computer.

MICT 150 is the theory and laboratory practice of advanced life support knowledge and skills used in the assessment and treatment of adult and pediatric patients with medical and trauma conditions requiring pre-hospital emergency care.

Upon successful completion of MICT 150, the student should be able to:

- Improve knowledge and skills obtained at the EMT level to refine patient assessment, including taking the patient's history and performing a physical examination to assess illness or degree of injury in a multicultural environment.
- Safely and accurately administer medications.

- Explain and demonstrate the initiation and continuation of advanced life support care under medical control, including recognition of presenting symptoms and initiation of appropriate invasive and non-invasive treatment for surgical, medical, pediatric, obstetric and psychiatric emergencies, and airway and respiratory problems.
- Safely and accurately perform in a non-patient care situation including designated advanced life support measures.

MICT 160 Pre-Hospital Assessment and Treatment II (5)

8 hours lecture, 6 hours lab per week for 8 weeks

Prerequisite(s): A grade of "C" or higher in MICT 150; acceptance into MICT program; completion of a State of Hawai'i approved Emergency Medical Technician program; State licensure at the EMT level.

Comment: Letter grade only. MICT 160 may not be audited. MICT 160 may not be taken credit/no credit.

MICT 160 is the theory and laboratory practice of advanced life support skills in assessment and treatment of patients with cardiac conditions that require pre-hospital emergency care.

Upon successful completion of MICT 160, the student should be able to:

- Describe detailed anatomy and physiology of the cardiovascular systems.
- Recognize normal and abnormal cardiac rhythms, including life threatening arrhythmias and relate to cardiac output.
- Recognize and interpret normal and abnormal 12-lead EKG's and correlate its clinical relevance.
- Describe specific treatment of arrhythmias according to approved standing orders for Hawai'i's MICTs.
- Perform advanced cardiac life support skills.

MICT 200 Advanced Pre-Hospital Assessment and Treatment (5)

6 hours lecture, 4.5 hours lab per week for 10 weeks

Prerequisite(s): A grade of "C" or higher in MICT 160; acceptance into MICT program; completion of a State of Hawai'i approved Emergency Medical Technician program; State licensure at the EMT level.

Comment: Letter grade only. MICT 200 may not be audited. MICT 200 may not be taken credit/no credit. ACLS, PALS, AMLS and PHTLS WRITTEN must be passed at 84% in order to complete MICT 200.

MICT 200 is the theory and laboratory practice of additional advanced medical, trauma, cardiac life support in the pre-hospital emergency environment.

Upon successful completion of MICT 200, the student should be able to:

- Complete the Pediatric Advanced Life Support and the Advanced Cardiac Life Support-Provider courses according to standards set by the American Heart Association.
- Complete the Advanced Medical Life Support and Pre-Hospital Trauma Life Support-Provider courses according to standards set by the National Association of Emergency Medical Technicians.
- Recognize signs and symptoms, and perform medical management of various types of burns and chemical, biological, nuclear, radiological and environmental emergencies in the pre-hospital environment.
- Perform, in the non-patient care situation, all skills required for functioning as a Mobile Intensive Care Technician (MICT).

MICT 301 Pre-Hospital Assessment and Treatment Clinical Experience (4)

18 hours clinical experience per week for 10 weeks

Prerequisite(s): A grade of "C" or higher in MICT 200; acceptance into MICT Program; completion of a State of Hawai'i approved Emergency Medical Technician program; State licensure at the EMT level.

Comment: Mandatory credit/no credit grading. MICT 301 may not be audited. MICT 301 may not be taken for a letter grade.

MICT 301 provides an opportunity for hands-on skills experience in basic and advanced life support at selected clinical facilities, includes major hospitals and ambulances. During this time the students develop clinical and interpersonal skills. They also develop their written, verbal and non-verbal communication skills. The health care culture and their professional behavior are nurtured through this clinical exposure.

Upon successful completion of MICT 301, the student should be able to:

- Safely and accurately perform basic and advanced life support procedures, under direct supervision in a hospital or ambulance setting.
- Correlate the clinical and theoretical aspects of selected patient situations through a series of case reports.

MICT 302 Pre-Hospital Assessment and Treatment Internship I (4)

1 hour lecture, 39 hours ambulance internship per week for 4 weeks

Prerequisite(s): A grade of "C" or higher in MICT 200; a grade of "C" or higher in MICT 301; acceptance into MICT Program; completion of a State of Hawai'i approved Emergency Medical Technician program; State licensure at the EMT level.

Comment: Mandatory credit/no credit grading. MICT 302 may not be audited. MICT 302 may not be taken for a letter grade.

MICT 302 provides the initial experience as a MICT intern on an advanced life support emergency ambulance. MICT 302 includes rotation one of the required five rotations. Each student is assigned one on one with a preceptor.

Upon successful completion of MICT 302, the student should be able to:

- Safely and accurately perform in the emergency situation, at an introductory level, all advanced life support procedures as listed in the Board of Medical Examiners Rules for Emergency Ambulance Personnel.
- Exercise personal judgment in case of interruption in medical direction caused by communication failure or in cases of immediate life threatening conditions; provide such emergency care as has been specifically authorized by approved standing orders.

MICT 350 Pre-Hospital Assessment and Treatment Internship II (14)

1 hour lecture, 39 hours ambulance experience per week

Prerequisite(s): A grade of "C" or higher in MICT 302; acceptance into MICT Program; completion of a State of Hawai'i approved Emergency Medical Technician program; State licensure at the EMT level.

Comment: Mandatory credit/no credit grading. MICT 350 may not be audited. MICT 350 may not be taken for a letter grade.

MICT 350 is an internship experience on selected advanced life support ambulances. Each student is assigned one on one with a preceptor and monitored by an instructor.

Upon successful completion of MICT 350, the student should be able to:

- Safely and accurately perform in the emergency situation, at an introductory level, all advanced life support procedures as listed in the Board of Medical Examiners Rules for Emergency Ambulance Personnel.
- Exercise personal judgment in case of interruption in medical direction caused by communication failure or in cases of immediate life threatening conditions; provide such emergency care as has been specifically authorized by approved standing orders.

MUSIC

MUS 104 Stage Band (2) KCC AA/DA (Inactive)

4 hours lecture/lab per week

Prerequisite(s): Audition and consent of the instructor.

Recommended Preparation: 2-3 years playing experience on a preferred instrument.

Comment: Students must supply their own instrument.

MUS 104 is a performance-oriented course that involves full and sectional rehearsals leading to performances of stage band standards covering various styles from jazz to Broadway. These performances will be scheduled during the course of the semester as well as at the end of the semester.

Upon successful completion of MUS 104, the student should be able to:

- Identify and define characteristics of the repertoire presented.
- Perform basic instrumental technique on their instruments as a soloist and as an ensemble player.
- Give examples of aural and performing skills with regards to one's musicianship.
- Perform with musical and stylistic accuracy on their instrument in a jazz ensemble.

MUS 106 Introduction to Music Literature (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

MUS 106 introduces students to western music literature with the emphasis on developing listening skills. Through listening and classroom critiques and analysis, all types of music are surveyed from Gregorian Chant through contemporary genres. Attendance at 3 varying concerts is required.

Upon successful completion of MUS 106, the student should be able to:

- Identify masterpieces of classical music repertoire.
- Distinguish the salient compositional characteristics between several stylistic periods in music/art history including representative composers from each period which help place unfamiliar repertoire into familiar periods.
- Contrast/compare music of any type (i.e., classical, ethnic, popular, seasonal) for texture, rhythm, form, melodic contour, harmonic orientation and time of composition.
- Contrast/compare the live performances seen during the semester.
- 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 a 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:

- Demonstrate a broader understanding of the role of music in different cultures.
- Describe the distinctive aural features and music aesthetics of a music culture.
- Describe the historical, religious, social and political aspects of a society that contribute to the development of a music culture.
- Describe and the validity of other music traditions.
- Contrast/compare the one's own music 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:

- 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.
- Notate and read basic melodic and rhythmic patterns in both simple and compound meters.
- Give examples of possible basic harmonization for simple melodies.
- Define the roles of composer, performer, and listener.
- Identify aurally those melodic intervals studied in class.
- 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-oriented 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:

- Identify the origin and musical elements of the repertoire presented.
- Give examples of basic vocal technique through solo and ensemble vocal performances.
- Identify and solve problems of performance in a variety of physical settings.
- Identify and list the attributes of performance etiquette.
- Identify the importance of ensemble singing in terms of musicianship and performance practice.

MUS 121B Voice Class I (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:

- Identify and distinguish between different basic notational concepts.
- Identify and define a wide variety of singing styles.
- Sing a series of vocal solos with close attention to techniques demonstrated in class.
- Identify, define and distinguish between the differences in tone production, the breathing apparatus, interpretation and the qualities of an artist.

MUS 121C Class Piano I (2) KCC AA/DA

1 hour lecture, 2 hours lecture/lab per week

MUS 121C is the first of a four-semester sequence in learning how to play the piano. Basic principles of performance will be explored, and students will play on both digital and acoustic pianos in the electronic piano lab. Practice facilities are available on weekdays.

Upon successful completion of MUS 121C, the student should be able to:

- Play the chromatic scale in both contrary and parallel motion, three octaves/two hands.
- Play all major scales and arpeggios, one octave/two hands.
- Play at least three different articulation styles: legato, staccato, and marcato.
- Demonstrate the application of wrist rotation coupled with varied arm weight to achieve greater dynamic contrast.
- Identify major key signatures.
- Build major and minor triads in root position from any given note.
- Play simple songs from first-level literature.
- Mind-map recital repertoire with colors and shapes of phrases, and then perform two of those selections by memory.

MUS 121D Guitar 1 (Classical) (2) KCC AA/DA

1 hour lecture, 2 hours lab per week

MUS 121D focuses on basic principles of classical guitar performance.

Upon successful completion of MUS 121D, the student should be able to:

- Demonstrate the ability to tune the guitar properly.
- Show how to properly care for the instrument.
- Demonstrate basic playing skills; major scales, arpeggios, etudes/exercises.
- Demonstrate ability to play first level songs.
- Demonstrate an ability to perform elementary solo and ensemble literature in a public recital.
- Demonstrate an understanding of elementary music notation and style interpretation.

MUS 121Z Beginning Ukulele (2) KCC AA/DA

1 hour lecture, 2 hours lecture/lab per week

Comment: Students are required to provide their own ukulele and music stand.

MUS 121Z is a beginning performance course for the ukulele. 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:

- Tune their own instruments.
- Play basic chord progressions.
- Identify and demonstrate various rhythmic patterns.
- Identify and perform basic strumming techniques.
- Identify and perform basic strumming patterns.
- Identify and perform different picking techniques.
- Read and perform from 3 forms of notation for ukulele in the first position (fret board notation, standard notation and tablature).
- Perform major and minor scales.
- Identify and perform standard Hawaiian repertoire specifically written for the ukulele.

- Identify and perform basic slack key elements used in the Hawaiian ukulele repertoire.
- Examine the importance of the ukulele in the Hawaiian music culture and island history.

MUS 122B Voice Class II (2) KCC AA/DA

1 hours lecture, 2 hours lecture/lab per week

Prerequisite(s): MUS 121B with a grade of "C" or higher 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, country western, and karaoke) 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:

- Identify and distinguish between various vocal styles and musical terms.
- Identify the origin and development of vocal music.
- Give examples of intermediate level vocal techniques: diction, tone production, and breath control through actual performances and in descriptive writing.
- Sing at an intermediate level solo vocal literature in a public recital.

MUS 122C Class Piano II (2) KCC AA/DA

1 hour lecture, 2 hours lecture/lab per week

Prerequisite(s): MUS 121C with a grade of "C" or higher, or consent of instructor.

MUS 122C is the second of a four-semester sequence in learning how to play the piano. Basic principles of performance will be explored, with a focus on expanding technical facility and sightreading skills. Students will play on both digital and acoustic pianos in the electronic piano lab. Practice facilities are available on weekdays.

Upon successful completion of MUS 122C, the student should be able to:

- Play all major scales and arpeggios, as well as the Group I minor scales (all three forms), two octaves/ two hands.
- Play in four different articulation styles: legato, staccato, marcato, and portato.
- Apply wrist rotation coupled with varied arm weight to achieve greater finesse in dynamic contrast.
- Identify major key signatures and their relative minor keys.
- Build major and minor triads in root position, as well as 1st and 2nd inversion triads.
- Play songs and technique exercises from second-level literature, as well as supplementary repertoire from a text such as First Bach Album.
- Mind-map recital repertoire with colors and phrase shapes, then perform two of the three required recital selections by memory.

MUS 122D Guitar 2 (Classical) (2) KCC AA/DA

1 hour lecture, 2 hours lecture/lab per week

Prerequisite(s): MUS 121D or consent of instructor.

MUS 122D focuses on basic principles of classical guitar performance.

Upon successful completion of MUS 122D, the student should be able to:

- Demonstrate basic playing skills: major scales, arpeggios, etudes/exercises on an intermediate level.
- Demonstrate ability to play accompaniments and solo songs.
- Demonstrate an ability to perform elementary solo and ensemble literature in a public recital.
- Demonstrate an understanding of more advanced notation and style interpretation.

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 active music making, musical skill development, extensive media, and weekly readings.

Upon successful completion of MUS 170, the student should be able to:

- Identify the nature of music therapy and its role in health care.
- Identify and describe the variety populations served by music therapy and other related music fields.
- Describe and interpret the human responses to music.
- Describe the pathways of music between different parts of the brain and the human response to music.
- Identify and interpret the historical development of music and sound therapy.
- Define basic terminology used in music therapy and related creative arts therapy fields.
- Demonstrate basic musical skills (instrumentally and vocally) applicable for therapeutic purposes.

MUS 180 Basic Theory and Aural Skills (2) KCC AA/DA (Inactive)

4 hours lecture/lab per week

Prerequisite(s): MUS 108 with a grade of "C" or higher or consent of instructor.

MUS 180 is an introductory course using the basic concepts of music notation and reading for sight-singing and dictation which includes the recognition of intervals and tonal orientation. This course is designed for potential music majors with limited background in reading and sight-singing as well as for others interested in learning to read music and transcribing sound to notation.

Upon successful completion of MUS 180, the student should be able to:

- Transcribe intervals accurately.
- Transcribe rhythmic patterns in both simple and compound meters.
- Transcribe simple melodies, including the rhythms used.
- Sight-read (sing) simple melodies.

MUS 183 Ear-provisation: Piano by Ear (2) KCC AA/DA

3 hours lecture/lab per week

Prerequisite(s): MUS 122C.

Recommended Preparation: MUS 108 or MUS 253.

Comment: MUS 183 is repeatable for a maximum of six credits.

MUS 183 is a course designed to prepare students for the rudiments of how to play the piano by ear, as well as learn the basics for improvisation at the keyboard.

Upon successful completion of MUS 183, the student should be able to:

- Transcribe and identify intervals (within an octave, both ascending and descending forms) accurately.
- Transcribe rhythmic patterns in both simple and in compound meters.
- Transcribe simple melodies, including rhythm used.
- Play-back at the keyboard a series of melodic patterns that the instructor will highlight, demonstrate, and drill in class.
- Sight-read (sing) simple melodies and rhythms.
- Demonstrate and apply basic music theoretical components of Western Music notation, major and minor scales, key signatures, chords and chord symbols, and chord progressions.
- Improvise to various rhythmic and melodic patterns given in class.
- Transcribe a small individual project by ear, as well as transcribe one portion of the class group project (melody/ rhythm of a section, etc.).

MUS 201 Vocal Ensemble (2) KCC AA/DA

1 hour lecture, 2 hours lecture/lab per week

Prerequisite(s): Audition or consent of instructor.

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. Rehearsal and performing practices as well as intermediate 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 helpful but not required.

Upon successful completion of MUS 201, the student should be able to:

- Identify and give examples of the repertoire presented.
- Give examples of a more advanced knowledge of basic vocal technique.
- Identify and list the problems of performance encountered in a variety of physical settings.
- Give examples of performance etiquette, including behavior expectations prior to and after performances.

- 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): Credit or concurrent enrollment in MUS 221C; credit or concurrent enrollment in MUS 222C.

Recommended Preparation: Two years of piano experience; some knowledge of synthesizers.

Comment: MUS 206 is repeatable for a maximum of six credits.

MUS 206 offers rehearsals and performances of the Synthesizer Ensemble. Utilizes an assortment of computerized synthesizers and modules. Exposure 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. Student must have own equipment.

Upon successful completion of MUS 206, the student should be able to:

- Demonstrate skill in various techniques of playing the synthesizer: including the use of modulation and pitch wheels, MIDI connections, smooth patch changes and occasional patch editing.
- Demonstrate knowledge of path strengths/weaknesses among the various synthesizers in the set-up for optimal sound capabilities and comparisons.
- Demonstrate ability to shade dynamics and phrasing to enhance musicality.
- Perform at least one keyboard solo by memory, using pitch and/or modulation wheels.
- Demonstrate ability to arrange parts for ensemble for the variation form studied, incorporating varied styles of music from classical to contemporary.
- Demonstrate increased aural skills as the result of working out individual parts by ear from tape/CD.
- Demonstrate ability to memorize expanding repertoire.

MUS 207 Music of the Pacific (3) KCC AA/DH (Inactive)

3 hours lecture per week

MUS 207 introduces the music of the Pacific island cultures including those of Polynesia, Micronesia, and Melanesia. In each island study, the musical concepts, performance contents, and cultural processes will be surveyed and analyzed through aural and visual classroom activities.

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

- Identify and discuss the role of music in Pacific cultures.
- Describe the distinctive aural features of a variety of music traditions.
- Define and give examples of the validity of music traditions beyond one's own music culture.

MUS 221B Voice Class III (2) KCC AA/DA

1 hour lecture, 2 hours lecture/lab per week

Prerequisite(s): MUS 122B with a grade of "C" or higher or consent of instructor.

MUS 221B is the third in a three-semester sequence in developing solo voice as a class. Students will enhance their vocal performance skills on an advanced intermediate level through the selected repertoire which includes musical theater scenes and/or opera scenes.

Upon successful completion of MUS 221B, the student should be able to:

- Discern and demonstrate range, good intonation and tone production using proper and vocal techniques on an advanced intermediate level.
- Perform at an advanced intermediate level of musicianship.
- Give examples of advanced body technique and awareness necessary for good vocal tone production.
- Define and distinguish between vocal and dramatic interpretation used in musical theater and opera scene work.
- Identify and give examples of repertoire ranging from classical to modern vocal literature.
- Perform and participate with growing confidence in public performances.

MUS 221C Piano 3 (2) KCC AA/DA (Inactive)

1 hour lecture, 2 hours lecture/lab per week

Prerequisite(s): MUS 122C or consent of instructor.

MUS 221C is the third in a four-semester sequence in learning to play the piano. Utilizes electronic piano lab. Practice facilities available on weekdays.

Upon successful completion of MUS 221C, the student should be able to:

- Play third level repertoire on a level with Clementi Sonatinas or easier Chopin Preludes.
- Play the major scales in flats, two hands/two octaves.
- Play an elementary harmonization from chord symbols.
- Participate with growing confidence in a public performance.

MUS 221D Guitar III (2) KCC AA/DA (Inactive)

1 hour lecture, 2 hours lecture/lab per week

Prerequisite(s): MUS 122D or consent of instructor.

MUS 221D is a continuation of MUS 122D Guitar II. MUS 221D is the third in a three-semester sequence in guitar performance.

Upon successful completion of MUS 221D, the student should be able to:

- Demonstrate advanced playing skills: Major/Minor Scales in moveable positions across the entire fingerboard beginning on the 5th and 6th strings, Arpeggios, Etudes/Exercises on an advanced level.
- Play third level repertoire on a level with Giuliani, Carassi, Carulli, and Fernando Sor studies.
- Play intermediate to advanced accompaniments of folk/ popular songs from intermediate/advanced harmonization chord symbols.
- Perform intermediate/advanced arrangements and transcriptions of guitar ensemble music for more than two guitars.
- Demonstrate an understanding of advanced notation and style interpretation.
- Participate with growing confidence in public performances.

MUS 222C Piano 4 (2) KCC AA/DA (Inactive)

1 hours lecture, 2 hours lecture/lab per week

Prerequisite(s): Credit or concurrent enrollment in MUS 221C or consent of instructor.

MUS 222C is the fourth in a four-semester sequence in learning to play the piano. Utilities electronic piano labs. Practice facilities available on weekdays.

Upon successful completion of MUS 222C, the student should be able to:

- Play all major scales, two hands/four octaves, with correct fingering.
- Improvise an accompaniment from chord symbols.
- Sight-read simple songs.
- Perform on level of Chopin Preludes, Bach Two-Part Inventions or higher.
- Participate in recital with relative confidence.

MUS 229 Musical Theatre: Song and Dance (3) KCC AA/DA and KCC AS/AH

2 hours lecture, 2 lecture/lab per week

Prerequisite(s): Ability to sing in tune, exhibit basic dance technique, Audition or Consent of Instructor

Recommended Preparation: MUS 121B, DNCE 131, or THEA 101.

Comment: MUS 229 is repeatable for a maximum of 6 credits.

MUS 229 is a vocal and dance course which 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:

- Discern and demonstrate range, intonation, and good tone production using proper vocal techniques in co-ordination with basic dance skills.
- Perform at a competent level of musicianship (sing correct pitches, rhythms, the ability to read general musical notation).
- Perform at a high degree of body awareness necessary for good vocal tone production and basic dance movements.
- Discuss and recognize basic knowledge in vocal, dramatic and dance interpretation used in musical theatre.
- Discuss and identify musical theatre repertoire from a historical perspective.
- Recognize music, dance and drama as an interdisciplinary art form.
- Demonstrate organizational skills necessary for musical theatre (scheduling, time management).
- Participate with growing confidence in public performances.

MUS 230 Musical Theatre: Production (4) KCC AA/DA and KCC AS/AH

2 hours lecture, 4 hours lecture/lab per week.

Prerequisite(s): MUS 229, audition or consent of Instructor.

Comment: \$25.00 for course materials. MUS 230 is repeatable for a maximum of 8 credits.

MUS 230 is a performance course whereby a musical theatre production is selected as the end of the semester class project. This course is designed to enhance and develop students' voice, dance, and drama skills through the staging of the selected musical theatre production as well as offering a more in-depth study of performing practices in music, dance and drama and their interdisciplinary relationship.

Upon successful completion of MUS 230, the student should be able to:

- Perform at a competent level of vocal and dance skills necessary for any musical theatre audition.
- Perform vocal, dramatic and dance skills necessary for a musical theatre production as shown through an actual staged production.
- Demonstrate and recognize the interpretative aspects of a script through vocal and dance skills as shown in rehearsals and the actual staged production.
- Demonstrate and discuss the different aspects of a musical stage production, such as stage managing, lighting, costuming and set design by staging an actual production.
- Prepare and write a formal resume for musical theatre production companies during the audition process.
- Demonstrate the organizational skills required for time management in the performing arena.

MUS 231B Elementary Applied Music, Western (Voice) (1 or 2) KCC AA/DA

1/2 - 1 hour per week private instruction

Prerequisite(s): Credit or concurrent enrollment in MUS 221B or audition and consent of instructor.

Comment: MUS 231B is repeatable for a maximum of six credits. Special fee per credit in addition to regular tuition. MUS 231B may not be audited. MUS 231B may not be taken CR/NC. Meeting times arranged between student and instructor on an individual basis.

MUS 231B is a course for individual instruction in vocal performance where students meet with the instructor for either 30 minutes per week (one credit) or for 1 hour per week (two credits). Students may start from the elementary to advanced level.

Upon successful completion of MUS 231B, the student should be able to:

- Discern and demonstrate range, good intonation and tone production using proper and vocal techniques.
- Identify a variety of song types and singing styles ranging from classical music to present day popular music including musical theater.
- Perform with a higher degree of body awareness necessary for good vocal tone production.
- Perform each vocal solo, particularly in English, with a relatively high degree of musicianship throughout all singing styles studied.
- Distinguish between the different qualities of an artist (interpretation, musicality, the breathing apparatus and stylization).
- Perform a series of vocal songs in a recital program.

MUS 231C Applied Music, Western (Piano) (1 or 2) KCC AA/DA

30 minutes to 1 hour individual lesson per week

Prerequisite(s): Credit or concurrent enrollment in MUS 222C or audition and instructor consent.

Comment: MUS 231C is repeatable for a maximum of six credits. Special course offered by the Office of Continuing Education and Training; OCET fee per credit in addition to regular tuition.

MUS 231C provides individual instruction in piano performance at the elementary level. Student must have access to a piano for practice.

Upon successful completion of MUS 231C, the student should be able to:

- Demonstrate ability to play piano literature from Two-Part Invention by J. S. Bach; First movement of a sonata by Haydn, Mozart or Beethoven; and one composition by a Romantic, Impressionistic, or Contemporary composer.
- Play scales: Major and Harmonic Minor, four octaves, hands together, M.M. 92 to the quarter note.
- Play arpeggios: Major and minor triads in root position, parallel and contrary motion, two octaves.

MUS 231G Applied Music, Western (Guitar) (1 or 2) KCC AA/DA

30 minutes private instruction, 2.5 hours independent practice per week (for one credit) 1 hour private instruction, 5 hours independent practice per week (for two credits)

Prerequisite(s): Credit or concurrent enrollment in MUS 221D or consent of instructor.

Comment: MUS 231G is repeatable for a maximum of six credits. Special course offered by the Office of Continuing Education and Training; OCET fee per credit in addition to regular tuition.

MUS 231G provides advanced individual instruction in classical guitar playing.

Upon successful completion of MUS 231G, the student should be able to:

- Demonstrate an ability to play solo guitar literature (pieces with two or more voices, e.g., melody and harmony), such as Lagrima, by Francisco Tarrega; Romance, anon.; Adelita, by Francisco Tarrega; One etude by Fernando Sor; and One etude by Matteo Carcassi.
- Demonstrate the ability to play major scales on the entire fingerboard.
- Demonstrate the ability to play major and minor triads, solid and broken (arpeggios).

MUS 231M Applied Music, Western (Flute) (1 or 2) KCC AA/DA

30 minutes instruction per week (for one credit)

1 hour instruction per week (for two credits)

Recommended Preparation: 2-3 years private instruction and/or band experience.

Comment: MUS 231M is repeatable for a maximum of six credits. Special course offered by the Office of Continuing Education and Training; OCET fee per credit in addition to regular tuition.

MUS 231M is a performance course with an emphasis toward developing greater flexibility of technique as well as expansion of repertoire.

Upon successful completion of MUS 231M, the student should be able to:

- Demonstrate the development and refinement of basic skills and techniques of playing the flute, to include tonguing, slurring, proper breathing for phrase structure, and dynamic contrast.
- Demonstrate the ability to sight-read a piece of music.
- Demonstrate the ability to memorize repertoire for repertoire recitals as well as for board exams.
- Demonstrate the ability to perform soloistic as well as ensemble literature (ensemble literature will be demonstrated by the student performing with the KCC Synthesizer Ensemble on selected flute features).

MUS 253 Basic Experiences of Music (3) KCC AA/DA

3 hours lecture per week

MUS 253 focuses on music fundamentals for classroom teachers is an engagement in the practice of the components of music, specifically, time, pitch, media, musical expression, and form, and how these interact with each other to comprise a musical experience. The means through which these components will be explored is singing; use of rhythm instruments including body sounds; playing recorder, ukulele, bells, piano, and other appropriate classroom instruments; listening as a primary means of engaging the musical mind; movement as a primary means of engaging the kinesthetic and body senses of responding to music; notating music; performing from notation; and analysis of music aurally and from score. Additionally, the creative use of the components as a means of understanding music will be utilized.

Upon successful completion of MUS 253, the student should be able to:

- Demonstrate and apply basic theoretical components of Western music notation, major and minor scales, key signatures, intervals, chords and chord symbols, and chord progressions using primary chords I, IV, and V7 in keys of C, F and G.
- Demonstrate the ability to notate and read basic rhythm and melodic patterns, both in simple and compound formats.
- Demonstrate the application of harmony and its application to simple melodies.
- Compose a mini song in lead sheet format.
- Demonstrate the ability to perform on the recorder, ukulele and the piano, and teach mini model lessons using the same instruments.

NURSING

NURS 9 Long Term Care Nurse Aide (6)

60 hours lecture, 36 hours lab and 54 hours clinical for a total of 150 hours.

10 hours of lecture and 6 hours of lab per week for 6 weeks, and 18 hours clinical per week for 3 weeks. Class may be offered on a different schedule.

Prerequisite(s): Acceptance to the Long Term Care Nurse Aide program. Specific health requirements, current one rescuer CPR and First Aid Certification, medical liability insurance

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:

- Describe the health care delivery system in Hawai'i with special emphasis on agencies that care for the aged.
- Demonstrate desirable attitudes and behaviors of the nurse aide under the supervision of the RN, LPN or MD.
- Discuss the physical, psychological, cultural and social services needs of the patient/resident with an emphasis on the aged and cognitively impaired.
- Perform within the legal limits of the nurse aide and promote patient/resident rights, confidentiality and the prevention of abuse.
- Assist in maintaining a safe and restful patient care environment including infection control.
- Use effective communication skills to interact with the patient/resident, family, peers and staff.
- Perform basic patient care safely.
- Assist the patient/resident to meet nutritional needs as required or ordered.
- Make relevant observations and report and record them accurately and in a timely manner.
- Identify the body systems and the major organs, common diseases, medical terminology and observations to report and record for each system.
- Discuss adaptations to basic skills and the role of the nurse aide in restorative care, home care and subacute care.
- Discuss the needs and care of the terminally ill.
- Perform selected therapeutic skills and procedures safely.
- Discuss career opportunities for the nurse aide.

NURS 12 ARCH Common Diseases, Diets and Medications (1)

15 hours total - 3 hours per class for 5 days

Prerequisite(s): Acceptance to the Adult Residential Care Home Operator program.

Comment: NURS 12 may not be audited. NURS 12 may not be taken credit/no credit.

NURS 12 is one of three courses required by state law to open a residential care home. It prepares the adult residential care home (ARCH) operator observe the resident for signs and symptoms of common diseases, communicate with the health care team, make medications available and prepare a balanced diet.

Upon successful completion of NURS 12, the student should be able to:

- Identify the major structures and functions of the body systems.
- Describe common chronic diseases in the elderly, along with the signs and symptoms and usual treatment of each.
- Identify common types of therapeutic diets and apply guidelines for preparing a regular diet.
- Identify the role and responsibilities of the adult residential care home operator in making medications available to residents.

NURS 13 ARCH Helping Therapies and Behavior Management (1)

15 hours of lecture – 3 hours per day for 5 days

Prerequisite(s): Acceptance to the Adult Residential Care Home Operator program.

Comment: NURS 13 may not be audited. NURS 13 may not be taken credit/no credit.

NURS 13 is one of three courses required by state law to open a residential care home. It prepares the adult residential care home (ARCH) operator to assist in the provision of occupational, physical, recreational and diversional therapies. NURS 13 also prepares them to identify the operator's role in fostering mental health, and caring for the mentally ill and developmentally disabled resident.

Upon successful completion of NURS 13, the student should be able to:

- Describe the major purposes of physical, occupational, speech, recreational and diversional therapies.
- Identify the operator's role in assisting the resident to carry out prescribed plans by the physical, occupational and speech therapists.
- Identify common behavior problems of the mentally ill and developmentally disabled residents.
- Identify the operator's role in caring for the mentally ill and developmentally disabled residents.
- Create a recreational activity plan based on the needs and interests of the resident.

NURS 14 ARCH Regulations, Accounts and Community Resources (1)

15 hours of lecture – 3 hours per day for 5 days

Prerequisite(s): Acceptance to the Adult Residential Care Home Operator program.

Comment: NURS 14 may not be audited. NURS 14 may not be taken credit/no credit.

NURS 14 is one of three courses required by state law to open a residential care home. NURS 14 prepares the adult residential care home (ARCH) operator to implement specific regulations of Chapter 100, Title II, Department of Health, to identify simple accounting records and identify community resources for the resident and operator.

Upon successful completion of NURS 14, the student should be able to:

- Identify important provisions of Chapter 100 relating to the operation of an adult residential care home.
- Select correct resident and home records and reports according to the provisions of Chapter 100.
- Identify a home environment which is in accordance with the provisions of Chapter 100 and the guidelines with Sanitation Branch and Fire Department.
- Identify required financial records for the residents in accordance with Chapter 100 and responsible agencies such as the Department of Taxation and the Department of Human Services.
- Identify community resources which can assist the operator or the resident with special needs related to the care in the adult residential care home.

NURS 16 Nurse Aide Training (8)

60 hours theory, 60 hours lab and 120 hours clinical for a total of 240 hours. 30 hours per week for 8 weeks. Class may be offered on a different schedule.

Prerequisite(s): Acceptance to the Nurse Aide program; Specific health requirements, current one rescuer CPR and First Aid Certification, medical liability insurance.

Comment: NURS 16 may not be audited. NURS 16 may not be taken credit/no credit. Students must pass the theory portion with a 70% or higher and attain a "Pass" in the clinical portion in order to earn the Certificate of Competence for Nurse Aide Training. 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 16 is a 240 hour course that prepares entry level nurse aides who can function in acute, subacute, long term care and home health settings. Students will learn to provide basic personal care, communicate with patients and staff, perform simple nursing procedures, and provide basic emotional support to the ill, the elderly and disabled. Graduates are eligible to take the State of Hawai'i Nurse Assistant Competency Evaluation Exam.

Upon successful completion of NURS 16, the student should be able to:

- Describe the health care delivery system in Hawaii and types of patients/residents they care for.
- Demonstrate desirable attitudes and behaviors of the nurse aide under the supervision of the RN, LPN or MD in the long term care, acute and subacute settings.
- Discuss the physical, psychological, cultural and social services needs of the patient/resident with an emphasis on the aged and cognitively impaired.
- Perform within the legal limits of the nurse aide and promote patient/resident rights, confidentiality and the prevention of abuse.
- Assist in maintaining a safe and restful patient care environment including infection control.
- Communicate effectively with the patient/resident, family, peers and staff.
- Provide safe, basic nursing care to patients in hospital, long term care and home health settings.
- Assist the patient/resident to meet nutritional needs as required or ordered.
- Demonstrate restorative care activities.
- Make relevant observations and report and record them accurately and in a timely manner.
- Identify common disorders and related nursing care.
- Perform care for special populations: mentally ill, developmentally disabled, surgical and terminally ill patients/residents.
- Perform selected therapeutic skills and procedures safely.
- Discuss career opportunities for the nurse aide.

NURS 101 Nursing Perspectives (1)

A total of 15 hours lecture

Prerequisite(s): Acceptance into the Practical Nursing program.

Corequisite(s): NURS 110; NURS 120.

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 includes a discussion of the role of the practical nurse, the health care delivery system, legal and ethical concepts in nursing, and

vocational relationships in nursing.

Upon successful completion of NURS 101, the student should be able to:

- Describe the role of the practical nurse in health care and nursing teams.
- Describe factors that influence the practice of nursing.
- Identify the legal and ethical responsibilities of the practical nurse.

NURS 110 Therapeutic Communication (2)

A total of 15 hours of lecture; 45 hours of laboratory

Prerequisite(s): Acceptance into the Practical Nursing program.

Co-requisite(s): NURS 101; NURS 120.

Comment: Letter grade only. NURS 110 may not be audited. NURS 110 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 110 focuses on effective communication with the client and health care team. Basic therapeutic communication skills will be reviewed for the psychosocial wellbeing of the client. An emphasis will be placed on team building, caring, advocacy and diversity. An overview of psychosocial adaptation and coping concepts used when caring for clients with acute and chronic alterations in mental health will be provided.

Upon successful completion of NURS 110, the student should be able to:

- Identify the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning while providing nursing care to clients with needs resulting from altered states of psychosocial wellness.
- Describe the components of the nursing process used in the care of the client with needs resulting from altered states of psychosocial wellness.
- Define therapeutic communication techniques used in the care of the client with needs resulting from altered states of psychosocial wellness.
- Explain the legal standards and ethical concepts which are used in the delivery of nursing care of the client with needs resulting from altered states of psychosocial wellness.

NURS 120 Fundamentals of Nursing (5)

A total of 30 hours lecture; 135 hours clinical/laboratory

Prerequisite(s): Acceptance into the Practical Nursing program; credit or concurrent enrollment in PHRM 110 or higher level pharmacology course. Corequisite(s): NURS 101; NURS 110.

Recommended Preparation: ENG 100; basic computer skills.

Comment: Letter grade only. NURS 120 may not be audited. NURS 120 may not be taken credit/no credit. Students must successfully complete 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 120 is an introduction to basic nursing theory and skills. It focuses on the nurse/patient relationship, nutrition and rehabilitation. Knowledge is applied in patient care situations in the long term care setting under supervision of the faculty.

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

- Identify the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning used to assist the adult client in satisfying basic needs resulting from altered states of wellness.
- Describe the components of the nursing process used in the care of the client with needs resulting from altered states of wellness.
- Define therapeutic communication techniques used in the care of the adult client.
- Implement an existing teaching plan to assist the adult client in satisfying biological, psychological, sociological, cultural and spiritual needs.
- Organize basic care for an adult client in a long term care setting.
- Explain the legal standards and ethical concepts which are used in the delivery of nursing care to the adult client.
- Identify own responsibility for completion of prescribed learning activities in the delivery of nursing care to the adult client.

NURS 122 Medical-Surgical Nursing (8)

A total of 60 hours lecture; 180 hours clinical/laboratory

Prerequisite(s): A grade of "C" or higher in NURS 101; a grade of "C" or higher in NURS 110; a grade of "C" or higher in NURS 120; a grade of "C" or higher in PHRM 110 or higher level pharmacology course; credit or concurrent enrollment in ZOOL 142.

Comment: Letter grade only. NURS 122 may not be audited. NURS 122 may not be taken credit/no credit. Students must 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 this course.

NURS 122 focuses on the practical nurse's use of the nursing process to apply nursing theory and skills in the care of patients from varied cultural backgrounds who have medical and surgical disorders. Knowledge is applied in patient care situations in acute care settings, including the administration of medications under supervision of the faculty.

Upon successful completion of NURS 122, the student should be able to:

- Apply the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning to intervene in the nursing care of the adult client with needs resulting from altered states of wellness.
- Use the nursing process in the care of the client with needs resulting from altered states of wellness.
- Utilize communication techniques in the care of the adult client.
- Contribute to a teaching plan which provides the client with information related to identified learning needs for the promotion, restoration, and maintenance of health.
- Apply organizational skills in caring for an adult client.
- Apply legal standards and ethical concepts in the delivery of nursing care to the adult client.
- Identify own strengths and areas for improvement in meeting prescribed learning goals while delivering nursing care to the adult client.

NURS 126 Child Health Nursing (3)

A total of 23 hours lecture; 68 hours clinical/laboratory

Prerequisite(s): A grade of "C" or higher in NURS 122; a grade of "C" or higher in NURS 128; a grade of "C" or higher in ZOOL 142.

Comment: Letter grade only. NURS 126 may not be audited. NURS 126 may not be taken credit/no credit. Students must pass all math, theory, assessment testing, 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 the clinical component.

NURS 126 focuses on the use of the nursing process to assist pediatric clients to maintain optimal functioning and to meet needs related to alterations in wellness.

Upon successful completion of NURS 126, the student should be able to:

- Apply the facts and principles of biological, psychological, sociological/cultural, and spiritual functioning to intervene in the nursing care of the pediatric client their maintain optimal functioning and to meet needs related to meet needs related to altered states of wellness.
- Use the nursing process to intervene in the care of the pediatric client with identified needs resulting from altered states of wellness.
- Demonstrate therapeutic and age-specific communication techniques used in the care of the pediatric clients.
- Implement a teaching plan for the promotion, restoration, and maintenance of health of the pediatric clients with identified learning needs.
- Participate as a member of the health care team in providing care to the pediatric clients.
- Describe legal standards and ethical concepts in the delivery of nursing pediatric clients.
- Develop learning experiences in the delivery of nursing care to pediatric client based on own strengths and identified areas for improvement.

NURS 128 Perinatal Nursing (2)

A total of 23 hours lecture and 23 hours laboratory/clinical

Prerequisite(s): A grade of "C" or higher in NURS 101; a grade of "C" or higher in NURS 120; a grade of "C" or higher in PHRM 110 or higher level pharmacology course; credit or concurrent enrollment in NURS 122; a grade of "C" or higher in ZOOL 142.

Comment: Letter grade only. NURS 128 may not be audited; NURS 128 may not be taken credit/no credit. Students must 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 the clinical component of this course.

NURS 128 focuses on the use of the nursing process to assist childbearing families and newborns to maintain optimal functioning and to meet needs related to alterations in wellness.

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

- Apply the facts and principles of biological, psychological, sociological/cultural, and spiritual functioning to intervene in the nursing care of the maternal client and newborn to maintain optimal functioning and to meet needs related to meet needs related to altered

states of wellness.

- Use the nursing process to intervene in the care of the maternal client and newborn with identified needs resulting from altered states of wellness.
- Demonstrate therapeutic and age-specific communication techniques used in the care of the maternal client and newborn.
- Implement a teaching plan for the promotion, restoration, and maintenance of health of the maternal client and newborn with identified learning needs.
- Participate as a member of the health care team in providing care to the maternal client and newborn.
- Apply knowledge of legal standards and ethical concepts in the delivery of nursing care to the maternal client and newborn.
- Develop teaching strategies in the delivery of nursing care to the maternal client and newborn based on own strengths and identified areas for improvement.

NURS 130 Geriatric Nursing (6)

A total of 45 hours lecture, 135 hours clinical/laboratory

Prerequisite(s): A grade of "C" or higher in NURS 122; a grade of "C" or higher in NURS 128; a grade of "C" or higher in ZOOL 142.

Comment: Letter grade only. NURS 130 may not be audited. NURS 130 may not be taken credit/no credit. Students must 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 the clinical component of this course.

NURS 130 provides nursing principles and skills to enable students to utilize the nursing process in the care of the aging client. The practical nurse role, inter-disciplinary team, partnership, reporting and documenting with be discussed. Knowledge is applied in patient care situations in the long term care, home and community settings under supervision of the faculty.

Upon successful completion of NURS 130, the student should be able to:

- Apply the facts and principles of biological, psychological, sociological, cultural and spiritual functioning to intervene in the nursing care of the elderly client.
- Use the nursing process in the care of the elderly client.
- Utilize therapeutic communication techniques in the care of elderly clients.
- Contribute to a teaching plan which provides the client with information related to identified learning needs for the promotion, restoration and maintenance of health.
- Apply organizational skills in caring for the elderly client.
- Apply legal standards and ethical concepts in the delivery of nursing care to the elderly client.
- Develop learning experiences in the delivery of nursing care to the elderly client based on own strengths and identified areas of improvement.
- Differentiate between the roles of the RN versus LPN in the delivery of care to the elderly client and demonstrate understanding of care management with the use of an interdisciplinary team.

NURS 153 Basic Nursing Concepts and Skills (8)

3 hours lecture, 15 hours lab per week

Prerequisite(s): Acceptance into the AS Nursing program; high school or college chemistry; ENG 100, ENG 160 or ESL 100; ZOOL 141; ZOOL 141L; MATH 100 or higher; FAMR 230; credit or concurrent enrollment in ZOOL 142; ZOOL 142L; PSY 100.

Corequisite(s): NURS 158.

NURS 153, Basic Nursing Concepts and Skills, is a writing intensive course which focuses on identifying the basic needs of the total person and assisting clients requiring adaptation to meet needs resulting from altered states of wellness. It introduces the roles of the nurse, the nursing process, basic nursing concepts, and beginning nursing skills with a special focus on the needs of the adult client.

Upon successful completion of NURS 153, the student should be able to:

- Identify the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning used to assist the adult client in satisfying basic needs resulting from altered states of wellness.
- Describe the components of the nursing process used in the care of the client with needs resulting from altered states of wellness.
- Define therapeutic communication techniques used in the care of the adult client.
- Implement an existing teaching plan to assist the adult client in satisfying biological, psychological, sociological, cultural and spiritual needs.
- Organize basic care for an adult client in acute care, long term care settings.
- Explain the legal standards and ethical concepts which are used in the delivery of nursing care to the adult client.
- Identify own responsibility for completion of prescribed learning activities in the delivery of nursing care to the adult client.

NURS 156 Adult Health Nursing I (5)

4 hours lecture and 18 hours lab/clinical for 8 weeks

Prerequisite(s): A grade of "C" or higher in NURS 158; a grade of "C" or higher in NURS 153; a grade of "C" or higher in ZOOL 142; a grade of "C" or higher in ZOOL 142L; a grade of "C" or higher in PSY 100; credit or concurrent enrollment in MICR 130 or MICR 135.

Comment: NURS 156 may not be audited. NURS 156 may not be taken credit/no credit. Students must pass all math, theory and clinical components in order to pass the course. Uniform is required for clinical.

NURS 156 focuses on the use of the nursing process to assist clients to meet needs related to alterations in hematologic, metabolic, circulatory, immunologic, and respiratory functioning.

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

- Apply the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning to intervene in the nursing care of the adult client with needs resulting from altered states of wellness.
- Use the nursing process in the care of the client with needs resulting from altered states of wellness.
- Utilize communication techniques in the care of the adult client.
- Contribute to a teaching plan which provides the client with information related to identified learning needs for the promotion, restoration, and maintenance of health.
- Apply organizational skills in caring for an adult client.
- Apply legal standards and ethical concepts in the delivery of nursing care to the adult client.
- Identify own strengths and areas for improvement in meeting prescribed learning goals while delivering nursing care to the adult client.

NURS 157 Adult Health Nursing II (5)

4 hours lecture and 18 hours lab/clinical for 8 weeks

Prerequisite(s): A grade of "C" or higher in NURS 156; credit or concurrent enrollment in MICR 130 or MICR 135.

Comment: NURS 157 may not be audited. NURS 157 may not be taken credit/no credit. Students must pass all math, theory and clinical components in order to pass the course. Uniform is required for clinical.

NURS 157 focuses on the use of the nursing process to assist clients to meet needs related to alterations in elimination, metabolic, mobility, body integrity, neurosensory and reproductive functioning.

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

- Apply the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning to intervene in the nursing care of adult clients with needs resulting from altered states of wellness.
- Use the nursing process in providing care to clients with needs resulting from altered states of wellness.
- Utilize communication techniques in the care of adult clients.
- Develop a teaching plan which provides clients with information related to identified learning needs for the promotion, restoration, and maintenance of health.
- Apply organizational skills in caring for adult clients.
- Apply legal standards and ethical concepts in the delivery of nursing care to adult clients.
- Develop learning experiences in the delivery of nursing care to adult clients utilizing identified strengths and areas for improvement.

NURS 158 Issues & Trends in Nursing I (1)

1 hour lecture per week

Prerequisite(s): Acceptance into the Associate in Science in Nursing program; credit or concurrent enrollment in PSY 100; credit or concurrent enrollment in ZOOL 142; credit or concurrent enrollment in ZOOL 142L.

Corequisite(s): NURS 153.

Comment: NURS 158 may not be audited. NURS 158 may not be taken credit/no credit.

NURS 158 is a non-clinical course that introduces the student to the development of nursing, and the ethical and legal responsibilities the nurse assumes when performing in the roles of the nurse.

Upon successful completion of NURS 158, the student should be able to:

- Describe factors which affect the client's ability to meet his needs within the health care system.
- Differentiate between the scope of practice of the RN, LPN, and Nurse Aide as members of the health care team in the use of the nursing process to bring about the desired client outcomes.
- Discuss the legal and ethical importance of accurate and appropriate verbal and written communication between the nurse and the client, his/her family, and members of the health care team.

- Identify the legal responsibilities of the nurse in providing teaching for the client, serving as a client advocate, and obtaining consent in the way appropriate to the cultural, educational, and personal needs of the client.
- Differentiate between the levels of nurse with whom the RN will be providing and managing care according to the educational preparation and areas of competence for each level.
- Discuss the laws and ethical issues, which affect nursing practice.
- Describe the responsibility and accountability of the student for developing personally and professionally as a learner and member of the profession.

NURS 166 Nursing Transition (8)

4 hours lecture per week. 12 hours lab/clinical per week

Prerequisite(s): Acceptance into the Associate in Science in Nursing program; credit or concurrent enrollment in MICR 130 or MICR 135.

Comment: NURS 166 may not be audited. NURS 166 may not be taken credit/no credit. Students must pass all math, theory, and clinical components in order to pass the course. Students must purchase uniforms, shoes and supplies for clinical.

NURS 166 focuses on the role of the RN and the use of the nursing process to assist adult clients, high risk women, newborns, and childbearing families to meet the needs related to alterations in psychosocial, metabolic, circulatory, immunologic, respiratory, neurosensory, elimination, integumentary, musculoskeletal and reproductive functioning.

Upon successful completion of NURS 166, the student should be able to:

- Apply the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning to intervene in the nursing care of the adult clients, high risk women, newborn, and childbearing families.
- Use the nursing process in the care of adult clients, high risk women, newborns and childbearing families with needs resulting from altered states of wellness.
- Utilize therapeutic communication techniques in the care of adult clients, high risk women, newborn, and childbearing families.
- Develop a teaching plan for promotion, restoration, and maintenance of health of adult clients, high risk women, newborns, and childbearing families with identified learning needs.
- Apply organizational skills in caring for adult clients, high risk women, newborns, and childbearing families.
- Apply legal standards and ethical concepts in the delivery of nursing care to the adult client and high risk women, newborns, and childbearing families.
- Develop learning experiences in the delivery of nursing care to adult clients, high risk women, newborns, and childbearing families based on own strengths and identified areas for improvement.
- Differentiate between the roles of the RN versus LPN in the delivery of care to adult clients, high risk women, newborns, and childbearing families.

NURS 168 Family Health Nursing I (5)

A total of 45 hours lecture; 90 hours clinical/laboratory

Prerequisite(s): A grade of "C" or higher in NURS 156; concurrent enrollment or a grade of "C" or higher in MICR 130 or MICR 135.

Comment: Letter grade only. NURS 168 may not be audited. NURS 168 may not be taken credit/no credit. Students must pass all components of math, theory and clinical to pass the course. All policies and procedures in the Nursing Student Handbook apply to this course. Uniform attire is required for the clinical component of this course.

NURS 168 focuses on the use of the nursing process to assist women, newborns, and childbearing families, to maintain optimal functioning and to meet needs related to alterations in wellness.

Upon successful completion of NURS 168, the student should be able to:

- Apply the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning to intervene in the nursing care of the maternity client, newborn and family to maintain optimal functioning and to meet needs related to altered states of wellness.
- Use the nursing process to intervene in the care of the maternity client, newborn and family with identified needs resulting from altered states of wellness.
- Demonstrate therapeutic and age-specific communication techniques used in the care of the maternity client, newborn and family.
- Implement a teaching plan for the promotion, restoration, and maintenance of health of the maternity client, newborn and family with identified learning needs.
- Participate as a member of the health care team in providing care to the maternity client, newborn and family.
- Apply legal standards and ethical concepts in the delivery of nursing care to the maternity client, newborn and family.
- Develop learning experiences in the delivery of nursing care to the maternity client, newborn, and family based on own strengths and

identified areas for improvement.

NURS 253 Mental Health/Psychiatric Nursing (5)

A total 45 hours lecture; 90 hours clinical/laboratory

Prerequisite(s): A grade of "C" or higher in both NURS 157 and NURS 168, or a grade of "C" or higher in NURS 166; a grade of "C" or higher in MICR 130 or MICR 135; a grade of "C" or higher in PHRM 203 or concurrent enrollment in PHRM 203.

Comment: Letter grade only. NURS 253 may not be audited. NURS 253 may not be taken credit/no credit. Students must pass all math, theory and clinical components in order to pass the course. All policies and procedures in the Nursing Student Handbook apply to this course. Uniform attire is required for the clinical component of this course.

NURS 253 focuses on the use of the nursing process to meet the psychosocial needs of a culturally diverse population across the life span. Psychosocial needs include safety, love and belonging, esteem and recognition, and self-actualization-aesthetic needs. Emphasis is placed on self-awareness, the health-illness continuum, therapeutic communication and the development of a therapeutic relationship with the client who has alterations in psychosocial wellness.

Upon successful completion of NURS 253, the student should be able to:

- Integrate the facts and principles of biological, psychological, sociological, cultural and spiritual functioning while providing nursing care to clients with needs resulting from altered states of psychosocial wellness.
- Analyze use of the nursing process to providing care to clients with needs resulting from altered states of psychosocial wellness.
- Communicate effectively using self therapeutically with clients who have needs resulting from altered states of psychosocial wellness.
- Evaluate the effective use of the teaching/learning process for clients with altered states of psychosocial wellness.
- Identify critical aspects of the nurse's role in the management of the client with altered states of psychosocial wellness.
- Analyze legal standards and ethical concepts in the delivery of nursing care to the client.
- Analyze learning experiences received in the delivery of nursing care to clients with alterations in psychosocial wellness.

NURS 255 Family Health Nursing II (5)

A total of 45 hours lecture; 90 hours clinical/laboratory

Prerequisite(s): A grade of "C" or higher in both NURS 157 and NURS 168, or a grade of "C" or higher in NURS 166; a grade of "C" or higher in MICR 130 or 135; concurrent enrollment or a grade of "C" or higher in PHRM 203.

Comment: Letter grade only. NURS 255 may not be audited. NURS 255 may not be taken credit/no credit. Students must pass all math, theory, and clinical components in order to pass the course. All policies and procedures in the Nursing Student Handbook apply to this course. Uniform attire is required for the clinical component of this course.

NURS 255 focuses on the use of the nursing process to assist the pediatric client and family to maintain optimal functioning and to meet needs related to alterations in wellness.

Upon successful completion of NURS 255, the student should be able to:

- Integrate the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning to intervene in the nursing care of the pediatric client and family to maintain optimal functioning and to meet needs related to altered states of wellness.
- Analyze the use of the nursing process to intervene in the care of the pediatric client and family with identified needs resulting from altered states of wellness.
- Evaluate the effectiveness of therapeutic and age-specific communication techniques used in the care of the pediatric client.
- Manage the care of the pediatric clients and their families in collaboration with the members of the health care team.
- Analyze legal standards and ethical concepts in the delivery of nursing care to the pediatric client and their families.
- Analyze learning experiences in the delivery of nursing care to the pediatric client and their families based on own strengths and identified areas for improvement.

NURS 256 Adult Health Nursing III (5)

A total of 30 hours lecture; 135 hours of clinical/laboratory

Prerequisite(s): A grade of "C" or higher in NURS 253; a grade of "C" or higher in NURS 255; a grade of "C" or higher in PHRM 203; concurrent enrollment or a grade of "C" or higher in ANTH 200; concurrent enrollment or a grade of "C" or higher in an AS Arts and Humanities course.

