

University of Hawai'i  
**K A P I ' O L A N I**  
**C O M M U N I T Y C O L L E G E**



**GENERAL CATALOG 2003–2005**

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## DISCLAIMER

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. The information contained in this catalog is not necessarily complete. For further information, students should consult with the appropriate unit. This catalog was prepared to provide information and does not constitute a contract. The College reserves the right, 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.

College catalogs are published once per year or less frequently and do not always reflect the most recent campus actions involving General Education Core requirements. For the most recent information concerning General Education Core requirements, students should check with their advisors and the University of Hawaii Student Transfer Handbook, which is published twice per year, during the months of October and March. Copies of the Transfer Handbook are available at counseling offices, academic advising offices, and the College library; or online at <http://www.hawaii.edu/ccc/articulation/TransferHandbook.html>.

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**ACADEMIC CALENDAR  
FALL 2003 SEMESTER**

August 15, Friday	Holiday, Admissions Day
August 18, Monday	FACULTY REPORT FOR DUTY
August 25, Monday	FIRST DAY OF INSTRUCTION
September 1, Monday	Holiday, Labor Day
November 11, Tuesday	Holiday, Veterans' Day
November 27-28, Thurs-Fri	Thanksgiving Recess
December 11, Thursday	LAST DAY OF INSTRUCTION

**ACADEMIC CALENDAR  
SPRING 2004 SEMESTER**

January 12, Monday	FIRST DAY OF INSTRUCTION
January 19, Monday	Holiday, Martin Luther King, Jr. Day
February 16, Monday	Holiday, Presidents' Day
March 22-26, Monday-Friday	Spring Recess
March 26, Friday	Holiday, Kuhio Day
April 9, Friday	Holiday, Good Friday
May 5, Wednesday	LAST DAY OF INSTRUCTION

**ACADEMIC CALENDAR  
FALL 2004 SEMESTER**

August 16, Monday	FACULTY REPORT FOR DUTY
August 20, Friday	Holiday, Admissions Day
August 23, Monday	FIRST DAY OF INSTRUCTION
September 6, Monday	Holiday, Labor Day
November 2, Tuesday	Holiday, General Election Day
November 11, Monday	Holiday, Veterans' Day
November 25-26, Thurs-Fri	Thanksgiving Recess
December 9, Thursday	LAST DAY OF INSTRUCTION

**ACADEMIC CALENDAR  
SPRING 2005 SEMESTER**

January 10, Monday	FIRST DAY OF INSTRUCTION
January 17, Monday	Holiday, Martin Luther King, Jr. Day
February 21, Monday	Holiday, Presidents' Day
March 21-25, Monday-Friday	Spring Recess
March 25, Friday	Holiday, Kuhio Day and Good Friday
May 4, Wednesday	LAST DAY OF INSTRUCTION



# INTRODUCTION



## *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.

Kapi'olani Community College understands the importance of learning by doing, of providing meaningful experiences that raise and improve the individual's quality of life and opportunities. As an open-door, community based school of higher education, the College seeks to enrich lives through comprehensive academic, career, and technical programs.

Kapi'olani Community College is dedicated to helping students attain their highest educational potential and providing them with a firm foundation for lifelong learning. The College is committed to providing a full range of programs and support services designed to suit students' needs—whether they are recent high school graduates, international students, or the president of their own company.

## MISSION

### Kapi'olani Community College ...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for 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 baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.
- prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, 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.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

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

- Integrated International Education and Globalization (IEEG)
- Kapi'olani Information Technology Emphasis (KITE)
- Writing Across the Curriculum (WAC)
- Service-Learning
- First-Year Experience (FYE)
- Malama Hawai'i
- Learning Communities
- Teacher Preparation

## A COMMITMENT TO QUALITY

### Accreditation

Kapi'olani Community College is fully accredited with the Western Association of Schools and Colleges. It is regularly reviewed and recognized by leaders from other U.S. institutions.

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 LEARNING

### Educational Philosophy

Kapi'olani Community College believes that education is the key to personal growth, and it is dedicated to the notion that learning is a lifelong process. To encourage students to *kulia i ka nu'u*, to strive for the highest, and develop the skills and attitudes they will need to become lifelong learners, the College relies on some of the latest technologies and instructional approaches to offer a wide range of innovative programs.

### Career and Technical Programs Programs

Besides programs in business, nursing, new media arts, exercise and sports science, travel and tourism, food service and hospitality, the College offers the only Health Sciences, Emergency Medical Services, and Legal Education programs in the state. These, as well as a variety of

short-term credit and noncredit training programs, lead to Associate in Science degrees, Certificates of Achievement, and certificates in over 20 career fields.

### **Transfer Programs**

The Associate in Arts degree is awarded for completion of the Liberal Arts program and is designed to help students transfer to a baccalaureate institution. The College's A.A. degree fulfills the admission and general education core requirements at University of Hawai'i at Hilo, University of Hawai'i at Manoa, and University of Hawai'i-West O'ahu.

### **Programs for Lifelong Learning**

Completing a degree program and beginning a career is the first step in a life-long learning process. The world and technology are constantly changing, and Kapi'olani 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.

### **Noncredit Programs**

KCC offers short-term noncredit programs 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 PROVIDE LEARNING SUPPORT**

Kapi'olani Community College is committed to providing a full range of learning support services:

### **Counseling Services**

The College offers a full range of counseling services, including academic, personal, and career counseling. Additional services include support for veterans, international students, students with disabilities, single parents, displaced homemakers, students of native Hawaiian ancestry, non-traditional (gender), economically disadvantaged and first-generation college students.

### **Holomua (Developmental Education Program)**

For students who need to develop basic skills prior to entering a degree program, Kapi'olani Community College provides courses in English, math, and learning skills. No matter where they are in terms of their academic abilities and no matter how long they have been out of school, the College is committed to helping students develop skills needed for success in college.

### **Learning Resources**

The College has a variety of centers designed to support learning. For example, the library is electronically linked to other libraries throughout the state, including UH Manoa's Law Library and the Hawai'i Medical Library. The learning centers provide tutoring services, supplemental assistance to classroom instruction, and skill development workshops. In addition, the College has a central computing center and many computer labs throughout the campus.

### **An Intimate Learning Environment**

The College strives to cultivate among the students a sense of belonging to the campus and local community. Small class size creates an intimate and personal environment for learning. The College provides opportunities for participation in social, cultural, intellectual, service, and governance activities. It has earned a national reputation in the area

of service learning; through this program, students volunteer their service to the community as part of college courses.

### **International Student Programs**

Students from other countries will find services and programs to help them adjust to the American college environment. The college also offers an intensive English for Speakers of Other Languages program, which is designed to prepare nonnative English speakers for admission.

## **A COMMITMENT TO OUR COMMUNITY**

### **Community Relations**

The College also responds to the needs of the community, identifying current interests or trends and providing programs that enrich public education. It maintains close 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 advisers. 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. (Current members are listed in the "Advisory Committees" section of this catalog.)

## **UNIVERSITY OF HAWAI'I SYSTEM**

Ten campuses comprise the UH system. The three baccalaureate institutions are UH Manoa, UH Hilo, and UH-West O'ahu. Manoa is the founding baccalaureate, graduate, and research campus located in Manoa 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 Maui, Kaua'i, and Hawai'i. The system also includes the Employment Training Center, a workforce training unit located on O'ahu at Windward Community College.

In addition to these campuses, the University of Hawai'i 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 President of the University of Hawai'i is the chief officer for the UH system.

Students on any of the campuses are also part of the larger system, with access to the full range of associate, baccalaureate, and graduate degree programs. Founded in 1907 under the auspices of the Morrill Act, 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 Kalakaua, 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 Kalakaua 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. *Kulia 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 noncredit 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 Waikiki 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, Kopiko, Lama, Le'ahi, Maile, Mamane, Manele, Manono, Mokihana, Naio, 'Ohelo, 'Ohi'a, 'Olapa, Oloha, and Olopua.

The theme of native Hawaiian plant names was selected for environmental, cultural, and historical reasons: to complement and not compete with the beauty of existing trees and plants on campus and in the neighboring areas; to suit its distinctively Hawaiian geographical location adjacent to Diamond Head, a volcanic cone known around the world as a symbol of Hawai'i; to reflect the College's namesake, Queen Kapi'olani.

The theme is also compatible with one of the College's primary missions, to contribute to and stimulate the cultural and intellectual life of the community, and one of its major emphases, Hawaiian and Asian-Pacific studies. It is an opportunity to educate faculty, staff, and students, as well as visitors from the larger community, about the fascinating variety of native Hawaiian plants. Hawai'i has the highest proportion of native plant species in the world. Not found anywhere else, they have evolved from earlier arrivals borne on wind and water currents, and developed in response to the soil and climate in the islands.

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

# SPECIAL PROGRAMS

## NATIONAL AWARDS

Association of American Colleges and Universities' Greater Expectations Initiative: The Commitment to Quality as a Nation Goes to College. Kapi'olani Community College is among sixteen institutions in the nation selected for their quality programs in Liberal Arts.

American Council on Education's Promising Practices initiative: Institutional Models of Comprehensive Internationalization. Kapi'olani Community College is among eight institutions in the nation selected for their quality programs in international education.

Carnegie Foundation's Civic Responsibility in Higher Education initiative recognized Kapi'olani Community College's accomplishments in service-learning.

## 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
- Thinking and Reasoning Emphasis
- Hawaiian and Asian Pacific Emphasis
- Information Technology Emphasis
- Mathematics Across the Curriculum Emphasis
- Service-Learning IIEG
- FYE

## THE HONORS PROGRAM

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

(Ascend and stand on a place of honor.)

The Honors Program at Kapi'olani Community College is designed for high achieving students who desire a personal, challenging, enriching learning environment. The program, which is an integral part of the College's curriculum, gives students an opportunity to interact with other high achieving students and Honors faculty.

The Honors Program welcomes students, regardless of age or background, from any major, whether continuing or returning, full- or part-time, A.A., A.S., or A.T.S. degree candidates. Applicants must submit a completed Honors Program application form, recommendation forms, official transcript(s), and a two-page essay. Forms are available from the Honors education coordinator.

### Honors Program Policies

1. Upon entering Kapi'olani Community College, students would have to fulfill two of the following:
  - a. Graduation with a GPR of 3.5 or higher from high school.
  - b. Placement in English 100 and Math 100/103.
  - c. Or, an ACT score of 23 or SAT composite score of 1000.

2. Continuing students at Kapi'olani Community College must fulfill all of the following criteria:
  - a. Complete 12 credits at Kapi'olani Community College in courses that fulfill the requirements of their selected program before applying for the Honors Program.
  - b. Maintain a cumulative GPR of 3.5 for courses in their selected program, with no grade lower than a "C".
  - c. Be currently enrolled at Kapi'olani Community College for 6 credits or more.
3. Or continuing students must fulfill all of the following:
  - a. Complete 24 credits at Kapi'olani Community College in courses that fulfill the requirements of their selected program before applying for the Honors Program.
  - b. Submit transcripts that reflect timely academic progress, with the last 9 credits completed in one semester reflecting a GPR of 3.5 for courses in their program, and with no grade lower than a "C".
  - c. Maintain a total cumulative GPR no lower than 3.5 for courses in their program, with no grade lower than a "C".
  - d. Be currently enrolled at Kapi'olani Community College for 9 credits or more.

### Honors Program Distinctions

Distinctions will be cited in the commencement program. Academic transcripts will cite honors distinctions following UH system guidelines. Types of distinctions:

1. "Kapi'olani Scholar with Honors" Criteria: Successful completion (B or higher) of two Honors courses and 3.5 or above cumulative GPR. The two Honors courses must apply to the degree or certificate awarded.
2. "Honors Program Participant" Criteria: Successful completion (B or higher) of two Honors courses and a 3.0 - 3.49 cumulative GPR. The two Honors courses must apply to the degree or certificate awarded. Note: Students who complete two Honors courses but have a cumulative GPR of less than 3.0 will not have Honors comments on their transcript.

Multiple Degrees or Certificates: Students who are awarded simultaneous or additional degrees or certificates may be designated Kapi'olani Scholar, with Honors next to each degree or certificate for which the distinction criteria cited above have been met.

### PHI THETA KAPPA/ALPHA KAPPA PSI

Phi Theta Kappa is the International Honor Society of the Two-Year College, which has recognized and promoted scholastic achievement among community, technical, and junior college students since 1918. The Alpha Kappa Psi Chapter at Kapi'olani Community College began in 1985 and continues to identify and bring together students with excellent academic records in all majors and from all degree programs. The following criteria are required for membership:

1. Be enrolled in a two-year college.
2. Have at least 12 credit hours of course work leading to an associate degree.

3. Have achieved a cumulative grade point ratio of 3.5.
4. Have established academic excellence as judged by the college faculty.
5. Be of good moral character and possess recognized qualities of citizenship.

Contact the Honors education coordinator at 734-9370 for additional information.

## SIGMA DELTA MU

Sigma Delta Mu is the National Honor Society for Hispanic Studies for two-year colleges. The motto of SDM is "Plus Ultra," which means "to go beyond." Members of the society endeavor to "go beyond" by achieving academic excellence in the study of the Spanish language, art, and literature. To become an active member, students must be enrolled in the second semester or higher of Spanish. They must have a GPR of 3.0 in Spanish and a minimum overall GPR of 2.75.

## SERVICE LEARNING

Kapi'olani is a national leader in service learning, an educational strategy in which students provide meaningful service in the community to help them better understand what they are learning in their college courses. Service learning is an option in a number of courses each semester. If they offer this option, instructors will inform their classes and provide specific guidelines. In general, students who participate in service learning work during the semester in a community agency or school; complete a reflective journal of their service-learning experiences; and complete a written assignment about their service-learning project. KCC works with many agencies and schools to offer a variety of service-learning opportunities. Some examples include assisting elders in daily living; reading to preschool children; caring for the environment; educating others about HIV/AIDS; tutoring elementary and intermediate students; Hawaiian language tutoring and producing community-based newsletters. The time commitment is generally 20-30 hours of service per semester. Through service learning, students will better understand themselves, their community, and their course work. Contact the service learning coordinator at 734-9285.

## 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 2 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, 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.

## INDEPENDENT STUDY

For each of the subject areas in which credit courses are offered, individuals and specialized groups may participate in the design and selection of learning experiences geared to student interests, aptitudes, and desired outcomes. Individual study (299V) may be arranged by consulting with the appropriate instructor and by completing forms obtained from the department chair. When a number of students are interested in pursuing a similar topic, sections of 199V, Specialized Group Studies, may be arranged through similar procedures.

Before applying for Independent Study, students should have successfully completed all regular credit courses offered in the subject area.

Individual and group study should be appropriate to the program of study and related to the existing college curriculum. Individual and group study cannot be in a catalog-listed course. The group study arrangement should not involve more than six students without authorization by the Dean of Curriculum and should not be used as a substitute for a canceled class or classes. The application process for Independent Study is listed on the Independent Study application form, available in department offices.

## INTENSIVE PREPARATORY CURRICULUM FOR DEAF STUDENTS

Since spring 1989, the College has had the largest population of Deaf and hard-of-hearing students among all the campuses in the University of Hawaii system. Through coordination of services with Gallaudet's Regional Center and the State Department of Vocational Rehabilitation, a strong foundation of supplemental support has been built to assist the students. The Intensive Preparatory Program for Deaf Students is an immersion program that exposes Deaf students to various experiences and concepts on a daily basis in order to enhance their knowledge base. Students in the program are provided with intensive instruction in reading, writing, vocabulary, academic survival skills, and human relations. Each level of the curriculum is worth 12 credits. Students are in class from 9:00 a.m. to noon daily. For more information, please contact the coordinator at 734-9796.

## ACE (ACCESS TO COLLEGE EXCELLENCE)

ACE learning communities are designed exclusively for first-year students to help them adjust to college life, whether they are straight out of high school, have taken a break from college, or are entering college after several years of working or raising a family. Students who join one of the many ACE clusters are guaranteed enrollment in two or more designated courses that are suited to their major. In addition to shared courses, students attend a weekly seminar that deals with the issues facing students making the transition to college. For information, please contact the coordinator at 734-9324.

## HONDA INTERNATIONAL CENTER

Ili'ahi 112, Ph. 734-9312  
Email: HIC@hawaii.edu

The goals for the newly established Honda International Center are to serve F1 visa international students, promote study abroad programs, and increase campus intercultural activities.

### SERVICES FOR ALL STUDENTS

- Provide study-abroad advising and information resources
- Assist study-abroad scholarship application, i.e., Honda Scholarship, Monbukagakusho Scholarship, etc.
- Manage international student exchange programs with Kansai University, Aichi University, and Kinran College
- Support service for International Café, International Student Club, and language exchange Programs

### Services for international students with F-1 visas

- Application assistance for entering KCC and its ESOL program
- Assistance with health insurance, housing, and transportation information
- Orientation programs for fall, spring, and summer semesters
- Personal counseling for visa issues, financial resources, and cultural adjustment
- Current information on F-1 visa regulations
- Workshops on F-1 visa regulations, tax issues, and intercultural communication
- Information, certification, and assistance regarding travel documents and work permits

## INTENSIVE TRANSITION PROGRAM IN ESOL

(English for Speakers of Other Languages)  
Tel. 734-9312  
Email: esol@hawaii.edu

The Intensive Transition Program in ESOL serves as a vehicle to “transition” students into the College. After successfully completing the one-semester program, students are eligible to take a range of credit courses offered at KCC. Typically, students who successfully complete the program are eligible for freshman-level (100-level) university coursework within one academic year.

Students develop their linguistic competence by studying content related to American and Hawaiian cultures. Each class, with a maximum of 20 students, is taught by two instructors and facilitated by up to four classroom tutors. The tutors are KCC students who provide assistance both in and out of class. KCC's 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.

Students in the Intensive Transition Program in ESOL have expressed an interest in pursuing college level study at an American college or university. They have completed high school in either their home country or in the U.S.

Students who enter the program at KCC generally have a TOEFL score between 400 and 499 (paper based) or between 97 and 172 (computer based). Other students may transfer to KCC's Intensive Transition Program in ESOL with an approved recommendation from their current advisor in a college-track ESL program in which the student is at the high-intermediate level.

The 16-week program meets Monday through Friday for a total of about 22 hours per week. For more information on how to apply, please call the Honda International Center at 734-9312, or email: esol@hawaii.edu.

## MALAMA HAWAI'I (CARING FOR HAWAI'I)

Malama Hawai'i is a cluster of courses for first-year students who are interested in Hawaiian language and Hawaiian and Pacific issues. Selected courses in language arts and humanities provide the core of the first-year classes and will include community projects focusing on caring for the Islands and their indigenous culture. Students continue in the Malama Hawai'i program to earn an AA degree in Liberal Arts and may also earn an Academic Subject Certificate in Hawaiian and Pacific Studies. Students may contact Kawika Napoleon at 734-9751 for more information.



# 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.)

Kapi'olani Community College is an open-door college that welcomes students who are 18 or older or have earned a high school diploma or equivalency. Listed below are admissions requirements, procedures, and regulations.

## GENERAL REQUIREMENTS

### Eligibility

All persons who are 18 or older, or who have earned a high school diploma or equivalency, are eligible for admission to Kapi'olani Community College. There are, however, special requirements for International Students and for applicants to the Health Education and Legal Education programs.

### General Admission Requirements

The University of Hawai'i System Application form and pertinent instructions are available at the Kekaulike Information and Service Center, 'Ilima 102, or in the counseling offices of any high school in the state of Hawai'i. Procedures are as follows:

1. File an application for admission with the Kekaulike Information and Service Center at Kapi'olani Community College.
2. File the residency information form included in the application.
3. Submit other information, forms, and/or documents, as requested by the College.

### Application Deadlines

A completed UH System Application form and all other requested forms and/or documents must be submitted to the 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. The application form is available online at <http://www.kcc.hawaii.edu/admission>. Applicants may also obtain a paper copy from a Hawaii high school or any of the UH system campuses.

Programs with earlier closing deadlines are: Legal Education, Health Sciences, New Media Arts, Nursing, Emergency Medical Services. Refer to the following sections on application requirements for Legal Education and Health Education programs.

Applicants should make every effort to apply early and to meet the stipulated 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 UH system) they attended previously should have official transcripts sent directly to the 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 enrollment must show evidence that they are free of active tuberculosis. Students may be 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.

All nonresident foreign students must demonstrate proof of enrollment in a health and accident insurance program before they are permitted to enroll. The intent of this requirement is to protect international students against the high cost of unanticipated health care expenses resulting from accidents or illness.

## REQUIREMENTS FOR OTHER PROGRAMS

Health Education, Legal Education, and New Media Arts Applicants must submit an Application for Selective Admission Program (ASAP) form, which is available at the Kekaulike Information and Service Center, 'Ilima 102. Students not currently enrolled at KCC must also submit the UH System Application form. Notification of acceptance is sent by mail.

Admission to the Adult Residential Care Home Operator, Dental Assisting, Legal Secretary, Medical Assisting, Nurses' Aide Training, Rapid Text Entry, and Registered Nursing programs is open each semester. Admission to the Medical Laboratory Technician and Mobile Intensive Care Technician programs occurs each spring semester. Admission to the Diagnostic Medical Sonography, Emergency Medical Technician, Occupational Therapy Assistant, Paralegal, Physical Therapist Assistant, Practical Nursing, Radiologic Technology, and Respiratory Care programs is open each fall semester.

Admission requirements for specific programs may be found in the curricula sections. Further information regarding specific admission and application requirements may be obtained from the Kekaulike Information and Service Center (734-9555), Emergency Medical Services (734-9330), Health Sciences (734-9270), Legal Education (734-9100), New Media Arts (734-9379), and Nursing (734-9305).

All applicants whose required materials are received by the deadline and who meet requirements will be considered for admission to requested programs until the quota is reached. Students on academic probation at KCC will not be considered for selection to these programs. Letters of acceptance or nonacceptance 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. They will not be returned to the applicant.

## REQUIREMENTS FOR INTERNATIONAL STUDENTS

Kapi'olani Community College is authorized under federal law to enroll non-immigrant alien students. Foreign applicants must comply with all regulations of the Immigration and Naturalization Service 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 other state health agencies and councils as may be required by law or by rules and regulations.

General admissions requirements, as well as the following additional requirements, must be met by non-immigrant applicants. Students are advised to send all required materials as early as possible.

1. Submit a Supplementary Information Form (admissions) for Foreign Applicants.
2. Have official test results of the Test of English as a Foreign Language (TOEFL) sent directly to the Honda International Center at Kapi'olani Community College. Applications and/or requests for scores on this test can be made by writing to TOEFL Registration Office, P.O. Box 6151, Princeton, NJ 08541-6151 or by contacting the American consulate in their home country. Hand-carried test results will not be accepted.
3. Submit high school and college transcripts. Evidence of academic achievement equivalent to an American high school education of 12 years is necessary. International applicants must have their high school and college forward, directly to the Honda International Center, a complete and certified English translation of their secondary school and college record. Transcripts that are issued to the applicant or FAX copies will not be accepted.
4. Submit an Affidavit of Financial Support guaranteeing that no financial assistance will be needed and no employment will be required. Living expenses such as housing and food are approximately \$19,000 per year.
5. Take a health examination and chest x-ray within the six-month period prior to enrollment. The health form must be certified by a medical official and a United States official, verifying no active tuberculosis. Evidence of good health by a doctor and a United States official is acquired at students' expense.
6. All international students must demonstrate proof of enrollment in a health and accident insurance plan before they are allowed to register. The intent of this requirement is to protect international students from the high cost of unanticipated health care expenses resulting from accident or illness.

Items 1-5 above must be received by the Honda International Center (Ili'ahi 112, phone 734-9312) by the following dates: July 1 for the fall semester; November 15 for the spring semester. All documents and transcripts submitted become the property of the College. They will not be returned to applicants. Applicants will be notified by mail of their acceptance or nonacceptance.

Accepted applicants will be sent an I-20 form. They are responsible to see that all of the previous requirements have been met. Kapi'olani Community College does not send reminders. International students must also enroll for a minimum of 15 credit hours each semester, and satisfactory progress must be made. Accepted international students should contact the International Student Adviser regarding orientation, advising, and counseling.

## EARLY ADMISSION REQUIREMENTS

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 limited on a space-available basis to one or two courses for which prerequisites have been met. Recommendation from the high school counselor or principal is required for early admission.

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 a copy of high school transcripts, must be completed and filed at the Kekaulike Information and Service Center for each semester of enrollment. All documents and transcripts submitted become the property of the College. They are not returned to applicants. After the required items have been submitted, the admission decision is sent to applicants. They have the responsibility to see that all of the previous requirements have been met. Nonresidents are admitted on a space-available basis.

## RUNNING START REQUIREMENTS

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 the course requirements, those earned college credits are transferable to any University of Hawai'i system degree-granting institution. Students must comply with the UH 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 re eligibility for this program. Students should contact their high school counselor or the Running Start Coordinator at 734-9247.

## DETERMINING RESIDENCY STATUS

### Residency Regulations

Students other than statutory exempt individuals, 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 nonresident tuition. An official determination of residency status will be made at the time of application. Applicants may be required to provide documentation to verify residency status.

Once classified as nonresident, students continue to be so classified during their term at the college until they present satisfactory evidence, to the residency officer, that justifies a change. Some of the more pertinent University residency regulations follow. For additional information or interpretation, contact the residency officer in the Kekaulike Information and Service Center, 'Ilima 102, 734-9555.

### Definition of Hawai'i Residency

For tuition purposes, students are considered residents of the State of Hawai'i if they—or if they are under 18, they and their parents or legal guardians—have:

1. Demonstrated intent to permanently reside in Hawai'i (see below for indicia);
2. Been physically present in Hawai'i for 12 consecutive months prior to the first day of instruction, and subsequent to the demonstration of intent to make Hawai'i their legal residency; and
3. Not been claimed as a dependent, as an adult or minor, for tax purposes, by their parents or legal guardians, who are not legal residents of Hawai'i.



To demonstrate the intent to make Hawai'i their legal residency, the following indicia apply:

1. Voting or registering to vote in the state of Hawai'i.
2. Filing Hawai'i State Resident Personal Income Tax Return.

Other indicators, such as permanent employment and ownership or the 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 involved in making a residency determination include:

1. The 12 months of continuous residence in Hawai'i shall begin on the date upon which the first overt action (see indicia above) is taken to make Hawai'i the permanent residence. While residence will be lost if it is interrupted during the 12 months immediately preceding the residence determination date, resident status derived from two or more successive sources may be combined to compute the twelve-month period.
2. Residency in Hawai'i and residency in another place cannot be held simultaneously.
3. Presence in Hawai'i primarily to attend an institution of higher learning does not create residence status. Continued presence in Hawai'i during vacation periods and occasional periods of interruption in the course of study does not itself overcome this presumption.
4. The residency of unmarried students who are minors follows that of the parents or of the legal guardian. Marriage emancipates a minor.
5. The residency of a married person may follow that of the spouse.
6. 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.

These considerations do not exhaust all of the factors that affect the determination of residency. For more information, consult the "Rules and Regulations Governing Determination of Residency as Applied to Tuition Payments and Admission at All Institutions Under the Jurisdiction of the Board of Regents of the University of Hawai'i."

### **Nonresident Student**

Once classified as a nonresident, a student continues in this status at the College until submitting satisfactory evidence that proves otherwise.

Students classified as nonresidents are required to pay nonresident tuition, unless exempted from paying such tuition through one of the statutory exemptions listed below:

1. United States military personnel and their authorized dependents during the period such personnel are stationed in Hawai'i on active duty.
2. Persons who are legal residents of a district, commonwealth, territory, or insular jurisdiction, state, or nation that provides no public institution of higher learning.
3. Employees of the University of Hawai'i and their spouses and legal dependents.

### **Misrepresentation of Residency**

A student or prospective student who intentionally or willfully misrepresents any fact on any form or document intended for use in determination of residency status for tuition purposes will be subject to the regular disciplinary measures of the University of Hawai'i.

### **Appeal Process for Residency**

Residency decisions may be appealed by submission of the Appeal of Residency Classification form and any supporting documentation. Students desiring to initiate a residency appeal should contact the residency officer in the Kekaulike Information and Service Center, 'Ilima 102, 734-9555, for more information on the appeal process, applicable tuition payments, deadlines. Appeals are reviewed by the Dean of Students Services.

### **Statutory Exemptions to Residency**

Nonresidents may be allowed to pay the resident rate for tuition if they qualify as one of the following:

1. United States military personnel and their authorized dependents (as defined by the Armed Services) during the period such personnel are stationed in Hawai'i on active duty.
2. Persons who are legal residents of any district, commonwealth, territory, or insular jurisdiction, state, or nation that provides no public institutions of higher learning.
3. Employees of the University of Hawai'i and their spouses and legal dependents (as defined under Internal Revenue Service rules).
4. Hawaiians, descendants of the aboriginal peoples that inhabited the Hawaiian Islands and exercised sovereignty in the Hawaiian Islands in 1778.

## **REGISTRATION INFORMATION**

### **Student Classification**

Registered students are classified in the following manner:

#### **By Program Enrollment**

Classified: Students enrolled in an organized curriculum leading to a degree or certificate.

Unclassified: Students not enrolled in an organized curriculum leading to a degree or certificate.

#### **By Number of Credits**

Full-time: Students enrolled for 12 or more semester hours (or equivalent courses).

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

#### **By Registration Status**

First Time: Students attending a postsecondary institution (beyond high school) for the first time.

Continuing or Returning KCC Student: Students registered for credit at Kapi'olani during the previous semester (excluding Summer Session) or returning to KCC after an absence of one or more semesters.

Continuing student from another UH system campus: Students registered for credit at another UH system during the previous semester (excluding Summer Session)

Transfer student from a non-UH system campus: Students last enrolled in another postsecondary academic institution outside of the UH system.

Continuing Education: Kapi'olani Community College students taking a noncredit course through the Office of Continuing Education and Training.

## 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.

### Orientation and Advising

Kapi'olani has a First-Year Experience program for new students that introduces students to KCC through orientation sessions offered prior to the beginning of the semester. Family members are also welcome to attend. Students who are returning to KCC or transferring from another college are also invited to attend these sessions. Orientation sessions provide an introduction to KCC and specific information concerning registration procedures and course selection. Contact the First-Year Experience Coordinator at 734-9245 or e-mail [kapstart@hawaii.edu](mailto:kapstart@hawaii.edu) for more information.

### English and Math Placement Tests

Appropriate English and/or math placement is required for all English and math courses and for many other courses as well. Students who have not completed previous college courses in English and/or math should take the COMPASS placement test. Placement testing is available on a walk-in basis during most of the year. Test results are received immediately upon completion of the test. Students may check with the testing center at 'Iliahi 124 (or call 734-9340) for current information on testing dates and times. For disabled students who wish to take the tests, arrangements can be made through the Special Student Services Office (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/No-Credit Option

Students may choose to take courses on a credit/no-credit basis, provided that the course is not part of the general education and major requirements. Some of the required courses have mandatory credit/no-credit grading.

Students must specify this grading option at the time of registration, or process a change of registration by the deadline. Those choosing this grade option will receive a "CR" or "NC" grade. Credit is awarded for a "CR" grade, but "CR" and "NC" grades are not included in the grade point ratio. Students expecting to transfer to a four-year institution should study that institution's policy on accepting "CR/NC" grades before selecting this option.

### Auditing Courses

Students may audit classes upon securing the approval of the instructor or department chair on the registration or Change of Registration form. Auditors attend classes as listeners. They may take part in discussions or examinations but receive no credit. Auditors may change to credit status after registration with the approval of the instructor if all course

requirements have been met. Students taking the class on credit status may also change to audit status. All changes must be submitted to the 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.

### Credit Load Limitations

Sixteen semester hours is the maximum for which students may enroll during early registration. They may increase their total to 19 during the late registration period. Students wishing to enroll for more than 19 credits must obtain permission from an academic counselor.

### International Student Enrollment

International students with an F-1 visa are required to carry at least 15 credit hours each semester. They must complete their program of study according to the period specified on the I-20 form.

These students should contact the international student adviser prior to enrollment at KCC.

## MULTI-CAMPUS REGISTRATION

Students at any campus within the University of Hawai'i system may enroll in classes at other UH campuses for which they are eligible during the same term without submitting a new admission application. Students should follow the registration instructions issued to them by their home institution.

## REGISTRATION, ADDS, DROPS, CHANGES

Students may register for classes through MyUH at <http://myuhportal.hawaii.edu> at their assigned registration appointment. Students may also register in person at the Kekaulike Information and Service Center according to the printed registration schedule found in the Schedule of Classes. Any changes to a student's schedule after the initial registration session may be made online or in-person. Beginning on the first day of classes for each term, there will be a \$5.00 fee charged for each registration transaction made in person, but no charge for online transactions completed by the students.

Sixteen-week classes may be dropped through the end of the tenth week of instruction. Modular classes may be dropped up to one week after the midpoint of the class. Instructor consent is not required for withdrawal from a class. Withdrawals after the deadline are permitted only for unusual or extenuating circumstances beyond the student's control. Late withdrawals require the approval of the chair of the department that offers the course.

Official class withdrawals during the erase period will not be noted on students' academic records. The erase period for 16-week classes is the first three weeks of the semester. The last day of the erase period for modular classes starting after the first week of instruction is the first day of class. An official withdrawal after the class erase period will be noted by a "W" on students' academic records.

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 withdrawal deadline.

## COMPLETE WITHDRAWAL FROM COLLEGE

Students may not drop the last class at their home institution online. Instead, students who wish to withdraw from all of their classes in a given semester should submit the Complete Withdrawal from College form in-person to the Kekaulike Information and Service Center (KISC) by the withdrawal deadline. The form is available at the Registration Office or from an academic adviser. Those withdrawing from all classes by the last day of the erase period (the first three weeks of instruction) will not have their course registrations noted on their academic record. Students withdrawing between the fourth and tenth week of instruction and thereafter will have a "W" for each course noted on their academic record. 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 Dean of Student Services.

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 in the future.

## UNOFFICIAL WITHDRAWAL

Students will receive a grade of "F" if they do not officially withdraw from classes that they have stopped attending. All withdrawals must be completed by the stipulated deadline.

## RECORDS

**Changes to Personal Data:** Changes to personal data such as name, residence, or mailing address should be submitted to the Kekaulike Information and Service Center (KISC). To ensure receipt of grade reports and other College mailings, address changes should be submitted on a timely basis.

**Academic Transcripts:** Academic records of credit enrollment (courses, semesters, grades, and credits) are maintained permanently by the College. Current or former Kapi'olani students who want copies of their transcripts should contact the Kekaulike Information and Service Center (KISC) ('Ilima 102, 734-9555). Information on procuring transcripts is also available on the Kapi'olani Community College Web site.

**Grade Reports:** At the end of each semester and Summer Session, grades are available online at MyUH, <http://myuhportal.hawaii.edu>. The college no longer mails report cards to students at their designated local address.

## 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 one year after the application term if the applicant does NOT enroll in the College. If the applicant enrolls, such documents will be retained for 5 years after the student graduates or last attends the college.

## FINANCIAL INFORMATION

### *He mai'a ua pa'a ke ko'o.*

(A banana tree well supported by props.)

Students sometimes need support to assist them in budgeting for their education. The tuition, fees, and financial assistance programs at Kapi'olani Community College are detailed below.

## TUITION AND FEE SCHEDULE (PER SEMESTER)

All tuition and fee charges at the University of Hawai'i campuses 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 and Registration Fees

Tuition	Resident	Non-Resident
Per credit hour for all credits taken	\$47.00	\$242.00
<b>Student Activity Fees (for all students)</b>		
1– 9 credit hours	\$2.00/credit hr.	\$2.00/credit hr.
10 or more credit hours	\$20.00	\$20.00
<b>Publication Fee</b>	\$10.00	\$10.00
<b>Late registration Fee</b>	\$30.00	\$30.00

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

**Books, Supplies, and Uniforms:** The cost of books and supplies is approximately \$250.00 per semester for full-time students. When uniforms are required in certain programs, it is the students' responsibility to provide them. Information on the estimated cost of uniforms and special supplies required by health and food service programs is available at the departments.