Comment: Letter grade only. NURS 256 may not be audited. NURS 256 may not be taken for credit/no credit. Students must pass all math, theory and clinical components in order to pass the course. All policies and procedures in the Nursing Student Handbook apply to this course. Uniform attire is required for the clinical component of this course.

NURS 256 focuses on the use of the nursing process to assist patients requiring maximal adaptation to meet biological, psychological,

sociological, cultural and spiritual needs. An emphasis is placed on actual or potential crisis resulting from altered states of wellness.

Upon successful completion of NURS 256, the student should be able to:

- Evaluate the facts and principles of biological, psychological, sociological, cultural, and spiritual functioning while providing nursing care to clients with needs resulting from altered states of wellness throughout the life span.
- Evaluate the effectiveness of the care provided using the nursing process and modify care for clients accordingly.
- Integrate therapeutic communication techniques in the care of clients from diverse cultural backgrounds across the life span in a variety of health care settings.
- Evaluate teaching plans for clients to foster the maintenance of health, prevention of illness, and to promote recovery from illness.
- Incorporate time management, decision making, and delegation skills in the care of a small group of clients.
- Evaluate legal principles, nursing standards and ethical concepts in the management of nursing care of the clients.
- Assume the role of a member of the profession by demonstrating responsibility and accountability for own practice, meeting learning needs, and engaging in professional activities.

NURS 258 Issues and Trends in Nursing II (1)

A total of 15 hours lecture

Prerequisite(s): A grade of "C" or higher in NURS 253; a grade of "C" or higher in NURS 255; a grade of "C" or higher in PHRM 203; a grade of "C" or higher or concurrent enrollment in ANTH 200; a grade of "C" or higher or concurrent enrollment in an AS Arts and Humanities course.

Comment: Letter grade only. NURS 258 may not be audited. NURS 258 may not be taken credit/no credit.

NURS 258 is a theoretical and observation course; it builds on the content of NURS 158 Issues and Trends in Nursing I. This course focuses on the roles of the nurse as manager of care, and the nurses' legal and ethical responsibilities as care providers. This course will help the student to transition from student to professional as the student becomes responsible and accountable for his or her own practice as a Registered Nurse.

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

- Explore alternatives within the health care system (and within the individual's cultural group) which can be used to assist the client to meet needs resulting from altered states of wellness.
- As a member of the health care team, analyze the effectiveness of the nursing process in bringing about desired client outcomes.
- Analyze the role of the nurse as a teacher of the client, and of staff in the restoration of health and prevention of illness.
- Demonstrate therapeutic communication strategies which can be used by the nurse to facilitate his/her role as the client's advocate.
- Compare and contrast various nursing care delivery systems and the limitation, and advantages of each.
- Synthesize options for an ethical dilemma in health care, addressing the unique needs of the involved parties and the laws and other rules of conduct which affect the possible responses.
- Conceptualize a personal development plan as a graduate entering the nursing profession.

COURSES (O-Z)

OCCUPATIONAL THERAPY ASSISTANT

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. Describe the health care system including global social issues affecting the system, members of the health care team and service delivery areas.
2. Recognize the importance of the history and analyze how history, theory and the sociopolitical climate influence practice.
3. Describe basic features of the framework, philosophy, models and frames of reference that underlie the practice of Occupational Therapy.
4. Discuss the need for supervisory roles, responsibilities and collaborative professional relationships between the occupational therapy assistant and the occupational therapist.
5. List the requirements for education and national and state credentialing for occupational therapy.
6. Identify the ethical and legal considerations for resolving dilemmas by applying the AOTA Code of Ethics to selected examples.
7. Describe the components of the Occupational Therapy Process relating to assessment, intervention, outcomes and service management.

OTA 111 - Foundations of Occupational Therapy Practice (1)

1 hour lecture per week

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

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. Students will create a portfolio that will be continued throughout their OTA program documenting learning and growth in the profession. Utilizing technology to access information, students will evaluate characteristics of occupational therapy practitioners and the importance of professional organizations and professional development.

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, contexts and client factors.
2. Analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, contexts, and client factors to implement the intervention plan.
3. Apply basic computer skills including the ability to use data bases, word processing and presentation software, and search engines to access information.
4. 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.
5. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
6. Identify personal and professional abilities and competencies as they relate to job responsibilities.

OTA 112 OT Concepts for Pediatrics (3)

3 hours lecture per week

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 112 may not be audited. OTA 112 may not be taken credit/no credit.

OTA 112 focuses on occupational therapy theory and intervention techniques most commonly addressed in the pediatric population. Models of service delivery in institutional, outpatient, school and home/community based settings are examined. Normal development, including development of occupational skills and areas is studied. The role of the occupational therapy assistant is compared to that of the occupational therapist in each setting, from the initial screening to discharge. The impact of sociocultural and socioeconomic conditions, values and lifestyle

choices upon delivery of services is explored.

Upon successful completion of OTA 112 the student should be able to:

1. Identify the impacts of sociocultural, socioeconomic, and lifestyle choices and how various practice settings affect the delivery of pediatric occupational therapy service.
2. Distinguish between the role of the occupational therapist and the occupational therapy assistant in the screening, evaluation and intervention process in pediatric occupational therapy practice.
3. Discriminate between commonly seen pediatric conditions and use professional literature to make evidence-based practice decisions regarding appropriate occupation-based intervention plans based on the clients' needs.
4. Explain normal human development from birth through adolescence and its relationship with the development of occupational performance skills and areas.
5. Describe developmental, remediation, and compensation techniques for physical, cognitive, perceptual, sensory, neuromuscular and behavioral skills.
6. Demonstrate effective written, oral and nonverbal communication with colleagues in a professionally acceptable manner.

OTA 112L Pediatric Concepts Lab (1)

3 hours lab per week

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

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 stressed. Student will develop skills in 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 evaluating occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation for the pediatric client.
2. Analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to implement the intervention plan.
3. Select and provide direct occupational therapy interventions and procedures to enhance safety, wellness and performance in activities of daily living, instrumental activities of daily living (IADL), education, play, leisure, and social participation, supporting the intervention goals and plan as written by the OT and considering the client and contextual factors.
4. Demonstrate techniques to enable feeding and eating performance including training others in precautions while considering client and contextual factors.
5. Demonstrate the teaching-learning process with the client, caregiver, family, significant others, colleagues, other health providers, and the public to facilitate skills in areas of occupation as well as prevention, health maintenance, and safety for the pediatric client.
6. Explain the importance of using statistics, tests and measurements and document pediatric OT services to ensure accountability of service provision and meet standards for reimbursement of services.

OTA 119 THERAPEUTIC ACTIVITIES (2)

4 hours lecture/lab per week

Comment: Letter grade only. OTA 119 may not be audited. OTA 119 may not be taken credit/no credit.

OTA 119 focuses on the basic crafts and client management techniques utilized in Occupational Therapy or Activity Programs. Commonly utilized crafts will be demonstrated and fabricated, including techniques for adapting and grading. Basic client management techniques, wheelchair handling, transfers and safety considerations will be taught. Methods of instruction in the use of therapeutic activities will be practiced.

Upon successful completion of OTA 119, the student should be able to:

1. Fabricate crafts most commonly utilized in Occupational Therapy treatment and activity programs
2. Demonstrate therapeutic use of activities through grading, adapting and modifying the environment, tools, materials and occupations.
3. Use the teaching-learning process and effectively interact through written, oral and nonverbal communication with client.
4. Demonstrate competency in basic client management techniques to enhance mobility, including physical transfers, wheelchair management, and positioning.
5. Use sound judgment in regard to safety of self and others, and adhere to safety regulations.
6. Demonstrate proper maintenance and storage of various materials, equipment, tools and inventory of supplies.

OTA 125 Fieldwork Level I: Activity and Mental Health (2)

90 hours per semester

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

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. Interact through written, oral and nonverbal communication with the client, family, health professionals and the public in a professional manner.
2. Apply knowledge gained in OTA courses to fieldwork experiences using logical thinking, critical analysis, problem solving, creativity and therapeutic use of self.
3. Observe and participate in selected aspects of the OT process or activity programs providing therapeutic use of occupation and activities.
4. Collaborate with qualified Occupational Therapy practitioners and designated professionals on therapeutic interventions for clients.
5. Grade and adapt tools, materials and interventions while using sound judgment in regard to safety of self and others as part of the therapeutic process for individuals and groups.
6. Document the Fieldwork experience and engage in formal evaluation of performance.

OTA 126 Critique: Fieldwork Level I/Activity and Mental Health (1)

1 hour lecture per week

Prerequisites(s): Acceptance into the Occupational Therapy Assistant program.

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. Demonstrate oral communication by summarizing Fieldwork I experiences during group discussion including client conditions and corresponding treatment.
2. Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts
3. Demonstrate written communication by documenting occupational therapy services effectively to ensure accountability of service provision and to communicate the need and rationale for OT services
4. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator
5. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards
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.

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:

- Describe history and basic features of the theories, models of practice, frames of reference, Code of Ethics and Standards of Practice that underlie the practice of Occupational Therapy in mental health.

- Identify the impacts of social, economic or demographic factors and how various practice setting affect the delivery of Occupational Therapy service.
- Distinguish between commonly referred psychosocial conditions, psychotropic drugs, and their side effects and give examples of the need to use compensatory strategies when desired life tasks cannot be performed.
- Explain 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.
- Identify occupation-based intervention plans including goals and methods based on the stated needs of clients in case studies that are culturally relevant, reflective of current occupational therapy practice and identify the need for termination of Occupational Therapy services when stated outcomes have been achieved or determined they cannot be achieved.
- Use professional literature to make evidence-based practice decisions and articulate the importance of professional research and literature in the continued development of the profession.

OTA 161L –Mental Health Concepts Lab (1)

3 hours lab per week

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 161L may not be audited. OTA 161L may not be taken credit/no credit.

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:

- Identify and implement the skills necessary to follow a research protocol and use the teaching-learning process to understand the effects of mental health, heritable diseases and predisposing genetic conditions, disability and disease for the client with mental health disorders.
- Gather and share data for the purpose of administering selected assessments for clients with mental health disorders using appropriate procedures and considering the use of occupation for assessment.
- Demonstrate therapeutic use of self including insights and judgments as part of the therapeutic process and grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client during group leading.
- Select and provide occupational therapy interventions and procedures to enhance safety, wellness and occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation for clients with mental health disorders.
- Document Occupational Therapy services to effectively communicate the rationale for services and to ensure accountability of service provision and to meet standards for reimbursement.
- Identify community resources to develop and promote the use of appropriate home and community programming for clients with mental health disorders.

OTA 172 Management Concepts (3)

3 hours lecture per week

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 172 may not be audited. OTA 172 may not be taken credit/no credit.

OTA172 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:

- Explain the role of occupation in the promotion of health, wellness and the prevention of disease and disability for the individual, family, and society within occupational therapy's scope of practice.
- Explain occupational therapy and identify strategies to assist the consumer in gaining access to services by educating other professionals, service providers, consumers and the public.
- Describe the role and professional responsibilities of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments, and when services are provided on a contractual basis.

- Assist with the collection, organization and reporting on data for evaluation of practice outcomes.
- Identify the varied roles and responsibilities of the OTA as a practitioner, educator, and research assistant in addressing change in service delivery policies, to effect changes in the system and to recognize opportunities in emerging practice areas.
- Assist with the development, marketing, and management of service delivery options, and identify the impact of contextual factors on the management and delivery of services.
- Identify the mechanisms, systems and techniques needed to properly maintain, organize, and prioritize workloads and intervention settings including inventories, scheduling, budgeting, documentation, and evaluation for continuous quality improvement.

OTA 224 Health Concepts for the Elderly (3)

4.5 hours lecture per week for 10 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 224 may not be audited. OTA 224 may not be taken credit/no credit.

OTA 224 is the study of 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 delivery 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. Identify potential impacts of social, economic, political, geographic or demographic factors on the practice of occupational therapy.
2. Describe the contexts of health care, education, community and social models or systems that create federal and state legislation and regulation as they relate to the practice of occupational therapy with the elderly.
3. Describe the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability and disease processes to occupational performance of the individual and within the context of family.
4. Explain the importance of balancing areas of occupation, the achievement of health and wellness, as well as the support of quality of life for the elderly individual, group or population relating to occupational therapy practice and promoting health and injury prevention.
5. Describe the meaning and dynamics of occupation and activity including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context and client factors as it relates to best practice for the elderly in various settings.
6. Evaluate the use of home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the elderly client.

OTA 224L Elderly Concepts Lab (1)

4.5 hours lab per week for 10 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 224L may not be audited. OTA 224L may not be taken credit/no credit.

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. Gather, share data and administer selected assessments for the purpose of evaluating client's occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, leisure and social participation.
2. Develop occupation based intervention plans from data gathered that are culturally relevant and reflective of current occupational therapy practice in various settings for the elderly.
3. Select direct interventions utilizing occupation and activities for the elderly to enhance safety, wellness and prevent disease or disability, as well as activities of daily living (ADL) and instrumental activities of daily living (IADL), education, work, leisure and social participation.
4. Demonstrate strategies to educate and train the elderly client, caregiver, family and significant others to facilitate skills in areas of occupation, as well as prevention of disease and disability, health maintenance and safety.
5. Modify environments, adapt processes and teach compensatory strategies for the elderly in home management, community mobility

including issues related to driving.

6. Reassess the effects of occupational therapy intervention, modify interventions and communicate the client's needs to other occupational therapy practitioners, caregivers and the family.

OTA 232 Fieldwork Level I: Physical Dysfunction/Developmental/Educational (2)

90 hours per semester

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

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 nametag 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 90 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. Interact through written, oral and nonverbal communication with the client, family, significant others, colleagues, other health professionals and the public in a professionally acceptable manner.
2. Apply knowledge gained in OTA courses using knowledge of AOTA Code of Ethics, Core Values and Standards of Practice to educate the client, caregiver, family and significant others and to facilitate skills in areas of occupation, prevention and health maintenance.
3. Explain the role of the occupational therapy assistant and occupational therapist in screening, evaluation and intervention and the importance of the rationale for supervision and collaborative work.
4. Observe and participate in selected aspects of the OT process in physical dysfunction/rehabilitation or in an early intervention or school based program appropriate to their skill level such as training in self-care, mobility, transfers, feeding and eating or fabrication of orthotic devices.
5. Teach compensatory strategies through the use of technology, prosthetics or adaptations to the environment and use sound judgment in regard to safety of self and others.
6. Document the Fieldwork experience and engage in formal evaluation of performance.

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.

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 OTA232 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 inpatient, outpatient, home/community based programs and emerging areas of practice that focus physical dysfunction/rehabilitation or early intervention or school based programs. Students will continue to examine and practice documentation methods for reporting Occupational Therapy services.

Upon successful completion of OTA 233 the student should be able to:

1. Demonstrate oral communication proficiency by summarizing Fieldwork I experiences during group discussion including client conditions and corresponding treatment.
2. Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
3. Demonstrate written communication proficiency by documenting occupational therapy services effectively to ensure accountability of service provisions and to communicate the need and rationale for OT services.
4. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
5. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
6. Identify personal and professional abilities and competencies as they relate to job responsibilities.

OTA 236 Fundamentals of Assistive Technology (3)

3 hours lecture per week

Prerequisite(s): Acceptance into Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 236 may not be audited. OTA 236 may not be taken credit/no credit.

OTA 236 focuses on the provision of assistive technology and orthotics 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, technologies for keyboarding and wheelchairs. Basic principles of work rehabilitation will be explored including interventions and compensatory strategies for ergonomics, thermal modalities and splints that facilitate occupational performance.

Upon successful completion of OTA 236 the student should be able to:

1. Define terms associated with assistive technology including rehabilitation technology, universal design, assistive technology practitioner, assistive technology supplier and various AT devices and equipment.
2. Select data for screening and evaluation of client factors that indicate assistive technology, work or orthotic needs.
3. Identify intervention plans and strategies that utilize principles of assistive technology and AT devices, as well as orthotic and ergonomic concepts to facilitate occupational performance.
4. Explain compensatory strategies, such as the use of technology, adaptations to the environment and involvement of humans and nonhumans in the completion of tasks.
5. Identify principles of superficial thermal and mechanical modalities and recognize their use as preparatory measures to improve occupational performance.
6. Give examples of various reimbursement systems and documentation requirements that affect occupational therapy practitioners in the provision of assistive technology.

OTA 236L Assistive Technology Lab (1)

3 hours lab per week

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 236L may not be audited. OTA 236L may not be taken credit/no credit.

OTA 236L focuses on those methods and techniques necessary to delivery Occupational Therapy services utilizing assistive technology and orthotics. Students will grade and adapt wheelchair seating and mobility options, recommend and fabricate low technology assistive devices and switches. Students will participate in splint fabrication and application of selected superficial thermal modalities and ergonomic principles. Community resources will be explored.

Upon successful completion of OTA 236L, the student should be able to:

1. Modify environments and adapt processes by applying a variety of low technology assistive devices and ergonomic principles.
2. Demonstrate strategies using assistive technology and devices including electronic aids and seating systems to enhance occupational performance.
3. Demonstrate fabrication, application, fitting and training in orthotic devices including splints to enhance occupational performance.
4. Demonstrate grading and adapting the environment, tools, materials, occupations and interventions to reflect the changing needs of the client and the sociocultural context.
5. Demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions.
6. Identify community resources and strategies to promote the profession and assist the consumer in gaining access to occupational therapy services.

OTA 237 Physical Dysfunction Concepts (3)

3 hours lecture per week

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 237 may not be audited. OTA 237 may not be taken credit/no credit.

OTA 237 focuses on physical dysfunction conditions seen in adults most commonly referred to occupational therapy and applicable occupational therapy theory and interventions. Models of service delivery in inpatient, outpatient, and home/community based are examined as well as OT theories and frames of reference. The impact of sociocultural and socioeconomic conditions, values, and lifestyle choices upon delivery of services is explored.

Upon successful completion of OTA 237, the student should be able to:

1. Define occupational therapy theories, models and frames of reference and related terminology.
2. Describe the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance.
3. Define the impact of sociocultural, socioeconomic, and lifestyle choices upon delivery of services in various practice settings and give

examples of a variety of systems and models of service delivery as they relate to adult physical dysfunction conditions.

4. Identify development, remediation, and compensation techniques for enhancing physical, cognitive, perceptual, sensory, neuromuscular and behavioral skills in the physical dysfunction settings.
5. Identify documentation methods appropriate to area of service, recommend the need for termination of services when stated outcomes have been achieved or they can not be achieved and when to recommend to the occupational therapist the need for referring clients for additional evaluation.
6. Describe the need for supervisory roles, responsibilities and collaborative professional relationships between the occupational therapist and occupational therapist assistant during the OT Process in the physical dysfunction settings.

OTA 237L Physical Dysfunction Concepts Lab (1)

3 hours lab per week

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 237L may not be audited. OTA 237L may not be taken credit/no credit.

OTA 237L focuses on those methods and techniques necessary to delivery 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. Administer the most common used evaluation tools for physical dysfunction assessment and use occupation for the purpose of assessment.
2. Assist with the development of occupationally based intervention plans and strategies, including goals and methods to achieve them, based on the stated needs of the client as well as data gathered during the evaluation process.
3. Display competency and safety in providing training in techniques to enhance mobility and function, including physical transfers, dressing, and therapeutic exercises.
4. Explain the need for and demonstrate the proper use of compensatory strategies when desired life tasks cannot be performed and identify community resources in order to facilitate discharge planning, incorporating the needs of the client and significant others involved.
5. Display proficiency in documentation appropriate to each treatment area to meet standards for reimbursement of services.
6. Demonstrate the ability to educate the client, caregiver, family and significant others to facilitate skills in areas of occupation, prevention, health maintenance, and safety.

OTA 249 Professional Concepts (2)

3 hours lecture per week for 10 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 249 may not be audited. OTA 249 may not be taken credit/no credit.

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. Basic tenets of professional behavior, values, and ethics will be discussed. Case studies will be reviewed to reinforce the occupational therapy process and clinical reasoning skills in preparation for Fieldwork II and the national certification exam.

Upon successful completion of OTA 249, the student should be able to:

1. Identify the systems and structures that create federal and state legislation and regulation and their implications and effects on practice, including knowledge of national requirements for credentialing, licensure, certification or registration under state laws.
2. Articulate the influence of social, economic, political, geographic or demographic factors and the ethical context in which humans choose and engage in occupations, on the practice of Occupational Therapy.
3. Demonstrate a knowledge and understanding of the AOTA Code of Ethics (including the informal and formal ethical dispute resolution systems), Core Values and Attitudes of Occupational Therapy Practice and AOTA Standards of Practice, as a guide for professional interactions, client interventions and employment settings.
4. Distinguish between the roles and supervisory levels of the OTR, COTA and non-professional personnel to ensure effective, competency-based, legal and ethical supervision, and professional relationships.
5. Use professional literature to make evidence-based decisions in collaboration with the occupational therapist that are supported by research.
6. Explain and give examples of how the role of the professional is enhanced by knowledge of and involvement in international, national, state and local Occupational Therapy Associations and related professional associations.

OTA 249L Professional Concepts Lab (1)

4.5 hrs lab per week for 10weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

Comment: Letter grade only. OTA 249L may not be audited. OTA 249L may not be taken credit/no credit.

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, regulatory boards, policy makers, other audiences and the general public both the unique nature of occupation as viewed by the profession and the value of occupation to support participation in context(s) for the client.
2. Demonstrate knowledge of local and global social issues, including prevailing health and welfare needs and identify the role and responsibility of the practitioner to address changes in service-delivery policies to effect changes in the system.
3. Identify strategies for ongoing professional development, including demonstrating personal and professional abilities and competencies as they relate to job responsibilities, to ensure that practice is consistent with current and accepted standards.
4. Demonstrate professional advocacy by participating in Occupational Therapy or community organizations and/or agencies promoting the profession.
5. Identify how various practice settings affect the deliver of Occupational Therapy services to clients.
6. Facilitate discharge planning by identifying the needs of the client, caregiver, family and significant others; resources; and discharge environment, including community, human and fiscal resources, recommendations for environmental adaptations and home programming.

OTA 270 Fieldwork Level II A (6)

40 hours practicum per week for 8 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

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 (OTR) 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, ethical practice, professionalism, and entry-level competency.

Upon successful completion of OTA 270, the student should be able to:

1. Gather and share data for the purpose of screening and evaluation, utilizing specified screening tools; assessments; skilled observations; checklists; histories; consultations with other professionals; and interviews with client, family, and significant others.
2. Assist with the development culturally relevant occupation-based intervention plans and strategies based on current occupational therapy practice, the stated needs of the client and data gathered during the evaluation process.
3. Select and apply direct occupational therapy interventions and procedures to enhance safety, wellness and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work play, leisure and social participation.
4. Collaborate with occupational therapists on therapeutic interventions, recognizing and communicating the need to refer to specialists for consultation and intervention.
5. Document occupational therapy services to ensure accountability of service provision to meet standards for reimbursement of services and effectively communicate the need and rationale for services.
6. Monitor and reassess the effect of occupational therapy and the need for continued or modified intervention in collaboration with the client, caregiver, family, significant others.

OTA 271 Fieldwork Level II B (6)

40 hours practicum per week for 8 weeks

Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.

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 the final course in the Occupational Therapy Assistant curriculum. Students work in an occupational therapy setting under the supervision of a registered occupational therapist (OTR) or a certified occupational therapy assistant (COTA) providing OT services to a client population different from that experienced in OTA 270. Students become involved in phases of the occupational therapy process under the operating procedures of the affiliation site to achieve entry-level competency. Upon satisfactory completion of this course, the student is eligible to sit for the national certification exam given by the National Board of Certification for Occupational Therapy (NBCOT).

Upon successful completion of OTA 271, 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 (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation, articulating the role of the occupational therapist and assistant in this process.
2. Assist with the development culturally relevant occupation-based intervention plans and strategies based on current occupational therapy practice, the stated needs of the client and data gathered during the evaluation process.
3. Collaborate with occupational therapists on therapeutic interventions, and under their direction, demonstrate the consultative process with specific consumers and consumer groups.
4. Select and apply direct occupational therapy interventions and procedures to enhance safety, wellness and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work play, leisure and social participation.
5. Facilitate discharge planning by identifying the needs, resources and discharge environment of the client, caregiver, family and significant others, to the occupational therapist and others involved.
6. Document occupational therapy services to ensure accountability of service provision to meet standards for reimbursement of services and effectively communicate the need and rationale for services.

OCEANOGRAPHY

OCN 201 Science of the Sea (3) KCC AA/DP and KCC AS/NS

3 hours lecture per week

Prerequisite(s): MATH 25 or higher level mathematics course or higher level math placement.

OCN 201 is a survey of the science of oceanography involving the study of the geological, physical, chemical, and biological properties of the ocean with emphasis on the importance of the ocean to man. Ecology and the natural resources of the ocean are other topics discussed.

Upon successful completion of OCN 201, the student should be able to:

- Use the metric system and scientific notation.
- Explain the concept of density and its regulatory effects on the circulation of air and water systems.
- Describe all major features of the ocean floor.
- Explain using examples how the plate tectonics theory accounts for current locations of continents, earthquakes, mountain building, island chain creation and seafloor features.
- Account for, in chemical terminology, the anomalous properties of seawater.
- Describe the composition of seawater and methods of analyzing salinity.
- Describe the interactions between atmosphere and ocean in terms of heat and water budgets, and the effects these interactions have on temperature and salinity of ocean waters.
- Classify the major ocean currents.
- Describe the forces responsible for surface currents, deep ocean currents, geostrophic currents, Ekman transport of surface waters and tides.
- Describe the relationships between all variables used in describing ocean waves.
- Explain the physical factors which influence life in the oceans.
- Explain the parameters used in quantifying bio-productivity in the oceans.

PACIFIC ISLANDS STUDIES

PACS 108 Pacific Island Worlds: Today & Tomorrow (3) KCC AA/DS and KCC AS/AH or KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100.

Recommended Preparation: ENG 100 and HWST 107.

PACS 108 is an introduction to the contemporary Pacific islands region and cultures through a survey of the major dilemmas facing its inhabitants now and in the near future.

Upon successful completion of PACS 108, the student should be able to:

- Discuss the historical origins of current issues and trends.
- Discuss cultural persistence and change and the influence of tradition in contemporary life.
- Discuss and demonstrate an understanding of contemporary cultural, social, political and economic issues in their local, regional, pan-Pacific, and global contexts through informed analysis and debate.
- Discuss issues in Pacific Islander communities in urban centers within the region and on the Pacific Rim.
- Identify potential issues and resolutions that the region will face in the near future based on current issues and trends.

PACS 257 Themes in Literature: Literature of Oceania (3) KCC AA/DL and KCC AS/AH

3 hours lecture per week

Prerequisite(s): Completion of ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher.

Recommended Preparation: Completion of HWST 107 or PACS 108 with a grade of "C" or higher.

Comment: PACS 257 is cross-listed as ENG 257C.

PACS 257 is a study of selected works of the literature of Oceania created in the 19th and 20th centuries outside Hawai'i. Students will focus on the interaction between and among people from across Oceania through these works. Themes such as place and identity, cultural norms and ideals, and responses to change: assimilation, alienation, and issues of nationalistic movements in Oceania will be discussed.

Upon successful completion of any course in the Themes in Literature series, the student should be able to:

- Consider a work of literature as a reflection of its cultural milieu.
- Examine a work of literature from various vantage points.
- Examine and analyze the various elements of a literary work.
- Use basic concepts and terminology particular to literary analysis.
- Recognize major themes in a work of literature; explore their implications and identify their basic assumptions.
- Analyze structure; understand how form contributes to meaning.
- Show greater sensitivity to language and literary devices authors use in literature.
- Appreciate the artistry of literary works and become better acquainted with writers as artists.
- Recognize the need for literary evidence to support opinions and ideas regarding literary works.
- Express opinions and responses to literature clearly and effectively in writing.

Upon successful completion of PACS 257, the student should be able to:

- Demonstrate knowledge of some of the authors of 19th and 20th century in the Pacific, from a range of ethnic and cultural groups.
- Recognize the universality in human experience, as well as the qualities that make a particular ethnic or cultural group distinct.
- Recognize the diversity of literary opinions, conflict and commonality in relationship to cross-cultural perspectives in Oceania.

PACS 273 Language and Culture of Polynesia (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 100; HAW 102 or SAM 102 or fluency in a Polynesian language.

Recommended Preparation: HWST 100 or PACS 108.

PACS 273 uses the indigenous languages of Polynesia as the primary vehicle to explore and examine the aboriginal cultures of the region.

Upon successful completion of PACS 273, the student should be able to:

- Identify and locate the major islands and island groups of Polynesia.
- Explain the fundamental similarities and differences of aboriginal Polynesian cultures.
- Describe the evolution of Polynesian languages and their current relationships to each other.
- Identify the major issues facing aboriginal languages of the region today.

PHARMACOLOGY

PHRM 110 Basic Clinical Pharmacology (2)

A total of 30 hours lecture.

Prerequisite(s): A grade of "C" or higher in ZOOL 141; a grade of "C" or higher in HLTH 110 or 125; a grade of "C" or higher or concurrent enrollment in ZOOL 142. Prerequisites may be waived by the 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:

- Identify major drug classifications and common drugs within each classification.
- Interpret abbreviations and symbols accurately as they relate to drug administration.
- Explain standards and legislation related to selected drugs.
- Use appropriate references for obtaining drug information.
- Identify drugs commonly used in the prevention, diagnosis, and treatment of common diseases affecting body systems (action, side effect, and related responsibilities).
- Recognize major factors which affect drug action.
- Identify commonly used immunizations for the prevention of specific diseases.
- Identify major drug classifications, and common drugs within each classification, used in treatment of specific infectious disease conditions.
- Identify major drug classifications, and drugs within each classification, commonly used in treatment of specific disease conditions encountered in the medical office.
- Cite specific action, side effects, and responsibilities related to use of all pharmaceuticals discussed in class.

PHRM 115 Administration of Medications (1) Spring, Summer

4 hours lecture/lab per week for eight weeks

Prerequisite(s): Acceptance into the Medical Assisting program; a grade of "C" or higher in PHRM 110 or program director consent.

Comment: PHRM 115 is offered in the spring and summer semesters only. Letter grade only. PHRM 115 may not be audited. PHRM 115 may not be taken credit/no credit.

PHRM 115 provides instruction in the application of basic concepts required for medication administration: choice of equipment, proper technique, hazards and complications, patient care; satisfactory performance of intramuscular, subcutaneous, and intradermal injections; preparation and administration of oral medications; immunizations.

Upon successful completion of PHRM 115, the student should be able to:

- Apply the basic concepts required for medication administration.
- Solve conversion problems within and among the following systems: household, metric, and apothecary.
- Interpret abbreviations and symbols accurately as they relate to drug administration.
- Explain legislation relating to drug administration.
- Correctly perform pharmaceutical calculations.
- Apply the specific rules of safe drug administration.
- Correctly apply/ administer oral, ophthalmic, otic, nasal, and parenteral drugs in simulated lab situations.

PHRM 203 General Pharmacology (3)

3 hours lecture per week

Prerequisite(s): ZOOL 141; ZOOL 142.

Recommended Preparation: Chemistry.

Comment: PHRM 203 may be audited with the instructor's permission. PHRM 203 cannot be taken CR/NC.

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 nursing students and students in the other health occupations.

Upon successful completion of PHRM 203, the student should be able to:

- Define "pharmacodynamics" and identify factors which affect the pharmacodynamics of drugs used in the maintenance of health and the prevention and treatment of illness.
- Identify the major categories of drugs used for the major body systems and functions.
- For each of the above categories, identify the primary physiologic actions, pharmacodynamic interactions, and pharmacotherapeutic applications, including administration considerations.
- Describe major current developments in drug therapy.
- 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, ENG 160 or ESL 100.

PHIL 100 is a brief survey course covering the various methods, values, and types of philosophies.

Upon successful completion of PHIL 100, the student should be able to:

- Recognize and distinguish the major worldviews that have dominated and sometimes polarized philosophy.
- 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.
- Discuss contemporary philosophical trends and conflicts.
- Reflect upon their own worldview and value system.
- Express ideas and opinions clearly in writing.

PHIL 101 Introduction to Philosophy: Morals & Society (3) KCC AA/DH

3 hours lecture per week

Prerequisite(s): Credit in or qualification for ENG 100 or 160, or ESL 100.

PHIL 101 will introduce 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:

- Explain the major views that have defined philosophical debate on ethical matters to include: virtue ethics, Egoism, Utilitarian theory and Deontological theory.
- Demonstrate awareness of the key positions brought forward by philosophers on such topics as the nature of the human good, the question of the good life, the nature and problematic of human moral obligation, the tension between moral relativism and moral absolutism.
- Explain one's understanding of cultural differences in the areas of moral and social value as applied to contemporary issues.
- Apply critical reasoning and use ethical concepts in the analysis of contemporary ethical problems.
- Articulate one's own personal moral perspective and defend one's own moral point of view with respect to specific issues of contemporary concern.
- Express ideas and opinions clearly, orally and in writing.
- Demonstrate understanding of how contemporary philosophical debate can shape the discussion of contemporary ethical problems and concerns.

PHIL 102 Introduction to Philosophy: Asian Traditions (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Recommended Preparation: Credit in or qualification for ENG 100, ENG 160 or 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:

- Critically reflect upon and articulate their ideas about reality.
- Investigate major issues in Asian philosophy.
- Describe major contrasts between Asian and Western thought.
- Recognize the methods of philosophical reflection.
- Make informed choices about personal value systems.
- Use the vocabulary of Asian philosophical issues.
- Discuss characteristics of the major schools of Asian philosophy.
- Discuss the development of the schools of Asian philosophy and their occasional influence on each other.
- Draw inferences from the influence of Asian philosophy on the West.
- Express ideas and opinions clearly in writing.

PHIL 103 Introduction to Philosophy: Environmental Philosophy (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): ENG 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-a-vis nature.

Upon successful completion of PHIL 103, the student should be able to:

- Summarize key metaphysical and epistemological assumptions underlying different cultural conceptions of humans and nature.
- Critically discuss cultural differences in views about the proper relationship between humans and the natural environment.
- Identify a range of contemporary ecological problems impacting the local environment and offer concrete ideas on possible solutions.
- Discuss underlying values and implications in the notions of land health and land ethics and apply these concepts to specific environmental problems or successes.
- Clearly articulate a reflective point of view regarding personal responsibility on a range of ecologically important issues.

PHIL 110 Introduction to Deductive Logic (3) KCC AA/FS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 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 determination of validity and invalidity of deductive arguments.

Upon successful completion of PHIL 110, the student should be able to:

- Translate English language arguments into symbolic notation and logical languages, supplying language keys as necessary.
- Employ a basic system of Inference Rules to present well constructed proofs of validity for symbolized arguments.
- Correctly introduce and follow protocols governing the use of assumptions in deductive reasoning.
- Construct truth tables for arguments, statements and sets of statements.
- Use truth tables to determine (in)validity and (in)consistency.
- Use Venn Diagrams to represent categorical and individual statements, and basic syllogistic arguments.
- Explain the different criteria for assessing the quality of arguments and the particular importance of argument structure among these criteria.
- Apply different evaluative criteria to specific cases of argument.

PHIL 211 History of Western Philosophy I (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100, ENG 160, or ESL 100, or a previous college-level course in philosophy.

PHIL 211 surveys the history of early Greek and Roman Philosophy from the PreSocratics to the early Christian era.

Upon successful completion of PHIL 211, the student should be able to:

- Recognize the major lines of debate that have defined the development of Western Philosophy in the areas as Metaphysics, Epistemology, and Ethics.
- Describe the positions and roles of key philosophical thinkers and philosophical schools, to include those of Plato and Aristotle as well as key philosophers and movements of the Hellenistic, early Christian periods.
- Apply critical reasoning and philosophical concepts to an analysis of defining problems in the Ancient and early Christian worlds.
- Explain through in-class discussions and written assignments an appreciation of the arguments presented to justify given philosophical positions put forward by specific philosophers studied in the course.
- Articulate her/his own personal view of the debates of this period with reference to specific concepts and arguments studied.
- Express ideas and opinions clearly, orally and in writing.

PHIL 213 History of Western Philosophy II (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100, ENG 160, or ESL100, or a previous college-level course in philosophy

PHIL 213 surveys major Western philosophies from the Renaissance to present.

Upon successful completion of PHIL 213, the student should be able to (related to philosophy in the Late Medieval Period to present):

- Describe the nature and significance of major controversies in epistemology, metaphysics, ethics, and aesthetics that have concerned philosophers.

- Identify and discuss changing goals and methods of philosophy in the period covered.
- Articulate reasons that support personal judgment about major controversies in epistemology, metaphysics, ethics, and aesthetics.
- Explain through in-class discussions and written assignments an understanding of the arguments put forward by specific philosophers studied in the course.
- Express ideas and opinions clearly, orally and in writing.

PHIL 250 Ethics in Health Care (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Recommended Preparation: Credit or concurrent enrollment in ENG 100 or ENG 160.

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:

- Describe and apply a variety of major ethical theories to “real life” situations involving ethical decision-making.
- Use such methods as Inquiry-Based Learning for the study of ethical problems.
- Gain access to the literature of ethical theory.
- Describe multicultural perspectives that may affect ethical decisions in health care.
- Describe the criteria for decision-making competency.
- Distinguish between personal values, professional values and obligations, and legal obligations.
- Distinguish between personal morality and professional ethics.

PHYSICAL THERAPIST ASSISTANT

PTA 101 Professional Issues I: Introduction to Physical Therapy (1)

1 hour lecture per week

Prerequisite(s): A grade of “C” or higher or concurrent enrollment in ENG 100.

Recommended Preparation: PHIL 250.

Comment: Letter grade only. PTA 101 may not be audited. PTA 101 may not be taken credit/no credit. There is a 16 hour clinical observation requirement.

PTA 101 explores the roles and careers of physical therapists and physical therapist assistants in the context of health care systems. Students attend and write summaries of professional meetings, conduct a variety of interviews, and observe or volunteer in a physical therapy clinic. Students will explore the use of the internet for physical therapy information. PTA 101 also explores the US health care system and other international systems.

Upon successful completion of PTA 101, the student should be able to:

- Explain the roles of physical therapists and physical therapist assistants.
- Define the key terms in physical therapy using “The APTA Guide to Physical Therapy Practice”.
- Identify the key services provided by physical therapy in health care systems.
- Complete 16 or more hours of observation/volunteer service in a physical therapy clinic.
- Describe conduct that reflect the APTA Guide to Physical Therapy Practice, practice standards that are legal, ethical, and safe, a commitment to the profession of physical therapy and the consumers of health care services.
- Explain the purpose of physical therapy and the scope of PTA practice to clients, community and others.
- Describe the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.
- Read, locate and interpret health care literature, documents or Internet information.
- Identify the history and development of physical therapy as a profession.
- Discuss billing, reimbursement, and legislative issues in health care.
- State aspects of planning and operating PT services.
- 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.
- Identify individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- Compare and contrast the U.S. health care system with other international systems.

PTA 202 Thermal Agents (2)

4 hours lecture/lab per week

Prerequisite(s): Acceptance into the Physical Therapist Assistant program or consent of PTA program director.

Comment: Letter grade only. PTA 202 may not be audited. PTA 202 may not be taken credit/no credit.

PTA 202 presents the principles and application of, physiological effects of, indications, contraindications and of thermal, electromagnetic and acoustic modalities. Appropriate parameters for the treatment of pain, decreased range of motion, edema, and inflammation in the acute, sub-acute and chronic stages of healing will be included. A review of the mechanisms of trauma and healing along with the physiology of pain and its measurement will be covered. American Physical Therapy Association (APTA) approved terminology as it applies to diagnosis, pathologies, signs & symptoms as well as different equipment components and parameters will be required. This course will use lab simulation and role playing of actual clinical situations from the lecture information to problem solve, think analytically and modify parameters as it relates to observed responses and conditions presented.

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

- Explain and perform safe, effective, and competent application of thermal and non-thermal modalities for a variety of conditions while adhering to the APTA Guide to Physical Therapy (PT) practice and legal standards presented in this course as it meets the current professional practice. Modalities may include Thermotherapy, Cryotherapy, Ultra sound, Infrared, Short-wave & Microwave diathermy, Whirlpool, Contrast baths, Ultra violet, and Lasers.
- Describe the physical and emotional effects of chronic pain and the disease process for the patients.
- Identify then justify the appropriateness of the treatment intervention choice to the presented signs/symptoms that are commonly associated with these diagnoses.
- Identify and locate bony landmarks and the musculo skeletal structures that can be affected by the application of thermal and non-thermal interventions.
- Demonstrate and explain patient positioning, draping and comfort as it addresses the treatment goals and the treatment plan.
- Demonstrate the ability to problem solve, think analytically and modify parameters as they relate to observed patient responses and conditions including recall of the indications, contraindications and precautions of the modalities presented.
- Describe the expected and unexpected physiological effects of the applied modalities.
- Demonstrate the ability to explain applied interventions to patient and families in an acceptable manner being sensitive to cultural issues and client biases.
- Effectively teach the use of independent superficial thermotherapy and cryotherapy equipment for use in the patient's home situation.
- Accurately record the thermal agent session using approved medical terminology and professional documentation format.

PTA 204 Traction (1.5)

4.5 hours lecture/lab per week for 10 weeks

Prerequisite(s): Acceptance into the PTA program or consent of the PTA program director.

Comment: Letter grade only. PTA 204 may not be audited. PTA 204 may not be taken credit/no credit.

PTA 204 presents the principles and applications of mechanical cervical and lumbar traction as they relate to clinical application: Included will be the anatomy of the structures affected, the physiological changes that occur, the indications and contraindications. By using lab simulation and role-playing of actual clinical situations students will problem solve, think analytically and modify treatment parameters as it relates to observed responses and conditions presented. Safety, frequency, duration and techniques for clinical and home applications will be covered.

Upon successful completion of PTA 204, the student should be able to

- Demonstrate competency as laid out in the Blue MACS and Cameron competency check lists in application of all types of mechanical traction. Applications must show safe, effective and efficient application and may include the use of various types of clinical cervical and lumbar traction applications including static and intermittent, symmetrical and asymmetrical traction as it applies to the symptoms, diagnosis and goals of treatment.
- Demonstrate the ability to problem solve, think analytically and modify parameters as they relate to observed patient responses and conditions presented.
- Identify the anatomical structures being affected by traction.
- Identify indications and diagnosis appropriate for treatment with mechanical traction and the symptoms that commonly are associated with these diagnoses.
- Identify contraindications for traction applications.
- Position patient correctly for cervical and lumbar traction taking into consideration the patients symptoms, diagnosis, treatment goals and patient comfort.
- Demonstrate safe, effective and efficient application and use of various types of home cervical and lumbar traction devices.
- Effectively explain the uses of mechanical traction and the physiology changes that occur in both clinical and lay terms
- Recognize and describe the range of normal and abnormal responses to traction and suggest appropriate adjustment to Rx parameters as needed.
- Use approved terminology from the APTA: Guide to PT Practice and the APTA: Resource Guides.
- Document accurately, position, parameters and results of lumbar and cervical traction.

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 PTA program, or consent of the 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:

- Perform competent joint range of motion measurements and appropriate recording of the result.
- Perform and pass vital signs certification.
- Measure and document patient height and weight.
- Competently measure and accurately document limb length and girth.
- Document normal and abnormal muscle length and joint movements.
- Perform manual muscle strength testing and document the results.
- Identify the presence or absence of muscle mass and tone.
- Identify contraindications and precautions to any PT intervention and changes needing the attention of the supervising PT.
- Define and practice Universal/Standard precautions of the CDC during the measurement techniques.
- Effectively explain the purpose of the measurement assessment and result to the physical therapist, clients, community and others.
- Describe OSHA regulations.
- Read, locate and interpret health care literature, documents or Internet information.
- Achieve a passing score in the clinical internship course series.
- 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.
- Identify individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- 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.
- Describe the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.

PTA 212 Physical Therapy Intervention for Neuropathologies (2)

5 hours lecture/lab per week for 12 weeks

Prerequisite(s): Acceptance into the PTA program or consent of the PTA program director.

Comment: Letter grade only. PTA 212 may not be audited. PTA 212 may not be taken credit/no credit. PTA 212 may require visits to a physical therapy clinic to observe physical therapy sessions. Students will be required to purchase scantron sheets for exams and quizzes.

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 syndrome (ALS), Multiple sclerosis, various dystrophies and other neuropathology acquired in adulthood.

Upon successful completion of PTA 212, the student should be able to:

- Communicate data and information from physical therapy (PT) interventions in written, verbal, and non-verbal methods with the patient, family, significant other, PT, health care delivery personnel and others in an effective, appropriate and capable manner using accepted medical terminology.
- Identify individual and cultural differences and responds appropriately in all aspects of physical therapy services.
- Explain conduct that reflects the American Physical Therapy Association (APTA) Guide to Physical Therapist 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
- Implement the plan of care developed by the PT to achieve the short and long-term goals of treatment and intended outcomes.
- Implement through demonstration the safe, effective and efficient competence in selected components of PT interventions identified in the plan of care:
 - Motor learning concepts
 - Movement analysis
 - Functional training
 - Therapeutic exercise

- Gait analysis and training
- Neuromuscular re-education
- Perform competent skill of previous PT intervention applicable to neuropathologies:
 - Assistive/adaptive devices
 - Body mechanics and posture awareness
 - Gait and locomotion training
 - Prosthetics and orthotics
 - Wheelchair management skills
 - Architectural barriers
 - Balance and coordination training
 - Breathing exercises, coughing and postural drainage
 - Conditioning and reconditioning exercises and techniques
 - Positioning
 - Range of motion exercises
 - Stretching techniques and exercises
- State the influences of positional changes, breathing patterns and thoracoabdominal movements in neuropathologies.
- Identify and apply problem-solving knowledge to address and modify a PT program in response to patient safety and clinical indications such as symptoms aggravated by activities within the scope of PTA practice and report the findings to the supervising PT.
- Identify the variety of neurological status measurement scales used to identify changes in arousal, mentation and cognition of patients.
- Describe and demonstrate activities, positions and postures that aggravate or relieve pain and that influence integumentary health.
- Identify the individual's or care giver's ability to care for the assistive, adaptive, prosthetic, orthotics and supportive devices in a safe manner.
- Identify and demonstrate normal and abnormal movement patterns and the presence or absence of selective motor control in patients with neuropathologies presented in the course.
- Describe and identify architectural barriers in the home or community that may assist or hinder clients with neuropathologies.
- Identify indications, contraindications and precautions to any PT intervention or the patient's present clinical status covered in the course.
- Explain the purpose of physical therapy, the scope of PTA practice, the scope of practice between the various rehabilitation services and the multidisciplinary team approach in patient care and non-patient care activities.
- Administer appropriate action and behavior in emergency situations.
- Read, locate and interpret health care literature, documents or Internet information.
- Describe the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.
- Define the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.

PTA 231 Professional Issues II: Documentation (2)

2 hours lecture per week

Prerequisite(s): Acceptance into the Physical Therapist Assistant program or consent of PTA program director; 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 create a student's knowledge and skill of documentation and professional conduct. It investigates a variety of documentation forms and coding system used in patient records to comply with the billing, third-party payers and legal requirements. Students will apply technical writing appropriate to the 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 (APTA) Guide to Physical Therapy Practice and international organizations.

Upon successful completion of PTA 231, the student should be able to:

- 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.
- Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
- 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 and meet the expectations of consumers receiving health care services.
- 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 accurate and timely manner.
- Explain the purpose of physical therapy and the scope of physical therapist assistant (PTA) practice to simulated clients, community service learning opportunities and others.
- Distinguish the scope of practice between the various rehabilitation services.

- 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.
- 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.
- Advocate PT legislative issues involving health care.
- Accept and implement feedback from instructors, clinical instructors and others for documentation performance improvement.
- State the importance of time management skills to function as an entry-level PTA practitioner.

PTA 232 Clinical Internship I (3)

120 hours clinical practice, 15 hours lecture and site visits

Prerequisite(s): Acceptance into the PTA program or consent of the PTA program director.

Comment: Letter grade only. PTA 232 may not be audited. PTA 232 may not be taken credit/no credit.

PTA 232 integrates clinical and didactic experiences by 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 will include outpatient orthopedics and possibly long term care.

Upon successful completion of PTA 232, the student should be able to:

- Provide safe and effective physical therapy services as specified in the plan of treatment laid out by the supervising physical therapist. Services will include the appropriately selected physical agents, procedures, data collection and interpersonal skills.
- Recognize normal and abnormal reactions to treatment interventions. Report to supervising physical therapist and suggest alternative interventions.
- Accurately collect data which may include ROM, muscle strength, muscle length, limb length, girth, wound measurement and grade, respiratory status, circulatory condition, functional activities and Activities of Daily Living (ADLS) to assist physical therapist in their evaluation process.
- Describe the physiological disease process, anatomy and kinesiology in the patient population seen, as it applies to physical therapy interventions.
- Provide competent oral and written education to patients, family and other health care providers as it applies to physical therapy interventions.
- Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services
- Exhibit professional behaviors that reflect a commitment to the patients, community and growth of the profession of physical therapy.
- Demonstrate an understanding of OSHA regulations and universal precautions
- Demonstrate appropriate body mechanics in the application of treatment procedures to assure safety of both the patient and the student.
- Identify the responsibilities of the student, clinic, and college in the internship.
- Use the MACS as a guide for competency assessment, study, and performance standards.
- Demonstrate appropriate SOAP and problem-oriented documentation procedures.
- Practice confidentiality concerning patient and clinic information.
- Participate in clerical and reception duties as needed.
- Exhibit and identify practice and conduct that reflects the APTA code of ethics and practice standards.
- Use approved terminology from the APTA Guide to Physical Therapy Practice and APTA Resource Guide.

PTA 242 Advanced Therapeutic Interventions (3)

6 hours lecture/lab per week

Prerequisite(s): Acceptance into the Physical Therapist Assistant program or consent of the 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:

- 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.

- Identify the anatomical structures involved in the pathologies presented.
- Describe appropriate surgical and non-surgical interventions as they apply to each presented diagnosis.
- Describe and competently perform the treatment interventions and suggest modifications in response to the range of simulated patient outcomes as appropriate.
- Describe the contraindications and precautions for each simulated diagnosis and intervention.
- Identify and practice the requirements of universal precautions and Occupational Safety and Health Administration (OSHA) guidelines as they apply to physical therapy practice.
- 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): Admission into the Physical Therapist Assistant program or permission from the PTA program director.

Comment: Letter grade only. PTA 243 may not be audited. PTA 243 may not be taken credit/non 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 rational 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), plyometrics, 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:

- Identify and discuss the physiology, pathology, etiology, signs and symptoms that occur in the selected orthopedic conditions.
- 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.
- 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.
- Analyze and implement proposed exercise programs for the efficacy in obtaining the goals of treatment.
- Describe the use of aqua-therapy as it applies to the orthopedic population.
- Correctly explain in both written and verbal communication styles the physiological effects of the applied exercise techniques in layman's terms and professional language.
- Identify and discuss the effects of chronic abnormal pathology and pain on the musculo-skeletal system and the psychological well being of patients.
- Demonstrate appropriate assessment tools and collect data for the named orthopedic pathologies.
- Demonstrate ROM and stretching exercises, education of a home exercise program, PRE's, neuromuscular facilitation techniques, balance, endurance, and plyometrics to simulated orthopedic pathologies.
- Demonstrate and justify trunk stabilization, posture, back exercises and ergonomics as they apply to common back conditions.
- Demonstrate and justify functional activities to the rehabilitation of orthopedic conditions.
- 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.
- Correctly identify and discuss major bony landmarks and musculo-skeletal structures, end feel, resting length, stretch, normal ROM, strength, power and endurance as they apply to the exercise programs presented.
- Document accurately in Subjective, Objective, Assessment and Plan (SOAP) note form the simulated PT intervention session.

PTA 251 Professional Issues III: Employment (1)

1 hour lecture per week

Prerequisite(s): Acceptance into the Physical Therapist Assistant program, or consent of the PTA program director; 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:

- Identify individual and cultural differences and respond ethically in all aspects of physical therapy services.
- Discuss the relationships of government agencies to health care delivery, billing and reimbursement issues and aspects of planning and operating PT services.
- 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.
- Advocate for the role of physical therapy and the scope of PTA practice.
- Discuss the scope of practice between the various rehabilitation services.
- Prepare a résumé and role-play an employment interview.
- Identify Occupational Safety and Health Administration (OSHA) regulations.
- 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.
- 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.
- Produce an electronic portfolio.

PTA 252 Clinical Internship II (3)

120 hours clinical practice, 15 hours lecture and site visits

Prerequisite(s): Acceptance into the PTA program, or consent of the PTA program director and a grade of "C" or higher in PTA 232.

Comment: Letter grade only. PTA 252 may not be audited. PTA 252 may not be taken credit/no credit.

PTA 252 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 252, the student should be able to:

- Provide safe and effective physical therapy services as specified in the plan of treatment laid out by the supervising physical therapist. Services will include the appropriately selected physical agents, procedures, data collection and interpersonal skills.
- Recognize normal and abnormal reactions to treatment interventions. Report to supervising physical therapist and suggest alternative interventions.
- Accurately collect data which may include ROM, muscle strength, muscle length, limb length, girth, wound measurement and grade, respiratory status, circulatory condition, functional activities and ADL's to assist physical therapist in their evaluation process.
- Describe the physiological disease process, anatomy and kinesiology in the patient population seen, as it applies to physical therapy interventions.
- Provide competent oral and written education to patients, family and other health care providers as it applies to physical therapy interventions.
- Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services
- Exhibit professional behaviors that reflect a commitment to the patients, community and growth of the profession of physical therapy.
- Demonstrate an understanding of OSHA regulations and universal precautions.
- Demonstrate appropriate body mechanics in the application of treatment procedures to assure safety of both the patient and the student.
- Identify the responsibilities of the student, clinic, and college in the internship.
- Use the MACS as a guide for competency assessment, study, and performance standards.
- Demonstrate appropriate SOAP and problem-oriented documentation procedures.
- Practice confidentiality concerning patient and clinic information.
- Participate in clerical and reception duties as needed.
- Exhibits and identifies practice and conduct that reflects the APTA code of ethics and practice standards.
- Use approved terminology from the APTA Guide to Physical Therapy Practice and APTA Resource Guide.

PTA 262 Clinical Internship III (4 cr)

200 hours clinical practice/ 3 hours lecture

Prerequisites: Admission to the PTA program, a grade of "C" or higher in PTA 252 or consent of PTA program director.