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

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

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

**Out of State Application:** An application fee of \$25.00 is charged to nonresidents to cover the cost of processing their applications.

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

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

**Student Activity:** 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:** Students do not have to request that their transcripts be sent to another college within the University of Hawai'i system. However, students should **contact the UH school they plan to attend for information on how to initiate the evaluation of their transcripts for granting transfer credits** There is a \$3.00 charge per copy for all other transcripts, including student copies. The charge for RUSH requests is \$10.00.

**Dishonored Checks:** A \$15.00 service charge plus an additional \$.10 interest charge 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.

**Noncredit Courses:** These fees vary according to the courses offered and will be announced when courses are offered.

## FINANCIAL OBLIGATIONS TO THE UNIVERSITY

Students who have not satisfactorily adjusted their 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.

A copy of the "Rules and Regulations Governing Delinquent Financial Obligations Owed the University of Hawai'i," promulgated by the University of Hawai'i Board of Regents, is on file in the Office of Student Services in 'Ilima 205.

## WAIVER AND REFUND POLICIES

**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. Appeals for waivers of such fees must be made to the registrar. Additionally, students or parents who believe that individual circumstances warrant exceptions to College policies concerning tuition and fees may present their appeal to the Dean of Student Services.

## REFUND POLICY

Tuition refunds are calculated according to a designated formula as listed in the course schedule available online at <http://www.kcc.hawaii.edu>. All refunds are calculated as of the date the withdrawal is received online or in-person.

## FINANCIAL AID PROGRAMS

Classified students may qualify for financial assistance for courses applicable toward an eligible program for a degree or certificate at Kapi'olani Community College. Financial assistance helps to supplement a family's or individual's expected contribution to meet the cost of education. Students applying for financial assistance must be making or maintaining satisfactory academic progress (policy available at the Financial Aid Office) before any aid will be awarded. All funds are distributed in accordance with federal, state, and institutional policies.

Financial aid applicants must be citizens, nationals, or permanent residents of the U.S., Northern Marianas, Trust Territories, or Marshall Islands (except for applicants for Pacific-Asian Scholarships). Students must have a high school diploma or GED, or pass an approved test.

Students who wish to be considered for financial assistance must submit the Free Application for Federal Student Aid (FAFSA) and complete institutional forms. For further information, call or write to the Kekaulike Information and Service Center (KISC) or e-mail [kapinfo@hawaii.edu](mailto:kapinfo@hawaii.edu).

Students who change their registration from the enrollment level for which their award was made may be required to repay all or part of the financial aid received up to the midpoint of each semester. Awards will be recalculated based on federal guidelines to determine if an over-award repayment is necessary. Financial aid 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 state, institution, and student—in that order. The Financial Aid Refund Policy is available at the Financial Aid Office. Students who completely withdraw from school on or before the 60% point of the semester are entitled to a tuition refund based on the federal return of Title IV funds policy.

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. Eligibility requirements are determined by federal rules and include the following:

Applicant must

- be a U.S. citizen or an eligible noncitizen (permanent resident)
- be enrolled in a degree granting program (classified student)
- 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, or have passed a federally approved test
- be registered with Selective Service, if required

## SCHOLARSHIPS/GRANTS

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

1. Hawai'i Student Incentive Grants (HSIG) cover tuition for resident students who are enrolled for a minimum of 6 or more credits (half-time).
2. Tuition Waivers may be awarded to students on the basis of need, merit, or service. Waivers cover the cost of resident tuition. A minimum half-time enrollment (6 or more credits) is required. Priority is given to Hawai'i residents. Noncredit or pre-college classes are not covered by tuition waivers.
3. Federal Pell Grants are assistance grants that require no repayment. Applicants must not have received a bachelor's degree.
4. Federal Supplemental Educational Opportunity Grants (SEOG) provide supplemental financial assistance to students with no repayment. Applicants must not have received a bachelor's degree. A minimum half-time enrollment (6 or more credits) is required.

5. Pacific-Asian Scholarships cover the cost of resident tuition for full-time continuing students from Asian and Pacific areas with demonstrated academic excellence. Students must be from Pacific and Asian jurisdictions. Twelve or more credits of enrollment is required. (FAFSA is not required.)
6. Charles E. Hemenway Scholarships are private scholarship funds available to undergraduate Hawai'i residents with character and qualities indicative of good citizenship. A minimum half-time enrollment (6 or more credits) is required.
7. Ruth E. Black Scholarships are private scholarship funds for Hawai'i residents who are sons and daughters of engineers, contractors, and construction workers or who are pursuing construction-related fields of study. A minimum half-time enrollment (6 or more credits) is required.
8. Kulia I Ka Nu'u. Provides tuition waivers for native Hawaiian students who have at least 6 credits enrollment as a classified major and a GPR of 2.0 ("C") or higher. Selection is based on financial need or major in Education or Hawaiian, or TRIO project participant.
9. Hawai'i Veterans Memorial Fund is a scholarship for undergraduate Hawai'i residents with character and qualities indicative of good citizenship. Full-time enrollment is required.
10. Some vocational and liberal arts programs have scholarships. Please check with the program office.

## LOANS

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

1. Federal Perkins Loan Program (formerly Carl Perkins or National Direct Student Loan) is a long-term loan program. A minimum half-time enrollment (6 or more credits) is required. Students pay no interest while attending school, 5 percent interest during repayment period, \$90 or \$120 minimum quarterly repayment. There may be cancellation privileges for those entering certain fields.
2. State Higher Education Loan (SHEL) is a long-term loan program for resident students. A minimum of half-time enrollment (6 credits) is required. This is a long-term loan, no interest while attending school, 5 percent interest during repayment period, \$45 minimum quarterly repayment.
3. Subsidized Federal Stafford Loans (formerly Guaranteed Student 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 variable interest not to exceed 8.25 percent. There is a grace period of six months, no interest while attending school. Maximum loan amounts vary according to the student's grade level.
4. Unsubsidized Federal Stafford Loan. A minimum of half-time enrollment (6 credits) is required. The variable interest is not to exceed 8.25 percent and begins to accrue immediately upon disbursement of loan funds. Maximum loan amounts vary according to the student's grade level.
5. Federal Parent's Loan for Undergraduate Students (PLUS Loans). Long-term loans from private lenders, such as banks and credit unions. This is a long-term loan for parents of dependent undergraduate students. Interest is variable, but will not exceed 9 percent.

6. Short-Term Loans are available to meet emergency educational expenses while attending college at least half-time. Loan must be repaid within 30 days. There is no interest charged. The maximum loan is \$100.

## EMPLOYMENT

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

1. Federal Work Study Program (FWS). Provides part-time employment on campus. A minimum half-time enrollment (6 or more credits) is required. Provides on-campus employment during academic year and vacation periods. Student 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. A minimum half-time enrollment (6 or more credits) is required. 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 1 July 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, and Federal Parent Loan for Undergraduate students. This requirement affects all male students who are at least 18 years of age, who were born after 31 December 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 the Trust Territory of the Pacific Islands (Palau). For further information, contact the Financial Aid Office at 734-9536.

All financial aid programs are subject to change due to legislative action.

For additional information, contact the Financial Aid Office, 'Ilima 106, 734-9536.

### Veterans' Educational Benefits

Contacts: Kekaulike Information and Service Center (KISC), 'Ilima 102, (808) 734-9531; U.S. Department of Veterans Affairs, Tripler Army Medical Center, 1 Jarrett Rd, E Wing 1st Floor, Honolulu, HI 96859, (808)566-1000.

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 location or phone number.

Veterans wishing to activate their educational benefits at Kapi'olani should contact the Kekaulike Information and Service Center (KISC) for information on the process of applying for and receiving benefits. Those 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 Kapi'olani Catalog carefully and consult with an academic adviser before registration to insure that they register for courses which can apply to their intended KCC 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 of Kapi'olani will help students maintain a steady course toward the completion of their educational goals.

### TRANSFER CREDITS & PRIOR-LEARNING CREDITS

Kapi'olani students transferring from other institutions may request an evaluation of their previous academic records for the purpose of transferring credits. Only courses with a grade of D (not D-) or higher may be transferred.

Credits from institutions accredited by U.S. regional accrediting associations may be accepted for transfer. 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. Decisions are made by the appropriate Kapi'olani instructional 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 as part of the KCC grade point ratio. The final 12 credits applicable to a degree or certificate must be earned at Kapi'olani.

Students needing an evaluation of their previous credits for transfer to KCC must complete a Request for Transcript Evaluation Form at the Kekaulike Information and Service Center (KISC) or online at [www.kcc.hawaii.edu/support/forms/index.htm](http://www.kcc.hawaii.edu/support/forms/index.htm) and have transcripts of previous work sent directly to KISC.

### 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 the 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 the 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 enrolled 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 departmental 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 of 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 of Science degrees in Kapi'olani'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.

## RUNNING START

The Running Start program is a unique partnership between the Department of Education and the University of Hawaii System. It allows public high school 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 evening. Upon satisfactory completion of the course requirements, those earned college credits are transferable to any University of Hawaii system degree-granting institutions. If interested in this program, students should meet with their high school counselor and submit the appropriate forms. More information about the Running Start program may be obtained from the coordinator at 734-9247.

**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, they may be awarded credits for those courses. Competency in the theory and application of subject matter will be expected. More information about the program may be obtained from the coordinator at 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 and 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 courses and outlined in college-wide and/or associate degree-level statements.

## CHANGES TO PROGRAM OF STUDY

Students wishing to change their major to a program other than Health Education and Legal Education, or New Media Arts may do so by submitting a Change of Major form to the Kekaulike Information and Services Center (KISC). The form is available at that office or from an academic advisor. Information on procedures for applying to the Emergency Medical Services, Health Sciences, Legal Education, Nursing, and New Media Arts programs is available at KISC. Those who change majors must meet all requirements for 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. Such work may carry credit (usually three hours in laboratory, three or four hours in clinical, or one credit in fieldwork), or it may not. 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. Some classes offer a variable number of credits.

**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 A.S. degree or certificate may decide that certain required courses that were taken in the past must be retaken. The respective department chair will make any decision regarding the retaking of a course to meet program requirements. The decision of the respective department chair is final.

**Repetition of Courses:** Students may repeat college courses in which they received a grade lower than a "C". The credit will be allowed once for a course, but students will receive the higher grade and grade points.

Students may repeat certain courses for additional credit if this option is indicated in the course description. Permission to repeat selected courses may be subject to specific program requirements. 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.

**Course 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 Request for Course Waiver or Exception form from an academic advisor.

**Hawaiian or Second Language Back Credits:** Students placed above the 101 (or the corresponding newer 3-credit course emphasizing oral proficiency) level in Hawaiian, American Sign Language or foreign languages offered at Kapi'olani Community College (KCC) 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 grade 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 KCC back credit policy went into effect in Fall 2001. Any classified student at KCC may apply for back credits in language. The back credits will count toward KCC's degrees and certificates.

**Note:** UHM allows back credits only to those students who entered the UH system in Fall 2001 or later, or who have chosen to graduate under the UHM General Education Requirements adopted in Fall 2001. Other colleges or universities in the UH system and elsewhere may have different policies regarding back credits or policies that may prevent the transfer of KCC back credits.

2. **Placement Examination:** See "Language Placement Testing" in this catalog for information on placement testing.
3. **Bilinguals:** Bilinguals and native speakers are eligible for back credits, providing they complete with a "C" or higher an appropriate post-202 language course. Students should contact the Language Arts Chair for a list of courses above 202 that may be available in language taught at KCC.
4. **Study Abroad:** Students may apply for back credits after taking appropriate study abroad courses above 101 offered by KCC or by the UH 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 UH system or in high school, including those courses for which AP credits have been granted by KCC. (See "The College Credit Equivalency Program" for information on AP credits.)

7. **Languages Not Taught at KCC:** Students awarded waivers from the foreign language requirement based on proficiency in languages not taught at KCC are not eligible for back credits.
8. **ESOL Students:** Those interested only in a waiver from the language requirement must receive confirmation, from the Language Arts department, that their language proficiency is above the 102 level.
9. **Running Start Students:** This policy is also applicable to Running Start (high school early admittance program) students.
10. **Number of Language:** Back credits may be earned for only one language.
11. **Number of Credits:** A student 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 A.A. degree.
12. **Petition Forms:** Back credits will not be awarded automatically and those interested in obtaining back credits must initiate the process. Forms for back credits requests are available through language course instructors or Language Arts department offices.

## GRADES

**Credit/No-Credit Option:** Students may choose to take courses on a credit/no-credit basis, provided that the course is not part of the general education and major requirements. Some required courses, however, have mandatory credit/no-credit grading.

Grading System:

- A Excellent achievement
- B Above average achievement
- C Average achievement
- D Minimal passing achievement
- F Failure
- CE Credit by Exam
- NCE Credit by Exam, no credit awarded
- CR Credit; denotes work deserving credit at the "C" level or higher for courses taken by the CR/NC grading option. Students must specify this option at the time of registration.
- NC No credit; denotes minimal achievement or failure under the CR/NC grading option.
- P Pass; designates satisfactory completion of a noncredit course
- NP Not Passed; designates unsatisfactory level of progress in a noncredit course

**Other Grading Symbols:**

- L Audited class
- W Withdrawal; after the erase period; after the first three weeks for 16-week classes; after the first day of class for modular classes starting late in the semester.
- I(with grade) Incomplete; the student has not completed all required course work. (See **Incompletes**)

**Grade Point Ratio (GPR):** Grade point ratios are computed on a four-point scale as follows:

- A 4 grade points per credit
- B 3 grade points per credit



C	2 grade points per credit
D	1 grade point per credit
F	0 grade points per credit

The grade point ratio is computed by dividing the grade point total by the credits attempted. Grades of “CR”, “NC”, “P”, and “NP” are not included in the computation. If a course in which a “D” or an “F” has been received is repeated and an equivalent or higher grade is earned, the new grade shall be used in the computation. The “D” or the “F” remains on the record, but it is not used in the grade point computation.

**Incompletes:** 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. Incomplete work must be made up within the first ten weeks of the following semester, or the “I” will be automatically converted on the student’s transcript to the grade submitted with it. Example: “IF” will convert to “F”, “INC” will convert to NC.

[When a student completes required work prior to the deadline, the instructor will initiate a change of grade that takes the completed work into consideration.](#)

## 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 usually published in the *Kapi’o*, the school newspaper, once a year at the end of summer.

**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.

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.

**Academic Dismissal:** Students are dismissed when they have been previously suspended and have failed, on readmittance, to maintain a term GPR of at least 2.0 in a probationary semester following suspension. However, students dismissed at the end of the spring semester may attend the first or second Summer Session immediately following the spring semester. 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 special circumstances. The academic suspension may be waived by an academic counselor, and the academic dismissal, by the Dean of Student Services.

## 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 Community Student Conduct Code. Kapi’olani Community College has a Code of Student Conduct that defines expected conduct for students and specifies those acts subject to University sanctions.

**Student Conduct Committee:** Students should become familiar with the Code of Student Conduct. As UH/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 Dean of Student Services, ‘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 UH 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 (1) is disrespectful, offensive, and/or threatening; (2) interferes with the learning activities of other students; (3) impedes the delivery of college services; and/or (4) 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 the provisions of the Student Conduct Code. The code stipulates that the provost 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 provost may impose the sanction of suspension prior to a hearing. For further information, please refer to the Student Conduct Code available at the Office of the Dean of Student Services, 'Ilima 205.

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

**Smoking:** In accordance with the state's No Smoking Act, Act 108, SLH 1976 and Act 245, 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 Dean of Student Services, '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 Dean of Student Services, '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 Dean of Student Services or the Personnel Officer.

## GRIEVANCES

The process of addressing allegations of misconduct or acts of discrimination is described in the procedures for Handling Impermissible Behavior and the Academic Grievance Procedures and in CCCM No. 2210 UH Community College Procedure and Guidelines Relating to Complaints of Discrimination. Copies are available at the Student Services Office, 'Ilima 205.

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, appeal to the Office of Dean of Instruction may be made. 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 Academic Grievance Committee are final within the University.

Copies of the academic grievance procedures are available in the Office of the Dean of Student Services. Students may also file complaints of

discrimination with the Office of Civil Rights, Region X, Henry M. Jackson Federal Bldg., 915 Second Avenue, Room 3310, Seattle, WA 98174-1099. Telephone: (206) 220-7900. FAX: (206) 220-7887.

## 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 Dean of Student Services. Support services and auxiliary aids are offered through the Special Student 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 Mary Joan Haverly, Counselor, 'Ilima 105, Kapi'olani Community College, 4303 Diamond Head Road, Honolulu, Hawai'i 96816. Phone: 734-9552 (V/T)

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
- 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 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 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974 (veteran's status); Section 503 and 504 of the Rehabilitation Act of 1973 (disability); Hawai'i Revised Statutes, Chapter 76, 78, 378 (race, sex, sexual orientation, age, religion, color, ancestry, political affiliation, physical or mental handicap, marital status, arrest and court record). The UH 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 Personnel Officer/EEO Coordinator (734-9575), 'Ilima 208.

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

Mona Lee, Dean of Student Services (Education/Civil Rights matters) 734-9522, Kapi'olani Community College, 4303 Diamond Head Road, Honolulu, Hawai'i 96816.

Enid Kagesa (Employment matters) 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 handicap, physical handicap, disability, marital status, veteran's status, or arrest and court record may file a complaint with the Personnel Officer, 734-9575, 'Ilima 208A. The 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 CCCM No. 2210 UH Community College Procedure and Guidelines Relating to Complaints of Discrimination and in campus Section 504 Grievance procedure. Copies are available at the Office of the Dean of Student Service, '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) 220-7920 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 Dean of Student Services. The procedure for the Sexual Assault Prevention Program can be obtained from the Office of the Dean of Student Services. For more information, please contact the Office of the Dean of Student Services 'Ilima 205 (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 Dean of Students, '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, inform the Registrar about which of the items are not to be disclosed without their prior consent. Requests should be submitted at the Records Office information 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.

# STUDENT SUPPORT SERVICES

## *He pao'o ka i'a a'obe kabeka 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.

## STUDENT SERVICES OFFICES

### Admissions

The Kekaulike Information and Service Center (KISC) Admissions Office provides students with information on admissions, college procedures, and campus resources. The office is located in 'Ilima 102.

### Financial Aid

Provides students with assistance and information on obtaining financial assistance for college, located in the Kekaulike Information and Service Center (KISC 'Ilima 102.

### Registration and Records

Provides information and services involving registration and changes of registration (adding and dropping classes), complete withdrawals from college, changes of personal data (i.e., name, address, SSN), changes of major for open enrollment programs, certification for veteran's benefits, verification of enrollment, evaluation of transcripts from other institutions, processing of applications for degrees and certificates, certification of graduation, and issuance of academic transcripts. The office is located in the Kekaulike Information and Service Center (KISC 'Ilima 102.

### Special Student Services (SSSO)

Located in 'Ilima 103, this office houses several programs to help students achieve equal access to instruction and other campus activities. The TRIO Student Support Services Project has three counselors exclusively available to first generation, economically disadvantaged, and minority students with physical or learning disabilities.. All SSSO counselors offer academic advising, personal and career counseling, and financial aid information.

The SSSO counseling staff also assists students in obtaining the services of readers, note-takers, scribes, sign language interpreters, as well as other instructional and classroom accommodations as appropriate. Campus maps showing the locations of ramps, restrooms, elevators, and handicapped parking are available at the SSSO. TTY locations are shown on the campus map at the end of the catalog. To learn more about Special Student Services at Kapi'olani Community College, call 734-9552.

### Services for Deaf and Hard of Hearing Students:

Deaf and Hard of Hearing students may receive the following support services: application, orientation, and registration assistance; academic, personal, and career counseling by a counselor fluent in American Sign Language; interpreters for any credit or noncredit class, workshop, or campus activity; note-takers; and tutors. An intensive preparatory program taught in American Sign Language has been developed for Deaf and Hard of Hearing students. Deaf and Hard of Hearing individuals desiring information about the intensive preparatory program

or other services may contact the College at (808) 734-9210 (V/TTY) or by using the text Telecommunication Device for the Deaf (TDD) relay service at (808) 643-8833. Campus TTY locations are printed on the campus map.

Information about the programs, services, activities, and facilities that are available to persons with disabilities may be obtained by contacting M. J. Haverly, (808) 734-9552 (V/T).

## STUDENT SERVICES PROVIDED

### 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, a computer-assisted advising program is available to help students in their second and subsequent semesters' selection of courses. The printout focuses on selection of courses to complete graduation requirements in the shortest amount of time and provides other helpful advice.

### Single Parents and Homemakers Program

This program is federally funded to assist eligible single parents and displaced homemakers gain marketable skills through vocational education. Services include academic, career, and personal counseling; referral networks; career and life planning seminars; financial aid; child care information; workshops and club activities. A single parent is an individual who is unmarried or legally separated from a spouse and is pregnant with a child or has a minor child or children for which the parent has custody. A displaced homemaker is an individual who has worked primarily without pay to care for the home and family and, for that reason, has diminished marketable skills and has been dependent on public assistance or on the income of a relative, but is no longer supported by such income. For more information, contact the Single Parents and Homemakers' program in 'Ilima 104 at 734-9500.

### Native Hawaiian Career and Technical Education Program

Kulia Ma Kapi'olani, the Native Hawaiian Project, is federally funded through the Native Hawaiian Career and Technical Education Program of ALU LIKE Inc. The goal of the project is to increase retention and placement of native Hawaiian career and technical education students in the community colleges. "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. Kulia Ma Kapi'olani's services include personal and career counseling, and financial aid information and support. For further information, please contact the NHCTEP Coordinator at Manele 110 or at 734-9554.

### Job Placement

Job placement services are provided in 'Ilima 106 and provides a valuable link in the partnership between KCC and the business community. The staff assists current students and alumni in preparing for and securing relevant positions through resume and interview skills workshops. Employment opportunities are kept current by a computerized system that lists many available off-campus jobs for Kapi'olani students. A referral service is also provided. For further information, please contact the Job Placement Coordinator at Manono 112, 734-9484. On-campus positions are also available through the Personnel Office. Many of these are filled by students who qualify for the Federal Work Study program.

## Maida Kamber Center for Career and Transfer Services

The Maida Kamber Center provides quality information and guidance on transfer and career choices to all KCC students. The Center, which is located in 'Ilima 104, actively supports transfer and career programs to baccalaureate campuses within the University of Hawai'i system as well as other institutions in Hawai'i or on the mainland. The center actively sponsors transfer workshops, career and transfer fairs, and career and interest testing. Program advising sheets, career materials, college guides and catalogs, financial aid and scholarship information are provided in a self-service area. Computers are available for students to access college and career information on the Web. Students may contact the Coordinator at 734-9500 for more information.

## Health Services

Kapi'olani Community College does not offer health services. In case of an emergency on campus, call 911. Applications for college medical insurance plans are available at the Student Activities office in 'Ohi'a 101 and the Admissions Office in 'Ilima 102.

## Housing

Housing information and linkages to various off-campus sites are available through the University of Hawai'i Web site. Students may apply to the University of Hawai'i at Manoa Housing office for spaces in their campus dormitories. Community College students are provided with spaces on a priority basis, which considers geographic factors and program major. Students enrolled in selective programs are given priority only if the program is not available on their island.

The college also provides housing assistance through off-campus contacts with hotels and apartments in close proximity to the college easily accessible by public transportation. Students are provided with information through the College but make their own living arrangements directly with the provider. Costs are generally comparable to UH dormitory costs. Interested students should call 734-9555 for more information.

## Security

Campus security is in effect 24 hours a day, seven days a week. The office is located in the Olopuia building, 734-9900. For "Lost and Found" items, 734-9576.

## Transportation

Students are encouraged to use the city bus. Bus #3 runs to and from Pearl Harbor and Downtown to Wai'alae. It stops at Makapu'u Avenue and on Diamond Head Road. Refer to the campus map on the back of the Schedule of Classes for specific bus stop locations.

## 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 Kilauaea 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. Parking in stalls for the disabled is restricted 24 hours a day, seven days a week.

## Bookstore

The bookstore, located in the 'Ohi'a Building, carries all textbooks and essential school supplies used by students at KCC. It is open from 8 a.m. to 3:30 p.m., Monday through Friday.

## Childcare

The Kapi'olani Community College 'Alani Child Care Center provides care for children of students, faculty, and staff members. The Center enrolls children ages two through five. The hours are 7:30 a.m. to 4:30 p.m. for the fall and spring semesters. For information on applications, cost, and available openings, call the Center at 734-9394. Applications are available in 'Ilima 104.

## CO-CURRICULAR STUDENT ACTIVITIES

### Board of Student Activities

The Board of Student Activities 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, service, recreational, and governance activities. The primary focus of the program is "Learning by Doing." Students are encouraged to participate in all aspects of the program. Activities include clubs, concerts, book exchanges, and social events. More information is available at the Student Activities Office in 'Ohi'a 101.

### Student Congress

All students maintaining a GPR of 2.0 or higher may automatically become regular voting members of the Student Congress upon election. Elections are held each spring for the offices of chair, vice-chair, treasurer, public relations officer, and secretary. In addition, individual members are selected to represent each registered student club, BOSA and BOSP student organization. The Student Congress is the official channel between students and the College administration.

### Board of Student Publications

The Board of Student Publications (BOSP) publishes Kapi'o, the weekly student newspaper; Diamond Journal, an anthology of essays written by students in the English classes; Horizons, a journal of Asian-Pacific writing and art; Spectrum, a magazine featuring the best of student writing and art. 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: kapi'o@hawaii.edu

## THE CENTERS OF LEARNING

### *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. 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. Library materials include books, periodicals, reference materials, online resources, videotapes, and general and special collections. Services include reserve reading, Internet and WWW access, reference assistance, group study rooms, photocopiers, an audiovisual alcove, and continuous CNN newscasts. 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 UH system. The library's online catalog provides access to all UH libraries and to many other resources.

### Computing Center

To familiarize students with the use of computers and software, the College makes available Macintosh and IBM PC microcomputers. Qualified personnel staff the Computing Center located in the 'Iliahi building.

### Information Media & Technology Services (IMTS)

The Information Media & Technology Services provides campus-wide access to information technology. Through consultations, workshops, and activities, the IMTS encourages faculty and staff to develop innovative uses for new and emerging technologies that facilitate learning. It is located in the Naio building and provides support for television production, distance learning, graphics, printing, 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 has recognized a need to provide learning and enrichment centers where students can be more proactive about their learning.

**Tutoring:** The tutoring center is located in Lama Library. It offers supplementary instructional assistance in reading, writing, and mathematics. Tutors are available to help students develop writing, language, math, and science skills. In response to the wide range of student needs, the Library also provides audiovisual aids for independent and self-paced learning in several fields.

**Health and Natural Sciences:** Located in Koki'o 202, the Health and Natural Sciences learning center provides instructional materials and activities, both required and supplemental, for natural science courses and the health programs. Some tutorial assistance is available. Laserdisc and computer systems with software covering topics in anatomy, biology, and chemistry also support instruction outside the classroom.

**Kopiko:** The Learning Center, located in Kopiko 101, has a computer lab that gives students access to the hardware and software they need to complete assignments, especially for Accounting, Business, Information and Computer Science, Legal, and Nursing courses. The center also houses supplementary instructional material and provides space for independent study.

## TRANSFER INFORMATION

### INTRODUCTION

#### *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. Students may transfer among campuses of the University of Hawai'i system, including all two-year and four-year institutions; they may also transfer to colleges and universities outside the University of Hawai'i system.

### TRANSFER REQUIREMENTS

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 advisers 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.

Effective fall 1994, students who have earned an articulated Associate in Arts (A.A.) 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 A.A. 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.

Website for transfer information: <http://www.hawaii.edu/cccl/articulation/TransferHandbook.html>

### UH MANOA TRANSFER POLICY

Please read the "Degree and Certificate Programs" section for information about general education core requirements and the articulated A.A. degree. The following conditions of transfer are in effect:

1. Student Transfer—The application period is November 1 to June 1 for the fall semester and June 1 to November 1 for the spring semester. Students are advised to check requirements of the college of their choice since some at UH Manoa have earlier deadlines. Information re UH Manoa academic programs is available at <http://www.hawaii.edu/links/manoa-h.html>. Students may transfer to UH Manoa 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 100-299 will transfer to UH Manoa.
  - b. Credit for a "D" grade or higher for transferable courses taken within the UH system will transfer to UH Manoa.

3. Grade Point Transfer—UH Manoa does not include community college GPR in its cumulative GPR.

## UH HILO TRANSFER POLICY

Students wishing to transfer to UH Hilo with an A.A. 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 that are identified in the current UH Hilo Catalog. Website: <http://www.uhh.hawaii.edu/catalog>.

Students may transfer to UH 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 [http://www.uhh.hawaii.edu/uhhiloweb/admissions/adm\\_gen.html](http://www.uhh.hawaii.edu/uhhiloweb/admissions/adm_gen.html). Prospective transfer students should consult with their KCC counselor about the specific applicability of KCC courses to UH Hilo majors. The UH Hilo Transfer Guide for Kapi'olani Community College, published by UH Hilo, is available to KCC counselors and students. Refer to the Advising Web site at: <http://www.uhh.hawaii.edu/uhhiloweb/advising>. Information on all UH Hilo programs is also available from UH Hilo Admissions Office, (800) 897-HILO, [uhhadm@hawaii.edu](mailto:uhhadm@hawaii.edu); Larry Test in the Counseling Center, (808) 974-7312, [test@hawaii.edu](mailto:test@hawaii.edu).

This and other information is available in greater detail at the University website: <http://www.uhh.hawaii.edu>. Information is also available at the Maida Kamber Center for Career and Transfer in 'Ilima 104.

## UH-WEST O'AHU TRANSFER POLICY

The University of Hawai'i-West O'ahu is an upper division institution offering 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. Those with A.A. degrees are deemed to have met UH-West O'ahu's general education requirements. In addition, those who complete an articulated A.S. degree in the Paralegal program at KCC may also transfer to UH-West O'ahu as a classified student. All others with at least 45 credits of transferable course work may be considered for unclassified status, following a transcript evaluation. UH-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 UH-West O'ahu at 454-4700 Monday to Friday from 8:00 a.m. to 6:30 p.m. The UHWO Web site is located at <http://www.uhwo.hawaii.edu>.

## THE APPLICABILITY OF THE UNIVERSITY OF HAWAII ASSOCIATE IN ARTS DEGREE

Students who earn a UH Associate in Arts (A.A.) degree from a UH Community College that meets the following three conditions have fulfilled the general education core requirements at all UH baccalaureate degree-granting institutions.

1. The A.A. degree must be completed with a cumulative GPR

of 2.0 or higher for all courses numbered 100-plus applicable to the A.A. degree requirements; and

2. The A.A. degree must conform to the A.A. 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.

## APPLICABLE GENERAL EDUCATION CORE REQUIREMENTS

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 general education 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.

The University of Hawai'i at Manoa has implemented new requirements for its General Education Core and for Graduation for students entering UHM since Fall 2001. The Core requirements include both foundation courses and diversification requirements. Graduation requirements, on the other hand, include focus requirements and a foreign or second language.

You are encouraged to read UHM's catalog or visit the UHM website ([www.catalog.hawaii.edu/general\\_information/uhm-core](http://www.catalog.hawaii.edu/general_information/uhm-core)) for complete information. You should also contact the KCC Arts and Sciences counselors for complete information on transfer to UHM or other four-year institutions (734-9247). The selections you make now as a KCC student may help you meet UHM's Graduation Requirements in addition to meeting the Core Requirements.

## PRE-TRANSFER ADVISING

Kapi'olani Community College offers special advising and support for students interested in the following majors: Art, Business, Education, Engineering, Information And Computer Science, and Psychology. Counselors and faculty advisors can help students select courses that best meet the requirements of these majors. Details about KCC's pre-transfer advising and contact information are included below. Students are encouraged to contact the appropriate faculty and counselors for further information.

### Pre-Art

Kapi'olani offers a variety of transferable studio art and art history courses. Students can take basic art core classes required for a studio BA or BFA at UH Manoa. Students can explore different means of visual expression through media-specific studio courses. These Kapi'olani Community College courses also articulate into the various studio majors at UH Manoa. Please refer to the Student Transfer Handbook for more information.



Students are encouraged to contact Sarah Bremser (Pre-Art Advisor), Koa 107, 734-9377, for information early in their college career at Kapi'olani Community College. Students planning to transfer should complete the general education core requirements for Liberal Arts while following the guidelines in the Art area.

### **Pre-Business**

The purpose of Pre-Business advising is to enable students to transfer as a junior to UH Manoa College of Business Administration and to earn an Associate in Arts degree at the same time. Because entrance and graduation requirements for UH Manoa College of Business are subject to change, students should maintain contact with a Pre-Business adviser to insure up-to-date information. For additional information, please contact Janice Walsh (Pre-Business Counselor) in Kopiko 101, 734-9110 or Ibrahim Dik (Pre-Business Advisor) in Olona 210, 734-9830.

### **Pre-Education**

The purpose of pre-education advising is to prepare students to complete the basic pre-education general education core requirements prior to applying to the UH Manoa College of Education. Please refer to the Student Transfer Handbook for more information. Please note: BOT 105, HAW 101, 102, 201, and 202, HWST 107 and HIST 284 may be double counted to meet both the core and the Hawaiian requirement. The music/art emphasis course for elementary education is offered at Kapi'olani Community College.

For more information please contact Kristie Malterre, 'Iliahi 113, 734-9247 or Veronica Ogata (Pre-Education Advisor), Olona 213, 734-9833.

### **Pre-Engineering**

Pre-Engineering advising prepares students at Kapi'olani Community College for transfer to the UH Manoa College of Engineering. Students who want to transfer to engineering degree programs at any other four-year college or university should see their Pre-Engineering adviser. They should know that engineering degree requirements may differ from university to university. The UH Manoa College of Engineering offers three fields of study: civil engineering (CE), electrical engineering (EE), and mechanical engineering (ME).

Students may take courses at Kapi'olani Community College to complete many of the first- and second-year courses needed for an engineering degree. Additional courses for studies beyond the first year may be provided in the future, depending on student demand, school resources, and availability of instructors. (Check with the Pre-Engineering adviser regarding the availability of courses each semester.) In general, Kapi'olani students may be accepted into the UH Manoa College of Engineering if they achieve an overall college GPR of at least 3.0 in 24 or more transferable credits (courses over the 100 level) and if they also complete certain required courses at KCC. The required courses will count toward the 24 transferable credits. Please refer to the Student Transfer Handbook for more information.

For additional information, please contact John D. Rand in Kokio 209B, phone 734-9433.

### **Pre-Information and Computer Science**

The purpose of Pre-ICS advising is to enable students to complete a required set of courses in Information and Computer Sciences at Kapi'olani Community College and to transfer as a junior into the computer science program in the College of Arts and Sciences at UH Manoa. Please refer to the Student Transfer Handbook for further information.

For more information, please contact: Janice Walsh (BE Counselor), 734-9110; Alfred Seita (Pre-ICS Adviser), 734-9117; or the Business Education Office, 734-9140.

### **Pre-Psychology**

The purpose of Pre-Psychology advising is to prepare students to earn an A.A. degree in Liberal Arts while completing most of the general education core requirements for a BA in Psychology at UH Manoa.

To complete a Kapi'olani Community College Associate in Arts degree, students must complete one year of Hawaiian, ASL, of a foreign language and two writing-intensive (WI) courses. They must take 100-level or higher liberal arts electives to complete the 60 hours required for the A.A. degree. PSY 202, 230, 240, 260, and 270 may be included as electives to be eligible upon transfer to register in upper-level psychology courses at UH Manoa.

For more information, please contact Julia Compton (Pre-Psychology Advisor), Olona 214, 734-9834.

# DEGREE AND CERTIFICATE PROGRAMS

## LEARNING OUTCOMES

### Education with a Focus on Student Learning Outcomes

Academic programs at Kapi'olani Community College emphasize the outcomes of learning rather than the experience or time spent in learning. In such educational programs, course and program outcomes are stated in terms of the actual abilities that students should have acquired by the time of completion.