Comment: PTA 262 is offered in the last semester of the PTA program. Letter grade only. PTA 262 may not be taken credit/no credit. PTA 262 may not be audited. PTA 262 may not be repeated for credit. Students must purchase the uniform and program name tag for approximately \$50.00.

PTA 262 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 career 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 262, the student should be able to:

- Perform safe and effective physical therapy services as specified in the plan of treatment designed by the supervising physical therapist (PT). Services will include the appropriately selected physical agents, procedures, data collection and interpersonal skills. Students are expected to have an independent case load of 1 patient per hour.
- Recognize normal and abnormal reactions to treatment interventions and report to supervising physical therapist and suggest alternative interventions.
- Accurately collect data which may include range of motion, muscle strength, muscle length, limb length, girth, wound measurement and grade, respiratory status, circulatory condition, functional activities and Activities of Daily Living to assist PT in their evaluation process.
- Communicate with the supervising Physical Therapist (PT) the physiological disease process, anatomy and kinesiology in the patient population seen, as it applies to physical therapy interventions.
- Provide competent oral and written education to patients, family, significant other, and other health care providers as it applies to physical therapy interventions.
- Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
- Practice the professional behaviors that reflect a commitment to the patients, community and growth of the profession of physical therapy.
- Follow the Occupational Safety and Health Administration (OSHA) regulations and universal precautions.
- Use appropriate body mechanics 100% of the time in the application of treatment procedures to assure safety of both the patient and the student.
- Achieve analog scores of 85- 90% or higher competence on the current PTA clinical performance assessment forms and treatment skills expectations of the clinical setting, program and college.
- Apply appropriate physical therapy documentation procedures.
- Practice confidentiality concerning patient and clinic information applying Health Insurance Portability and Accountability Act (HIPAA) standards.
- Participate in clerical and reception duties as needed.
- Perform as a PTA in clinical practice and conduct that reflects the American Physical Therapy Association (APTA) code of ethics, PTA algorithm and practice standards.
- Use approved terminology from the APTA Guide to Physical Therapy Practice and APTA Resource Guide.

PTA 263 Clinical Internship IV (4 cr)

200 hours clinical practice/ 3 hours lecture

Prerequisite(s): Admission to the PTA program, a grade of "C" or higher in PTA 262 or consent of PTA program director.

Comment: PTA 263 is offered in the last semester of the PTA program. Letter grade only. PTA 263 may not be taken credit/no credit. PTA 263 may not be audited. PTA 263 may not be repeated for credit. Students must purchase the uniform and program name tag for approximately \$50.00.

PTA 263 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 263, the student should be able to:

- Independently execute safe and effective physical therapy services as specified in the plan of treatment designed by the supervising physical therapist. Services will include the appropriately selected physical agents, procedures, data collection and interpersonal skills. Students are expected to have a case load equivalent to the assigned facilities productivity standards.
- Recognize normal and abnormal reactions to treatment interventions and report to supervising physical therapist and suggest alternative interventions.

- Accurately collect data which may include range of motion, muscle strength, muscle length, limb length, girth, wound measurement and grade, respiratory status, circulatory condition, functional activities and Activities of Daily Living to assist physical therapist in their evaluation process.
- Clearly confer with the supervising Physical Therapist (PT) the physiological disease process, anatomy and kinesiology in the patient population seen, as it applies to physical therapy interventions.
- Execute competent oral and written education to patients, family, significant other, and other health care providers as it applies to physical therapy interventions.
- Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.
- Practice the professional behaviors that reflect a commitment to the patients, community and growth of the profession of physical therapy.
- Abide by the Occupational Safety and Health (OSHA) regulations and universal precautions.
- Use appropriate body mechanics 100% of the time in the application of treatment procedures to assure safety of both the patient and the student.
- Achieve analog scores of 90% or higher competence on the current PTA clinical performance assessment forms and treatment skills expectations of the clinical setting, program and college.
- Execute appropriate physical therapy documentation procedures.
- Practice confidentiality concerning patient and clinic information applying Health Insurance Portability and Accountability Act (HIPAA) standards.
- Perform clerical and reception duties as needed.
- Function as a PTA in clinical practice and conduct that reflects the American Physical Therapy Association (APTA) code of ethics, PTA algorithm and practice standards.
- Use approved terminology from the APTA Guide to Physical Therapy Practice and APTA Resource Guide.
- Apply for PTA occupation positions in any physical therapy clinical setting.
- Successfully qualify for the National PTA licensing exam.

PTA 265 Electrotherapy (1)

1.5 hours lecture per week for 10 weeks

Prerequisite(s): Acceptance into the PTA program or consent of the 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:

- Identify the principles and production of named therapeutic electrical currents.
- 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.
- Recall the indications, contraindications and precautions of the currents presented.
- Describe the normal and abnormal physiological responses of the tissues to various electrical currents.
- Describe the physical and emotional effects of chronic pain and disease process on the patients.
- Identify possible emotional responses of the patients to various electrical currents.
- Identify diagnosis appropriate for treatment with electrical currents and the signs/symptoms that are commonly associated with these diagnoses.
- Describe the appropriate electrical treatment options for named diagnosis and symptoms such as pain, wounds, muscle atrophy, inflammation and joint stiffness.
- Demonstrate an understanding of safety measures as they apply to electrical applications.
- Demonstrate an understanding of OSHA regulations and Universal precautions as they apply to electrical modalities.
- Use approved terminology from the APTA: Guide to PT Practice and APTA: Electrotherapy Terminology in Physical Therapy

PTA 265L Electrotherapy Lab (1)

4.5 hours lab per week for 10 weeks

Prerequisite(s): Acceptance into the PTA program, or consent of the 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:

- 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.
- 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.
- Demonstrate an understanding of the safety factors, indications, contraindications and precautions as they apply to the presented modalities.
- Identify and locate bony landmarks and the musculoskeletal structures that can be affected by the application of electrical current.
- Demonstrate patient positioning, draping and comfort as it addresses the treatment goals and the treatment plan.
- Demonstrate the ability to problem solve, think analytically and modify parameters as they relate to observed patient responses and conditions presented.
- Describe the physiological effects of the applied electrical modality.
- Demonstrate an ability to explain electrical treatments to patient and families in an understandable and acceptable manner.
- Demonstrate and effectively teach the use of independent electrotherapy equipment for use in the patient's home situation.
- Document accurately in SOAP note form, the patient positioning, equipment.
- 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 Physical Therapist Assistant program or consent of the 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:

- Identify and practice ways to communicate effectively with families of children with disabilities.
- Describe methods to provide physical therapy services that are culturally sensitive.
- Describe the continuum of services available to children and the families in Hawai'i.
- Identify and role-play as team members in different service delivery systems and settings to children.
- Describe the normal developmental process including age-appropriate play activities for young children.
- Recognize and demonstrate normal and abnormal gross and fine motor development including normal postural movements, reflexes, and motor milestones.
- Describe common genetic and neurological disabilities in children.
- Identify abnormal movement and reflexes in children with neurological disorders.
- Mimic and facilitate appropriate posture and movement for children with abnormal muscle tone and reflexes.
- Link functional skills for children with a variety of disabilities.
- Perform therapeutic interventions for common pediatric orthopedic, pediatric pulmonary disorders and spinal abnormalities.
- Describe ways to support children with chronic and/or life-threatening illnesses.
- Recall the potential risks of alcohol, drugs, and blood borne pathogen infections on development.
- Describe and create assistive technology devices that can support children with disabilities to be included in home, school, and community activities.

PHYSICS

PHYS 100 Survey of Physics (3) KCC AA/DP

3 hours lecture per week

Prerequisite(s): MATH 25 or equivalent mathematics course.

Comment: Registration in PHYS 100L is optional.

PHYS 100 is an introduction to physics basic concepts. PHYS 100 is not open to those with previous college physics experience.

Upon successful completion of PHYS 100, the student should be able to:

- Identify and define the associations and relationships of the topics treated in the course.
- Utilize elementary abstract thinking and analytical reasoning.
- Utilize calculation techniques with mathematically formulated principles.
- Identify and assess quantitative information in terms of principles.
- Identify and explain the concepts and principles related to the kinematics and dynamics of motion mechanical energy, power and efficiency.
- Identify and explain the concepts and principles of thermodynamics and the kinetic theory of matter.
- Identify and explain the concepts and principles of electricity, magnetism, waves and optics.
- 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:

- Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
- Record, analyze, and extract information from data acquired.
- Make quantitative determination and formulations.
- Make conclusions and formulate insights into the subjects of the laboratory projects.
- Write a laboratory report.

PHYS 122 Introduction to Science: Physical Science (3) KCC AA/DP and KCC AS/NS

3 hours lecture per week

Prerequisite(s): MATH 25 or equivalent mathematics course.

Recommended Preparation: High school physics and/or chemistry.

PHYS 122 focuses on characteristics of science and of the physical environment; topics from physical science.

Upon successful completion of PHYS 122, the student should be able to:

- Demonstrate knowledge and understanding of some basic concepts and principles.
- Demonstrate insights into associations and relationships of the topics treated.
- Utilize elementary abstract thinking and analytical reasoning.
- Understand mathematical proportionality in physical principles.
- Utilize calculation techniques with mathematically formulated principles.
- Identify and assess quantitative information in terms of principles.
- Better utilize and control the physical environment.
- Understand the descriptions and principles of motion.
- Understand mechanical energy, power and efficiency.
- Understand thermal energy and the kinetic theory of matter.
- Understand the basics of chemical bonding and reactions.

PHYS 122L Introduction to Science: Physical Science Lab (1) KCC AA/DY

3 hours lab per week

Prerequisite(s): MATH 25 or equivalent mathematics course.

Recommended Preparation: High school physics and/or chemistry.

PHYS 122L focuses on simple experiments in physical science.

Upon successful completion of PHYS 122L, the student should be able to:

- Demonstrate knowledge of the direct experience into some scientific concepts and principles.
- Demonstrate insights into the interaction between theory and experiment.
- Design procedures for acquiring information from experimentation.
- Record data, analyze data, and extract information from data.
- Demonstrate skills at making quantitative determinations with formulations.
- Demonstrate some experience with the use of instruments and equipment.

PHYS 151 College Physics I (3) KCC AA/DP and KCC AS/NS

3 hours lecture per week

Prerequisite(s): 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 151, the student should be able to:

- Give examples of applications and solve problems to demonstrate knowledge of and skills of motion, energy, wave theory, and thermodynamics
- Identify and explain the concepts and principles related to the kinematics and dynamics of motion, energy, wave theory, and thermodynamics
- Identify and define the associations and relationships of the topics treated in the course.
- Utilize abstract thinking and analytical reasoning in the analysis and solution of word problems.
- Distinguish and define the mathematical proportionality in physical principles.
- Utilize calculation techniques with mathematically formulated principles.
- 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): Credit 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:

- Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
- State and identify the interaction between theory and experiments.
- Design procedures for acquiring information from experimentation.
- Record, analyze, and extract information from data acquired.
- Make quantitative determination with formulations.
- 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:

- Give examples of applications and solve problems to demonstrate knowledge of and skills of electricity, magnetism, light, relativity theory, quantum, atomic and nuclear reactions.
- Explain the concepts and principles related to electricity, magnetism, light, relativity theory, quantum, atomic and nuclear reactions.
- Identify and define the associations and relationships of the topics treated in the course.
- Utilize abstract thinking and analytical reasoning in the analysis and solutions of word problems.
- Distinguish and define the mathematical proportionality in physical principles.
- Utilize calculation techniques with mathematically formulated principles.

- Identify and assess quantitative information in terms of physical principles.

PHYS 152L College Physics Laboratory II (1)*3 hours lab per week**Prerequisite(s): 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 ART 155, the student should be able to:

- Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
- State and identify the interactions between theory and experiments.
- Design procedures for acquiring information from experimentation.
- Record, analyze, and extract information from data acquired.
- Make quantitative determinations with formulations.
- Write a technical report.

PHYS 170 General Physics I (4) KCC AA/DP*4 hours lecture per week**Prerequisite(s): Credit or concurrent enrollment in MATH 206.**Recommended Preparation: PHYS 100 or high school physics course.*

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:

- Demonstrate knowledge and skills of motion, energy, wave theory, and thermodynamics.
- Demonstrate an understanding of and insights into the concepts and principles related to the kinematics and dynamics of motion, energy, wave theory and thermodynamics.
- Demonstrate insights into the associations and relationships of the topics treated in the course.
- Utilize abstract thinking and analytical reasoning in the analysis and solution of word problems.
- Understand mathematical techniques used in the explanation of physical phenomena.
- Utilize calculation techniques with mathematically formulated principles.
- Identify and assess quantitative information in terms of physical principles.

PHYS 170L General Physics Lab I (1) KCC AA/DY*3 hours lecture/lab per week**Prerequisite(s): Credit 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 mechanics, fluids, heat and thermodynamics. The course emphasis is on error analysis, measurement techniques, and report writing.

Upon successful completion of PHYS 170L, the student should be able to:

- Demonstrate knowledge of some direct experiences of the concepts and principles covered in the course.
- Develop insights into the interaction between theory and experiments.
- Design procedures for acquiring information from experimentation.
- Record, analyze, and extract information from data acquired.
- Demonstrate skills at making quantitative determinations with formulations.
- Use laboratory instruments and equipment.
- Write a technical report.

PHYS 272 General Physics II (3) KCC AA/DP*3 hours lecture per week**Prerequisite(s): MATH 206; PHYS 170; 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 ART 155, the student should be able to:

- Give examples of applications and solve problems to demonstrate knowledge and skills of electricity, magnetism and geometric optics.
- Identify and explain the concepts and principles related to electricity, magnetism and geometric optics.
- Identify and define the associations and relationships of the topics treated in the course.
- Utilize abstract thinking and analytical reasoning in the analysis and solution of word problems.
- Identify and use mathematical techniques in the explanation of physical phenomena.
- Utilize calculation techniques with mathematically formulated principles.
- 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, PHYS 170L; 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:

- Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
- State and identify the interaction between theory and experiments.
- Record, analyze, and extract information from data acquired.
- Make quantitative determinations with formulations.
- Write a technical report.

PHYS 274 General Physics III (3) KCC AA/DP

3 hours lecture per week

Prerequisite(s): PHYS 272; PHYS 272L; credit or concurrent enrollment in MATH 231.

PHYS 274 focuses on the study of physical optics, special relativity, quantum mechanics, solid-state physics, atomic and nuclear physics, and elementary particle physics.

Upon successful completion of PHYS 274, the student should be able to:

- Demonstrate knowledge of the wave properties of light as demonstrated in interference and diffraction.
- Demonstrate knowledge and understanding of the theory of special relativity and its effects: time dilation and space contraction.
- Demonstrate knowledge and understanding of the particlelike properties of EM radiation as demonstrated in the Photoelectric Effect and Compton Scattering.
- Demonstrate knowledge of the theory of the wavelike properties of matter known as quantum theory.
- Demonstrate knowledge of statistical physics.
- Demonstrate knowledge of the different properties of solids such as crystal structure, thermal and magnetic properties, and superconductivity.
- Demonstrate knowledge of semiconductor theory and devices such as diodes and transistors.
- Demonstrate knowledge of the nuclear structure, radioactive decay, nuclear interactions and its applications.
- Demonstrate knowledge of the different elementary particles and their role in the forces that hold matter together.
- Utilize abstract thinking and analytical reasoning in the analysis of word problems.
- Utilize calculation techniques in the analysis of dynamics problems in engineering.

PHYSIOLOGY

PHYL 160 The Science of Sleep (3) KCC AA/DB and KCC AS/NS

3 hours lecture per week

Recommended Preparation: BIOL 130, BIOL 171 or ZOOL 142.

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 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:

- Demonstrate knowledge of how sleep is regarded in different cultures and environments.

- Demonstrate knowledge of the history of sleep research.
- Demonstrate an understanding of how sleep changes from infancy to the elderly.
- Demonstrate an understanding of polysomnography and other methods of analysis of sleep quality.
- Demonstrate knowledge of the anatomy and physiology of sleep centers in the central nervous system.
- Demonstrate knowledge of the neuroendocines and their effects on sleep.
- Demonstrate an understanding of sleep stages, patterns and other features associated with sleep and sleep disorders.
- Utilize and interpret physiological signals to evaluate sleep quality and sleep disorders.
- Demonstrate an understanding of how researchers evaluate sleep quality and sleep disorders.
- Demonstrate an understanding of current theory of why we sleep and possible causes of sleep disorders.

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; qualification for MATH 24.

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:

- Demonstrate an appreciation and interest in politics.
- Acquire the necessary political skills to cope with political life.
- Develop a political perspective which one may apply to contemporary social problems and institutions.
- Show the beginnings of a world view and a sensitivity to political and socio-economic events in other parts of the world.
- 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 ENG 100; qualification for MATH 24.

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 which 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:

- Identify the relationships between nation-states and the development of the international political order.
- Define the role of international organizations and laws.
- Analyze the different modes of conflict resolution.
- Apply knowledge of foreign strategic and economic policy to analyzing current events.
- 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 ENG 100; qualification for MATH 24.

POLS 130 focuses on American political processes and institutions as seen through alternate interpretations.

Upon successful completion of POLS 130, the student should be able to:

- Weigh critically the political alternatives and develop a sense of political efficacy and identity.
- Perceive the linkages between the political, economic, and social areas.
- Analyze current American political problems and propose possible solutions.
- Demonstrate a systems oriented approach to study political life in America.
- Propose viable political alternatives and strategies for change.

POLS 171 Introduction to Political Futures (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

Using science, fact and fiction, POLS 171 shows how past and present images of the future influence people's actions.

Upon successful completion of POLS 171, the student should be able to:

- Demonstrate an appreciation and awareness of futuristic studies.
- Develop futuristic interdisciplinary perspectives which may be applied to contemporary socio-economic and political problems and institutions.
- Demonstrate the ability to understand various cosmologies (a branch of philosophy dealing with the origins, processes, and structure of the universe) and epistemologies (a division of philosophy that investigates the nature and origins of knowledge) of the past and present as well as the future.
- Exercise the ability to critically analyze the material's empirical and theoretical concepts. The student should be able to formulate and express values and opinions orally and in writing.
- Formulate alternative perspectives of personal and career choices.

POLS 207 Politics of the Middle East (3) Spring KCC AA/DS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100.

POLS 207 explores the political systems of the countries in the Middle East with an emphasis on understanding the political, social, and cultural forces shaping contemporary politics in the region.

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

- Describe the basic political structures of the countries in the Middle East.
- Identify the various social and cultural factors, such as tribalism, religion, traditionalism and modernism, which impact on political decision-making.
- Identify some of the major political issues in the region such as the Palestinian problem, Islamic fundamentalism, energy, impact of westernization and modernization on traditional societies, and regional conflicts.
- Evaluate the role of the superpowers in the Middle East.
- Explain the diversity within contemporary Middle East societies.
- Express ideas and opinions clearly in writing.

POLS 270 Public Policy (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

POLS 270 is a study of how various issues and problems of society become the basis of public policies.

Upon successful completion of POLS 270, the student should be able to:

- Demonstrate an appreciation and awareness of public policy analysis. Various public policy methodologies will be introduced to the student.
- Develop an interdisciplinary perspective which may apply to contemporary socio-economic and political problems.
- Demonstrate critical thinking by being able to evaluate different approaches to the study of public policy.
- Critically analyze the material's empirical and theoretical concepts. The student should be able to formulate and express values and opinions orally and in writing.

PSYCHOLOGY

PSY 100 Survey of Psychology (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24

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:

- Describe the nature of psychology as a discipline, explaining why psychology is a science, and listing the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes.
- 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.
- Identify overarching themes and persistent questions in psychology.
- Describe the basic methodology of the science of psychology, explaining different research methods used by psychologists.
- Use critical thinking and reasoning effectively, identifying and evaluating the source, context, and credibility of information, evaluating popular media reports regarding psychological research.
- State how psychological principles can be used to explain social issues and inform public policy and recognize that sociocultural contexts may influence the application of psychological principles in solving social problems.
- Apply psychological concepts, theories, and research findings as these relate to everyday life.
- Explain the necessity for ethical behavior in all aspects of the science and practice of psychology.
- Communicate effectively, by listening accurately and actively and articulating ideas thoughtfully and purposefully.
- Demonstrate the ability to collaborate effectively.

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 MATH 24.

Comment: PSY 170 may not be substituted for the PSY 100 prerequisite for 200-level PSY courses.

PSY 170 provides students with an opportunity to explore their own thoughts, feelings, and behavior as these apply to the students' daily lives. Students examine their belief systems, ascertain the credibility of such systems, and then reaffirm, modify, or discontinue their patterns of coping. This course allows students to discover tools for personal growth and gives them knowledge of the psychological resources that are available in the community. In this capacity, this course allows students to better understand who they are so that they may be better able to understand the attitudes and behaviors exhibited by others. It opens students up to new ideas and new ways of doing things in a non-threatening manner. PSY 170 is instructional in nature and is not intended to be a course in group therapy.

Upon successful completion of PSY 170, the student should be able to:

- Compare and contrast different models of human behavior.
- Develop a concept of self through self-examination, values clarification, and so on.
- Identify normal and abnormal coping mechanisms.
- Describe how effective and ineffective coping behaviors are manifested.
- List a variety of available psychological resources in the community and the basic method(s) they employ.
- Define and distinguish between the different roles one must take to live a responsible life within the family, community, and the general society.
- Express ideas and opinions clearly in writing.

PSY 202 Psychology of Women (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 24.

Comment: PSY 202 is cross-listed as WS 202.

PSY 202 is a survey of contemporary theoretical and research issues relevant to the psychological development and functioning of women. Topics covered in PSY 202 include the following: gender differences in biology, personality, behavior and development. Multicultural perspectives are emphasized.

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

- Describe the nature of psychology of women as a discipline.
- Compare and contrast the major perspectives of psychology—behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural—so as to demonstrate how these perspectives relate to the psychology of women.
- Identify overarching themes and persistent questions in psychology of women, by focusing on theoretical perspectives regarding the development of functioning of women, as well as by demonstrating knowledge regarding contemporary psychological research on gender differences in biology, personality, behavior, and development.
- Use critical thinking to analyze material related to the psychology of women, by identifying and evaluating the source, context, and credibility of information, evaluating popular media reports of psychological research related to gender, and by distinguishing

amongst assumptions, emotional appeals, speculations, and defensible evidence.

- State how psychological principles can be used to explain social issues related to gender and inform public policy.
- Explain the necessity for ethical behavior in all aspects of the science and practice of psychology.
- Demonstrate effective interpersonal communication skills, by listening accurately and actively, and by articulating ideas thoughtfully and purposefully.
- Demonstrate the ability to collaborate effectively, by working with groups to complete projects and by interacting effectively and sensitively with people from diverse backgrounds and cultural perspectives.
- Apply psychological principles to promote personal development by incorporating feedback for improved performance and by reflecting on one's experiences, thereby finding meaning in them.

PSY 212 Survey of Research Methods (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 24.

Recommended Preparation: Qualification for MATH 103.

PSY 212 provides an overview of research design strategies used in psychological research. It also covers descriptive statistics and introduces the student to some basic inferential statistics. Statistical knowledge is applied through the use of appropriate computer software to conduct statistical analyses. The course furnishes students with the fundamentals of research that all psychology majors should be aware of, regardless of whether they plan to pursue a research career. Emphasis is placed on the critical evaluation of psychological research as it is reported in the popular media and research periodicals.

Upon successful completion of PSY 212, the student should be able to:

- Explain the uses of descriptive statistics.
- Generate descriptive statistics from a given data set.
- Explain the uses of inferential statistics.
- Use a computer software program to perform simple analyses such as *t* tests and chi square tests.
- Differentiate between basic research designs and the different types of evidence that are obtained from different methods.
- Critically analyze psychological literature.
- Express ideas and opinions clearly, both orally and in writing.

PSY 230 Introduction to Psychobiology (3) KCC AA/DB

3 hours lecture per week

Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 24.

PSY 230 surveys the relationship between behavior and biology. This course emphasizes the structure and function of the central nervous system along with the ethological analyses of behavior.

Upon successful completion of PSY 230, the student should be able to:

- Describe the nature of psychobiology as a discipline.
- Identify overarching themes and persistent questions in psychobiology, by describing the interaction of heredity and environment, mind and body as it applies to the science of psychobiology
- Define the basic structures and functions of the central nervous system and describe how these structures and functions relate to observable behavior.
- Describe the basic methodology of the science of psychobiology, by explaining the different research methods used by psychobiologists, by demonstrating knowledge regarding the methodologies used to explore the physiological bases of behavior, and by describing how various research designs address different types of questions and hypotheses.
- Use critical thinking to review material related to psychobiology, by identifying and evaluating the source, context, and credibility of information.
- State the necessity for ethical behavior in all aspects of the science and practice of psychobiology.
- Communicate effectively, by listening accurately and actively, and by articulating ideas thoughtfully and purposefully.

PSY 240 Developmental Psychology (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 24.

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:

- Explain the developmental process from conception through adulthood.
- Describe and evaluate the various stages of development.
- Describe and explain the methodology of developmental psychology.
- Critically review the research literature in developmental psychology.

PSY 260 Psychology of Personality (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 24.

PSY 260 is a survey of major theoretical approaches to the scientific study of personality. Topics include development, assessment, change, and cultural-social determinants. Current research issues are emphasized.

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

- Compare and contrast the basic theoretical approaches to personality, including their corresponding views of development, change, and assessment.
- Distinguish between the various methodological approaches to personality research.
- Assess the strength of research findings within a given research perspective.
- Express ideas and opinions clearly, both orally and in writing.

PSY 270 Introduction to Clinical Psychology (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 24.

PSY 270 surveys types of psychological problems, methods of assessment and types of treatment, along with the history and theories of behavior problems.

Upon successful completion of PSY 270, the student should be able to:

- Describe the development and maintenance of pathological behavior.
- Identify and explain the types of clinical assessment.
- Critically review research literature concerning clinical psychology.

RADIOLOGIC TECHNOLOGY

RAD 100 Introduction to Radiologic Technology (3) Fall

3 hours lecture per week

Prerequisite(s): Acceptance into the Radiologic Technology program.

Corequisite(s): RAD 100L; RAD 105; 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:

- Discuss basic ethical principles in the performance of one's duties as a radiologic technologist.
- Explain the principles of processing techniques and radiographic exposure and correlate with skills necessary for thorough and efficient functioning in a darkroom.
- Describe the principles of radiologic techniques and correlate theoretical knowledge with practical application.
- Explain the principles of basic radiographic positioning of structures, and correlate this knowledge with practical application.
- Describe the organizational structure of the hospital and its function in society.
- Describe the role of the radiologic technologist in infection control, patient safety, and effective communication.
- State a brief description of job tasks, educational systems, requirements for licensure, employment and career opportunities, and any

special aptitudes necessary for working in radiologic technology as a health career.

- State the importance of having specific knowledge about professionalism, death, patient rights, ethics, health insurance, and other medical-legal considerations.

RAD 100L Introduction to Radiologic Technology Laboratory (2) Fall

6 hours lab per week

Prerequisite(s): Acceptance into the Radiologic Technology program.

Corequisite(s): RAD 100; RAD 105; 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:

- Apply techniques taught in RAD 100, including processing, radiographic exposure, and positioning.
- Apply the basic concepts of personal and professional adjustment in interpersonal relationships with members of peer groups and instructional staff.
- Apply the principles of medical ethics to analyze, synthesize, and/or evaluate simulated clinical situations involving medical ethics.
- Name and discuss the chemical constituents of processing solutions and their functions.
- Discuss the function(s) of and safely apply various darkroom and processor apparatus.
- Explain to the satisfaction of the instructor the theory of X-ray technique.
- Apply knowledge of radiographic anatomy by correctly positioning the chest, abdomen, upper and lower extremities, shoulder girdle, hip joint, and pelvic girdle to obtain diagnostic radiographs.

RAD 105 Radiologic Pharmacology (2)

2 hours lecture per week

Prerequisite(s): Acceptance into Radiologic Technology program; a grade of "C" or higher in BIOL 130; a grade of "C" or higher in BIOL 130L.

Comment: 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:

- Distinguish between the chemical, generic and trade names of select drugs.
- Describe pharmacokinetic and pharmacodynamic principles of drugs.
- Classify drugs as presented in the course.
- Explain the use, effects and side-effects of select drugs.
- Define the categories of contrast media and give specific examples of each category.
- Describe the methods and techniques of select drug administration.
- Describe the routes of administration.
- Describe complications and the appropriate treatment measures for these complications associated with select drugs.
- Prepare an injection using sterile technique.
- 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; a grade of "C" or higher in RAD 100L; a grade of "C" or higher in RAD 105; a grade of "C" or higher in RAD 140.

Corequisite(s): RAD 110L; RAD 120; RAD 141; 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:

- Explain the principles of radiographic technique and correlate this knowledge with practical application.

- Discuss patient care procedures and techniques used in the general care of the patient with emphasis on the role of the radiologic technologists.
- Explain the theory of x-ray machine technique and exposure factors.
- Knowledgeably and correctly discuss basic radiographic anatomy and positioning of the cranium, spine, bony thorax, and soft tissues of the chest.
- Describe the role of the Radiologic Technologist in patient assessment, administering medications, and caring for emergency room and special needs patients.

RAD 110L Radiologic Technique Laboratory (2) Spring

6 hours lab per week

Prerequisite(s): A grade of "C" or higher in RAD 100; a grade of "C" or higher in RAD 100L; a grade of "C" or higher in RAD 105; a grade of "C" or higher in RAD 140.

Corequisite(s): RAD 110; RAD 120; RAD 141; 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:

- Apply techniques taught in RAD 110, including producing radiographs of the skull, facial bones, spine, bony thorax, and soft tissues of the chest.
- Explain the theory of x-ray technique and apply this to correct determination of exposure factors.
- Correctly apply knowledge of basic patient care procedures and techniques.
- Apply knowledge of basic radiographic anatomy by correctly positioning the skull facial bones, spine, bony thorax and soft tissue of the chest to obtain diagnostic radiographs.

RAD 120 Radiologic Physics (3) Spring

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in RAD 100; a grade of "C" or higher in 100L; a grade of "C" or higher in 140.

Corequisite(s): RAD 110; RAD 110L; RAD 141; 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:

- Explain the fundamentals of electrical and radiation physics and the basic principles underlying the operation of x-ray equipment and auxiliary devices.
- Identify and explain importance of applying basic principles of radiation biology and protection.
- Explain the function of each part in x-ray machine circuit.
- Explain the method of production of x-rays and the interactions of x-rays and matter.

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

360 total clinical hours

Prerequisite(s): Acceptance into the Radiologic Technology program.

Corequisite(s): RAD 100; RAD 100L; RAD 105.

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:

- Perform safe, correct radiographic technique and positioning, with emphasis on the chest, abdomen, upper extremities.
- Correctly adapt technical factors to meet the clinical situation.
- Correlate anatomy and physiology and radiographic procedures and techniques.
- 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.
- Perform required clinical competencies.

RAD 141 Hospital Radiographic Technique II (5) Spring

317 total clinical hours

Prerequisite(s): A grade of "C" or higher in RAD 100; a grade of "C" or higher in RAD 100L; a grade of "C" or higher in RAD 105; a grade of "C" or higher in RAD 140.

Corequisite(s): RAD 110; RAD 110L; RAD 120; 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:

- Perform safe, correct radiographic technique and positioning, with emphasis on the skull, facial bones, spine and bony thorax.
- Correctly adapt technical factors to meet the clinical situation.
- Correlate anatomy and physiology and radiographic procedures and techniques.
- 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.
- Perform required clinical competencies.

RAD 142 Hospital Radiographic Technique III (7) Summer

416 total clinical hours

Prerequisite(s): A grade of "C" or higher in RAD 110; a grade of "C" or higher in RAD 110L; a grade of "C" or higher in RAD 120; a grade of "C" or higher in RAD 141; 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:

- Perform safe, correct radiographic technique and positioning, with emphasis on the cranium and bedside radiography of the chest, abdomen and skeletal system.
- Adapt technical factors to meet the clinical situation.
- Correlate anatomy and physiology and radiographic procedures and techniques.
- Apply pediatric radiography in clinical setting.
- Carry out assigned radiographic procedures in the clinical area with 100 percent accuracy as determined by satisfactory clinical evaluation comments.

- Correlate anatomy and physiology with assigned radiographic procedures with 100 percent accuracy as determined by satisfactory clinical evaluation comments.
- 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; a grade of "C" or higher in RAD 100L; a grade of "C" or higher in RAD 105; a grade of "C" or higher in RAD 140.

Corequisite(s): RAD 110; RAD 110L; RAD 120; 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:

- Recognize and describe the prime factors of radiography and the factors that affect the radiographic quality of a film.
- Discuss specific changes that could be made to the prime factors of radiography and the factors that affect radiographic film quality to improve the quality of specific films.
- Correlate knowledge gained in lecture classes with factors that affect radiographic quality of a film.
- Correlate knowledge of anatomy and physiology, including cross-sectional anatomy, with radiographic procedures performed in RAD 140 and 141.
- Apply the knowledge gained in RAD 110, 110L and 141 to identify the types of assigned radiographs.
- Apply knowledge gained in RAD 110, 110L, and 141 to identify normal anatomical structures on assigned radiographs.
- Apply knowledge gained in RAD 110, 110L, and 141 to any and all aspects of radiography viewed in properly exposed and processed films.
- Identify the elements of thorough radiographic image evaluation.
- Judge whether an image is optimal, diagnostic, or needs to be repeated.

RAD 150 Radiographic Film Critique II (1) Summer

2 hours lecture per week

Prerequisite(s): A grade of "C" or higher in RAD 110; a grade of "C" or higher in RAD 110L; a grade of "C" or higher in RAD 120; 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 films obtained in RAD 142; presentation of case reports.

Upon successful completion of RAD 150, the student should be able to:

- Recognize and describe the prime factors of radiography and the factors that affect the radiographic quality of a film.
- Discuss specific changes that could be made to the prime factors of radiography and the factors that affect radiographic film quality to improve the quality of specific films.
- Correlate knowledge gained in lecture classes with factors that affect radiographic quality of a film.
- Correlate knowledge of anatomy and physiology, including cross-sectional anatomy, with radiographic procedures performed in RAD 141 and 142.
- Apply the knowledge gained in beginning courses to identify assigned radiographs.
- Apply knowledge gained in beginning courses to identify normal anatomical structures on assigned radiographs.
- Apply knowledge gained in beginning courses to identify all types of film artifacts.
- Apply knowledge gained in beginning courses to identify properly done radiographs.
- Use a film evaluation procedure to explain how to improve the diagnostic quality of a radiograph.
- Discuss radiographic quality based on factors governing recognition and differentiation.

RAD 200 Advanced Radiologic Positioning (3) Fall

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in RAD 142; a grade of "C" or higher in RAD 150.

Corequisite(s): RAD 200L; RAD 210; RAD 240; 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:

- Explain principles of advanced x-ray positioning of osseous structures.
- Correlate knowledge of principles with practical application.

RAD 200L Advanced Radiologic Positioning Laboratory (2) Fall

6 hours lab per week

Prerequisite(s): a grade of "C" or higher in RAD 142; a grade of "C" or higher in RAD 150.

Corequisite(s): RAD 200; RAD 210; RAD 240; 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:

- Apply techniques taught in RAD 200.
- Construct technique charts in advanced anatomy and positioning of the osseous system.
- Correctly carry out procedures involving the use of contrast media in radiography.
- Apply advanced techniques of positioning structures and organs to obtain diagnostic radiographs.

RAD 210 Advanced Radiologic Technique (3) Fall

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in RAD 142; a grade of "C" or higher in RAD 150.

Corequisite(s): RAD 200; RAD 200L; RAD 240; 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:

- Explain the manipulation of exposure factors.
- Explain procedure in radiography involving the use of contrast media.
- Explain the methods of pediatric radiography.
- Explain certain changes that occur in disease and injury and their application to radiologic technology.
- Explain advanced principles of imagery and technique, including computer applications.

RAD 230 Special Radiographic Procedures (3) Spring

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in RAD 200; a grade of "C" or higher in RAD 200L; a grade of "C" or higher in RAD 210; a grade of "C" or higher in RAD 240; a grade of "C" or higher in RAD 248.

Corequisite(s): RAD 230L; RAD 241; RAD 249; 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:

- Describe each special radiographic procedure in terms of patient preparation, contrast medium employed, general procedural methods, method of administering contrast media, special equipment utilized, projections required, and anatomy visualized.
- Describe the special needles, guide wires and catheters required for each special procedure.
- Label the component parts and explain how each type of changer works in the clinical situation.
- Describe the procedural steps involved in the Seldinger technique and lumbar puncture.
- Identify cross-sectional anatomy on computed tomography and magnetic resonance imaging scans.
- Explain the imaging principles of ultrasonography, computed tomography, magnetic resonance imaging, and nuclear medicine.

RAD 230L Special Radiographic Procedures Laboratory (2) Spring

6 hours lab per week

Prerequisite(s): A grade of "C" or higher in RAD 200; a grade of "C" or higher in RAD 200L; a grade of "C" or higher in RAD 210; a grade of "C" or higher in RAD 240; a grade of "C" or higher in RAD 248.

Corequisite(s): RAD 230; RAD 241; RAD 249; 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:

- 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 required, and anatomy visualized.
- Identify and describe the special needles, guide wires and catheters required for each special procedure discussed in RAD 230.
- Observe and explain how each type of changer works in the clinical situation.
- Observe and describe the procedural steps involved in the Seldinger technique and lumbar puncture.
- Identify cross-sectional anatomy on computed tomography and magnetic resonance imaging scans observed during laboratory sessions.
- Explain the imaging principles of ultrasonography, computed tomography, magnetic resonance imaging, and nuclear medicine.
- Correctly apply specified quality control measures and tests to radiographic and imaging equipment.

RAD 240 Hospital Radiographic Technique IV (7) Fall

413 total clinical hours

Prerequisite(s): A grade of "C" or higher in RAD 142; a grade of "C" or higher in RAD 150.

Corequisite(s): RAD 200; RAD 200L; RAD 210; RAD 248.

Comment: RAD 240 is offered in the fall semester only. Letter grade only. RAD 240 may not be audited. RAD 240 may not be taken credit/no credit.

RAD 240 provides for observation and supervised practice in pediatric radiography and radiography using contrast media.

Upon successful completion of RAD 240, the student should be able to:

- Apply safe, correct radiographic technique and positioning, with emphasis on 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 241 Hospital Radiographic Technique V (6) Spring

351 total clinical hours

Prerequisite(s): A grade of "C" or higher in RAD 200; a grade of "C" or higher in RAD 200L; a grade of "C" or higher in RAD 210; a grade of "C" or higher in RAD 240; a grade of "C" or higher in RAD 248.

Corequisite(s): RAD 230; RAD 230L; RAD 249; RAD 255.

Comment: RAD 241 is offered in the spring semester only. Letter grade only. RAD 241 may not be audited. RAD 241 may not be taken credit/no credit.

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:

- Apply safe and correct radiographic technique and positioning, with emphasis on special radiographic examinations using and

- imaging techniques studied in RAD 230 and 230L.
- Correctly adapt technical factors to meet the clinical situation.
- Correlate of anatomy and physiology and radiographic procedures and techniques.
- Apply 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.
- Meet clinical objectives.

RAD 242 Hospital Radiographic Technique VI (5) Summer

302 total clinical hours

Prerequisite(s): A grade of "C" or higher in RAD 230; a grade of "C" or higher in RAD 230L; a grade of "C" or higher in RAD 241; a grade of "C" or higher in RAD 249; a grade of "C" or higher in RAD 255.

Corequisite(s): RAD 260.

Comment: RAD 242 is offered in the summer only. Letter grade only. RAD 242 may not be audited. RAD 242 may not be taken credit/no credit.

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:

- Apply safe, correct radiographic technique and positioning, with emphasis on operating room examinations.
- Correctly adapt technical factors to meet the clinical situation.
- Correlate anatomy and physiology and radiographic procedures and techniques.
- Apply introductory knowledge of clinical practice in either nuclear medicine or radiation therapy.
- 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.
- 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; a grade of "C" or higher in RAD 150.

Corequisite(s): RAD 200; RAD 200L; RAD 210; 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 248 is a problem-based seminar and focuses on advanced film critique stressing common procedures using contrast material as well as pediatric radiography.

Upon successful completion of RAD 248, the student should be able to:

- Recognize and describe the prime factors of radiography and the factors that affect the radiographic quality of a film.
- Discuss specific changes that could be made to the prime factors of radiography and the factors that affect radiographic film quality to improve the quality of specific films.
- Correlate knowledge gained in lecture classes with factors that affect radiographic quality of a film.
- Correlate knowledge of anatomy and physiology, including cross-sectional anatomy, with radiographic procedures performed during RAD 240.
- Apply the knowledge gained in advanced radiographic procedures to critique radiographs.
- Correlate basic knowledge of anatomy, physiology, cross-sectional anatomy, and pathology with radiographic technique.
- Recognize the difference between diagnostic and poor quality radiographs.
- Use a film evaluation procedure to explain how to improve the diagnostic quality of a radiograph.
- Discuss radiographs based on factors governing recognition and differentiation.

RAD 249 Radiographic Film Critique IV (1) Spring

1 hour lecture per week

Prerequisite(s): A grade of "C" or higher in RAD 200; a grade of "C" or higher in RAD 200L; a grade of "C" or higher in RAD 210; a grade of "C" or higher in RAD 240; a grade of "C" or higher in RAD 248.

Corequisite(s): RAD 230; RAD 230L; RAD 241; 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 249 is a problem-based seminar, focusing on advanced film critique stressing films made during special procedures.

Upon successful completion of RAD 249, the student should be able to:

- Recognize and describe the prime factors of radiography and the factors that affect the radiographic quality of a film.
- Discuss specific changes that could be made to the prime factors of radiography and the factors that affect radiographic film quality to improve the quality of specific films.
- Correlate knowledge gained in lecture classes with factors that affect radiographic quality of a film.
- Correlate knowledge of anatomy and physiology, including cross-sectional anatomy, with radiographic procedures performed during RAD 241.
- Apply the knowledge gained in special radiographic procedures to critique radiographs.
- Correlate basic knowledge of anatomy, physiology, cross-sectional anatomy, and pathology with radiographic technique.
- Identify the elements of thorough radiographic image evaluation.
- Correctly assess image quality as optimal, diagnostic, or needs to be repeated.
- Demonstrate self-confidence in personal abilities as a radiographer.

RAD 255 Applied Radiologic Principles (1) Spring

1 hour lecture per week

Prerequisite(s): A grade of "C" or higher in RAD 200; a grade of "C" or higher in RAD 200L; a grade of "C" or higher in RAD 210; a grade of "C" or higher in RAD 240; a grade of "C" or higher in RAD 248.

Corequisite(s): RAD 230; RAD 230L; RAD 241; 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 255 focuses on synthesis and correlation of imaging techniques as related to basic principles of radiography and implications of emerging technology.

Upon successful completion of RAD 255, the student should be able to:

- Describe all aspects of radiographic imaging principles and procedures.
- Describe the impact of emerging technology in diagnostic imaging on radiologic technology.
- Demonstrate proficiency in all areas of radiologic technology by satisfactory performance on simulated registry examinations.

RAD 260 Radiation Biology and Protection (2) Summer

4 hours lecture per week for eight weeks

Prerequisite(s): A grade of "C" or higher in RAD 230; a grade of "C" or higher in RAD 230L; a grade of "C" or higher in RAD 241; a grade of "C" or higher in RAD 249; a grade of "C" or higher in RAD 255.

Corequisite(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:

- Describe the effects of ionizing radiation in a given biologic system.
- Explain the importance of minimizing radiation exposure.
- Cite the importance of specific proper techniques in minimizing exposure.
- Knowledgeably discuss applications of radiobiology to radiography, radiation therapy, and nuclear medicine.

RELIGION

REL 150 Introduction to the World's Major Religions (3) KCC AA/FGC and KCC AS/AH

3 hours lecture per week

Recommended Preparation: Qualification for ENG 100, ENG 160, or ESL 100.

REL 150 is a survey of the major religious traditions of the world. The course is designed to provide students with an understanding and appreciation of these traditions, and to enable students to think sensitively and critically about the religious world.

Upon successful completion of REL 150, the student should be able to:

- Identify the essential characteristics that distinguish the major religious traditions.
- Describe the basic components of each major religious tradition, such as its myths, rituals, doctrines, ethics, and artistic expressions.
- Describe religious conflicts and trends in the modern world.
- Explain the relationship between one's own religious background and that of the surrounding community.
- Express ideas and opinions clearly in writing.

REL 151 Religion and the Meaning of Existence (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Recommended Preparation: Qualification for ENG 100, ENG 160, or ESL 100.

REL 151 introduces contemporary religious issues, their background and development, with emphasis on the question, "What is the meaning of existence?"

Upon successful completion of REL 151, the student should be able to:

- Describe contemporary religious issues.
- Identify different responses to issues such as the conflict between science and religion, problems of meaning and death, and the human search for identity.
- Describe one's own religious views and values.
- Express ideas and opinions effectively in written and oral communication.

REL 200 Understanding the Old Testament (3) KCC AA/DH

3 hours lecture per week

Recommended Preparation: Any 100 level religion course or qualification for ENG 100 or ENG 160.

REL 200 is a study of developing beliefs and practices of Hebrew religion as set forth in the Old Testament. Emphasis on meaning of faith in the modern world.

Upon successful completion of REL 200, the student should be able to:

- Demonstrate awareness of the historical and literary context of the Old Testament.
- Show knowledge of modern Biblical interpretation and criticism.
- Show an understanding of the major parts and types of literature contained in the Old Testament.
- Demonstrate recognition of how Old Testament teachings have shaped modern society and human understanding of self.

REL 201 Understanding the New Testament (3) KCC AA/DH

3 hours lecture per week

Recommended Preparation: Any 100 level religion course or qualification for ENG 100 or ENG 160.

REL 201 focuses on the origin and development of early Christian message as set forth in the New Testament, with special attention to Jesus and Paul.

Upon successful completion of REL 201, the student should be able to:

- Demonstrate awareness of the historical and literary context of the New Testament.
- Show knowledge of modern Biblical interpretation and criticism.
- Show an understanding of the major parts and types of literature contained in the New Testament.
- Demonstrate recognition of how New Testament teachings have shaped and express themselves in modern society.

REL 202 Understanding Indian Religions (3) KCC AA/DH and KCC AS/AH

3 hours lecture per week

Recommended Preparation: REL 150 or REL 151; qualification for ENG 100, ENG 160 or ESL 100.

REL 202 is an historical survey of the major religious traditions of India, with an emphasis on contemporary Indian culture and religious identity.

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

- Demonstrate knowledge of the histories, myths, doctrines, practices and cultural arts of the major religious traditions of India.
- Identify contemporary religious conflicts in the Indian Subcontinent and trace their historical developments.
- Discuss the relationship between myth and identity.
- Identify and discuss Indian religious influences on the cultures of East and South East Asia.
- Give examples of political, economic, and/or technological changes resulting in the transformation of religious myths, doctrines, values, and/or practices.

REL 209 Contemporary Religions (3) KCC AA/DH

3 hours lecture per week

Recommended Preparation: qualification for ENG 100, ENG 160, or ESL 100.

REL 209 studies new religions and contemporary transformations of traditional religions.

Upon successful completion of REL 209, the student should be able to:

- Describe and discuss the social pressures and influences on traditional religions.
- Give examples of transformations in traditional religions.
- Identify and discuss influences from traditional religions at work in the modern world.
- Describe distinguishing characteristics of new religions.
- Identify and discuss religious ideas in contemporary culture.
- Identify and discuss important modern religious figures.
- Express ideas and opinions about modern religion clearly in writing.

REL 210 Understanding Christianity (3) KCC AA/DH

3 hours lecture per week

Recommended Preparation: REL 150 or REL 151; ENG 100, ENG 160, or ESL 100.

REL 210 is a survey of the principal historical periods, texts, denominations, and themes of Christianity. The course will also focus on the artistic legacy of Christianity and the modern challenges it faces.

Upon successful completion of REL 210, the student should be able to:

- Express orally or in writing some of the major ideas and practices of Christianity.
- Identify the important historical periods, texts, and personalities in the growth of Christianity.
- Discuss the differences between the major traditional and non-traditional denominations.
- Give examples of significant examples of Christian music, art, and architecture.
- Describe the historical, cultural, and technological pressures on Christianity that have brought about change.
- List possible changes that will emerge in Christianity in the future.

REL 220 Understanding Islam and Muslim Societies (3) KCC AA/DH

3 hours lecture per week

Prerequisites: Qualification for ENG 100, ENG 160, or ESL 100.

Recommended Preparation: REL 150, REL 151, HIST 151, or HIST 152.

REL 220 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 220, the student should be able to:

- Describe the basic, universal elements of Islam, including its myths, rituals, ethics, and art.
- Discuss major historical developments within Islam, including its spread into Africa, Asia, Europe, and/or the Americas from its origins in the Middle East.
- Identify significant variations within Islam, including myths, rituals, ethics, and art.
- Analyze the diversity within contemporary Islam in light of both local customs and varying interpretations of religious law.

- Express ideas and opinions clearly in writing.

REL 222 Religion and Conflict in the Modern Era (3) KCC AA/DH

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100, ENG 160, or ESL 100.

Recommended Preparation: REL 150, REL 151, HIST 151, or HIST 152.

Comment: REL 222 is cross-listed as HIST 222.

REL 222 is an historical analysis of the relationship between religion and conflict in the modern era. The course explores the ways in which religion has served to create, exacerbate, and/or legitimate conflict since 1800. Each semester, the course examines four religion-based conflicts from around the world, including Asia, Africa, the Middle East, Europe, and the Americas.

Upon successful completion of REL 222, the student should be able to:

- Explain the relationship between religion and conflict.
- Differentiate between state-sponsored and other forms of religion-based conflict.
- Differentiate between religion-based and ethnicity-based conflicts while recognizing the relationship between religion and ethnicity.
- Describe the theological justifications for religion-based conflicts in the modern era.
- Describe the roles which political, economic, and social forces have played in religion-based conflicts around the world.
- Analyze the historical dimensions of religion-based conflicts in the modern era.
- Assess the characteristics of a wide array of religion-based conflicts in the modern era.
- Formulate informed judgments on the origins and implications of past and current religion-based conflicts.

RESPIRATORY CARE

RESP 100 Respiratory Care Profession (1)

1 hour lecture per week

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:

- Describe the history and development of Respiratory Care as a profession.
- Describe the role of the Respiratory Care Practitioner as a member of a health care team.
- Describe the role of other health care workers in patient care.
- State the importance of ethics in clinical practice.
- Discuss ethical concerns facing Respiratory Care and other health care practitioner.
- Describe the role of a Respiratory Care or Cardiopulmonary Department within the organizational structure of a hospital or health care facility.
- Describe the role of Respiratory Care in the outpatient setting.
- Demonstrate an understanding of community-based health care by examining a community-based health agency.
- Explain the differences between licensure and credentialing in Respiratory Care.

RESP 101 Sciences for Respiratory Care (3)

3 hours lecture per week

Recommended Preparation: College level reading and mathematics ability.

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:

- Describe gas laws.
- Perform calculations using gas laws.
- Define scientific terms related to physics and chemistry.
- Describe infection control techniques used in healthcare.

- Use email with attachments.
- Develop an electronic presentation (i.e. Powerpoint).
- Develop a simple spreadsheet.
- Perform internet searches.
- Define evidence-based medicine.
- Utilize principles of evidence-based medicine to research selected topics in respiratory care.

RESP 200 Cardiopulmonary Pathophysiology (3)

3 hours lecture per week

Prerequisite(s): Acceptance into the Respiratory Care program

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:

- Define and describe fundamental characteristics of cardiopulmonary diseases and conditions.
- Discuss etiology, pathology, diagnosis, management, and prognosis of common cardiopulmonary diseases.
- Match chronic cardiopulmonary diseases to appropriate rehabilitative techniques.
- Define abnormal lab values as they relate to specific diseases.
- Discuss traumatic injuries to the chest wall.
- 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 Respiratory Care program.

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:

- Describe the structure and function of the heart, lungs, and related body systems.
- Discuss the process of respiration.
- Demonstrate knowledge of electrophysiology through rhythm recognition.
- State the function of blood, vessels, and the heart.
- Name the structures in the heart and lung and describe their location in the body.
- Describe the gross and microscopic anatomy of the lung.
- Describe lung volumes and capacities.
- Interpret normal pulmonary function test values.
- Perform physiologic calculations.

RESP 202 Clinical Practice I (5) Fall

16 hours lab or clinical per week

Prerequisite(s): Acceptance into the Respiratory Care Program.

Comments: 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. 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:

- Perform routine physical assessment on the cardiopulmonary patient.
- Document results of the patient's assessment and response to therapy in the patient's record.
- Monitor and evaluate the patient's response to respiratory therapy.
- Communicate the patient's respiratory care plan, response to therapy, and progress to other members of the health care team.
- Collect the necessary supplies, test for equipment function, and administer oxygen, humidification, and aerosol devices.
- Measure respiratory care medications as ordered and administer using the appropriate devices.
- Perform secretion management techniques such as chest percussion and postural drainage and positive pressure adjuncts.
- Perform hyperinflation techniques such as intermittent positive pressure breathing and incentive spirometry.
- Instruct patient on proper breathing and coughing techniques.
- Discuss the role of the respiratory care practitioner as part of the health care team.

- 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 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 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:

- Review a patient's record for respiratory care orders and pertinent data.
- Collect and evaluate additional pertinent clinical data to evaluate the patient's clinical status.
- Select, assemble, and check equipment for proper function that are used in oxygen administration, humidification, and aerosol delivery.
- 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.
- State the goals of each of the prescribed therapies.
- State the indications/contraindications of each of the prescribed therapies.
- State the hazards/complications of each of the prescribed therapies.
- Explain the proper method of providing the prescribed therapies.
- State the method(s) of evaluation and monitoring of the patient's response to each of the prescribed therapies.
- Evaluate and modify prescribed therapy for non-critically ill patients.
- Explain the process of cardiopulmonary resuscitation. Maintain records and communication using conventional terminology as required by hospital policy and regulatory agencies.
- Demonstrate a concept or principle related to RESP 203 in a project.
- Present the project to a non-medical audience.

RESP 211 Introduction to Mechanical Ventilation (2) Spring

4 hours lecture/lab per week

Prerequisite(s): Acceptance into the Respiratory Care Program.

RESP 211 introduces students to the concepts and principles of mechanical ventilation.