A focus on student learning outcomes helps to clarify the outcomes of instructional programs and courses by:

1. Improving communication with students, with the general public (including employers), and among the faculty and staff;
2. Improving the internal and external assessment of programs to determine the effectiveness of the College's training.

In addition, the established program and course student learning outcomes serve as a reference for the development of alternative modes of learning. Program-level student learning outcomes are shown in the curricula sections; course-level student learning outcomes are shown in the course descriptions.

### General College Student Learning Outcomes

#### *He puko'a kani Aina.*

(A coral reef that grows into an island.)

Individuals who begin, in a small way, carefully taking the steps needed to reach their goal, grow steadily until they become firmly established. A college education involves the same process of steady growth toward the successful completion of educational goals.

Kapi'olani Community College provides a framework for student achievement of learning outcomes, emphasizing communicative ability and critical thinking. The framework consists of diverse disciplines that, in combination, help students to establish constructive personal and social relationships and foster intellectual growth. Learning outcomes are characterized by the ability to make conscious and informed use of knowledge, skills, and attitudes relevant to a particular situation. Each program in the College is oriented to the following eight learning outcome areas:

1. Computation and communication abilities
2. Values for living
3. Quality of life as affected by technology and science
4. Awareness of the dynamics in contemporary issues
5. Problem-solving and decision-making abilities
6. Responsiveness to the arts and humanities
7. Career choices and life-long learning
8. Study in a selected program

## GRADUATION

### Application for Graduation

Applications for associate degrees, Certificates of Achievement or Academic Subject Certificates may be obtained at the Kekaulike

Information and Services Center (KISC). 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.

Applications for a Certificate of Completion may be obtained at the office of the instructional department offering the certificate. Students should inquire about application deadlines at the appropriate department office.

### Graduation Requirements

Students must meet a set of requirements for graduation as stated in the Catalog either at the time of entry into the academic program in which the degree is offered 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.

## DEGREES AND CERTIFICATES

The College offers the Associate in Arts degree (A.A.), the Associate in Science degree (A.S.), the Associate in Technical Studies (A.T.S.) degree, Certificate of Achievement (C.A.), Certificate of Competence (C.C.), Certificate of Completion (C.C.), and Academic Subject Certificate (A.S.C.). 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.

### ASSOCIATE IN ARTS (A.A.) DEGREE

The Associate in Arts (A.A.) 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, entirely at the baccalaureate level.

#### Associate in Arts (A.A.) Degree Requirements

The Associate in Arts degree is awarded to students who complete a minimum of 60 credits as outlined below. The Associate in Arts degree program, also known as the Liberal Arts program, is designed to prepare students for transfer to a four-year university or college.

The requirements for the Associate in Arts degree are:

1. Required credit hours: 60 credits in courses numbered 100 or higher as listed in the Liberal Arts program.
2. Minimum cumulative grade point ratio: Student must have a cumulative grade point ratio of 2.0 ("C") or higher for all courses applicable toward the degree.
3. Course selection: As described under the Liberal Arts program.
4. Residency: The final 12 credit hours toward the degree must be earned at Kapi'olani Community College. The residency requirement may be waived for cause at the option of a dean

or the provost. The Residency Waiver Form must be completed and approved before leaves or transfers to another institution. The dean or provost may also approve use of credit by examination to meet residency requirements.

Students should note that baccalaureate degree requirements do vary at UH Manoa and should make an appointment to meet with their academic counselor for details.

### **A.A. Degree Student Learning Outcomes — General Education Academic Skill Standards**

The following academic skill standards for critical thinking, information retrieval and technology, oral communication, quantitative reasoning, and written communication represent the minimum outcomes expected of students who have completed their general education experiences. Each course included in the general education curriculum should address at least one of these academic skill standards.

**Critical Thinking:** Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Students should be able to:

1. Identify and state problems, issues, arguments, and questions contained in a body of information.
2. Identify and analyze assumptions and underlying points of view relating to an issue or problem.
3. Formulate research questions that require descriptive and explanatory analyses.
4. Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
5. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
6. Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
7. Synthesize information from various sources, drawing appropriate conclusions.
8. Communicate clearly and concisely the methods and results of logical reasoning.
9. Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.

**Information Retrieval and Technology:** Information retrieval and technology are integral parts of every content area and discipline. Students should be able to:

1. Use print and electronic information technology ethically and responsibly.
2. Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
3. Recognize, identify, and define an information need.
4. Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
5. Create, manage, organize, and communicate information through electronic media.
6. Recognize changing technologies and make informed choices about their appropriateness and use.

**Oral Communication:** Oral communication is an integral part of every

content area and discipline. Students should be able to:

1. Identify and analyze the audience and purpose of any intended communication.
2. Gather, evaluate, select, and organize information for the communication.
3. Use language, techniques, and strategies appropriate to the audience and occasion.
4. Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
5. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
6. Use competent oral expression to initiate and sustain discussions.

**Quantitative Reasoning:** Quantitative reasoning can have applications in all content areas and disciplines. Students should be able to:

1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
3. Communicate clearly and concisely the methods and results of quantitative problem solving.
4. Formulate and test hypotheses using numerical experimentation.
5. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
6. Assess the validity of statistical conclusions.

**Written Communication:** Written communication is an integral part of every content area and discipline. Students should be able to:

1. Use writing to discover and articulate ideas.
2. Identify and analyze the audience and purpose for any intended communication.
3. Choose language, style, and organization appropriate to particular purposes and audiences.
4. Gather information and document sources appropriately.
5. Express a main idea as a thesis, hypothesis, or other appropriate statement.
6. Develop a main idea clearly and concisely with appropriate content.
7. Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
8. Demonstrate proficiency in revision and editing.
9. Develop a personal voice in written communication.

**Understanding Self and Community:** Kapi'olani Community College emphasizes an understanding of one's self and one's relationship to the community, the region, and the world. Upon completion of an A.A. degree, students should be able to:

1. Demonstrate an awareness of the relationship between the environment and their own fundamental physiological and psychological processes.
2. Examine critically and appreciate the values and beliefs of their own culture and those of other cultures separated in time or space from their own.
3. Communicate effectively and acknowledge opposing viewpoints.
4. Use the study of a second language as a window to cultural understanding.
5. Demonstrate an understanding of ethical, civic, and social issues relevant to Hawai'i's and the world's past, present, and future.

## ASSOCIATE IN SCIENCE (A.S.) DEGREE

The Associate in Science (A.S.) 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, entirely at the baccalaureate level.

### Associate in Science (A.S.) 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 A.S. program is to prepare students for gainful employment. A secondary purpose for some of the A.S. 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: Refer to the listing of humanities, natural sciences, and social sciences courses acceptable for the A.S. 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.
7. 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 or the provost. The Residency Waiver Form must be completed and approved before transfer to another institution. The dean or provost may also approve use of credit by examination to meet residency requirements.

### A.S. Degree Student Learning Outcomes

Graduates of Kapi'olani Community College who complete an Associate in Science degree should be able to:

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

## General Education for Associate in Science and Associate in Technical Studies

General education encompasses the common knowledge, skills, and attitudes needed to be effective as a person, a family member, a worker, and a citizen. General education is integrated with, but different in emphasis and approach from, training for a job or a profession. General education should allow students to gain a more integrated view of knowledge, a more realistic view of life, and a more defined sense of community and social responsibility. Because KCC believes that knowledge leads to action, it encourages students to become actively engaged in their learning. The College's goal is to provide a foundation for lifelong learning in a world that is constantly changing. The goals of general education are student-centered, and as such, they impact students as individuals, family members, workers, and members of society.

After the completion of the A.S. degree program, students should be able to demonstrate the following general education competencies:

- Understanding of self
- Understanding of one's place in the world
- Understanding and appreciation of diverse cultures
- Understanding of communication in society
- Understanding of science as a driving force
- Understanding of the dynamics of change
- Understanding of the aesthetics of human experience
- Understanding of the need for lifelong learning

## ASSOCIATE IN TECHNICAL STUDIES (A.T.S.) 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.

### Associate in Technical Studies (A.T.S.) Degree Requirements

The purpose of the A.T.S. degree is to provide training in areas that cross traditional program boundaries and for which there is a demonstrated employment need in the near term.

Each A.T.S. degree is customized for an individual student and has no life of its own beyond that student. This logic applies even to cases where there may be a cohort of students at a given time following a common A.T.S. 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).

4. 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 or the provost. The Residency Waiver Form must be completed and approved before transferring to another institution. The dean or provost may also approve use of credit by examination to meet residency requirements.

### **A.T. S. Degree Student Learning Outcomes**

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 life-long learning.
- Demonstrate competence in a selected program of study.

### **Associate in Technical Studies Procedures**

1. The student submits an A.T.S. degree proposal in writing to the College. For more information about the A.T.S. proposal and approval process, please contact an academic adviser.
2. At least 30 credits of the A.T.S. degree must be completed after the date the degree plan was approved by the provost.
3. An academic adviser will be assigned to counsel and guide the A.T.S. student through degree completion.

### **Associate in Technical Studies Opportunity Sample Package**

An A.T.S. degree opportunity sample is a curriculum package designed by college faculty and/or administration in advance of a student request. The package may be:

1. A simple list of possibilities
2. A complete list of courses that a student may choose when designing a customized A.T.S. degree in a specific area.

An A.T.S. package can only be officially approved in the context of an individual student's plan and exists only as long as the student is officially enrolled without a break in enrollment. The college may institute pre-screening of an A.T.S. degree opportunity sample package in order to facilitate student access to such a package, but it is not official until it becomes part of a student's approved A.T.S. program of study.

### **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.

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

### **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.

### **ACADEMIC SUBJECT CERTIFICATE**

An Academic Subject Certificate is a college credential awarded to students who have successfully completed a specific set of credit courses from the A.A. curriculum. The issuance of the certificate requires a GPR of 2.0 ("C") or higher for all courses required for the certificate. The certificate is designed to fit within the structure of the A.A. degree and shall be at least 12 credit hours.

### **CERTIFICATE OF COMPETENCE**

A Certificate of Competence is a college credential awarded to students who have successfully completed designated short-term credit or noncredit 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.

### **2003-2005 A.A. DEGREE COURSES**

KCC 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 KCC website <http://www.kcc.hawaii.edu/> for up-to-date information. Information about A.A. degree requirements can be found in the section on Programs and Curricula.

Students should note that baccalaureate degree requirements vary at UHM and should see their academic counselor for program details as well as read the transfer section of this catalog. Substitutions to the A.A. degree requirements may be granted if identical substitutions are officially granted by a college at UHM. Students intending to transfer to UH Hilo or UH-West O'ahu should consult with a counselor at KCC, UHH or UHWO.

For the most recent information concerning core courses, students should check with their advisors.

A student majoring in Liberal Arts may substitute other courses for a specific requirement if the Dean of Instruction 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.

A.A. degree requirements include – **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 three different disciplines; **Hawaiian/Second language (HSL):** completion of first level of study, 101 and 102 or equivalent; **Oral Communication (OC):** three credits.

A.A. degree requirements also include – **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 a sample of approved non-Liberal Arts courses that can be used as electives for the A.A. degree:

Students transferring to UHM TIM: FSHE 101, ACC 201, ACC 202, BLAW 200, ICS 101  
 Students transferring to UHM Business: ACC 201, ACC 202, ICS 101, BLAW 200  
 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:

1. Students may be awarded Back Credits for prior language learning. See the relevant section of the catalog.
2. Diversification courses must be from disciplines other than the courses students used to satisfy the Foundations Global & Multicultural Perspectives requirement. Example: if a student takes REL 150 in Global & Multicultural Perspectives, the student cannot take a religion class to meet the Arts & Humanities Requirement.
3. **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.

### Hallmarks

A Wild Card will be granted on the basis of fulfilling any 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

### Procedure

Students interested in applying for a Wild Card waiver should take these steps:

1. A student discusses a project or experience with a faculty member; the faculty member agrees to endorse the student's request for a Wild Card to replace a particular Diversification or Focus requirement. [The student may have completed the college-level project/experience prior to enrolling at KCC. See Request & Completion Forms for instructions.]
2. The student completes the Wild Card Request Form, writes a brief statement about the project goals, and submits the information to the Dean of Arts and Sciences. The faculty member's signature is required. [A Request Form must be submitted at least one semester prior to the semester of graduation.]

**IMPORTANT:** The student should read the [Diversification \(www.hawaii.edu/gened/diversification.htm#Div\\_Hallmarks\)](http://www.hawaii.edu/gened/diversification.htm#Div_Hallmarks) or [Focus area Hallmarks \(www.hawaii.edu/gened/focus.htm#focus\\_Hallmarks\)](http://www.hawaii.edu/gened/focus.htm#focus_Hallmarks). In the brief statement, the student must indicate how the project or experience meets the Hallmarks of that particular Diversification or Focus area.

3. After the project has been completed, or in the case of experiences previous to enrollment at KCC, the student submits the Wild Card Completion Form along with an assessment of the experience that explains how it relates to his or her overall education and how it meets the Hallmarks. The faculty member's signature is required.

Wild Card request and completion forms are available at the Arts & Sciences Counseling Office, 'Iliahi 113.

**2003-2005 A.S. DEGREE COURSES  
(COMM & ML)**

KCC catalogs are published every year and do not always reflect the most recent campus actions involving core courses. For the most recent information concerning core courses, students should check with their advisors and the Student Transfer Handbook, which is published twice per year, during the months of October and March. The handbook is available at <http://www.hawaii.edu/cc/articulation/TransferHandbook.html> and at the KCC library (Lama building). The following requirements were in effect as of April 2002 and are subject to change at any time. Please check with a counselor for up-to-date information.

Students intending to transfer to UHM should note that baccalaureate degree requirements vary at UHM and should see their academic counselor for program details as well as read the transfer section of this catalog. Students intending to transfer to UH Hilo or UH-West O'ahu should consult with a counselor at KCC, UHH or UHWO.

Some programs may require that a student complete the math or English course(s) prior to program application or entry. Please check the program requirements and program prerequisites listed in this catalog.

<b>A.S. PROGRAM</b>	<b>COMMUNICATION SKILL(S)</b>	<b>MATHEMATICAL OR LOGICAL THINKING</b>
Accounting	ENG 160	BUS 100
Food Service	ENG 100 or 160 SP 145 (COMUN 145) or SP 151	BUS 100 or MATH 100 (or higher) or PHIL 110 or QM 252
Hotel/Restaurant Operations	ENG 100 or 160 SP 151	BUS 100 or MATH 100 (or higher) or PHIL 110 or QM 252
Information Technology	ENG 160	BUS 100
Marketing	ENG 160 SP 151	BUS 100
Medical Assisting	ENG 100 or SP 145 (COMUN 145) or SP 151	MATH 100 or MATH 100H (or higher)
Medical Laboratory Technician	ENG 100	MATH 103 (or higher)
Mobile Intensive Care Technician	ENG 100	MATH 100 or MATH 100H (or higher)
New Media Arts	ENG 100	MATH 100 (or higher) or PHIL 110
Nursing	ENG 100	MATH 100 or MATH 100H (or higher)
Occupational Therapy Assistant	ENG 100	MATH 100 or MATH 100H (or higher) or PHIL 110
Paralegal	ENG 100 or SP 145 (COMUN 145) or SP 151 or SP 251	BUS 100 or MATH 100 (or higher) or PHIL 110 or QM 252
Physical Therapist Assistant	ENG 100 SP 145 (COMUN 145) or SP 151 or SP 200	MATH 100 or MATH 100H (or higher)
Radiologic Technology	ENG 100	MATH 135 (or higher)
Respiratory Care	ENG 100	MATH 100 or MATH 100H (or higher)
Travel and Tourism	ENG 100 or 160 SP 151	BUS 100 or MATH 100 (or higher) or PHIL 110 or QM 252

## 2003-2005 A.S. DEGREE COURSES (AH, NS, AND SS)

The A.S. courses listed below fulfill Kapi'olani Community College A.S. degree requirements for AS/AH, AS/NS, and AS/SS.

Students intending to transfer to 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 UH Hilo or UH-West O'ahu should consult with a counselor at KCC, UHH, or UHWO. Students should check the Student Transfer Handbook, which is published twice per year, during the months of October and March. The handbook is available at <http://www.hawaii.edu/cc/articulation/TransferHandbook.html> and at the KCC library (Lama building).

<b>ARTS &amp; HUMANITIES courses for KCC A.S. degree</b>	<b>NATURAL SCIENCES courses for KCC A.S. degree</b>	<b>SOCIAL SCIENCES courses for KCC A.S. degree</b>
<p>KCC AS/AH                      AMST 201, 202                      ART 101, 189                      ASAN 100 (AH or SS but not both)                      DNCE 150                      DRAM 101                      EALL 261, 262, 271, 272                      ENG 250, 251, 252, 253, 254,                      255, 256, 257 (any alpha)                      HWST 107, 261                      HIST 151, 152, 231, 232, 241, 242,                      252, 281, 282, 284, 288                      HUM 269V                      LING 102                      MUS 106, 107, 108                      PACS 108, PACS 257 (ENG 257C)                      PHIL 100, 101, 102, 200, 201, 250                      REL 150, 151                      SSCI 120 (AH or SS but not both)                      SP 251</p>	<p>KCC AS/NS                      ASTR 110, 280                      BIOC 244                      BIOL 101, 101L, 103, 103L, 130,                      171, 171L, 172, 172L                      BOT 101 (formerly BIOL 102),                      101L, 130, 130L                      CHEM 100, 151, 161                      FSHE 185                      GEOG 101                      GG 103 (formerly 200)                      ICS 100, 111                      MICR 130, 135, 140                      OCN 201                      PHYS 100, 122, 151                      PHYL 160                      SCI 124                      ZOO 141, 200, 200L</p>	<p>KCC AS/SS                      AMST 211, 212                      ANTH 150, 200, 210                      ASAN 100 (AH or SS but not both)                      BOT 105                      ECON 101, 120                      FAMR 230                      GEOG 102, 151                      IS 105B, 105C                      JOUR 150                      PACS 108                      POLS 110, 120, 130, 171, 270                      PSY 100, 170                      SSCI 120                      SOC 100, 218, 231, 257</p>

ASAN 100 and SSCI 120 satisfy either the Arts and Humanities requirement or the Social Sciences requirement, but not both.



# KEY TO COURSES

## Sample of a course in the catalog

General Identification:	ENG 257C Themes in Literature: Literature of Oceania (3) KCC AA/AH3 and KCC AS/AH
Contact Hours:	3 hours lecture per week
Course Requirements:	Prerequisite(s): Completion of ENG 100, 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: This course is cross-listed as PACS 257
Course Description:	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.
Course Competencies:	Upon successful completion of ENG 257C, the student should be able to: <ul style="list-style-type: none"> <li>• Consider a work of literature as a reflection of its cultural milieu.</li> <li>• Examine a work of literature from various vantage points.</li> <li>• Examine and analyze the various elements of a literary work.</li> <li>• Use basic concepts and terminology particular to literary analysis.</li> <li>• Recognize major themes in a work of literature; explore their implications and identify their basic assumptions.</li> <li>• Analyze structure; understand how form contributes to meaning.</li> <li>• Show greater sensitivity to language and literary devices authors use in literature.</li> <li>• Appreciate the artistry of literary works and become better acquainted with writers as artists.</li> <li>• Recognize the need for literary evidence to support opinions and ideas regarding literary works.</li> <li>• Express opinions and responses to literature clearly and effectively in writing.</li> <li>• Demonstrate knowledge of some of the authors of 19th and 20th century in the Pacific, from a range of ethnic and cultural groups.</li> <li>• Recognize the universality in human experience, as well as the qualities that make a particular ethnic or cultural group distinct.</li> <li>• Recognize the diversity of literary opinions, conflict and commonality in relationship to cross-cultural perspectives in Oceania.</li> </ul>

## Key

General Identification:	ENG 257	C	Themes in Literature: Literature of Oceania	(3)	KCC AA/AH3
	(1) (2)	(3)	(4)	(5)	(6)

- (1) Course Alpha: An abbreviation for the subject/content/discipline.
- (2) Course Number: A number that indicates the following:  
1-10: Courses not generally applicable toward associate degrees or certificates.  
11-99: Courses that may meet requirements for Certificates of Achievement, Competence, and Completion.  
100-299: Courses that meet requirements for associate degrees and certificates and may be transferred to baccalaureate programs offered by UHM according to the current articulation guide. Students should check specific course requirements for their chosen degree or certificate.
- (3) Course Letter: Some courses have the letters A, L, V or W after the course number. These letters indicate the following: A (honors), L (laboratory), V (variable credit), and (in the schedule of classes) W (writing-intensive). Other suffixes (B through K, M through U, and X through Z) are used to designate variations of a course, each variation having distinctive content that allows students to earn credit toward their degree.
- (4) Course Title: The title of the course.
- (5) Credits: The number of credits for each course is indicated in parentheses following the title of each course.
- (6) Gen. Ed. Requirements: Courses approved for the General Education Core Requirements for KCC degrees may be identified by one or more of the following abbreviations listed after the number of credits.

Expiration Effective Fall 2004

**Associate in Arts - Arts and Humanities**

KCC AA/AH1	Group 1 The Arts
KCC AA/AH2	Group 2 History and Culture
KCC AA/AH3	Group 3 Language and Literature
KCC AA/AH4	Group 4 Values and Meaning

**Associate in Arts - Natural Sciences**

KCC AA/NS1	Group 1 Biological Sciences
KCC AA/NS2	Group 2 Physical Sciences
KCC AA/NS3	Group 3 Other Sciences

**Associate in Arts - Social Sciences**

KCC AA/SS	Social Sciences Basic Skills and Understanding
KCC FL	Foreign or Hawaiian Language
KCC ML	Mathematical or Logical Thinking
KCC OC	Oral Communication
KCC WC	World Civilizations
KCC WR	Written Communication

Effective Fall 2004

**FOUNDATION REQUIREMENTS**

FW	Written Communication
FS	Symbolic Reasoning
FGA, FGB, FGC	Global & Multicultural Perspectives

**DIVERSIFICATION REQUIREMENTS**

**Arts & Humanities**

DA	Diversification Arts
DL	Diversification Literature & Language
DH	Diversification Humanities

**Natural Sciences**

DB	Diversification Biological Sciences
DP	Diversification Physical Sciences
DY	Diversification Lab Sciences

**Social Sciences**

DS	Diversification Social Sciences
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Please refer to the "A.A. Courses" and the "A.S. Courses" sections of this catalog for a detailed listing of Kapi'olani Community College courses. Please consult a counselor or the Student Transfer Handbook for information about UHM, UHH, and UHWO requirements. The handbook is available at <http://www.hawaii.edu/cc/articulation/TransferHandbook.html> and at the KCC library. Counselors also have copies of the Student Transfer Handbook.

- Contact Hours:** Number of hours that the class meets for lecture, lab, or lecture/lab activities per week. In some cases, classes may meet for less than 16 weeks. If so, this will be indicated in the text.
- Course Requirements:** Some courses may have special requirements or recommendations. They are:  
 Corequisite(s): A course or courses that must be taken at the same time as the course described  
 Prerequisite(s): A course or courses that must have been successfully completed prior to taking the desired course. In some instances, this may be waived. Prerequisites listed as "credit or concurrent enrollment in" may be taken prior to or during the same semester.  
 Recommended Preparation: A course or courses that students are recommended to complete prior to taking a desired course. Recommended courses are not required, but students are encouraged to complete them.
- Course Description:** A brief description of the course.
- Course Competencies:** Kapi'olani Community College is a competency based institution. Competencies identify the skills, knowledge, and behaviors that students should be able to demonstrate upon successful completion of the course.

# COURSE DESCRIPTIONS



## A

## 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 Math 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 non-financial 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)**

6 hours lecture per week (8 week course)

3 hours lecture per week (16 week course)

*Prerequisite(s): ACC 201; credit or concurrent enrollment in ITS 101 or ICS 101*

ACC 132 focuses on 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. Accounting for and reporting of Hawai'i General Excise and Use taxes. This course is designed as a prerequisite course for 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).
- 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.
- Through demonstrated awareness, help insure 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 133 Business Income Taxes (3)**

6 hours lecture per week (8 week course)

3 hours lecture per week (16 week course)

*Prerequisite(s): ACC 202; ITS 101 or ICS 101*

ACC 133 is a course for internal accountants or junior accountants assisting an accounting professional in the preparation of the annual tax return of a business. Covers the U.S. 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, and the distinction between GAAP and income tax bases of accounting.

Upon successful completion of ACC 133, the student should be able to:

- Discuss basic business income tax concepts.

- Discuss the characteristics of the various forms of business entity and their tax implications.
- Explain the tax formula for each of the following business entities: Proprietorship (Schedule C), C corporation, S corporation, Partnership and Limited Liability Company (LLC).
- Select the appropriate "tax schedule" for various accounts included in QuickBooks(r).
- Prepare basic income tax returns for the above businesses manually and by using commercial tax preparation software, such as TurboTax(r) or similar program.
- Export data from QuickBooks(r) to TurboTax(r) or similar program.
- Demonstrate an awareness of the various options available under the law(s) as to the recognition of income, deductions, credits, etc.
- Discuss the major differences between "tax" and "book" incomes.
- Show knowledge of basic principles of business tax research using IRS publications as well as software "help" menus, library, Internet, and CD-ROM tax research tools.
- Be able to identify business tax research questions requiring professional guidance.

### **ACC 134 Individual Income Taxes (3)**

*6 hours lecture per week (8 week course)*

*3 hours lecture per week (16 week course)*

*Prerequisite(s): ITS 101 or ICS 101*

ACC 134 is a course for internal accountants or junior accountants who are assisting an accounting professional in the preparation of the annual tax return of an individual. Covers the U.S. and Hawai'i tax system and basic concepts of the taxation of individuals. Students gain additional practice 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:

- Discuss 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.
- Discuss the most commonly included and excluded income items.
- Explain the basic principles of deductions and credits.
- Discuss items deductible "for" and "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 TurboTax(r).
- 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.
- Be able to identify individual income tax research questions requiring professional guidance.

### **ACC 150 AIS Tools - Entry-Level Integrated Solutions - QuickBooks Pro(r) (3)**

*6 hours lecture per week (8 week course)*

*3 hours lecture per week (16 week course)*

*Prerequisite(s): ACC 201; ITS 101 or ICS 101*

*Recommended Preparation: ENG 160; SP 151, SP 251 or SP 145 (COMUN 145)*

ACC 150 introduces entry-level accounting software. Students gain expertise in the use of QuickBooks Pro(r) within the framework of an accounting information system. Accounting and computer knowledge gained in ACC 201 and ITS 101 (or ICS 101) are reinforced through application of this software tool to case studies and team projects.

Upon successful completion of ACC 150, the student should be able to:

- Use QuickBooks Pro(r) to administer the sales and collections cycle and generate related reports.
- Use QuickBooks Pro(r) to administer the purchases and payments cycle and generate related reports.
- Use QuickBooks Pro(r) to administer the payroll function and generate related reports.
- Use QuickBooks Pro(r) to administer the inventory control function and generate related reports.
- Perform month-end and year-end procedures in QuickBooks Pro(r).
- Import and export data using QuickBooks Pro(r).

### **ACC 155 AIS Tools - Excel(r) (3)**

*6 hours lecture per week (8 week course)*

*3 hours lecture per week (16 week course)*

*Prerequisite(s): ACC 202; ITS 101 or ICS 101 or approval of Business Education Department Chairperson*

*Recommended Preparation: ACC 132; ACC 150; ENG 160; SP 151, SP 251 or SP 145 (COMUN 145)*

ACC 155 emphasizes the use of spreadsheets 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(r) within the framework of an accounting information system. Accounting and computer knowledge gained in ITS 101, ACC 202, ACC 132, ACC 150, and other ACC courses are reinforced through application of these software tools to model building, trouble shooting, case studies, and team projects.

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

- Use Excel(r) to prepare common accounting workpapers, including various supporting schedules, loan amortization schedules, payroll reconciliation, book-to-tax conversion, etc.
- Design an Excel(r) 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(r) Data features.
- Use DDE and OLE features as they relate to other Microsoft programs.
- Record and debug basic macros.
- Modify recorded macros using VBA(r) (Visual Basic for Applications).
- Use selected other advanced Excel(r) tools.
- Import data from QuickBooks(r) or other integrated general ledger systems.
- Explore single-purpose utility programs (e.g. cash flow forecast and fixed asset modules) as alternatives to Excel(r).

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

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 A.S. 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

*Prerequisite(s): Credit or concurrent enrollment in MATH 24, MATH 81, or BUS 100; credit or concurrent enrollment in ENG 22, ESOL 94 or qualification for ENG 100*

*Recommended Preparation: ITS 101 or ICS 101*

ACC 201 is an introduction to accounting theory and methods to record and report financial information for sole proprietorships in service and retail operations. Introduction to accounting theory and methods for partnerships.

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

- Demonstrate understanding of and the application of procedures embraced in both manual and computer-based accounting cycles.
- Demonstrate proficiency in recording transactions in both manual and computer-based accounting systems based upon an understanding of, and analysis in terms of, the accounting equation.
- Explain "internal control" as a function of accounting and indicate the basic principles involved in establishing controls for minimizing errors and fraud.
- Demonstrate introductory understanding of basic accounting principles and concepts and their application to accounting procedures and financial reporting requirements.
- Use spreadsheets and computer general ledger software to complete selected in-class assignments. Utilize the Internet and email as research and communications tools.
- Demonstrate knowledge of the purpose and use of basic financial statements of a business entity.
- Define assets, liabilities, and owners' 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.
- Compare and contrast system components of both manual and computer-based accounting systems.
- Show competency in the analysis and recording of transactions affecting owners' equity; show how the information is presented in the Income and Capital Statements for a service enterprise.

- Recognize the nature and importance of adjusting entries and demonstrate knowledge of their preparation.
- Outline and explain the basic steps in both manual and computer-based accounting cycles and indicate why closing entries are needed.
- Explain the basic difference in the preparation of the Income Statement for a service versus a merchandising business and prepare the statements.
- Demonstrate competency in the recording and reporting of transactions involving the merchandising section of the Income Statement.
- Define "internal control", indicate its importance, and outline the procedures necessary to assure its effectiveness in accounting for and controlling merchandise.
- Describe the nature of special journals and subsidiary ledgers, show knowledge of the computer-based recording procedure, and demonstrate understanding of how manual systems work.
- List the basic procedures necessary for effective accounting and control of cash transactions; demonstrate knowledge of the preparation of bank reconciliations; and accounting and maintenance of cash funds.
- Demonstrate proficiency in recording and controlling transactions involving credit sales and purchases and the procedures for taking care of uncollectible accounts.
- Describe promissory notes and demonstrate knowledge of the accounting for such notes including the computation of interest and discounts.
- Discuss the problems of inventory valuation and show the difference in accounting procedures for the periodic versus the perpetual systems.
- Demonstrate competence in the determination of inventory value using the lower of cost or market, gross profit, retail, and cost methods including pricing at FIFO and LIFO.
- Demonstrate understanding of the nature of depreciation, its recording and reporting; and calculate depreciation using the straight line, units of production, and accelerated methods.
- Understand the determination of "cost" of plant, property, and equipment; differentiate between capital and revenue expenditures; demonstrate knowledge of their recording including disposals.
- Demonstrate general understanding of payroll records and indicate knowledge of accounting for payrolls and payroll taxes.
- Determine amounts and record transactions affecting partners' equities, including formation, distribution of profits and losses, changes in membership, and liquidation, and prepare Statements of partners' equities.
- Explain generally accepted accounting principles and indicate introductory knowledge of the various principles which should be observed to assure reliability, understandability, and comparability of financial reports.

### ACC 202 Introduction to Managerial Accounting (3)

3 hours lecture per week

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

ACC 202 is an introduction to methods for evaluating financial performance for corporations, including cost accounting, budgeting, break-even analysis, ratio analysis, and cash flow analysis.

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

- Recognize the differences in the nature of partnerships and corporations and relate such differences in the accounting for and reporting of owners' equities.
- Demonstrate general understanding of the flow of production costs and record rudimentary transactions involved in manufacturing operations.
- Prepare financial statements (basic and special) and demonstrate broad understanding of the analytical techniques



used in the analysis and interpretation of financial reports for decision-making purposes.

- Use spreadsheets and computer general ledger software to complete selected in-class assignments. Utilize the Internet and email as research and communications tools.
- Determine amounts and record transactions involving corporate organization, issuance, and purchase for treasury 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 Retained earnings, and the Income Statement including presentation of extraordinary and unusual gains and losses, prior period adjustments, current and deferred income taxes 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.
- Demonstrate rudimentary understanding of parent-subsubsidiary relationships and prepare elimination entries for simple inter-company stock ownership and transactions, for purposes of consolidation.
- Analyze fund flows at an introductory level and prepare statements of changes in financial position using the concept of funds as working capital, and as cash.
- Discuss basic quantitative techniques used in the analysis and interpretation of financial data, demonstrate skill in their computations, and explain how each technique provides indications of solvency or profitability.
- Demonstrate understanding of responsibility accounting; prepare reports showing departmental contributions of profits and losses.
- Demonstrate understanding of production costs and flow of such costs, recording procedures, the computation of product cost, and the valuation of inventories for manufacturing operations under job order and process costing.
- Compute basic cost variances and show understanding of the use of standard costing in budgets as instruments of planning and control.
- Discuss capital budgeting and other aids including cost-revenue analysis, and their usefulness in managerial decision making.

### ACC 205 Cost Accounting (3)

*3 hours lecture per week*

*Prerequisite(s): ACC 126 or ACC 202*

ACC 205 is an introduction to the principles and procedures of cost accounting, including a study of job order and process cost systems, manufacturing cost controls and variance analysis.

Upon successful completion of ACC 205, the student should be able to:

- Demonstrate understanding of manufacturing operations and describe procurement, costing and control procedures for the three elements of production costs (materials, labor and overhead).
- Record the flow of costs through the cost records and accounts; and compute costs under job order, process and standard costing.
- Describe the importance and use of cost accounting data in planning, control and management decision making.
- Classify and record production costs, prepare general journal entries and manufacturing statements.
- Describe the steps in materials purchasing and issuing procedures, together with their supporting documents and records necessary for accounting and control.

- Describe the physical inventorying procedures and the accounting methods; prepare general journal entries, maintain stock cards at LIFO, FIFO, and average cost and apply the lower-of-cost-or-market rule.
- Discuss procedures and records for accumulating and accounting for labor costs.
- Demonstrate introductory level skills for classifying, recording, summarizing, and allocating manufacturing overhead costs.
- Discuss and apply accounting techniques for recording losses from scrap, spoilage, and defective goods.
- Maintain job cost ledger sheets; compute cost of finished products; determine the value of work-in-process and finished goods inventory.
- Compute unit cost of production and value of inventories under the process costing method and to prepare production cost reports.
- Discuss the techniques for assignment of common production costs to joint products.
- Determine fixed, variable, and other cost classification; compute basic variances under standard costing and discuss their importance in planning and control activities.
- Describe budgeting procedures and be able to prepare sales, production, manufacturing costs, and operating budgets.

### ACC 221 Intermediate Accounting (3)

*6 hours lecture per week (8 week course)*

*3 hours lecture per week (16 week course)*

*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 (COMUN 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 250 (Alpha) Topics in Application of AIS Tools - Midrange Solutions I (3)**

*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 251 (Alpha) Topics in Application of AIS Tools - Midrange Solutions II (3)**

*6 hours lecture per week (8 week course)*

*3 hours lecture per week (16 week course)*

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

ACC 251 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 "Distribution" modules/components of a moderately sophisticated computerized accounting system. Because the definition of what constitutes "Distribution" 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 251, for the modules/components chosen, the student should be able to:

- Describe the purpose of the modules/components in an AIS.
- Use standard terminology and vocabulary related to the 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 modules/components to other AIS components.
- Describe its impact on current business practices, operating procedures and customer interface.

### **ACC 293 Accounting Internship (3)**

*1 hour lecture/8 hours practicum per week*

*Prerequisite(s): ACC 250 or ACC 251; consent of Department Chairperson*

*Recommended Preparation: Fourth (4th) semester student*

ACC 293 is a partnership between the student, the college, the employer and a mentor (who may be the employer) that provides on-the-job training at an advanced entry level (or higher) to students with superior grades. The course enhances the work experience through advanced workplace placement and a mentoring relationship. Generally, placement is expected to be at a CPA firm, at a medium or larger size company, or at a temporary agency. Students obtain, or are assigned, a mentor who assists them in adapting to the workplace accounting environment. Students' interests, ACC program content and the availability of jobs are considered when making assignments. The course offers the opportunity to develop workplace soft skills as well as technical skills.



Upon successful completion of ACC 293, the student should be able to:

- Perform activities in a 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.
- Maintain a detailed time record summarized by task category.
- Demonstrate the understanding of overall work competencies, such as analyzing or describing the job assignment in relationship to principles, concepts or procedures covered in the ACC program.
- Demonstrate practical work place experience and relate that experiences to the ACC course of study.
- Demonstrate the ability to communicate clearly, and to show workplace ethics, behavior, team work and interpersonal relations skills that meet industry standards for the ACC course of study.
- Identify the personal qualities, work habits, and attitudes that lead to genuine success in the work place.

## AMERICAN SIGN LANGUAGE

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

*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 (formerly AA/FL)

*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 (formerly AA/FL)

*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 (formerly AA/FL)**

*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 Introduction to American Civilization I: Individualism and the American Character (3) KCC AA/DH (formerly AA/AH2) and KCC AS/AH Fall**

*3 hours lecture per week*

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

*Comment: AMST 201 and AMST 202 need not be taken in sequence*

AMST 201 focuses on central themes of American life and experience studied in the perspectives of history, literature, and the social sciences.

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

- Appreciate the interdisciplinary approach to the study of America.
- Gain a better understanding of the student's own cultural heritage.

- Develop and defend value judgments.
- Recognize the importance of historical perspective for understanding various kinds of social problems.
- Recognize the major themes in literary works dealing with the American experience.
- Recognize the importance of empirical data for understanding various kinds of social problems.
- Appreciate the complexity of American values and identity.
- Conceive and carry out an independent study project.
- Demonstrate the importance of individualism, or at least the belief in individualism, has had in shaping the American character.
- Explain the ideal of the melting pot.
- Explain attitudes towards individualism during different periods in American history.
- Explain the influence on American character of such political, economic, and cultural developments as Puritanism, the frontier, democracy, capitalism, industrialism, urbanism, progressivism, welfarism, militarism, and McCarthyism.
- Explain the conflict between individualism and conformity in American Life.
- Explain the major provisions of the Constitution of the United States.
- Demonstrate the significance of the Declaration of Independence and the Constitution.
- Discuss the American tradition of civil rights and its Constitutional basis.

### **AMST 202 Introduction to American Civilization II: Minority Views of Majority America (3) KCC AA/DH (formerly AA/AH2) and KCC AS/AH Spring**

*3 hours lecture per week*

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

*Comment: AMST 201 and AMST 202 need not be taken in sequence*

AMST 202 focuses on central themes of American life and experience studied in the perspectives of history, literature, and the social sciences.

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

- Appreciate the interdisciplinary approach to the study of America.
- Gain a better understanding of the student's own cultural heritage.
- Develop and defend value judgments.
- Recognize the importance of historical perspective for understanding various kinds of social problems.
- Recognize the major themes in literary works dealing with the American experience.
- Recognize the importance of empirical data for understanding various kinds of social problems.
- Appreciate the complexity of American values and identity.
- Conceive and carry out an independent study project.
- Explain the significance of the minority experience in shaping American culture.
- Explain the difference between the melting pot and cultural pluralist views of America.
- Explain the similarities and differences between different ethnic and non-ethnic minorities in America.
- Explain the basic components of ethnic identity.
- Explain the historical patterns of immigration; understand the problems and triumphs of different immigrant groups.
- Recognize various kinds of prejudice and understand the factors that cause them.

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

*3 hours lecture per week*

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

AMST 211 is an interdisciplinary introduction to selected contemporary American domestic problems.

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

- Gain a better understanding of the values which comprise the American character.
- Demonstrate knowledge of how recent technological developments have influenced American values and culture.
- Understand the social, political and economic causes of our environmental problems.
- Understand those factors in American society which give rise to social intolerance and discriminatory behavior.
- Gain a better understanding of the social, economic and political currents which are changing American society and values.

### **AMST 212 Contemporary American Issues II (3) KCC AA/DS (formerly AA/SS) 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 which 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 World War II foreign affairs.
- Develop a better understanding of national defense issues.

## **ANTHROPOLOGY**

### **ANTH 150 Human Adaptations (3) KCC AA/DS (formerly AA/SS) and KCC AS/SS**

*3 hours lecture per week*

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

ANTH 150 examines the processes and stages of human evolution and analyzes human biological and cultural variation.

Upon successful completion of ANTH 150, the student should be able to:

- Identify the interactions between the two major fields of anthropology, physical anthropology and cultural anthropology.
- Explain how archeology contributes to both physical and cultural anthropology.
- Identify the physical, biological, and cultural factors that influence human evolution.
- Specify the biological and behavioral differences between humans and other animal species.

- Trace the evolutionary record from early primates to modern humankind.
- Identify the biological processes - heredity, variation, and natural selection - involved in human evolution.
- Differentiate biological and cultural differences and similarities in human populations.
- Develop a concept of culture that will be useful in analyzing and discussing cross-cultural issues in Hawai'i, the United States, and the world.
- Identify cross-cultural issues and develop a research paper using literature sources and interviews.
- Express and discuss research results clearly in writing.

*(Effective Fall 2004)*

### **ANTH 151 Emerging Humanity (3) KCC AA/FG**

*3 hours lecture per week*

*Prerequisite(s): ENG 100*

In keeping with the goals of the Global and Multicultural Perspectives Foundations requirement, 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 understand 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.
- Develop a concept of culture that will be useful in analyzing cross-cultural issues in Hawaii, the United States and the world.
- Differentiate cross-cultural differences and similarities in Hawaii's multi-cultural society.
- Understand patterns of culture in Asia and the Pacific Islands areas and be able to 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

*(Effective Fall 2004)*

### **ANTH 152 Global Perspectives on Humanity (3)**

**KCC AA/FG**

*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 multi-cultural 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 (formerly AA/SS) 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 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 (formerly AA/AH1) 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 (formerly AA/AH1)**

*6 hours lecture/lab per week*

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:

- Demonstrate through finished ceramic objects a basic understanding of 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.
- Demonstrate a basic understanding of color and color theory as it relates to the use of glazes.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Demonstrate a basic understanding of drawing as a means of notation, conceptualization and visual organization.
- Demonstrate an awareness of historic and contemporary examples of ceramics.
- Begin to use the ceramic process to express personal imagery.
- Demonstrate an ability to articulate the concepts and intent of a finished ceramic piece.

**ART 106, 113, 114, 115 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 106 Introduction to Sculpture (3)**

**KCC AA/DA (formerly AA/AH1)**

*6 hours lecture/lab per week*

ART 106 focuses on sculpture studio experience in assemblage, carving, moldmaking, metal construction and casting.

Upon successful completion of ART 106, the student should be able to:

- Demonstrate an understanding of the following sculpting processes: assemblage, carving, mold making, metal construction and casting.
- Utilize creative problem-solving and proceduralization in the sculpting process.
- Demonstrate and sensitively apply the visual elements of line, texture, color, volume and mass and the design principles of balance, directional force, rhythm, dominance, contrast, variation and proportion.
- Demonstrate a basic understanding of drawing as a means of notation, conceptualization and visual organization.
- Demonstrate an awareness of historic and contemporary examples of sculpture.
- Begin to use the sculpting process to express personal imagery.

### **ART 107 Introduction to Photography (3) KCC AA/DA (formerly AA/AH1)**

*6 hours lecture/lab per week*

ART 107 focuses on elements and principles of photography. Lectures, demonstrations, and projects. Assumes no prior knowledge of photography. Student must have camera with adjustable shutter speed, aperture, and light meter.

Upon successful completion of ART 107, the student should be able to:

- Show a knowledge of historic and contemporary concepts of photography.
- Demonstrate a knowledge of the functions of the camera, and the ability to control lighting situations.
- Demonstrate the ability to perform all the necessary darkroom techniques.
- Demonstrate useful professional presentation techniques.

- Comprehend and 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 photography projects.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Begin to experiment by taking risks through the process of exploration and revision during the creative problem solving process.

*(Effective Fall 2004)*

### **ART 107 Introduction to Photography (3)**

#### **KCC AA/DA**

*6 hours lecture/lab per week*

*Recommended Preparation: ART 101*

*Comment: Students must have a camera with adjustable shutter speed, aperture and light meter. \$250.00 is an approximate cost for textbook and the photo supplies needed to complete the course.*

ART 107 is an introductory course 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:

- Explain historic and contemporary concepts of photography.
- Describe the functions of the camera and control lighting situations.
- Perform all the necessary darkroom techniques.
- Use professional presentation techniques.
- Comprehend and 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 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

*(Effective Spring 2004)*

### **ART 109 Understanding Image in Motion (3)**

*3 hours lecture per week*

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

*Comment: Course is repeatable once for a maximum of 6 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 (formerly AA/AH1)**

*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 (formerly AA/AH1)**

*6 hours lecture/lab per week*

*Recommended Preparation: Basic computer competency skills*

ART 112 is an introduction to digital technology and its applications in 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:

- Demonstrate how digital graphics are used as a contemporary art tool through an examination of how digital graphics fits into the contemporary artist's environment.
- Learn to use digital graphics to generate personal visual images.
- Learn appropriate software usage based on industry application.
- Demonstrate an understanding of the vocabulary and technological processes of digital graphics.
- Use several digital graphic systems, graphic software packages, and input/output devices.
- Demonstrate the ability to work with vector and bitmap images.
- Demonstrate the ability to use layers, channels and masks in the creation of digital art works.
- Examine the page layout capabilities of HTML and prepare graphics for display on a Web page.
- 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.
- Examine basic animation principles.
- Demonstrate basic animation skills.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Learn to be experimental by taking risks through the process of exploration during the creative process.
- 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 113 Introduction to Drawing (3) KCC AA/DA (formerly AA/AH1)**

*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) KCC AA/DA (formerly AA/AH1)**

*6 hours lecture/lab per week*

*Comment: Art supplies will cost approximately \$175.*

ART 114 is an introductory color course focusing on color theory and the 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.
- Demonstrate a solid understanding of color interaction, theories and vocabulary.
- Demonstrate skills in paint mixing, matching and application.
- Utilize cut colored paper and paint to creatively solve posed color problems.
- Begin to develop a personal sense of color.

**ART 115 Introduction to Design (3) KCC AA/DA (formerly AA/AH1)**

*6 hours lecture/lab per week*

ART 115 focuses on elements of form and principles of design. Emphasizes projects in basic two-dimensional design.

Upon successful completion of ART 115, the student should be able to:

- Comprehend and sensitively apply the visual elements of line, shape, value, color, texture, space, time and motion and the design principles of balance, rhythm, dominance, contrast, variation and unity to design assignments.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Learn to experiment by taking risks through the process of exploration during the creative problem solving process.
- Learn to skillfully use traditional and contemporary design media, i.e., paint, paper, computer graphics.
- Employ design theory to practical application.

- Demonstrate awareness of structure in design through use of grid and modular systems.
- Appreciate and understand the scope of design in the contemporary world.

*(Effective Spring 2004)*

**ART 120 Typography (3)**

*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 A.S. specialization*

ART 120 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 120, 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.
- 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 a team member as well as achieving individual 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 123 Introduction to Painting (3) KCC AA/DA (formerly AA/AH1)**

*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.

*(Effective Spring 2004)*

### **ART 125 Introduction to Graphic Design (3)**

*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 New Media Arts A.S. specialization.*

ART 125 introduces various ways of organizing visual elements in page design and examines the conceptual meaning of text and image in combination. Structural systems such as grids; modules; and the design principles of emphasis, balance, rhythm, scale and unity are used to organize visual information. Photographs, illustrations and text are integrated using page layout software.

Upon successful completion of ART 125, the student should be able to:

- Examine the process of integrating content and meaning with visual form.
- Think conceptually about the meaning of text and image in combination.
- Use structural systems such as grids and modules to organize visual information.
- Design page layouts using photographs, illustrations and text.
- Examine basic typographic characteristics and the use of typography in graphic design.
- 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 graphic design assignments.
- Examine and create graphic design assignments based on need and purpose.
- Analyze the scope of graphic 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.
- Demonstrate skill with media and application as a result of experiencing various techniques.
- Work effectively as a team member as well as achieving individual 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 126 3D Computer Graphics I (3)**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 112 with a grade of "C" or higher; approval of the Introduction to 3D Computer Graphics I portfolio entrance review or acceptance into a New Media Arts A.S. specialization.*

ART 126 provides introductory studio experience in 3D computer graphic concepts with Alias Wavefront MAYA. Emphasis will also be placed on developing an aesthetic criteria for evaluation.

Upon successful completion of ART 126, the student should be able to:

- Use the vocabulary and technological processes of 3D computer graphics.
- Explain how 3D computer graphics is used as an art tool through an examination of how it fits into media industry.
- Demonstrate relevant contemporary responses to 3D computer graphics.
- Use 3D computer graphics to generate personal visual images.
- Demonstrate basic skills and knowledge of 3d modeling,

shading, lighting, and render techniques, using MAYA as a 3D tool.

- Complete the process from planning stage through revisions to a proposed project using design outlines.
- Demonstrate skills in the creation of production designs and model sheets as part of the developmental process.
- Apply the visual elements of line, shape, value, color, texture, and space as well as the design principles of balance, rhythm, emphasis, contrast, variation, and unity in the creation of art works.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Use of tools for storing, searching, retrieving, and transmitting digital information
- Demonstrate the ability to work effectively as a team member as well as achieving individual 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.

*(Effective Spring 2004)*

### **ART 127 Graphic Symbolism (3)**

*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 Graphic Symbolism entrance portfolio review or acceptance into a New Media Arts A.S. specialization.*

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 as well as achieving individual 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.



*(Effective Spring 2004)***ART 128 Interface Programming I (3)***6 hours lecture/lab per week**Prerequisite(s): ART 112 with a grade of "C" or higher and satisfactory completion of the Interface Programming portfolio review or acceptance into a NMA AS specialization.*

ART 128 Interface Programming I provides the foundation of skills and principles necessary for students to create visually effective Web sites. Through lectures, demonstrations, and hands-on exercises, this course develops skills in writing HTML, hypertext markup language; understanding the fundamentals of JavaScript to add greater control over Web page and site design for cross-browser dynamic Web pages; and an introduction to Cascading Style Sheets and DHTML which combines HTML, JavaScript, Style Sheets, Absolute Positioning, Plug-Ins, and DOM.

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

- Evaluate Web sites for effective use of HTML.
- Adopt appropriate HTML for Web page project needs.
- Identify and apply various HTML tags and appropriate syntax.
- Demonstrate effective use of HTML tags to create Web pages appropriate to the audience and purpose of a Web site and browser.
- Evaluate Web sites for effective use of JavaScript.
- Identify and apply simple Java Script and it's primary function in the Website.
- Adopt and do simple edits of appropriate JavaScript for Web page project needs
- Reference and document Web sites for search engines.
- Alter JavaScript for color, placement, size, pop-ups and actions.
- Identify when JavaScript strategies and techniques would enhance the effectiveness of Web sites.
- Analyze how Web readers interact with JavaScript based Web pages.
- Analyze the basics of DHTML and how it encompasses HTML, JavaScript, Cascading Style Sheets (CSS), and Document Object Model (DOM).
- Adopt appropriate DHTML for Web page project needs.
- Build Web sites that use various types of interactivity such as animation, drag and drop, and rollovers.
- Evaluate Web sites for effective use of DHTML.
- Alter DHTML for color, placement, size, actions.
- Identify when DHTML strategies and techniques would enhance the effectiveness of Websites.
- Analyze the role of the server, file transfer protocol, and html and graphic files and code as it they pertain to the functionality of a Web site.
- Identify advanced topics and future directions pertaining to the World Wide Web such as Macromedia Flash and Macromedia Cold Fusion.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Use various techniques and demonstrate skill with media and application.
- Work effectively as a team member.
- Write about and defend the conceptual merits of work produced for the course.

*(Effective Spring 2004)***ART 129 Corporate Identity (3)***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; satisfactory completion of the Corporate Identity portfolio review or acceptance into a New Media Arts A.S. specialization.*

ART 129 Corporate Identity 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:

- Analyze the process of effective corporate identity, branding and marketing guidelines.
- Analyze target users in the development process.
- Demonstrate relevant contemporary responses to media.
- Analyze the impact of branding on products, services and organizations to create unified corporate identity collateral.
- Create Web sites that are driven by the needs and desires of its users.
- Analyze the responsibilities of different team members in creating a unified branding process.
- Produce a unified corporate identity brand through Web sites and printed marketing materials.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Work effectively as a team member as well as achieving individual 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.

*(Effective Spring 2004)***ART 155 Information Architecture (3)***6 hours lecture/lab per week**Prerequisite(s): ART 112 with a grade of "C" or higher; satisfactory completion of the Information Architecture portfolio review or acceptance into a New Media Arts A.S. specialization.*

ART 155 is the study of the organization and presentation of content for interactive Web sites. Students learn to work with complex information systems, to set meaningful web site goals; to define menus that site visitors will immediately understand; and to segment a site to meet the needs of target audiences.

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

- Review, analyze, and evaluate large-scale interactive projects.
- Define the goals of information architecture and outline its history.
- Define how information architecture is used in conjunction with design, technology and business practices.
- Set meaningful Web site goals.
- Profile users, behaviors, and intentions to reach a specific audience.
- Identify and prioritize content and functional requirements.
- Create and manage a feature inventory.
- Review and analyze user-centered design that demonstrates a need for particular organization structures.
- Analyze basic information structures and demonstrate the ability to research topics and organize ideas into comprehensive information hierarchies.

- Identify different navigational systems and the qualities of successful navigation.
- Segment a site into meaningful information areas, layout grids, and content positions.
- Define menus that users will easily understand.
- Create site maps, content maps, page mockups, design sketches, flowcharts, storyboards, and prototypes to assist programmers and designers understand content and organization.
- Create and manage functional specifications, page inventories and style guides.
- Build Web sites that demonstrate a clear understanding of the site development process.
- Measure the success of a site after implementation.
- Identify the goals and types of usability and user testing.
- Explain the relationship between information architecture and front-end and back-end technology.
- Explain cross-platform and browser related issues that enhance the user experience.
- 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.
- 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.

*(Effective Spring 2004)*

### **ART 156 Digital Painting (3)**

*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 New Media Arts A.S. specialization.*

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 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 as well as achieving individual 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.

*(Effective Spring 2004)*

### **ART 157 Film Analysis and Storytelling (3)**

*3 hours lecture per week*

*Prerequisite(s): ART 126 with a grade of "C" or higher; approval of the Film Analysis and Storytelling entrance portfolio review or acceptance into a New Media Arts A.S. Animation specialization.*

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 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 as well as independently achieving individual 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.

*(Effective Spring 2004)*

### **ART 158 History of Animation (3)**

*3 hours lecture per week*

*Prerequisite(s): ART 112 with a grade of "C" or higher; approval of the History of Animation entrance portfolio review or acceptance into a New Media Arts A.S. specialization.*

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:

- Research and analyze the history of animation and its relationship to the social and economic influences of society: war and post-war animation, aesthetic sense vs. political climate, impact of the economic climate, evolution of computer animation and its impact on traditional animation style.
- Recognize different materials used in the production of animation.
- Distinguish between different forms of 2D and 3D animation.
- Identify physiological and mechanical methods of creating animation.
- Recognize the different styles used by established studios internationally.
- Analyze the use of the computer in the development of animation.
- Review and analyze the vocabulary and styles of animation.
- 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 animation assignments.
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product.
- Demonstrate strong verbal group communication skills and the ability to speak clearly during critiques.
- Write about and defend the conceptual merits of work produced for the course.

*(Effective Spring 2004)*

### **ART 159 History of Communication Design (3)**

*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 History of Communication Design portfolio review or acceptance into a New Media Arts A.S. specialization.*

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 also 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.
- Research and analyze historical influences on design in the contemporary world.
- 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 historical design assignments.
- Review and analyze the way in which international, political, social and technological issues are related to visual arts and design disciplines.
- 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 as well as achieving individual 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 189 Ka Unu Pa'a - Introduction to Hawaiian Art and Design (3)**

**KCC AA/DA (formerly AA/AH1) and KCC AS/AH**

*6 hours lecture/lab per week*

*Recommended Preparation: HAW 101 or 1 semester high school Hawaiian*

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

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

- Demonstrate a basic understanding of the historical and formal qualities of objects produced by Hawaiians through pre-contact, post-contact and contemporary times.
- Demonstrate a basic understanding of drawing, printing and marking as a means of contemporary notation, conceptualization and visual organization.
- Begin to develop an appreciation for Hawaiian Art, the variety and richness of its art forms and the cultural significance inherent in its production.
- Begin to understand how the Hawaiian language informs the process of art making and offers insights into the metaphorical nature inherent in Hawaiian Art.
- Begin to use various art making techniques and processes to express personal imagery.
- Learn to 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.
- Begin to appreciate and understand 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 (formerly AA/AH1)**

*3 hours lecture per week*

*Comment: Repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. May not be audited. May not be taken credit/no credit.*

ART 190 (Alpha) is a topics course which 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 191 (Alpha) Topics in New Media Design (3) KCC AA/DA**

*6 hours lecture/lab per week*

*Comment: Repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. May not be audited. May not be taken credit/no credit.*

ART 191 (Alpha) is a topics course which 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 192 (Alpha) Topics in New Media Techniques (3) KCC AA/DA**

*6 hours lecture/lab per week*

*Comment: Repeatable for a maximum of nine credits in a combination of different alpha suffixes. All modules will share core competencies. May not be audited. May not be taken credit/no credit.*

ART 192 (Alpha) is a topics course which 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.

**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, 106, 113, 114, 115.**

### **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: Some computer experience.*

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:

- Understand 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 understand contemporary artworks in their greater social, political, and cultural contexts.
- Explore 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.
- Trust one's own decisions and insights during the creative problem-solving process.

*(Effective Spring 2004)*

### **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 "B" or higher; approval of the Digital Imaging entrance portfolio review or acceptance into a New Media Arts A.S. specialization.*

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.
- 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 207 Intermediate Photography: Black/White Studio (3) KCC AA/DA**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 107 or instructor consent*

ART 207 focuses on black and white photography emphasizing communication and self expression. Lectures, demonstration and projects. Student must supply camera and materials.

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

- Develop an increased awareness, appreciation and articulation of the aesthetic issues of B/W photography.
- Develop language skills in critical evaluation of B/W photographs.

- Perceive and photograph shape, line, texture, and value relationships with increased sensitivity and personal confidence.
- Trust one's own decisions, insights and perceptions during the creative problem-solving process.
- Communicate visual concepts through the B/W photographic process.
- Proceduralize in greater depth the B/W photographic technical process, including exposure development ratios for film, focus functions, basic lighting, and finishing, spotting and mounting of prints.
- Develop refined B/W printing techniques.

### **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: Course is repeatable once for a maximum of 6 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 "B" or higher; approval of the Digital Animation entrance portfolio review or acceptance into a New Media Arts A.S. specialization.*

ART 212 is a studio course in basic animation concepts and techniques. 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
- 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
- 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 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 249 with a grade of “B” or higher; ART 257 with a grade of “B” or higher; approval of the Digital Multimedia entrance portfolio review or acceptance into a New Media Arts A.S. specialization.*

ART 222 provides studio experience in multimedia concepts and techniques including image processing, HTML, 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, HTML, 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 HTML; 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
- 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 223 Intermediate Painting (3) KCC AA/DA**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 123 or instructor consent*

*Comment: Repeatable*

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.

*(Effective Spring 2004)***ART 224 Painting from Life (3)***6 hours lecture/lab per week**Prerequisite(s): ART 123; credit or concurrent enrollment in ART 214, or instructor's 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)***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 A.S. specialization.*

ART 226 provides intermediate studio experience in 3D computer graphics concepts with Alias Wavefront MAYA. Emphasis will also be placed on developing an aesthetic criteria for evaluation.

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

- Use 3D computer graphics to generate personal visual images.
- Demonstrate relevant contemporary responses to 3D computer graphics.
- Use the vocabulary and technological processes of 3D computer graphics.
- Analyze how 3D computer graphics is used in industry.
- Demonstrate intermediate level skills and knowledge of 3D modeling, shading, slighting, animation and rendering techniques, using MAYA as a 3D tool.
- Complete the process from planning stage through revisions to a proposed project using design outlines.
- Demonstrate basic techniques of character and narrative development as applied to 3D computer animation.
- Demonstrate skills in the creation of storyboards, production designs and model sheets as part of the developmental process.
- 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, time, motion, and unity in the creation of art works.
- Demonstrate skill in preparation of 3D computer animation for a variety of output formats.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Use tools for storing, searching, retrieving, and transmitting digital information.
- Work effectively as a team member as well as achieving individual 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.

*(Effective Spring 2004)***ART 229 Interface Design I (3)***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 A.S. specialization.*

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 as well as achieving individual 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 (3) KCC AA/DA**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 105 or instructor consent*

*Repeatable once for credit*

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:

- Demonstrate an understanding of the three basic hand building techniques and the potential of each as structural and decorative elements.
- Demonstrate an understanding of two different clay bodies and their potential as structural and decorative elements.
- Demonstrate an awareness of the varieties of materials and techniques of the glazing and firing processes.
- Demonstrate innovative and inventive problem-solving, through creative decision-making and insightful articulation of finished ceramic vessels and sculptural forms.
- Demonstrate an ability to generate creative ideas through three-dimensional visualization techniques.
- Demonstrate an understanding of color and color theory as it relates to three-dimensional form in the use of glazes and oxides.
- Demonstrate an understanding of historic and contemporary examples of hand built ceramics.
- Demonstrate an understanding of drawing as a tool for conceptualization and documentation of personal imagery and technical investigation of the ceramic process.
- Demonstrate an appreciation for and awareness of ceramic objects.

- Demonstrate an awareness of the visual elements and the design principles while creating ceramic vessels and sculptural forms.
- Demonstrate an ability to articulate the concepts and intent of a completed piece.

### **ART 244 Intermediate Ceramics: Wheel Throwing (3) KCC AA/DA**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 105 or instructor consent*

*Repeatable once for credit*

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:

- Demonstrate through completed projects, a basic proficiency in wheel throwing techniques.
- Demonstrate an understanding of color and color theory through the use of various decorated techniques: slips, oxides, engobes, stains, and glazes.
- Demonstrate an understanding of clay bodies, oxidation and reduction firing, and of the basic chemical compositions of glazes.
- Demonstrate an awareness of the visual elements and the design principles while creating ceramic vessels and sculptural forms.
- Demonstrate innovative and inventive problem-solving, through creative decision-making and insightful articulation of finished ceramics vessels and sculptural forms.
- Demonstrate an ability to generate creative ideas through three-dimensional visualization techniques.
- Demonstrate an understanding of drawing as a tool for conceptualization and documentation of personal imagery and technical investigation of the ceramic process.
- Demonstrate an understanding of historic and contemporary examples of wheel made ceramics.
- Demonstrate an ability to articulate the concepts and intent of a finished ceramic object.

### **ART 245 Intermediate Life Drawing (3) KCC AA/DA (formerly AA/AH1)**

*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.



*(Effective Spring 2004)*

### **ART 246 3D Computer Graphics III (3)**

*3 hours lecture per week*

*Prerequisite(s): ART 157 with a grade of "C" or higher; ART 226 with a grade of "C" or higher; approval of the 3D Computer Graphics III entrance portfolio review or acceptance into the New Media Arts A.S. Animation specialization.*

ART 246 is a studio course in advanced 3D computer graphics concepts using Alias/Wavefront MAYA. Emphasis will also be placed on developing aesthetic criteria for evaluation.

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

- Apply advanced level skills and knowledge of 3D modeling, shading, lighting, animation, scripting and render techniques using MAYA as a 3D tool in their projects.
- Create projects with advanced aesthetic sensibility in the "look of the picture" as well as advanced techniques of character and narrative development as applied to 3D computer animation.
- Use the vocabulary of 3D computer graphics as well as an increased understanding of the "language of art" to aid in the integration of the technological skill with an aesthetic criterion.
- Create storyboards, production designs and model sheets as part of the developmental process.
- 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 process from planning stage through revisions to a proposed project using design outlines.
- Use 3D computer graphics to generate personal visual images.
- Examine the relationship of 3D computer graphics in media industry.
- Prepare 3D computer animation for a variety of output formats.
- Properly use the tools for storing, searching, retrieving, and transmitting digital information.
- Work effectively as a team member as well as achieving individual 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.

*(Effective Spring 2004)*

### **ART 247 Lighting and Rendering (3)**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 226 with a grade of "C" or higher; approval of the Lighting and Rendering entrance portfolio review or acceptance into a New Media Arts A.S. specialization.*

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

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

- Analyze lighting design: modeling with light, visual function of shadows, use of color, control of exposure, and use those principles to create strong compelling compositions.
- Demonstrate a working knowledge of the perspective of 3D models and the resulting effects of projected light sources in shadow, color, shade, texture, and atmospheric effects.

- Apply the concepts and techniques of cinematography, photography, and traditional visual arts to achieve convincing reality and atmosphere in the 3D digital world.
- Demonstrate skills to use digital lighting for the purpose of storytelling and visual communication.
- Experiment with a wide range of styles from photo-realistic to painterly to cartoon-style.
- Analyze and demonstrate the methods of rendering, how to control renders, and how to render for the desired effect.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Use the vocabulary of 3D lighting and rendering as well as the language of art to critically evaluate final rendered compositions and to aid in the integration of the technological skill with an aesthetic criterion.
- 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 as well as achieving individual 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.

*(Effective Spring 2004)*

### **ART 248 Digital Post-Production (3)**

*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 New Media Arts A.S. specialization.*

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 as well as achieving individual 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.

*(Effective Spring 2004)*

### **ART 249 Interface Design II (3)**

*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 New Media Arts A.S. specialization.*

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 (CSS).

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 CSS 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 CSS.
- Explain cross-platform and browser related issues with regard to CSS 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 as well as achieving individual 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.

*(Effective Spring 2004)*

### **ART 256 Digital Compositing (3)**

*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 New Media Arts A.S. specialization.*

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 as well as achieving individual 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.

*(Effective Spring 2004)*

### **ART 257 Motion Graphic Design (3)**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 229 with a grade of "C" or higher; ART 120 with a grade of "C" or higher; satisfactory completion of the Motion Graphic Design portfolio review or acceptance into a New Media Arts A.S. specialization.*

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 as well as achieving individual 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.

*(Effective Spring 2004)*

### **ART 258 Interface Design with Database Content (3)**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 249 with a grade of "C" or higher; satisfactory completion of the Interface Design with Database Content portfolio review or acceptance into a New Media Arts A.S. specialization.*

ART 258 builds upon interface design skills learned in ART 249 Interface Design II. Students plan, design and build Web sites and audience specific interfaces for the internet that demonstrate a need for database content. Emphasis will be placed on the ability to communicate successfully in a team environment, respond to the technical needs of a database structure in addition to developing aesthetically strong, audience specific Web site designs.

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

- Analyze user-centered design that demonstrates a need for database content.
- Incorporate database content in Web site design.
- Review and analyze the team development process.
- 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.
- Prepare grids and table structures for visual control of site elements incorporating database content.
- Analyze the limitations and opportunities of designing for database content.
- 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.
- Explain cross-platform and browser related issues with regard to database content.
- 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 as well as achieving individual 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.

*(Effective Spring 2004)*

### **ART 259 Gaming and Realtime**

#### **Computer Graphics (3)**

*3 hours lecture/per week*

*Prerequisite(s): ART 226 3D with a grade of "C" or higher; approval of the Gaming and Realtime entrance portfolio review or acceptance into the New Media Arts A.S. Animation specialization.*

ART 259 is a studio experience in gaming and realtime 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 Realtime Computer graphics.
- Effectively use the vocabulary and technological processes of gaming and realtime 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 as well as achieving individual 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.

*(Effective Fall 2004)*

### **ART 260 Gallery and Exhibit Design (3)**

*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 which 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 269V Study Abroad (Designated Region, Variable Credit) KCC AA/DA (formerly AA/AH1)**

*30 hours lecture/lab per credit trip total.*

ART 269V 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 269V, the student should be able to:

- Become more informed about the peoples and culture of the designated location(s) visited.
- Become aware of internationalism and an interdependency of cultures.
- Understand 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, understand and sensitively appreciate and appraise forms and structures of the art studied.

*(Effective Spring 2004)*

### **ART 269(Alpha) (Variable Credit) Study Abroad: (designated region) KCC AA/DA (formerly AA/AH1)**

*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 (formerly AA/AH1)**

*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.

*(Effective Fall 2004)*

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

*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: This course 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 (formerly AA/AH1)**

*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 2D Art and Design (3) KCC AA/DA**

*6 hour lecture/lab per week*

*Prerequisite(s): Both HAW 101 and HAW 102 or qualification for HAW 201; ART 189; ENG 100*

ART 288 is an integrated intermediate level (upper-division, non-introductory) studio art course which offers students an exploration of the principles and values in Kanaka Maoli 2D visual design through the centuries of its development in Hawaii.

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

- Demonstrate an understanding of Oli and Mo'olelo in Hawaiian culture and recognize its 2D visual equivalents in Hawaiian art and design.
- Demonstrate an understanding of Hawaiian 2D art and design as a manifestation of a Hawaiian interpretation of one's place in the family, community and Hawaiian nation.
- Demonstrate an understanding of Hawaiian 2D art and design concepts in terms of western principles of 2D art and design.
- Demonstrate an understanding of Hawaiian 2D art and design concepts in terms of one or more Pacific Islands' principles of 2D art and design.
- Demonstrate a basic understanding of the importance and interconnectiveness between Hawaiian 2D art and design and the Hawaiian language, its use, syntax, symbolism and “layering” and its manifestation in the forms of Oli and Mo'olelo.
- Complete the creative problem solving process from the preliminary planning stage and exploration through study and revision to the final product.

- Demonstrate skillful use of various art-making techniques and processes to express personal imagery.
- Demonstrate an understanding of the Hawaiian system of visual organization, its concept of space and its inherent cultural semiotics.

**ART 289 I Kai ‘o Kahua - Intermediate Hawaiian 3D Art and Design (3) KCC AA/DA**

*6 hours lecture/lab per week*

*Prerequisite(s): Both HAW 101 and HAW 102 or qualification for HAW 201; ART 189; ENG 100*

ART 289 is an integrated intermediate level (upper-division, non-introductory) studio art course which offers students an exploration of the principles and values in Kanaka Maoli 3D visual design through centuries of its development in Hawai'i.

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

- Demonstrate an understanding of Oli and Mo'olelo in Hawaiian culture and recognize its 3D visual equivalents in Hawaiian art and design.
- Demonstrate an understanding of Hawaiian 3D art and design as a manifestation of a Hawaiian interpretation of one's place in the family, community and Hawaiian nation.
- Demonstrate an understanding of Hawaiian 3D art and design concepts in terms of western principles of 3D art and design.
- Demonstrate an understanding of Hawaiian 3D art and design concepts in terms of one or more Pacific Island principles of 3D art and design.
- Demonstrate a basic understanding of the importance and interconnectiveness between Hawaiian 3D art and design and the Hawaiian language, its use, syntax, symbolism and “layering” and its manifestation in the forms of Oli and Mo'olelo.
- Complete the creative problem solving process from the preliminary planning stage and exploration through study and revision to the final product.
- Demonstrate skillful use of various 3D art-making techniques and processes to express personal imagery.
- Demonstrate an understanding of the Hawaiian system of 3D visual organization, its concept of space and its inherent cultural semiotics.