Upon successful completion of RESP 211, the student should be able to:

- List the physiological indications for mechanical ventilation.
- List the criteria for instituting mechanical ventilation.
- List the hazards/complications of mechanical ventilation.
- Describe the physiological effects of positive pressure.
- Explain the concepts of compliance and resistance.
- Perform math calculations used in mechanical ventilation.
- Discuss the appropriate settings when initiating mechanical ventilation.
- 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).
- Explain the different methods of triggering and cycling the ventilator.
- Explain the different phases of inspiration and exhalation of Continuous Mechanical Ventilation (CMV).
- Diagram the different graphic waveforms of ventilation.
- Explain how graphic waveforms are used in mechanical ventilation.
- Explain the differences between Intermittent Positive Pressure Breathing (IPPB), Pressure Support (PS), and Pressure Control (PC).
- Explain the effect of flow wave patterns on the inspiratory flowrate of flow variable ventilators.
- Explain the maintenance of patient-ventilator interface.
- Describe various methods of weaning and extubation procedures.
- Discuss the role of the Respiratory Care Practitioner in the ICU environment.
- Explain the concept of open-lung inflation Rx.
- Explain the effects of Continuous Positive Airway Pressure (CPAP) and Positive End Expiratory Pressure (PEEP) therapy on improving oxygenation.
- Describe the procedure for using and titrating Continuous Positive Airway Pressure (CPAP) and Positive End Expiratory Pressure (PEEP).
- Describe the procedure of using Bilevel Positive Airway Pressure (BiPAP).

- Explain the concepts of Inspiratory Positive Airway Pressure (IPAP) and Expiratory Positive Airway Pressure (EPAP).
- 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 Respiratory Care Program.

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:

- Perform routine physical assessment on the critically ill patient in the intensive care unit.
- Interpret and evaluate diagnostic tests such as Arterial Blood Gases, electrolytes, and chest x-rays.
- Document results of the patient's assessment and diagnostic tests in the patient's record.
- 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).
- Perform tracheostomy care.
- Perform manual ventilation with self-inflating bag.
- Select and insert oral and nasal airways to maintain airway patency.
- Inflate and measure endotracheal and tracheostomy tube cuff pressures.
- Securing the ETT with cloth tape or other appropriate devices.
- Perform bedside ventilatory assessment such as Negative Inspiratory Force (NIF), Tidal Volume (TV), Vital Capacity (VC), and minute volume.
- Set-up and test for function the mechanical ventilator prior to patient use.
- Adjust ventilator settings per order or protocol.
- Check and document ventilator-patient interface.
- Administer respiratory care medications to mechanically ventilated patients.
- Monitor and evaluate the patient's response to respiratory therapy.
- 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 Respiratory Care Program.

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:

- Evaluate information from physical assessment of the critically ill patient on mechanical ventilation.
- Describe the procedure for and importance of ventilation assessment.
- 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, cardiac output.
- Evaluate the hemodynamic measurements as they relate to the patient's condition.
- Explain the clinical implications of using invasive and noninvasive pulmonary and cardiac monitoring to assess the critically ill patient.
- Discuss the importance of nutrition of the critically ill patient on mechanical ventilation.
- Discuss clinical case studies of common cardiopulmonary diseases.
- Describe the inductive thinking process when evaluating clinical cases and organizing clinical information.

RESP 218 Cardiopulmonary Pharmacology (3)

3 hours lecture per week

RESP 218 focuses on pharmacologic principles of drugs used in the ER and ICU settings as well as an overview of general principles of pharmacology. This course 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:

- Describe drugs administered by the RCP in terms of indications, actions, routes, doses, delivery systems, and adverse reactions.
- Discuss specialized equipment and techniques used to administer cardiorespiratory medications.
- State basic principles of pharmacodynamics.

- Recommend changes in medication, dose, or delivery systems.
- Select appropriate medications and delivery systems based on pathophysiology and case interpretation.
- Recommend appropriate cardiac and emergency drugs.
- Calculate drug dosages.

RESP 222 Clinical Practice III (5)

16 hours lab per week

Prerequisite(s): Acceptance into the Respiratory Care program.

RESP 222 is a course in advanced respiratory care skills and procedures in the hospital setting.

Upon successful completion of RESP 222, the student should be able to:

- Perform routine physical assessment on the critically ill patient in the intensive care unit.
- Interpret and evaluate diagnostic tests such as ABG's, electrolytes, and chest x-rays.
- Document results of the patient's assessment and diagnostic tests in the patient's record.
- 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).
- Perform tracheostomy care.
- Perform manual ventilation with self-inflating bag.
- Select and insert oral and nasal airways to maintain airway patency.
- Inflate and measure endotracheal and tracheostomy tube cuff pressures.
- Secure the ETT with cloth tape or other appropriate devices
- Perform bedside ventilatory assessment such as NIF, TV, VC, and minute volume.
- Set-up and test for function the mechanical ventilator prior to patient use.
- Adjust ventilator settings per order or protocol.
- Check and document ventilator-patient interface.
- Administer respiratory care medications to mechanically ventilated patients.
- Monitor and evaluate the patient's response to respiratory therapy.
- Communicate with mechanically ventilated patient and relay his or her needs to other members of the health care team.
- Discuss the role of the respiratory care practitioner as part of the health care team in the intensive care unit (ICU).
- Perform community health activities in the form of service learning.
- Attend ICU rounds and physician and respiratory care departmental inservices.

RESP 229 Advanced Cardiac Life Support (2)

2 hours lecture per week

Prerequisite(s): Acceptance into the Respiratory Care program

Comment: Letter grade only. RESP 229 may not be audited. RESP 229 may not be taken credit/no credit. 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 ECG's.

Upon successful completion of RESP 229, the student should be able to:

- Describe drugs administered by the RCP in terms of indications, actions, routes, doses, delivery systems, and adverse reactions.
- Apply ACLS algorithms in the 10 required cases.
- Recommend changes in medication, dose, or delivery systems.
- Select appropriate medications and delivery systems based on pathophysiology and case interpretation.
- Recommend appropriate cardiac and emergency drugs.
- Calculate drug dosages.
- Complete the ACLS final exam with a passing score.
- Perform 12 lead ECG and interpret rhythms.
- Perform advanced airway management techniques.
- Utilize the AED/Defibrillator to deliver electric therapy to the heart.
- Successfully complete ACLS certification.
- Discuss ethical implications of advanced life support.

RESP 301 Neonatal/Pediatric Respiratory Care (3)

3 hours lecture per week

Prerequisite(s): Acceptance into the Respiratory Care program

Comment: Letter grade only. RESP 301 may not be audited. RESP 301 may not be taken credit/no credit. Uniform, school patch, and stethoscope are required.

RESP 301 is an introduction to the concepts and principles of neonatal and pediatric respiratory care as they relate to clinical application.

Upon successful completion of RESP 301, the student should be able to:

Module 1

- Describe fetal anatomy and physiology.
- Identify the landmarks of the maternal-fetal circulation.
- Explain the maternal-fetal circulation.
- Describe the path of oxygenated blood from maternal (placenta) through the fetal circulation.
- List maternal factors that may affect the health of the fetus.
- Identify the components of the APGAR score.
- Identify (2) scoring systems used in gestational age assessment.
- Identify the components of the Silverman score and explain how it is used to assess respiratory distress of the neonate.
- Explain the physiological changes that immediately occur after a normal birth with respect to: ductus arteriosus, ductus venosus, foramen ovale, PVR, SVR.
- Explain the following terms with respect to labor and delivery: parturition, cervix, effacement, dilatation, para/ gravida, primigravida, multigravida, breech, placenta previa, abruptio placentae, polyhydramnios, oligohydramnios, meconium.
- Explain the following terms with respect to normal gestational age: birth weight (premature v. term), respiratory rate, heart rate, blood pressure, vernix, lanugo.

Module 2

- Identify the following pharmacologic agents used to: inhibit or promote uterine contractions (oxytocin v. tocolysis), affect the immature lung and circulation (indomethacin, N2O, surfactant), treat viral infections, treat pulmonary infections, treat hyperreactive airways.
- Identify and explain pediatric respiratory care equipment: SPAG, oxygen hood, tents, nasal CPAP, suction (bulb, Deelee).

Module 3

- Explain the etiology, pathophysiology, and treatment (if any) of the following diseases: pulmonary dysmaturity (Wilson-Mikity syndrome), cystic fibrosis, Ryle's syndrome, meconium aspiration, retinopathy of prematurity, transient tachypnea of the newborn, bronchopulmonary dysplasia, laryngotracheobronchitis, epiglottitis, bronchiolitis, respiratory distress syndrome.
- Explain the etiology, pathophysiology, and treatment (if any) of congenital heart defects: Tetralogy of Fallot, persistent fetal circulation, patent ductus arteriosus, patent foramen ovale.

Module 4

- Care for the critically ill neonatal/pediatric patient: describe the technique for using a flow inflating resuscitation bag, explain how tube sizes for intubation are selected (size v. weight v. gestational age), explain time cycled pressure limited ventilation (conventional in neonatal/pediatric practice), describe the initial settings used in conventional mechanical ventilation used in the NICU/PICU, explain the ventilator parameter changes that are needed based on ABG values.
- Explain the purposes of the following special procedures:
 - surfactant replacement Rx, inhaled nitric oxide, high
 - frequency ventilation, HFJV, HFOV, transillumination of the chest.
- Explain the process used in resuscitation with respect to NRP/PALS.
- Explain the clinical uses of and limitations of transcutaneous monitoring.

RESP 302 Clinical Practice IV (4)

12 hours per week hospital practice

Prerequisite(s): Acceptance into the Respiratory Care program.

Comment: Letter grade only. RESP 302 may not be audited. RESP 302 may not be taken credit/no credit. 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:

- Perform routine physical assessment on premature, full term newborn, and pediatric patients.
- Perform routine physical assessments on pediatric patients in the medical ward.
- Interpret and evaluate diagnostic tests such as ABG's, capillary blood stick, and chest x-rays.
- Document results of the patient's assessment and response to therapy in the patient's record.
- Monitor and evaluate the patient's response to respiratory therapy.
- Communicate the patient's respiratory care plan, response to therapy, and progress to other members of the health care team.
- Collect the necessary supplies, test for equipment function, and administer oxygen, humidification, and aerosol devices.

- Measure respiratory care medications as ordered and administer using the appropriate devices.
- Monitor and evaluate the patient's response to respiratory therapy.
- Perform secretion management techniques such as chest percussion and postural drainage.
- Document results of the patient's assessment and diagnostic tests in the patient's record.
- Perform nasotracheal suctioning.
- Perform manual ventilation with self-inflating and flow-inflating bag.
- Monitor neonatal/pediatric patients via the HR and EKG monitor, TCM, and ETCO2 monitor.
- Setup a nasal CPAP.
- Perform patient-ventilator checks in the NICU/PICU.
- Assist in patient-ventilator transport.
- Communicate with the pediatric patient and relay his or her needs to other members of the health care team.
- Discuss the role of the respiratory care practitioner as part of the health care team in the NICU, PICU, medical ward.
- Apply universal precaution in the patient care setting.
- Attend rounds, physician and respiratory care departmental inservices.

RESP 312 Clinical Practice V (4)

12 hours clinical per week for 15 weeks

Prerequisite(s): Acceptance into the Respiratory Care program.

Comment: Letter grade only. RESP 312 may not be audited. RESP 312 may not be taken credit/no credit. Uniform, school patch, and stethoscope are required.

RESP 312 consists of diagnostic laboratory observation and supervised experiences with emphasis on performing diagnostic tests correctly and safely.

Upon successful completion of RESP 312, the student should be able to:

- Perform routine pulmonary function tests.
- Perform advanced pulmonary function tests under supervision.
- Observe diagnostic bronchoscopy and, under supervision, assist with procedure.
- Observe and assist, under supervision, with cardiopulmonary exercise testing.
- Observe and assist, under supervision, with polysomnographic examinations.
- Observe and assist, under supervision, with neurodiagnostic examinations.
- Perform preventive maintenance and calibrations of cardiopulmonary diagnostic equipment.
- Correlate anatomy and physiology of the cardiopulmonary system with procedures and techniques.
- Recognize, describe, and change factors that affect the quality of a diagnostic test.

RESP 316 Cardiopulmonary Diagnostics (3)

3 hours lecture per week

Prerequisite(s): Acceptance into the Respiratory Care program.

Comment: Letter grade only. RESP 316 may not be audited. RESP 316 may not be taken credit/no credit.

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. RESP 316 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:

- Define the role of cardiopulmonary diagnostics in patient care.
- Describe, evaluate, and interpret arterial blood gas analysis, pulmonary function tests, polysomnographic tests, cardiopulmonary exercise tests, and neurodiagnostic exams.
- Describe and discuss the fundamentals of a lung bronchoscopic exam.
- Describe and discuss arterial blood gas sampling procedures, including the care and maintenance of analyzers, cooximeters, and blood gas electrodes.
- Explain methods to diagnose lung volumes, capacities, diffusion.
- Explain methods and protocols to diagnose sleep related disorders.
- Explain methods and protocols to diagnose neurodiagnostic disorders.
- Explains methods and protocols for cardiopulmonary exercise testing.

RESP 320 Respiratory Care Seminar I (4)

4 hours lecture per week

Prerequisite(s): Acceptance into the Respiratory Care program.

Comment: Letter grade only. RESP 320 may not be audited. RESP 320 may not be taken credit/no credit. Fees are required for RESP 320 for practice examinations. The current cost is \$150.

RESP 320 reviews the field of respiratory care in preparation for board examinations upon graduation. This course enables the advanced student to appropriately gather information and make clinical decisions in the entire spectrum of patient care using computer and problem-based learning.

Upon successful completion of RESP 320, the student should be able to:

- Complete 30 computerized clinical simulations covering 10 major content areas.
- Complete the National Board for Respiratory Care on-line Entry-Level Self-Assessment Examination.
- Complete the National Board for Respiratory Care on-line Written Registry Self-Assessment Examination.
- Complete the National Board for Respiratory Care on-line Clinical Simulation Self-Assessment Examination.
- Develop a study plan for the Entry-Level Certified Therapist Examination.
- Complete 3 practice entry-level and written registry examinations.
- Relate diagnosis, clinical condition, physical findings, therapeutic interventions and modifications per the Examination Matrices of the National Board for Respiratory Care.
- Select, assemble, and maintain equipment per the Examination Matrices of the National Board for Respiratory Care.

RESP 322 Clinical Practice VI (4)

12 hours clinical per week (hospital practice)

Prerequisite(s): Acceptance into the Respiratory Care program.

Comment: Letter grade only. RESP 322 may not be audited. RESP 322 may not be taken credit/no credit. Uniform, school patch, and stethoscope are required.

RESP 322 is a hospital-based course in 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:

- Perform routine physical assessment on the critically ill patient in the intensive care unit.
- Interpret and evaluate diagnostic tests such as ABG's, electrolytes, and chest x-rays.
- Calculate shunt, deadspace, static compliance and airway resistance.
- Evaluate hemodynamic parameters such as CVP, SVR, PVR, MAP, PCWP, CO, and CI.
- Identify basic abnormal and life-threatening EKG patterns.
- Document results of the patient's assessment and diagnostic tests in the patient's record.
- 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).
- Perform tracheostomy care.
- Perform manual ventilation with self-inflating bag.
- Select and insert oral and nasal airways to maintain airway patency.
- Inflate and measure endotracheal and tracheostomy tube cuff pressures.
- Secure the ETT with cloth tape or other appropriate devices.
- Perform bedside ventilatory assessment such as NIF, TV, VC, and minute volume.
- Set-up and test for function the mechanical ventilator prior to patient use.
- Initiate and manage a new ventilator patient in the intensive care unit (ICU).
- Manage at least (3) ventilator patients in the ICU.
- Adjust ventilator settings per ABG's.
- Make clinical recommendations based on various patient data.
- Identify and troubleshoot common ventilator problems.
- Wean patient off the ventilator following weaning protocols.
- Perform ABG stick and draw arterial blood from an arterial line.
- Check and document ventilator-patient interface.
- Administer respiratory care medications to mechanically ventilated patients.
- Monitor and evaluate the patient's response to respiratory therapy.
- Identify the actions of common medications used in the ICU: antimicrobial agents, paralyzing agents, respiratory stimulants/depressants, and analgesics/anesthetics.
- Communicate with mechanically ventilated patient and relay his or her needs to other members of the health care team.
- Discuss the role of the respiratory care practitioner as part of the health care team in the ICU.
- Apply universal precaution in the patient care setting.
- Attend ICU rounds and physician and respiratory care departmental inservices.

SAMOAN**SAM 50 Basic Conversational Samoan (3) (Inactive)**

3 hours lecture per week

SAM 50 is an introduction to basic conversational Samoan incorporating useful everyday expressions. Practical vocational vocabulary will also be introduced. Samoan culture will be integrated into the study of the language.

Upon successful completion of SAM 50, the student should be able to:

- Recognize 35 Samoanized English words.
- Reproduce orally 15 everyday greetings.
- Demonstrate orally the counting system of numbers in Samoan.
- Name 6 basic colors in Samoan.
- List of months, weeks, and days in Samoan.
- Recognize Samoan food in a store and be able to name them.
- Demonstrate how to accurately ask for geographical directions.
- Identify 20 parts of the human body in Samoan.
- Tell time and correctly ask for the time in Samoan.
- Recognize Samoan non-verbal communication using head, eyebrows, fingers, and shoulders.

SECOND LANGUAGE TEACHING**SLT 102 Language Learning (3) KCC AA/DS**

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ENG 100, 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 Language Learning, the student should be able to:

- Describe the language development cycle, including each stage
- Describe the various language learning frameworks commonly found in educational settings
- Describe the various motivational and socio-cultural characteristics of language learners
- Create scenarios of various language learning situations
- Complete an ethnographic study of a language learner including:
 - Observation
 - Interview
 - Artifact collection
 - Secondary research
 - Data analysis
 - Data reporting

SLT 103 Language Teaching (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ENG 100, 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 Language Teaching, the student should be able to:

- Describe language teaching in the context of the language development cycle, including each stage
- Describe the various language teaching frameworks commonly found in educational settings
- Describe how the various motivational and socio-cultural characteristics of language learners can influence their teaching
- Describe their own definitions of second language pedagogy
- Complete an ethnographic study of a language teacher including:
 - Observation
 - Interview
 - Artifact collection
 - Secondary research
 - Data analysis
 - Data reporting

SLT 202 (Alpha) Concepts and Issues in SLT (3) KCC AA/DH

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ENG 100, a grade of "C" or higher or concurrent enrollment in ESL 100; a grade of "C" or higher or concurrent enrollment in SLT 102, 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 the course by exploring language skills from various perspectives and investigating the different ways that research and experts view instruction of language skills in various classroom settings. SLT 202 (Alpha) students also explore the relationship between pedagogy and language skills development and compile a portfolio of strategies for helping learners develop language skills.

Upon successful completion of SLT 202 (Alpha), the student should be able to:

- Describe language skills from various perspectives
- Discuss concepts and issues associated with the instruction of language skills in various classroom settings
- Create and implement lesson plans, activities, and materials that are appropriate for developing language skills in various classroom settings
- Compile a teaching strategies portfolio that contains lesson plans, activities, and materials for developing language skills in various classroom settings

SLT 202B Concepts and Issues in SLT – Language Skills (3) KCC AA/DH

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ENG 100, a grade of "C" or higher or concurrent enrollment in ESL 100; a grade of "C" or higher or concurrent enrollment in SLT 102, 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 and investigating the different ways that research and experts view instruction of language skills in various classroom settings. SLT 202B students also explore the relationship between pedagogy and language skills development and compile a portfolio of strategies for helping learners develop language skills.

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

- Describe language skills from various perspectives
- Discuss concepts and issues associated with the instruction of language skills in various classroom settings
- Create and implement lesson plans, activities, and materials that are appropriate for developing language skills in various classroom settings
- Compile a teaching strategies portfolio that contains lesson plans, activities, and materials for developing language skills in various classroom settings

SLT 203 (Alpha) Integrating Content and SLT (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ENG 100, a grade of "C" or higher or concurrent enrollment in ESL 100; a grade of "C" or higher or concurrent enrollment in SLT 103, 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 different strategies necessary for developing language in content classrooms. Then the students examine activities and materials appropriate for developing language skills in specific content areas, such as language arts, mathematics, science and social studies. The students also conduct case studies of a content classroom and develop activities, materials and lesson plans appropriate for facilitating language development in that setting.

Upon successful completion of SLT 203 (Alpha), the student should be able to:

- Describe the strategies necessary for developing language through content
- Describe critical issues for creating lesson plans to facilitate language development
- Conduct case-study research on language learners in language classrooms including:
 - Observation
 - Analysis
 - Reporting
- 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 development

SLT 203B General Education (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ENG 100, a grade of "C" or higher or concurrent enrollment in ESL 100; a grade of "C" or higher or concurrent enrollment in SLT 103, consent of instructor.

Comment: Students must do Service Learning in the Education pathway as a requirement of this course.

SLT 203B introduces students to strategies for using content to facilitate second language development. SLT 203B 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 203B, the student should be able to:

- Describe the strategies necessary for developing language using general education content
- Describe critical issues for creating lesson plans and materials to facilitate language development using general education content
- Conduct case-study research on language learners in various general education classrooms including:
 - Observation
 - Analysis
 - Reporting
- Create and implement content-based activities, materials and lesson plans that are appropriate for particular language learners in various general education classrooms
- Compile a teaching portfolio that contains activities, materials and lesson plans for facilitating language development using general education 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, a grade of "C" or higher or concurrent enrollment in ESL 100; a grade of "C" or higher or concurrent enrollment in SLT 202, consent of instructor; a grade of "C" or higher or concurrent enrollment in SLT 203, 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:

- Describe language standards at the national, state and local levels

- 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
- Conduct various types of survey research on language in content-area classrooms including:
 - Standards
 - Needs
 - Skills
 - Peer and Self-Assessment
 - Development
- Compile a portfolio that contains materials assessments and survey research on language

SOCIAL SCIENCE

SSCI 21 Introduction to the Social Sciences I (3)

3 hours lecture per week

SSCI 21 is an exploration of contemporary social problems and issues as articulated by the various social sciences, emphasizing political science, sociology, economics and psychology.

Upon successful completion of SSCI 21, the student should be able to:

- Enhance the student's appreciation of the social sciences.
- Review the fundamental concepts of the social sciences; to use these to come to terms with contemporary social problems.
- Stimulate the student to analyze, rather than simplistically criticize, the socio-political world about the student.
- Enhance the student's ability to clarify one's own values regarding various social issues and phenomena.
- Guide the student toward an understanding of social, economic, and political forces affecting one's life opportunities.
- Encourage the student to explore psychological determinants of one's behavior and the emotional origins of one's meanings.

SSCI 200 Social Science Research Methods (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): Credit or concurrent enrollment in ENG 100;

credit or concurrent enrollment in MATH 24 or MATH 100 or higher level math or PHIL 110; credit or concurrent enrollment in 100 or 200 level social science course.

SSCI 200 focuses on the various ways social scientists carry out research. Introduces research design methods, decision making with statistics, and the use of computers to assist with statistical analysis.

Upon successful completion of SSCI 200, the student should be able to:

- Apply critical thinking skills to solve research problems.
- Demonstrate the basic skills required to perform social science research in an applied field.
- Demonstrate the techniques to perform elementary statistical analyses of data with computer assistance.

SSCI 260 Society and Food (3) KCC AA/DS, KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100

SSCI 260 provides a multidisciplinary introduction to the understanding of food and nutrition from broad social science perspectives with emphasis on global and historical contexts. The course integrates various social science perspectives as appropriate to examine sociocultural, political, geographic, economic, and psychological factors that influence social food habits as well as cultural patterns and variations in the production, consumption, and regulation of food. The course will explore food and nutrition in relation to central social science themes such as power, culture and ethnicity, class, identity, gender, sexuality, age, and food in relation to health and nutrition discourse.

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

- Identify and describe fundamental concepts, approaches, and contributions of social science disciplines to the study of food and nutrition.

- Apply theory and social science inquiry processes to the analysis of how food habits, nutrition discourse, and consumption patterns are influenced by social factors such as age, gender, class, ethnicity, religion, culture, as well as global economic and political practices and interests.
- Evaluate significant historical and contemporary technological, political, and economic developments, their impact on food production and consumption patterns and implications on health, nutrition, environment, and food insecurity in a global context.
- Identify and describe cultural and economic forces on food and nutritional discourse in the creation of self-identity, the ideal body, and the stigmatization of obesity.
- Identify strategies used by the food and nutrition industry to influence public opinion and consumption patterns as well as public policy on nutrition and food regulation.
- Express and communicate ideas and opinions clearly in writing.

SOCIAL SCIENCES

SOCS 225 Statistical Analysis for Social Sciences (3) KCC AA/DS

3 hours lecture per week

Prerequisites: Qualification for ENG 100; Qualification for MATH 100 or higher level mathematics. Completion of a social sciences course with a grade of "C" or higher in PSY 100, a grade of "C" or higher in SOC 100, a grade of "C" or higher in ANTH 151, a grade of "C" or higher in ECON 130, a grade of "C" or higher in POLS 110, a grade of "C" or higher in FAMR 230, a grade of "C" or higher in GEOG 101, a grade of "C" or higher in GEOG 102, a grade of "C" or higher in GEOG 151, a grade of "C" or higher in JOUR 150, a grade of "C" or higher in WS 202 or other introductory 100-level social science courses, 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. This course will also include computer-aided instruction.

Upon successful completion of SOCS 225, the student should be able to:

- Explain and interpret various descriptive statistics.
- Draw and interpret various graphs, such as frequency histograms, bar graphs, and cumulative relative frequency histograms.
- Solve probability problems involving the concepts of independent events, mutually exclusive events, and conditional probability.
- Calculate probabilities involving normal random variables.
- Determine and interpret (for large samples) confidence interval estimates of population means and proportions.
- For a variety of research designs, state the null and alternative hypotheses and select alpha.
- For a variety of research designs, select the appropriate test statistic and analyze the data accordingly.
- Estimate the statistical power for a variety of research designs and evaluate its acceptability.
- Carry out computer-based data analyses using the following techniques: t test for two independent groups, t test for correlated samples, one-way between-groups analysis of variance (ANOVA), multiple comparisons, factorial between-groups ANOVA, one-way within-groups ANOVA and mixed designs, correlation, linear regression, and nonparametric tests.
- Interpret advanced statistical procedures described in research articles.

SOCIOLOGY

SOC 100 Introduction to the Study of Sociology (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

SOC 100 is an introduction to the scientific discipline of sociology. It will focus on key concepts, main theoretical perspectives, and research findings used by sociologists to explain the social world and social interaction. The course examines the fundamental components and institutions that make up the structure of human societies as well as the basic processes and direction of social change.

Upon successful completion of SOC 100, the student should be able to:

- Identify the basic social institutions of a society in terms of structure, function, change, and interrelationships.
- Evaluate arguments and ideas about human social behavior in relation to sociological theories.
- Apply sociological theories and explanations to contemporary social processes and events.
- Describe the societal roots of social processes and social problems and how societal and cultural processes affect individuals' behavior

and thinking patterns.

- Identify one's own values and behavior in relation to larger social forces.
- Evaluate the process, assumptions, strengths, and limitations of the scientific method.
- Critically evaluate social research data.
- Express and communicate ideas and opinions clearly in writing.
- Apply a global perspective when examining social processes and events.

SOC 214 Introduction to Race & Ethnic Relations (3) KCC AA/DS and KCC AS/SS

3 hours lecture per week

Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.

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:

- Identify the major ways in which "race" has been defined throughout human history.
- Identify "races" and "ethnic groups".
- Compare and contrast varying racial and ethnic groups that make up the population of the American society and discuss the diversity in backgrounds.
- Describe the basic social processes that affect societies and individual behavior.
- Give examples of the relationship of individuals and the social and cultural environment.
- Evaluate predictions concerning the size and composition of the minority populations being studied for the future.
- Describe how prejudice and discrimination may be related, or unrelated, to each other.
- Identify the components of assimilation, including the less tangible aspects such as values, sentiments, and attitudes.
- State ideas and opinions clearly in writing.
- Define and give examples of each of the major patterns of intergroup relations, assimilation, pluralism, subjugation, segregation, expulsion, and annihilation.
- Describe the theoretical perspectives that relate to the study of race and ethnic relations.
- 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; qualification for MATH 24.

Recommended Preparation: SOC 100.

SOC 218 focuses on 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:

- Apply critical thinking skills to evaluate social problems.
- Evaluate proposed solutions to social problems.
- Define sets of circumstances which become problematic for large segments of the population.
- Identify attitudinal changes toward social problems.
- Give examples of an objective approach to the observation and analysis of social problems in society.
- Demonstrate a global perspective when examining social problems, issues and concerns.
- Describe the theoretical perspectives that relate to the study of social problems.
- 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; qualification for MATH 24.

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:

- Define juvenile delinquency, in particular, socio-legal and statistical characterizations of that form of youthful deviance.
- 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.
- 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.
- Explain the Juvenile Justice System: its background, functions, interrelations, structure, and its evaluation in the prevention of juvenile delinquency.
- Give examples of the family as a malfunctioning institution and as a preventive institution.
- Give examples of the school as a dysfunctional institution and as another preventive institution.
- Identify the career stages in the development of a juvenile delinquent.
- Identify the types of delinquents in terms of their being official and quasidelinquents.
- Give examples of the nature of delinquent gangs; their structure, functions, dynamics, and etiology.
- Describe the hidden delinquency patterns of American youths.
- Explain the class and sex variations of juvenile delinquents, especially in light of racism and sexism in the Juvenile Justice System.
- 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; qualification for MATH 24.

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:

- Employ the sociological perspective and research methods in studying marriage and family.
- Recognize the basic sociological theories and concepts that have been employed in the study of marriage and family.
- Examine the origins of such basic institutions including their life cycles.
- Identify diverse and universal forms of marriage and family and their impact on American societies.
- Identify the major societal changes affecting marriage and family and their resultant institutional consequences.
- Demonstrate awareness of family dysfunction and its impact on society.
- 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; qualification for MATH 24.

Recommended Preparation: SOC 100.

SOC 257 is an overview of the significant sociological perspectives, social issues and empirical social science research pertaining to the phenomenon of aging in society.

Upon successful completion of SOC 257, the student should be able to:

- Give examples that aging is a biological, psychological and social process.
- Develop an objective approach to the observation and analysis of aging in a modern society.
- Analyze the demographics of an aging society.
- Evaluate and interpret social attitudes, values, and practices with respect to aging and appreciate how those may influence their life.
- Identify the changes in American society and related changes in aging patterns.
- Identify attitudinal changes that accompany aging.
- Give examples of the global perspectives, problems, and concerns in aging societies.

SPANISH

SPAN 101 Elementary Spanish I (4) KCC AA/HSL

3 hours lecture, 2 hours lab 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:

- Produce the sounds of Spanish and read words with acceptable pronunciation.
- Reproduce simple patterns of speech based on classroom models with acceptable pronunciation.
- Respond orally to familiar simple conversational models to demonstrate communicative competency at a basic level.
- Read aloud familiar materials with pronunciation comprehensible to a native-speaker.
- Write phrases in Spanish that demonstrate appropriate use of present tense grammatical forms in familiar contexts.
- 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

3 hours lecture, 2 hours lab per week

Prerequisite(s): A grade of "C" or higher in SPAN 101, or satisfactory score on language placement test, or instructor consent.

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:

- Reproduce patterns of speech based on classroom models with acceptable pronunciation.
- Respond orally in natural conversation to demonstrate communicative competency.
- Read aloud familiar materials with pronunciation comprehensible to a native-speaker.
- Write simple sentences in Spanish that demonstrate appropriate use of grammatical forms in familiar contexts.
- 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 instructor consent.

SPAN 201 is a continuation of SPAN 102. Students will refine basic language skills acquired in Beginning Spanish through reading, conversation, writing, listening, vocabulary development, and grammar review. Communicative practice with peers, instructor, native-speakers, and articulated language lab activities will develop confidence and fluency in written and oral expression. Cultural readings and presentations will enhance knowledge and appreciation of the presence and influence of the Spanish language and Hispanic culture in the world.

Upon successful completion of SPAN 201, the student should be able to:

- Demonstrate through class discussion, conversation, and writing, the ability to read and understand short, nontechnical articles related to daily life, society, and Hispanic and American cultures.
- Demonstrate through class discussion, conversation, and writing, the integration of the elements of vocabulary and grammatical structures of Spanish necessary to communicate orally and in writing on topics related to daily life, society, and Hispanic and American cultures.
- Communicate orally on topics related to daily life, society, and Hispanic and American cultures with pronunciation comprehensible to a native speaker.
- Demonstrate through class discussion, conversation, and writing, an understanding of the essentials of geography, history, culture, and society of Spain and Latin American countries.

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 language placement test, or instructor consent.

SPAN 202 is a continuation of SPAN 201. Students will refine basic language skills acquired in Spanish 201 through reading, conversation, writing, listening, vocabulary development, and grammar review of increasing difficulty. Communicative practice with peers, instructor, native-speakers, and articulated language lab activities will develop confidence, control and fluency in written essays and oral expression of ideas about Hispanic culture and society.

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

- 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.
- 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.
- Communicate orally on topics related to society, and Hispanic and American cultures with pronunciation comprehensible to a native speaker.
- Demonstrate through class discussion, conversation, and writing, an understanding of the essentials of history, culture and society of Spain and Latin American countries.

SPAN 210 Intensive Reading: Hispanic Culture (3)

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in SPAN 202, or instructor consent.

SPAN 210 emphasizes intensive reading, writing, and vocabulary development in Spanish at the high intermediate level. The course surveys the language, customs, and culture of Spanish-speaking countries and Hispanic communities in the US, including Hawai'i, with attention to regional similarities and differences, linguistic variation, and contributions to contemporary culture, including music and film. This course is appropriate for native-speakers and heritage-speakers of Spanish, and recommended for students considering a minor certificate or major in Spanish at UH Mānoa.

Upon successful completion of SPAN 210, through intensive reading in Spanish, and vocabulary development, the student should be able to:

- Identify the nationality and significant cultural contributions to art, literature, food, music, and film of Spanish speakers of the Caribbean, Spain, Central America, three regions of South America, and Hispanics living in the United States including Hawai'i.
- Explain how the history and geography of a particular Spanish-speaking region influenced the culture and cultural contributions from that region.
- Analyze and evaluate the theme and style of representative literary excerpts and how they represent an expression of the culture, and historical/political/social/geographical context of a particular region or people.
- Demonstrate in writing and discussion an understanding of the uniqueness of each cultural group.
- Communicate thoughts, knowledge, ideas, and opinions using Intermediate Level Spanish, orally and in writing, with sufficient skill to be understood by a native-speaker.
- Explain in Spanish, orally and in writing, the basics of some of the important contemporary political issues facing Spanish-speaking societies especially with respect to the United States: e.g. Mexican immigration to the US, the US bombing of Vieques in Puerto Rico, the trade embargo with Cuba, drug wars in the Andean regions, destruction of the rain forest, etc.

SPAN 250 Latin American Literature & Culture (3) KCC AA/DL

3 hours lecture per week

Prerequisite(s): A grade of "C" or higher in SPAN 202 or equivalent or permission 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, heritage speakers, and qualified students who seek back credits in Spanish.

Upon successful completion of SPAN 250, the student should be able to:

- Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his/her own.
- 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.
- Describe in writing and discussion the uniqueness and diversity among cultural and national groups of Latin America.
- Describe in writing and discussion the similarities of theme, style, and purpose that characterize Latin American literature.
- Participate in discussions about Latin American literature and culture using appropriate vocabulary, grammar, reading, speaking, and writing skills.
- Communicate thoughts, background knowledge, ideas, and opinions using Intermediate level Spanish, orally and in writing, with sufficient skill to be understood by a native speaker.
- Explain in writing the need for literary evidence to support opinions and ideas regarding a literary work.
- Recognize the universality in human experience, as well as the qualities that make a particular ethnic or cultural group distinct.

- 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/DA and KCC AA/OC

3 hours lecture per week

Recommended Preparation: Qualification for ENG 100, ENG 160 or ESL 100.

SP 151 focuses on development of oral communication skills vital in career and personal life. Focus is on principles and skills of effective communication in personal interviews, small group discussions, and public speeches.

Upon successful completion of SP 151, the student should be able to:

- Apply principles of effective verbal and nonverbal communication in interpersonal, small group, and public speaking situations.
- Use skills of effective listening.
- Prepare and conduct informational interviews.
- Participate effectively in small group discussions.
- Analyze audiences and adapt messages to listeners.
- Research, organize, outline, and present informative and persuasive speeches.
- Critically evaluate claims and supporting evidence used in arguments.
- Recognize differences between written and spoken messages.
- Speak with greater self-confidence in personal and public situations.
- Write clear and well-organized outlines for interviews, small group presentations, and public speeches.
- Write clear, specific, and well-organized self-evaluation papers.

SP 181 Interpersonal Communication (3) KCC AA/DS and KCC AA/OC

3 hours lecture per week

Recommended Preparation: Qualification for ENG 100, ENG 160, or 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:

- Describe the elements of the communication process.
- Analyze elements of the process of perception.
- Describe empathic listening.
- Analyze nonverbal messages.
- Describe effective communication strategies in conflict situations.
- Describe assertive communication strategies in intimidating situations.
- Discuss gender and cultural differences in interpersonal communication.
- Write clearly about topics related to interpersonal communication.
- Work individually and in small groups to present information to others.

SP 231 Performance of Literature (3) KCC AA/DA and KCC AA/OC

3 hours lecture per week

Recommended preparation: Qualification for ENG 100.

SP 231 is an introduction to the study of literature through performance. The course helps students to see the performance of literature as a method of increasing literary understanding and enjoyment, both for the performer and the audience. Students write literary analyses and present performances to learn how to use performance as a means to study literature.

Upon successful completion of SP 231, the student should be able to:

- Define "performance".
- Define specific terminology concerning interpretation and literary study.

- Identify performance conventions practiced by the solo performer of literary texts.
- Evaluate the literary merits of a text.
- Evaluate artistic merits of a performance.
- Demonstrate the essentials of character analysis.
- Render in performance the intellectual, emotional and literary merits of a text.
- Perform a literary text with appropriate use of vocal characteristics and body language.
- Function as a critic of performed literature as well as the literary text itself.
- Incorporate memory techniques in presentations.
- Recognize the importance of giving and obtaining student feedback.
- Evaluate the performance of others.

SP 233 Oral Traditions of Storytelling (3) KCC AA/DA

3 hours lecture per week

Recommended Preparation: ENG 100, ESL 100, SP 151, SP 200 or SP 231.

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:

- Tell a story before an audience with increased self-confidence.
- Select and share stories from cultures that follow oral traditions.
- Select and perform myths, legends, regional folktales, and fables.
- Analyze stories in terms of character and plot development.
- Describe the setting and cultural context of a story.
- Define the theme of a story.
- Complete an oral history study.
- Complete a critical self-assessment of a storytelling performance.
- Present stories with appropriate use of voice and body.
- Incorporate memory techniques in presentations.
- Recognize the importance of giving and obtaining student feedback.
- Evaluate the performance of others.

SP 251 Principles of Effective Public Speaking (3) KCC AA/DA and KCC AA/OC and KCC AS/AH

3 hours lecture per week

Recommended Preparation: SP 151, ENG 100, ENG 160, or ESL 100.

Speech 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:

- Analyze an audience and apply principles to topic selection.
- Develop, present, and defend positions on important issues.
- Organize and formally outline a variety of speeches.
- Support ideas using a variety of evidence and research.
- Present ideas with appropriate use of body and voice.
- Provide oral and written feedback to other speakers.
- Describe a speaker's ethical responsibilities.
- Identify speech strengths and areas to improve through written self-analysis of presentations.

THEATER

THEA 101 Introduction to Drama and Theater (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, ENG 160, ESL 100.

Comment: Tickets for performances may cost approximately \$5 - \$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:

- Explain the similarities and differences between the play as literature and the play as performance.
- 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.
- 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.
- Identify a play as a reflection of its cultural milieu, and compare that milieu with his or her own.
- Examine a written play or performance from many points of view.
- Express opinions and responses to plays, both in discussion and in writing, that are supported by the literary text and the performed work.
- 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

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:

- Demonstrate progress in developing imagination, sensory awareness, listening, concentration and commitment, culminating in believable character portrayal.
- Utilize vocal control in range, intensity, resonance, phrasing and inflection, to convey a variety of emotions.
- Develop the bodily mechanism for increased flexibility and ability to project a wide range of physical expressions.
- Explain, in writing, the essentials of character analysis, using the organizational patterns of chronological; spatial; cause and effect; and problem/solution.
- Evaluate the literary merits of a dramatic text.
- Evaluate the artistic merits of a performance.

THEA 222 Beginning Acting II (3) KCC AA/DA and KCC AA/OC

3 hours lecture per week

Prerequisite(s): THEA 221 (DRAM 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:

- Demonstrate knowledge of the audition and rehearsal process by adherence to the actor/director contract, at satisfactory levels.
- Utilize the techniques learned in THEA 221 to analyze a script.
- Utilize the techniques learned in THEA 221 to analyze a character to be portrayed.
- 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.
- Demonstrate a basic level of understanding of play production, through imaginative and constructive assistance with the set, lighting, costumes, make-up, advertisement and promotion, and management of a published play, for an audience.

THEA 240 Stagecraft (3) KCC AA/DA and KCC AA/OC

6 hours lecture/lab per week

Comment: Mandatory rehearsal. THEA 240 is repeatable for a maximum of six credits.

THEA 240 is an exploration of the materials, techniques, and conventions of stage construction. Students will utilize the knowledge of basic set design, construction, and lighting skills they learn to construct a set for a staged production.

Upon successful completion of THEA 240, the student should be able to:

- Demonstrate set design and construction as an integral part of the creative process of the theatre.
- Work in a variety of roles in theatrical production.
- Utilize the basic skills of play production for an audience, through imaginative and constructive assistance with the set, lighting, and costumes of a published play.
- Utilize basic stagecraft skills, equipment, techniques, and terminology in class and in the production process of theatre events.
- Assess the technical aspects of theatre by attending and writing reviews of two local theatre productions, stressing the technical aspects of the production.
- Complete in-class stagecraft projects in a timely manner.
- Work productively and effectively as a member of a team.

WOMEN'S STUDIES

WS 202 Psychology of Women (3) KCC AA/DS

3 hours lecture per week

Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 24.

Comment: WS 202 is cross-listed as PSY 202.

WS 202 is a survey of contemporary theoretical and research issues relevant to the psychological development and functioning of women. Topics covered in WS 202 include the following: gender differences in biology, personality, behavior and development. Multicultural perspectives are emphasized.

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

- Describe the nature of psychology of women as a discipline.
- Compare and contrast the major perspectives of psychology—behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural—so as to demonstrate how these perspectives relate to the psychology of women.
- Identify overarching themes and persistent questions in psychology of women, by focusing on theoretical perspectives regarding the development of functioning of women, as well as by demonstrating knowledge regarding contemporary psychological research on gender differences in biology, personality, behavior, and development.
- Use critical thinking to analyze material related to the psychology of women, by identifying and evaluating the source, context, and credibility of information, evaluating popular media reports of psychological research related to gender, and by distinguishing amongst assumptions, emotional appeals, speculations, and defensible evidence.
- State how psychological principles can be used to explain social issues related to gender and inform public policy.
- State the necessity for ethical behavior in all aspects of the science and practice of psychology.
- Communicate effectively, by listening accurately and actively, and by articulating ideas thoughtfully and purposefully.
- Collaborate effectively, by working with groups to complete projects and by interacting effectively and sensitively with people from diverse backgrounds and cultural perspectives.
- Apply psychological principles to promote personal development by incorporating feedback for improved performance and by reflecting on one's experiences, thereby finding meaning in them.

ZOOLOGY

ZOOL 141 Human Anatomy and Physiology I (3) KCC AA/DB and KCC AS/NS

3 hours lecture per week

Recommended Preparation: CHEM 100 or higher level chemistry or biochemistry; BIOL 101 or higher level biology or zoology.

ZOOL 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 ZOOL 141, the student should be able to:

- Recall the required anatomical structures and physiological functions of the body systems covered in the course.

ZOOL 141L Human Anatomy and Physiology Lab I (1) KCC AA/DY and KCC AS/NS

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in ZOOL 141

Recommended Preparation: CHEM 100 or higher level chemistry or biochemistry; 100 level or higher course in biology or zoology.

ZOOL 141L 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 ZOOL 141L, the student should be able to:

- Describe general human gross, systemic, histological, and cellular anatomy through the use of models, computer images, palpation, observation, and dissections.
- Use basic chemical principles important to operations of the body.
- Identify the functions of the various parts of a microscope.
- Employ the scientific method to study, measure, analyze, understand, and report on physiological systems.

ZOOL 142 Human Anatomy and Physiology II (3) KCC AA/DB and KCC AS/NS

3 hours lecture per week

Prerequisite(s): ZOOL 141.

Recommended Preparation: CHEM 100 or higher level chemistry or biochemistry; 100 level or higher course in biology or zoology.

ZOOL 142 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 ZOOL 142, the student should be able to:

- Recall the required anatomical structures and physiological functions of the body systems covered in the course.

ZOOL 142L Human Anatomy and Physiology Laboratory II (1) KCC AA/DY and KCC AS/NS

3 hours lab per week

Prerequisite(s): ZOOL 141; credit or concurrent enrollment in ZOOL 142.

Recommended Preparation: CHEM 100 or higher level chemistry or biochemistry; 100 level or higher course in biology or zoology.

ZOOL 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 and hemodynamics, lymphatic and 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 ZOOL 142L, the student should be able to:

- Describe general human gross, systemic, histological, and cellular anatomy through the use of models, computer images, palpation, observation, and dissections.
- Use basic chemical principles important to operations of the body.
- Use a microscope to identify cells of the body.
- Employ the scientific method to study, measure, analyze, understand, and report on physiological systems.

ZOOL 200 Marine Biology (3) KCC AA/DB and KCC AS/NS

3 hours lecture per week

ZOOL 200 is a comprehensive overview of marine life in Hawai'i and around the world inclusive of taxonomy, body structure and function, geographical distribution and ecological relationships. The physical and chemical natures of varying marine environments are characterized and the inevitable human interactions and impact are examined.

Upon successful completion of ZOOL 200, the student should be able to:

- List the physical and chemical characteristics of marine environments and how they impact marine life.

- Describe the diversity of marine organisms and what role these differences play in their survival.
- Identify interactions between physical structure and biological function of marine life.
- Categorize taxonomic similarities and differences of marine organisms.
- Illustrate and provide examples of the ecological role of and relationships between marine organisms.
- Evaluate the affects of human activities that alter the marine environment and how they impact marine life.
- As an individual citizen, should be able to locate and comprehend resources of information that aid in making informal decisions on marine-related issues.
- Demonstrate a fundamental knowledge of the basic approaches to scientific problem solving.

ZOOL 200L Marine Biology Laboratory (1) KCC AA/DY

3 hours lab per week

Corequisite(s): ZOOL 200.

The laboratory and field activities in ZOOL 200L provide an overview of marine life in Hawai'i inclusive of taxonomy, body structure and function, geographical distribution and ecological relationships. The physical and chemical features of Hawai'i's varied marine environments are also examined.

Upon successful completion of ZOOL 200L, the student should be able to:

- List key characteristics of seawater and bottom substrate, and describe how they affect the distribution of marine life.
- Demonstrate the use of dichotomous keys to identify marine plants and animals.
- Evaluate the diverse characteristics of marine plants and animals in Hawai'i by their taxonomic classification.
- Develop proper field study techniques including collection, transect and quadrat sampling.
- Design and conduct valid scientific inquiry, including statement of problem and hypothesis, experimental procedures, collection and analysis of data, and drawing conclusions.

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. KCC'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: Four AS degree options are offered in the areas of Accounting, Information Technology, Marketing, and Paralegal (Legal Assistant). Three Certificate of Achievement options are offered in Accounting, Information Technology, and Marketing. Certificates of Completion are offered for Customer Service, Database Administration, Help Desk Services, Legal Secretary, Payroll Preparer, Programming, and Tax Preparer. Certificates of Competence are offered in Entrepreneurship, Management, and Retailing. 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 a Business, Legal and Technology Department counselors (808) 734-9100.

Lifelong Learning Credit/Continuing Education Programs: Continuing education short-term business and computer classes are available to the public. These are offered through the Continuing Education Registration Office (808) 734-9211. For more information about continuing education courses, certificates and training in business writing, interpersonal communication, supervision, and small business management, contact Edward Valdez (808) 734-9153 or edwardv@hawaii.edu. Information about Kapi'olani Community College is also available at <http://programs.kcc.hawaii.edu/~continuinged/>.

CAREER and ACADEMIC OPTIONS

BUSINESS, LEGAL AND TECHNOLOGY EDUCATION PROGRAMS

ACCOUNTING

CAREER OPTIONS	ACADEMIC OPTIONS
Entry-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, MAS90 Accounting System Manager, QuickBooks Accounting System Manager, QuickBooks Consultant	Associate in Science – Accounting (60 credits)
Entry-level bookkeepers/assistant bookkeepers, 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 Achievement - Accounting (30 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 Completion – Payroll Preparer (15 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	Certificate of Completion – Tax Preparer (15 credits)

INFORMATION TECHNOLOGY

CAREER OPTIONS	ACADEMIC OPTIONS
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	Advanced Professional Certificate – Information Technology (18 credits)
Computer support 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	Associate in Science - Information Technology (60 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 Achievement - Information Technology (30 credits)
Appropriate for upgrading the database administration skills of industry members	Certificate of Completion – Database Administration (12 credits)
Appropriate for upgrading the support skills of industry members or for an entry level position in a larger organization	Certificate of Completion – Help Desk Services (12 credits)
Appropriate for upgrading the programming skills of industry members	Certificate of Completion – Programming (12 credits)

LEGAL EDUCATION

CAREER OPTIONS	ACADEMIC OPTIONS
Entry-level positions as a paralegal	Associate in Science - Paralegal (60 credits)
Entry-level position as a legal secretary	Certificate of Completion – Legal Secretary (18 credits)

MARKETING

CAREER OPTIONS	ACADEMIC OPTIONS
Merchandising/marketing careers such as assistant buyer, assistant department manager	Associate in Science - Marketing (60 credits)
Entry-level positions such as stock clerk, receiving clerk, display person, warehouseman	Certificate of Achievement - Retail Management (33 credits)

For the novice or professional business person who has minimal or no experience in managing customer relationships	Certificate of Completion – Customer Service (15 credits)
Appropriate for upgrading skills for a small, medium, or large company	Certificate of Competence – Management (9 credits)
Appropriate for upgrading the skills necessary in the retail industry	Certificate of Competence – Retailing (9 credits)

ENTREPRENEURSHIP

CAREER OPTIONS	ACADEMIC OPTIONS
Appropriate for upgrading the skills necessary in the entrepreneur industry	Certificate of Competence – Entrepreneurship (9 credits)

LIFELONG LEARNING

CAREER OPTIONS	ACADEMIC OPTIONS
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.	Continuing Education Registration Office (808) 734-9211 http://programs.kcc.hawaii.edu/~continuinged

ENG 160 or ENG 209 or ENG 100 or ESL 100	Business and Technical Writing Business and Managerial Writing Composition I Composition I	3	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
BUS 100 or BUS 250 or MATH 103 or higher level mathematics	Using Mathematics to Solve Business Problems Applied Math in Business Fundamentals of College Algebra	3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
KCC AS/AH	AS Arts & Humanities elective (100 level or higher)	3	<input type="checkbox"/>	•	<input type="checkbox"/>	<input type="checkbox"/>
KCC AS/NS	AS Natural Science elective (100 level or higher)	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
KCC AS/SS	AS Social Science elective (ECON 120, ECON 130, or ECON 131 are recommended)	3	<input type="checkbox"/>	<input type="checkbox"/>	•	<input type="checkbox"/>
Business Requirements (12 credits)						
BUS 120	Introduction to Business	3	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BLAW 200	Legal Environment of Business	3	<input type="checkbox"/>	<input type="checkbox"/>	•	<input type="checkbox"/>
eBUS 101 or SP 151 or SP 251	Introduction to eBusiness Personal and Public Speech Principles of Effective Public Speaking	3	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICS 100 or ICS 101	Computing Literacy and Applications Digital Tools for the Information World	3	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accounting Courses (30 credits)						
ACC 201	Financial Accounting	3	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACC 202	Managerial Accounting	3	<input type="checkbox"/>	•	<input type="checkbox"/>	<input type="checkbox"/>
ACC 132	Payroll and Hawaii General Excise Taxes	3	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACC 134	Individual Income Taxes	3	<input type="checkbox"/>	•	<input type="checkbox"/>	<input type="checkbox"/>
ACC 137	Business Income Taxes	3	<input type="checkbox"/>	<input type="checkbox"/>	•	<input type="checkbox"/>
ACC 150	QuickBooks for Hawaii Businesses	3	<input type="checkbox"/>	•	<input type="checkbox"/>	<input type="checkbox"/>
ACC 155	Advanced Excel for Businesses	3	<input type="checkbox"/>	<input type="checkbox"/>	•	<input type="checkbox"/>
ACC 293V	Accounting Internship	3		<input type="checkbox"/>	<input type="checkbox"/>	•
ACC 231B	Professional Skills – Capstone	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
ACC 251 B	Topics in Accounting Applications - Midrange Solutions	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Business Electives (3 credits) – Choose from the following areas but do not choose the same course used to fulfill a requirement listed above.						
BUS	any BUS course numbered 100 or higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eBUS	any eBUS course numbered 100 or higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ECON 120	Introduction to Economics					
ECON 130	Principles of Economics (Microeconomics)					
ECON 131	Principles of Economics (Macroeconomics)					
ENT	any ENT course numbered 100 or higher (except ENT 150)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICS	any ICS course numbered 100 or higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ITS	any ITS course numbered 100 or higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MGT	any MGT course numbered 100 or higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MKT	any MKT course numbered 100 or higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL		60				
<i>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.</i>						
<i>Please note: A grade of “C” or higher in all accounting courses is required for the AS degree. Lists of AS elective courses (KCC AS/AH, AS/NS and AS/SS) are in the college catalog under "Associate in Science Degree Courses."</i>						

CERTIFICATE OF ACHIEVEMENT, ACCOUNTING (30 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in Accounting at Kapi‘olani Community College prepares students for entry level advanced clerical, junior paraprofessional, or professional accounting positions in small business, public accounting, private industry, nonprofits and governmental organizations. Students get practical, hands-on experience practicing workplace-relevant skills and techniques.