**ART 290 Introduction to the Arts of Africa, North America and the Pacific (3) KCC AA/DH (formerly AA/AH1)**

*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 293V New Media Arts Internship (3-6)**

*3 hours seminar, 55 hours field experience per credit*

*Prerequisite(s): Approved New Media Arts ATS degree proposal and permission of instructor.*

*Course is repeatable once for credit*

ART 293V focuses on supervised work experience in multimedia production. This course enables students to apply the knowledge and skills acquired in the classroom to the work environment.

Upon successful completion of ART 293V, the student should be able to:

- Apply multimedia skills and knowledge in the workplace.
- Understand the basic principles of task organization and time management as it applies to the multimedia production.
- Demonstrate ability to work effectively as a team member.
- Demonstrate an increased understanding of how art and technology function in multimedia production.
- Use problem-solving strategies to complete the creative process from concept development through revisions to final output.
- Understand and appreciate the social, ethical, and legal responsibilities related to the production of multimedia in the workplace.

### **ART 294 New Media Arts Practicum (3)**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 202; ART 212 or consent of instructor*

*Comment: Student must pay \$125 fee for each New Media Arts studio class. Letter grade and credit/no credit only. 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. 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. This class 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 enroll in a practicum class to provide structure to the learning experience. Students enrolled in the practicum may be from any of the three New Media Arts specializations: Motion Graphic Design, Graphical Interface Design or Information Architecture.

Upon successful completion of ART 294, the student should be able to:

- Apply multimedia skills and knowledge in a work environment
- Understand the basic principles of task organization and time management as they apply to the multimedia production
- Demonstrate the ability to work effectively as a team member
- Demonstrate an increased understanding of how art and technology function in multimedia production
- Complete the creative problem-solving process from the preliminary planning stage and exploration through revisions to the final product

- Demonstrate the ability to apply an appropriate design style to best present visual information suited to the needs and capabilities of a specific audience
- Understand and appreciate the social, ethical, and legal responsibilities related to the production of multimedia in the workplace
- Experience various techniques and to develop skill with media and application

*(Effective Spring 2004)*

### **ART 295 Design Portfolio (3)**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 249 with a grade of "C" or higher; ART 257 with a grade of "C" or higher; satisfactory completion of the Design Portfolio entrance portfolio review or acceptance into a New Media Arts A.S. specialization.*

ART 295 guides students through the process of compiling their work into a professional design portfolio. Students will devise a strategy to focus their work to best market their skills through an interactive portfolio; hard copy portfolio materials; and a resume and business card in a unified presentation. Free-lance and contracting issues will be covered to better prepare students for entry into the job market and a review of submitting portfolios for university/college transfer.

Upon successful completion of ART 295, the student should be able to:

- Identify the different types of portfolio presentations.
- Analyze the appropriate types of presentation for various media.
- Analyze the developmental aspect of presentation preparation.
- Produce a presentation that has unity throughout using both hand and computer graphic techniques.
- Execute portfolio design using graphical software such as Aldus Freehand, Adobe Illustrator, Adobe PhotoShop, Adobe InDesign, Macromedia Dreamweaver and Macromedia Flash.
- Write support materials including a resume and cover letters.
- Analyze copyright issues, contracts and types of business structures to be prepared to seek employment; work as a free-lance artist; or start a small company.
- Give a professional and articulate presentation.
- Demonstrate effective self-criticism.
- Demonstrate strong group communication skills and speak clearly during course discussions.
- Write about and defend the conceptual merits of work produced for the course.

*(Effective Spring 2004)*

### **ART 296 Demo Reel Development (3)**

*6 hours lecture/lab per week*

*Prerequisite(s): ART 246 with a grade of "C" or higher; ART 248 with a grade of "C" or higher; approval of the Demo Reel Development entrance portfolio review or acceptance into a New Media Arts A.S. specialization.*

ART 296 guides students through the process of compiling their work onto a demo reel that is representative of student interest, strength and skill for entry into animation fields, professional schools, or baccalaureate institutions. Students will devise a strategy to best edit, package, and market their animations which could include VHS tape, DVD, and/or interactive portfolio, and a hard copy portfolio and resume.

Upon successful completion of ART 296, the student should be able to:

- Organize art and animation work into a unified presentation with an emphasis on the enhancement of a portfolio to reflect clear aesthetic considerations as well as to meet professional industry standards.
- Analyze the appropriate types of presentation for various media.
- Analyze the developmental aspect of presentation preparation.
- Write support materials including a resume and cover letters.
- Give a professional and articulate presentation.
- Demonstrate effective self-criticism.
- Demonstrate strong group communication skills and the ability to speak clearly during course discussions.
- Write about and defend the conceptual merits of work produced for the course.

## ASIAN STUDIES

### **ASAN 100 Asian Perspectives (3) KCC AA/DS (formerly AA/AH2 or AA/SS) and KCC AS/AH or AS/SS**

*3 hours lecture per week*

*Recommended Preparation: ENG 100*

ASAN 100 examines contemporary Asia using Humanities and Social Sciences perspectives. Students will explore systems of values and their expression, history, social and political institutions, and current issues of South, Southeast, and East Asia as they reflect change and continuity within Asia and in Asia's place in the world.

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

- Develop an understanding of traditional and contemporary Asian political, social, economic and cultural patterns and institutions.
- Demonstrate familiarity with the geography of Asia and its interrelationship with the rest of the globe.
- Analyze contemporary issues and perspectives of Asian peoples reflected in the mass media and other sources.
- Demonstrate an understanding of Asian cultural traditions, lifestyles, aesthetic expressions, and their contemporary relevance.
- Evaluate current trends of change in Asia and their relevance for the region and the world in the 21st century.

*(Effective Spring 2004)*

### **ASAN 100 Asian Perspectives (3) KCC AA/DS (formerly AA/AH2 or AA/SS) and KCC AS/AH or AS/SS**

*3 hours lecture per week*

*Prerequisite(s): ENG 100*

ASAN 100 examines contemporary Asia. Student will explore systems of values and their expression, history, social and political institutions, and current issues of South, Southeast, and East Asia as they reflect change and continuity within Asia and in Asia's place in 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 its interrelationship with the rest of the globe.
- 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.

*(Effective Fall 2004)*

### **ASAN 273 History of Japanese Cinema (3)**

#### **KCC AA/DH**

*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: This course 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 (formerly AA/NS2) 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 (formerly AA/NS2) and KCC AS/NS Fall***3 hours lecture per week**Prerequisite(s): ASTR 110; MATH 25**Recommended Preparation: ENG 100*

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.

**B****BIOCHEMISTRY****BIOC 241 Fundamentals of Biochemistry (3) KCC AA/DP (formerly AA/NS2)***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 (formerly AA/NS2) 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 (Valence 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 Benedict's 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 quaternary 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 20 Beginning Biology (3)

*3 hours lecture per week*

BIOL 20 is a non-laboratory course covering the cell, representative plants and animals, mammalian structure and function, heredity and evolution.

Upon successful completion of BIOL 20, the student should be able to:

- Describe a cell and its parts and functions.
- Explain how green plant structure has adapted to convert solar energy to the usable chemical bond energy trapped in carbohydrates.
- Describe the basic macromolecules that organisms use to meet their nutritional requirements and how they are synthesized and degraded.
- Describe how the parts of an organism's tissue and organ systems help to maintain that organism.
- Explain asexual and sexual reproductive patterns in plants and animals including development.
- Describe Mendelian Genetics.
- Discuss the theory of evolution.
- Examine the interrelationship of abiotic and biotic factors on the balance of nature.
- Relate the sources and the effects of pollutants to the quality of the environment.

### BIOL 22 Human Anatomy and Physiology (3)

*3 hours lecture per week*

BIOL 22 focuses on the structure and function of the human body, including reproduction. A non-laboratory course for students with no previous work in chemistry or physics.

Upon successful completion of BIOL 22, the student should be able to:

- Describe the detailed structure and composition of the human body.
- Explain the functions of body parts and the interrelation of their structure with function.
- Discuss the levels of biological organization within the body: cells, tissues, organs and the organ systems
- Demonstrate an intimate familiarity with the 10 major organ systems: epithelial, skeletal, muscular, nervous, circulatory, endocrine, respiratory, digestive, urinary and reproductive.
- Describe the effects of medical advancements in diagnosis and treatment on health and well-being.

### BIOL 101 Introduction to Science: Biological Sciences (3) KCC AA/DB (formerly AA/NS1) 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 (formerly AA/NS1)

*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 103 Principles of Zoology (3) KCC AA/DB (formerly AA/NS1) and KCC AS/NS**

*3 hours lecture per week*

*Recommended Preparation: CHEM 100 or higher*

BIOL 103 is an introductory course in the biology of animals. Topics covered will include basic chemistry, cell biology, genetics, evolution, diversity, systematics, ecology, reproduction, development, and animal morphology, physiology, and behavior.

Upon successful completion of BIOL 103, the student should be able to:

- Describe the atomic and molecular bases of tissues.
- Draw an animal cell, label its parts and list their functions
- Solve monohybrid and multihybrid genetics problems involving complete dominance, codominance, multiple alleles, and sex-linked traits.
- Explain the basic principles of evolution, and the different forms that it takes.
- Connect the unique anatomical features of animals with their respective phyla and class, and list the functions of those anatomical features.
- Explain the principles of ecology, with a focus on consumers.
- Describe the animal organ systems, list their respective parts and their functions.
- Explain the principles of animal behavior

### **BIOL 103L Principles of Zoology Laboratory (1) KCC AA/DY (formerly AA/NS1) and KCC AS/NS**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in BIOL 103*

The BIOL 103L course includes laboratory observations, dissections, and experiments to illustrate basic principles of animal biology.

Upon successful completion of BIOL 103 L, the student should be able to:

- Describe and apply the scientific method as a mode of inquiry.
- Apply concepts presented in lecture to data collected in lab exercises.
- Demonstrate the proper use of dissecting tools, the microscope, stereo microscope, transect and quadrat, and other equipment as available.
- Demonstrate proper dissection procedures used for various available specimens.
- Identify structures and organs revealed by dissection.
- Correlate the anatomical patterns and functions presented in lecture with the structures of the dissection specimens.

*(Effective Spring 2005)*

### **BIOL 120 Anatomy & Physiology of the Human Body (3) KCC AA/DB KCC AS/NS**

*3 hours lecture per week*

Biology 120 is an introductory level human anatomy and physiology course focusing on the structure of the organ systems of the human body. Course material consists of human anatomical organization, tissues, terminology, and concepts, and major functions.

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

- Name the parts and major functions of the ten human organ systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive.
- Define the anatomical terms of direction, region, and plane.
- Classify and locate in the human body, the four tissue types.
- Classify and locate in the human body, the common epithelial types.
- Describe the cellular organelles and their respective functions.
- Order the stages of mitosis and meiosis.
- Identify the human body cavities and their contents.
- Solve clinical application problems relevant to course material.

### **BIOL 130 Anatomy and Physiology (4) KCC AA/DB (formerly AA/NS1) 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, understand 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 demonstrate an understanding of cardiovascular and immune physiology.
- Describe the anatomical structures of the respiratory system and demonstrate an understanding of 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.
- Demonstrate an understanding of 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 (formerly AA/NS1)**

*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 (formerly AA/NS1) 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 (formerly AA/NS1) and KCC AS/NS**

*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 (formerly AA/NS1) 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 (formerly AA/NS1) and KCC AS/NS**

*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 270 Cell and Molecular Biology (3) KCC AA/DB (formerly AA/NS1)**

*3 hours lecture per week*

*Prerequisite(s): BIOL 171; BIOL 171L; BIOL 172; BIOL 172L; CHEM 272*

*Comment: Concurrent registration in BIOL 270L is recommended*

BIOL 270 focuses on cell biology for life science majors which includes modern advances in biotechnology and recombinant DNA technology. This course is designed to give the student a fundamental understanding of the structure and biochemistry of eucaryotic and procaryotic cells. Students will also learn the basic principles of molecular biology and gain an understanding of common molecular techniques and how they are used to study cell biology.

Upon successful completion of BIOL 270, the student should be able to:

- Understand and 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 processes which occur in respiration and photosynthesis.
- Understand and 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.
- Understand and 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.
- Understand and describe the molecular structures and the biochemistry of the cytoskeleton, intracellular traffic and motility.
- Describe and understand the basic processes involved in cell signaling and in the cell cycle and how these relate to cancer.
- Describe and understand the theories explaining the development of eucaryotes and the evolution of multicellular organisms.

### **BIOL 270L Cell and Molecular Biology Laboratory (2) KCC AA/DY (formerly AA/NS1)**

*4 hours lecture/lab per week*

*Prerequisite(s): BIOL 171; BIOL 171L; BIOL 172; BIOL 172L; CHEM 272; credit or concurrent enrollment in BIOL 270*

BIOL 270L is a lecture/laboratory in cell and molecular biology for life science majors. This class is meant to be taken concurrently with or after BIOL 270. Through experimentation, students will acquire a fundamental understanding of the biochemistry of eucaryotic and procaryotic cells and experience with the modern advances in biotechnology and recombinant DNA technology.

Upon successful completion of BIOL 270L, the student should be able to:

- Understand and describe the basic principles of protein chemistry as they apply to enzymatic reactions, electrophoresis and immunoassays.
- Design, perform and analyze experiments measuring and utilizing enzyme activity, protein electrophoresis and immunochemicals.
- Understand and describe the basic principles of DNA structure, function, and chemistry as they apply to DNA extraction and purification, electrophoresis, analysis with restriction enzymes, gene isolation and cloning, DNA amplification, and DNA sequencing.
- Design, perform and analyze experiments in which DNA is isolated, purified, digested with restriction enzymes, and electrophoresed.
- Understand and 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 processes which occur in respiration and photosynthesis.
- Understand and 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.
- Understand and 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.
- Understand and describe the molecular structures and the biochemistry of the cytoskeleton, intracellular traffic and motility.

- Describe and understand the basic processes involved in cell signaling and in the cell cycle and how these relate to cancer.
- Describe and understand the theories explaining the development of eucaryotes and the evolution of multicellular organisms.

## **BOTANY**

### **BOT 101 General Botany (3) KCC AA/DB (formerly AA/NS1) and KCC AS/NS**

*3 hours lecture per week*

BOT 101 is an introduction to the structure, growth, functions and evolution of plants. Plant relationships to the environment and particularly plant relationships to humans and human activities will be analyzed in BOT 101.

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

- Demonstrate the 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 (formerly AA/NS1) and KCC AS/NS**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in BOT 101*

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:

- 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.
- Cultivate responsibility and mutual respect for each other, especially during the discussions.

### **BOT 105 Ethnobotany (3) KCC AA/DS (formerly AA/SS) 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 environment.
- 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 (formerly AA/NS1) and KCC AS/NS**

*3 hours lecture per week*

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 observations and systematics of native and introduced flora.

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

- Discuss the geologic history of the Hawaiian Islands.
- Discuss the arrival and establishment of native and introduced species.
- Discuss the major Hawaiian ecosystems.
- Discuss variations of plant parts, especially parts and functions.
- Recognize common native and introduced plant species.
- Discuss the ecology and economic values of native/introduced species.
- Recognize the effects of humans on the flora of the Hawaiian Islands.

### **BOT 130L Plants in the Hawaiian Environment Laboratory (1) KCC AA/DY (formerly AA/NS1)**

*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 for each lab exercise.
- Recognize the major plant families.
- Recognize and identify economic plants.
- Discuss the effects of environmental factors on plant distribution and dispersal.

## **BUSINESS**

### **BUS 55 Computational Problems in Business (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for MATH 24*

BUS 55 focuses on basic math applications to common business and financial problems. Training in computational skills will include use of adding machines and calculators.

Upon successful completion of BUS 55, the student should be able to:

- Demonstrate proficiency in the use of the electronic calculator and 10-key adder.

- Demonstrate knowledge of basic arithmetic processes including fractions, decimals, and percentages and their application to business problems.
- Solve business math problems for banking and sales records, interest in finance, markup and markdown, cash and trade discounts, taxes, payroll, depreciation, inventory, metric, and basic financial reports.
- Demonstrate correct usage of the electronic calculator.
- Demonstrate correct usage of the ten-key adder.
- Demonstrate basic skills in the handling of whole numbers, fractions, decimals, and percentages.
- Describe basic checking account records and prepare a bank reconciliation.
- Solve simple interest problems for principal, rate, and time.
- Solve problems in merchandise pricing including mark-ups based on cost or selling price.
- Demonstrate the use of cash and trade discounts.
- Compute sales and income taxes.
- Complete a total payroll including calculation of gross earnings, various taxes, other payroll deductions, and net earnings for each employee.
- Compute depreciation using straight-line, declining balance, and sum of the years digits methods.
- Compute inventory value by the specific identification, average cost, FIFO, and LIFO methods.
- Solve problems in metric.
- Convert Balance Sheet and Income Statements from dollars to percents for horizontal and vertical analysis; compute current and acid-test ratios and inventory turnover.

### **BUS 56 Advanced Computational Problems in Business (3)**

*3 hours lecture per week*

*Prerequisite(s): BUS 55*

BUS 56 is a continuation of BUS 55. Advanced computational skills in solving advanced business and financial problems requiring more sophisticated mathematical analysis.

Upon successful completion of BUS 56, the student should be able to:

- Demonstrate proficiency in the quantitative skills, and an understanding of business and financial transactions and concepts related to accounting and merchandising.
- Demonstrate proficiency in advanced computational techniques for solving problems.
- Demonstrate quantitative reasoning skills needed for solving advanced business problems.

### **BUS 100 Using Mathematics to Solve Business Problems (3) KCC AA/FS (formerly AA/ML) 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 focuses on in depth analysis of and perspective to the role of a business enterprise in a capitalistic society with emphasis on the functional processes of a business and of the force fields that affect the modes of business behavior. Course requirements will include examinations and a research project.

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

- Understand the elements of capitalism with all its competing economic systems as an external environment.
- Examine the changing social climate which include population dispersion, increase in education, fluctuating social values, minority rights, the women's movement, rising youth movement, consumerism, and the influence of labor unions.
- Study the changing economic environment such as business cycles, inflation, Federal Reserve fiscal policies, declining value of the dollar, the basic theories of money within a capitalistic system, and the impact of foreign investment.
- Determine the influence of the changing political element such as economic stabilization policy, wage and price control, anti-trust legislation, consumer protection laws, and other requirements of the marketplace imposed by political bodies.
- Evaluate the changing physical limitations imposed by limits due to scarcity of natural resources, the protection of the physical environment as it contends with the vast demands of man to improve his standard of living through technological changes resulting from research.
- Understand the basic types of independent business organizations, emphasizing the sole proprietorship, partnership, and corporation.
- Have a working knowledge of the fundamental elements of management, operations and productivity strategies, human resources, and labor relations.
- Understand the basic principles of finance including equity and debt capitalization, cash flow, types of stock structure and bond types, theories of financial policy such as profitability or liquidity and risk reduction.
- Visualize the basic elements of business control such as accounting, market research, computerization, production, merchandising and marketing, international trade and multinational influences and the future of business, to itself and for career exploration.

### **BUS 150 Personal Finance (3)**

*3 hours lecture per week*

BUS 150 will provide students with basic knowledge in finance, insurance, and investment strategies. The content will demonstrate to a student how to obtain financing for the purchase of real and personal property. It will detail the different types of car, health, and life insurance options available. Basic investment strategies for the different stages of life will be presented.

Upon successful completion of BUS 150, the student should be able to:

- Identify the steps necessary in obtaining a loan for the purchase of real property (mortgage) and personal property (car, computer, etc.).
- Demonstrate the ability to choose a financial institution that best suits their particular needs.
- Understand the need for good credit and the necessary steps in obtaining it.
- Understand the need for property insurance (car and home) and the different coverages available.
- Understand and demonstrate the ability to choose the appropriate life insurance coverage needed.
- Identify the various health insurance policies available and be able to choose one appropriate for their situation.
- Demonstrate investment strategies for the different stages of life such as newly married or retired.

### **BUS 191V Topics in Business Education I (Variable)**

*Variable hours lecture/lab per week according to course content. Prerequisite(s): Consent of department chair.*

BUS 191V is a dynamic offering of varying topics in Business Education. The actual course content consists of activities and topics selected from existing 100 level Business Education courses listed in the KCC General Catalog. Content varies and consists of targeted activities and topics in Accounting, Business, Information Technology, Business Law, Entrepreneurship, Information and Computer Science, and/or Marketing courses.

Upon successful completion of BUS 191V, the student should be able to:

- Demonstrate the ability to think and read critically about topics in Business Education.
- Develop business communication (written and oral) abilities in both individual and group situations.
- Exhibit problem solving and decision-making skills in a business environment.
- Exhibit the ability to learn business techniques and practices in both independent and cooperative activities.
- Examine personal values and value systems of others in society and the work place.
- Develop skills for lifelong learning necessary to maintain currency in a business environment.

*(Effective Fall 2004)*

### **BUS 191D: Topics in Business Education I: Introduction to Databases/Microsoft Access (1)**

*1 hour lecture per week*

*Prerequisite(s): consent of the Business Education department chair*

BUS 191D is an introduction to basic database concepts and terminology, including an introduction to database design and 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 Microsoft Access.

Upon successful completion of BUS 191D, the student should be able to:

- Critically analyze, evaluate and respond in oral and written forms to selected readings in Business Education topics.
- Demonstrate written and oral business communication abilities in both individual and group situations.
- Solve problems and make decisions in a business environment.

- Apply appropriate business techniques and practices in both independent and cooperative activities.
- Examine personal values and value systems of others in society and the work place.
- Describe the importance of lifelong learning skills required to maintain currency in a business environment.
- 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 management system (DBMS) and describe relationships of DBMS to a database and to users
- Design simple relational database with proper documentation
- Design databases and their applications that allow queries and report generation

### **BUS 220 (Alpha) Business Seminar (3)**

*3 hours lecture per week*

*Prerequisite(s): Approval by Business Education Department Chairperson*

*Course is repeatable twice for credit*

BUS 220 (Alpha) will examine the latest topics that are important for businesses. These topics provide for a dynamic offering of activities that span across subject areas such as Accounting, Business Law, Business Math, Electronic Commerce, Entrepreneurship, Management, Marketing, Information and Computer Science, and Information Technology. These topics will vary from semester to semester, and this format will allow for current contemporary subjects to be offered in a timely manner to keep up with the rapidly changing technologies that businesses must understand and utilize in order to survive in a global economy. Topics may include web electronic commerce for the entrepreneur, project development from a distance, and programming accounting packages for small businesses.

Upon successful completion of BUS 220 (Alpha), for the topic(s) chosen, the student should be able to:

- Demonstrate the ability to think and read critically about topics in Business Education.
- Develop business communication (written and oral) abilities in both individual and group situations.
- Exhibit problem solving and decision-making skills in a business environment.
- Exhibit the ability to learn business techniques and practices in both independent and cooperative activities.
- Examine personal values and value systems of others in society and the work place.
- Develop skills for lifelong learning necessary to maintain currency in a business environment.
- Describe its impact on current business practices.

### **BUS 220B Topics in Retailing Seminar (3)**

*45 class hours*

*Prerequisite(s): Approval by Business Education Department Chairperson*

Participants in the BUS 220B seminar will study current trends in retailing in the State of Hawai'i. Emphasis is on developing teaching units in different topics, concepts and principles in retailing as it applies to Hawai'i.

Upon successful completion of BUS 220B, for the topic(s) chosen, the student should be able to:

- Describe its impact on current business practices.
- Understand principles and concepts of retailing.

- Develop teaching units in retailing.
- Develop specific strategies for the promotion of the retail merchandise concentration.

### **BUS 291V Topics in Business Education II (Variable)**

*Variable hours lecture/lab per week according to course content.*

*Prerequisite(s): Consent of department chair*

BUS 291V is a dynamic offering of varying topics in Business Education. The actual course content consists of activities and topics selected from existing 200 level Business Education courses listed in the KCC General Catalog. Content varies and consists of targeted activities and topics in Accounting, Business, Information Technology, Business Law, Entrepreneurship, Information and Computer Science, and/or Marketing courses.

Upon successful completion of BUS 291V, the student should be able to:

- Demonstrate the ability to think and read critically about topics in Business Education.
- Develop business communication (written and oral) abilities in both individual and group situations.
- Exhibit problem solving and decision-making skills in a business environment.
- Exhibit the ability to learn business techniques and practices in both independent and cooperative activities.
- Examine personal values and value systems of others in society and the work place.
- Develop skills for lifelong learning necessary to maintain currency in a business environment.

## **BUSINESS LAW**

### **BLAW 130 Business Law (3)**

*3 hours lecture per week*

BLAW 130 is a broad introduction to business law.

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

- Recognize broad principles of law relating to contracts, agency, personal property, and business organizations, negotiable instruments, sales, real property, trusts, and estates.
- Demonstrate general awareness of legal rights and obligations arising out of business and financial dealings.

### **BLAW 200 Legal Environment of Business (3)**

*3 hours lecture per week*

BLAW 200 is an introduction to the laws impacting business operations.

Upon successful completion of BLAW 200, the student should be able to:

- Demonstrate a broad understanding of the American system of jurisprudence, its concepts, evolution and procedures.
- Recognize broad principles of law relating to the three basic business organizations, contracts, agency, employment, independent contractors, personal property (including bailments), concurrent interests, product liability and consumer protection, environment laws, bankruptcy, torts, anti-trust and ethics.

## C

## CHEMISTRY

**CHEM 100 Chemistry and Man (3) KCC AA/DP (formerly AA/NS2) 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. 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, non-metal, 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 (formerly AA/NS2) and KCC AS/NS***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 acid-base theory.

**CHEM 151L Elementary Survey of Chemistry Lab (1) KCC AA/DY (formerly AA/NS2)***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 (formerly AA/NS2)***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 (formerly AA/NS2)**

*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 (formerly AA/NS2) and KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): MATH 25 or 2 years high school algebra*  
*Recommended Preparation: MATH 135*

CHEM 161 is the first course in a two semester sequence of general chemistry. Designed to provide the student with an adequate background in the fundamental concepts of chemistry. Problem solving is emphasized. The course is suitable for students planning careers in science, engineering, nursing, or other areas of study which require a general chemistry course. Normally this course is followed in sequence by CHEM 162. The CHEM 161 course may serve as a prerequisite for CHEM 152 in place of CHEM 151. Students who wish to take a lab course should enroll concurrently in CHEM 161L.

Upon successful completion of CHEM 161, the student should be able to:

- Use the metric system and scientific notation.
- Explain the differences 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.
- Understand and use the mole concept to solve chemical/ stoichiometric problems.
- Understand the concept of chemical equilibrium.
- Explain a variety of conceptual models used in describing atomic and molecular structure, chemical bonding and acid-base theory.
- Explain acid-base theory.

### **CHEM 161L General Chemistry I Lab (1) KCC AA/DY (formerly AA/NS2)**

*3 hours lab per week*

*Prerequisite(s): MATH 25; credit or concurrent enrollment in CHEM 161*

CHEM 161L is an optional laboratory course which accompanies CHEM 161 lecture. Open to students who are concurrently enrolled or have previously earned credit in CHEM 161. Experiments are performed which relate to the lecture materials in CHEM 161. The student will develop practical lab skills and achieve a satisfactory level of competency in using lab equipment. The student will view first-hand some of the chemical principles which are discussed in lecture. The student will use the scientific method of inquiry.

Upon successful completion of CHEM 161L, 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 162 General Chemistry II (3) KCC AA/DP (formerly AA/NS2)**

*3 hours lecture per week*

*Prerequisite(s): CHEM 161; MATH 27 or MATH 103 or 2 years high school algebra*

*Recommended Preparation: MATH 135*

CHEM 162 is the second course in a two semester sequence of general chemistry. The CHEM 162 course is taken following completion of CHEM 161. The course emphasizes fundamentals and problem solving. Normally this course is followed in sequence by CHEM 272. Students who wish to take a lab course should enroll concurrently in CHEM 162L.

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.
- Explain the concepts of nuclear fission and fusion.
- Explain the difference between radioactive and non-radioactive isotopes.

- Predict the products of a nuclear decay scheme given the starting isotope and types of emissions occurring.
- Describe how a nuclear reactor operates.
- Distinguish between the basic type of organic molecules: alkanes, alkenes, and alkynes.
- Name the basic types of organic molecules.

### **CHEM 162L General Chemistry II Lab (1) KCC AA/DY (formerly AA/NS2)**

*3 hours lab per week*

*Prerequisite(s): CHEM 161L; MATH 25, credit or concurrent enrollment in CHEM 162*

CHEM 162L is an optional laboratory course which accompanies CHEM 162 lecture. Open to students who are concurrently enrolled or have previously earned credit in CHEM 162. Experiments are performed which relate to the lecture material in CHEM 162. Students must have previously earned credit in CHEM 161L. The student will develop practical lab skills and achieve a satisfactory level of competency in using lab equipment. The student will view first-hand some of the chemical principles which are discussed in lecture. The student will use the scientific method of inquiry.

Upon successful completion of CHEM 162L, 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: ionization constants, solubility product constants, pH, degree of hydrolysis, and rates of chemical reactions.

### **CHEM 272 Organic Chemistry I (3) KCC AA/DP**

*3 lecture hours 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 lecture hours 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 lecture hours 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 (formerly AA/FL)***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 (formerly AA/FL)***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 ACTFL-ETS (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)***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)**

*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 (formerly AA/FL)**

*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 ACTFL-ETS (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 (formerly AA/FL)***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 ACTFL-ETS (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.

**CIVIL ENGINEERING****CE 113 Introduction to Computer and Design (3)***3 hours lecture per week**Prerequisite(s): MATH 135; Engineering Drawing or high school mechanical drawing*

CE 113 is an introduction to computer programming methods with emphasis on planning, writing, debugging of programs, together with basic applications.

Upon successful completion of CE 113, the student should be able to:

- Work in a windows operating systems environment.
- Use a word processor as a desk top publishing tool.
- Work with a spreadsheet.
- Work with a Computer Aided Design (CAD) tool.
- Use a spreadsheet to solve civil engineering problems.
- Use a word processor to produce professional-looking reports by integrating the results of CAD and spreadsheet tools into one word processing document.

**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 KCC AS/SS***3 hours lecture per week**Prerequisite(s): Qualification for ENG 100, ENG 160, or ESL 100.*

COM 201 presents an overview of communication focusing on the processes of interpersonal, intercultural, organizational, and international communication and on recent developments in multimedia, mass media, and telecommunications.

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

- Describe the human communication process, its purposes, functions and modes.
- Demonstrate knowledge of 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 110 Introduction to Study of Diseases (1)

*1 hour lecture/discussion per week*

*Prerequisite(s): Acceptance into the Community Health Worker program*

*Corequisite(s): CHW 150; CHW 155; BIOL 22 (KCC) or BIOL 100 (LCC)*

*Comment: Formerly HLTH 150. Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

CHW 110 provides an introduction to basic concepts and characteristics of disease processes.

Upon satisfactory completion of CHW 110, 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 selected diseases.

*(Effective Spring 2004)*

### CHW 140 Fundamentals of Community Health Work (4)

*8 hours lecture/lab per week*

*Prerequisite(s): Acceptance into the Community Health Worker program*

*Comment: Formerly CHW 150.*

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 satisfactory 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.

*(Effective Spring 2004)*

### CHW 145 Community Health Worker Clinical I (1)

*50 clinical hours total*

*Prerequisite(s): Acceptance into the Community Health Worker program; CPR and First Aid certification; a grade of "C" or higher in CHW 140*

*Comment: This course is offered only at the Waianae Health Academy. Formerly part of CHW 155.*

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 satisfactory 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.

*(Effective Spring 2004)*

### CHW 146 Community Health Worker Clinical II (2)

*100 clinical hours total*

*Prerequisite(s): A grade of "C" or higher in CHW 140 and CHW145; HSER 140; HSER 190.*

*Corequisite(s): CHW 110; BIOL 22; PHRM 106.*

*Comment: This course is offered only at the Waianae Health Academy. Formerly part of CHW 155.*

CHW 146 provides the student with practical skills in an agency setting in which to apply the knowledge and skills gained in all prerequisite and corequisite courses. It also increases the student's ability and effectiveness in working as part of a community-based health care team.

Upon satisfactory completion of CHW 146, the student should be able to:

- Use community resources to meet client needs.
- Demonstrate ability to work as part of a community-based health care team.
- Apply interviewing and counseling skills with clients in the community.
- Use ethical standards in relationships with clients.
- Demonstrate appropriate home visiting skills.
- Demonstrate skills in observing and recording behaviors of patients and children within the home setting.
- 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.
- Contribute to treatment plans for 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.
- Demonstrate ability to efficiently organize tasks.
- Exhibit adaptability to various settings.
- Develop case management techniques to follow-up patient care.
- Develop strategies to assess a client's health educational needs.
- Establish linkages to community support services for the clients.

**CHW 150 Community Health Worker (6)**

1 hour lecture, 15 hours lab per week

*Prerequisite(s): Acceptance into the Community Health Worker program*

*Corequisite(s): CHW 110; CHW 155; BIOL 22 (KCC) or BIOL 100 (LCC)*

*Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

CHW 150 provides an introduction to fundamental concepts and skills essential to function as a community-based health care provider. It includes concepts of community health and human services, basic skills in health screening, appropriate referral and follow-up.

Upon satisfactory completion of CHW 150, 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 human service 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 and reducing usage of the emergency room as the primary source of health care.
- Recognize and identify drugs commonly used in treatment of selected disease conditions, classifications, actions, side effects.

**CHW 155 Community Health Worker Externship (3)**

135 clinical hours

*Prerequisite(s): Acceptance into the Community Health Worker program; CPR and First Aid certification*

*Corequisite(s): CHW 110; CHW 150; BIOL 22 (KCC) or BIOL 100 (LCC)*

*Comment: Formerly MEDA 155. Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

CHW 155 provides the student with further practical skills and the agency settings in which to apply the knowledge and skills gained in CHW 155 and corequisite courses, also to increase their ability and effectiveness in interagency networking, home visiting/client assessment and case management techniques.

Upon satisfactory completion of CHW 155, the student should be able to:

- Use community resources to meet client needs.
- Demonstrate ability to work as part of a community-based health care team.
- Apply interviewing and counseling skills with clients in the community.
- Use ethical standards in relationships with clients.
- Demonstrate appropriate home visiting skills.
- Demonstrate skills in observing and recording behaviors of parents and children within the home setting.
- Demonstrate 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.
- Contribute to treatment plans for 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.
- Demonstrate ability to efficiently organize tasks.
- Exhibit adaptability to various settings.
- Develop case management techniques to follow-up patient care.
- Develop strategies to assess a client's health educational needs.
- Establish linkages to community support services for the clients.

**D****DANCE****DNCE 121 Ballet I (3) KCC AA/DA (formerly AA/AH1)**

4.5 hours lecture/lab per week

DNCE 121 is an introduction to classical ballet technique.

Upon successful completion of DNCE 121, the student should be able to:

- Develop a conceptual and kinesthetic understanding of movement concepts.
- Develop technical proficiency in elementary ballet technique.
- Develop proficiency in the use of ballet terminology.
- Develop strength, flexibility, endurance and overall coordination.
- Develop confidence and awareness when moving.
- Develop an appreciation for classical ballet.
- Develop knowledge of elementary principles of dance composition.

*(Effective Fall 2004)*

**DNCE 121 Beginning Ballet I (3) KCC AA/DA (formerly AA/AH1)**

1.5 hours lecture, 3 hours lecture/lab per week

*Comment: Course is repeatable for a maximum of 6 credits.*

DNCE 121 will introduce students to basic vocabulary and movement techniques that identify ballet as a unique performance art. 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 pli , tendue, and d gag
- Identify stage directions, various directions in space, and directions of movement, using appropriate vocabulary.
- Distinguish the performance dynamics of adagio, petite allegro and allegro combinations.
- Display increased competency in personal strength, flexibility, coordination and movement memory.
- Explain the relationship of ballet to other art forms.

### **DNCE 122 Ballet II (3) KCC AA/DA (formerly AA/AH1)**

*1 hour lecture, 4 hours lecture/lab per week*

*Prerequisite(s): DNCE 121*

*Comment: Repeatable once for a maximum of 6 credits*

DNCE 122 continues to introduce the fundamental techniques and principles of ballet to the beginning student and to develop an understanding of dance as a communicative art form through structured and creative classroom work.

Upon successful completion of DNCE 122, the student should be able to:

- Show a conceptual and kinesthetic understanding of movement concepts.
- Show technical proficiency in elementary ballet technique.
- Show strength, flexibility, endurance and overall coordination.
- Show confidence and awareness when moving.
- Show an appreciation for classical ballet.
- Show knowledge of elementary principles of dance composition.

*(Effective Fall 2004)*

### **DNCE 122 Beginning Ballet II (3) KCC AA/DA (formerly AA/AA/AH1)**

*1.5 hour lecture 3 hours lecture/lab per week*

*Prerequisite(s): DNCE 121, or permission of instructor.*

*Comment: Course is repeatable for a maximum of 6 credits.*

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:

- Use appropriate vocabulary to identify the full range of barre exercises.
- Use appropriate vocabulary to identify a range of basic center exercises.
- Perform with proper technique the full range of basic barre exercises.
- Perform choreographed combinations, using step vocabulary in the areas of adagio, petite allegro, grand allegro.
- Perform a basic en dehors and en dedans pirouette.
- Explain the importance of the fundamental techniques of plie, tendue, and degage and their relationship to specific steps within the ballet repertoire.
- Use the various directions in space, stage directions and directions of movement, and identify them using appropriate vocabulary.
- Distinguish through personal performance the dynamics of adagio, petite allegro and allegro combinations.
- Display increased competency in personal strength, flexibility, coordination and movement memory.
- View and discuss a ballet performance with respect to relevant aesthetic, historical and technical aspects.

### **DNCE 131 Modern Dance I (3) KCC AA/DA (formerly AA/AH1)**

*4.5 hours lecture/lab per week*

*Comment: May be audited on a space available basis. May be repeated for credit*

DNCE 131 is an introduction to basic technical skills in movement, rhythms, basic coordination and the creative process.

Upon successful completion of DNCE 131, the student should be able to:

- Show greater awareness of the use of the body and greater vocabulary of movement.
- Demonstrate an increased range of movement, flexibility, strength and control.
- Show an acute sense of rhythm, pulse and phrasing.
- Demonstrate by combining specific dance/movement patterns a development of muscle memory.
- Demonstrate a development of the creative process by exploring movement problems to stimulate improvisation.

*(Effective Spring 2004)*

### **DNCE 131 Modern Dance I (3) KCC AA/DA (formerly AA/AH1)**

*4.5 hours lecture/lab per week*

*Comment: Repeatable once for a maximum of 6 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 (formerly AA/AH1)**

*4.5 hours lecture/lab per week*

*Prerequisite(s): DNCE 131 or consent of instructor.*

*Comment: May be audited on a space available basis. May be repeated for credit*

DNCE 132 is a continuation and development of DNCE 131. Introduction to the basic technical skills and processes of dance/ movement.

Upon successful completion of DNCE 132, the student should be able to:

- Show greater awareness of the use of the body and greater vocabulary of movement.
- Demonstrate an increased range of movement, flexibility, strength and control.
- Show an acute sense of rhythm, pulse and phrasing.
- Demonstrate by combining specific dance/movement patterns a development of muscle memory.
- Demonstrate a development of the creative process by exploring movement problems to stimulate improvisation.
- Demonstrate more complex and longer movement patterns to different kinds of movement and sound.



*(Effective Spring 2004)***DNCE 132 Modern Dance II (3) KCC AA/DA  
(formerly AA/AH1)***4.5 hours lecture/lab per week**Prerequisite(s): DNCE 131 or consent of instructor.**Comment: Repeatable once for a maximum of 6 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  
(formerly AA/AH1) and KCC AS/AH***3 hours lecture per week*

DNCE 150 introduces students to dance as an art form. Movement analysis, dance history and philosophy, dance techniques, and choreographic styles are examined by lectures, demonstrations, participatory activities, videos, and performances. A variety of types of dance are considered with an emphasis on Western theatrical styles.

Upon successful completion of DNCE 150, the student should be able to:

- Appreciate dance as a communicative art form.
- Understand dance as an art form through the basic knowledge of the elements of dance and dance techniques.
- Demonstrate verbal, written and group communication skills relevant to dance.
- Appreciate the history, philosophy, and cultural aspects of the various types of dance.

*(Effective Spring 2004)***DNCE 150 Introduction to Dance (3) KCC AA/DA  
(formerly AA/AH1) 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  
(formerly AA/AH1)***1 hour lecture, 3 hours lecture/lab per week*

DNCE 212 is a beginning traditional hula. Performance of repertoire and technique at 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 (formerly AA/AH1)***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 artform.

## 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.

*(Effective Spring 2004)*

### 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.

*(Effective Spring 2004)*

### 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 this course 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 70 Essentials of Dental Assisting (3)

*4 hours lecture per week (12 week course)*

*Prerequisite(s): Acceptance into Dental Assisting program or consent of program director*

*Corequisite(s): DENT 70L; DENT 73; DENT 73L; DENT 75; DENT 76; DENT 76L; DENT 78*

DENT 70 is a lecture course designed to offer 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. Dental ethics and jurisprudence will be included.

Upon successful completion of DENT 70, the student should be able to:

- Describe and discuss program policies and standards as they apply to students in training.
- Identify five individuals recognized for their major contributions to the dental profession.
- List the significance of understanding prefixes, suffixes, and root words in using dental terminology.
- Explain the concept of four-handed, sit-down dentistry.
- Explain the role of the dental assistant in recording clinical findings.
- Explain the importance of isolation techniques, asepsis, and infection control in the dental environment.
- Explain the ethical standards established by professional dental organizations.
- Explain the legal responsibilities and obligations of the dental assistant and the dentist.

### DENT 70L Essentials of Dental Assisting Lab (3)

*7.5 hours lecture/lab per week (12 week course)*

*Prerequisite(s): Acceptance into Dental Assisting program or consent of program director*

*Corequisite(s): DENT 70; DENT 73; DENT 73L; DENT 75; DENT 76; DENT 76L; DENT 78*

DENT 70L focuses on laboratory sessions scheduled for the application of knowledge gained in DENT 70. 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.

Upon successful completion of DENT 70L, the student should be able to:

- List the policies and standards of the Dental Assisting Program as they relate to student safety.
- Contrast the importance and efficient use of 15 proper dental terms.
- Explain and list three examples each of a prefix, root, and suffix.
- Demonstrate the principles of four-handed dentistry.
- Identify 15 items in a dental operatory.
- Demonstrate appropriate positions for the patient, dental assistant, and operator.
- Demonstrate proper positioning of the dental light.
- 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 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 selected procedure.
- Demonstrate the proper passing and retrieval procedures in handling a loaded syringe.
- Demonstrate knowledge in the identification and efficient transfer of dental instruments.
- Demonstrate proficiency in the application of isolation procedures.
- Explain the importance of infection control in the dental office.
- Explain the OSHA guidelines and its categorization of tasks, work areas, and personnel.
- Explain the American Dental Association (ADA) and Centers for Disease Control (CDC) recommendations for infection control.
- Identify four local and national dental organizations and explain their Code of Ethics.
- Cite the importance of the Hawai'i Dental Practice Act and the Board of Dental Examiners.
- Explain certification and licensure.

### DENT 73 Dental Materials (1)

*1.25 hours lecture per week for 12 weeks*

*Prerequisite(s): Acceptance into Dental Assisting program*

*Corequisite(s): DENT 70; DENT 70L; DENT 73L; DENT 75; DENT 76; DENT 76L; DENT 78*

*Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

DENT 73 is a lecture course which 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 73, 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 73L Dental Materials Lab (2)

5 hours lecture/laboratory per week for 12 weeks

Prerequisite(s): Acceptance into Dental Assisting program

Corequisite(s): DENT 70; DENT 70L; DENT 73; DENT 75; DENT 76; DENT 76L; DENT 78

Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.

DENT 73L is a lecture/laboratory course which emphasizes the practical application of the knowledge gained in DENT 73. 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 73L, 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 elastomeric 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 75 Dental Sciences (2)

2.5 hours lecture per week for 12 weeks

Prerequisite(s): Acceptance into Dental Assisting program

Corequisite(s): DENT 70; DENT 70L; DENT 73; DENT 73L; DENT 76; DENT 76L; DENT 78

Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.

DENT 75 is a lecture course which introduces the student to principles of general anatomy, physiology, microbiology and nutrition placing emphasis on dental aspects of oral anatomy, histology, embryology, pathology, and pharmacology.

Upon successful completion of DENT 75, the student should be able to:

- Identify and use terminology specific to general anatomy and physiology.
- Explain oral histology and embryology.
- Discuss oral and dental conditions.
- Discuss oral microbiology and the causative agents of gingivitis and periodontitis.
- Explain the acidogenic theory of dental caries.
- Explain the importance of proper nutrition in overall good health and well being.
- Relate current trends in dental care derived from articles in professional publications.

#### DENT 76 Dental Radiography (1)

1 hour lecture per week (12 week course)

Prerequisite(s): Acceptance into Dental Assisting program or consent of program director

Corequisite(s): DENT 70; DENT 70L; DENT 73; DENT 73L; DENT 75; DENT 76L; DENT 78

DENT 76 is a lecture course offering 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 76, the student should be able to:

- Cite 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.
- Cite 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.
- Cite the importance of proper film mounting and storage.
- List the Consumer-Patient Radiation Health and Safety Act of 1981.

#### DENT 76L Dental Radiography Lab (1)

3.5 hours lab per week (12 week course)

Prerequisite(s): Acceptance into Dental Assisting program or consent of program director

Corequisite(s): DENT 70; DENT 70L; DENT 73; DENT 73L; DENT 75; DENT 76; DENT 78

DENT 76L is a laboratory course emphasizing the practical application of the material presented in DENT 76. 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 76L, 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 78 Clinical Rotations: Seminar (3)

38 hours clinical and seminar (4 week course)

Prerequisite(s): Acceptance into Dental Assisting program or consent of program director

Corequisite(s): DENT 70; DENT 70L; DENT 73; DENT 73L; DENT 75; DENT 76; DENT 76L

During the last four weeks of the semester, weekly clinical assignments to various dental clinics throughout the community will be made. DENT 78 provides excellent opportunities to apply the knowledge and skills acquired during the on-campus training period. The weekly seminar sessions should foster dynamic interpersonal relationships and develop a strong social support system among the students.

Upon successful completion of DENT 78, the student should be able to:

- Demonstrate competency in the skills needed to function as a 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.

## DIAGNOSTIC MEDICAL SONOGRAPHY

### DMS 260 Clinical Practicum I (4)

*16 hours clinical practicum hours per week*

*Prerequisite(s): Acceptance into DMS program*

*Corequisite(s): DMS 262; DMS 264; DMS 266; DMS 267; DMS 268*

DMS 260 focuses on clinical practice in performance of examinations within the specialties of abdominal and superficial structures sonography.

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

- Attain minimum proficiency in positioning patients and in properly setting the instrument controls for abdominal and superficial sonography.
- Utilize the standard scanning procedures and protocols for abdominal and superficial structures sonographic examinations.
- Attain minimum proficiency in obtaining the clinical history and examining the area of clinical interest.
- Attain minimum proficiency in the correct use of all technical and medical terms which are necessary for a complete discussion of the sonographic examination.
- Demonstrate competency in providing for basic patient care and comfort throughout the examination.

*(Effective Spring 2005)*

### DMS 260 Clinical Practice I (4)

*264 hours clinical practice*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 260 focuses on clinical practice in performance of examinations within the specialties of abdominal and superficial structures sonography.

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

- Demonstrate proficiency in positioning patients.
- Demonstrate competence in providing for basic patient care and comfort throughout the examination.

- Demonstrate competence in properly setting the instrument controls for abdominal and superficial sonography.
- Apply the standard scanning procedures and protocols for abdominal and superficial structures sonographic examinations.
- Obtain the patient's clinical history, then determine and examine the area of clinical interest.
- Correctly use technical and medical terms necessary for a complete discussion of the sonographic examination.

### DMS 262 Sectional Anatomy (2)

*2 hours lecture per week*

*Prerequisite(s): Acceptance into DMS program or consent of program director*

*Corequisite(s): DMS 260; DMS 264; DMS 266; DMS 267; DMS 268*

DMS 262 focuses on depiction in all scanning planes of all anatomic structures of sonographic interest.

Upon successful completion of DMS 262, the student should be able to:

- Identify on sectional illustrations and sonograms the major anatomic landmarks of the organs and structures in the abdomen.
- Identify on sectional illustrations and sonograms the major anatomic landmarks of the female reproductive system.
- Identify on sectional illustrations and sonograms the major anatomic landmarks of the male reproductive system.
- Describe the location and relationship of all anatomic structures of sonographic interest in directional terms.
- Recognize the normal sonographic patterns of all pertinent anatomy and describe them utilizing the correct terminology.

*(Effective Spring 2005)*

### DMS 262 Sectional Anatomy (2)

*2 hours lecture per week*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 262 focuses on depiction of all anatomic structures of sonographic interest in all scanning planes.

Upon successful completion of DMS 262, the student should be able to:

- Identify on sectional illustrations and sonograms the major anatomic landmarks of the organs and structures in the abdomen.
- Identify on sectional illustrations and sonograms the major anatomic landmarks of the female reproductive system.
- Identify on sectional illustrations and sonograms the major anatomic landmarks of the male reproductive system.
- Describe the location and relationship of all anatomic structures of sonographic interest in directional terms.
- Recognize the normal sonographic patterns of all pertinent anatomy and describe them utilizing the correct terminology.
- Describe the location and relationship of all anatomic structures of sonographic interest in directional terms (coronal, sagittal, transverse, axial).

### **DMS 264 Ultrasound Physics (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into DMS program or consent of program director*

*Corequisite(s): DMS 260; DMS 262; DMS 266; DMS 267; DMS 268*

DMS 264 focuses on basic theory and principles of ultrasound physics including generation, interaction of ultrasound energy with tissues, transducer construction and operation, sound field characteristics and resolution parameters.

Upon successful completion of DMS 264, the student should be able to:

- Define the terms related to ultrasound wave generation and describe the clinical applications related to frequency, wavelength and propagation speed.
- Define the terms and theories related to ultrasound interaction with matter and describe their importance to clinical applications.
- Define all pulse parameters and solve related mathematical problems.
- Describe the operating principles of piezoelectric transducers and their importance in clinical applications.
- Define the terms related to acoustic fields and describe their importance in clinical applications.
- Define axial and lateral resolution and describe their importance in clinical applications.
- Define the term transducer array and describe the processes used for focusing and beam steering.

*(Effective Spring 2005)*

### **DMS 264 Ultrasound Physics (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 264 presents basic theory and principles of ultrasound physics including generation, interaction of ultrasound energy with tissue, transducer construction and operation, sound field characteristics and resolution parameters.

Upon successful completion of DMS 262, the student should be able to:

- Define the terms related to ultrasound wave generation and describe the clinical applications related to frequency, wavelength and propagation speed.
- Define the terms and theories related to ultrasound interaction with matter and describe their importance to clinical applications.
- Define all pulse parameters and solve related mathematical problems.
- Describe the operating principles of piezoelectric transducers and their importance in clinical applications.
- Define the terms related to acoustic fields and describe their importance in clinical applications.
- Discuss importance of axial and lateral resolution in clinical applications.
- Define the term transducer array and describe the processes used for focusing and beam steering.
- Identify potential electrical and mechanical hazards in diagnostic medical equipment.
- Demonstrate competence in application of principles of ultrasound physics to diagnostic medical sonography.

### **DMS 266 General Sonography I (4)**

*4 hours lecture per week*

*Prerequisite(s): Acceptance into DMS program or consent of program director*

*Corequisite(s): DMS 260; DMS 262; DMS 264; DMS 267; DMS 268*

DMS 266 focuses on depiction of all relevant normal and abnormal sonographic patterns of the abdominal organs in all scanning planes.

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

- Identify normal and abnormal sonographic patterns associated with all organs and structures within the abdominal cavity.
- Explain the importance and methods of obtaining clinical history and determining the area of clinical interest.
- Discuss sonographic examinations of organs and structure in the peritoneal and retroperitoneal cavities, correctly using necessary technical and medical terms.

*(Effective Spring 2005)*

### **DMS 266 General Sonography I (4)**

*4 hours lecture per week*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 266 focuses on depiction of all relevant normal and abnormal sonographic patterns of the abdominal organs in all scanning planes.

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

- Identify normal and abnormal sonographic patterns associated with all organs and structures within the abdominal cavity.
- Explain the importance of obtaining clinical history.
- Describe methods of obtaining clinical history.
- Demonstrate proficiency in determining the area of clinical interest.
- Discuss sonographic examinations of organs and structures in the peritoneal and retroperitoneal cavities, correctly using necessary technical and medical terms.

### **DMS 267 General Sonography Lab (1)**

*3 hours laboratory per week*

*Prerequisite(s): Acceptance into DMS program or consent of program director*

*Corequisite(s): DMS 260; DMS 262; DMS 264; DMS 266; DMS 268*

DMS 267 focuses on scanning techniques and protocols for abdominal and superficial structures sonography.

Upon successful completion of DMS 267, the student should be able to:

- Develop proficiency in positioning patients and in properly setting the instrument controls for abdominal and superficial structures sonographic examinations.
- Describe the standard scanning procedures and protocols for abdominal and superficial structures sonographic examinations.
- Develop proficiency in obtaining simulated clinical histories and examining the areas of clinical interest.
- Develop proficiency in the correct use of technical and medical terms which are necessary for a complete discussion of the sonographic examination.

*(Effective Spring 2005)***DMS 267 General Sonography Lab (1)***3 hours laboratory per week**Prerequisite(s): Acceptance into DMS program**Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 267 focuses on scanning techniques and protocols for abdominal and superficial structures sonography.

Upon successful completion of DMS 267, the student should be able to:

- Demonstrate proficiency in positioning patients and in properly setting the instrument controls for abdominal and superficial structures sonographic examination.
- Describe the standard scanning procedures and protocols for abdominal and superficial structures sonographic examinations.
- Demonstrate proficiency in obtaining simulated clinical histories and determining the areas of clinical interest.
- Demonstrate proficiency in the correct use of technical and medical terms necessary for a complete discussion of the sonographic examination.

**DMS 268 Superficial Structures (1)***1 hour lecture per week**Prerequisite(s): Acceptance into DMS program or consent of program director**Corequisite(s): DMS 260; DMS 262; DMS 264; DMS 266; DMS 267*

DMS 268 focuses on depiction of all relevant normal and abnormal sonographic patterns of superficial structures.

Upon successful completion of DMS 268, the student should be able to:

- Identify normal and abnormal sonographic patterns associated with superficial structures.
- State the indications for diagnostic medical sonographic examinations of superficial structures.
- Identify the gross and sectional plane anatomy of superficial structures.
- Describe the physiologic function of the organs in superficial structures.
- Explain the importance of obtaining proper medical history to aid in both patient care and diagnosis.
- Explain the importance of etiologies, laboratory tests and variances, and the clinical signs and symptom of disease and pathology in order to better comprehend pathophysiology.
- Identify normal and abnormal laboratory test results as they pertain to the sonographic examination.
- Discuss correct scanning protocols, techniques, procedures and patient positions for obtaining a diagnostic examination of superficial structures.
- Describe the common sonographic scanning pitfalls encountered when performing the various examinations.
- Discuss technically satisfactory and unsatisfactory sonographic examinations of superficial structures.
- Define and discuss pathological conditions of the organs within superficial structures in terms of cystic, solid, complex and diffuse.
- Formulate differential diagnoses based on patient's clinical history, laboratory values, results of related diagnostic procedures, and the sonographic findings.
- Correlate related diagnostic imaging procedures and sonographic examinations.

*(Effective Spring 2005)***DMS 268 Superficial Structures Sonography (1)***1 hour lecture per week**Prerequisite(s): Acceptance into DMS program**Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 268 focuses on depiction of all relevant normal and abnormal sonographic patterns of superficial structures.

Upon successful completion of DMS 268, the student should be able to:

- Identify normal and abnormal sonographic patterns associated with superficial structures.
- State the indications for diagnostic medical sonographic examinations of superficial structures.
- Identify the gross and sectional plane anatomy of superficial structures.
- Describe the physiological function of the organs in superficial structures.
- Explain the importance of obtaining proper medical history to aid in patient care and diagnosis.
- Identify normal and abnormal laboratory test results as they pertain to the sonographic examination.
- Discuss correct scanning protocols, techniques, procedures, and patient positions for obtaining a diagnostic examination of superficial structures.
- Discuss technically satisfactory and unsatisfactory sonographic examinations of superficial structures.
- Define and discuss pathological conditions of the organs within superficial structures.
- Formulate differential diagnoses based on patient's clinical history, laboratory values, results of related diagnostic procedures, and the sonographic findings.
- Correlate related diagnostic imaging procedures and sonographic examinations.

**DMS 270 Clinical Practicum II (6)***24 hours clinical practicum per week**Prerequisite(s): A grade of "C" or higher in DMS 260; a grade of "C" or higher in DMS 262; a grade of "C" or higher in DMS 264; a grade of "C" or higher in DMS 266; a grade of "C" or higher in DMS 267; a grade of "C" or higher in DMS 268**Corequisite(s): DMS 274; DMS 276; DMS 278*

DMS 270 focuses on clinical practice in performance of examinations within the specialties of abdominal and obstetric-gynecologic sonography.

Upon successful completion of DMS 270, the student should be able to:

- Demonstrate proficiency in positioning patients and in properly setting the instrument controls for abdominal and obstetric-gynecologic sonographic examinations.
- Utilize the standard scanning procedures and protocols for abdominal and obstetric-gynecologic sonographic examinations.
- Demonstrate proficiency in obtaining clinical history and examining area of clinical interest.
- Demonstrate proficiency in the correct use of all technical and medical terms necessary for a complete discussion of the sonographic examination.
- Provide basic patient care and comfort.

*(Effective Spring 2005)*

### **DMS 270 Clinical Practice II (6)**

*384 hours clinical practice*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 270 focuses on clinical practice in performance of all examinations within the specialties of abdominal and obstetric-gynecologic sonography.

Upon successful completion of DMS 270, the student should be able to:

- Demonstrate proficiency in positioning patients, properly setting the instrument controls and evaluating images for abdominal, obstetric-gynecologic, superficial parts, and Doppler sonographic examinations.
- Utilize the standard scanning procedures and protocols for abdominal and obstetric-gynecologic sonographic examinations.
- Demonstrate proficiency in obtaining the clinical history and determining the areas of clinical interest.
- Demonstrate proficiency in the correct use of all technical and medical terms which are necessary for a complete discussion of the sonographic examination.
- Demonstrate competence in providing for basic patient care and comfort throughout the examination.

### **DMS 274 Ultrasound Instrumentation (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in DMS 260; a grade of "C" or higher in DMS 262; a grade of "C" or higher in DMS 264; a grade of "C" or higher in DMS 266; a grade of "C" or higher in DMS 267; a grade of "C" or higher in DMS 268 or consent of DMS program director*

*Corequisite(s): DMS 270; DMS 276; DMS 278*

DMS 274 focuses on basic theory and principles of ultrasound instrumentation including pulse-echo imaging, biological effects, quality assurance, artefact recognition, Doppler and color flow imaging.

Upon successful completion of DMS 274, the student should be able to:

- Describe the basic components in a pulse-echo instrument and how they function.
- Define the principle display modes, describe the advantages and disadvantages of each and provide clinical examples for their use.
- Provide examples of how the sonographer can limit the patient's exposure to ultrasound.
- Summarize the current status of bioeffects research and the current official statements by various professional organizations related to risk factors and safety standards.
- Describe the basic elements of quality assurance programs in sonography.
- Define the term artefact and describe the role of artefact recognition in the performance and interpretation of sonographic examinations.
- Describe the basic principles of continuous wave, pulsed Doppler and color flow and their clinical applications.

*(Effective Spring 2005)*

### **DMS 274 Ultrasound Physics (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 274 presents basic theory and principles of ultrasound instrumentation including pulse-echo imaging, biological effects, quality assurance, artifact recognition, Doppler and color-flow imaging.

Upon successful completion of DMS 274, the student should be able to:

- Describe the basic components in a pulse-echo instrument and how they function.
- Define the principle display modes, describe the advantages and disadvantages of each and provide clinical examples for their use.
- Provide examples of how the sonographer can limit the patient's exposure to ultrasound.
- Summarize the current status of bioeffects research and the current official statements by various professional organizations related to risk factors and safety standards.
- Describe the basic elements of quality assurance programs in sonography.
- Define the term artefact and describe the role of artefact recognition in the performance and interpretation of sonographic examinations.
- Describe the basic principles of continuous wave, pulsed Doppler and color flow and their clinical applications..

### **DMS 276 General Sonography II (4)**

*4 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in DMS 260; a grade of "C" or higher in DMS 262; a grade of "C" or higher in DMS 264; a grade of "C" or higher in DMS 266; a grade of "C" or higher in DMS 267; a grade of "C" or higher in DMS 268 or consent of DMS program director*

*Corequisite(s): DMS 270; DMS 274; DMS 278*

DMS 276 focuses on depiction of all relevant normal and abnormal obstetric-gynecologic sonographic patterns in all scanning planes.

Upon successful completion of DMS 276, the student should be able to:

- Identify normal and abnormal sonographic patterns associated with the organs and structures of the female reproductive system.
- Identify the normal fetal sonographic patterns, abnormal fetal conditions/anomalies and maternal complications of pregnancy.
- Develop proficiency in obtaining the clinical history and examining the area of clinical interest.
- Develop proficiency in the correct use of all technical and medical terms which are necessary for a complete discussion of the sonographic examination.

*(Effective Spring 2005)*

### **DMS 276 General Sonography II (4)**

*4 hours lecture per week*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 276 focuses on depiction of all relevant normal and abnormal obstetric-gynecologic sonographic patterns in all scanning planes.



Upon successful completion of DMS 276, the student should be able to:

- Identify normal and abnormal sonographic patterns associated with the organs and structures of the female reproductive system.
- Identify the normal fetal sonographic patterns, abnormal fetal conditions/anomalies and maternal complications of pregnancy.
- Develop proficiency in obtaining the clinical history and examining the area of clinical interest.
- Develop proficiency in the correct use of all technical and medical terms which are necessary for a complete discussion of the sonographic examination.

### **DMS 278 Special Topics In Sonography (2)**

*2 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in DMS 260; a grade of "C" or higher in DMS 262; a grade of "C" or higher in DMS 264; a grade of "C" or higher in DMS 266; a grade of "C" or higher in DMS 267; a grade of "C" or higher in DMS 268 or consent of DMS program director*

*Corequisite(s): DMS 270; DMS 274; DMS 276*

DMS 278 focuses on depiction of all relevant normal and abnormal sonographic patterns in neurosonography and carotid sonography as well as the sonographer's role during biopsy procedures; administrative procedures; legal/ethical issues in the field.

Upon successful completion of DMS 278, the student should be able to:

- Describe the various procedures in carotid sonography including protocols, clinical indications and technical pitfalls.
- Describe the clinical indications, protocols, normal and abnormal sonographic patterns for neurosonography.
- Describe the role of the sonographer during biopsies and other invasive procedures.
- Describe the knowledge and skills necessary to design and implement administrative policies and procedures in the sonography department.
- Define pertinent legal terms and describe the legal and ethical responsibilities of the sonographer.

*(Effective Spring 2005)*

### **DMS 278 Special Topics in Sonography (2)**

*2 hours lecture per week*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 278 focuses on depiction of all relevant normal and abnormal sonographic patterns in special areas in sonography as well as the sonographer's role during biopsy procedures; administrative procedures; legal/ethical issues in the field.

Upon successful completion of DMS 278, the student should be able to:

- Describe the various procedures in carotid sonography including protocols, clinical indications and technical pitfalls.
- Describe the role of the sonographer during biopsies and other invasive procedures.
- Describe the knowledge and skills necessary to design and implement administrative policies and procedures in the sonography department.
- Define pertinent legal terms and describe the legal and ethical responsibilities of the sonographer.

### **DMS 280 Clinical Practicum III (6)**

*36 hours practicum per week (average)*

*Prerequisite(s): A grade of "C" or higher in DMS 270; a grade of "C" or higher in DMS 274; a grade of "C" or higher in DMS 276; a grade of "C" or higher in DMS 278*

*Corequisite(s): DMS 288*

DMS 280 is a continuation of DMS 260 and 270, this course is the application in the clinical setting of knowledge and skills gained in prerequisite major courses. It provides for the development and refinement of skills and abilities in performing all examinations within the specialties of abdominal, obstetric-gynecologic, and superficial parts sonography. The student will also become familiar with the basic examinations performed in vascular, pediatric and cardiac sonography.

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

- Demonstrate competencies of the beginning sonographer in abdominal, gynecologic, obstetric, and superficial parts sonography examinations.
- Become familiar with the basic examinations in vascular, pediatric and cardiac sonography.

*(Effective Spring 2005)*

### **DMS 280 Clinical Practice III (6)**

*336 hours clinical practice*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 280 is the application in the clinical setting of knowledge and skills gained in all preceding major courses. It provides for the development and refinement of skills and abilities in performing all examinations within the specialties of abdominal, obstetric-gynecologic, and superficial parts sonography.

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

- Demonstrate competency of the beginning sonographer in abdominal, gynecologic, obstetric, and superficial parts sonography examinations.
- Demonstrate familiarity with the basic examinations in vascular, pediatric and cardiac sonography.

### **DMS 288 Sonographic Film Critique (2)**

*2 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in DMS 270; a grade of "C" or higher in DMS 274; a grade of "C" or higher in DMS 276; a grade of "C" or higher in DMS 278 or consent of DMS program director*

*Corequisite(s): DMS 280*

DMS 288 is a depiction of all relevant normal and abnormal sonographic patterns within the applications of General Sonography. This course is the application and synthesis of knowledge and skills gained in prerequisite major courses and provides for the refinement of skills and abilities in rapid and accurate identification of normal and abnormal sonographic patterns.

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

- Identify the normal and abnormal sonographic patterns associated with the organs and structures in the abdominal cavity.

- Identify normal and abnormal sonographic patterns associated with the organs and structures of the female reproductive system.
- Identify the normal fetal sonographic patterns, abnormal fetal conditions/anomalies and the maternal complications of pregnancy.
- Identify the normal and abnormal sonographic patterns of the thyroid, breast, scrotum and prostate.
- Apply the principles and theory of Ultrasound Physics and Instrumentation to scanning situations.
- Demonstrate competency in synthesis and clinical application of theoretical principles and practices of diagnostic medical sonography.

*(Effective Spring 2005)*

### **DMS 288 Sonographic Image Critique (2)**

*4 hours lecture per week for eight weeks*

*Prerequisite(s): Acceptance into DMS program*

*Comment: Letter grade only. May not be taken credit/no credit. May not be audited.*

DMS 288 is the application and synthesis of knowledge and skills gained in all prior major courses and provides for the refinement of skills and abilities in rapid and accurate identification of normal and abnormal sonographic patterns.

#### **2. COURSE OBJECTIVES/COMPETENCIES:**

Upon successful completion of DMS 288, the student should be able to rapidly and accurately:

- Identify the normal and abnormal sonographic patterns associated with the organs and structures in the abdominal cavity.
- Identify normal and abnormal sonographic patterns associated with the organs and structures of the female reproductive system.
- Identify the normal fetal sonographic patterns, abnormal fetal conditions/anomalies and the maternal complications of pregnancy.
- Identify the normal and abnormal sonographic patterns of the thyroid, breast, scrotum and prostate.
- Apply the principles and theory of Ultrasound Physics and Instrumentation to scanning situations.
- Demonstrate competence in synthesis and clinical application of theoretical principles and practices of diagnostic medical sonography.

## **DRAMA**

### **DRAM 101 Introduction to Drama and Theater (3) KCC AA/DA (formerly AA/AH1) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Credit in or qualification for ENG 100 or ENG 160*

DRAM 101 is a study of representative plays as illustrations of changing forms in theatre and dramatic literature.

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

- State the characteristics of the major periods of theater and dramatic literature from classical Greece to the present day.
- Show how the socio-political characteristics of the major periods of theater and dramatic literature are realized in one representative play from each period studied.

- Demonstrate understanding of at least one representative play from each of the major periods of theater and dramatic literature by explaining the play's structure, acting style, production style and by sketching the type of theater in which it was presented.
- Show how the theater is an artistic medium of communication by explaining the basic elements of theater production and relating them to three plays seen during the course of the semester.
- Express opinions and responses to dramatic literature clearly and effectively in writing.

### **DRAM 221 Beginning Acting I (3) KCC AA/DA (formerly AA/AH1) Fall**

*2 hours lecture, 2 hours lab per week*

*Repeatable for a maximum of six credits*

DRAM 221 is an acting course designed for the beginning student that will teach the student to use voice, speech, posture and movement creatively, and that will teach the student to analyze and appreciate dramatic literature. Skill exercises, and a wide variety of dramatic literature will be used for study.

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

- Demonstrate progress in developing imagination, sensory awareness, and concentration through a variety of drills, exercises and improvisations in order to believably portray a character in a scene from a published play of the student's choice.
- Utilize vocal control in range, intensity, resonance, phrasing, and inflection in order to convey emotion in exercises, improvisational sketches and one scene from a published play of the student's choice.
- Develop one's bodily mechanism in order to make it flexible and capable of projecting a wide range of physical expressions in exercises, improvisational sketches, and one scene from a published play of the student's choice.
- Analyze a dramatic character according to that character's physical qualities, by the nature of the character's speech, by what the character says, by what the character does, by what others say about the character, by the environment in which the character is found in the play, and by the stage directions supplied by the playwright in order to portray the character in a scene from a published play of the student's choice.
- Identify the basic acting areas and body positions used on stage.
- Demonstrate knowledge of basic stage terminology in order to understand instructions given by a director.

### **DRAM 222 Beginning Acting II (3) KCC AA/DA (formerly AA/AH1) Spring**

*3 hours per week, mandatory rehearsal*

*Prerequisite(s): DRAM 221 or consent of instructor*

*Comment: Repeatable for a maximum of six credits*

DRAM 222 is an acting course designed as a continuation of DRAM 221 where the student can put the knowledge of the theater to practical use in a full-length production.

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

- Utilize the techniques used in DRAM 221 to analyze a character to be portrayed.
- Utilize the techniques used in DRAM 221 to artistically and creatively use body and voice to believably portray a character from a published play for an audience.

- Demonstrate understanding of play production by constructively and imaginatively assisting with the lighting, costuming, makeup, and set design of a published play for an audience.

### **DRAM 240 Basic Stagecraft (3) KCC AA/DA (formerly AA/AH1) Spring**

*6 hours lecture/lab per week*

*Comment: Concurrent enrollment in DRAM 222 is encouraged but not required*

DRAM 240 focuses on theory and practice of stagecraft and lighting. Class time will be divided between lectures and laboratory time in the theater.

Upon successful completion of DRAM 240, the student should be able to:

- Understand and appreciate what is involved technically in mounting a theatrical production.
- Name the various stage directions, various standard masking techniques, and various lighting positions.
- Construct from scratch a standard flat and a standard 4 x 8 platform and demonstrate the various methods of altering both.
- Draw and label a floor plan usable to a director in blocking a production and make knowledgeable decisions concerning placement of walls and furniture as they relate to a particular production.
- Name and operate the various pieces of equipment, both hand and power, used in a scene shop.
- Name the basic instruments used for lighting the stage and where and why they are used.
- Name and know the responsibilities of the various technicians involved in creating a theatrical production, e.g. stage manager, sound man, light man, etc.

## **E**

### **EAST ASIAN LITERATURE & LANGUAGE**

#### **EALL 261 Chinese Literature in Translation - to 850 (3) KCC AA/DL (formerly AA/AH3) 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 (formerly AA/AH3) 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 (formerly AA/AH3)**

*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 271 Japanese Literature in Translation-Traditional (3) KCC AA/DL (formerly AA/AH3) 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 (formerly AA/AH3) 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.