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.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, ACCOUNTING (30 CREDITS)		• =Suggested Semester		
Course	Title	Cr	1	2
General Education Requirements (6 credits)				
ENG 160 or ENG 209 or ENG 100 or ESL 100	Business and Technical Writing Business and Managerial Writing Composition I Composition I	3	<input type="checkbox"/>	•
BUS 100 or BUS 250 or MATH 103 or higher level mathematics	Using Mathematics to Solve Business Problems Applied Math in Business Fundamentals of College Algebra	3	<input type="checkbox"/>	•
Accounting and ICS courses (24 credits)				
ACC 201	Financial Accounting	3	•	<input type="checkbox"/>
ACC 202	Managerial Accounting	3	<input type="checkbox"/>	•
ACC 132	Payroll and Hawaii General Excise Taxes	3	•	<input type="checkbox"/>
ACC 134	Individual Income Taxes	3	•	<input type="checkbox"/>
ACC 137	Business Income Taxes	3	<input type="checkbox"/>	•
ACC 150	QuickBooks™ for Hawaii Businesses	3	•	<input type="checkbox"/>
ACC 155	Advanced Excel™ for Businesses	3	<input type="checkbox"/>	•
ICS 100 or ICS 101	Computing Literacy and Applications Digital Tools for the Information World	3	<input type="checkbox"/>	•
TOTAL		30		
<i>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.</i>				
<i>Please note: To fulfill the requirements for the certificate, a grade of “C” or higher is required in all accounting courses.</i>				

**CERTIFICATE OF COMPLETION,
PAYROLL PREPARER
(15 SEMESTER CREDITS)**

Program Description: The Certificate of Completion, Payroll Preparer, provides students with a set of hands-on workplace skills that employers demand. These skills will allow them to accurately and efficiently prepare tax returns for employers with simple to moderately complex payroll systems and employment tax returns. Successful completers should also be able to administer all or a portion of a payroll subsystem for a company or client. Likely positions for those earning the certificate are 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 Completion, 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.

CERTIFICATE OF COMPLETION CURRICULUM, PAYROLL PREPARER (15 CREDITS)		•=Suggested Semester		
Course	Title	Cr	1	2
ACC 201	Financial Accounting	3	•	<input type="checkbox"/>
ACC 132	Payroll and Hawaii General Excise Taxes	3	•	<input type="checkbox"/>
ACC 150	QuickBooks™ for Hawaii Businesses	3	•	<input type="checkbox"/>
ACC 155	Advanced Excel™ for Businesses	3	•	<input type="checkbox"/>
ICS 101 or ICS 100	Tools for the Information Age Computing Literacy and Applications	3	•	<input type="checkbox"/>
TOTAL		15		
<p><i>The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.</i></p> <p><i>Please note: For the Payroll Preparer certificate, a grade of “C” or higher is required in all applicable accounting courses.</i></p>				

**CERTIFICATE OF COMPLETION,
TAX PREPARER
(15 SEMESTER CREDITS)**

Program Description: The Certificate of Completion, Tax Preparer, provides students with a set of hands-on workplace skills that employers demand. These skills will allow them to accurately and efficiently prepare tax returns for clients with simple to moderately complex returns. Successful completers should also be able to administer all or a portion of a payroll subsystem for a company and prepare required employment tax returns and other forms. Likely positions for those earning the certificate are; 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 Completion, 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.
- Gather, manage, track and query data using traditional and emerging technologies.
- Practice within the professional, ethical, and legal parameters of the accounting profession.

CERTIFICATE OF COMPLETION CURRICULUM, TAX PREPARER (15 CREDITS)		●=Suggested Semester		
Course	Title	Cr	1	2
ACC 201	Financial Accounting	3	•	□
ACC 202	Managerial Accounting	3	□	•
ACC 132	Payroll and Hawaii General Excise Taxes	3	•	□
ACC 134	Individual Income Taxes	3	•	□
ACC 137	Business Income Taxes	3	□	•
TOTAL		15		
<i>The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.</i>				
<i>Please note: To fulfill the requirements for the Tax Preparer certificate, a grade of “C” or higher is required in all applicable accounting courses.</i>				

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 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)		Suggested Semester		
Course	Title	Cr	1	2
Information Technology Courses (18 credits)				
ITS 324	PC & Network Security and Safeguards	3	•	
ITS 327	Dynamic Hyper Text Markup Language (DHTML)	3	•	
ITS 328	Advanced Database Programming with VB.Net	3	•	
ITS 344	Small Business Server Administration	3		•
ITS 347	Active Server Pages--Web Development	3		•
ITS 381 (any Alpha)	Topics in Information Technology	3		•
TOTAL		18		
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.				

ASSOCIATE IN SCIENCE, INFORMATION TECHNOLOGY (60 SEMESTER CREDITS)

Program Description: The Information Technology program is career-oriented, career-laddered, and competency-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. Upon satisfactory completion of 60 credits, the student earns an Associate in Science degree. Along the way to the AS degree students can also earn subject certificates in Help Desk, Programming, and Database Administration. Graduates are prepared to perform services as a computer support 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.

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 Hawaii-West Oahu. To accomplish this articulation, the Information Technology program has created this third year Advanced Professional Certificate,

18 credits of ITS courses that will 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 becomes more career-laddered, providing multiple entry and exit points for students to continue their studies and enter the world of work.

The AS program includes a combination of business, computer, and information technology 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 presentations skills within the context of a business environment.

The Associate in Science information Technology degree articulates to the University of Hawai‘i-West O‘ahu 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.
- 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.

ASSOCIATE IN SCIENCE CURRICULUM, INFORMATION TECHNOLOGY (60 CREDITS)		• = Suggested Semester				
Course	Title	Cr	1	2	3	4
General Education Requirements (15 credits)						
ENG 100 or ESL 100 or ENG 160	Composition I Composition I Business and Technical Writing	3		•		
BUS 100 or BUS 250 or MATH 103 or higher level mathematics	Using Mathematics to Solve Business Problems Applied Math in Business Fundamentals of College Algebra	3	<input type="checkbox"/>	<input type="checkbox"/>	•	

KCC AS/AH	AS Arts & Humanities elective (100 level or higher)	3	<input type="checkbox"/>		<input type="checkbox"/>	•
KCC AS/NS	AS Natural Science elective (100 level or higher)	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
ECON 120 or ECON 130 or ECON 131	Introduction to Economics Principles of Economics (Microeconomics) Principles of Economics (Macroeconomics)	 3	<input type="checkbox"/> 	<input type="checkbox"/> 	 	 •
General Support Courses (12 credits)						
ACC 201	Introduction to Financial Accounting	3		•		
BUS 120	Principles of Business	3	•			
eBUS 101 or SP 151 or SP 251	Introduction to eBusiness Personal and Public Speech Principles of Effective Public Speaking	3				•
ICS 100 or ICS 101	Computing Literacy and Applications Digital Tools for the Information World	3	•			
Information Technology Courses (33 credits)						
ITS 124	Small Business Networking	3	•			
ITS 128	Introduction to Problem Solving	3	•			
ITS 129	Introduction to Databases	3	•			
ITS 144	Business PC System Maintenance/Support and OS Installation	3		•		
ITS 148	Visual Basic I	3		•		
ITS 149AD	Database Administration I	3		•		
ITS 224	Help Desk Support Practices	3			•	
ITS 227	Web Site Development	3			•	
ITS 228	Visual Basic II	3			•	
ITS 229AD	Database Administration II	3			•	
ITS 293	Information Technology Program Internship	3				•
TOTAL		60				
<i>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.</i>						
<i>Please note: A grade of “C” or higher is required in all applicable Information Technology courses in order to fulfill the requirements for the Information Technology degree.</i>						
<i>Please note: Lists of KCC AS/AH, AS/NS, AS/SS courses are in the college catalog under "Associate in Science Degree Courses."</i>						

**CERTIFICATE OF ACHIEVEMENT,
INFORMATION TECHNOLOGY
(30 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 (SLOs): Upon successful completion of the Certificate of Achievement in Information Technology, the student should have met the following Student Learning Outcomes (SLOs):

- 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 CREDITS)		
Course	Title	Credits
General Education Requirements (6 credits)		
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Composition I	3
BUS 100 or BUS 250 or MATH 103 or higher level mathematics	Using Mathematics to Solve Business Problems Applied Math in Business Fundamentals of College Algebra	3
Business Requirements (6 credits)		
ACC 201	Introduction to Financial Accounting	3
BUS 120	Principles of Business	3
Information Technology Courses (18 credits)		
ICS 100 or ICS 101	Computing Literacy and Applications Digital Tools for the Information World	3
ITS 124	Small Business Networking	3

ITS 128	Introduction to Problem Solving	3
ITS 129	Introduction to Databases	3
ITS 144	Business PC System Maintenance/Support and OS Installation	3
ITS 224	Help Desk Support Practices	3
TOTAL		30
<p><i>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.</i></p> <p><i>Please note: In order to receive the certificate, a grade of “C” or higher is required in all Information Technology courses.</i></p>		

CERTIFICATE OF COMPLETION, DATABASE ADMINISTRATION (12 SEMESTER CREDITS)

Program Description: The Certificate of Completion 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.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Completion in Database Administration, the student should have met the following Student Learning Outcomes (SLOs):

- 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.

CERTIFICATE OF COMPLETION CURRICULUM, DATABASE ADMINISTRATION (12 CREDITS)		•=Suggested Semester		
Course	Title	Credits	1	2
Information Technology Requirements (12 credits)				
ICS 100 or ICS 101	Computing Literacy and Applications or Digital Tools for the Information World	3	•	
ITS 129	Access and SQL	3	•	
ITS 149AD	Database Administration I	3		•
ITS 229AD	Database Administration II	3		•

TOTAL	12
<p><i>The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.</i></p> <p><i>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.</i></p>	

**CERTIFICATE OF COMPLETION,
HELP DESK SERVICES
(12 SEMESTER CREDITS)**

Program Description: The Certificate of Completion 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.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Completion in Help Desk Services, the student should have met the following Student Learning Outcomes (SLOs):

- 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.

CERTIFICATE OF COMPLETION CURRICULUM, HELP DESK SERVICES (12 CREDITS)		•=Suggested Semester		
Course	Title	Credits	1	2
Information Technology Requirements (12 credits)				
ICS 100 or ICS 101	Computing Literacy and Applications or Digital Tools for the Information World	3	•	
ITS 124	PC and Small Business Networking	3	•	
ITS 144	PC Maintenance	3		•
ITS 224	Help Desk Support Practices	3		•
TOTAL		12		
<i>The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (GPR) of</i>				

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.

CERTIFICATE OF COMPLETION, PROGRAMMING (12 SEMESTER CREDITS)

Program Description: The Certificate of Completion 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.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Completion in Programming, 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, 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.

CERTIFICATE OF COMPLETION CURRICULUM, PROGRAMMING (12 CREDITS)		•=Suggested Semester		
Course	Title	Credits	1	2
Information Technology Requirements (12 credits)				
ICS 100 or ICS 101	Computing Literacy and Applications or Digital Tools for the Information World	3	•	
ITS 128	Introduction to Problem Solving	3	•	
ITS 148	Visual Basic I	3		•
ITS 228	Visual Basic II	3		•
TOTAL		12		
<i>The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (GPR) of</i>				

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.

PARALEGAL CURRICULUM

ASSOCIATE IN SCIENCE, PARALEGAL (60 SEMESTER CREDITS)

Program Description: Paralegals are legal professionals who are qualified through education, training, or work experience to perform delegated substantive legal work that requires knowledge of legal concepts. This person may be retained or employed by a lawyer, law office, governmental agency, or other entity or may be authorized by administrative, statutory, or court authority to perform this work. Paralegals can help lawyers to prepare and represent their clients' legal interests. Paralegals can interview clients and witnesses, investigate cases, do legal research, maintain client files, draft legal documents, attend legal hearings, calendar court dates, and manage the workflow in cases, and handle correspondence. They may also obtain affidavits, assist lawyers during trials, and help prepare documents such as contracts, mortgages, and trust instruments. Paralegals are also known as legal assistants and may specialize in one area of law, such as real estate, estate planning, or corporate law. They fulfill a role that is roughly analogous to the role of the paramedic in the medical field.

Legal costs have dramatically increased, and the paralegal is one of the major means of making services more widespread, efficient, and available to all, with resultant cost savings to the client.

The program is a two-year evening curriculum. After completion of the program, the student will understand the principles of law office management and will be prepared to perform the duties of a paralegal, which include legal investigation, research, preparation of legal documents, and interviewing clients.

The Paralegal program is nationally recognized and has received American Bar Association approval since 1978.

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.

A paralegal may not provide legal services directly to the public.

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Paralegal, the student should be able to:

- Identify ethical issues that arise and apply rules of professional conduct to resolve them. (E.g., awareness of legal ethics, confidentiality, and unauthorized practice of law)
- Demonstrate oral and written skills required on the job. (E.g., transmits knowledge and ideas orally and in writing, follows instructions, consistently demonstrates good writing and drafting skills, exercises interpersonal skills)
- Demonstrate basic principles of legal analysis and apply critical thinking skills. (E.g., makes logical and rational decisions, possesses problem-solving abilities, performs legal research, performs investigative functions)
- Demonstrate sensitivity through adaptability and flexibility in working with diverse groups of people. (E.g., establishes pleasant working relationships, communicates effectively with coworkers and clients, cooperates with others)
- Demonstrate organizational skills and prioritize assignments and utilize time efficiently. (E.g., adheres

to deadlines, reliable and responsible, makes efficient use of resources and office time, assumes leadership roles when appropriate, willingness to assume additional responsibilities)

- Use technology effectively to research legal issues and cases and to prepare, edit, and transmit messages and legal documents. (E.g., ability to draft pleadings and other court documents, ability to draft non-court documents, ability to conduct online legal research, uses computer effectively)
- Identify resources related to legal skills and knowledge of the legal profession. (E.g., possesses sufficient knowledge of material essential to position, develops new contacts in the legal community, implements legal procedures)

ASSOCIATE IN SCIENCE CURRICULUM, PARALEGAL (60 CREDITS)		
Course	Title	Credits
General Education Requirements (18 credits)		
ENG 100 or ESL 100	Composition I Composition I	3
ENG 200 or ENG 209 or ENG 215 or SP 151 or SP 181 or SP 251	Composition II Business and Managerial Writing Research and Argumentative Writing Personal and Public Speech Interpersonal Communication Principles of Effective Public Speaking	3
PHIL 110 or MATH 100 or higher level mathematics	Introduction to Deductive Logic (highly recommended) Survey of Mathematics	3
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher)	3
KCC AS/NS	AS Natural Sciences Elective (100 level or higher)	3
KCC AS/SS	AS Social Sciences Elective (100 level or higher)	3
Required LAW Courses (24 credits)		
LAW 101	The Hawai‘i Legal System	3
LAW 102	Legal Research	3
LAW 105	Law Office Management	3
LAW 111	Litigation	3
LAW 145	Computer Applications in the Law Office	3
LAW 148	Legal Document Preparation	3
LAW 202	Legal Interviewing, Negotiating and Advocacy	3
LAW 203	Legal Writing	3
Legal Specialty LAW Courses (12 credits)		
Any combination of the law courses below sufficient to total 12 credits		

	LAW 104, 121, 131, 136, 140, 151, 166, 171, 176, 181, 212, 236, 240, 282, 283	12
Advanced Legal Specialty LAW Courses (3 credits) Any one of the law courses below (first advanced elective course fulfills this requirement; additional advanced courses are counted toward the 12 credits of Legal Specialty LAW Courses)		
	LAW 212, 236, 240, 282, 283	3
Cooperative LAW Course (3 credits)		
LAW 293P	Cooperative Paralegal Education	3
TOTAL		60
<p><i>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. To receive the AS degree in Paralegal studies, a grade of “C” or higher is required in all LAW courses applicable to the degree.</i></p> <p><i>Please note: Lists of KCC AS/AH, AS/NS, AS/SS courses are in the college catalog under “Associate in Science Degree Courses.”</i></p>		

LEGAL SECRETARY CURRICULUM

CERTIFICATE OF COMPLETION, 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 Completion, 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: One year full-time secretarial experience or completion of an accredited secretarial program or consent of instructor.

CERTIFICATE OF COMPLETION CURRICULUM, LEGAL SECRETARY (18 CREDITS)		
Course	Title	Credits
Required LAW Courses (18 credits)		
LAW 105	Law Office Management	3
LAW 111	Litigation	3
LAW 145	Specialized Document Preparation and Theory	3
LAW 148	Legal Document Preparation	3
LAW 293S	Cooperative Legal Secretary Education	3
LAW Elective	LAW 101, 102, 104, 121, 131, 136, 140, 151, 166, 171, 176, 181	3
TOTAL		18
<p><i>The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required for the certificate.</i></p> <p><i>Please note: For the Certificate of Completion, Legal Secretary, a grade of "C" or higher is required for all LAW courses applicable to the certificate..</i></p>		

MARKETING CURRICULA

ASSOCIATE IN SCIENCE, MARKETING (60 SEMESTER CREDITS)

Program Description: The Associate in Science in Marketing is a practice-based degree program that prepares students to apply principles, concepts and technical skills in the field of marketing. This degree is designed to prepare future employees of industry members in retail, wholesale, customer service, distribution, and management. This degree is also appropriate for upgrading the skills of current employees in the field of marketing.

The Associate in Science, Marketing degree articulates to the University of Hawai‘i-West O‘ahu towards the Bachelor of Arts (BA) in Business Administration, Marketing (effective fall 2010).

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Marketing, 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.
- Evaluate and apply marketing practices to create measurable results to meet marketing objectives.
- Use foundational skills and knowledge to remain current with marketing and management strategies and trends and employ them in new business environments.
- Utilize effective communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

ASSOCIATE IN SCIENCE CURRICULUM, MARKETING (60 CREDITS)		
Course	Title	Credits
General Education Requirements (18 credits)		
ENG 100 or ESL 100 or ENG 160 or ENG 209 or ENG 225	Composition I Composition I Business & Technical Writing Business and Managerial Writing Technical Writing	3

BUS 100 or BUS 250 or MATH 103 or MATH 115 or higher level mathematics	Using Mathematics to Solve Business Problems Applied Math in Business Fundamentals of College Algebra Statistics	3
KCC AS/AH	Associate in Science Arts & Humanities Elective (100 level or higher)	3
KCC AS/NS	Associate in Science Natural Science Elective (100 level or higher)	3
ECON 120 or ECON 130 or ECON 131	Introduction to Economics Principles of Economics (Microeconomics) Principles of Economics (Macroeconomics)	3
SP 151 or SP 181 or SP 251	Personal and Public Speech Interpersonal Communication Principles of Effective Public Speaking	3
Business Requirements (12 credits)		
ACC 201	Introduction to Financial Accounting	3
BUS 120	Principles of Business	3
EBUS 101	Teamwork Fundamentals	3
ICS 100 or ICS 101	Computing Literacy and Applications Digital Tools for the Information World	3
Marketing/ Management Requirements (30 credits)		
MKT 120	Principles of Marketing	3
MKT 130	Principles of Retailing	3
MKT 150	Principles of Customer Service and Selling	3
MKT 180	International Marketing	3
MKT 235	Principles of Merchandising Management	3
MKT 260	Integrated Marketing Communication	3
MKT 293	Marketing Internship	3
MGT 118	Principles of Supervision	3
MGT 122	Organizational Behavior	3
MGT 124	Human Resource Management	3
TOTAL		60
<p><i>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.</i></p> <p><i>Please note: To fulfill the requirements for the AS degree, a grade of “C” or higher is required in all applicable Marketing program courses.</i></p> <p><i>AS courses for KCC AS/AH and KCC AS/NS are listed in the “Degree and Certificate Programs” section.</i></p>		

**CERTIFICATE OF ACHIEVEMENT,
RETAIL MANAGEMENT
(33 SEMESTER CREDITS)**

Program Description: The Certificate of Achievement in Retail Management incorporates principles, concepts and technical skills that lead students to competence in the field of retailing. This certificate is a comprehensive academic program designed to prepare current and future retail employees. This program is also intended to prepare students so they are better prepared to fill the numerous and varied management opportunities that are available in the retail industry.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Marketing, 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 marketing and management strategies and trends and employ them in new business environments.
- Apply problem solving skills using financial accounting principles through appropriate technology and with the understanding of the business environment.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, RETAIL MANAGEMENT (33 CREDITS)		
Course	Title	Credits
General Education Requirements (9 credits)		
ENG 100 or ESL 100 or ENG 160 or ENG 209 or ENG 225	Composition I Composition I Business & Technical Writing Business and Managerial Writing Technical Writing	3
BUS 100 or BUS 250 or MATH 103 or MATH 115 or higher level mathematics	Using Mathematics to Solve Business Problems Applied Math in Business Fundamentals of College Algebra Statistics	3
SP 151 or SP 181 or SP 251	Personal and Public Speech Interpersonal Communication Principles of Effective Public Speaking	
Business Requirements (15 credits)		
ACC 201	Introduction to Financial Accounting	3

ICS 100 or ICS 101	Computing Literacy and Applications Digital Tools for the Information World	3
MGT 118	Principles of Supervision	3
MGT 122	Organizational Behavior	3
MGT 124	Human Resource Management	3
Marketing Requirements (9 credits)		
MKT 120	Principles of Marketing	3
MKT 130	Principles of Retailing	3
MKT 150	Principles of Customer Service and Selling	3
TOTAL		33
<p><i>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.</i></p> <p><i>Please note: To fulfill the requirements for the certificate, a grade of “C” or higher is required in all applicable Marketing and Management courses.</i></p>		

CERTIFICATE OF COMPLETION, CUSTOMER SERVICE (15 SEMESTER CREDITS)

Program Description: The Certificate of Completion in Customer Service is a theory and practice-based program designed for the novice or professional business person who has minimal or no experience in managing customer relationships. This certificate is appropriate for upgrading the customer relationship skills necessary in any profession dealing with customer relationships and for a focus in marketing that provides a pathway to the AS in Marketing.

Marketing Program Student Learning Outcomes: Upon successful completion of the Certificate of Completion in Customer Service, the student should be able to:

- Synthesize principles and concepts of marketing to develop a marketing plan.
- Use organizational team building strategies.
- Devise marketing campaigns/presentations in diverse formats that are adaptable to different target markets and stakeholders.
- Conduct market research.
- Use Customer Relationship Management strategies within any business or retail organization.
- Use supervision, management and organizational behavior principles and skills for any marketing occupation.

CERTIFICATE OF COMPLETION CURRICULUM, CUSTOMER SERVICE (15 CREDITS)

Course	Title	Credits
Marketing and Management Courses (15 credits)		
MKT 120	Principles of Marketing	3
MKT 130	Principles of Retailing	3
MKT 150	Principles of Customer Service and Selling	3
MGT 118	Principles of Supervision	3
MGT 122	Organizational Behavior	3
TOTAL		15
<i>Please note: To fulfill the requirements for the certificate, a grade of "C" or higher is required in all applicable Management and Marketing courses.</i>		

**CERTIFICATE OF COMPETENCE,
MANAGEMENT
(9 SEMESTER CREDITS)**

Program Description: The Certificate of Competence in Management is a practice-based program designed for the professional manager 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 provide a means to the Associate in Science in Marketing.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Management, the student should be able to:

- Apply knowledge of basic management skills to maximize employee productivity.
 - Apply principles and practices of supervision in planning, organizing, staffing and controlling.
 - Apply principles and practices of organizational behavior for improving performance and commitment.
 - Apply principles and practices of human resource management in labor relations, appraising performance, staffing, recruiting, hiring, and training.
- 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)		
Course	Title	Credits
Management Courses (9 credits)		
MGT 118	Principles of Supervision	3
MGT 122	Organizational Behavior	3

MGT 124	Human Resources Management	3
TOTAL		9
<i>Please note: To fulfill the requirements for the certificate, a grade of "C" or higher is required in all applicable Management courses.</i>		

**CERTIFICATE OF COMPETENCE,
RETAILING
(9 SEMESTER CREDITS)**

Program Description: The Certificate of Competence in Retailing introduces the student to basic marketing, retailing and customer service principles and practices. The program is designed for the novice retailing student who has minimal or no experience and for those already in the retail profession who would like to upgrade their skills. This certificate is also the beginning of the pathway to the AS in Marketing.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Retailing, the student should be able to:

- Design and develop marketing solutions for current retail environments by employing appropriate marketing strategies.
- Apply fundamental marketing principles of product, price, place and promotion.
- Apply fundamental principles and practices of retail operations and merchandise management.
- Apply fundamental customer-service and selling skills.
- Use foundational skills and knowledge to remain current with marketing strategies and trends and employ them in new business environments.

CERTIFICATE OF COMPETENCE CURRICULUM, RETAILING (9 CREDITS)		
Course	Title	Credits
Marketing Requirements (9 credits)		
MKT 120	Principles of Marketing	3
MKT 130	Principles of Retailing	3
MKT 150	Principles of Customer Service and Selling	3
	TOTAL	9
<i>Please note: To fulfill the requirements for the certificate, a grade of "C" or higher is required in all applicable Marketing program courses.</i>		

**CERTIFICATE OF COMPETENCE,
ENTREPRENEURSHIP
(9 SEMESTER CREDITS)**

Program Description: The Certificate of Competence in Entrepreneurship is a practice-based program designed for the professional entrepreneur with minimal or no experience in business. This certificate is appropriate for upgrading the skills necessary in the entrepreneur industry.

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)		
Course	Title	Credits
Entrepreneurship Courses (9 credits)		
ENT 125	Starting a Business	3
ENT 130	Marketing for the Small Business	3
ENT 150	Basic Accounting and Finance for Entrepreneurs	3
TOTAL		9
<i>Please note: To fulfill the requirements for the certificate, a grade of “C” or higher is required in all Entrepreneurship applicable courses.</i>		

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 Completion are offered for Culinary Arts, Culinary Competition, Dining Room Service, and Pastry Arts. An Advanced Certificate of Completion 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, the University of Hawai'i at Hilo, University of Hawai'i at Mānoa, 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 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 (734-9559) or the Continuing Education Registration Office (734-9211). Please visit <http://www.kcc.hawaii.edu> to view more information about Kapi'olani Community College.

CAREER and ACADEMIC OPTIONS

CULINARY INSTITUTE OF THE PACIFIC PROGRAMS

CULINARY ARTS

CAREER OPTIONS	ACADEMIC OPTIONS
Supervisory level cook, transfer to a 4-year college.	Associate in Science – Culinary Arts with a Concentration in Culinary Arts (70 - 72 credits)
Supervisory level baker or pastry cook.	Associate in Science – Culinary Arts with a Concentration in Pastry Arts (65 credits)
Supervisory level institutional cook.	Associate in Science – Culinary Arts with a Concentration in Institutional Food Service Management (63 credits)
Skilled cooking positions in hotels, restaurants and institutions.	Certificate of Achievement – Culinary Arts (45 credits)
Entry level food preparation positions such as cook's helper, short order cook, or prep cook.	Certificate of Completion – Culinary Arts (14 credits)
Meets industry needs for advanced level chef and supervisory training and education.	Certificate of Completion, Advanced – Culinary Arts (18 credits)
Participation in sanctioned culinary competitions and salons, commis opportunities in competition, staging positions in culinary establishments.	Certificate of Completion – Culinary Competition (10 credits)
Preparation for front-of-house positions such as host/hostess, wait/help or bus/help.	Certificate of Completion – Dining Room Service (15 credits)
Entry level positions in bake shops, bakeries, or patisseries.	Certificate of Completion – Pastry Arts (19 credits)

LIFELONG LEARNING

CAREER OPTIONS	ACADEMIC OPTIONS
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.	Continuing Education Registration Office (734-9211) http://programs.kcc.hawaii.edu/~continuinged
Operational and supervisory capacity in designing and implementing food safety and sanitation systems.	Certificate of Competence - Hazard Analysis Critical Control Points (HACCP) (16 hours)

CULINARY ARTS CURRICULA

ASSOCIATE IN SCIENCE, CULINARY ARTS WITH A CONCENTRATION IN CULINARY ARTS (70-72 SEMESTER CREDITS)

Program Description: The Associate in Science degree, Culinary Arts with a concentration in Culinary Arts, is a four-semester and one summer session program of study. This program option 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 A.S. degree program requirements will be eligible for certification upon successful completion of their cumulative practical exam(s).

Program Competencies: Upon successful completion of the AS degree program in Culinary Arts with a concentration in Culinary Arts, the student should be able to:

- Apply the fundamentals of baking science to the preparation of a variety of products.
- Use and care for equipment normally found in the bakeshop or baking area.
- Differentiate between the varieties of alcoholic and non-alcoholic beverages and assess their affinity to foods.
- Explain laws and procedures related to responsible alcoholic service.
- Perform mathematical computations related to foodservice operations.
- Demonstrate a variety of types of dining room service.
- Demonstrate quality customer service.
- Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate equipment safely and correctly.
- Apply laws and regulations relating to safety and sanitation in the kitchen.
- Demonstrate skills in producing a variety of cold food products including items appropriate for buffet presentation including decorative pieces.
- Prepare for transition from employee to supervisor.
- Evaluate styles of leadership and develop skills in human relations and personnel management.
- Access information on hospitality industry and career opportunities in the field.
- Investigate trade publications and professional organizations appropriate for continuing education.
- Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
- Apply the principles of menu planning and layout to the development of menus.
- Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.
- Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
- Demonstrate the overall concept of purchasing and receiving practices in quality foodservice operations.

- Apply quality standards and regulations governing food products to the purchasing function.
- Receive and store food and non-food items properly.
- 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.

ASSOCIATE IN SCIENCE CURRICULUM, CULINARY ARTS WITH A CONCENTRATION IN CULINARY ARTS (70 - 72 CREDITS)		
Course	Title	Credits
General Education Requirements (18 credits)		
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Composition I	3
SP 151 or SP 181 or SP 251	Personal and Public Speech Interpersonal Communication Principles of Effective Public Speaking	3
FSHE 185	The Science of Human Nutrition	3
KCC AS/SS	AS Social Sciences Elective (100 level or higher)	3
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher)	3
BUS 100 or PHIL 110 or MATH 100 or higher level mathematics	Using Mathematics to Solve Business Problems Introduction to Deductive Logic Survey of Mathematics	3
Culinary Arts & Hospitality Courses (52 - 54 credits)		
CULN 111	Introduction to the Culinary Industry/Career Preparation *	2
CULN 112	Sanitation and Safety *	2
CULN 115	Menu Merchandising *	2
CULN 120	Fundamentals of Cookery *	5
CULN 130	Intermediate Cookery *	5
CULN 150	Fundamentals of Baking *	5
CULN 160	Dining Room Service/Stewarding Procedures *	5

CULN 221	Continental Cuisine *	5
CULN 222	Asian/Pacific Cuisine *	5
CULN 240	Garde Manger *	5
CULN 271	Hospitality Purchasing and Cost Control *	5
HOST 290	Hospitality Management *	3
HOST 293E or CULN 207	Hospitality Internship Principles of Culinary Competition I *	3-5
TOTAL		70-72
<p><i>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 refer to the “Degree and Certificate Programs” section for lists of AS Humanities and AS Social Sciences elective courses.</i></p> <p><i>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 concentration in Culinary Arts must complete the Certificate of Achievement in Culinary Arts with a 2.0 or higher GPR</i></p> <p><i>* These CULN and HOST courses are typically offered as 8-week modular classes.</i></p>		

ASSOCIATE IN SCIENCE, CULINARY ARTS WITH A CONCENTRATION IN PASTRY ARTS (65 SEMESTER CREDITS)

Program Description: The Associate in Science degree, Culinary Arts with a concentration in Pastry Arts, is a four-semester program of study. This program option is designed for students who are interested in becoming professional bakers and pastry chefs and those that 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 Competencies: Upon successful completion of the AS in Culinary Arts with a concentration in Pastry Arts, 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.
- Apply the knowledge of the hospitality industry and career opportunities in the field.
- Investigate trade publications and professional organizations appropriate for continuing education.
- Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
- Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate equipment safely and correctly.
- Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.

- Demonstrate the overall concept of purchasing and receiving practices in quality foodservice operations.
- Apply knowledge of quality standards and regulations governing food products to the purchasing function.
- Receive and store food and non-food items properly.
- Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.
- Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
- Prepare for transition from employee to supervisor.
- Evaluate styles of leadership and develop skills in human relations and personnel management.
- Perform mathematical functions related to foodservice operations.
- Apply the fundamentals of baking science to the preparation of a variety of products.
- Use and care for equipment normally found in the bakeshop or baking area.
- Develop skills in more advanced decorating techniques and more complex preparations of pastry, confections and dessert products.

**ASSOCIATE IN SCIENCE CURRICULUM,
CULINARY ARTS WITH A CONCENTRATION IN PASTRY ARTS
(65 CREDITS)**

Course	Title	Credits
General Education Requirements (18 credits)		
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Composition I	3
FSHE 185	The Science of Human Nutrition	3
SP 181 or SP 151 or SP 251	Interpersonal Communication Personal and Public Speech Principles of Effective Public Speaking	3
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher).	3
KCC AS/SS	AS Social Science Elective (100 level or higher)	3
BUS 100 or PHIL 110 or MATH 100 or higher level mathematics course	Using Mathematics to Solve Business Problems Introduction to Deductive Logic Survey of Mathematics	3
Culinary Arts & Hospitality Courses (47 credits)		
CULN 111	Introduction to Culinary Industry / Career Preparation *	2
CULN 112	Sanitation and Safety *	2

CULN 115	Menu Merchandising *	2
CULN 120	Fundamentals of Cookery *	5
CULN 150	Fundamentals of Baking *	5
CULN 155	Intermediate Baking *	5
CULN 160	Dining Room Service/Stewarding Procedures *	5
CULN 252	Patisserie *	5
CULN 253	Confiserie *	5
CULN 271	Hospitality Purchasing and Cost Control *	5
HOST 290	Hospitality Management	3
HOST 293E	Hospitality Internship	3
TOTAL		65
<p><i>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 refer to the “Degree and Certificate Programs” section for lists of AS Humanities and AS Social Sciences elective courses.</i></p> <p><i>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 concentration in Pastry Arts, a grade of “C” or higher is required in all CULN courses applicable toward the degree.</i></p> <p><i>*These CULN courses are typically offered as 8-week modular classes.</i></p>		

**ASSOCIATE IN SCIENCE,
CULINARY ARTS WITH A CONCENTRATION IN INSTITUTIONAL FOOD SERVICE
MANAGEMENT
(63 SEMESTER CREDITS)**

Program Description: The Associate in Science degree, Culinary Arts with a concentration in Institutional Food Service Management, is a four-semester and one summer session program of study. This program option is designed for students who are interested in becoming professional institutional cooks and kitchen managers for schools, hospitals and other institutions and 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 prior to successfully completing the AS degree program requirements will be eligible for certification upon successful completion of their cumulative practical exam(s).

Program Competencies: Upon successful completion of the AS degree program in Culinary Arts with a concentration in Institutional Food Service Management, the student should be able to:

- Apply the fundamentals of baking science to the preparation of a variety of products.
- Use and care for equipment normally found in the bakeshop or baking area.
- Differentiate the varieties of alcoholic and non-alcoholic beverages and assess their affinity to foods.

- Explain laws and procedures related to responsible alcoholic service.
- Perform mathematical computations related to foodservice operations.
- Demonstrate a variety of types of dining room service.
- Demonstrate quality customer service.
- Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate equipment safely and correctly.
- Apply laws and regulations relating to safety and sanitation in the kitchen.
- Demonstrate skills in producing a variety of cold food products including items appropriate for buffet presentation including decorative pieces.
- Prepare for transition from employee to supervisor.
- Evaluate styles of leadership and develop skills in human relations and personnel management.
- Access information on the hospitality industry and career opportunities in the field.
- Investigate trade publications and professional organizations appropriate for continuing education.
- Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
- Apply the principles of menu planning and layout to the development of menus.
- Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.
- Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
- Demonstrate the overall concept of purchasing and receiving practices in quality foodservice operations.
- Apply quality standards and regulations governing food products to the purchasing function.
- Receive and store food and non-food items properly.
- 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.
- Assess the specialized skill sets required in the effective management of institutional food service establishments.
- 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.

**ASSOCIATE IN SCIENCE CURRICULUM,
CULINARY ARTS WITH A CONCENTRATION IN INSTITUTIONAL FOOD SERVICE
MANAGEMENT (63 CREDITS)**

Course	Title	Credits
General Education Requirements (21 credits)		
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Composition I	3
FAMR 230	Survey of Human Growth and Development	3
FSHE 185	The Science of Human Nutrition	3
SP 151 or SP 181 or SP 251	Personal and Public Speech Interpersonal Communication Principles of Effective Public Speaking	3
SOC 257	Sociology of Aging	3
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher).	3
BUS 100 or PHIL 110 or MATH 100 or higher level mathematics course	Using Mathematics to Solve Business Problems Introduction to Deductive Logic Survey of Mathematics	3
Culinary Arts & Hospitality Courses (42 credits)		
CULN 111	Introduction to Culinary Industry / Career Preparation *	2
CULN 112	Sanitation and Safety *	2
CULN 115	Menu Merchandising *	2
CULN 120	Fundamentals of Cookery *	5
CULN 130	Intermediate Cookery *	5
CULN 150	Fundamentals of Baking *	5
CULN 160	Dining Room Service/Stewarding Procedures *	5
CULN 240	Garde Manger *	5
CULN 271	Hospitality Purchasing and Cost Control *	5
HOST 290	Hospitality Management	3
HOST 293E	Hospitality Internship	3
TOTAL		63
<p><i>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 refer to the “Degree and Certificate Programs” section for a list of AS Arts & Humanities elective courses.</i></p> <p><i>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 concentration in Institutional Food Service Management a grade of “C” or higher is required in all CULN courses applicable to the degree.</i></p> <p><i>*These CULN courses are typically offered as 8-week modular classes.</i></p>		

CERTIFICATE OF ACHIEVEMENT
CULINARY ARTS
(45 SEMESTER CREDITS)

Program Description: The Certificate of Achievement, Culinary Arts is a three semester and one summer 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 Competencies: Upon successful completion of the Certificate of Achievement in Culinary Arts, the student should be able to:

- Apply the fundamentals of baking science to the preparation of a variety of products.
- Use and care for equipment normally found in the bakeshop or baking area.
- Differentiate the varieties of alcoholic and non-alcoholic beverages and assess their affinity to foods.
- Explain laws and procedures related to responsible alcoholic service.
- Perform mathematical computations related to foodservice operations.
- Demonstrate a variety of types of dining room service.
- Demonstrate quality customer service.
- Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate equipment safely and correctly.
- Apply laws and regulations relating to safety and sanitation in the kitchen.
- Demonstrate skills in producing a variety of cold food products including items appropriate for buffet presentation including decorative pieces.
- Prepare for transition from employee to supervisor.
- Evaluate styles of leadership and develop skills in human relations and personnel management.
- Access current information on hospitality industry and career opportunities in the field.
- Investigate trade publications and professional organizations appropriate for continuing education.
- Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
- Apply the principles of menu planning and layout to the development of menus.
- Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.
- Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
- Demonstrate the overall concept of purchasing and receiving practices in quality foodservice operations.
- Practice quality standards and apply regulations governing food products to the purchasing function.
- Receive and store food and non-food items properly.
- 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 ACHIEVEMENT CURRICULUM, CULINARY ARTS (45 CREDITS)		
Course	Title	Credits
General Education Requirements (9 credits)		
ENG 22 or higher level English	Beginning Composition	3
MATH 24 or higher level mathematics course	Elementary Algebra I	3
FSHE 185	The Science of Human Nutrition	3
Culinary Arts Courses (36 credits)		
CULN 111	Introduction to Culinary Industry / Career Preparation *	2
CULN 112	Sanitation and Safety *	2
CULN 115	Menu Merchandising	2
CULN 120	Fundamentals of Cookery *	5
CULN 130	Intermediate Cookery *	5
CULN 150	Fundamentals of Baking *	5
CULN 160	Dining Room Service/Stewarding Procedures*	5
CULN 240	Garde Manger *	5
CULN 221	Continental Cuisine *	5
TOTAL		45
<p><i>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.</i></p> <p><i>Please note: For the Certificate of Achievement in Culinary Arts, a grade of “C” or higher is required in all CULN courses.</i></p> <p><i>* These CULN courses are typically offered as 8-week modular classes.</i></p>		

**CERTIFICATE OF COMPLETION,
CULINARY ARTS
(14 SEMESTER CREDITS)**

Program Description: The Certificate of Completion, 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 Competencies (Student Learning Outcomes): Upon successful completion of the Certificate of Completion in Culinary Arts, 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.
- Access current information on hospitality industry and career opportunities in the field.
- Investigate trade publications and professional organizations appropriate for continuing education.
- Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
- Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate equipment safely and correctly.
- Apply laws and regulations relating to safety and sanitation in the kitchen.
- 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 COMPLETION CURRICULUM, CULINARY ARTS (14 CREDITS)		
Course	Title	Credits
Culinary Arts Courses (14 credits)		
CULN 111	Introduction to Culinary Industry / Career Preparation *	2
CULN 112	Sanitation and Safety *	2
CULN 120	Fundamentals of Cookery *	5
CULN 130	Intermediate Cookery *	5
TOTAL		14
<i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all</i>		

courses required in the certificate.

** These CULN courses are typically offered as 8-week modular classes.*

CERTIFICATE OF COMPLETION, ADVANCED, CULINARY ARTS (18 SEMESTER CREDITS)

Program Description: The Certificate of Completion, Advanced, 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 concentration 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 Oahu. 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 Certificate of Completion Advanced, in Culinary Arts, and in addition to all Program Student Learning Outcomes from the Culinary Arts AS degree program, the student should be able to:

- Evaluate current relevant issues in the food service industry of Hawai`i that may include sustainability, environmental, political, and/or cultural topics.
- Apply a critical thinking process of identifying, analyzing and developing solutions as they apply to financial and fiscal accountability in the foodservice industry.
- Evaluate organizational development, human resources, laws and legal codes that have been established within the local, state and federal government with specific application to food and beverage industry.
- Explain the process of determining customer needs in marketing to a global market, from concept and product development, pricing strategies, advertising and promotion, and methods of distribution of foodservice goods and services.
- Design and prepare recipes for a menu while balancing nutrition, the use of fresh products, and the final product's texture, color, and flavor.
- Value the impact and challenges of managing alcoholic beverage sales and service in food service operations.

CERTIFICATE OF COMPLETION CURRICULUM, ADVANCED, CULINARY ARTS (18 CREDITS)

Course	Title	Credits
Culinary Arts Courses (18 credits)		
CULN 310	Current Trends in the Culinary Industry **	3
CULN 321	Contemporary Cuisines **	3

CULN 322	Advanced Asian Cuisines **	3
CULN 330 (Alpha)	Special Culinary Topics ** A variety of topics may be offered, for example, CULN 330B, CUL 330C, CULN 330G, CULN 330H, CULN 330M. Certificate students may enroll in multiple topics if offered, however only one course will be used for three credits towards fulfilling the certificate requirements.	3
CULN 360	Beverage Service Management **	3
CULN 380	Nutritional Cuisines **	3
TOTAL		18
<p><i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i></p> <p><i>** These CULN courses are typically offered as 5-week modular classes.</i></p>		

CERTIFICATE OF COMPLETION, CULINARY COMPETITION (10 SEMESTER CREDITS)

Program Description: The Certificate of Completion 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 Competencies

Upon successful completion of the Certificate of Completion in Culinary Competition that 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 COMPLETION CURRICULUM, CULINARY COMPETITION (10 CREDITS)

Course	Title	Credits
Culinary Arts Requirements (10 credits)		
CULN 207	Principles of Culinary Competition I *	5
CULN 208	Principles of Culinary Competition II *	5
TOTAL		10
<p><i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i></p> <p><i>Please note: For the Certificate of Completion in Culinary Competition, a grade of "C" or higher is required in all CULN courses.</i></p> <p><i>* These CULN courses are typically offered as 8-week modular classes.</i></p>		

CERTIFICATE OF COMPLETION, DINING ROOM SERVICE (15 SEMESTER CREDITS)

Program Description: The Certificate of Completion, 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 Competencies: Upon successful completion of the Certificate of Completion in Dining Room Service, 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.
- Access current information on hospitality industry and career opportunities in the field.
- Investigate trade publications and professional organizations appropriate for continuing education.
- Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
- Perform dining room service functions using a variety of types of service.
- Demonstrate quality customer service.
- Differentiate the varieties of alcoholic and non-alcoholic beverages and assess their affinity to foods.
- Explain laws and procedures related to responsible alcoholic service.
- Prepare for the transition from employee to supervisor.
- Evaluate styles of leadership and develop skills in human relations and personnel management.
- 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 professionals.

- Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

CERTIFICATE OF COMPLETION CURRICULUM DINING ROOM SERVICE (15 CREDITS)		
Course	Title	Credits
General Education Requirements (3 credits)		
SP 181 or SP 151	Interpersonal Communication Personal and Public Speech	3
Culinary Arts and Hospitality Courses (12 credits)		
CULN 111	Introduction to Culinary Industry / Career Preparation *	2
CULN 112	Sanitation and Safety *	2
CULN 160	Dining Room Service/Stewarding Procedures	5
HOST 290	Hospitality Management	3
TOTAL		15
<i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i>		
<i>* These CULN courses are typically offered as 8-week modular classes.</i>		

CERTIFICATE OF COMPLETION, PASTRY ARTS (19 SEMESTER CREDITS)

Program Description: The Certificate of Completion, Pastry Arts, is a two-semester program of study. This program option is designed for students who are interested in obtaining entry- level jobs in bakeries, hotel kitchens or patisseries. Technical baking 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 pastry arts in a real world environment.

Program Competencies: Upon successful completion of the Certificate of Completion, Pastry Arts, 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.
- Apply the knowledge of the hospitality industry and career opportunities in the field.
- Investigate trade publications and professional organizations appropriate for continuing education.
- Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.

- Apply the fundamentals of baking science to the preparation of a variety of products.
- Use and care for equipment normally found in the bakeshop or baking area.

**CERTIFICATE OF COMPLETION CURRICULUM,
PASTRY ARTS (19 CREDITS)**

Course	Title	Credits
Culinary Arts Courses (19 credits)		
CULN 111	Introduction to Culinary Industry / Career Preparation *	2
CULN 112	Sanitation and Safety *	2
CULN 120	Fundamentals of Cookery *	5
CULN 150	Fundamentals of Baking *	5
CULN 155	Intermediate Baking *	5
TOTAL		19
<p><i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i></p> <p><i>* These CULN courses are typically offered as 8-week modular classes.</i></p>		

LIFELONG LEARNING

CERTIFICATE OF COMPETENCE, HAZARD ANALYSIS CRITICAL CONTROL POINTS (HACCP)

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 Careers 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: Ten AS degree options are offered in the areas of Exercise and Sport Science, 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 Exercise and Sport Science, Medical Assisting and Practical Nursing. Certificates of Completion are offered for Emergency Medical Technician, Community Health Worker, and Dental Assisting. Twenty-four Certificates of Competence are offered in Health Careers 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 (734-9559) or the Continuing Education Registration Office (734-9211). Please go to <http://www.kcc.hawaii.edu> for more information about Kapi'olani Community College.

CAREER OPTIONS and ACADEMIC OPTIONS

THE HEALTH CAREER EDUCATION PROGRAMS

EMERGENCY MEDICAL SERVICES

CAREER OPTIONS	ACADEMIC OPTIONS
Emergency Medical Technician	Certificate of Completion – Emergency Medical Technician - Intermediate (24 credits)
Mobile Intensive Care Technician	Associate in Science - Mobile Intensive Care Technician (86-89 credits)

EXERCISE AND SPORT SCIENCE

CAREER OPTIONS	ACADEMIC OPTIONS
Entry-level positions as fitness instructors and personal trainers in the fitness profession.	Associate in Science – Exercise and Sport Science (61 credits)
Entry-level positions in exercise science, recreation leadership and sports fitness.	Certificate of Achievement - Exercise and Sport Science: Fitness Instructor (40 credits)

HEALTH SCIENCES

CAREER OPTIONS	ACADEMIC OPTIONS
Activity Aide	Certificate of Competence - Activity Aide (5 credits)
Community Health Worker	Certificate of Completion - Community Health Worker (11 credits)
Dental Assistant	Certificate of Completion – Dental Assisting (16 credits)
Medical Assistant	Certificate of Achievement – Medical Assisting (33 credits)
Medical Assistant (with advanced skills)	Associate in Science – Medical Assisting (64 credits)
Medical Laboratory Technician	Associate in Science – Medical Laboratory Technician (70 - 73 credits)
Occupational Therapy Assistant	Associate in Science – Occupational Therapy Assistant (70-72 credits)
Physical Therapist Assistant	Associate in Science – Physical Therapist Assistant (72 credits)

Radiologic Technologist	Associate in Science – Radiologic Technology (89-92 credits)
Respiratory Care Practitioner	Associate in Science – Respiratory Care (101 credits)

NURSING

CAREER OPTIONS	ACADEMIC OPTIONS
Adult Residential Care Home Operator	Certificate of Competence – Adult Residential Care Home Operator (3 credits)
Long Term Care/Nurse Aide	Certificate of Competence – Long Term Care/ Home Health Nurse Aide (6 credits)
Nurse Aide	Certificate of Competence – Nurse Aide (8 credits)
Practical Nurse preparation	Certificate of Achievement – Practical Nursing (44 credits)
Transition for Licensed Practical Nurse	Associate in Science – Nursing (64 credits plus LPN and license)
Registered Nurse preparation	Associate in Science – Nursing (72 credits)

LIFELONG LEARNING

CAREER OPTIONS	ACADEMIC OPTIONS
Short term training in areas related to health (exercise, medical topics, etc.)	Continuing Education Registration Office (734-9211) http://programs.kcc.hawaii.edu/~continuinged/
Specialty nursing	Certificate of Competence - Basic EKG (18 hours)
Telemetry nursing	Certificate of Competence - Critical Care I (44.5 hours)
Specialty nursing	Certificate of Competence - Critical Care II (42 hours)
Massage Therapist	Certificate of Competence - General Massage Therapy (320 hours)
Mammographer	Certificate of Competence - Mammography (29.5 hours)
Medical Biller	Certificate of Competence - Medical Billing (80 hours)
Medical Transcriptionist	Certificate of Competence - Medical Transcription (135 hours)

Preparation for non-acute care of the medically fragile child	Certificate of Competence -Nursing Care of the Medically Fragile Child for RNs and LPNs (48 hours)
Pharmacy Technician	Certificate of Competence - Pharmacy Technician (320 hours)
Phlebotomist/Lab Assistant	Certificate of Competence – Phlebotomy (164+ hours)
Physical Agents for Occupational Therapists	Certificate of Competence - Physical Agents for Occupational Therapists (44 hours)
Medical Coder	Certificate of Competence - Professional Medical Coding (80 hours)
Preparation for non-acute care of the medically fragile child	Certificate of Competence - Respiratory and Rehabilitation Care of the Medically Fragile Child (for RNs and LPNs) (56 hours)
Massage Therapy	Certificate of Competence - Specialty Massage Therapy (323 – 341 hours)
Preparation for entry level Surgical Technologist	Certificate of Competence - Surgical Technology Science (75 hours)
Preparation for entry level Surgical Technologist	Certificate of Competence - Surgical Technology I (175 hours)
Preparation for entry level Surgical Technologist	Certificate of Competence - Surgical Technology II (175 hours)
Preparation for entry level Surgical Technologist	Certificate of Competence - Surgical Technology III (175 hours)
Preparation for entry level Surgical Technologist	Certificate of Competence - Surgical Technology IV (175 hours)
Entry level Surgical Technologist	Certificate of Competence - Surgical Technology V (130 hours)

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 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 at the Kekaulike Information and Service Center (KISC), 'Ilima 102. Students not currently enrolled at KCC 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, Dental Assisting, Medical Assisting, Nurse Aide Training, and Registered Nursing programs is open each semester. Admission to the Emergency Medical Technician, Occupational Therapy Assistant, Practical Nursing, and Radiologic Technology programs is open each fall semester. Admission to the Physical Therapist Assistant and Respiratory Care programs is open each summer semester. Admission to the Medical Laboratory Technician and Mobile Intensive Care Technician program occurs each spring semester. Further information regarding specific admission and application requirements may be obtained from the College Information Office (734-9559), Emergency Medical Services (734-9288), Health Sciences (734-9270), and Nursing (734-9305). Please go to <http://www.kcc.hawaii.edu> to view more information about Kapi'olani Community College.

Application Periods:

Fall (December 1 – April 1) and Spring (June 1 – November 1) semesters: Application to the Care Home Operator and Nurse Aide Training programs.

Fall (December 1 – April 1) and Spring (June 1 – October 1) semesters: Application to the Emergency Medical Technician–I program.

Fall (December 1 to February 1) and Spring (June 1 to September 1) semesters: Application to the Nursing program.

Fall (December 1 – May 30) and Spring (June 1 – November 15) semesters: Application to the Dental Assisting and Medical Assisting programs.

Fall semester only (December 1 to February 1): Application to the Radiologic Technology program.

Fall semester only (December 1 – April 1): Application to the Practical Nursing program.

Spring semester only (June 1 – October 1): Application to the Medical Laboratory Technician program and the Mobile Intensive Care Technician program.

Summer semester only (December 1 – March 1): Application to the Physical Therapist Assistant program and Respiratory Care programs.

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, Medical Assisting, Medical Laboratory Technician, Physical Therapist Assistant, Radiologic Technology, and Respiratory Care programs may be obtained at the respective program information sessions.

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: 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 COMPLETION, EMERGENCY MEDICAL TECHNICIAN – INTERMEDIATE (24 SEMESTER CREDITS)

Program Description: The purpose of the Emergency Medical Technician – Intermediate (EMT-I) Certificate of Completion program is to prepare students to provide basic and advanced life support to patients in the pre-hospital emergency care setting.

Special Admission Requirements for Emergency Medical Technician – Intermediate: Non-program courses must be completed prior to admission to the EMT-I program. After acceptance to the college, applicants to the Emergency Medical Technician- Intermediate (EMT-I) 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.

Total qualifying scores for the Emergency Medical Technician program are based on the following criteria:

- English placement test (minimum placement of ENG 100).
- Mathematics placement test (minimum placement of MATH 100).
- A grade of “C” or higher in both BIOL 130 and BIOL 130L or the four courses ZOOL 141, ZOOL 141L, ZOOL 142 and ZOOL 142L.
- A grade of “C” or higher in HLTH 125.
- Letters of recommendation.
- Interview scores.
- Cardiopulmonary Resuscitation (CPR) certification (current card)/First Aid.
- Prior related work experience.
- Cumulative GPR for college course work.

Admissions Deadlines: Admission to the Emergency Medical Technician - Intermediate program is open each fall and spring semester. Application to the Emergency Medical Technician - Intermediate program is open December 1 – April 1 and June 1 to October 1.

Preparation for EMT Program: All students admitted to the EMT-I program must:

- Have current First Aid and Basic Cardiac Life Support (BCLS) cards.
- Submit a satisfactory health clearance form and two step TB clearance to the departmental office by departmental deadline.
- Purchase and show evidence of professional liability insurance to the program director/department chair prior to registration.

Program Competencies: Upon successful completion of the Certificate of Completion in Emergency Medical Technician - Intermediate, the student should be able to:

- Perform in an entry-level position as an Emergency Medical Technician - Intermediate.

- Safely and accurately perform all basic and advanced life support procedures as listed in Board of Medical Examiners rules for Emergency Ambulance Personnel.
- Establish rapport with the patient and significant others to decrease their state of crisis.
- Participate as a team member with another Emergency Medical Technician - Intermediate and under the direction of a Mobile Intensive Care Technician to ensure the safety and care of the patient.
- Recognize a medical emergency, assess the situation, obtain a basic history and physical examination, manage emergency care, and, if needed, extricate the patient.
- Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive treatments for: surgical, medical, cardiac, and psychiatric emergencies; trauma; and airway and respiratory problems.
- Assign priorities of emergency treatment to a patient or group of patients.
- Participate in the pre-check and preparation of the ambulance, including its equipment and supplies.
- Communicate with the medical care facility receiving the patient about the patient's condition, status, and arrival time.
- Record in writing the details related to the patient's emergency care and the incident.
- Coordinate efforts with those of other agencies that may be involved in the care and transportation of the patient.
- Direct and coordinate the transport of the patient by selecting the best available method(s) in conjunction with medical command authority/protocol.
- Safely drive an emergency ambulance, with consideration to patient and road conditions, to reach the patient and take the patient to an appropriate medical care facility.
- Participate in continuing education activities for self improvement and quality assurance.
- Use a sequential thinking process to gather the appropriate data, appraise its significance, take action and evaluate the effects of that action upon the patient.

**CERTIFICATE OF COMPLETION CURRICULUM,
EMERGENCY MEDICAL TECHNICIAN - INTERMEDIATE (24 CREDITS)**

Course	Title	Credits
Emergency Medical Technician Courses (24 credits)		
EMT 100	EMT-Intermediate	19
EMT 101	Practicum for EMT-Intermediate	5
TOTAL		24
<p><i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i></p> <p><i>Please note: In order to receive the Certificate of Completion in Emergency Medical Technician-Intermediate, a grade of "C" or higher is required in all EMT courses.</i></p>		

**ASSOCIATE IN SCIENCE,
MOBILE INTENSIVE CARE TECHNICIAN (PARAMEDIC)
(86-89 SEMESTER CREDITS)**

Program Description: The Associate in Science degree in Mobile Intensive Care Technician is an 86-89 credit program offered through Kapi‘olani Community College, Department of Emergency Medical Services. It prepares students to function as healthcare providers in the prehospital setting. The program is divided into two levels which include the EMT and the MICT. In addition to the EMT and MICT courses, students must complete the following: BIOL 130/130L (or ZOOL 141/141L and ZOOL 142/142L); HLTH 125 - Medical Terminology; ENG 100; MATH 103* or higher level mathematics course; A.S. Humanities course (100 level or higher); FAMR 230. * MATH 103 is the minimum General Education Core requirement for symbolic reasoning at U.H. West Oahu

Special Admission Requirements for Mobile Intensive Care Technician: The deadline for applications to the Mobile Intensive Care Technician (MICT) program is October 1. The acceptance review period is November 1 - November 30. Applicants to the MICT program are required to have a current State of Hawaii Emergency Medical Technician (EMT) License and Healthcare Provider card. Additional information is listed in the “special requirements for programs in health career education” section. After acceptance to the college, applicants to the Mobile Intensive Care Technician program will be evaluated based on a point system that includes exam scores, letters of recommendation, EMT work and coursework. Interviews will be scheduled for applicants in rank order, highest to lowest, based on the highest total scores on exams, letters of recommendation, EMT work and coursework, until the admission quota is reached.

The total qualifying score for the MICT program is based on the following criteria: 1. A valid reading level of 74 or higher on the compass placement test or a grade of “C” or higher in ENG 100 or higher level English course. 2. A valid math placement score of 24 or higher on the compass placement test or a grade of “C” or higher in MATH 100 or higher level mathematics course. 3. Completion of A.S. degree support courses. 4. EMT knowledge exam scores. 5. Letters of recommendation. 6. Grade for EMT course. 7. A minimum of 200 documented advanced life support (ALS) ambulance calls. The 200 documented ALS calls may be accomplished through EMT 110V or through work experience as an EMT. 8. Interview scores.

Program Student Learning Outcomes: A graduate from the University of Hawai‘i–Kapi‘olani Community College – Department of Emergency Medical Service’s MICT program should be able to: Accurately identify street names through map reading, correctly distinguish house numbers or business addresses, and navigate an ambulance to a given address.

- Demonstrate safe operation and navigation of an emergency vehicle with due regard to the safety of others while responding to a prehospital crisis situation.
- Use critical judgment, prioritize decisions, and act quickly and independently in the best interest of a patient, in a non-structured environment that is constantly changing.
- Exercise personal judgment in case of interruption in medical direction caused by communication failure or in cases of immediate life threatening conditions; under these conditions, provide such emergency care as has been specifically authorized by approved standing orders.

- Remain calm and focused while working in difficult, stressful and/or adverse circumstances, while assuming the leadership role inherent in carrying out the functions of the position.
- Communicate effectively with patients (e.g., develop patient rapport, interview hostile patients) from diverse multicultural groups and ages within those groups)
- Communicate verbally and non-verbally with multicultural patients, healthcare professionals and the public; communicate in writing through report writing and completion of the ambulance report forms
- Concisely and accurately describe to a dispatcher and other concerned staff, one's assessment of a patient's condition
- Communicate effectively via the telephone or radio dispatch for coordination of prompt emergency services
- Administer appropriate, life-saving medications at the appropriate time and dosage to mitigate a life-threatening situation.
- Administer drugs legally, ethically, and responsibly -- using correct precautions and techniques while observing the effects of the drugs.
- Provide basic and advanced life support emergency medical services to patients. Safely and accurately (without jeopardizing health and safety) perform all basic and advanced life support procedures as listed in Board of Medical Examiners rules for Emergency Ambulance Personnel
- Document precisely and accurately the treatments and effects of drugs.
- Report all relevant patient data, including, as needed, a detailed narrative on extenuating circumstances or conditions following federal guidelines for patient privacy.
- Enter data on a computer from a laptop in the ambulance.
- Participate in continuing education activities for self-improvement and for the education of others within the field, including following up on selected cases for education and quality assurance.
- Initiate and continue emergency medical care under medical control including the recognition of presenting conditions and initiation of appropriate invasive and non-invasive treatments for: surgical, medical, cardiac and psychiatric emergencies; trauma; and airway and respiratory problems.
- Take a leadership role with ambulance, first responder, and other personnel to ensure the safety and care of the patient.

**ASSOCIATE IN SCIENCE CURRICULUM,
MOBILE INTENSIVE CARE TECHNICIAN (86 - 89 CREDITS)**

Course	Title	Credits
General Education Requirements (17 - 20 credits)		
ENG 100	Composition I	3
MATH 103 or higher level mathematics	Fundamentals of College Algebra	3
FAMR 230	Survey of Human Growth and Development	3
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3

BIOL 130 BIOL 130L or ZOOL 141 ZOOL 141L ZOOL 142 ZOOL 142L	Anatomy and Physiology (4) Anatomy and Physiology Laboratory (1) Human Anatomy and Physiology I (3) Human Anatomy and Physiology I Laboratory (1) Human Anatomy and Physiology II (3) Human Anatomy and Physiology II Laboratory (1)	5- 8
Support Courses (25 credits)		
EMT 100	EMT-Intermediate	19
EMT 101	Practicum for EMT-Intermediate	5
HLTH 125	Survey of Medical Terminology	1
Mobile Intensive Care Technician Courses (44 credits)		
MICT 150	Pre-Hospital Assessment and Treatment I	12
MICT 160	Pre-Hospital Assessment and Treatment II	5
MICT 200	Advanced Pre-Hospital Assessment and Treatment	5
MICT 301	Pre-Hospital Assessment and Treatment Clinical Experience	4
MICT 302	Pre-Hospital Assessment and Treatment Internship I	4
MICT 350	Pre-Hospital Assessment and Treatment Internship II	14
TOTAL		86-89
<p><i>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 electives are in the “Degree and Certificate Programs” section.</i></p> <p><i>Please note: For the MICT AS degree a grade of “C” or higher must be maintained in all required courses.</i></p>		

EXERCISE AND SPORT SCIENCE (ESS) CURRICULA

ASSOCIATE IN SCIENCE, EXERCISE AND SPORT SCIENCE (67-69 SEMESTER CREDITS)

Program Description: The Associate in Science in Exercise and Sport Science helps students to build a solid foundation in exercise science and successfully transfer with the goal of earning a Bachelor of Science degree in a fitness-, sport-, or health-related discipline. Because it is built upon the courses required for the Certificate of Achievement in Exercise and Sport Science, the Associate in Science in Exercise and Sport Science also prepare students for employment as a fitness and/or sport performance trainer through a combination of classroom instruction, laboratory instruction, practical experience, and preparation for an accredited and nationally recognized personal trainer certification exam.

Special Program Admission Requirements: Acceptance into the Associate in Science in Exercise and Sports Science program requires the submission of an ESS program application. Acceptance is on a first-qualified, first-accepted basis with a minimum COMPASS reading score of 74 or higher, or completion of ENG 22, and COMPASS placement at, or completion of, MATH 24 or higher. Prior successful completion of the Certificate of Achievement or program director approval is required for entry into the Associate in Science degree program in ESS. Attendance at one of the scheduled orientation programs is also required.

Program Preparation: There are no prerequisite courses that must be completed prior to applying for acceptance into the Associate in Science in Exercise and Sports Science program; however, certification in First Aid, CPR, and AED are required before the 10th week of the first semester of the program and must be maintained until graduation. Students in the Associate in Science in Exercise and Sports Science program are required to register for the American College of Sport Medicine's Certified Personal Trainer Exam by the 6th week of the spring semester.

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Exercise and Sport Science, the student should be able to:

- Identify the educational requirements for various career pathways within exercise science.
- Apply human anatomy and physiological principles to exercise and sport performance.
- Demonstrate the appropriate knowledge, skills, and abilities for client assessment and exercise program design for apparently healthy individuals and those at risk for lifestyle related diseases.
- Incorporate knowledge of diverse populations to promote wellness and healthy lifestyles within the state of Hawai'i.
- Communicate and interact effectively with clients and health care professionals.
- Apply business/marketing strategies and utilize technology to improve the professional scope of an organization or an individual's private practice.

**ASSOCIATE IN SCIENCE CURRICULUM,
EXERCISE AND SPORT SCIENCE (67-69 CREDITS)**

Course	Title	Credits
General Education Requirements (30-32 credits)		
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Composition I	3
BUS 100 or MATH 100 or higher level mathematics	Using Mathematics to Solve Business Problems Survey of Mathematics	3
Global and Multicultural Perspectives Electives	(Two courses, each course from a different group: A, B, or C) Group A ANTH 151, HIST 151 Group B ANTH 152, GEOG 102, HIST 152 Group C GEOG 151, MUS 107, REL 150	6
FAMR 230	Survey of Human Growth & Development	3
PHYS 100	Survey of Physics	3
ZOOL 141	Human Anatomy and Physiology I	3
ZOOL 141L	Human Anatomy and Physiology I Laboratory	1

Arts, Humanities, and Literature	<p>(Two courses, each course from a different group: A, B, or C)</p> <p>Group A: ART 101, 105, 106J, 107, 111, 112, 113, 114, 115, 116, 123, 125, 126, 127, 128, 129, 156, 157, 158 159, 189, 191 (any alpha), 195, 201, 202, 207, 209, 212, 213, 214, 222, 223, 224, 225, 226, 229, 243, 244, 245, 246, 248, 249, 253, 256, 257, 258, 259, 260, 266, 269 (any alpha), 288, 289, 293, 295, 296,</p> <p>DNCE 121, 122, 131, 132, 150, 212, 213, ENG 204, 206,</p> <p>MUS 104, 108, 114, 121B, 121C, 121D, 121Z, 122B, 122C, 122D, 180, 183, 201, 206, 221B, 221C, 221D, 222C, 229, 230, 231B, 231C, 231G, 231M, 253,</p> <p>SP 151, 231, 233, 251, THEA 101, 221, 222, 240</p> <p>Group B: AMST 201, 202, ART 190, 270, 273, 280, 290, ASAN 273, CHNS 131, 290, HWST 100, 107, 210, 216,</p> <p>HIST 222, 231, 232, 241, 242, 252, 281, 282, 284, 288,</p> <p>HUM 269, IS 109, JPNS 131, 132, 290, KOR 290, LING 102, MUS 106, 170, 207, PHIL 100, 101, 102, 103, 211, 213, 250, PACS 273, REL 151, 200, 201, 202, 209, 210, 220, 222, SLT 202</p> <p>Group C: EALL 261, 262, 269 (any alpha), 271, 272, ENG 200, 214, 215, 227, 256, 257C, 257P, 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha),</p> <p>EL 263, HAW 261, 262, HWST 270, JOUR 205, 227, LLEA 239, 260, PACS 257 (also listed as ENG 257C), SPAN 250</p>	5-7
Social Science	<p>AMST 211, 212, ANTH 200, 210, 235, ASAN 100, BOT 105, COM 201, ECON 120, 130, 131, ED 125, FAMR 230, GEOG 210, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 171, 207, 270,</p> <p>PSY 100, 170, 202, 212, 240, 260, 270, SLT 102, 103, SP 181, SSCI 200, 260, SOC 100, 214, 218, 231, 251, 257, WS 202 (also listed as PSY 202)</p>	3
Program Courses (26 credits)		
ESS 100	Introduction to Wellness, Lifestyle Management, and Fitness	3
ESS 180	Foundations of Exercise Science and Sports Medicine	3
ESS 190	Introduction to Fitness Training	1
ESS 215	Professional Issues in Health Promotion/ Fitness Management	3
ESS 253	Functional Anatomy for Fitness Professionals	3
ESS 253L	Functional Anatomy for Fitness Professionals Laboratory	1
ESS 254	Physiological Principles for Exercise and Sport Training	3
ESS 254L	Physiological Principles for Exercise and Sport Training Laboratory	1

ESS 273	Resistance Training and Conditioning Techniques	2
ESS 280	Nutrition for Fitness Professionals	1
ESS 290	Seminar in Exercise and Sport Science	2
ESS 294E	Exercise and Sport Science Internship	3
Courses in preparation for UH Mānoa Kinesiology and Rehabilitation Science (KRS) (11 credits)		
FSHE 185	The Science of Human Nutrition	3
ICS 101	Digital Tools for the Information World	3
PHYS 100L	Survey of Physics Laboratory	1
ZOOL 142	Human Anatomy and Physiology II	3
ZOOL 142L	Human Anatomy and Physiology II Laboratory	1
	TOTAL	67-69
<p><i>For the AS degree in Exercise and Sport Science, a cumulative GPR of 2.0 is required. A grade of “C” or higher or “CR” if the course is Credit/No Credit is required for all Exercise and Sport Science courses in the curriculum. Certification in CPR/AED and First Aid must be obtained by the 10th week of the first semester.</i></p> <p><i>It is recommended that students complete a Hawaiian, Asian, Pacific (HAP) issues course and two Writing Intensive (WI) courses when choosing courses that satisfy the degree requirements.</i></p>		

CERTIFICATE OF ACHIEVEMENT, EXERCISE AND SPORT SCIENCE (26 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in Exercise and Sport Science is designed to prepare students for entry-level employment as a fitness and/or sport performance trainer. Students in the ESS certificate program are prepared to work as fitness professionals through a combination of classroom instruction, laboratory instruction, practical experiences, and preparation for an accredited and nationally recognized personal trainer certification exam.

Program Special Admission Requirements: Acceptance into the Certificate of Achievement in Exercise and Sports Science program requires the submission of an ESS program application. Acceptance is on a first-qualified, first-accepted basis with a minimum COMPASS Reading score of 74 or higher, or completion of ENG 22, and COMPASS placement at, or completion of, MATH 24 or higher. Successful completion of the Certificate of Achievement or program director approval is required for entry into the ESS Associate in Science degree program. Attendance at one of the scheduled orientation programs is also required.

Program Preparation: There are no prerequisite courses that must be completed prior to applying for acceptance into the Exercise and Sport Science Certificate of Achievement program; however, certification in First Aid, CPR, and AED are required before the 10th week of the fall semester. Students in the Exercise and Sport Science Certificate of Achievement program are expected to register for the American College of Sport Medicine’s Certified Personal Trainer Exam by the 6th week of the spring semester.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Exercise and Sport Science, the student should be able to:

- Apply human anatomy and physiological principles to exercise and sport performance.
- Demonstrate the appropriate knowledge, skills, and abilities for client assessment and exercise program design for apparently healthy individuals and those at risk for lifestyle related diseases.
- Communicate and interact effectively with clients, fitness professionals, and healthcare professionals.
- Operate within the scope of practice as well as the ethical and legal parameters that have been established by national fitness and certifying agencies.
- Demonstrate the appropriate knowledge, skills, and abilities to pass national certification exams.
- Demonstrate a commitment to professional excellence, and in doing so promote a positive image for the fitness profession in the community.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, EXERCISE AND SPORT SCIENCE (26 CREDITS)		
Course	Title	Credits
Program Courses (26 credits)		
ESS 100	Introduction to Wellness, Lifestyle Management, and Fitness	3
ESS 140	Anatomy & Physiology for Fitness Professionals	3
ESS 190	Introduction to Fitness Training	1
ESS 215	Professional Issues in Health Promotion/ Fitness Management	3
ESS 253	Functional Anatomy for Fitness Professionals	3
ESS 253L	Functional Anatomy for Fitness Professionals Laboratory	1
ESS 254	Physiological Principles for Exercise and Sport Training	3
ESS 254L	Physiological Principles for Exercise and Sport Training Laboratory	1
ESS 273	Resistance Training and Conditioning Techniques	2
ESS 280	Nutrition for Fitness Professionals	1
ESS 290	Exercise and Sport Science Seminar	2
ESS 294E	Exercise and Sport Science Internship	3
TOTAL		26
<i>The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (GPR) of 2.0 or higher or “CR” if the course is Credit/No Credit for all courses required in the certificate. For the Certificate of Achievement in Exercise and Sport Science a grade of “C” or higher is required for all courses in the curriculum. Certification in First Aid, CPR/AED for the Health Care Professional must be achieved by the 10th week of the fall semester.</i>		

HEALTH SCIENCES PROGRAMS

ACTIVITY AIDE CURRICULUM

CERTIFICATE OF COMPETENCE, ACTIVITY AIDE (5 SEMESTER CREDITS)

Program Description: The Activity Aide Certificate of Competence 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 Objectives:

- Provide basic theory and practice in analyzing and fabricating selected therapeutic crafts and other activities for long-term care facilities.
- Provide concepts in grading and adapting crafts and other activities for residents with decreased functional abilities due to aging or disease.
- Provide guidelines for safe implementation of activities and patient handling.
- Provide self awareness concepts for health care practitioners.
- Provide basic principles and practice in identifying and resolving moral or ethical dilemmas.
- Provide basic theory and practice for effective communication to establish rapport with residents in long-term care and their significant others.
- Provide concepts of burnout and stress management techniques to benefit health care workers.

Program Competencies: Upon satisfactory 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)

Course	Title	Credits
Certificate Requirements (5 credits)		
OTA 119	Therapeutic Activities	2
HLTH 118	Therapeutic Interpersonal Skills	3
TOTAL		5
<p><i>The issuance of a Certificate of Competence requires that the student's work has been evaluated and determined to be satisfactory.</i></p> <p><i>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.</i></p>		

COMMUNITY HEALTH WORKER CURRICULUM

CERTIFICATE OF COMPLETION, COMMUNITY HEALTH WORKER (11 SEMESTER CREDITS)

Program Description: The CHW Certificate of Completion program prepares students to function as primary health care providers and to link disadvantaged families with existing health care resources. This is carried out by identifying needs, providing information, making referrals to appropriate health care providers or agencies, and following up on referrals. The program is currently limited to special enrollment. Please call the Wai'anāe Health Academy at 696-3155 for additional information.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Completion in Community Health Worker program, the student should be able to:

- Demonstrate basic knowledge and skills in community health needs assessment.
- Work as a part of a community-based health care team.

- Identify and use community resources to meet client needs.
- Identify common health care problems, refer to appropriate resources, and provide selected basic services.
- Apply basic counseling techniques, interviewing and communication skills to working individuals and families.
- Demonstrate appropriate home visiting skills.
- Assist in developing a plan for supplementary services for clients.
- Assist in preparing for termination of services.

CERTIFICATE OF COMPLETION CURRICULUM, COMMUNITY HEALTH WORKER (11 CREDITS)		
Course	Title	Credits
Community Health Worker Courses (11 credits)		
CHW 100	Self-Exploration for the Community Health Worker	3
CHW 130	Individual Counseling for the Community Health Worker	3
CHW 140	Fundamentals of Community Health Work	4
CHW 145	Community Health Worker Clinical I	1
TOTAL		11
<i>The issuance of a Certificate of Completion requires that the student must earn a 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.</i>		

DENTAL ASSISTING CURRICULUM

CERTIFICATE OF COMPLETION, DENTAL ASSISTING (16 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 operator and laboratory skills and dental terminology. Students are accepted in both the fall and spring semesters.

Special Admission Requirements for Dental Assisting: Acceptance into the Dental Assisting program is on a first-qualified, first-accepted basis by minimum score of 74 on the COMPASS English Reading Placement Test and attendance at an orientation session.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Completion 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 & ethical behavior as a healthcare provider.
- Communicate & interact appropriately & 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 COMPLETION CURRICULUM, DENTAL ASSISTING (16 CREDITS)		• = Suggested Semester				
Course	Title	Cr	1	2	3	4
Dental Requirements (16 credits)						
DENT 100	Essentials of Dental Assisting	3	•			
DENT 100L	Essentials of Dental Assisting Lab	3	•			
DENT 103	Dental Materials	1	•			
DENT 103L	Dental Materials Lab	2	•			
DENT 105	Dental Sciences	2	•			
DENT 106	Dental Radiography	1	•			
DENT 106L	Dental Radiography Lab	1	•			
DENT 108	Clinical Externship	3	•			
TOTAL		16				
<p><i>The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses required in the certificate.</i></p> <p><i>Please note: In order to receive the Certificate of Completion in Dental Assisting, a grade of “C” or higher is required in each course.</i></p>						

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 on a first-qualified, first-accepted basis with a minimum score of 74 on the COMPASS reading test (or equivalent) and placement at MATH 24. Successful completion of the Certificate of Achievement in Medical Assisting or program director approval is required for entry into the A.S. degree program. Attendance

at an orientation session is also required.

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 (CAAHEP) on recommendation of the Committee on Accreditation for Medical Assistant Education (also known as the Curriculum Review Board of the American Association Of Medical Assistants' Endowment)

20 N. Wacker Drive, Suite 1575

Chicago, Illinois 60606-2903

Phone: (312) 899-1500 or 1-800-228-2262□

**ASSOCIATE IN SCIENCE DEGREE,
MEDICAL ASSISTING
(64 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 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 Associate in Science degree 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.
- Use general education knowledge and advanced administrative and clinical medical assisting skills in the delivery of quality patient care.

**ASSOCIATE IN SCIENCE CURRICULUM,
MEDICAL ASSISTING (64 CREDITS)**

Course	Title	Credits
General Education Requirements (16 credits)		
ENG 100	Composition I	3
FAMR 230	Survey of Human Growth and Development	3
ZOOL 141	Human Anatomy and Physiology I	3
ZOOL 141L	Human Anatomy and Physiology Lab I	1
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher)	3
MATH 100 or higher level mathematics	Survey of Mathematics	3
Support Courses (8 credits)		
HLTH 250	Basic Cardiac Arrhythmias	3
HLTH 252	Pathophysiology	3
MLT 100	Introduction to the Clinical Laboratory	2
Medical Assisting Courses (40 credits)		
MEDA 101	Understanding the Ambulatory Care Patient	1
MEDA 102	Communications in the Medical Office	1
MEDA 103	Mathematical Concepts for the Medical Assistant	1
MEDA 104	Basic Nutrition for the medical Assistant	1
MEDA 111	Medical Assisting Science I	4
MEDA 121	Clinical Medical Assisting I	1
MEDA 121L	Clinical Medical Assisting Lab I	1
MEDA 122	Clinical Medical Assisting II	1
MEDA 122L	Clinical Medical Assisting Lab II	1
MEDA 143	Administrative Medical Assisting I	3
MEDA 152	Medical Assisting Science II	4
MEDA 163	Administrative Medical Assisting II	3
MEDA 175	Administration of Medications	1
MEDA 201	Medical Law and Ethics	2
MEDA 210	Medical Assisting Critique	1
MEDA 215	Externship	5
MEDA 222	Advanced Clinical Medical Assisting	2
MEDA 271	Coding for the Physician's Office	5
MEDA 280	Medical Office Management	2
TOTAL		64
<i>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 refer to the "Degree and Certificate Programs"</i>		

section for a list of AS Arts & Humanities elective courses.

Please note: For the AS degree in Medical Assisting a grade of “C” or higher must be maintained in all required 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)

Course	Title	Credits
Support Course (2 credits)		
MLT 100	Introduction to the Clinical Laboratory	2
Medical Assisting Courses (31 credits)		

MEDA 101	Understanding the Ambulatory Care Patient	1
MEDA 102	Communications in the Medical Office	1
MEDA 103	Mathematical Concepts for the Medical Assistant	1
MEDA 104	Basic Nutrition for the Medical Assistant	1
MEDA 111	Medical Assisting Science I	4
MEDA 121	Clinical Medical Assisting I	1
MEDA 121L	Clinical Medical Assisting Lab I	1
MEDA 122	Clinical Medical Assisting II	1
MEDA 122L	Clinical Medical Assisting Lab I	1
MEDA 143	Administrative Medical Assisting I	3
MEDA 152	Medical Assisting Science II	4
MEDA 163	Administrative Medical Assisting II	3
MEDA 175	Administration of Medications	1
MEDA 201	Medical Law and Ethics	2
MEDA 210	Medical Assisting Critique	1
MEDA 215	Externship	5
	TOTAL	33

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.

MEDICAL LABORATORY TECHNICIAN CURRICULUM

ASSOCIATE IN SCIENCE, MEDICAL LABORATORY TECHNICIAN (70-73 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 write the national registry examination for MLT given by the American Society of Clinical Pathologists (ASCP) and/or the national examination for CLT given by the National Credentialing Agency for Laboratory Personnel, Inc. (NCA). 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: Additional information is listed in the “Special Requirements for programs in Health Career Education” section.

Admission to the Medical Laboratory Technician program is on a first-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 KCC courses listed as prerequisites. The requirement for MLT 100 may be waived for individuals certified as phlebotomists with one year of clinical laboratory experience.

MLT Program Accreditation Information:

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
8410 West Bryn Mawr, Suite 670
Chicago, Illinois 60631
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 CURRICULUM, MEDICAL LABORATORY TECHNICIAN (70-73 CREDITS)

Course	Title	Credits
General Education Requirements (15 - 18 credits)		
ENG 100	Composition I	3
MATH 103 or	Fundamentals of College Algebra	3

BIOL 130 or BIOL 171 or ZOO 141 and ZOO 142	Anatomy and Physiology General Biology I Human Anatomy and Physiology I Human Anatomy and Physiology II	3-6
KCC AS/SS	AS Social Sciences Elective (100 level or higher)	3
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher)	3
General Support Courses (13 credits)		
CHEM 161	General Chemistry I	3
CHEM 161L	General Chemistry I Laboratory	1
CHEM 162	General Chemistry II	3
CHEM 162L	General Chemistry II Laboratory	1
MICR 130	General Microbiology	3
MICR 161	Immunology and Protein Chemistry	2
Medical Laboratory Technician Courses (42 credits)		
MLT 100	Introduction to the Clinical Laboratory	2
MLT 100B	Phlebotomy Practicum	1
MLT 107	Clinical Microbiology I	3
MLT 108	Hematology	5
MLT 112	Clinical Biochemistry I	3
MLT 118	Body Fluids	1
MLT 204	Immunohematology	2
MLT 207	Clinical Microbiology II	3
MLT 211	Clinical Microscopy	1
MLT 212	Clinical Biochemistry II	4
MLT 240	Seminar	1
MLT 242B	Clinical Rotation II - Blood Bank	2
MLT 242C	Clinical Rotation II – Chemistry	5
MLT 242D	Clinical Rotation II – Microbiology	5
MLT 242E	Clinical Rotation II – Hematology	4
TOTAL		70-73
<p><i>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.</i></p> <p><i>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 in 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.</i></p>		

OCCUPATIONAL THERAPY ASSISTANT CURRICULUM

ASSOCIATE IN SCIENCE, OCCUPATIONAL THERAPY ASSISTANT (70 - 72 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, P.O. Box 31220, Bethesda, MD 20824-1220 (1-800-729-2682) (www.aota.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.

Students successfully completing the first semester of the program will receive a Certificate of Competence in Activity Aide (5 credits) to work in long-term care settings.

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 first-qualified, first-accepted basis with qualification for ENG 100 on the English placement test (or equivalent), qualification for or completion of MATH 24 or higher on the Math placement test, and attendance at an OTA information session.

Preparation for OTA Program: General education courses taken prior to program entry including BIOL 130, ENG 100 or higher, FAMR 230, AS Humanities course (100 level or higher), MATH 100 or higher, ZOOL 141, and ZOOL 142 will lessen the credit load during the program. Applicants may also take support courses HLTH 125, OTA 110, OTA 118 and HLTH 118 prior to admission into the OTA program.

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 perspectives of Occupational Therapy and apply the relevant knowledge to function competently in the profession.

- Perform technical and clinical skills pertaining to safety, screening, evaluation, intervention, implementation and service delivery and assist with management of Occupational Therapy in order to function competently in the profession.
- Abide by the professional code of ethics, values, behaviors and responsibilities as required by standards established for Occupational Therapy Assistants.
- Communicate and interact appropriately and effectively; including explaining the unique nature of Occupational Therapy to consumers, potential employers, colleagues, policymakers and other audiences.
- Incorporate knowledge of multicultural perspectives into the practice of Occupational Therapy to meet the needs of diverse populations.
- Use professional literature and recognize its implication for the practice of Occupational Therapy and the provision of services.

ASSOCIATE IN SCIENCE CURRICULUM, OCCUPATIONAL THERAPY ASSISTANT (70-72 CREDITS)		
Course	Title	Credits
General Education Requirements (16 - 18 credits)		
ENG 100	Composition I	3
MATH 100 or higher level mathematics	Survey of Mathematics	3
BIOL 130 or ZOOL 141 and ZOOL 142	Anatomy and Physiology	4 - 6
FAMR 230	Survey of Human Growth and Development	3
KCC AS/AH	AS Arts & Humanities elective (PHIL 250 recommended)	3
Support Courses (4 credits)		
HLTH 118	Therapeutic Interpersonal Skills	3
HLTH 125	Survey of Medical Terminology	1
Occupational Therapy Courses (50 credits)		
OTA 110	Introduction to Occupational Therapy	3
OTA 111	Foundations of Occupational Therapy Practice	1
OTA 112	OT Concepts for Pediatrics	3
OTA 112L	Pediatric Concepts Lab	1
OTA 119	Therapeutic Activities	2
OTA 125	Fieldwork Level I: Activity and Mental Health	2
OTA 126	Critique: Fieldwork Level I /Activity and Mental Health	1
OTA 161	Mental Health Concepts	3
OTA 161L	Mental Health Concepts Lab	1

OTA 172	Management Concepts	3
OTA 224	Health Concepts for the Elderly	3
OTA 224L	Elderly Concepts Lab	1
OTA 232	Fieldwork Level I: Physical Dysfunction/Developmental/Educational	2
OTA 233	Critique: Fieldwork Level I/ Physical Dysfunction and Developmental/Educational	1
OTA 236	Fundamentals of Assistive Technology	3
OTA 236L	Assistive Technology Lab	1
OTA 237	Physical Dysfunction Concepts	3
OTA 237L	Physical Dysfunction Concepts Lab	1
OTA 249	Professional Concepts	2
OTA 249L	Professional Concepts Lab	1
OTA 270	Fieldwork Level II A	6
OTA 271	Fieldwork Level II B	6
TOTAL		70 - 72
<p><i>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.</i></p> <p><i>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.</i></p>		

PHYSICAL THERAPIST ASSISTANT CURRICULUM

ASSOCIATE IN SCIENCE, PHYSICAL THERAPIST ASSISTANT (72 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).

Special Admission Requirements for Physical Therapist Assistant: Additional information is listed in the “Special Requirements for programs in Health Career Education” section. Admission to the Physical Therapist

Assistant (PTA) program is based on meeting all the requirements for admission by the set deadlines including completion of all required prerequisite courses with a grade of “C” or higher, college grade point average, attendance at a mandatory program information session, and minimum 16 hour clinical observation. The top 20 candidates meeting the above requirements will be selected for admission to the program. Official transcripts of completed coursework and verification of coursework in progress must be received by May 31 of the admission year.

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 KCC 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 Competencies: 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.

AS DEGREE CURRICULUM, PHYSICAL THERAPIST ASSISTANT (72 CREDITS)		
Course	Title	Credits
General Education Requirements (12 credits) program prerequisites		
ENG 100	Composition I	3
MATH 100 or higher level mathematics	Survey of Mathematics	3
FAMR 230	Survey of Human Growth and Development	3
PHIL 250 or KCC AS/AH	Ethics in Health Care (highly recommended) AS Arts & Humanities Elective	3
Other program prerequisites (11 credits)		
SP 181	Interpersonal Communication	3
ZOOL 141, ZOOL 141L ZOOL 142, ZOOL 142L	Human Anatomy and Physiology I (3) Human Anatomy and Physiology Laboratory I (1) Human Anatomy and Physiology II (3) Human Anatomy and Physiology Laboratory II (1)	8
Health Courses (15 credits)		
HLTH 125 *	Survey of Medical Terminology (credit by exam is acceptable)	1
HLTH 120 *	Introduction to Health Professions	1
HLTH 201	Transfers, Positioning, Mobility, and Assistive Devices	1.5
HLTH 203	Therapeutic Exercise	3
HLTH 206	Massage	1.5
HLTH 270	Aging and Rehabilitation	1
HLTH 280	Disease and Disability for Rehabilitation	3
HLTH 290 *	Kinesiology	2
HLTH 290L *	Kinesiology Laboratory	1
Physical Therapist Assistant Courses (34 credits)		
PTA 101 *	Professional Issues I: Introduction to Physical Therapy	1
PTA 202	Thermal Agents	2
PTA 204	Traction	1.5
PTA 205	Measurement for the Physical Therapist Assistant	1.5
PTA 212	Physical Therapy Intervention for Neuropathologies	2
PTA 231	Professional Issues II: Documentation	2
PTA 232	Clinical Internship I	3
PTA 242	Advanced Therapeutic Interventions	3
PTA 243	Therapeutic Exercise for Orthopedic Conditions	3

PTA 251	Professional Issues III: Employment & Quality Assurance	1
PTA 252	Clinical Internship II	3
PTA 262	Clinical Internship III	4
PTA 263	Clinical Internship IV	4
PTA 265	Electrotherapy	1
PTA 265L	Electrotherapy Lab	1
PTA 275	Pediatrics for the Physical Therapist Assistant	1
TOTAL		72
<p><i>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.</i></p> <p><i>A list of KCC AS/AH elective courses is in the “Degree and Certificate Programs” section.</i></p> <p><i>* Prerequisite courses that must be completed with a grade of “C” or higher prior to the PTA program application deadline.</i></p>		

RADIOLOGIC TECHNOLOGY CURRICULUM

ASSOCIATE IN SCIENCE, RADIOLOGIC TECHNOLOGY (89 -92 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 Hawai‘i 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.

Program Prerequisites: Satisfactory completion (grade of “C” or higher) of MATH 135 or higher, ENG 100 or ESL 100, BIOL 130 or ZOOL 141/142, BIOL 130L or ZOOL 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.

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 CURRICULUM, RADIOLOGIC TECHNOLOGY (89 - 92 CREDITS)		• = Suggested Semester P=PreProgram S=Summer				
Course	Title	Cr	1	2	3	4
General Education Requirements (18 - 21 credits)						
ENG 100 or ESL 100	Composition I Composition I	3	P			
MATH 135 or higher level mathematics	Elementary Functions	3	P			
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher). PHIL 250, Ethics in Health Care, is strongly recommended.	3	•			
KCC AS/SS	AS Social Sciences Elective (100 level or higher)	3		•		
BIOL 130 or ZOOL 141/142	Anatomy and Physiology	4-6	P			
BIOL 130L or ZOOL 141L/142L	Anatomy and Physiology Laboratory	1-2	P			
HLTH 125	Survey of Medical Terminology	1	P			
Radiologic Technology Courses (71 credits)						
RAD 100	Introduction to Radiologic Technology	3	•			
RAD 100L	Introduction to Radiologic Technology Laboratory	2	•			
RAD 105	Radiologic Pharmacology	2	•			
RAD 110	Radiologic Technique	3		•		

RAD 110L	Radiologic Technique Laboratory	2		•		
RAD 120	Radiologic Physics	3		•		
RAD 140	Hospital Radiographic Technique I	6	•			
RAD 141	Hospital Radiographic Technique II	5		•		
RAD 142	Hospital Radiographic Technique III	7		S		
RAD 149	Radiographic Film Critique I	1		•		
RAD 150	Radiographic Film Critique II	1		S		
RAD 200	Advanced Radiologic Positioning	3			•	
RAD 200L	Advanced Radiologic Positioning Laboratory	2			•	
RAD 210	Advanced Radiologic Technique	3			•	
RAD 230	Special Radiographic Procedures	3				•
RAD 230L	Special Radiographic Procedures Laboratory	2				•
RAD 240	Hospital Radiographic Technique IV	7			•	
RAD 241	Hospital Radiographic Technique V	6				•
RAD 242	Hospital Radiographic Technique VI	5				S
RAD 248	Radiographic Film Critique III	1			•	
RAD 249	Radiographic Film Critique IV	1				•
RAD 255	Applied Radiologic Principles	1				•
RAD 260	Radiation Biology and Protection	2				S
TOTAL		89 - 92				
<i>The issuance of an A.S degree requires that the student must earn an G.P.R. of 2.0 or higher for all courses applicable toward the degree.</i>						
<i>Please note: A grade of “C” of 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 Mānoa does not have such a program. Information about transferring to a baccalaureate program in radiologic technology is available from program faculty.</i>						

RESPIRATORY CARE CURRICULUM

ASSOCIATE IN SCIENCE, RESPIRATORY CARE (101 SEMESTER CREDITS)

Program Description: Respiratory Care is a 101 credit program that requires 29 credits of liberal arts and sciences prior to entering the six semesters of professional training and 12 credits of arts and science electives.

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 KCC; 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.

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 Pre-Respiratory courses (29 credits) **MUST** be completed prior to program entry.

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 Competencies: Upon successful completion of the Associate in Science degree in Respiratory Care, the student should be able to:

- Perform the advanced-level job description of a respiratory therapist.
- 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 CURRICULUM, RESPIRATORY CARE (101 CREDITS)

Course	Title	Credits
General Education Requirements (15 credits) pre-program		

ENG 100	Composition I	3
MATH 100 or higher level mathematics	Survey of Mathematics	3
MICR 130	General Microbiology	3
KCC AS/AH	AS Humanities Elective (100 level or higher)	3
PSY 100	Survey of Psychology	3
Other Pre-Program Courses (14 credits)		
CHEM 100 or higher	Chemistry and Man	3
HLTH 125	Survey of Medical Terminology	1
MICR 140	General Microbiology Laboratory	2
ZOOL 141	Human Anatomy and Physiology I	3
ZOOL 141L	Human Anatomy and Physiology Laboratory I	1
ZOOL 142	Human Anatomy and Physiology II	3
ZOOL 142L	Human Anatomy and Physiology Laboratory II	1
Respiratory Care Courses (60 credits)		
RESP 100	Respiratory Care Profession	1
RESP 101	Sciences for Respiratory Care	3
RESP 200	Cardiopulmonary Pathophysiology	3
RESP 201	Cardiopulmonary Anatomy and Physiology	3
RESP 202	Clinical Practice I	5
RESP 203	Respiratory Care Techniques I	3
RESP 211	Introduction to Mechanical Ventilation	2
RESP 212	Clinical Practice II	5
RESP 213	Respiratory Care Techniques II	3
RESP 218	Cardiopulmonary Pharmacology	3
RESP 222	Clinical Practice III	5
RESP 229	Advanced Cardiac Life Support	2
RESP 301	Neonatal/Pediatric Respiratory Care	3
RESP 302	Clinical Practice IV	4
RESP 312	Clinical Practice V	4
RESP 316	Cardiopulmonary Diagnostics	3
RESP 320	Respiratory Care Seminar I	4
RESP 322	Clinical Practice VI	4
Elective Courses (12 credits)		
	Elective (100 level or higher)	3
	Elective (100 level or higher)	3
	Elective (100 level or higher)	3
	Elective (100 level or higher)	3

TOTAL	101
<p><i>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.</i></p> <p><i>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. AS electives are listed on the “Degree and Certificate Programs” section.</i></p>	

NURSING PROGRAMS

ADULT RESIDENTIAL CARE HOME OPERATOR TRAINING CURRICULUM

CERTIFICATE OF COMPETENCE, ADULT RESIDENTIAL CARE HOME OPERATOR (3 SEMESTER CREDITS)

Program Description: The three courses in this curriculum are part of the licensure requirements for the Department of Health for Adult Residential Care Home Operators. These operators provide live-in care for up to five persons in the operator's home and serve as their advocate. The residents are often elderly and may be mentally ill, mentally retarded, or have chronic diseases.

Special Admission Requirements for Adult Residential Care Home Operator Training: Applications are accepted on a first completed basis. Applicants must have Nurse Aide training and six months nurse aide employment in a skilled nursing facility, hospital, long term care facility, or licensed home health care agency. Verification of Nurse Aide certification or employment experience is required. A minimum reading level of the 8th grade (or Compass test score of 57 or other test equivalent) or a U.S. high school diploma or GED are required for admission to the program. Priority in filling this program is given to qualified residents of the State of Hawai'i. RNs and LPNs should apply for the continuing education ARCH module (telephone 734-9211 for more information).

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence in Adult Residential Care Home Operator 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 OPERATOR TRAINING (3 CREDITS)		
Course	Title	Credits
Nursing Courses (3 credits)		
NURS 12	ARCH Common Diseases, Diets and Medications	1
NURS 13	ARCH Helping Therapies and Behavior Management	1
NURS 14	ARCH Regulations, Accounts, and Community Resources	1
TOTAL		3
<p><i>The issuance of a Certificate of Competence requires that the student's work has been evaluated and determined to be satisfactory.</i></p> <p><i>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.</i></p> <p><i>Please note: In order to receive the Certificate of Competence in ARCH, a grade of "C" or higher is required in NURS 12, NURS 13, and NURS 14</i></p>		

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 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, 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)		
Course	Title	Credits
Nursing Course (6 credits)		
NURS 9	Long Term Care Nurse Aide	6
TOTAL		6
<i>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.</i>		

NURSE AIDE TRAINING CURRICULUM

CERTIFICATE OF COMPETENCE, NURSE AIDE TRAINING (8 SEMESTER CREDITS)

Program Description: Nurse Aide Training is a one course (NURS 16), 240 hour Certificate of Competence that prepares entry level nurse aides to function in acute, subacute, long term care and home health settings. Students will learn to provide basic personal care, communicate with patients and staff, perform simple nursing procedures, and provide basic emotional support to the ill, the elderly and disabled. Graduates are eligible to take the State of Hawai'i Nurse Assistant Competency Evaluation Exam.

The Certificate of Competence in Nurse Aide Training includes a 240 hour course, NURS 16. Applicants are selected on a first-qualified first-selected basis. A minimum reading level of 9th grade (a Compass test score of 61 or other test equivalent or completion of ENG 21 or higher with a "C" or higher) is required for admission to the program. Applicants must not be on probation at Kapi'olani Community College. Priority in filling this program is given to qualified residents of the State of Hawai'i.

Program Competencies: Upon successful completion in the Certificate of Competence in Nurse Aide Training, 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 acute, subacute, long term care and home settings.
- Demonstrate adherence to resident rights the legal and ethical responsibilities of the nurse aide.
- Perform basic nursing and selected therapeutic patient care skills safely, and with respect for cultural

differences.

- Implement effective communication skills.
- Identify common disorders, their symptoms and related nursing care.

CERTIFICATE OF COMPETENCE CURRICULUM, NURSE AIDE TRAINING (8 CREDITS)		
Course	Title	Credits
Nursing Course (8 credits)		
NURS 16	Nurse Aide Training	8
TOTAL		8
<i>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 Nurse Aide Training, a grade of "C" or higher is required in NURS 16.</i>		

NURSING CURRICULA

ASSOCIATE IN SCIENCE, NURSING (72 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 take the NCLEX-RN nursing examination (National Council Licensure Examination-Registered Nurse) to become a registered nurse. The program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road, NE, Suite 500, Atlanta, Georgia 30326 (www.nlnac.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 participating in planning, implementing and evaluating nursing care for clients throughout the life cycle. Graduates will also be eligible for admission to the third year of the Bachelor of Science in Nursing program at University of Hawai'i at Mānoa and University of Hawai'i at 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

- a cumulative grade point ratio (GPR) of 2.0 or higher for all courses taken at Kapi‘olani Community College
- grade point ratio of 2.5 in prerequisite and general support courses
- a National League for Nursing pre-admission examination composite score of 115 or higher within the past three years.

It is required that students have health care insurance. Selection is on a best-qualified basis using the following criteria:

- Grade point ratio (GPR) for prerequisite courses and general support courses.
- National League for Nursing Pre-Admission Examination score.
- Grade point ratio (GPR) for general support courses completed before the application deadline.
- Direct patient care experience in a health-related field as evidenced by completion of a training program, work experience in a health care field, or physician verification of caregiving experience.

Preparation 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; FAMR 230; ZOOL 141; ZOOL 141L; chemistry (1 year high school or 3 college chemistry credits). Applicants may take the remainder of the General Support Courses prior to entering the Nursing program to lessen the credit load during the program.

All students admitted to the Associate in Science degree Nursing program must have current First Aid and CPR (Cardio Pulmonary Resuscitation) certification prior to registration. The minimum requirement for First Aid is a standard first aid certificate. The minimum requirement for CPR is BSL-C (Basic Life Support, one and two rescuer CPR). 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 AS degree Nursing program and to graduate from the program. Time limits: Science courses have a 5-year time limit; there is no limit on Chemistry. 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.

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Nursing, the student should be able to:

- Participate as a member of the health care team, communicating effectively with clients, families, and members of the team.
- Provide teaching to clients, families, and staff which is appropriate to learning needs, cultural values and beliefs, and level of life span development.
- Provide safe, competent nursing care based on integration of facts and principles of biological, psychological, sociological, cultural and spiritual functioning of clients throughout the life span.
- Function within the legal parameters and nursing standards, demonstrating an awareness of ethical issues related to nursing care in various settings.
- Utilize all phases of the nursing process including the evaluation and modification of nursing care as appropriate.

- Be responsible and accountable for own learning and for participation in community and professional activities.
- Organize and manage the care of a small group of clients with alterations in wellness across the life span in various settings, participating as a member of the health care team.

ASSOCIATE IN SCIENCE CURRICULUM, NURSING (72 CREDITS)		
Course	Title	Credits
General Education Requirements (16 credits)		
ENG 100 or ESL 100	Composition I Composition I	3
MATH 100 or higher level mathematics	Survey of Mathematics	3
CHEM	High School or College Chemistry Course	
ZOOL 141	Human Anatomy and Physiology I	3
ZOOL 141L	Human Anatomy and Physiology Laboratory I	1
FAMR 230	Survey of Human Growth and Development	3
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher)	3
General Support Courses (16 credits)		
MICR 130	General Microbiology	3
ANTH 200	Cultural Anthropology	3
PSY 100	Survey of Psychology	3
ZOOL 142	Human Anatomy and Physiology II	3
ZOOL 142L	Human Anatomy and Physiology Laboratory II	1
PHRM 203	General Pharmacology	3
Nursing Courses (40 credits)		
NURS 153	Basic Nursing Concepts and Skills	8
NURS 158	Issues and Trends in Nursing I	1
NURS 156	Adult Health Nursing I	5
NURS 157	Adult Health Nursing II	5
NURS 168	Family Health Nursing I	5
NURS 253	Mental Health/Psychiatric Nursing	5

NURS 255	Family Health Nursing II	5
NURS 256	Adult Health Nursing III	5
NURS 258	Issues and Trends in Nursing II	1
TOTAL		72
<p><i>Students will be eligible to take the National Council Licensure Examination-Practical Nurse (NCLEX-PN) after the pediatric course and then may exit the program or continue with the second year.</i></p> <p><i>KCC AS/AH elective courses are listed in the “Degree and Certificate Programs” section.</i></p> <p><i>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.</i></p> <p><i>In order to receive the AS degree in Nursing, a grade of “C” or higher must be achieved in all required courses.</i></p>		

ASSOCIATE IN SCIENCE, NURSING (TRANSITION FOR LICENSED PRACTICAL NURSES) (64 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 take the NCLEX-RN nursing examination (National Council Licensure Examination-Registered Nurse) to become a registered nurse. The program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road, NE, Suite 500, Atlanta, Georgia 30326 (www.nlnac.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 participating in planning, implementing and evaluating nursing care for clients throughout the life cycle. Graduates will also be eligible for admission to the third year of the Bachelor of Science in Nursing program at University of Hawai‘i at Mānoa and University of Hawai‘i at Hilo.

Special Admission Requirements for the AS in Nursing (Transition for Licensed Practical Nurses):

Special application deadlines for the AS degree in Nursing (Transition for Licensed Practical Nurses) are: Fall semester entry, December 1 - February 1; Spring semester entry, June 1 - September 1. A current Hawai‘i State LPN license and a Practical Nursing program equivalent to KCC’s Practical Nursing program are 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 a practical nursing education program. 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; FAMR 230; ZOOL 141; ZOOL 141L; ZOOL 142; ZOOL 142L; chemistry (1 year high school or 3 college chemistry credits); PSY 100. Applicants may take the remainder of the General Support Courses prior to entering the Nursing program to lessen the credit load during the program.

Preparation for the AS in Nursing (Transition for Licensed Practical Nurses):

All students admitted to the Associate in Science degree Nursing program must have current First Aid and CPR certification prior to registration. The minimum requirement for First Aid is a standard first aid certificate. The minimum requirement for CPR is BSL-C (one and two rescuer CPR). 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 Associate in Science degree Nursing program and to graduate from the program. Time limits: Science courses have a 5-year time limit; there is no limit on Chemistry. 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.

Program Student Learning Outcomes: Upon successful completion of the Associate in Science degree in Nursing, the student should be able to:

- Participate as a member of the health care team, communicating effectively with clients, families, and members of the team.
- Provide teaching to clients, families, and staff which is appropriate to learning needs, cultural values and beliefs, and level of life span development.
- Provide safe, competent nursing care based on integration of facts and principles of biological, psychological, sociological, cultural and spiritual functioning of clients throughout the life span.
- Function within the legal parameters and nursing standards, demonstrating an awareness of ethical issues related to nursing care in various settings.
- Utilize all phases of the nursing process including the evaluation and modification of nursing care as appropriate.
- Be responsible and accountable for own learning and for participation in community and professional activities.
- Organize and manage the care of a small group of clients with alterations in wellness across the life span in various settings, participating as a member of the health care team.

AS DEGREE CURRICULUM, NURSING (TRANSITION FOR LICENSED PRACTICAL NURSES) (64 CREDITS)		
Course	Title	Credits
General Education Requirements (16 credits)		
ENG 100 or ESL 100	Composition I Composition I	3
MATH 100 or higher level mathematics	Survey of Mathematics	3
CHEM	High School or College Chemistry Course	

ZOOL 141	Human Anatomy and Physiology I	3
ZOOL 141L	Human Anatomy and Physiology Laboratory I	1
FAMR 230	Survey of Human Growth and Development	3
KCC AS/AH	AS Arts & Humanities Elective (100 level or higher)	3
General Support Courses (16 credits)		
MICR 130	General Microbiology	3
ANTH 200	Cultural Anthropology	3
PSY 100	Survey of Psychology	3
ZOOL 142	Human Anatomy and Physiology II	3
ZOOL 142L	Human Anatomy and Physiology Laboratory II	1
PHRM 203	General Pharmacology	3
Nursing Courses (24 credits)		
NURS 166	Nursing Transition	8
NURS 253	Mental Health/Psychiatric Nursing	5
NURS 256	Adult Health Nursing III	5
NURS 258	Issues and Trends in Nursing II	1
NURS 255	Family Health Nursing II	5
Practical Nursing Program	Successful completion of a Practical Nursing Program equivalent to KCC's Practical Nursing program	8
TOTAL		64
<p><i>The issuance of an A.S. degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.</i></p> <p><i>Please note: In order to receive the AS degree in Nursing, a grade of "C" or higher must be maintained in all required courses.</i></p> <p><i>KCC AS/AH elective courses are listed in the "Degree and Certificate Programs" section.</i></p>		

CERTIFICATE OF ACHIEVEMENT, PRACTICAL NURSING (44 SEMESTER CREDITS)

Program Description: The Practical Nursing program curriculum is designed to prepare students with entry level competencies needed for the Licensed Practical Nurse examination. The program consists of planned learning experiences in classroom, laboratory and faculty supervised clinical settings which will prepare the student to function in the role of a beginning practitioner of practical nursing. The program prepares the student for eligibility to take the licensure examination for practical nurses.

Upon satisfactory completion of the program, students are eligible to take the licensing examination to become a Licensed Practical Nurse. The program is fully accredited by the Board of Nursing, State of Hawai'i.