## **EBUSINESS**

### **EBUS 101 Introduction to eBusiness (3)**

*3 hours lecture per week*

*Prerequisite(s): 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 is a teamwork and project-based approach to understanding the scope of eBusiness and its impact on society, identifying profitable business models, and understanding how eBusiness has changed traditional business practices. Successful completers will understand how IT and Marketing work together to make eBusiness happen, know the modern vocabulary of eBusiness technology, and be able to describe the factors that will determine the future of eBusiness and customer relationship management (CRM).

Upon successful completion of EBUS 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
- Demonstrate an understanding of the difference between a job and a career
- Describe uses of the Internet for recruiting and training employees
- Explain the economic impact of the Internet on a global basis
- Surf the web to locate and describe major Internet business models
- Discuss and solve problems dealing with eBusiness Customer Relationship Management (CRM) strategies
- Demonstrate an understanding of how eBusiness fits within an organization's value chain
- Demonstrate an understanding of how to evaluate the costs and benefits of an eBusiness CRM application
- Discuss uses of the Internet for electronic reporting and company valuation
- Demonstrate an understanding of enabling technologies underlying eBusiness and how to manage them
- Appreciate the social, ethical and legal dimensions of eBusiness
- Enhance the following skills: e-mail, Web search, a discussion group, teamwork, and written and oral communication

### **EBUS 110 Customer Relationship Management Fundamentals (3)**

*3 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in ENG 22 or qualification for ENG 100 or equivalent course; qualification for MATH 24 or higher level math course.*

*Recommended Preparation: Previous teamwork and project management experience preferred*

Customer relationship management (CRM) involves customer acquisition, retention, and growth over the long term. Firms practicing CRM keep high value customers satisfied and purchasing more over the long term. This leads to referrals, increased revenue, and lower costs. EBUS 110 gives students an understanding of buyer behavior and decision-making. It introduces CRM concepts and addresses customer service activities at all touch points: in-person, telephone, online, and postal mail. It also gives students practice in teamwork and managing projects in interpersonal communication, call centers, and complaint handling.

Upon successful completion of EBUS 110, 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
- Demonstrate an understanding of CRM career opportunities and how to locate them
- Describe the consumer, business, and government markets
- Identify the major characteristics that influence customer-buying behavior
- Discuss the stages in the consumer buying decision process
- Outline the business buying decision process
- Define relationship marketing and its role in marketing
- Demonstrate an understanding of how to build profitable segments by identifying, differentiating, and customizing offers and communication
- Be able to foster positive attitudes in yourself and your customers
- Know how to deal appropriately with dissatisfied customers
- Demonstrate the ability to select appropriate strategies for gaining customer loyalty
- Demonstrate an understanding of how online technology can build customer relationships using Internet technology and customer information
- Prepare appropriate written messages in response to customer inquiries and complaints
- Use the telephone and in-person techniques to deal with customers

### **EBUS 150 Integrated Marketing Communication (3)**

*3 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in ENG 160; credit or concurrent enrollment in BUS 100; MKT 120; EBUS 101; ITS 102*

*Recommended Preparation: Previous teamwork and project management experience preferred*

EBUS 150, Integrated Marketing Communication (IMC) course, will teach students how to analyze marketing communications tools appropriately and effectively. The students will work in teams on a CRM project. This project may include 1) the development and delivery of targeted marketing communication based on the analysis of customer databases, 2) market segmentation and appropriate IMC tool selection, and 3) using metrics to analyze the customer relationship responses to an IMC project.

Upon successful completion of EBUS 150, 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
- Manage a CRM project with IMC considerations
- Create an IMC project
- Explain the role of each IMC tool in an integrated plan: advertising, sales promotion, direct marketing, personal selling, public relations
- Build customer segments using a variety of selection variables
- Query a customer database to identify potentially profitable targets
- Generate a database report to analyze customer responsiveness to marketing communication strategies
- Assess the appropriateness of various print, broadcast, and online media for marketing communication efforts
- Explain the legal and ethical issues affecting marketing communication strategies
- Exhibit effective written communication

### **EBUS 210 Advanced Customer Relationship**

#### **Management (3)**

*3 hours lecture per week*

*Prerequisite(s): ENG 160; BUS 100; EBUS 101; EBUS 110; ITS 113; MKT 120*

*Recommended Preparation: Previous teamwork and project management experience preferred*

EBUS 210 uses a data-driven approach to retaining customers and creating long-term relationships. Building on concepts learned in EBUS 110, students use sophisticated database strategies to find profitable customer segments. Customer tracking online using electronic methods is another important component of this course. Students explore privacy and other ethical and legal issues involving consumer data.

Upon successful completion of EBUS 210, 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
- Demonstrate an understanding of how to build profitable segments by identifying and differentiating customers
- Perform data queries for datamining, RFM analysis, and customer profiling
- Use a database to solve marketing problems
- Tell how firms can build customer relationships using Internet technologies and customer information
- Identify several metrics used to track and measure CRM
- Tell why effective CRM involves supply chain management (SCM) integration
- Exhibit good analytical skills for problem solving

### **EBUS 220 Persuasive Business Communications (3)**

*3 hours lecture per week*

*Prerequisite(s): MKT 120; ENG 160; ITS 102*

*Recommended Preparation: Previous teamwork and project management experience*

The purpose of EBUS 220 is to teach students how to create business communications that make the point quickly, clearly, and persuasively. Students will learn to develop communications techniques that capture attention appropriately, establish professional credibility, and deliver relevant information leading to the desired response. Students will learn to write and present effective resumes, advertising headlines and copy, press releases, direct mail copy, e-mail messages (and etiquette), and make effective team presentations.

Upon successful completion of EBUS 220, 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
- Write and present a professional resume for a career-track position
- Demonstrate an understanding of business skills needed to evaluate effective business communications
- Communicate appropriately with various stakeholders
- Develop team building among communicators
- Use technical savvy to research content and audience definition
- Use direct language and style to sell ideas or to identify the real issues

- Learn the AIDA writing style for advertising, direct marketing, and e-mail
- Complete assignments quickly and with a high satisfaction rating
- Emphasize main points clearly
- Construct email messages that allow readers to determine their purpose quickly
- Write quality customer communications
- Learn to write with consistency, accuracy, and clarity of purpose
- Develop methods to present ideas and recommendations effectively
- Adapt writing style for different audiences to meet different objectives
- Make smooth transitions
- Identify the purpose of each communication
- Organize communications to make information quick and easy to find
- Improve customer and intermediary relations
- Advance your career by improving your communications skills
- Make an effective and convincing presentation
- Communicate business ideas to a non-business market
- Incorporate the use of Internet and email in communications

### **EBUS 230 Supply Chain Management (3)**

*3 hours lecture per week*

*Prerequisite(s): MKT 120; EBUS 110; ENG 160; BUS 100; ITS 102; ITS 113*

*Recommended Preparation: Previous teamwork and project management experience*

The dominant theme in enterprises in the near future will be the implementation of Supply Chain Management (SCM), since the basic infrastructure is already installed. The focus on the customer in eBusiness mandates that the enterprise address diverse aspects including streamlined order processing, low inventory levels, and high customer satisfaction. The success of an eBusiness enterprise thus will require the existence of a Supply Chain in order to compete for customer service and reduce costs. The success of the Supply Chain requires that the processes be optimized across the supply-chain network through contracts, alliances, collaboration and/or cooperation. This EBUS 230 course will address how to implement business within the Supply Chain, the tools available, and the legal and social responsibility issues attached to SCM.

Upon successful completion of EBUS 230, the student should be able to:

- Work effectively in teams
- Demonstrate presentation capabilities using whiteboard, flip chart, power point, and/or web page presentations
- Demonstrate an understanding of the value of internships within a SCM company
- Demonstrate an understanding of the business skills needed to evaluate business activities within the supply chain
- Communicate appropriately with various intermediaries in various business situations
- Develop team building and leadership skills among intermediaries
- Use technical savvy to reduce costs and increase efficiency
- Identify the need and place for social responsibility in business-to-business relationships
- Identify customer satisfaction metrics in supply chain fulfillment strategies
- Evaluate business alternatives and make the tough decisions
- Demonstrate an understanding of the types of intermediaries, functions performed by the channel, and systems that facilitate the flow of products, information and finances along the supply chain (logistics)

- Identify criteria for outsourcing/supplier selection
- Demonstrate an understanding of the behavioral components of SCM
- Demonstrate an understanding of how to choose partners, make alliances, and work collaboratively
- Negotiate channel conflict
- Facilitate agreements and discussions

### **EBUS 240 Business Intelligence and Legal Issues (3)**

*3 hours lecture per week*

*Prerequisite(s): ENG 160; MKT 120; ITS 102*

*Recommended Preparation: Previous teamwork and project management experience*

Business Intelligence is used in the process of formulating strategy and making decisions in the eBusiness environment. This EBUS 240 course helps students develop an understanding of the role and use of information in the strategic planning process and the methods used for gathering information. As legal issues seek definition on the Internet, this course will look at the legal topics in the forefront of today's marketplace and examine the future implications of these legal issues.

Upon successful completion of EBUS 240, 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
- Demonstrate an understanding of the legal issues attached to developing a career path
- Demonstrate an understanding of the business skills needed to evaluate business activities
- Communicate information accurately
- Develop team building skills in information gathering
- Use technical savvy to increase efficiency in searching for information
- Develop information-gathering skills on the Internet
- Recognize and categorize information integrity
- Identify the need and place for social responsibility in sharing information
- Explain the role of research in Customer Relationship Management
- Develop skills for decision making in an atmosphere of uncertainty
- Plan, implement, and analyze primary research design
- Identify primary research methodologies such as survey, observational, experimental, and simulations
- Execute a survey questionnaire, measure results, and analyze and present findings
- Demonstrate knowledge of patents, trademarks, and trade secrets
- Demonstrate an understanding of the laws of privacy, publicity, and defamation

### **EBUS 280 Building eBusiness Relationships (3)**

*3 hours lecture per week*

*Prerequisite(s): EBUS 210*

*Recommended Preparation: Previous teamwork and project management experience*

Participants in this EBUS 280 topics course will examine the latest topics that are important for eBusiness and customer relationship management (CRM). These topics provide for a dynamic offering of activities that span across internal and external eBusiness CRM relationships. Topics will vary from semester to semester, and this format will allow for current CRM subjects to be offered in a timely manner to keep up with the evolving relationship mix that

businesses must understand and utilize in order to survive in a global economy. Topics may include customer relationships, stakeholder relationships, outsourcing relationships, alliances, collaborations, and “cooperation.”

Upon successful completion of EBUS 280, for the topic(s) chosen, 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
- Demonstrate the ability to apply for a career-track position in eBusiness
- Demonstrate the ability to develop effective relationships with co-workers, customers, and outsourcers
- Demonstrate the ability to develop effective virtual relationships on the Internet
- Develop business communication (written and oral) abilities in both individual and group situations
- Exhibit problem-solving and decision-making skills in a business environment
- Exhibit the ability to learn business techniques and practices in both independent and cooperative activities
- Examine personal values and the value systems of others in society and the work place
- Develop skills for lifelong learning necessary to maintain currency in a business environment
- Describe the impact of eBusiness relationships on current business practices.

### **EBUS 290 eBusiness Seminar (3)**

*3 hours lecture per week*

*Prerequisite(s): Approval by Business Education Department Chairperson; portfolio review*

*Recommended Preparation: Previous teamwork and project management experience*

Participants in the EBUS 290 seminar will examine the latest topics that are important for eBusinesses. These topics provide for a dynamic offering of activities that span across subject areas such as Accounting, Business Law, Business Math, eBusiness, Management, Marketing, Information and Computer Science, and Information Technology. These topics will vary from semester to semester, and this format will allow for current contemporary subjects to be offered in a timely manner to keep up with the rapidly changing technologies that businesses must understand and utilize in order to survive in a global economy. Topics may include web electronic commerce, eBusiness project development, and setup of web content for businesses.

Upon successful completion of EBUS 290, for the topic(s) chosen, 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
- Demonstrate the ability to present a professional application for a career position
- Demonstrate the ability to think and read critically about topics in eBusiness
- Develop business communication (written and oral) abilities in both individual and group situations
- Exhibit problem solving and decision-making skills in a business environment.
- Exhibit the ability to learn business techniques and practices in both independent and cooperative activities

- Examine personal values and the value systems of others in society and the work place.
- Develop skills for lifelong learning necessary to maintain currency in a business environment
- Describe the impact of a topic on current business practices

## **ECONOMICS**

### **ECON 101 Consumer Economics (3) KCC AS/SS**

*3 hours lecture per week*

ECON 101 analyzes the theoretical and practical aspects of consumer behavior as individuals are confronted with the problem of allocating their own scarce resources in the most efficient manner possible under conditions of perfect and imperfect information. Specific topics to be critically examined include the economics of advertising and its influence of rational behavior, consumer credit, career choice, insurance, investments, estate planning, social security, and consumer protection.

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

- Demonstrate understanding of the factors contributing to consumerism and its growth as a social movement.
- Recognize or state the main principles and strategies involving intelligent consumer characteristics in the major areas of individual and family consumption or choices as to products, services, and institutions.
- Explain the what, why, and how of consumerism with emphasis on the need for acquiring non-seller information.
- Recognize or explain common practices of business in selling goods and services that put the consumer in a disadvantageous position.
- Explain the basic need for and preparation of an individual and a family budget.
- Discuss the basic elements of good individual and family nutrition and shopping strategies to meet basic food needs.
- Discuss current consumer strategies for consumption of home furnishings, clothing, medical care, insurance, shelter, recreational, and transportation needs of an individual and/or family.
- Explain the result of inflation on daily individual and family consumption or choices.
- Discuss the various advantages and disadvantages of varying lifestyles and their financial impact on the marital and family relationships.
- Discuss the various strategies which contribute favorably to parent-child relationships involving family money management.
- Demonstrate understanding of planning strategies needed to meet health care needs, both physical and emotional, throughout an individual's life span.

### **ECON 120 Introduction to Economics (3) KCC AA/DS (formerly AA/SS) 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:

- Demonstrate knowledge of the basic mechanisms of American economic systems, including organization of production and the allocation of resources;
- Demonstrate knowledge of policies to achieve national economic goals.
- Specify tools of macroeconomic analysis in determining the level of national income; be able to apply these to such problems as unemployment, recession, and inflation;
- Examine and apply to current events, government fiscal and Federal Reserve policies;
- Explain specific tools for 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 (formerly AA/SS)**

*3 hours lecture, 1 hour lab per week*

*Prerequisite(s): MATH 25; qualification for ENG 100*

ECON 130 focuses on 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; population economics; food and the agricultural sector; and fundamentals of international economics. 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 130, the student should be able to:

- Show knowledge of the basic mechanism by which the American economic system works including various approaches to the organization of production, the allocation of resources, etc.
- Show knowledge of policies of microeconomic nature to achieve national and specific goals of public policy.
- Identify the tools of microeconomic analysis and analyze and formulate 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 (formerly AA/SS)**

*3 hours lecture, 1 hour lab per week*

*Prerequisite(s): ECON 130; MATH 25; qualification for ENG 100*

ECON 131 focuses on macroeconomics with emphasis on modern theory of income determination indicating how and why income, production, employment and price levels fluctuate. The course also will investigate the structure of the banking system and its role in the economy, and 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 knowledge of the basic mechanism of the American economic system.
- Explain the specific tools of classical, Keynesian, and neo-Keynesian macroeconomic analysis (e.g. demand and supply, the consumption function, the multiplier, the quantity theory of money, and the accelerator), all of which analyze the change in and the determination of national income.
- Explain government fiscal and Federal Reserve policies and apply these to current economic events.
- Demonstrate knowledge of other economic topics such as economic forecasting, government taxation policy, and economic growth, as they pertain to the United States and specifically to the State of Hawai'i.

## **EDUCATION**

### **ED 250 Autism and Related Special Needs I (2)**

*3 hours lecture per week for ten weeks.*

*Prerequisite(s): Instructor or Health Sciences department consent*  
*Comment: This course is intended for paraprofessionals who work with children diagnosed with ASD/PDD. Others may enroll on a space-available basis.*

ED 250 provides the paraprofessional with an understanding of Autism Spectrum Disorder (ASD) and related Pervasive Developmental Disorders (PDDs). It will prepare the paraprofessional to work with children with ASD and related PDDs through practical information and opportunities for supervised practicum work. The course will concentrate on addressing the impairments associated with a diagnosis of ASD/PDD, including the areas of communication, socialization, and restricted repetitive behaviors.

Upon successful completion of ED 250 and under supervision of a teacher or care provider, the student should be able to:

- Identify the role of the paraprofessional in providing care for children and youth with autism and related special needs.
- Demonstrate ability to plan and organize learning experiences and environments for children and youth with autism and related special needs.
- Identify and develop individualized education, transition, and family service plans for children and youth with autism and related special needs.
- Select, develop, and carry out plans to involve families in the learning experiences of their child with autism and related special needs.
- Modify learning strategies to accommodate learning needs of children and youth with autism and related special needs.
- Discuss, develop, prepare, and modify instruction/learning resources and other materials appropriate to the needs of the individual child with autism and related special needs.

### **ED 251 Autism and Related Special Needs II (2)**

*3 hours lecture per week for ten weeks*

*Prerequisite(s): A grade of "C" or higher in ED 250*

*Comment: This course is intended for paraprofessionals who work with children diagnosed with ASD/PDD. Others may enroll on a space-available basis.*

ED 251 provides empirically based treatment and teaching strategies for children with Autism Spectrum Disorder (ASD) and related Pervasive Developmental Disorders (PDDs). Practical school, home, and community implementation of developmentally and



chronologically appropriate practices will be presented. Functional skills that are culturally sensitive and individually appropriate will be emphasized. Inclusion of and working collaboratively with professionals and families will be discussed.

Upon successful completion of ED 251 and under supervision of a teacher or care provider, the student should be able to:

- Select and apply appropriate techniques to assist children and youth, diagnosed with autism and related special needs, with individualized learning activities and/or independent study projects.
- Identify and demonstrate implementation of treatment plans devised by occupational and physical therapists and speech language pathologists to deliver related services to children with autism.
- Select and demonstrate implementation of specified learning activities for children and youth, with autism and related special needs, and their families in community-based settings.
- Delineate role of paraprofessional and describe functional and other assessment activities to document the strengths and needs of the learner with autism.
- Discuss and demonstrate strategies that support families of children and youth with autism, strengthen their ability to assist their child, and encourage participation in the learning environment.
- Discuss and demonstrate implementation of plans to enhance family interactions with their child with autism that facilitate physical, social, language, and cognitive development.

*(Effective Spring 2004)*

### **ED 260 - Positive Behavioral Interventions and Supports for All Students (3)**

*3 hours lecture per week*

*Comment: This course is intended for DOE educational paraprofessionals. Others may enroll on a space-available basis.*

ED 260 provides an overview of the positive behavioral supports process, procedures and intervention strategies for working with all students with behavioral problems and challenges. How a team-based functional approach to behavior management is effective and efficient for problem solving intervention strategies will be described and practiced. Understanding how to prevent problem behaviors from escalating and how to intervene will also be addressed. Introductions to school-wide discipline and how to address behavioral challenges in the classroom, non-classroom, and with individual students will be completed.

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

- Describe the key elements of school-wide discipline and PBS
- Implement a functional approach to problem solving behavior problem
- Explain a paraprofessional's role in dealing with disruptive students
- Identify and apply the seven stages of escalation
- Demonstrate how to defuse anger and aggressive behaviors
- Demonstrate knowledge of how to conduct functional assessments
- Apply basic strategies for school-wide, classroom, non-classroom and individual student systems

*(Effective Spring 2004)*

### **ED 285 - Introduction to Classroom Management & The Instructional Process (3)**

*3 hours lecture per week*

*Comment: This course is intended for DOE educational paraprofessionals. Others may enroll on a space-available basis.*

ED 285 is an introductory course that offers the student exposure to the legal and ethical issues of classroom management in the field of Special Education. Behavioral assessment, strategies and interventions will be introduced. Learning styles, learning theory, instructional assessment, planning and delivery will also be addressed.

Upon successful completion of ED 285, the student should be able to:

- Identify the legal and ethical issues regarding classroom management.
- Define the behavioral theories that impact positive classroom management strategies.
- Demonstrate various behavioral strategies through role-plays that are used for intervention in the classroom.
- Demonstrate appropriate behavioral assessment procedures utilized in the classroom.
- Identify non-violent intervention procedures and other conflict resolution strategies used in the classroom.
- Describe the learning theories that explain how students learn.
- Explain different learning styles that affect student learning.
- Delineate the components of the instructional planning process.
- Identify the various phases of instructional delivery.
- Compare the formal and informal assessment procedures used in assessing student learning.

*(Effective Spring 2004)*

### **ED 286 - Working with Populations with Special Needs I (3)**

*3 hours lecture per week*

*Comment: This course is intended for DOE educational paraprofessionals. Others may enroll on a space-available basis.*

ED 286 addresses the issues confronted by people who currently work, or plan to work with special needs populations in primary and secondary education. It will cover characteristics of selected disabilities and the particular needs experienced by students with mild to moderate disabilities. Identification of the challenges that confront the disabled student, the EA and the teacher within the classroom setting will be described. An examination of strategies used to work with each area of disability will be explored. There will also be an emphasis on information needed to help prepare students with disabilities to transition into adulthood.

Upon successful completion of ED 286, the student should be able to:

- Identify the eligibility categories that allow students to receive special education services as designated under IDEA and Chapter 56.
- Identify the characteristics and teaching implications of the mild to moderate eligibility categories.
- Describe the transition process, laws, and identify the process for providing transition services and community resources available for the student with disabilities.
- Explain social skills instruction for students with mild to moderate disabilities, and the available community resources that provide this training.
- Identify the current trends in special education today.

*(Effective Spring 2004)*

**ED 287 - Working with Populations with Special Needs II (3)**

*3 hours lecture per week*

*Prerequisite(s): ED 286*

*Comment: This course is intended for DOE educational paraprofessionals. Others may enroll on a space-available basis.*

ED 287 addresses the issues confronted by people who currently work, or plan to work with special needs populations in primary and secondary education. It will cover characteristics of moderate to severe disabilities and the particular needs experienced by students with these disabilities. Information regarding other populations needing support (Multicultural and ESL learners) will also be covered. Identification of the challenges that confront students with disabilities, the EA and teacher within the classroom setting will be described. An examination of strategies used to work with each area of disability will be explored. There will also be an emphasis on the use of assistive technology as part of related and supplementary services to help students succeed, as well as best inclusion and transition practices for the moderate to severe population. Identifying community resources and increasing parent involvement will also be included in this course.

Upon successful completion of ED 287, the student should be able to:

- Identify the moderate to severe eligibility diagnostic categories that allow students with disabilities to receive special education services, as designated under IDEA and Chapter 56.
- Identify the characteristics attributed to seven disabilities and the implications for educational paraprofessionals and teachers working with this population.
- Describe the transition process and services needed for learners with moderate and severe disabilities, as well as the community resources available for these students.
- Demonstrate the skill of task analysis by structuring instruction that will be effective with students with moderate to severe disabilities.
- Identify the various assistive technology devices that are available for learners with disabilities
- Describe effective inclusion practices to use with the students with moderate to severe disabilities.
- Identify the ways that parent involvement and effective communication strategies can be utilized to promote successful home-school partnerships.

*(Effective Spring 2004)*

**ED 294 - Practice Seminar (Special Education Emphasis) (3)**

*8 hours lecture, 150 hours practicum experience*

*Prerequisite(s): Instructor consent.*

*Comment: Students should obtain fingerprint and TB test clearance, as required by the schools, before enrolling in this course.*

ED 294 will provide each student with an overview of the education of students with disabilities in pre-K to 12 settings and provide an opportunity to work directly with those students. 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 areas including; working with students with disabilities individually or in small groups, helping to prepare instructional materials, and other support activities as assigned by the mentor teacher.

Upon successful completion of ED 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.
- 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.

## 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.

## EMERGENCY MEDICAL SERVICES

### EMS 290 Emergency Medical Services Management (3)

3 hours lecture per week

*Recommended Preparation: MICT 250 or equivalent, or A.S. degree in a health related field.*

EMS 290 will focus on the management theory and skills necessary to provide leadership at the middle and advanced levels of Emergency Medical Services organizational management.

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

- Define Emergency Medical Services systems from cultural, epidemiological, public health, and assessment perspectives.
- Describe the management components of an Emergency Medical Services system.
- Describe the various organizational structures that exist in Emergency Medical Services systems nationally and internationally.
- Plan an appropriate management scheme for human resource management which will include motivation, grievance management, recruitment, retention, performance appraisals, standards of conduct, and job qualifications.
- Develop a working plan to deal with community relation and public information utilizing a multi-media approach.
- Develop a financial management policy and a structure for fiscal management.
- Develop a plan for disaster coordination utilizing mutual aid agreements, affiliation agreements, and an interagency communication protocol.

- Describe the necessity for a Continuous Quality Improvement Program (CQI).
- Develop a plan for the implementation of performance standards including new protocols and standing orders.
- Describe a strategy that can be used to implement operational response times, staffing patterns, safety standards, and vehicle operations.
- Design a plan for maintenance and supply of an ambulance fleet. Include a plan for management of inventory, maintenance, and supplies.

### EMS 291 E.M.S. Management-Practicum (1)

60 hour practicum

*Prerequisite(s): Credit or concurrent enrollment in EMS 290*

EMS 291 will focus on practical application of knowledge and skills acquired in the Management and Theory course (EMS 290). The students will be required to demonstrate their acquired knowledge in a hands-on environment.

Upon successful completion of EMS 291, the student should be able to demonstrate knowledge and practical application of:

- Emergency Medical Services systems from cultural, epidemiological, public health, and assessment perspectives.
- Management components of an EMS system.
- Organizational structures that exist in Emergency Medical Services systems nationally and internationally.
- Human resource management which will include motivation, grievance management, recruitment, retention, performance appraisals, standards of conduct, and job qualifications.
- Community relation and public information programs.
- Financial management policy and a structure for fiscal management.
- Disaster coordination utilizing mutual aid agreements, affiliation agreements, and an interagency communication protocol.
- Continuous Quality Improvement Program (CQI).
- Implementation of performance standards including new protocols and standing orders.
- Strategies used to implement operational response times, staffing patterns, safety standards, and vehicle operations.
- Maintenance and supply designs for an ambulance fleet. Including plans for management of inventory, maintenance, and supplies.

## EMERGENCY MEDICAL TECHNICIAN

### EMT 100 EMT-Intermediate (16)

20 hours lecture, 9 hours lab per week

*Prerequisite(s): Admission to the Emergency Medical Technician program; a grade of "C" or higher in HLTH 125; 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*

*Comment: Student will be required to purchase uniforms, scissors, stethoscope, liability insurance, a medical dictionary, a road map of Honolulu, and the State of Hawaii Standing Orders.*

EMT 100 provides students with theory and laboratory practice of basic and advanced life support skills and procedures in the pre-hospital emergency setting.

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

- Define a medical emergency, and explain and demonstrate assessing the situation, obtaining a basic history and physical examination, establishing rapport with the patient and others, and, managing emergency care, including, if needed 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: surgical, medical, cardiac, and psychiatric emergencies: trauma; and, airway and respiratory problems.
- Safely and accurately perform in a non-patient care situation all basic life and advanced life support procedures as prescribed by the State Department of Health.
- Safely and accurately perform the following skills in the non-patient 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 non-invasive 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.

#### **EMT 101 - Practicum for EMT-Intermediate (4)**

*32 hours lab per week, in coordination with EMT 100 schedule*

*Prerequisite(s): A grade of "C" or higher in EMT 100*

*Comments: 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 101 offers to the student clinical application of basic and advanced life support procedures in local hospitals and ambulance units

The student will be required to demonstrate the clinical application of basic and advanced life support procedures in local hospitals and ambulance units. 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 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 non-patient 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 non-invasive 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.

**EMT 110V EMT Internship (1-6)***45 internship hours per credit**Prerequisite(s): Hawai'i EMT certification**Comment: Credit/no credit grading only*

EMT 110V is an optional, supervised ambulance internship experience for EMT program graduates.

Upon successful completion of EMT 110V, the student should be able to:

- Perform as an Emergency Medical Technician.
- Safely and accurately perform all basic life support procedures as listed in 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 to ensure the safety and care of the patient.

**EMT 193V EMT-Intermediate Internship (Variable 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. 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 non-patient 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 non-invasive 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 9V and ENG 10V have been replaced by PCC 20, English in Academic Contexts. For more information please refer to the Schedule of Classes or meet with an academic advisor.**

**ENG 21V Developmental Reading (Variable 1-3)***3 hours lecture, 1.5 hours lab per week**Prerequisite(s): PCC 20, or a score equivalent to ninth grade reading level, or qualification for ENG 21V on the KCC placement test, or instructor recommendation*

ENG 21V is designed to develop reading, vocabulary, and study skills essential for successful academic achievement.

Upon successful completion of ENG 21V, the student should be able to:

- Identify main ideas and supporting details in paragraphs and entire selections.
- Recognize the structure and organization of paragraphs.
- Think more critically about what is read.
- 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.
- Demonstrate knowledge of college-level vocabulary.
- Demonstrate knowledge of structural clues in determining the meaning of unfamiliar words.
- Apply the SQ3R method of textbook study to reading 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.

*(Effective Spring 2005)*

### **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): Completion of 3 credits of ENG 21V, or qualification for ENG 22 on the KCC placement test. May be taken concurrently with ENG 21V only by recommendation of an instructor.*

*Recommended Preparation: Completion of three (3) credits of ENG 21V with a grade of "C" or higher*

ENG 22 assists students in understanding the writing process and in shaping their ideas into effective essays.

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.
- Write narrative, analytical, and persuasive essays that are two or more pages long, focused on a central thesis, adequately supported, and logically divided into paragraphs.
- Write essays with content, organization, wording, and tone suited for various purposes and audiences.
- Find, evaluate, and document information from library, Internet, and other sources and integrate it into an essay without plagiarizing.
- Edit and proofread writing to correct errors in grammar, word choice, punctuation, and spelling.
- Demonstrate time management, reading, and word processing, and study skills necessary in the writing process.
- Write clear, accurate, and objective summaries of essays, articles, or other written materials.
- Write clear analyses of essays, articles, or other written materials.
- Analyze in-class essay exam questions and organize and write a response.

*(Effective Spring 2005)*

### **ENG 22 Beginning Composition (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for English 22 on the KCC placement test or ENG 21 with a grade of "C" or higher or instructor recommendation.*

English 22 focuses on the writing process itself: generating ideas, narrowing broad topics, supporting ideas with details, drafting, revising, and editing. Students learn to consider the needs and questions of their audiences, to define their purposes for writing, to support their main idea (thesis statement), to organize details and examples, and to use appropriate transitions. In addition, students learn to make reasonable generalizations and reach logical conclusions.

English 22 also introduces students to the basic tools of academic writing, which aims to communicate with professors and peers who are informed about the subjects on which students write.

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.
- Write narrative, analytical, and persuasive essays that are two or more pages long, focused on a central thesis, adequately supported, and logically divided into paragraphs.
- Write essays with content, organization, wording, and tone suited for various purposes and audiences.
- Find, evaluate, and document information from library, Internet, and other sources and integrate it into an essay without plagiarizing.
- Edit and proofread writing to correct errors in grammar, word choice, punctuation, and spelling.
- Demonstrate time management, reading, and word processing, and study skills necessary in the writing process.
- Write clear, accurate, and objective summaries of essays, articles, or other written materials.
- Write clear analyses of essays, articles, or other written materials.
- Analyze in-class essay exam questions and organize and write a response.

### **ENG 100 Composition I (3)**

#### **KCC AA/FW (formerly AA/WR)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 22 or qualification for ENG 100 on the KCC placement test*

Students will develop strategies and skills for effective college writing and critical reading and thinking. ENG 100 includes instruction in the composing process; practice in various kinds of writing, including analysis and interpretation; and research and writing from sources.

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 narrative, analytical, and persuasive essays whose content, organization, diction, and style are effectively adapted to the writing situation (subject, audience, and purpose).

- Analyze and evaluate the logic, evidence, and strategies of an argument.
- Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama).
- Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in their own writing without plagiarizing.
- 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): ENG 21V or credit or concurrent enrollment in ENG 22, or a score equivalent to grade 12 reading level, or qualifying score on the English placement test for ENG 22, or instructor recommendation*

ENG 102 is designed to develop critical/analytical reading skills which enhance the student's ability to read and respond to ideas and issues from various fields. To achieve this goal, the reading process of previewing, close reading, responding, summarizing, questioning, interpreting, analyzing, and evaluating is used. By means of these subprocesses, the course attempts to foster understanding of issues and perspectives that cut across the curriculum.

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

- Demonstrate skill in responding to the meanings and implications of materials read.
- Identify purposes in writing and make connections between generalizations and specifics in common interest material.
- Demonstrate skill in analyzing and evaluating materials read.
- Demonstrate knowledge of college-level vocabulary.
- Use context clues and structural analysis to figure out approximate meanings of unfamiliar college-level words.
- Recognize organizational structures and modes of inquiry in readings from various disciplines.
- Read general interest material at flexible rates with at least 70 percent comprehension.

### 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 KCC placement test*

ENG 160 is designed for students in the A.S. degree programs in Business Education and Food Service and Hospitality Education. It 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 204 Creative Writing (3) KCC AA/DA**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100, ENG 160, or ESL 100*

ENG 204 introduces students to the basic principles and practices of the literary arts explored through the composition of short fiction and poetry.

Upon successful completion of ENG 204, the student should be able to:

- Recognize basic elements of imaginative writing.
- Use imaginative writing to discover and express ideas, feelings, and attitudes.
- Demonstrate an appreciation of the artistry of well-written poems and short stories.
- Write poems and stories of recognizable form and acceptable quality.
- Analyze the artistry of one's own writing and the writing of others.
- Evaluate and edit poems and stories of one's own and one's classmates.

### **ENG 206 Creative Nonfiction (3) KCC AA/DA (formerly AA/AH1)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "B" or higher in ENG 100, ENG 160 or ESL 100 or instructor recommendation*

In ENG 206 students will study and practice the art of writing various kinds of creative nonfiction, such as autobiography, biography, nature and travel writing, writing on scientific and historical subjects, and cultural criticism. Emphasis will be on logical, rhetorical, stylistic, and aesthetic concerns of the genre.

Upon successful completion of ENG 206, the student should be able to:

- Produce written work in various forms of creative nonfiction.
- Develop subjects of personal interest into essays with appeal to selected audiences.
- Develop a voice, a point of view and a perspective from which to write.
- Use in his or her own writing the elements of surprise, urgency and complexity.
- Work on style and other aesthetic concerns.
- Adapt organization and style to audience, purpose, and subject.
- Distinguish the characteristics of various sub-genres of creative nonfiction .
- Identify the audience(s) and purpose(s) of a text.
- Discuss language, point-of-view and style in various texts and in own writing.
- Provide editorial advice to other writers.
- Understand the ways in which a writer's background, values and beliefs may shape the text
- Understand how a reader's background, values and beliefs may affect his/her reaction to a text.

### **ENG 209 Business and Managerial Writing (3)**

**KCC AA/DL**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100, ENG 160 or ESL 100*

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 function 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 - library hard copy and electronic.
- Produce business communication using a variety of electronic technologies.

### **ENG 214 Types of Literature: Nonfiction (3) KCC AA/DL and 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 227 Writing for Publication (3) 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: Spring semester only. This course 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 250 American Literature (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 250 American Literature is a study of selected major authors from the 19th, 20th, and 21st centuries.

Upon successful completion of ENG 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 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 American playwrights, novelists, and poets, their characteristic themes and techniques.
- Write papers on different literary problems related to American literature.

### **ENG 251 British Literature: to 1800 (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 251 British Literature: to 1800 is a study of selected major authors from the Old English, Medieval, Renaissance, and Neoclassical Periods.

Upon successful completion of ENG 251, 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 British authors before 1800.
- Write papers on different literary problems related to British literature.