Special Admission Requirements for Practical Nursing: Special application deadlines for the CA in Practical Nursing are: Fall semester entry, October 1 - December 15; Summer term entry, February 1 - April 15. Minimum requirements for admission into the Practical Nursing program include:

- Successful completion of a Hawai'i State approved nurse aide program or work experience as a nurse aide within the past three years of application.
- Successful completion of a 15-hour medical terminology course
- A minimum score of 65 must be obtained on a standardized "Test of Essential Skills" (TEAS)
- 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 math course with a grade of "C" or higher.
 - ZOOL 141 with a grade of "C" or higher within five years of admission.
 - FAMR 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:
 - ZOOL 142
 - PHRM 110 or higher pharmacology
- Test of Essential Skills (TEAS) examination score.

Preparation for the CA in Practical 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; ZOOL 141; FAMR 230. 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 First Aid and CPR certification prior to registration. The minimum requirement for First Aid is a standard first aid certificate. 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. Time limits: Science courses: ZOOL 141, 142, PHRM 110 or higher level pharmacology have a 5-year time limit. 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.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Achievement in Practical Nursing, the student should be able to:

- Function as a member of the health care team under the supervision of the R.N. and/or M.D.
- Participate in the planning, implementation, and evaluation of nursing care.
- Administer safe nursing care for patients throughout the life cycle.
- Identify the legal and ethical responsibilities of the practical nurse.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,
PRACTICAL NURSING
(44 CREDITS)**

Course	Title	Credits
General Education Prerequisites (12 credits)		
ENG 100 or ESL 100	Composition I Composition I	3
MATH 100 or higher level mathematics	Survey of Mathematics	3
FAMR 230	Survey of Human Growth and Development	3
ZOOL 141	Human Anatomy and Physiology I	3
Support Courses (5 credits)		
PHRM 110 or higher level pharmacology	Basic Clinical Pharmacology	2
ZOOL 142	Human Anatomy and Physiology II	3
Nursing Courses (27credits)		
NURS 101	Nursing Perspectives	1
NURS 110	Therapeutic Communication	2
NURS 120	Fundamentals of Nursing	5
NURS 122	Medical-Surgical Nursing	8
NURS 126	Child Nursing	3
NURS 128	Perinatal Nursing	2
NURS 130	Geriatric Nursing	6
TOTAL		44

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, GENERAL MASSAGE THERAPY

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:

HSMTh100	Introduction to Massage Therapy (15 hours lecture)
HSMTh101	Your Body and Your Health I (42 hours lecture/lab)
HSMTh102	Your Body and Your Health II (27 hours lecture)
HSMTh103	Your Body and Your Health III (33 hours lecture)
HSMTh104	Your Body and Your Health IV (33 hours lecture/lab)
HSMTh105	Massage Practice I: Application and Theory (45 hours lecture/lab)
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, MAMMOGRAPHY

Certificate Description: This certificate is designed to provide registered radiologic technologists with knowledge and skills required to perform mammography.

Certificate Prerequisite(s): ARRT 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, 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:

HSMB101	Medical Billing Part I	(40 hours).
HSMB201	Medical Billing Part II	(40 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 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:

HSMTTr1	Module 1
HSMTTr2	Module 2
HSMTTr3	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, 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 24 or placement at MATH 25.
- 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:

HSPhT101	Elements of Pharmacy Practice I (30 hours)
HSPhT105	Elements of Pharmacy Practice II (30 hours)
HSPhT110	Elements of Pharmacy Practice III (30 hours)
HSPhT115	Elements of Pharmacy Practice IV (30 hours)
HSPhT120	Pharmacy Technician Clinical (200 hours).

The student must achieve a minimum grade of 75% in all courses in order to earn this certificate of competency. 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)
8410 West Bryn Mawr, Suite 670
Chicago, Illinois 60631
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 KCC

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 (a minimum grade of 70%) 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 Hawaii 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.

CERTIFICATE OF COMPETENCE, SPECIALTY MASSAGE THERAPY

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 Techniques OR proof of completion of at least 270 hours of instruction and practice in general massage techniques.

Certificate Objectives:

- Provide knowledge, skills and abilities to safely apply principles of massage techniques in specialty areas:
 - Acupressure
 - Shiatsu
 - Lomilomi
 - Reflexology
 - Trigger point Massage
 - Sports massage
 - Selection of two additional specialty areas which may include Medical Massage, Thai Massage, Massage for the Cancer Patient, Chinese Medical Massage
- 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 Lomi lomi 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 (40 hours lecture/lab)
HSMTh230	Sports Massage (30 hours lecture/lab)
HSMTh240	Reflexology 30 hours lecture/lab)
HSMTh250	Acupressure (40 hours lecture/lab)
HSMTh290	Trigger Point Massage (30 hours lecture lab)
HSMTh310	Massage Therapy General Review II (21 hours lecture)
HSMTh300	Massage Internship II (50 hours clinical)

Two courses selected from:

- Chinese Medical Massage (30 hours)
- Massage for the Cancer Patient (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, SURGICAL TECHNOLOGY SCIENCE

Certificate Description: Surgical Technology Science is a 75 hour combination of modules which prepare the student for entry into the Surgical Technology Program. It relates content from biology, microbiology, medical terminology to the performance of operative procedures and the work of the Surgical Technologist. Classroom instruction and an onsite operating room exposure introduce the student to the working environment and role of this important member of the surgical team.

Certificate Prerequisite(s): There are no prerequisites for this certificate.

Credit courses with equivalent content and skills may be substituted for NUSTB101, NUMT101, and NUSTM101.

Certificate Objectives:

- Provide background knowledge in the basic sciences, surgical anatomy and asepsis essential to the preparation of the Surgical Technologist.
- Prepare the Surgical Technologist to participate in a variety of surgical procedures as a member of the surgical team.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Surgical Technology Science, the student should have/be able to:

- Awareness of the nature, purpose and common procedures in an operating room.

- Beginning awareness of the role, training requirements and legal responsibilities of the Surgical Technologist.
- Identifying the members of the surgical team and the general nature of their communication and responsibility to the patient and each other.
- Recognizing the special needs of the surgical patient during the preparatory, procedural and postsurgical phases.
- Recognizing the major structures and functions of each of the seven body systems.
- Determining the planes and movements of the body using proper medical terms.
- Recognizing the types of tissues which will be encountered in surgical procedures.
- Using medical word parts; common roots prefixes and suffixes to decipher and composite medical terms.
- Using medical terms related to the various body systems, conditions of illness, diagnostic tests and treatments.
- Distinguishing between types of microorganisms and their chief characteristics.
- Recognizing conditions which favor the growth and inhibition of bacteria.
- Anticipating the surgical technologist's role in preventing infection through sterilization, disinfection and the use of aseptic technique.
- Applying a variety of strategies to learn the numerous terms and concepts of these modules.

Certificate of Competence Requirements: The above objectives will be satisfied by satisfactory completion of the following continuing education modules:

NUST101 Introduction to Surgical Technology (5 hours lecture, 5 hours simulated lab)

NUSTB101 Surgical Technology Biology (25 hours lecture, 5 hours lab)

NUMT101 Medical Terminology (15 hours lecture)

NUSTM101 Surgical Technology Microbiology (15 lecture, 5 lab 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 an average of 70% or higher in tests and assignments in order to earn this Certificate of Competence.

CERTIFICATE OF COMPETENCE, SURGICAL TECHNOLOGY I

Certificate Description: Surgical Technology I utilizes classroom, laboratory and onsite simulated experiences to prepare students in the basics of the operating environment, gowning, 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.

Certificate Prerequisite(s): The prerequisites for this certificate are a U.S. high school diploma, G.E.D. certificate or equivalent*, completion of the Surgical Technology Science modules 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).

Certificate 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 gowning, gloving and instrument setup procedures.
- Practicing personal hygiene and basic aseptic techniques which prevent and contain infections.
- Observing the role of the surgical technologist as a surgical team member in accordance with hospital policies and procedures.
- Assisting the in the role of second scrub on entry level surgical procedures.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Surgical Technology I, the student should be able to do the following in a simulated lab setting:

- Prepare for 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, gowning and gloving without contamination.
- Prepare the table 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.
- Correctly pass towels for draping to the surgeon.
- Remove instruments and supplies, gown and gloves at the end of the procedure.

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 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,
SURGICAL TECHNOLOGY II**

Certificate Description: Surgical Technology 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 certificate adds skills and knowledge related to general surgery and surgical oncology.

Certificate Prerequisite(s): The prerequisite for this certificate is successful completion of Surgical Technology I.

Certificate 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.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Surgical Technology 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.
- Explain the types of anesthesia used in minor and major cases.
- Demonstrate the preparation and handling of a variety of stapling materials and devices.
- Perform as 2nd scrub on cases with the preceptor (students may 1st scrub on minor procedures at the discretion of preceptor).

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 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, SURGICAL TECHNOLOGY III

Certificate Description: Surgical Technology III continues classroom and onsite experiences in which the student scrubs on general surgeries and as available, 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.

Certificate Prerequisite(s): The prerequisite for this certificate is successful completion of Surgical Technology II.

Certificate 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.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Surgical Technology III, the student should be able to:

- Gown, glove and drape proficiently.
- Perform as 1st scrub, applying knowledge of the relevant anatomy, indications for surgery, patient preparation, special equipment and supplies, purpose and expected outcome, and possible complications.

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 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, SURGICAL TECHNOLOGY IV

Certificate 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, organ procurement and transplantation, obstetrical and gynecological surgical procedures and traumatic injuries.

Certificate Prerequisite(s): The prerequisite for this certificate is successful completion of Surgical Technology III.

Certificate 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.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Surgical Technology 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 1st 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.

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 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, SURGICAL TECHNOLOGY V

Certificate 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.

Certificate Prerequisite(s): The prerequisite for this certificate is successful completion of Surgical Technology IV.

Certificate 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.

Certificate Competencies: Upon successful completion of the Certificate of Competence in Surgical

Technology V, the student should be able to:

- Function as beginning surgical technologists, demonstrating teamwork and a good surgical conscience at all times.
- Perform as 1st 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.

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 of 70% or higher in tests and assignments and a satisfactory rating in clinical performance in order to earn this Certificate of Competence.

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.

Degree/Certificate Programs: Two AS degree options are offered in Hospitality and Tourism, a concentration in Hotel and Restaurant Operations and a concentration in Travel and Tourism. Certificates of Achievement are offered in Hotel and Restaurant Operations and Travel and Tourism. Certificates of Completion are offered for Hotel Operations and Travel and Tourism. A Certificate of Competence is offered in Principles of Sustainable Tourism. Some programs may be completed during evenings and/or weekends.

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. For more information about continuing education courses and certificates, contact the College Information Office (734-9559) or the Continuing Education Registration Office (734-9211). A variety of customized training and continuing education classes are available through Interpret Hawai‘i (734-9346). Please go to <http://www.kcc.hawaii.edu> to view more information about Kapi‘olani Community College.

CAREER and ACADEMIC OPTIONS

HOSPITALITY/TOURISM PROGRAMS

HOTEL AND RESTAURANT OPERATIONS

CAREER OPTIONS	ACADEMIC OPTIONS
Employment in hotels/restaurants and transfer to a 4 year college.	Associate in Science in Hospitality and Tourism with a concentration in Hotel and Restaurant Operations (63 - 64 credits)
Employment in hotels and restaurants.	Certificate of Achievement – Hotel/Restaurant Operations (35 credits)
Entry level positions as hotel and/or restaurant reservationists, housekeepers, laundry workers, hotel front desk clerks, telephone operators, and uniformed services personnel.	Certificate of Completion – Hotel Operations (15 credits)

TRAVEL AND TOURISM

CAREER OPTIONS	ACADEMIC OPTIONS
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 and tour itinerary planning.	Associate in Science in Hospitality and Tourism with a concentration in Travel and Tourism (65 - 67 credits)
Entry level work in airline customer service position, cruise line operations, travel agency, tour company.	Certificate of Achievement – Travel and Tourism (33 – 38 credits)
Appropriate for employment in a travel agency, tour company, or airline customer service position	Certificate of Completion - Travel and Tourism (15 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.	Certificate of Competence - Principles of Sustainable Tourism (9 credits)

HOSPITALITY AND TOURISM CURRICULA

ASSOCIATE IN SCIENCE, HOSPITALITY AND TOURISM WITH A CONCENTRATION IN HOTEL AND RESTAURANT OPERATIONS (63-64 SEMESTER CREDITS)

Program Description: The Associate in Science, in Hospitality and Tourism with a concentration in Hotel and Restaurant Operations is a four-semester program of study. The program 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 Accreditation:

Commission on Accreditation of Hospitality Management Programs (CAHM)
P.O. Box 400
Oxford, MD 21654
Phone: (410) 226-5527

Program Student Learning Outcomes: Upon successful completion of the A.S. degree in Hospitality and Tourism with a concentration in Hotel and Restaurant Operations 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 CURRICULUM HOSPITALITY AND TOURISM WITH A CONCENTRATION IN HOTEL AND RESTAURANT OPERATIONS (63 – 64 CREDITS)		
Course	Title	Credits
General Education Requirements (18 credits)		

ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Composition I	3
SP 151 or SP 251	Personal and Public Speech Principles of Effective Public Speaking	3
BUS 100 or PHIL 110 or MATH 100 or MATH 103 or higher level mathematics	Using Mathematics to Solve Business Problems Introduction to Deductive Logic Survey of Mathematics Fundamentals of College Algebra	3
KCC AS/NS	AS Natural Sciences (100 level or higher)	3
KCC AS/SS	AS Social Sciences (100 level or higher)	3
HWST 100	Introduction to Hawaiian Culture	3
General Support Courses (6-7 credits)		
ICS 100 ICS 101	Computing Literacy and Applications Digital Tools for the Information World	3
JPNS 131 or LANG 101 or LANG 131 or higher level language	Japanese Conversation & Culture I/Business & Tourism Industry	3 - 4
Hospitality and Tourism Core Courses (19 credits)		
HOST 100	Career and Customer Service Skills	3
HOST 101	Introduction to Hospitality and Tourism	3
HOST 256 or ACC 201	Hospitality Accounting Introduction to Financial Accounting	3
HOST 258	Hospitality Marketing	4
HOST 290	Hospitality Management	
HOST 293E	Hospitality Internship	3
Hotel and Restaurant Operations Courses (20 credits)		
CULN 160	Dining Room/Stewarding Procedures	5
HOST 150	Housekeeping Operations	4
HOST 152	Front Office Operations	4
HOST 154	Food and Beverage Operations	4
Travel and Tourism Elective Select one of the following: (3 credits)		
HOST 168 HOST 170 HOST 171 HOST 261 HOST 265	Tour Directing Selling Destinations Airline Reservations and Ticketing Meeting and Convention Management Tourism and Destination Development and Planning	3

TOTAL	63 - 64
<p><i>The issuance of an AS degree requires that the student must earn a cumulative GPR of 2.0 or higher.</i></p> <p><i>Please note: For the AS degree in Hospitality and Tourism with a concentration in Hotel and Restaurant Operations, a grade of “C” or higher is required in all major ACC, CULN, and HOST courses. Refer to the “Degree and Certificate Programs” section for lists of AS degree courses in Natural Sciences and Social Sciences.</i></p>	

**ASSOCIATE IN SCIENCE,
HOSPITALITY AND TOURISM
WITH A CONCENTRATION IN TRAVEL AND TOURISM
(65 - 67 SEMESTER CREDITS)**

Program Description: The Associate in Science in Hospitality and Tourism with a concentration in Travel and Tourism is a four-semester program of study. This competency-based program 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 Outcomes: Upon successful completion of the AS degree program in Hospitality and Tourism with a concentration in Travel and Tourism, 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/tourism careers.

ASSOCIATE IN SCIENCE CURRICULUM, HOSPITALITY AND TOURISM WITH A CONCENTRATION IN TRAVEL AND TOURISM (65-67 CREDITS)		
Course	Title	Credits
General Education Requirements (18 credits)		
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Composition I	3
SP 151 or SP 251	Personal and Public Speech Principles of Effective Public Speaking	3
BUS 100 or PHIL 110 or MATH 100 or MATH 103 or higher level mathematics	Using Mathematics to Solve Business Problems Introduction to Deductive Logic Survey of Mathematics Fundamentals of College Algebra	3
KCC AS/NS	AS Natural Sciences (100 level or higher)	3
KCC AS/SS	AS Social Sciences (100 level or higher)	3
HWST 100	Introduction to Hawaiian Culture	3
General Support Courses (6-7 credits)		
ICS 100 or ICS 101	Computing Literacy and Applications Digital Tools for the Information World	3
JPNS 131 or LANG 101 or LANG 131 or higher level language	Japanese Conversation & Culture I/Business & Tourism Industry	3 - 4
Hospitality and Tourism Core Courses (19 credits)		
HOST 100	Career and Customer Service Skills	3
HOST 101	Introduction to Hospitality and Tourism	3
HOST 256 or ACC 201	Hospitality Accounting Introduction to Financial Accounting	3
HOST 258	Hospitality Marketing	4
HOST 290	Hospitality Management	3
HOST 293E	Hospitality Internship II	3
Travel and Tourism Courses (18 credits)		
HOST 168	Tour Guiding	3

HOST 170	Selling Destinations	3
HOST 171	Airline Reservations and Ticketing	3
HOST 261	Meeting and Convention Management	3
HOST 265	Tourism and Destination Development and Planning	3
HOST 278	Travel and Tour Operations	3
Hotel and Restaurant Operations Electives Select one of the following: (4-5 credits)		
HOST 150	Housekeeping Operations	4 -5
HOST 152	Front Office Operations	
HOST 154	Food and Beverage Operations	
CULN 160	Dining Room/Stewarding Procedures	
TOTAL		65 - 67
<p><i>The issuance of an AS degree requires that the student must earn a cumulative GPR of 2.0 or higher.</i></p> <p><i>Please note: For the AS degree in Hospitality and Tourism with a concentration in Travel and Tourism, a grade of "C" or higher is required in all ACC and HOST courses required for the degree. Refer to the "Degree and Certificate Programs" section for lists of AS degree courses in Natural Sciences and Social Sciences.</i></p>		

CERTIFICATE OF ACHIEVEMENT HOTEL/RESTAURANT OPERATIONS (35 SEMESTER CREDITS)

Program Description: The Certificate of Achievement in Hotel/Restaurant Operations is a two-semester program of study. 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 a hotel, resort, or restaurant, 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 Hotel/Restaurant 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.
- 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/ restaurant careers.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, HOTEL and RESTAURANT OPERATIONS (35 CREDITS)		
Course	Title	Credits
General Education and Support Courses (12 credits)		
ENG 22 or higher level English course	Beginning Composition	3
MATH 24 or higher level mathematics course	Elementary Algebra I	3
HWST 100	Introduction to Hawaiian Culture	3
ICS 100 or ICS 101	Computing Literacy and Application Digital Tools for the Information World	3
Hotel/Restaurant Courses (23 credits)		
HOST 100	Career and Customer Service Skills	3
HOST 101	Introduction to Hospitality and Tourism	3
HOST 150	Housekeeping Operations	4
HOST 152	Front Office Operations	4
HOST 154	Food and Beverage Operations	4
CULN 160	Dining Room Service/Stewarding Procedures	5
TOTAL		35
<p><i>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.</i></p> <p><i>Please note: For the C.A. degree in Hotel and Restaurant Operations, a grade of “C” or higher is required in all major HOST and CULN courses.</i></p>		

**CERTIFICATE OF ACHIEVEMENT,
TRAVEL AND TOURISM
(33 - 38 SEMESTER CREDITS)**

Program Description: The Certificate of Achievement in Travel and Tourism is a two-semester program of study. This program will allow students to exit 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, 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 ACHIEVEMENT CURRICULUM TRAVEL AND TOURISM (33-38 CREDITS)		• = Suggested Semester		
Course	Title	Cr	1	2
General Education Requirements (9-13 credits)				
ENG 22 or ESOL 94 or higher level English course	Beginning Composition or Advanced English for Speakers of Others Languages	3-7	•	
PHIL 110 MATH 24 or higher level mathematics course	Introduction to Deductive Logic Elementary Algebra I	3		•
HWST 100	Introduction to Hawaiian Culture	3	•	
General Support Courses (6-7 credits)				
ICS 100 or ICS 101	Computing Literacy and Applications Digital Tools for the Information World	3		•
JPNS 131 or LANG 101 or LANG 131 or higher level language	Japanese Conversation & Culture I/Business & Tourism Industry	3-4		•
Travel and Tourism Courses (18 credits)				
HOST 100	Career and Customer Service Skills	3	•	
HOST 101	Introduction to Hospitality and Tourism	3	•	
HOST 168	Tour Guiding	3	•	
HOST 170	Selling Destinations	3	•	
HOST 171	Airline Reservations and Ticketing	3		•
HOST 278	Travel and Tour Operations	3		•

TOTAL	33- 38
<p><i>The issuance of a certificate of achievement requires a GPR of 2.0 (“C”) or higher for all courses required for the certificate.</i></p> <p><i>Please note: For the Certificate of Achievement in Travel and Tourism, a grade of “C” or higher is required in all HOST courses required for the certificate.</i></p>	

CERTIFICATE OF COMPLETION, HOTEL OPERATIONS (15 SEMESTER CREDITS)

Program Description: The Certificate of Completion in Hotel 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 Completion in Hotel 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 COMPLETION CURRICULUM HOTEL OPERATIONS (15 CREDITS)		
Course	Title	Credits
HOST 100	Career and Customer Service Skills	3
HOST 150	Housekeeping Operations	4
HOST 152	Front Office Operations	4
HOST 154	Food and Beverage Operations	4
TOTAL		15
<p><i>The issuance of a Certificate of Completion requires that the student must earn a cumulative GPR of 2.0 or higher.</i></p> <p><i>Please note: For the Certificate of Completion in Hotel Operations, a grade of “C” or higher is required in all applicable HOST courses.</i></p>		

**CERTIFICATE OF COMPLETION,
TRAVEL and TOURISM
(15 SEMESTER CREDITS)**

Program Description: The Certificate of Completion in Travel and Tourism is a one-semester program of study. This program will allow students to exit 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 Completion in Travel and Tourism, 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 COMPLETION CURRICULUM, TRAVEL and TOURISM (15 CREDITS)		
Course	Title	Credits
HOST Course Requirements (15 credits)		
HOST 100	Career and Customer Service Skills	3
HOST 101	Introduction to Hospitality and Tourism	3
HOST 168	Tour Guiding	3
HOST 170	Selling Destinations	
HOST 171	Airline Reservations and Ticketing	3
TOTAL		15
<i>Please note: For the Certificate of Completion in Travel and Tourism, a grade of "C" or higher is required in all of the above HOST courses.</i>		

**CERTIFICATE OF COMPETENCE,
PRINCIPLES OF SUSTAINABLE TOURISM
(9 SEMESTER CREDITS)**

Program Description: This certificate is a vehicle for continuous job skills upgrading for both under-prepared

and incumbent workers, while at the same time providing options for long term career upgrading

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)		
Course	Title	Credits
HOST Course Requirements (8 credits)		
HOST 101	Access and SQL	3
HOST 168	Database Administration I	3
HOST 265	Database Administration II	3
TOTAL		9
<i>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.</i>		

KAHIKOLUAMEA (BASIC AND DEVELOPMENTAL STUDIES)

INTRODUCTION

Kahikoluamea means the lashing together of three canoes for stability and strength. The Kahikoluamea Department, rooted in Hawaiian values, integrates the First Year Experience, Mālama Hawai‘i, and foundational academic skills in English (reading and writing) and in mathematics to help students prepare for college-level work.

Program learning outcomes:

- 1) Through participation in the First-Year-Experience, career exploration, co-curricular and community-oriented activities, students will identify their educational goals and values that will help them make informed career choices to define their pathway at the College and contribute to the broader community
- 2) Through access to a comprehensive academic system integrated with support services, including counseling,

peer mentoring and tutoring, students will acquire the foundational academic skills in English and mathematics required to move to the next level, in their chosen program of study.

PLACEMENT AND ASSESSMENT PROCEDURES

The Department offers courses that are appropriate for English and mathematics placement levels determined by the University of Hawai'i Community College (COMPASS) placement test. Kahikoluamea courses also serve as prerequisites for many college-level courses or programs offered at the college. Students who place into basic mathematics (PCM 23) or developmental English (English 21) are required to take additional placement exams that assure they are taking courses that are neither below their ability nor above their ability.

CREDIT COURSE OFFERINGS

ENG 21 Developmental Reading (3)

Prerequisite(s): PCC 20, or score equivalent to ninth grade reading level, or qualification for ENG 21 on the KCC Placement Test, or instructor recommendation.

ENG 21 is designed to develop reading, vocabulary, and study skills essential for successful academic achievement.

ENG 22 Beginning Composition (3)

Prerequisite(s): Qualification for English 22 on the KCC placement instrument, or ENG 21 with a grade of "C" or higher, or instructor recommendation.

ENG 22 assists students in understanding the writing process and shaping their ideas into effective essays. Conventions of academic writing are introduced, including research, technology, and social practices of writing.

MATH 24 Elementary Algebra I (3)

Prerequisite(s): A grade of "P" in PCM 23, or a placement test recommendation of MATH 24 or higher.

An introduction to basic algebra topics, MATH 24 is the first course in a two semester sequence of Elementary Algebra courses. Instruction includes units on operations with signed numbers, linear equations and inequalities in one variable, the coordinate plane, and linear systems in two variables.

MATH 25 Elementary Algebra II (3)

Prerequisite(s): A grade of "C" or higher in MATH 24 or a placement test recommendation of MATH 25.

A continuation of basic algebra topics, MATH 25, is the second course in a two semester sequence of Elementary Algebra courses. Instruction includes units on exponents, polynomials, factoring, rational expressions and equations, radical expressions and equations, and quadratic equations.

MATH 81 Foundations of Mathematics

Prerequisite(s): Qualification for ENG 22; PCM 23, or a placement test recommendation of MATH 24 or MATH 25.

MATH 81 is offered to prepare students for college level mathematics (BUS 100, MATH 100, MATH 100H, MATH 115). Topics covered include numeracy, data analysis, basic algebra, graphing, geometry, and problem solving. Students will be expected to use graphing calculators and computers in an interactive and collaborative learning environment.

ZERO-CREDIT COURSE OFFERINGS IN BASIC SKILLS DEVELOPMENT

PCC 20

Pre-College Communication

6 hours per week

Introduction to reading essays, writing, communication, and study skills to meet the demands of college-level courses. Computer-mediated instruction and free voluntary reading.

PCM 23

Pre-College Mathematics

6 hours per week

Operations with whole numbers, fractions, decimals, and percents. Ratio and proportion, measurement and signed numbers. Time management, note taking, test preparation, and personal responsibility.

LIBERAL EDUCATION PROGRAMS

Introduction: The College offers a range of Liberal Education 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.

Degree/Certificate Programs: The ten associate degree options are Educational Paraprofessional, Deaf and Hard of Hearing; Educational Paraprofessional, Special Education; Educational Paraprofessional, Second Language Teaching; Interpreting with a concentration in ASL/English educational interpreting; Liberal Arts; Liberal Arts with a concentration in Business Administration; Natural Science with a concentration in Life Science; Natural Science with a concentration in Physical Science; New Media Arts with a concentration in Animation; and New Media Arts with a concentration in Interface Design.

Academic Subject Certificates are offered in the areas of Asian Studies, Hawaiian Studies, and International Studies. A Certificate of Achievement is available in Biotechnician. Certificates of Completion are available in Interpreting and in Educational Paraprofessional, Deaf and Hard of Hearing, and Teaching English to Speakers of Other Languages. A Certificate of Competence is offered in Safety, Injury Prevention and Conditioning Techniques for Coaches I. Some programs may be completed during evenings and/or weekends. The college often offers groups of courses known as Learning Communities and also may offer courses in a selected focus (such as the Malama Hawai'i series and Access to College Excellence).

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, the 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 is in the Transfer Advising section. For additional information please call the Liberal Arts advising office (734-9500).

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, Performing Arts, Senior Programs and Studio Arts and Crafts. These classes are offered through the Continuing Education Registration Office. For more information about continuing education classes and certificates, contact the College Information Office (734-9559) or the Continuing Education Registration Office (734-9211). Please go to <http://www.kcc.hawaii.edu> to view more information about Kapi'olani Community College.

CAREER and ACADEMIC OPTIONS

THE LIBERAL EDUCATION PROGRAMS

LIBERAL ARTS

CAREER OPTIONS	ACADEMIC OPTIONS
Entry to a four-year institution at the junior level. Entry-level positions in the workplace.	Associate in Arts - Liberal Arts (60 credits)
Concentration within an AA degree. Entry to a four-year institution at the junior level. Entry-level positions in the workplace.	Associate in Arts - Liberal Arts with a concentration in Business Administration (60 credits)
Specialization within an AA degree. Entry-level positions using knowledge of Asian studies.	Academic Subject Certificate - Asian Studies (40-41 credits)
Specialization within an AA degree. Entry-level positions using knowledge related to Hawaiian culture.	Academic Subject Certificate - Hawaiian Studies (49 - 51 credits)
Specialization within an AA degree. 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 – International Studies (38 - 41 credits)

BIOTECHNICIAN

CAREER OPTIONS	ACADEMIC OPTIONS
Entry-level positions in biotechnology. Preparation for employment in biotechnology industry and research.	Certificate of Achievement - Biotechnician (34-37 credits)

EDUCATIONAL PARAPROFESSIONAL

CAREER OPTIONS	ACADEMIC OPTIONS
Entry-level positions for Educational Assistants to work in K-12 classroom settings in the State of Hawai‘i Department of Education (DOE) with individuals who are deaf or hard of hearing.	Associate in Science – Educational Paraprofessional, Deaf and Hard of Hearing (61 credits)

Entry-level positions for Educational Assistants to work with students with disabilities in preK-12 classroom settings in the State of Hawai‘i Department of Education (HIDOE).	Associate in Science – Educational Paraprofessional, Special Education (60 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.	Associate in Science – Educational Paraprofessional, Second Language Teaching (60 credits)
Entry-level positions for Educational Assistants in public school settings, in K-12 classrooms, with individuals who are deaf or hard of hearing.	Certificate of Completion - Educational Paraprofessional, Deaf and Hard of Hearing (25 credits)
Preparation for individuals who want to work with students with disabilities in preK-12 classroom settings.	Certificate of Completion - Educational Paraprofessional, Special Education (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.	Certificate of Completion - Educational Paraprofessional, Teaching English to Speakers of Other Languages (21 credits)
An opportunity for employed Educational Assistants to “brush up” on their existing knowledge and skills, and a stepping stone toward the HIDOE career ladder.	Certificate of Competence - Educational Paraprofessional, Special Education (9 credits)

INTERPRETING

CAREER OPTIONS	ACADEMIC OPTIONS
Entry-level positions for Educational Assistants in public school settings, in K-12 classrooms, with individuals who are deaf or hard of hearing.	Associate in Science – Interpreting, with a Concentration in ASL/English Educational Interpreting (75 credits)
Entry-level positions for Educational Assistants in public school settings.	Certificate of Completion – Interpreting (23 credits)

NATURAL SCIENCE

CAREER OPTIONS	ACADEMIC OPTIONS
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 Life Science (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 Science (60 credits)

NEW MEDIA ARTS

CAREER OPTIONS	ACADEMIC OPTIONS
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 Concentration in Animation (69 credits)
Entry-level positions in graphical interface design, special effects design, digital video editing, web design, and interactive writing.	Associate in Science - New Media Arts with a Concentration in Interface Design (78 credits)

LIFELONG LEARNING

CAREER OPTIONS	ACADEMIC OPTIONS
Short-term training and leisure activities such as box-making, dancing, desktop publishing, digital movies, greeting cards, guitar, paper engineering, piano, photography, singing, Sumie-Japanese brush painting, sports medicine, Taiko drumming, watercolor painting, web pages, writing.	Continuing Education Registration Office, (808) 734-9211. http://programs.kcc.hawaii.edu/~continuinged
Entry-level skills for coaches. Preparation for coaches in acquiring or maintaining CPR / First Aid certifications. Upgrade job skills for high school coaches, volunteer coaches, and other coaches at all levels.	Certificate of Competence - Safety, Injury Prevention and Conditioning Techniques for Coaches I (13.5 hours)

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 CURRICULUM, LIBERAL ARTS (60 CREDITS)		
Area	Courses	Credits
General Education Requirements (22 - 24 credits)		
KCC AA/FW	ENG 100, ESL 100	3
KCC AA/FS	BUS 100, 250, ICS 141, 241, MATH 100, 100H, 103, 112, 115, 135, 140, 205, 206, PHIL 110	3-4
KCC AA/FG	AA Global and Multicultural Perspectives Electives (Two 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; Group C (FGC) GEOG 151, MUS 107, REL 150	6
KCC AA/OC	SP 151, 181, 231, 251, THEA 221, 222, 240	3
KCC AA/HSL	ASL 101, CHNS 101, 111, FIL 101, FR 101, HAW 101, JPNS 100, 101, KOR 101, 111, SPAN 101	3-4
KCC AA/HSL	ASL 102, CHNS 102, 112, FIL 102, FR 102, HAW 102, JPNS 102, KOR 102, 112, SPAN 102	4
Arts and Humanities Courses (5 - 7 credits) (Two courses, each course from a different group: DA, DH, or DL)		
KCC AA/DA (The Arts)	ART 101, 105, 106J, 107, 111, 112, 113, 114, 115, 116, 123, 125, 126, 127, 128, 129, 156, 157, 158 159, 189, 191 (any alpha), 195, 201, 202, 207, 209, 212, 213, 214, 222, 223, 224, 225, 226, 229, 243, 244, 245, 246, 248, 249, 253, 256, 257, 258, 259, 260, 266, 269 (any alpha), 288, 289, 293, 295, 296, DNCE 121, 122, 131, 132, 150, 212, 213, ENG 204, 206, MUS 104, 108, 114, 121B, 121C, 121D, 121Z, 122B, 122C, 122D, 180, 183, 201, 206, 221B, 221C, 221D, 222C, 229, 230, 231B, 231C, 231G, 231M, 253, SP 151, 231, 233, 251, THEA 101, 221, 222, 240	
KCC AA/DH	AMST 201, 202, ART 190, 270, 273, 280, 290, ASAN 273, CHNS 131, 290,	

(Humanities)	HWST 100, 107, 210, 216, HIST 222, 231, 232, 241, 242, 252, 281, 282, 284, 288, HUM 269, IS 109, JPNS 131, 132, 290, KOR 290, LING 102, MUS 106, 170, 207, PHIL 100, 101, 102, 103, 211, 213, 250, PACS 273, REL 151, 200, 201, 202, 209, 210, 220, 222, SLT 202	
KCC AA/DL (Literature and Language)	EALL 261, 262, 269 (any alpha), 271, 272, ENG 200, 214, 215, 227, 256, 257C, 257P, 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), EL 263, HAW 261, 262, HWST 270, JOUR 205, 227, LLEA 239, 260, PACS 257 (ENG 257C), SPAN 250	
Natural Sciences Courses (7 - 9 credits) (Two semester courses. 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.		
KCC AA/DB (Biological Sciences)	ANTH 215, BIOL 101, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 230, PHYL 160, PSY 230, ZOOL 141, 142, 200	3-4
KCC AA/DP (Physical Sciences)	ASTR 110, 280, BIOC 241, 244, CHEM 100, 151, 152, 161, 162, 272, 273, CE 270, 271, EE 211, 260, GEOG 101, GG 103, ME 213, MET 101, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274	3
KCC AA/DY (Laboratory)	BIOL 101L, 124L, 130L, 171L, 172L, 265L, 275L, BOT 101L, 130L, 201L, CHEM 151L, 152L, 161L, 162L, 272L, 273L, GEOG 101L, GG 101L, MET 101L, MICR 140, 240, PHYS 100L, 122L, 151L, 152L, 170L, 272L, ZOOL 141L, 142L, 200L	1-2
Social Sciences Courses (6 credits) (Two semester courses from two different disciplines)		
KCC AA/DS	AMST 211, 212, 200, 210, 235, ASAN 100, BOT 105, COM 201, ECON 120, 130, 131, ED 125, FAMR 230, GEOG 210, JOUR 150, LAW 101, PACS 108, POLS 110, 120, 130, 171, 207, 270, PSY 100, 170, 202, 212, 240, 260, 270, SLT 102, 103, SP 181, SSCI 200, 260, SOC 100, 214, 218, 231, 251, 257, WS 202 (PSY 202)	6
Elective Courses (18 credits) (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.)		
	AA Elective	3
	AA Elective	3
	AA Elective	3
	AA Elective	3
	AA Elective	3
	AA Elective	3
TOTAL		60

	(min)
<p><i>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.</i></p> <p><i>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.</i></p>	

ASSOCIATE IN ARTS DEGREE IN 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.

WITH A CONCENTRATION IN BUSINESS ADMINISTRATION (60 CREDITS)		
Area	Courses	Credits
General Education Requirements (22 - 24 credits)		
KCC AA/FW	ENG 100, ESL 100	3
KCC AA/FS	BUS 250, MATH 203, 205	3-4
KCC AA/FG	AA Global and Multicultural Perspectives Electives (Two 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; Group C (FGC) GEOG 151, MUS 107, REL 150	6
KCC AA/OC	SP 151, 251	3
KCC AA/HSL	ASL 101, CHNS 101, 111, FIL 101, FR 101, HAW 101, JPNS 100, 101, KOR 101, 111, RUS 101, SAM 101, SPAN 101	3-4
KCC AA/HSL	ASL 102, CHNS 102, 112, FIL 102, FR 102, HAW 102, JPNS 102, KOR 102, 112, RUS 102, SAM 102, SPAN 102	4
Arts and Humanities Courses (5 - 6 credits) (Two courses, each course from a different group: DA, DH, or DL)		
KCC AA/DA (The Arts)	ART 101, 105, 106, 107, 111, 112, 113, 114, 115, 123, 125, 126, 127, 128, 129, 155, 156, 157, 158, 159, 189, 191, 192, 195, 201, 202, 207, 209, 212, 213, 214, 222, 223, 224, 225, 226, 229, 243, 244, 245, 246, 247, 248, 249, 253, 256, 257, 258, 259, 260, 266, 269, 288, 289, DNCE 121, 122, 131, 132, 150, 212, 213, ENG 204, 206, MUS 104, 108, 114, 121B, 121C, 121D, 121Z, 122B, 122C, 122D, 180, 183, 201, 206, 221B, 221C, 221D, 222C, 229, 230, 231B, 231C, 231G, 231M, 253, SP 151, 231, 233, 251, THEA 101, 221, 222, 240	
KCC AA/DH (Humanities)	AMST 201, 202, ART 190, 270, 273, 280, 290, ASAN 273, CHNS 131, 290, HWST 100, 107, 210, 216, HIST 222, 231, 232, 241, 242, 252, 281, 282, 284, 288, HUM 269, IS 109, JPNS 131, 132, 290, KOR 290, LING 102, MUS 106, 170, 207, PHIL 100, 101, 102, 211, 213, 250, PACS 273, REL 151, 200, 201, 202, 209, 210, 222	
KCC AA/DL (Literature and Language)	EALL 261, 262, 269, 271, 272, ENG 200, 209, 214, 215, 225, 227, 256, 257C, 257P, EL 263, HAW 261, 262, HWST 270, JOUR 205, 227, LLEA 239, 260, PACS 257 (ENG 257C), SPAN 250	
Natural Sciences Courses (7 - 9 credits) (Two semester courses. 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.		

KCC AA/DB (Biological Sciences)	ANTH 215, BIOL 101, 103, 120, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 135, 230, PHYL 160, PSY 230, ZOOL 100, 101, 141, 142, 200	3-4
KCC AA/DP (Physical Sciences)	ASTR 110, 280, BIOC 241, 244, CHEM 100, 151, 152, 161, 162, 272, 273, CE 270, 271, EE 211, 260, GEOG 101, GG 103, MET 101, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274	3
KCC AA/DY (Laboratory)	BIOL 101L, 103L, 130L, 171L, 172L, 265L, 275L, BOT 101L, 130L, 201L, CHEM 151L, 152L, 161L, 162L, 272L, 273L, GEOG 101L, GG 101L, MET 101L, MICR 140, 240, PHYS 100L, 122L, 151L, 152L, 170L, 272L, ZOOL 101L, 141L, 142L, 200L	1-2
Social Sciences Courses (6 credits) (Two semester courses from two different disciplines)		
KCC AA/DS	ECON 130	3
KCC AA/DS	PSY 100 or SOC 100	
Business Requirements (18 credits)		
Accounting	ACC 201	3
Accounting	ACC 202	3
Bus Comm	ENG 209 (recommended to be taken as WI)	3
Business Law	BLAW 200	3
Economics	ECON 131	3
Computer	ICS 101	3
TOTAL		60 (min)
<p><i>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.</i></p> <p><i>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.</i></p>		

**ACADEMIC SUBJECT CERTIFICATE,
ASIAN STUDIES
(40-41 SEMESTER CREDITS)**

Program Description: Kapi‘olani 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: A student completing an Academic Subject Certificate in Asian Studies:

- Demonstrates 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.
- Uses knowledge of Asian issues, Asian cultural frames of reference, and alternate perspectives to think critically and solve problems.
- Communicates and engages 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).
- Uses writing to discover and articulate ideas about Asia.

ACADEMIC SUBJECT CERTIFICATE, ASIAN STUDIES (40-41 CREDITS)		
Course	Title	Credits
General Education Foundation Requirements (6 credits) KCC AA/FS, KCC AA/FW		
ENG 100 or ESL 100	Composition I Composition I	3
ICS 141 or ICS 241 or PHIL 110 or MATH 100 or higher level mathematics	Discrete Mathematics for Computer Science I Discrete Mathematics for Computer Science II Introduction to Deductive Logic Survey of Mathematics	3-4
General Education Diversification Requirements, Social Science (3 credits) KCC AA/DS		
ASAN 100	Asian Perspectives	3
General Education Diversification Requirements, Languages & Literature (3 credits) KCC AA/DL		

EALL 261 or EALL 262 or EALL 269 or EALL 271 or EALL 272	Chinese Literature in Translation to 850 Chinese Literature in Translation: 850 to the Present Study Abroad (in Asia) Japanese Literature in Translation: Traditional Japanese Literature in Translation: Modern	3
General Education Diversification Requirements, Humanities (9 credits) KCC AA/DH		
ART 280 or HIST 241 or HIST 242 or HUM 269 or PHIL 102 or REL 202	Introduction to Eastern Art Civilizations of Asia I Civilizations of Asia II Study Abroad (in Asia) Introduction to Philosophy: Asian Traditions Understanding Indian Religions	9
Second Language Requirements (16 credits)		
CHNS 101-202 CHNS 290 FIL 101-202 JPNS 101-202 JPNS 290 KOR 101-202 KOR 290	Mandarin (Elementary I and II, Intermediate I and II) Chinese Language and Culture through Application Filipino (Elementary I and II, Intermediate I and II) Japanese (Elementary I and II, Intermediate I and II) Japanese Language and Culture through Application Korean (Elementary I and II, Intermediate I and II) Korea Language and Culture through Application	16
Electives (3 credits)		
ANTH 200 or POLS 120	Cultural Anthropology Introduction to World Politics	3
TOTAL		40-41
<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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 credits, students may substitute any other courses from the Asian Studies curriculum.</i></p>		

**ACADEMIC SUBJECT CERTIFICATE,
HAWAIIAN STUDIES
(49-51 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.

INTENDED OUTCOMES/OBJECTIVES	ASSESSMENT CRITERIA	IMPLEMENTATION PROCEDURES (what, when, who)
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(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
	EXIT LEVEL ASSESSMENT: A) Completion of HAW 202 and HIST 284. B) Eportfolio of 3 oral presentation and 3 written projects pertaining to HAW 101-202.	EXIT LEVEL: Assessment of individual's portfolio by the Academic Subject Certificate Committee.
(Comprehension) Identify social problems and economic issues in the contemporary Pacific and assess their impact on Hawai'i and other Pacific Islands.	ENTRY LEVEL ASSESSMENT: None	ENTRY LEVEL: Have an eportfolio
	EXIT LEVEL ASSESSMENT: A) two projects submitted to eportfolio from HWST 107	EXIT LEVEL: Two projects from HWST 107 reviewed by HASC committee.
(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.	ENTRY LEVEL ASSESSMENT: None	ENTRY LEVEL: Completion of HAW 101-202, HIST 284, HWST 107.
	EXIT LEVEL 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.	EXIT LEVEL: Review of HASC paper by HASC committee.

(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.	ENTRY LEVEL ASSESSMENT: None.	ENTRY LEVEL: Have an eportfolio
	EXIT LEVEL 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.	EXIT LEVEL: Assessment by HASC of Nā Wa'a eportfolio reflections.
(Evaluation) Relate coursework with his/her past, present, and future.	ENTRY LEVEL ASSESSMENT: HASC application	ENTRY LEVEL: Completion of application.
	EXIT LEVEL ASSESSMENT: A) 2.0 GPR or higher.	EXIT LEVEL: A) Exit interview with HASC committee. Interview will reflect past, and present attitudes of education and future plans. B) HASC confirms completion of all requirements.
	ASSESSMENT OF ALUMNI: Career placement/ transfer to 4 year degree program, other.	ALUMNI: Information is given to HASC coordinator to be kept in ALUMNI database. HASC coordinator will do correspondence with alumni annually.
(Attitudes) Appreciate the language, art, religion, philosophy, and material way of life of Hawaiian society.	ENTRY LEVEL ASSESSMENT: HASC application/LASSI test	ENTRY LEVEL: Completion of application.

	EXIT LEVEL ASSESSMENT: A) 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. B) LASSI is taken again during final semester.	EXIT LEVEL: A) Exit interview with HASC committee. Interview will reflect appreciation of courses taken. B) Review of Nā Wa‘a eportfolio.
(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 (49 - 51 CREDITS)**

Course	Title	Credits
General Education Foundation Requirements (6 - 7 credits) KCC AA/FS, KCC AA/FW		
ENG 100 or ESL 100	Composition I Composition I	3
BUS 100 or ICS 141 or ICS 241 or PHIL 110 or MATH 100 or higher level mathematics	Using Mathematics to Solve Business Problems Discrete Mathematics for Computer Science I Discrete Mathematics for Computer Science II Introduction to Deductive Logic Survey of Mathematics	3-4
Hawaiian/Second Language Requirements (16 credits) KCC AA/HSL		
HAW 101	Elementary Hawaiian I	4
HAW 102	Elementary Hawaiian II	4
HAW 201	Intermediate Hawaiian I	4
HAW 202	Intermediate Hawaiian II	4

Hawaiian Studies Requirements (6 credits)		
KCC AA/DH		
HIST 284	Hawaiian History	3
HWST 107	Hawai'i: Center of the Pacific	3
Arts and Humanities Diversification Courses (6 credits)		
KCC AA/DA, KCC AA/DL		
ART 189 or ART 288 or ART 289 or DNCE 212 or DNCE 213 or EALL 269 or ENG 257B or ENG 257C or ENG 257M or HAW 224 or HAW 261 or HAW 262 or HWST 270 or PACS 257	Ka Unu Pa'a Introduction to Hawaiian Art and Design Kaomi Pōhaku 'Ia - Intermediate 2D Art and Design I Kai 'o Kahua – Intermediate Hawaiian 3D Art & Design Traditional Hula Modern Hula Study Abroad (in the Pacific) Multiethnic Literature of Hawai'i Literature of Oceania (PACS 257) Literature of Hawai'i, Oceania, and Asia Intermediate Hawaiian Reading Hawaiian Literature in Translation: Pre-1800 Traditions Hawaiian Literature in Translation: 1800 to Present Hawaiian Mythology Literature of Oceania (ENG 257C)	6
Natural Science Diversification Courses (6-7 credits)		
KCC AA/DB, KCC AA/DP, KCC AA/DY		
The laboratory course taken must pair with a lecture course taken		
BOT 130 or ZOOL 100 or ZOOL 200	Plants in the Hawaiian Environment The Fauna of Hawai'i Marine Biology	2-3
GEOG 101 or GG 103	The Natural Environment Geology of the Hawaiian Islands	3
BOT 130L or GEOG 101L or ZOOL 200L	Plants in the Hawaiian Environment Laboratory The Natural Environment Laboratory Marine Biology Laboratory	1
Social Science Diversification Course (3 credits)		
KCC AA/DS		
ANTH 200 or ANTH 235 or BOT 105 or PACS 108	Cultural Anthropology Introduction to Pacific Island Peoples Ethnobotany Pacific Island Worlds: Today and Tomorrow	3
Elective Courses (6 credits)		
Choose a minimum of 6 credits from the list below		

ART 189 or ART 288 or ART 289 or ART 290 or DNCE 212 or DNCE 213 or HWST 100 or HWST 216 or HIST 288 or HUM 269V or MUS 207 or EALL 269 or ENG 257B or ENG 257C or ENG 257D or ENG 257M or HAW 224 or HAW 261 or HAW 262 or HWST 270 or PACS 257 or PACS 273	Ka Unu Pa‘a Intro. Hawaiian Art and Design Kaomi Pōhaku ‘Ia - Inter. 2D Art and Design I Kai ‘o Kahua – Inter Hawaiian 3D Art & Design Introduction to the Arts of Africa, N.A. and the Pacific Traditional Hula Modern Hula Introduction to Hawaiian Culture History of Surfing Survey of Pacific Islands History Study Abroad (in the Pacific) Music of the Pacific Study Abroad (in the Pacific) Multiethnic Literature of Hawai‘i Literature of Oceania (cross listed as PACS 257) Modern Native Hawaiian Literature Cross-Cultural Perspectives: Asian/Pacific Literature Intermediate Hawaiian Reading Hawaiian Literature in Translation: Pre-1800 Traditions Hawaiian Literature in Translation: 1800 to Present Hawaiian Mythology Literature of Oceania (cross listed as ENG 257C) Language and Culture of Polynesia	6
Completion of a Nāwa‘a portfolio		
20-30 hours of Community Service/Service Learning approved by the Hawaiian ASC coordinator.		
TOTAL		49 – 51
<i>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.</i>		

**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: A globally competent student who successfully completes this series of courses and earns an Academic Subject Certificate in International Studies:

(Knowledge)

- Understands his/her culture in a global and comparative context -- 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.
- Demonstrates 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).
- Demonstrates knowledge of other cultures (beliefs, values, perspectives, practices, and products).

(Skills)

- Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
- Communicates and connects 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).
- Uses foreign language skills and/or knowledge of other cultures to extend his/her access to information, experiences, and understanding.
- Uses writing to discover and articulate ideas about the world.
- Applies numeric, graphic, or other forms of symbolic reasoning accurately and appropriately.

(Attitudes)

- Appreciates the language, art, religion, philosophy, and material way of life of different cultures.
- Accepts cultural differences and tolerates cultural ambiguity.
- Demonstrates an ongoing willingness to seek out international or intercultural opportunities.

**ACADEMIC SUBJECT CERTIFICATE,
INTERNATIONAL STUDIES (38 - 41 CREDITS)**

Course	Title	Credits
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General Education Requirements – Foundation (6 - 7 credits)

ENG 100 or ESL 100	Composition I Composition I	3
BUS 100 or BUS 250 or ICS 141 or ICS 241 or MATH 100 or MATH 103 or MATH 111 or MATH 115 or MATH 135 or MATH 140 or MATH 203 or MATH 205 or MATH 206 or PHIL 110	Using Mathematics to Solve Business Problems Applied Math in Business Discrete Mathematics for Computer Science I Discrete Mathematics for Computer Science II Survey of Mathematics Fundamentals of College Algebra Mathematics for Elementary Teachers I Statistics Elementary Functions Trigonometry and Analytic Geometry Calculus for Business and the Social Sciences Calculus I Calculus II Introduction to Deductive Logic	3-4
General Education Requirements – DH, Diversification Humanities (6 credits) Choose no more than one course from each discipline		
ART 270 HIST 231 HIST 232 PHIL 211 PHIL 212 ART 280 HIST 241 HIST 242 PHIL 102 ART 290 HIST 252 HUM 269 REL 220 REL 222	(No more than one course from the following group) Introduction to Western Art Modern European Civilization I Modern European Civilization II History of Western Philosophy I History of Western Philosophy II (No more than one course from the following group) Introduction to Eastern Art Civilizations of Asia I Civilizations of Asia II Introduction to Philosophy: Asian Traditions (Up to two courses from the following group) Intro to the Arts of Africa, North America and the Pacific History of Africa Study Abroad Understanding Islam and Muslim Societies Religion and Conflict in the Modern Era	6
General Education Requirements – DL, Diversification Literature & Language (6 credits) Choose no more than one course from each discipline		
EALL 261 EALL 262 EALL 269 EALL 271	Chinese Literature in Translation - to 850 Chinese Literature in Translation - 850 to the Present Study Abroad Japanese Literature in Translation - Traditional	

EALL 272	Japanese Literature in Translation - Modern	6
ENG 253	World Literature: Classical Times to 1600	
ENG 254	World Literature: 1600 to the Present	
LLEA 239	Introduction to French Literature and Film in Translation	
LLEA 260	Spanish Peninsular Literature in Translation	
General Education Requirements – DS, Diversification Social Sciences (6 credits) Choose no more than one course from each discipline		
ANTH 200	Cultural Anthropology	6
ASAN 100	Asian Perspectives	
POLS 120	Introduction to World Politics	
POLS 207	Politics of the Middle East	
Foreign Languages Level I (8 credits) Choose one language from the following		
CHNS 101 & 102	Elementary Mandarin I & II	8
FIL 101 & 102	Elementary Filipino I & II	
FR 101 & 102	Elementary French I & II	
JPNS 101 & 102	Elementary Japanese I & II	
KOR 101 & 102	Elementary Korean I & II	
SPAN 101 & 102	Elementary Russian I & II	
RUS 101 & 102	Elementary Spanish I & II	
Foreign Languages Level II (6-8 credits) Choose one language from the following as a continuation of the first year language above		
CHNS 201 & 202	Intermediate Chinese I & II	6-8
FIL 201 & 202	Intermediate Filipino I & II	
FR 201 & 202	Intermediate French I & II	
JPNS 201 & 202	Intermediate Japanese I & II	
KOR 201 & 202	Intermediate Korean I & II	
RUS 201 & 202	Intermediate Russian I & II	
SPAN 201 & 202	Intermediate Spanish I & II	
TOTAL		38 - 41
<i>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.</i>		

BIOTECHNICIAN CURRICULUM

CERTIFICATE OF ACHIEVEMENT, BIOTECHNICIAN

(34 - 37 SEMESTER CREDITS)

Program Description: Biotechnology is the use of living cells or organisms to produce a product or to improve plants, animals or microorganisms. The applications of biotechnology include pharmaceuticals, agriculture, the diagnosis and prevention of disease, vaccines, forensics and bioremediation. This program is designed to prepare students for employment in Biotechnology industry and research. Students will 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:

- Perform highly technical procedures such as cell counting, DNA extraction and characterization, cloning, PCR, ELISA and other immunological techniques, maintenance of cell lines, protein isolation and purification.
- Conduct research experiments following operation and safety protocols and apply knowledge of theory and techniques sufficient to troubleshoot appropriately.
- Analyze and display data using computer technology.
- Manage laboratory activities, including record keeping, ordering supplies and preparing reports.
- Apply successful problem solving skills in working with biological, chemical or radioactive hazards.

CERTIFICATE OF ACHIEVEMENT, BIOTECHNICIAN (34-37 CREDITS)		
Course	Title	Credits
General Education Requirements (9-10 credits)		
ENG 100 or ESL 100 or ENG 160	Composition I Composition I Business and Technical Writing	3
MATH 103 or higher level mathematics	Fundamentals of College Algebra	3
BIOL 130 or BIOL 171	Anatomy and Physiology General Biology I	3-4
Other Science Requirements (11-13 credits)		
CHEM 161	General Chemistry I	3

CHEM 161L	General Chemistry I Lab	1
CHEM 162	General Chemistry II	3
CHEM 162L	General Chemistry II Lab	1
CHEM 272/272L or MLT 112	Organic Chemistry I/Organic Chemistry I Lab Clinical Biochemistry I	3 - 5
Medical Laboratory Technician Requirements (2 credits)		
MLT 100	Introduction to the Clinical Laboratory	2
Microbiology Requirements (12 credits)		
MICR 130	General Microbiology	3
MICR 140 or MLT 107	General Microbiology Laboratory Clinical Microbiology I	2
MICR 161	Immunology and Protein Chemistry	2
MICR 230	Molecular Biology	3
MICR 240	Cell Biology and Tissue Culture	2
TOTAL		34 - 37
<i>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.</i>		

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 PARAPROFESSIONALS WITH A CONCENTRATION IN DEAF AND HARD OF HEARING (61 SEMESTER CREDITS)

Program Student Learning Outcomes: Upon successful completion of the AS degree, Educational Paraprofessionals with a concentration in Deaf and Hard of Hearing, the student should be able to:

- Demonstrate basic techniques in symbolic logic to draw deductive conclusions in simple situations.
- Demonstrate knowledge and understanding of the Pacific Islands; their various origins, geography, languages, religions, and colonial histories and modern development.
- Demonstrate knowledge in the scientific process, its characteristics, its limitations, and its place in

society.

- Demonstrate knowledge, understanding, and skills of the elements of art and the creative process.
- Demonstrate skills in problem-solving, critical thinking and reflection, and decision-making.
- Apply principles of effective communication both orally and in writing.
- Abide by and perform within the guidelines of the code of ethics for educational paraprofessionals and work effectively as a member of a team.
- Apply appropriate theories, principles, concepts, methods, and procedures when working with students with disabilities in preK-12 settings.
- Be personally responsible for participating in on-going professional development opportunities to ensure a level of knowledge and practice consistent with current and accepted standards.
- Demonstrate knowledge of special education issues, ethical and legal issues in relation to classroom management, and effective teaching strategies in working with students with disabilities in preK-12 settings.
- Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with disabilities in preK-12 settings.
- Demonstrate professional characteristics, best practices, and legal and ethical responsibilities expected of an educational paraprofessional when instructing and servicing students with disabilities.
- Demonstrate the educational paraprofessional's role in the delivery of instruction and services to students with disabilities by carrying out the appropriate duties and responsibilities, under the direct supervision of a certified teacher.
- Demonstrate the essential personal qualities, skills, attitudes, and behaviors required of an educational paraprofessional.
- Demonstrate understanding of the laws and legislation governing the rights of students with special needs.
- Describe physical, emotional, cognitive and psychosocial progression at each stage of child development.
- Describe the historical background of Individuals with Disabilities Act (IDEA), and the characteristics, prevalence, and etiology of students with disabilities, and the implications of working with this population.
- Describe the historical background, characteristics, prevalence, and etiology of deaf and hard of hearing students, and the implications of working with this population.
- Exercise effectiveness, professional judgment, and discretion in written and oral communication when working with students, their families, school administrators, teachers, staff, and other related personnel.
- Identify and apply appropriate ways to create and establish a well-managed and positive learning environment for students with special needs.
- Demonstrate knowledge of appropriate theories, principles, concepts, methods, and procedures when working with deaf and hard-of-hearing students and students with autism.
- Demonstrate knowledge of deaf education issues, ethical and legal issues in relation to classroom management, and effective teaching strategies in working with deaf and hard of hearing students.
- Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with deaf and hard of hearing students.
- Demonstrate proficiency by applying appropriate theories, principles, concepts, methods, and

procedures when working with deaf and hard of hearing students.

- Use American Sign Language at an intermediate level of proficiency.

ASSOCIATE IN SCIENCE CURRICULUM, EDUCATIONAL PARAPROFESSIONALS, DEAF AND HARD OF HEARING (61 CREDITS)		
Course	Title	Credits
General Education Requirements (15 credits)		
ENG 100 or ESL 100	Composition I Composition I	3
MATH 100 or MATH 111 or higher level mathematics	Survey of Mathematics Mathematics for Elementary Teachers I	3
KCC AS/NS	AS Natural Science Elective (100 level or higher)	3
FAMR 230	Survey of Human Growth & Development	3
HWST 107 or HIST 284 or HIST 288	Hawaii: Center of the Pacific Hawaiian History Survey of Pacific Islands History	3
Support Courses (6 credits)		
SP 151	Personal and Public Speech	3
PSY 100 or SOC 100 or SOC 231	Survey of Psychology Introduction to the Study of Society Introduction to Juvenile Delinquency	3
Elective Course (3 credits)		
ART 101 or ED 125 or ED 170 or ED 260	Introduction to the Visual Arts Family, School, & Community Partnerships I Computer Applications in the Classroom Positive Behavioral Interventions and Supports for All Students	3
Educational Paraprofessional Courses (37 credits)		
ASL 101	Elementary American Sign Language I	4
ASL 102	Elementary American Sign Language II	4
ASL 201	Intermediate American Sign Language I	4
ASL 202	Intermediate American Sign Language II	4
ED 285	Introduction to Classroom Management & The Instructional Process	3
ED 286	Working with Populations with Special Needs I	3
ED 287	Working with Populations with Special Needs II	3
DEAF 101	Deaf Studies	3
DEAF 201	Educational Principles and Practices	3

DEAF 202	Effective Teaching Strategies	3
DEAF 294	Practicum	3
TOTAL		61
<p><i>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.</i></p> <p><i>Please note: In order to receive the AS Educational Paraprofessional, Deaf and Hard of Hearing degree a grade of "C" or higher must be maintained in all Educational Paraprofessional courses.</i></p>		

**ASSOCIATE IN SCIENCE,
EDUCATIONAL PARAPROFESSIONALS WITH A CONCENTRATION IN SPECIAL EDUCATION
(60 - 62 SEMESTER CREDITS)**

Program Student Learning Outcomes: Upon successful completion of the AS degree, Educational Paraprofessional with a concentration in Special Education, 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 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, support, and behavior management of students with disabilities in a variety of settings.
- Demonstrate elementary skills in American Sign Language and English.

ASSOCIATE IN SCIENCE CURRICULUM, EDUCATIONAL PARAPROFESSIONALS, SPECIAL EDUCATION (60 -62 CREDITS)		
Course	Title	Credits
General Education Requirements (16 -18 credits)		
ENG 100 or ESL 100	Composition I Composition I	3
PHIL 110 or MATH 111 or MATH 100 or higher level mathematics	Introduction to Deductive Logic Mathematics for Elementary Teachers I Survey of Mathematics	3

KCC AS/NS Biological Science with a lab	AS Natural Science Elective (100 level or higher biological science course with a lab) BIOL 101/101L, 103/103L, 130/130L, BOT 101/101L, 130/130L, MICR 130/140, ZOOL 141/141L, 142/142L, 200/200L	3-5
FAMR 230	Survey of Human Growth & Development	3
HWST 107 or HIST 284 or HIST 288	Hawaii: Center of the Pacific Hawaiian History Survey of Pacific Islands History	3
Support Course (3 credits)		
ENG 102 or MATH 112 or SP 151 or SP 181	College Reading Skills Mathematics for Elementary Teachers II Oral Communication Techniques Interpersonal Communication	3
Elective Courses (6 credits) choose 3 credits from each of two areas		
ART 101 or MUS 253	Introduction to the Visual Arts Basic Experiences of Music	3
REL 150 or KCC AA/FG	Introduction the World's Major Religion Global and Multicultural Perspectives Electives (FGA, FGB, FGC)	3
KCC AS/NS Physical Science	AS Natural Science, Physical Science (100 level or higher) ASTR 110, 280, CHEM 100, 151, 161, 162, GEOG 101, GG 103, OCN 201, PHYS 100, 122, 151	3
SOC 214 or SOC 218 or SOC 231	Introduction to Race & Ethnic Relations Introduction to Social Problems Introduction to Juvenile Delinquency	3
Educational Paraprofessional Courses (35 credits)		
ASL 101	Elementary American Sign Language I	4
ASL 102	Elementary American Sign Language II	4
DEAF 101	Deaf Studies	3
DEAF 201	Educational Principles and Practices	3
ED 125	Family, School, & Community Partnerships	3
ED 170	Computer Applications in the Classroom	3
ED 260	Positive Behavioral Interventions and Supports for All Students	3
ED 285	Introduction to Classroom Management & The Instructional Process	3
ED 286	Working with Populations with Special Needs I	3
ED 287	Working with Populations with Special Needs II	3
ED 294	Practice Seminar (Special Education Emphasis)	3
TOTAL		60 - 62
<p><i>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.</i></p> <p><i>Please note: In order to receive the AS Educational Paraprofessional, Special Education degree a grade of "C" or higher must be maintained in all Educational Paraprofessional courses.</i></p>		

**ASSOCIATE IN SCIENCE,
EDUCATIONAL PARAPROFESSIONAL
WITH A CONCENTRATION IN SECOND LANGUAGE TEACHING
(60 -62 SEMESTER CREDITS)**

Program Description: The AS degree for Educational Paraprofessionals with a concentration 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 concentration 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 CURRICULUM, EDUCATIONAL PARAPROFESSIONALS, SECOND LANGUAGE TEACHING (60 - 62 CREDITS)		
Course	Title	Credits
General Education Requirements (19-21 credits)		
ENG 100 or ESL 100	Composition I Composition I	3
PHIL 110* or MATH 111* or MATH 100* or higher level mathematics	Introduction to Deductive Logic Mathematics for Elementary Teachers I Survey of Mathematics	3

KCC AS/NS* Biological Science course with a lab	AS Natural Science Elective (100 level or higher biological science course with a lab) BIOL 101/101L, 103/103L, 130/130L, BOT 101/101L, 130/130L, MICR 130/140, ZOOL 141/141L, 142/142L, 200/200L	3-5
KCC AS/NS* Physical Science course	AS/NS Natural Science Elective (100 level or higher physical science course) ASTRO 110, 280, CHEM 100, 151, 161, GG 103, GEOG 101, OCN 201, PHYS 100, 122, 151	3
ART 101 or MUS 253	Introduction to Visual Arts Basic Experiences of Music	3
HIST 151 or HIST 152 or any other Global & Multicultural Perspectives course	World Civilizations I World Civilizations II	3
Support Courses (9 credits)		
LING 102 or FAMR 230 or SP 251	Introduction to the Study of Language Survey of Human Growth & Development Principles of Effective Public Speaking	3
Elective Courses (11 credits)		
HWST 107* or HIST 284* or HIST 288* or PACS 108*	Hawaii: Center of the Pacific Hawaiian History Survey of Pacific Islands History Pacific Island Worlds: Today and Tomorrow	3
HSL 101	Any Hawaiian/Second Language 101 course	4
HSL 101	Any Hawaiian/Second Language 102 course	4
Educational Paraprofessional and SLT Courses (21 credits)		
ED 125* or ED 170*	Family, School, & Community Partnerships Computer Applications in the Classroom	3
ED 285	Introduction to Classroom Management & The Instructional Process	3
SLT 102	Language Learning	3
SLT 103	Language Teaching	3
SLT 202	Concepts and Issues in SLT	3
SLT 203	Integrating Content and SLT	3
SLT 290	Assessment and SLT	3
TOTAL		60 - 62
<p><i>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.</i></p> <p><i>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.</i></p> <p><i>*Choices of courses will depend on future goals and individual needs of each student.</i></p>		

**CERTIFICATE OF COMPLETION,
EDUCATIONAL PARAPROFESSIONALS
EMPHASIS: DEAF AND HARD OF HEARING
(25 SEMESTER CREDITS)**

Program Description: The Educational Paraprofessional Certificate of Completion, Emphasis: Deaf and Hard of Hearing, will prepare students as paraprofessionals for the State of Hawai‘i Department of Education to work with students with special needs in K-12 classroom settings. The program is intended to serve educational assistants or teachers who already possess the required degree required by No Child Left Behind or have satisfied one of the options outlined by the Hawai‘i Department of Education and are looking for coursework which will prepare them to work specifically with deaf and hard of hearing students.

Program Student Learning Objectives: Upon completion of the Certificate of Completion for Educational Paraprofessionals, Emphasis: Deaf and Hard of Hearing, the student should be able to:

- Demonstrate knowledge of deaf education issues, ethical and legal issues in relation to classroom management, and effective teaching strategies in working with deaf and hard of hearing students.
- Demonstrate proficiency by applying appropriate theories, principles, concepts, methods, and procedures when working with deaf and hard of hearing students.
- Exercise effectiveness, professional judgment, and discretion in communicating, both written and oral, when working with students, their families, school administrators, teachers, staff, and other related personnel.
- Demonstrate understanding of the laws and legislation governing the rights of students with special needs.
- Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with deaf and hard of hearing students.
- Implement the Individualized Education Program (IEP) under the direction of a certified teacher.
- Describe the historical background, characteristics, prevalence, and etiology of deaf and hard of hearing students, and the implications of working with this population.
- Be personally responsible for participating in on-going professional development opportunities to ensure a level of knowledge and practice consistent with current and accepted standards.

**CERTIFICATE OF COMPLETION CURRICULUM,
EDUCATIONAL PARAPROFESSIONALS
EMPHASIS: DEAF & HARD OF HEARING (25 CREDITS)**

Course	Title	Credits
Language Requirements (16 credits)		
ASL 101	Elementary American Sign Language I	4
ASL 102	Elementary American Sign Language II	4
ASL 201	Intermediate American Sign Language I	4
ASL 202	Intermediate American Sign Language II	4
Support Courses (9 credits)		

DEAF 101	Deaf Studies	3
DEAF 201	Educational Principles and Practices	3
DEAF 202	Effective Teaching Strategies	3
TOTAL		25
<i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i>		

**CERTIFICATE OF COMPLETION,
EDUCATIONAL PARAPROFESSIONALS
EMPHASIS: SPECIAL EDUCATION
(21 SEMESTER CREDITS)**

Program Description: The Educational Paraprofessional Certificate of Completion, Emphasis: Special Education (SPED), will prepare students as educational paraprofessionals for the State of Hawai‘i Department of Education (HIDOE) to work with students with disabilities in preK-12 classroom settings. The Certificate of Completion is also intended for employed educational assistants who are looking for specific coursework to further refine their knowledge and skills in order to meet the requirements of the No Child Left Behind (NCLB) Act, and to satisfy one of the training options outlined by the HIDOE.

Program Student Learning Outcomes: Upon completion of the Certificate of Completion for Educational Paraprofessionals, Emphasis: Special Education, the student should be able to (in addition to the student learning objectives listed under the Certificate of Competence):

- Describe educational theories supporting the use of computers, and the appropriate uses of computers in educational settings.
- Describe ways technology can be used as productivity and classroom management tools for educators.
- Describe assistive technologies both hardware and software that are commonly used by students with disabilities.
- Respond to family diversity in a respectful, professional, ethical, and culturally responsive way.
- Distinguish between facts and inferences when examining social, political, legal, and educational issues in the context of family-school interactions.
- Advocate for families within the school setting using community resources.
- Demonstrate effective and ethical communication practices with families, school personnel, and the community.
- Employ best practices in building collaborative partnerships with families, schools, and communities.
- Apply behavioral assessments, strategies, and nonviolent interventions with students.
- Provide positive behavior supports and interventions to students with disabilities.
- Demonstrate knowledge of deaf education issues, ethical and legal issues in relation to classroom management, and effective teaching strategies in working with deaf and hard of hearing students.
- Describe the historical background, characteristics, prevalence, and etiology of deaf and hard of hearing students, and the implications of working with this population.

CERTIFICATE OF COMPLETION CURRICULUM, EDUCATIONAL PARAPROFESSIONALS EMPHASIS: SPECIAL EDUCATION (21 CREDITS)		
Course	Title	Credits
Certificate Requirements (21 credits)		
ED 125	Family, School, & Community Partnerships	3
ED 170	Computer Applications in the Classroom	3
ED 260	Positive Behavior Interventions & Supports for All Students	3
ED 285	Introduction to Classroom Management & the Instructional Process	3
ED 286	Working with Populations with Special Needs I	3
ED 287	Working with Populations with Special Needs II	3
DEAF 101	Deaf Studies	3
TOTAL		21
<i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i>		

**CERTIFICATE OF COMPLETION,
EDUCATIONAL PARAPROFESSIONALS
EMPHASIS: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
(21 SEMESTER CREDITS)**

Program Description: The Certificate of Completion 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 Hawaii 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 Completion 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 COMPLETION CURRICULUM, EDUCATIONAL PARAPROFESSIONALS EMPHASIS: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (21 CREDITS)		
Course	Title	Credits
Certificate Requirements (21 credits)		
ED 285	Introduction to Classroom Management & the Instructional Process	3
LING 102	Introduction to the Study of Language	3
SLT 102	Language Learning	3
SLT 103	Language Teaching	3
SLT 202 (any Alpha)	Concepts and Issues in SLT	3
SLT 203 (any Alpha)	Integrating Content and SLT	3
SLT 290	Assessment and SLT	3
TOTAL		21
<i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i>		

**CERTIFICATE OF COMPETENCE,
EDUCATIONAL PARAPROFESSIONALS
EMPHASIS: SPECIAL EDUCATION
(9 SEMESTER CREDITS)**

Program Description: The Educational Paraprofessional Certificate of Competence, Emphasis: Special Education (SPED) will provide students with the foundational knowledge and skills to work with students with disabilities in preK-12 classroom settings in the State of Hawai‘i Department of Education (HIDOE). This program is also intended for employed educational assistants who want to refine or “brush up” on their existing knowledge and skills. The Certificate of Competence will assist the HIDOE paraprofessionals in meeting the requirements of the No Child Left Behind (NCLB) Act and the HIDOE training options.

Program Student Learning Outcomes: Upon successful completion of the Certificate of Competence for Educational Paraprofessionals, Emphasis: Special Education, the student should be able to:

- Demonstrate knowledge of special education issues ethical and legal issues in relation to classroom management, and effective teaching strategies in working with students with disabilities in preK-12

settings.

- Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with disabilities in preK-12 settings.
- Demonstrate understanding of the laws and legislation governing the rights of students with special needs.
- Describe the historical background of the Individuals with Disabilities Act (IDEA), and the characteristics, prevalence, and etiology of students with disabilities and the implications of working with this population.

**CERTIFICATE OF COMPETENCE CURRICULUM,
EDUCATIONAL PARAPROFESSIONALS
EMPHASIS: SPECIAL EDUCATION (9 CREDITS)**

Course	Title	Credits
Certificate Requirements (9 credits)		
ED 285	Introduction to Classroom Management & the Instructional Process	3
ED 286	Working with Populations with Special Needs I	3
ED 287	Working with Populations with Special Needs II	3
TOTAL		9
<i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i>		

INTERPRETING CURRICULA

**ASSOCIATE IN SCIENCE,
INTERPRETING, WITH A CONCENTRATION IN ASL/ENGLISH EDUCATIONAL
INTERPRETING
(75 SEMESTER CREDITS)**

Program Description: Over four semesters and one summer intensive, the Interpreting Associate in Science degree program prepares students as interpreters for the State of Hawai‘i Department of Education to work with individuals who are deaf or hard of hearing in K-12 classrooms. Graduates will be able to effectively interpret in American Sign Language, English, and contact varieties of signed English for educational and related settings. The program is intended for educational assistants currently working as interpreters to update and refine their skills and individuals preparing to work as interpreters in the public schools.

Program Student Learning Outcomes: The following objectives/outcomes are based on standards jointly established by the Conference of Interpreter Trainers and the Registry of Interpreters for the Deaf, Inc. They have been adapted from and are consistent with the National Educational Interpreter Certificate Program and other degree and certificate programs for ASL Educational interpreters throughout the country.

Upon completion of the Associate in Science degree in Interpreting, with a concentration in ASL/English educational interpreting, the student 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 life-long learning.
- Demonstrate competence in a selected program of study.
- Demonstrate a personal and professional philosophy, including appropriate ethics and values that will guide interpreting practice.
- Create and maintain professional relationships through the use of effective interpersonal communication strategies (negotiation, respect, discretion, problem-solving and conflict management) and compliance with the code of ethics.
- Interpret or transliterate accurately in a consecutive or simultaneous mode from the source to the target language.
- Analyze effectively one's own interpreting work and the work of other interpreters.
- Apply appropriate theories, principles, concepts, methods, practices and critical thinking when interpreting in educational and related settings.
- Use technology appropriately in support of continuing education, research, networking and peer support.
- Identify and demonstrate effective business practices for interpreters that foster appropriate working conditions and successful professional practice within educational and related settings.
- Demonstrate an on-going commitment to professional and personal development to ensure a level of knowledge and practice consistent with current and accepted standards, and the pursuit of appropriate interpreting credentials.
- Identify and explain the roles, responsibilities, and legal obligations of members on an educational team.
- Identify and discuss the major roles, responsibilities, and legal obligations commonly held by ASL Educational interpreters.
- Demonstrate fluency, effective communication skills and the use of appropriate cultural norms in American Sign Language, contact varieties of signed English, and written and spoken English.
- Demonstrate an awareness of the ethnic, cultural, linguistic, economic, religious, social, and physical diversity of the public school population.
- Interpret, translate or transliterate accurately across a variety of content areas and situations commonly found in K-12 curricula and settings.
- Demonstrate knowledge of public education and special education history, issues, legislation and DOE processes and procedures.
- Describe and analyze the language and cultural development of deaf children that occurs as part of their educational experience.
- Identify and analyze the factors that may have an impact upon a deaf student's educational experience

and apply it to the interpreter's role in K-12 settings.

ASSOCIATE IN SCIENCE CURRICULUM, INTERPRETING WITH A CONCENTRATION IN ASL/ENGLISH EDUCATIONAL INTERPRETING (75 CREDITS)			*=Suggested Semester S=Summer									
Course	Title	Credits	1	2	3	4	5	6	7	8		
General Education Requirements (15 credits)												
ENG 100	Composition I	3		•								
MATH 100 or higher level mathematics	Survey of Mathematics	3		•								
KCC AS/NS	AS Natural Science Elective (100 level or higher)	3			•							
FAMR 230	Survey of Human Growth and Development	3				•						
HWST 107 or HIST 284 or HIST 288	Hawai‘i: Center of the Pacific Hawaiian History Survey of Pacific Islands History	3					•					
Support Courses (6 credits)												
THEA 221	Beginning Acting I	3			•							
SP 151 or SP 181	Personal and Public Speech Interpersonal Communication	3			•							
Hawaiian/Second Language Courses (16 credits)												
ASL 101	Elementary American Sign Language I	4	S									
ASL 102	Elementary American Sign Language II	4	S									
ASL 201	Intermediate American Sign Language I	4		•								
ASL 202	Intermediate American Sign Language II	4			•							
Interpreting Courses (20 credits)												
ASL courses and ENG 100 must be completed prior to enrolling in IT courses												
IT 101	Introduction to Interpreting	2				•						
IT 102	Interpreting Readiness Skills	2				•						
IT 111	ASL/English Comparative Linguistics	2					•					
IT 112	ASL/English Translation Techniques	2					•					
IT 200	ASL/English Consecutive Interpretation	4						S				
IT 201	ASL/English Simultaneous Interpretation	2							•			
IT 202	ASL/English Simultaneous Interpretation II	2							•			
IT 211	Transliteration	2								•		
IT 212	Interpreters at Work	2								•		
Educational Concentration Courses (18 credits)												

ANTH 200	Cultural Anthropology	3									
PSY 100 or SOC 100	Survey of Psychology Introduction to the Study of Sociology	3					•				
DEAF 101	Deaf Studies	3		•							
DEAF 201	Educational Principles and Practices	3			•						
DEAF 202	Effective Teaching Strategies	3								•	
IT 294	Interpreting Practicum	3									•
TOTAL		75									
<i>Please note: The issuance of an AS degree in Interpreting, with a concentration In ASL/English Educational Interpreting, requires that a student must earn a grade of "C" or higher in all program courses.</i>											

CERTIFICATE OF COMPLETION, INTERPRETING (23 SEMESTER CREDITS)

Program Description: The Certificate of Completion in Interpreting is aimed at providing qualified students the opportunity to develop basic interpreting skills in a variety of settings. The certificate will be offered first to interpreters planning to work in educational and related settings. The Certificate of Completion in Interpreting includes a practicum that will be specialized depending on the setting the graduate intends to work. The program is intended for educational assistants currently working as interpreters to update and refine their skills and for individuals preparing to work as interpreters in public school settings. Students with the requisite language competencies equivalent to Language 202 and English 100 will be able to complete the program within two years by attending program courses for four semesters and one summer intensive.

Program Admission Requirement: Students entering the Certificate of Completion in Interpreting program are required to have Language competency at the 202 level and have completed ENG 100. Although not required for the Certificate of Completion in Interpreting, students intending to be Educational Interpreters (EIs) may take selected studies courses (DEAF 101, DEAF 201, DEAF 202, DEAF 294) with the Educational Paraprofessional students who have also chosen to focus on working with children who are deaf and hard of hearing.

Program Student Learning Outcomes: The following objectives are based on standards jointly established by the Conference of Interpreter Trainers and the Registry of Interpreters for the Deaf, Inc. They have been adapted from and are consistent with the National Educational Interpreter Certificate Program and other degree and certificate programs for educational interpreters throughout the country.

Upon successful completion of the Certificate of Completion in Interpreting the student should be able to:

- Demonstrate a personal and professional philosophy, including appropriate ethics and values that will guide interpreting practice.
- Create and maintain professional relationships through the use of effective interpersonal communication strategies (negotiation, respect, discretion, problem-solving and conflict management) and compliance

with the code of ethics.

- Demonstrate an awareness of the ethnic, cultural, linguistic, economic, religious, social, and physical diversity of the public school population.
- Interpret or transliterate accurately in a consecutive or simultaneous mode from the source to the target language.
- Interpret, translate or transliterate accurately across a variety of content areas and situations commonly found in K-12 curricula and settings.
- Analyze effectively one's own interpreting work and the work of other interpreters.
- Demonstrate fluency, effective communication skills and the use of appropriate cultural norms in American Sign Language, contact varieties of signed English, and written and spoken English.
- Apply appropriate theories, principles, concepts, methods, practices and critical thinking when interpreting in educational and related settings.
- Identify and explain the roles, responsibilities, and legal obligations of members on an educational team.
- Identify and discuss the major roles, responsibilities, and legal obligations commonly held by educational interpreters.
- Use technology appropriately in support of continuing education, research, networking and peer support.
- Identify and demonstrate effective business practices for interpreters that foster appropriate working conditions and successful professional practice within educational and related settings.
- Demonstrate an on-going commitment to professional and personal development to ensure a level of knowledge and practice consistent with current and accepted standards, and the pursuit of appropriate interpreting credentials.

CERTIFICATE OF COMPLETION CURRICULUM, INTERPRETING (23 CREDITS)		•=Suggested Semester S=Summer					
Course	Title	Credits	1	2	3	4	5
Interpreting Courses (23 credits)							
IT 101	Introduction to Interpreting	2	•				
IT 102	Interpreting Readiness Skills	2	•				
IT 111	ASL/English Comparative Linguistics	2		•			
IT 112	ASL/English Translation Techniques	2		•			
IT 200	ASL/English Consecutive Interpretation	4			S		
IT 201	ASL/English Simultaneous Interpretation	2				•	
IT 202	ASL/English Simultaneous Interpretation II	2				•	
IT 211	Transliteration	2					•
IT 212	Interpreters at Work	2					•
IT 294	Interpreting Practicum	3					•
TOTAL		23					
<i>The issuance of a Certificate of Completion requires that the student must earn a GPR of 2.0 or higher for all courses required in the certificate.</i>							

NATURAL SCIENCE CURRICULA

ASSOCIATE IN SCIENCE, NATURAL SCIENCE 60 SEMESTER CREDITS

Program Description: The Associate in Science degree in Natural Science with concentrations in Life Science and in Physical Science at Kapi‘olani Community College 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:

- Explain the natural and technological world using reflection and quantitative analysis to prepare a plan; to collect, process, and interpret data; to communicate conclusions; and to evaluate the plan, procedures and findings.
- Express scientific knowledge and understanding to different audiences for a range of purposes.
- Apply scientific knowledge, skills, and understandings to issues in daily life.
- Articulate the ethical issues of the impact on people and on the local and global environment of the processes and likely products of science.
- Relate how the physical environment of Earth and its position in the universe impacts the way we live.
- Relate the scientific concept of energy to our existence and quality of life.
- Explain the interdependence of their own biology and that of other living things.

Learning Outcomes for concentration in Life Science: Upon successful completion of the AS degree in Natural Science with a concentration in Life Science, the student should be able to:

- Articulate essential underlying facts, concepts, principles, theories, and applications relating to chosen areas in life science.
- Apply terms, conventions and units of measurement appropriate to life science.
- Employ the language and techniques of mathematics that are used in life science.
- Apply contributions made by life science to informed debate, including some of the limits of current scientific knowledge.
- Relate scientific knowledge and understanding to address familiar and unfamiliar situations in order to plan and carry out project work.
- Apply mathematical language and techniques to understand phenomena and solve problems in life science.
- Assess information using scientific theories and concepts from a range of sources in order to make

sound judgments.

- Design safe, practical, investigative work in life science that reflects risk management and appropriate style, purpose, and audience awareness.
- Apply appropriate qualitative and quantitative methods to acquire, record and analyze data from laboratory and field observations and measurements, and to interpret and report results in terms of underlying theory, practical issues and relevant information from other sources.
- Work collaboratively with others to explore aspects of life science.

ASSOCIATE IN SCIENCE CURRICULUM, NATURAL SCIENCE WITH A CONCENTRATION IN LIFE SCIENCE (60 CREDITS)		* = Suggested Semester				
Course	Title	Credits	1	2	3	4
General Education Requirements (22 credits)						
ENG 100	Composition I	3	•			
MATH 205	Calculus I	4	•			
KCC AA/FG	AA Global and Multicultural Perspectives Electives (Two courses, each course from a different group: A, B, or C)	6			•	•
KCC AS/AH	AS Arts & Humanities elective (100 level or higher)	3	•			
KCC AS/NS	AS Natural Science elective (100 level or higher)	3		•		
KCC AS/SS	AS Social Science elective (100 level or higher)	3			•	
Chemistry and ICS Courses (11 credits)						
CHEM 161	General Chemistry I	3	•			
CHEM 161L	General Chemistry I Lab	1	•			
CHEM 162	General Chemistry II	3		•		
CHEM 162L	General Chemistry II Lab	1		•		
ICS 101	Digital Tools for the Information World	3	•			
Life Science Concentration Courses (8 credits)						
BIOL 171	General Biology I	3		•		
BIOL 171L	General Biology I Lab	1		•		
BIOL 172	General Biology II	3			•	
BIOL 172L	General Biology II Lab	1			•	
Electives (19 credits) ** indicates strongly recommended for this concentration						
ASTR 280	Evolution of the Universe	3				
BIOC 241	Fundamentals of Biochemistry	3				
BIOC 244	Essentials of Biochemistry	3				
BIOL 171	General Biology I	3				
BIOL 171L	General Biology I Lab	1				

BIOL 172	General Biology II	3				
BIOL 172L	General Biology II Lab	1				
BIOL 275	Cell and Molecular Biology **	3				
BIOL 275L	Cell and Molecular Biology Lab **	2				
CHEM 272	Organic Chemistry I **	3				
CHEM 272L	Organic Chemistry I Lab **	1				
CHEM 273	Organic Chemistry II **	3				
CHEM 273L	Organic Chemistry II Lab **	1				
CE 270	Applied Mechanics I	3				
CE 271	Applied Mechanics II	3				
EE 160	Programming for Engineers	4				
EE 211	Basic Circuit Analysis	4				
EE 260	Introduction to Digital Design	4				
ESS 254	Physiological Basis for Exercise	2				
ESS 254L	Physiological Basis for Exercise Lab	1				
ESS 263	Sport Biomechanics	3				
ESS 288	Body Composition and Weight Management	1				
GG 101L	Introduction to Physical Geology Lab	1				
GG 103	Geology of the Hawaiian Islands	3				
ICS 111	Introduction to Computer Science I	3				
ICS 141	Discrete Mathematics for Computer Science I	3				
ICS 211	Introduction to Computer Science II	3				
ICS 212	Program Structure	3				
ICS 241	Discrete Mathematics for Computer Science II	3				
MATH 206	Calculus II **	4				
MATH 206L	Calculus II Lab	1				
MATH 231	Calculus III	4				
MATH 232	Calculus IV	4				
MICR 130	General Microbiology	3				
MICR 140	General Microbiology Lab	2				
MICR 161	Immunology and Protein Chemistry	2				
MICR 230	Molecular Biology	3				
MICR 240	Cell Biology and Tissue Culture	2				
OCN 201	Science of the Sea	3				
PHYS 151	College Physics I	3				
PHYS 151L	College Physics I Lab	1				
PHYS 152	College Physics II	3				
PHYS 152L	College Physics II Lab	1				
PHYS 170	General Physics I	4				
PHYS 170L	General Physics I Lab	1				

PHYS 272	General Physics II	3				
PHYS 272L	General Physics II Lab	1				
PHYS 274	General Physics III	3				
PHYL 160	The Science of Sleep	3				
ZOOL 141	Human Anatomy and Physiology I	3				
ZOOL 141L	Human Anatomy and Physiology I Lab	1				
ZOOL 142	Human Anatomy and Physiology II	3				
ZOOL 142L	Human Anatomy and Physiology II Lab	1				
ZOOL 200	Marine Biology	2				
ZOOL 200L	Marine Biology Lab	1				
TOTAL		60				
<i>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.</i>						

Learning Outcomes for concentration in Physical Science: Upon successful completion of the AS degree in Natural Science with a concentration in Physical Science, the student should be able to:

- Articulate essential underlying facts, concepts, principles, theories, and applications relating to chosen areas in physical science.
- Apply terms, conventions and units of measurement appropriate to physical science.
- Employ the language and techniques of mathematics that are used in physical science.
- Apply contributions made by physical science to informed debate, including some of the limits of current scientific knowledge.
- Relate scientific knowledge and understanding to address familiar and unfamiliar situations in order to plan and carry out project work.
- Apply mathematical language and techniques to understand phenomena and solve problems in physical science.
- Assess information using scientific theories and concepts from a range of sources in order to make sound judgments.
- Design safe, practical, investigative work in physical science that reflects risk management and appropriate style, purpose, and audience awareness.
- Apply appropriate qualitative and quantitative methods to acquire, record and analyze data from laboratory and field observations and measurements, and to interpret and report results in terms of underlying theory, practical issues and relevant information from other sources.
- Work collaboratively with others to explore aspects of physical science.

ASSOCIATE IN SCIENCE CURRICULUM, NATURAL SCIENCE WITH A CONCENTRATION IN PHYSICAL SCIENCE (60 CREDITS)	•=Suggested Semester
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Course	Title	Credits	1	2	3	4
General Education Requirements (22 credits)						
ENG 100	Composition I	3	•			
MATH 205	Calculus I	4	•			
KCC AA/FG	AA Global and Multicultural Perspectives Electives (Two courses, each course from a different group: A, B, or C)	6			•	•
KCC AS/AH	AS Arts & Humanities elective (100 level or higher)	3	•			
KCC AS/NS	AS Natural Science elective (100 level or higher)	3		•		
KCC AS/SS	AS Social Science elective (100 level or higher)	3			•	
Chemistry and ICS Courses (11 credits)						
CHEM 161	General Chemistry I	3	•			
CHEM 161L	General Chemistry I Lab	1	•			
CHEM 162	General Chemistry II	3		•		
CHEM 162L	General Chemistry II Lab	1		•		
ICS 101	Digital Tools for the Information World	3	•			
Physical Science Concentration Courses (13 credits)						
MATH 206	Calculus II	4		•		
PHYS 170	Physics I	4		•		
PHYS 170 L	Physics I Lab	1		•		
PHYS 272	Physics II	3			•	
PHYS 272 L	Physics II Lab	1			•	
Electives (14 credits) ** indicates strongly recommended for this concentration						
ASTR 280	Evolution of the Universe	3				
BIOC 241	Fundamentals of Biochemistry	3				
BIOC 244	Essentials of Biochemistry	3				
BIOL 171	General Biology I	3				
BIOL 171L	General Biology I Lab	1				
BIOL 172	General Biology II	3				
BIOL 172L	General Biology II Lab	1				
BIOL 275	Cell and Molecular Biology	3				
BIOL 275L	Cell and Molecular Biology Lab	2				
CHEM 272	Organic Chemistry I	3				
CHEM 272L	Organic Chemistry I Lab	1				
CHEM 273	Organic Chemistry II	3				
CHEM 273L	Organic Chemistry II Lab	1				
CE 113	Introduction to Computer and Design	3				
CE 270	Applied Mechanics I	3				
CE 271	Applied Mechanics II	3				
EE 160	Programming for Engineers **	4				

EE 211	Basic Circuit Analysis	4				
EE 260	Introduction to Digital Design	4				
ESS 254	Physiological Basis for Exercise	2				
ESS 254L	Physiological Basis for Exercise Lab	1				
ESS 263	Sport Biomechanics	3				
ESS 288	Body Composition and Weight Management	1				
GG 101L	Introduction to Physical Geology Lab	1				
GG 103	Geology of the Hawaiian Islands	3				
ICS 111	Introduction to Computer Science I	3				
ICS 141	Discreet Mathematics for Computer Science I	3				
ICS 211	Introduction to Computer Science II	3				
ICS 212	Program Structure	3				
ICS 241	Discreet Mathematics for Computer Science II	3				
MATH 206	Calculus II **	4				
MATH 206L	Calculus II Lab	1				
MATH 231	Calculus III **	4				
MATH 232	Calculus IV **	4				
MICR 130	General Microbiology	3				
MICR 140	General Microbiology Lab	2				
MICR 161	Immunology and Protein Chemistry	2				
MICR 230	Molecular Biology	3				
MICR 240	Cell Biology and Tissue Culture	2				
OCN 201	Science of the Sea	3				
PHYS 151	College Physics I	3				
PHYS 151L	College Physics I Lab	1				
PHYS 152	College Physics II	3				
PHYS 152L	College Physics II Lab	1				
PHYS 170	General Physics I	4				
PHYS 170L	General Physics I Lab	1				
PHYS 272	General Physics II	3				
PHYS 272L	General Physics II Lab	1				
PHYS 274	General Physics III **	3				
PHYL 160	The Science of Sleep	3				
ZOOL 141	Human Anatomy and Physiology I	3				
ZOOL 141L	Human Anatomy and Physiology I Lab	1				
ZOOL 142	Human Anatomy and Physiology II	3				
ZOOL 142L	Human Anatomy and Physiology II Lab	1				
ZOOL 200	Marine Biology	2				
ZOOL 200L	Marine Biology Lab	1				
TOTAL		60				

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.

NEW MEDIA ARTS CURRICULA

Program Description: 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.
3. Essay.

ASSOCIATE IN SCIENCE, NEW MEDIA ARTS WITH A CONCENTRATION IN ANIMATION (69 SEMESTER CREDITS)

Program Competencies: Upon successful completion of the AS degree in New Media Arts with a concentration in Animation, the student should be able to:

- Create animation in 3D formats.
- Identify and effectively apply conceptual thinking skills that are important in animation.
- Identify and effectively apply design and animation principles in the development of 3D animation.
- Describe and draw conclusions about the relation animation has to the contemporary world.
- Create works that demonstrate an understanding of the history, theory, and aesthetics of animation production.
- Demonstrate successful problem-solving that results from experimentation, exploration, and the taking of risks during the creative problem solving process.
- Demonstrate effective use of programming to create animation appropriate to the audience and purpose.
- Create materials to convey the developmental stages of animation projects.
- Work as a team member to make collaborative decisions when appropriate and exercise independent judgment when appropriate.
- Draw illustrations for use in computer-based products in a variety of styles.
- Create electronic production and presentation materials to convey the developmental stage of motion

graphics projects.

- Demonstrate basic techniques of character and narrative development as applied to motion graphic design.
- Communicate clearly and effectively in working groups and during critiques.
- Effectively write about and defend coursework conceptually.
- Identify and effectively apply conceptual thinking skills that are important in animation.
- Demonstrate competence in digital image input and processing and 3D animation authoring software.
- Use 3D modeling, texturing, and rendering techniques effectively in the creation of animation.
- Draw a variety of styles of illustrations for use in computer-based products.
- Create electronic production and presentation materials to convey the developmental stage of animation projects.
- Demonstrate the basic techniques of character and narrative development as applied to animation.

**ASSOCIATE IN SCIENCE CURRICULUM,
NEW MEDIA ARTS WITH A CONCENTRATION IN ANIMATION
(69 CREDITS)**

Course	Title	Credits
General Education Requirements (15 credits)		
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Composition I	3
MATH 100 or PHIL 110	Survey of Mathematics Introduction to Deductive Logic	3
ART 101	Introduction to the Visual Arts	3
ANTH 200 or PSY 100	Cultural Anthropology Survey of Psychology	3
KCC AS/NS	AS Natural Sciences Elective (100 level or higher)	3
New Media Arts Requirements (54 credits)		
ART 116 or ART 123	Introduction to Three-Dimensional Composition Introduction to Painting	3
ART 107	Introduction to Photography	3
ART 112	Introduction to Digital Arts	3
ART 113	Introduction to Drawing	3
ART 115	Introduction to Design	3
ART 126	3D Computer Graphics I	3
ART 156	Digital Painting	3
ART 157	Film Analysis and Storytelling	3
ART 158	History of Animation	3
ART 202	Digital Imaging	3

ART 212	Digital Animation	3
ART 214	Introduction to Life Drawing	3
ART 226	3D Computer Graphics II	3
ART 246	3D Computer Graphics III	3
ART 247	Lighting and Rendering	3
ART 294 and/or ART 293V	New Media Arts Practicum (3-6 credits) New Media Arts Internship (3-6 credits)	6
ART 296	Demo Reel Development	3
TOTAL		69
<i>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. A list of AS electives (KCC AS/NS) are in the "Degree and Certificate Programs" section.</i>		

**ASSOCIATE IN SCIENCE,
NEW MEDIA ARTS WITH A CONCENTRATION IN INTERFACE DESIGN
(78 SEMESTER CREDITS)**

Program Competencies: Upon successful completion of the AS degree in New Media Arts with a concentration in Interface Design, the student should be able to:

- Create interface design products.
- Identify and effectively apply conceptual thinking skills that are important in interface design.
- Identify and effectively apply design principles in the development of screen-based media.
- Describe and draw conclusions about the relation interface design has to the contemporary world.
- Create works that demonstrate an understanding of the history, theory, and aesthetics of interface design and production.
- Demonstrate successful problem-solving that results from experimentation, exploration, and the taking of risks during the creative problem solving process.
- Demonstrate effective use of programming to create interface design appropriate to the audience and purpose.
- Create materials to convey the developmental stages of interface design projects.
- Work as a team member to make collaborative decisions when appropriate and exercise independent judgment when appropriate.
- Communicate clearly and effectively in working groups and during critiques.
- Effectively write about and defend coursework conceptually.
- Identify and effectively apply conceptual thinking skills that are important in interface design.
- Identify and effectively apply graphic and interface design principles in the development of interface design.
- Respond to needs of particular organizational structures with appropriate user-centered design.
- Demonstrate competence in digital image input and processing; sound input and editing; and interface

design authoring software.

- Demonstrate effective use of programming to create interface design appropriate to the audience and purpose
- Create materials to convey the developmental stage of interface design projects.

ASSOCIATE IN SCIENCE CURRICULUM, NEW MEDIA ARTS WITH A CONCENTRATION IN INTERFACE DESIGN (78 CREDITS)		
Course	Title	Credits
General Education Requirements (15 credits)		
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Composition I	3
MATH 100 or PHIL 110	Survey of Mathematics Introduction to Deductive Logic	3
ART 101	Introduction to the Visual Arts	3
ANTH 200 or PSY 100	Cultural Anthropology Survey of Psychology	3
KCC AS/NS	AS Natural Sciences Elective (100 level or higher)	3
New Media Arts Requirements (60 credits)		
ART 107	Introduction to Photography	3
ART 112	Introduction to Digital Arts	3
ART 113	Introduction to Drawing	3
ART 115	Introduction to Design	3
ART 125	Introduction to Graphic Design	3
ART 127	Graphic Symbolism	3
ART 128	Interface Programming I	3
ART 129	Corporate Identity	3
ART 155	Information Architecture	3
ART 159	History of Communication Design	3
ART 202	Digital Imaging	3
ART 222	Digital Multimedia	3
ART 229	Interface Design I	3
ART 249	Interface Design II	3
ART 257	Motion Graphic Design	3
ART 258	Interface Design with Database Content	3
ART 266	Typography	3
ART 294 and/or	New Media Arts Practicum (3 credits)	

ART 293V	New Media Arts Internship (3-6 credits)	6
ART 295	Design Portfolio	3
Support Course (3 credits)		
MKT 185	e-Commerce Marketing	3
TOTAL		78
<i>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. Lists of AS electives (KCC AS/NS) are in the "Degree and Certificate Programs" section.</i>		

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 which 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

At Kapi'olani Community College, lifelong learning is an approach and way of thinking that threads through departments and programs. KCC is a leader in the lifelong learning movement, offering courses and customized training programs that attract both the career-oriented and leisure learner.

The U.S. Department of Labor estimates that the average worker changes careers three times and changes jobs at least seven. There is and will continue to be a strong need to train and retrain workers as technology and the needs of society change with increasing speed. It is not realistic to think that today's students can be trained in skills and offered knowledge that will serve a lifetime in the workforce.

While the majority of students enrolled in Continuing Education and Training courses are career-oriented, many attend for personal development and enrichment. A goal of the College is to provide forums showcasing cultural activities and new ideas, and programs highlighting the natural and cultural beauty of Hawai'i.

KCC offers to the public a wide array of seminars, workshops, and continuing education courses designed to meet the needs of Hawai'i's employers in both the private and public sectors. Customized training programs also address the needs of specific organizations. Quality professional training opportunities and leisure classes are provided through programs that include:

AMERICAN SIGN LANGUAGE INTERPRETER EDUCATION

Attempting to address the serious lack of qualified sign language interpreters in Hawai'i, this program offers a variety of continuing education courses in American Sign Language and interpreting. Courses are also offered

for working interpreters to upgrade and enhance their skills.

BUSINESS MANAGEMENT

Geared toward providing training for O‘ahu’s private and public sector workforce, this program offers courses in supervisory skills, communication, estate planning, professional development, marketing and entrepreneurship. Other programs focus on accessibility standards, design and construction standards, and workplace environment.

COMPUTER EDUCATION

An extensive selection of short courses is continuously offered in word processing, spreadsheets, database management, desktop publishing, Internet and other state-of-the-art microcomputer programs. The continuing education computer training facility is an excellent setting for “hands-on” education with personalized instruction.

CULINARY

Expanding public programs enriching the cultural life of the community are underway at Kapi‘olani Community College. Continuing Education courses in fine arts, recreation, language, and local cuisine are available. An extensive selection of continuing education culinary courses is offered for local, national, and international participants.

CULTURE AND ARTS

Continuing Education classes in Culture and Arts include Performing Arts and Studio Arts and Crafts. Performing Arts courses such as international dance styles, guitar, and Taiko drumming, allow participants a wide variety of ways to express themselves in performance. Studio Arts classes including Japanese Brush Painting (Sumie), Japanese Gift Wrapping, Box and Card Making, Paper Engineering, Watercolor, Western Calligraphy, and others promote creative expression among participants.

HEALTH EDUCATION

Today’s emphasis on health and wellness is reflected in this program’s diverse offerings. Classes range from Adult Residential Care Home Operator and Entrepreneur in Long-Term Care to Phlebotomy and Medical Terminology. Aimed at meeting the community’s diverse health education needs, courses for fitness, skill building, and professional development are offered. The Health and Fitness program also offers customized training in health promotion and para-professional skills for business and industry.

INTERNATIONAL PROGRAMS

One of the most successful and significant developments in the area of international education at Kapi‘olani Community College has been the growth of cross-cultural programs where students in Asia, the Pacific, and Hawai‘i are involved in student exchange activities. Each year, Chiba University of Commerce, Kagoshima Prefectural College, Nagasaki International University, Nakamura International Hotel School, Jikei Gakuen and

other major academic institutions in Japan, send college students to KCC to participate in international customized training programs with students and faculty from Japan, Korea, China and other countries in the world. The culinary training facilities at Kapi‘olani have been utilized for the past 25 years by a number of cooking schools from Japan, providing Japanese students between the ages of 14 and 21 with first-class educational opportunities in American cuisine. Japanese culinary schools participating in this program include: Nagoya Cooking Academy, Yokosuka Culinary Institute, Ecole de Cuisine et nutrition Hattori, Asahikawa Culinary Institute, and other cooking academies. KCC’s continuing education foreign student programs strive to promote international relationships that will strengthen Asian-American-Hawaiian awareness through personal experience.

INTERPRET HAWAI‘I

Offering a wide array of courses, travel adventures, performances, tours, and tour driver training, Interpret Hawai‘i programs focus on the Islands’ precious heritage. Interpretative Walking Tours give residents and visitors the opportunity to step back into Hawai‘i’s past and experience history.

LANGUAGE, CULTURE AND FOREIGN LANGUAGES

This rapidly expanding program of classes focuses on aspects of international cultures. Language classes are available for various ability levels from introductory to advanced. Business courses focus on the cultural aspects of entertaining, doing business, and developing relationships. Cultural programs include ikebana, tea ceremony, and gift-wrapping. Languages such as Japanese, Italian, French, Spanish, Korean and Chinese are offered as well as extensive customized training for business and industry.

NEW MEDIA ARTS

New Media Arts offers a variety of continuing education classes. The New Media Arts curriculum prepares students for employment in the fields of animation, interactive computer graphics, interface design including Web design, information architecture, and the converging industries that require advanced skills in multimedia design and production. It is also intended to serve professionals updating and refining their job skills. The program integrates classroom instruction with hands-on skills in a learning environment that encourages the collaborative process inherent in professional multimedia design and production.

REAL ESTATE

Designated as a continuing education provider by the Hawai‘i Real Estate Commission, the Office of Continuing Education and Training provides courses in real estate law and ethics, contracts, finance, landlord and tenant codes, investment analysis, and property management.

TRAVELEARN

TraveLearn is committed to serving sophisticated travelers who want to go beyond the “seeing” and “doing” of most commercial tour programs. Kapi‘olani Community College is one of 80 colleges and universities across the nation that offer this unique study tour. For administrators, educators, and the community, TraveLearn

offers educational tours that promote professional development and personal enrichment through on-site lectures, seminars, and field excursions. Participants can travel to China, Eastern Europe, Egypt, Ireland, and other countries in the company of knowledgeable, articulate, and enthusiastic professionals who discuss the history, culture, and current issues facing the people in these countries.

VISITOR INDUSTRY TRAINING

The visitor industry component of Continuing Education and Training conducts professional development activities for housekeepers and culinary personnel seeking to upgrade their skills and work toward professional certificates and designations. A series of classes offered throughout the year enable full-time employees the opportunity to complete courses and receive designations in one to two years.

WELLNESS OF BODY AND MIND

Wellness continuing education classes include Iyengar Yoga, Tai Chi, Zen Meditation, and Golf. Such courses offer the community basic, introductory paths to physical and mental wellness utilizing both local and international approaches.

THE GALLAUDET UNIVERSITY REGIONAL CENTER

The Gallaudet University Regional Center was established at Kapi‘olani Community College in 1988 in cooperation with Gallaudet University. As an educational institution and resource center that serves deaf and hard-of-hearing people around the world, Gallaudet provides a full range of academic, research, and pre-college programs. The Regional Center in Hawai‘i serves deaf and hard-of-hearing persons, their families and friends, and professionals in the field by offering programs, informational resources, and a videotape and assistive listening devices lending library.

For more information on any of these programs, please call the Office of Continuing Education and Training at 734-9211.

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 Hawaii'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.

MEDICAL ASSISTING PROGRAM

Commission on Accreditation of Allied Health Education Programs (CAAHEP) on recommendation of the Committee on Accreditation for Medical Assistant Education (also known as the Curriculum Review Board of the American Association Of Medical Assistants' Endowment)

20 N. Wacker Drive, Suite 1575

Chicago, Illinois 60606-2903

Phone: (312) 899-1500 or 1-800-228-2262

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

National League for Nursing Accrediting Commission (NLNAC)

3343 Peachtree Road NE,

Suite 500

Atlanta, Georgia 30326

www.nlnac.org

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Accreditation Council for Occupational Therapy Education (ACOTE)
of the American Occupational Therapy Association

4720 Montgomery Lane, P.O. Box 31220

Bethesda, MD 20824-1220

Phone: 1 - 800-729-2682

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

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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Michael Dahilig
Ramón de la Peña
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UH SYSTEM ADMINISTRATION

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Howard Todo,
Vice President for Budget and Finance/Chief Financial Officer

John Morton
Vice President for Community Colleges

Rockne Freitas
Vice President for Student Affairs and University/Community Relations

David Lassner
Vice President for Information Technology/Chief Information Officer

Darolyn Lendio
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Brian Minaai
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UH COMMUNITY COLLEGES ADMINISTRATION

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Manuel Cabral

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Helen Cox

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Milton Higa

Vice Chancellor of Administrative Services

Mona Lee

Vice Chancellor for Student Affairs

Louise Pagotto

Vice Chancellor for Academic Affairs

Frank Haas

Dean of Hospitality, Business and Legal Education

Carol Hoshiko

Dean of Community and Continuing Education

Patricia O'Hagen

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Library

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Social Sciences

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KCC Deaf Center/Gallaudet University Regional Center

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Auxiliary Services

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Med 2007, University of Hawai‘i at Mānoa

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STEM Center

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Health Academic Programs

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