**ENG 252 British Literature: after 1800 (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 252 British Literature: after 1800 is a study of selected British short stories, major British plays, and major British poetry since 1800.

Upon successful completion of ENG 252, 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 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 British authors.
- Show knowledge of the form and content of some British stories, poems, and plays.
- Write papers on different literary problems related to British literature.

**ENG 253 World Literature: Classical Times to 1600 (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 253 World Literature: Classical Times to 1600 is a study of selected major authors from classical, medieval, renaissance, and non-western cultures.

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

- Consider a work of literature and as a reflection of its cultural milieu and compare that milieu with his or her own.

- Examine a work of literature and from various vantage points.
- Examine and analyze the various elements of literary works.
- Use basic concepts and terminology particular to literary analysis.
- Recognize major themes in 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 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.
- Gain a sense of the unique values and literary traditions of various cultures.
- Recognize themes and values in world literature that transcend individual cultures.

**ENG 254 World Literature: 1600 to the Present (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 254 World Literature: 1600 to the Present is a study of selected major authors of world cultures from European Enlightenment to Modernism.

Upon successful completion of ENG 254, the student should be able to:

- Consider a work of literature and as a reflection of its cultural milieu and compare that milieu with his or her own.
- Examine a work of literature and from various vantage points.
- Examine and analyze the various elements of literary works.
- Use basic concepts and terminology particular to literary analysis.
- Recognize major themes in 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 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.
- Gain a sense of the unique values and literary traditions of various cultures.
- Recognize themes and values in world literature that transcend individual cultures.

### **ENG 255 Types of Literature: Short Story and Novel (3) KCC AA/DL (formerly AA/AH3) and KCC AS/ AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 255 Types of Literature: Short Story and Novel is a study of the form and content of selected European and American short stories and novels.

Upon successful completion of ENG 255, 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 short story writers, their characteristic themes and techniques.
- Recognize the distinction between the short story and the novel as types of fiction.
- Write papers on different literary problems related to the study of fiction.

### **ENG 256 Types of Literature: Poetry and Drama (3) KCC AA/DL (formerly AA/AH3) 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 257 (Alpha) Themes in Literature (3) KCC AA/ DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 109, ENG 160 or ESL 100*

Selected themes in major works of various types, cultures, and periods.

- B - Multiethnic Literature of Hawai'i
- C - Literature of Oceania
- D - Native Hawaiian Literature: Post-Contact Writers
- F - Women Writers on Women
- G - Myths, Dreams, and Symbols
- M - Cross-Cultural Perspectives: Asian/Pacific Literature
- N - Literature and Film
- P - Literature and the Sea
- Q - The Hero

Upon successful completion of any course in this series, 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.

### **ENG 257B Themes in Literature: Multiethnic Literature of Hawai'i (3) KCC AA/DL (formerly AA/ AH3) 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.*

ENG 257B is a study of selected works of the multiethnic literature of Hawai'i, from the 19th century to the present, focusing on the interaction among people from different ethnic and cultural backgrounds, including Westerners, immigrants, and native Hawaiians, and their descendants. Students will examine such themes as place and identity, conflicting social norms and ideals, and responses to change: assimilation, cooperation and competition, alienation, ethnic prejudices and animosity, localism, multiculturalism, and the revival of native Hawaiian culture.

In addition to the general ENG 257 (Alpha) competencies, upon successful completion of ENG 257B, the student should be able to:

- Demonstrate knowledge 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 native Hawaiian.
- Recognize the universality in 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 257C Themes in Literature: Literature of Oceania (3) KCC AA/DL (formerly AA/AH3) 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: This course 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.

In addition to the general ENG 257 (Alpha) competencies, upon successful completion of ENG 257C, 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.

*(deleted effective Spring 2005)*

**ENG 257D Themes in Literature: Modern Native Hawaiian Literature (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

*Recommended Preparation: HWST 107*

*Comment: ENG 257D will become HAW 261 in Spring 2005*

ENG 257D introduces students to works of modern literature by native Hawaiians writing in Hawaiian or English, with an emphasis on contemporary writers.

In addition to the general ENG 257 (Alpha) competencies, upon successful completion of ENG 257D, the student should be able to:

- Demonstrate knowledge of some of the major forms, themes and literary devices of modern native Hawaiian literature.
- Demonstrate knowledge of modern native Hawaiian writers.
- Recognize the continuing influence of ancient oral traditions, including hula, chant, and song, on modern Hawaiian literature.
- Recognize the universality in human experience, as well as the qualities that make modern Hawaiian literature distinct.
- Write papers on different literary problems related to native Hawaiian literature.

**ENG 257F Themes in Literature: Women Writers on Women (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 257F Women Writers on Women is a study of the images of women as reflected by selected women writers of the 19th, 20th, and 21st centuries, with a focus on the following: 1) women as individuals: images of autonomy and strength, 2) women and society: images of madness, enclosure, and escape, 3) women's issues: equality, freedom, respect, language.

In addition to the general ENG 257 (Alpha) competencies, upon successful completion of ENG 257F, the student should be able to:

- Demonstrate knowledge of some of the major women writers of the 19th and 20th centuries.
- Recognize the major issues and motifs regarding women in literature.
- Write papers on different literary problems related to women in literature.

**ENG 257G Themes in Literature: Myths, Dreams, and Symbols (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 257G Themes in Literature: Myths, Dreams, and Symbols is a study of the major archetypal patterns that appear in literature; 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 257 (Alpha) competencies, upon successful completion of ENG 257G, the student should be able to:

- Identify some of the major archetypal patterns in literature.
- Recognize the significance of archetypal patterns in literature.
- Write papers on different literary problems related to archetypal patterns in literature.

**ENG 257M Themes in Literature: Cross-Cultural Perspectives: Literature of Hawai'i, Oceania, and Asia (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 257M Themes in Literature: Cross-cultural Perspectives: Literature of Hawai'i, Oceania, and Asia is a study of selected literature of the Pacific Basin, focusing on the interaction between and among cultures as reflected particularly in 20th and 21st century Asian and Pacific literature, dealing with such themes as the images of place and identity, the meeting of conflicting cultural norms and ideals, society's response to change: assimilation and alienation.

In addition to the general ENG 257 (Alpha) competencies, upon successful completion of ENG 257M, the student should be able to:

- Demonstrate knowledge of some of the Asian/Pacific authors of the 20th century.
- Recognize the universality in human experience, as well as the qualities that make a particular culture distinct.
- Write papers on different literary problems related to cross-cultural perspectives.

**ENG 257N Literature and Film (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 109, ENG 160 or ESL 100*

ENG 257N focuses on exploring the art of literature and film to examine interrelationships between them.

In addition to the general ENG 257 (Alpha) competencies, upon successful completion of ENG 257N, the student should be able to:

- Consider a work of literature and/or a film as a reflection of its cultural milieu and compare that milieu with one's own.
- Examine a work of literature and/or a film from various vantage points.
- Examine and analyze the various elements of literary works and films.
- Use basic concepts and terminology particular to literary and film analysis.
- Recognize major themes in literature and/or film, explore their implications, and identify their basic assumptions.
- Analyze structure; understand how form contributes to meaning.
- Show greater sensitivity to language and technical devices used in literature and film.
- Appreciate the artistry of literary works and films and become better acquainted with writers and film-makers as artists.
- Recognize the need for evidence to support opinions and ideas regarding literary works and films.
- Express opinions and responses to literature and films clearly and effectively in writing.
- Demonstrate knowledge of some major literary works and their film adaptations, their characteristic themes and techniques.
- Write papers on different literary problems related to interrelationships between literature and film.

### **ENG 257P Literature and the Environment (3) KCC AA/DL (formerly AA/AH3) 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.

In addition to the general ENG 257 (Alpha) competencies, upon successful completion of ENG 257P, the student should be able to:

- Demonstrate knowledge of some major literary works, their characteristic themes and techniques.
- Write papers on different literary problems related to literature.

### **ENG 257Q Themes in Literature: The Hero (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100*

ENG 257Q Themes in Literature: The Hero is a study of the hero as treated in selected works of world literature.

In addition to the general ENG 257 (Alpha) competencies, upon successful completion of ENG 257Q, the student should be able to:

- Identify "hero themes" in the works studied.
- Write papers on different literary problems related to the study of the hero in literature.

## **ENGLISH AS A SECOND LANGUAGE**

### **ESL 100 Expository Writing: A Guided Approach (3) KCC AA/FW (formerly AA/WR)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ESL 100 on the KCC placement test, or a grade of "C" or higher in ENG 22, or instructor recommendation, or successful completion of ESOL 94*

ESL 100 focuses on critical reading and expository writing for the non-native speaker of English. Extensive practice in writing expository essays focusing on the discovery and use of various linguistic devices which make an essay effective.

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

- Read critically and evaluate literary selections and to apply the same techniques to the student's own writing.
- Write clear, coherent prose, that will be effective in accomplishing the purpose with the audience.
- Experience practice in writing expository essays using rhetorical and writing techniques.
- Identify details that support an author's thesis.
- Discover in reading various techniques and devices used by the author.
- Review topic sentence, paragraph and supporting details.
- Experience writing description, narration, analysis (definition and classification), comparison and contrast and argument and persuasion.
- Write a mini research paper using notes and bibliography demonstrating mastery of this form.
- Be able to organize outlines and thesis sentences as aids to writing.
- Be able to spontaneously, with organization and coherent development, write on a given topic a lucid exposition.
- Keep a journal for spontaneous writing assignments.
- Promote ideas and increase writing skills.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

### **ESOL 90F Beginning English for Speakers of Other Languages (7) Fall**

*5.5 hours lecture, 4.5 hours lecture/lab per week*

*Prerequisite(s): A score below 30 on the CELSA Placement Test or instructor recommendation.*

*Corequisite(s): ESOL 90L*

ESOL 90F is the first in the series of ESOL courses preparatory for entrance into ENG 100/ESL 100, and other college-level courses. Provides for accelerated language development of academic English for non-native speakers. Includes basic grammar structures, writing at the paragraph level, and aspects of academic and American culture.

Upon successful completion of ESOL 90F, the student should be able to:

- Demonstrate comprehension of the information presented in the course through written and oral mastery tests.
- Retrieve information by identifying key words, by recognizing patterns of organization, and by identifying the generalizations made by the writer.

- Seek out information to further clarify and extend information received.
- Work in groups sharing and reporting 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 90L Lab for Beginning English for Speakers of Other Languages (1)**

*2 hours lecture/lab per week*

*Corequisite(s): ESOL 90F or ESOL 90S*

ESOL 90L is a lab section of ESOL 90F and 90S. 90L, held in a computer lab, provides instruction in word processing, the use of e-mail, and the accessing of the WWW. Word processing, e-mail, and WWW are then used during the lab to support the content of 90F and 90S and further develop language. The lab also provides supplemental exercises in grammar, reading, listening, and other areas that students might need or want to work on.

Upon successful completion of ESOL 90L, the student should be able to independently:

- Retrieve information electronically.
- Share and report information electronically.
- Word process simple paragraphs.
- Write and send journal entries electronically.
- Request information and assistance, provide clarification, negotiate and manage simple interactions on line.
- Find web sites that contain exercises and activities that are useful for the student's English language development.

### **ESOL 90S Beginning English for Speakers of Other Languages (7) Spring**

*5.5 hours lecture, 4.5 hours lecture/lab per week*

*Prerequisite(s): A score below 30 on the CELSA Placement Test or instructor recommendation.*

*Corequisite(s): ESOL 90L*

ESOL 90S is the first in the series of ESOL courses preparatory for entrance into ENG 100/ESL 100, and other college-level courses. Provides for accelerated language development of academic English for non-native speakers. Includes basic grammar structures, writing at the paragraph level, and aspects of academic and American culture.

Upon successful completion of ESOL 90S, the student should be able to:

- Demonstrate comprehension of the information presented in the course through written and oral mastery tests.
- Retrieve information by identifying key words, by recognizing patterns of organization, and by identifying the generalizations made by the writer.
- Seek out information to further clarify and extend information received.
- Work in groups sharing and reporting 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**

*5.5 hours lecture, 4.5 hours lecture/lab per week*

*Prerequisite(s): Completion of ESOL 90F and/or ESOL 90S, or a score between 30 and 50 on the CELSA Placement Test, or instructor recommendation.*

*Corequisite(s): ESOL 91L*

ESOL 91F is the second in the series of the ESOL courses preparatory entrance into ENG 100/ESL 100, and other college-level course work. Begins accelerated development of English for non-native speakers. Covers intermediate grammar structures, and writing short essays. Students explore personal experiences and opinions on topics related to the human experience.

Upon successful completion of ESOL 91F, the student should be able to:

- Demonstrate comprehension of the information presented in the course through written and oral mastery tests.
- Give simple summaries orally and in writing of ideas expressed in Intermediate level reading selections.
- Report and evaluate orally and in writing the facts, ideas, and concepts presented in the readings.
- Write essays on how the social issues discussed in the readings affect them in real life.
- Use "comparison and contrast" to develop ideas in writing and speaking.
- Edit irrelevant ideas out of their own writing.
- Use their knowledge of grammar to edit papers.

### **ESOL 91L Lab for Intermediate English for Speakers of Other Languages (1)**

*2 hours lecture/lab per week*

*Prerequisite(s): Completion of ESOL 90F and/or ESOL 90S, or a score between 30 and 50 on the CELSA Placement Test, or instructor recommendation.*

*Corequisite(s): ESOL 91F or ESOL 91S*

ESOL 91L is a lab section of ESOL 91F and 91S. 91L, held in a computer lab, provides instruction in word processing, the use of e-mail, and the accessing of the WWW. Word processing, e-mail, and WWW are then used during the lab to support the content of 91F and 91S and further develop language. The lab also provides supplemental exercises in grammar, reading, listening, and other areas that students might need or want to work on.

Upon successful completion of ESOL 91L, the student should be able to independently:

- Write clear summaries of information received.
- Gather information and opinions from electronic chat rooms and listservs.
- Use advanced functions of word processing programs.
- Write and send journal entries electronically.
- Find web sites that contain exercises and activities that are useful for the student's English language development.
- Gather data through the Internet on the social issues discussed in the readings.
- Apply strategies for judging the quality of the information gathered on the Internet.

### ESOL 91S Intermediate English for Speakers of Other Languages (7) Spring

5.5 hours lecture, 4.5 hours lecture/lab per week

*Prerequisite(s):* Completion of ESOL 90F and/or ESOL 90S, or a score between 30 and 50 on the CELSA Placement Test, or instructor recommendation.

*Corequisite(s):* ESOL 91L

ESOL 91S is the second in the series of the ESOL courses preparatory entrance into ENG 100/ESL 100, and other college-level course work. Begins accelerated development of English for non-native speakers. Covers intermediate grammar structures, and writing short essays. Students explore personal experiences and opinions on topics related to the human experience.

Upon successful completion of ESOL 91S, the student should be able to:

- Demonstrate comprehension of the information presented in the course through written and oral mastery tests.
- Give simple summaries orally and in writing of ideas expressed in Intermediate level reading selections.
- Report and evaluate orally and in writing the facts, ideas, and concepts presented in the readings.
- Write essays on how the social issues discussed in the readings affect them in real life.
- Use "comparison and contrast" to develop ideas in writing and speaking.
- Edit irrelevant ideas out of their own writing.
- Use their knowledge of grammar to edit papers.

### ESOL 92F High Intermediate English for Speakers of Other Languages (7) Fall

5.5 hours lecture, 4.5 hours lecture/lab per week

*Prerequisite(s):* Completion of ESOL 91F and/or ESOL 91S, or a score over 50 on the CELSA Placement Test and placement by writing sample test.

*Corequisite(s):* ESOL 92L

*Comment:* Credit/no credit grading only

ESOL 92F is the third in the series of ESOL courses preparatory for entrance into ENG 100/ESL 100, and other college-level course work. Designed to enhance and accelerate the development of English for non-native speakers of English. Focuses on critical thinking, through writing and reading. Uses discussion 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 reading and listening material.
- Evaluate, persuade, and argue a point orally and in writing.
- Apply self-monitoring and self-corrective strategies.
- Demonstrate ability to respond tactfully and completely when working collaboratively with peers to accomplish tasks that elaborate and extend other people's ideas.

### ESOL 92L Lab for High Intermediate English for Speakers of Other Languages (1)

2 hours lecture/lab per week

*Prerequisite(s):* Completion of ESOL 91F and/or ESOL 91S, or a score over 50 on the CELSA Placement Test and placement by writing sample test.

*Corequisite(s):* ESOL 92F or ESOL 92S

ESOL 92L is a lab section of ESOL 92F and 92S. 92L, held in a computer lab, provides instruction in word processing, the use of e-mail, and the accessing of the WWW. Word processing, e-mail, and WWW are then used during the lab to support the content of 92F and 92S and further develop language. The lab also provides supplemental exercises in grammar, reading, listening, and other areas that students might need or want to work on.

Upon successful completion of ESOL 92L, the student should be able to independently:

- Write clear summaries of information received electronically.
- Gather information and opinions from electronic chat rooms and listservs.
- Use advanced functions of word processing programs.
- Write and send journal entries electronically.
- Find web sites that contain exercises and activities that are useful for the student's English language development.
- Gather data through the Internet on the social issues discussed in the readings.
- Apply strategies for judging the quality of the information gathered on the Internet.

### ESOL 92S High Intermediate English for Speakers of Other Languages (7) Spring

5.5 hours lecture, 4.5 hours lecture/lab per week

*Prerequisite(s):* Completion of ESOL 91F and/or ESOL 91S, or a score over 50 on the CELSA Placement Test and placement by writing sample test.

*Corequisite(s):* ESOL 92L

*Comment:* Credit/no credit grading only

ESOL 92S is the third in the series of ESOL courses preparatory for entrance into ENG 100/ESL 100, and other college-level course work. Designed to enhance and accelerate the development of English for non-native speakers of English. Focuses on critical thinking through writing and reading. Uses discussion 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 reading and listening material.
- Demonstrate ability to respond tactfully and completely when working collaboratively with peers to accomplish tasks that elaborate and extend other people's ideas.
- Evaluate, persuade, and argue a point orally and in writing.
- Apply self-monitoring and self-corrective strategies.

### ESOL 94F Advanced English for Speakers of Other Languages (7) Fall

5.5 hours lecture, 4.5 hours lecture/lab per week

*Prerequisite(s):* Successful completion of ESOL 92F and/or ESOL 92S, and/or instructor recommendation. Those who successfully complete the Intensive Transition Program, or have a TOEFL score of 500+, or score above 50 on the CELSA Placement Test can be placed in this course through the writing sample test.

ESOL 94F is the last in the series of ESOL courses which prepare students for entrance into ENG 100/ESL 100, and other college-level courses, provides for intensive practice in academic reading, writing, thinking, and speaking.

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 a group to find solutions to problems and report on solutions orally or in writing.
- Summarize information in written form, in charts and in maps.
- Select appropriate information to support a thesis or validate a hypothesis.
- Write unified, cohesive and well-developed essays.
- Use the writing process to write short research papers, self-evaluations, three to four page academic essays, and in-class essay tests.
- Make oral presentations that are well organized and delivered with confidence.

### ESOL 94S Advanced English for Speakers of Other Languages (7) Spring

5.5 hours lecture, 4.5 hours lecture/lab per week

*Prerequisite(s): Successful completion of ESOL 92F and/or ESOL 92S, and/or instructor recommendation. Those who successfully complete the Intensive Transition Program, or have a TOEFL score of 500+, or score above 50 on the CELSA Placement Test can be placed in this course through the writing sample test.*

ESOL 94S is the last in the series of ESOL courses which prepare students for entrance into ENG 100/ESL 100, and other college-level courses, provides for intensive practice in academic reading, writing, thinking, and speaking.

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 a group to find solutions to problems and report on solutions orally or in writing.
- Summarize information in written form, in charts and in maps.
- Select appropriate information to support a thesis or validate a hypothesis.
- Write unified, cohesive and well-developed essays.
- Use the writing process to write short research papers, self-evaluations, three to four-page academic essays, and in-class essay tests.
- Make oral presentations that are well organized and delivered with confidence.

## ENTREPRENEURSHIP

### ENT 120 Starting a Small Business (3)

3 hours lecture/lab per week (15 weeks) or 6 hours lecture/lab per week (8 weeks)

*Recommended Preparation: ENG 50, ENG 100 or ENG 160*

ENT 120 is a practical approach to planning and starting a business in Hawai'i. The student will prepare a comprehensive business plan. Topics covered are market analysis, site selection, suppliers, product and price mix, transportation, advertising and promotion, record keeping, and financial statements.

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

- Demonstrate broad knowledge of planning procedures and considerations involved in organizing, locating and financing small business ventures.
- Apply basic management tools and strategies appropriate for planning, organizing, actuating, and controlling small business operations.
- Recognizing common pitfalls contributing to small business failures.
- Demonstrate acquaintance with small business practices having significant influence in Hawai'i's economy.
- Prepare a comprehensive business plan.

### ENT 130 Marketing for the Small Business (3)

3 hours lecture/lab per week (15 weeks) or 6 hours lecture/lab per week (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 140 Small Business Management (3)

3 hours lecture/lab per week (15 weeks) or 6 hours lecture/lab per week (8 weeks)

*Recommended Preparation: ENG 50, ENG 100 or ENG 160*

ENT 140 is a management course covering key concepts and issues underlying the modern practice of managing the small business. The course provides a clear understanding of small business management. The course covers basic management terminology, consumer-oriented approach to marketing, human resource management, accounting practices, finance, risk management, inventory control, legal aspects of operating a small business, and principles and practices of supervision.

Upon successful completion of ENT 140, the student should be able to:

- Apply concepts and principles of supervision.
- Recognize the importance of human resources.
- Apply concepts and principles of inventory.
- Apply concepts and principles of inventory shrinkage and risk insurance.
- Understand the legal aspects of operating a small business.
- Understand government regulations and resources.



**ENT 150 Basic Accounting for Entrepreneurs (3)**

3 hours lecture/lab per week (15 weeks) or 6 hours lecture/lab per week (8 weeks)

*Prerequisite(s):* Qualification for MATH 24

*Recommended Preparation:* ENG 50, ENG 100 or ENG 160

ENT 150 is an introduction to accounting principles, procedures and systems for the Entrepreneur. Students will learn to record, summarize, report, analyze and use accounting information for a small business.

Upon successful completion of ENT 150, the student should be able to:

- Apply concepts and principles of accounting for the small business.
- Explain the importance of establishing an accurate and timely record keeping system.
- Outline a typical system for properly recording the daily transactions in the business.
- Distinguish the elements of each of the basic financial reports - Balance Sheet, Income Statement, Statement of Owner's Equity and the Statement of Cash Flow.
- Explain the importance of cash management to the success of the small business.
- Determine the need for establishing a credit program.
- Analyze financial statements in the management of the business.
- Interpret financial ratios.
- Create pro forma financial statements.
- Compute value of inventory (LIFO, FIFO, and weighted average).
- Outline the basis for selecting a CPA.
- Maintain a set of books.
- Use an accounting program to record and prepare financial documents and reports.

**ENT 160 Finance for Small Businesses (3)**

3 hours lecture/lab per week (15 weeks) or 6 hours lecture/lab per week (8 weeks)

*Recommended Preparation:* ENT 150; ENG 50, ENG 100 or ENG 160

ENT 160 is an introduction to financial management for independent business people, including: financial planning; managing cash, receivables, and inventories; and obtaining both short-term and long-term financing.

Upon successful completion of ENT 160, the student should be able to:

- Apply the concepts and principles of financial planning and management as these apply to small business firms under conditions of start-up, operation, and expansion.
- Outline the procedure for submitting a loan package.
- Prepare a loan package.
- Forecast cash needs.
- Prepare a cash budget.
- Enumerate the problems involved in raising capital to launch or expand a business.
- Distinguish between short- and long-term financing.
- List the common sources of short-term financing.
- List the common sources of long-term financing.
- Describe advantages and disadvantages of various sources of capital.
- Identify internal methods of financing growth and expansion.

**EUROPEAN LANGUAGES****EL 263 US Latino Culture & Literature (3) KCC AA/DL (formerly AA/AH3)**

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 Total Fitness (3) KCC AA/DB (formerly AA/NS1)**

3 hours lecture per week

*Recommended Preparation:* BIOL 130 or ZOO 141

ESS 100 is an introductory college course in physical fitness and wellness. The course provides clear and objective research-based information pertinent to exercise, nutrition, weight-loss, and physical fitness.

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

- Describe the health benefits of exercise.
- Explain the five components of physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
- Design exercise programs for improving each of these five components.
- Explain the various methods for assessing these five components.
- Describe the various anthropomorphic measurements and ratios (e.g., body mass index, lean body mass, body-fat composition, etc.).
- Explain the following concepts: overload principle, specificity of exercise mode, principle of recuperation, reversibility of training effect).
- Explain the pathways in energy metabolism.
- Explain the functioning and interdependence of the cardiovascular and respiratory systems at rest and during exercise.
- Explain the differences between aerobic and anaerobic training, and enumerate the attendant benefits of each.
- Fully explain muscle anatomy and physiology, with further emphasis on acquiring muscle strength and/or endurance.
- Explain the concept "good nutrition," with qualitative and quantitative emphasis on the dietary requirements for carbohydrate, fat, protein, vitamins, and minerals.
- Discuss the concept of "energy balance" and its relevance to achieving and maintaining ideal body weight.

- Discuss the physiological responses attendant to exercising in special environments (heat, cold, altitude, pollution, etc) and the precautions and strategies that need to be considered in these environments.
- Discuss exercise programs for special populations (that is, for those with orthopedic limitations, diabetics, obesity, etc.).
- Outline a general plan for the reduction of exercise-related injuries.
- Discuss general guidelines for the treatment of exercise-related injuries.
- Explain the key points in the prevention of cardiovascular disease.
- Outline the steps in stress management (including relaxation techniques).
- Discuss and elaborate the concept "lifetime fitness".

*(Effective Spring 2004)*

### **ESS 215 Professional Issues in Health Promotion/ Fitness Management (2)**

*2 hours lecture per week*

*Prerequisite(s): ESS 100*

*Recommended Preparation: ENG 100, ENG 160 or ESL 100*

ESS 215 provides an overview of the business and 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:

- Explain statistics regarding the health fitness movement.
- Gather statistics from health and fitness journals.
- Examine the role of health and fitness facilities in the health fitness movement.
- Evaluate fitness facilities' members demographics.
- Identify and measure current attitudes toward exercise.
- Explain current organizational patterns and structures in the health fitness industry.
- Discuss various management theories and their 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.
- Evaluate tools that measure customer service satisfaction.
- 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.
- Summarize the ethics and responsibilities of health fitness professionals.
- Describe the member-trainer relationship and effective interpersonal communication skills.
- Assess client needs.
- 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 for clients that have special needs.
- Give examples of proper documentation when working with clients.
- Refer clients to the appropriate health/medical professionals.
- Obtain 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.
- Design a health fitness facility to meet a community's needs.
- Give examples of the various professional organizations, resources and certifications in the health fitness industry.

### **ESS 254 Exercise and Sport Physiology (3)**

*3 hours lecture per week*

*Prerequisite(s): Both BIOL 130 and BIOL 130L or the four courses ZOOL 141, ZOOL 141L, ZOOL 142 and ZOOL 142L, of which ZOOL 142 and 142L can be taken concurrently*

ESS 254 examines and explains the wide spectrum of responses and adaptations that the human undergoes during physical activity. The course considers athletic performance in reference to gender, age, degree of fitness, and environmental challenges.

Upon successful completion of ESS 254, the student should be able to:

- Describe the historical evolution of exercise science and exercise physiology.
- 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.
- Explain the general principles regarding resistance/strength training, and be able to design such programs effectively.
- 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 and enumerate the adaptations to aerobic training.
- Describe the functional anatomies of the cardiovascular and respiratory systems and their physiologic interactions during varying intensities of physical activity.
- Describe and explain the limitations that the cardiovascular and/or the respiratory systems impose on physical performance.
- Describe the criteria for assessing cardiorespiratory fitness and endurance.
- Explain thermal regulation and acclimatization in response to exercising in the heat.
- Describe the physical responses during exercise while in special environments (high altitude, under-water, in microgravity, in pollution, etc).
- Describe the concepts of "overtraining", "tapering for peak performance," and "detraining".
- Describe and critique the various pharmacologic supplements which are thought to have ergogenic effects.
- Describe judicious "sports nutrition".
- Describe the methods for assessing body composition, and explain its relevance to athletic performance.
- Explain the normative physiologic changes in older athletes, and the benefits of exercise to this population.
- Describe the forms of cardiovascular disease and the role that exercise plays in their prevention and reversal.
- Describe the protocols entailed in exercise prescription.
- Describe elements of a complete exercise program.

*(Effective Spring 2004)***ESS 254 Physiological Basis for Exercise (2)***2 hours lecture per week**Prerequisite(s): ZOO 141; ZOO 141L; ZOO 142; ZOO 142L; ESS 100**Recommended Preparation: CHEM 100*

ESS 254 is a course that examines and explains the wide spectrum of responses and adaptations that the human undergoes during physical activity. This course will provide the fitness professional with the scientific basis for recommending and designing exercise programs.

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 bionergetics 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.
- 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 Exercise and Sport Physiology Laboratory (1)***3 hours lab per week**Prerequisite(s): Credit or concurrent enrollment in ESS 254; both BIOL 130 and BIOL 130L or the four courses ZOO 141, ZOO 141L, ZOO 142 and ZOO 142L, of which ZOO 142 and 142L can be taken concurrently**Recommended Preparation: MATH 100*

ESS 254L is the laboratory adjunct to ESS 254. This lab course tests and illustrates the concepts and principles presented in the exercise physiology lecture.

Upon successful completion of ESS 254L, the student should be able to:

- Explain and discuss a variety of basic terms and concepts regarding physics, and their applications to the study of exercise physiology.
- Describe the wide variety of test settings employed in exercise physiology.
- Discuss units of measure as they pertain to exercise testing.

- Explain the basic principles entailed in data collection and evaluation.
- Discuss the appropriate tests utilized in the determination of strength.
- Discuss the various protocols for stationary bicycle testing.
- Discuss the concept of "perceived exertion," and its relevance to exercise testing.
- Discuss the concept of "steady state" vs. incremental exercise.
- Describe the methods entailed in assessing oxygen consumption, maximal aerobic capacity, and relative VO<sub>2</sub>max.
- Explain the correlation of oxygen consumption and respiratory quotient, with aerobic metabolism and substrate utilization.
- Demonstrate the measurement of blood pressures during dynamic exercise.
- Explain the predictable blood pressure responses to exercise in both healthy and symptomatic subjects.
- Describe the various exercise protocols employed in electrocardiography testing.
- List the precautionary criteria for termination of exercise tests.
- Explain the various static and dynamic lung volumes employed in respiratory physiology.
- Describe the various methods used for assessing flexibility.
- Explain the concept Body Mass Index (BMI) and its pertinence to fitness.
- Explain and demonstrate the various methods used to determine body composition.

*(Effective Spring 2004)***ESS 254L Physiological Basis for Exercise Laboratory (1)***3 hours lab per week**Prerequisite(s): ZOO 141; ZOO 141L; ZOO 142; ZOO 142L; ESS 100; credit or concurrent enrollment in ESS 254.**Recommended Preparation: MATH 100*

ESS 254L is the laboratory adjunct to ESS 254. This lab course presents the physiological tests that support the principles of recommending and designing exercise programs.

Upon successful completion of ESS 254L, the student should be able to:

- Describe the wide variety of test settings employed in the health and fitness profession.
- Discuss units of measure relating to exercise testing.
- Explain the basic principles entailed in data collection and evaluation.
- Obtain 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 the purpose of testing and obtain informed consents prior to any exercise testing.
- Select appropriate protocols and conduct assessments for cardiorespiratory fitness, anaerobic capacity, muscular strength and endurance, flexibility, and body composition.
- Monitor the physiological responses (e.g. heart rate, blood pressure, etc.) during the appropriate test.
- Discuss the concept of "perceived exertion" and 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 information obtained from the tests.

- Design safe and appropriate exercise programs based on testing results.
- 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 Muscle Physiology/Training (3)

3 hours lecture per week

Prerequisite(s): Credit or concurrent enrollment in ESS 254; credit or concurrent enrollment in ESS 254L

Recommended Preparation: CHEM 100

ESS 273 is an in-depth study of skeletal muscle physiology and the adaptations which it undergoes, both aerobically and anaerobically, in response to various modes of exercise training.

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

- Explain the gross anatomy and microanatomy of human skeletal muscle, with attention to muscle fibers, myoneural junctions, and receptors.
- Discuss the differences among muscle fiber types.
- Explain neural control of skeletal muscle, including ion channels, pumps, binding proteins, axoplasmic transport, and action potentials.
- Discuss development of muscle and muscle innervation.
- Discuss the bioenergetics of skeletal muscle, including substrate utilization and hormonal influence in muscle metabolism.
- Explain the physical principles entailed in force generation at a joint (i.e., leverage, mechanical advantage and disadvantage, etc.).
- Discuss the role of the cardiovascular and respiratory systems in muscle performance.
- Discuss aerobic vs. anaerobic muscle metabolism, and the corresponding training responses in each.
- Discuss the concept of "overload" in both aerobic and anaerobic training.
- Discuss effective training techniques and programs for eliciting optimum training responses in muscle.
- Discuss appropriate testing protocols for measuring improved muscle performance.
- Discuss potential ergogenic aids, their indications and contraindications (side effects).
- Discuss aging and its effects on skeletal muscle.

(Effective Spring 2004)

### ESS 273 Strength Training and Conditioning

#### Techniques (1)

2 hours lecture/lab per week

Prerequisite(s): Credit or concurrent enrollment in ESS 254/ESS 254L; HLTH 290/HLTH 290L

Recommended Preparation: HLTH 203; HLTH 203L

ESS 273 is a course that provides the scientific basis for the principles of strength training and conditioning. The student will also develop skills to design strength training and conditioning programs as well as teach various exercises in 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.
- Explain endocrine responses to resistance 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.
- Identify and explain reasons for performing selected tests to evaluate strength, speed, and agility.
- Conduct selected tests and analyze the data.
- Prescribe safe and effective strength training programs based on the data.
- Communicate with physicians and sports medicine professionals regarding a client's exercise program.
- Describe exercise technique fundamentals in safely performing strength training exercises.

- Teach strength 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.
- 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 Sports Nutrition (3)**

*3 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in ESS 254*

ESS 280 examines and explains the interactions between nutrition and exercise, by considering both the demands that exercise places on nutrition and the effects that proper nutrition has on 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 the individual athlete
- Discuss the dietary guidelines for reducing the risk of chronic disease
- Critically evaluate the numerous popular/fad diets
- Explain how 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 athlete's 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 sports nutrition information and be able to identify misinformation
- Recommend valid sources of nutritional information

*(Effective Spring 2004)*

### **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.

*(Effective Spring 2004)*

### **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.

*(Effective Spring 2004)*

### **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 proposed A.S. 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 co-workers 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.

## **F**

### **FAMILY RESOURCES**

#### **FAMR 230 Survey of Human Growth and Development (3) KCC AA/DS (formerly AA/SS) 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 from birth to death with emphasis on physical, cognitive and psycho-social development.

Upon successful completion of FAMR 230, the student should be able to:

- Describe various theories of human development and behavior.
- Describe physical, emotional, cognitive, and psycho-social development during each stage of the life cycle.
- Identify similarities of development and functions in human beings.

- Recognize individual differences and uniqueness of experience in the development of human beings.
- Describe principles of behavior change.
- Express ideas and opinions clearly in writing.

## FILIPINO

### FIL 101 Elementary Filipino I (4) KCC AA/HSL (formerly AA/FL)

3 hours lecture, 2 hours lab per week

Comment: This course was formerly TAG 101

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 (formerly AA/FL)

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.

Comment: This course was formerly TAG 102

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.

## FOOD SERVICE & HOSPITALITY EDUCATION

(Effective Fall 2004)

### FSHE 100 Career and Customer Service Skills (2)

4 hours lecture per week (8 week course)

2 hours lecture per week (16 week course)

FSHE 100 focuses on the strategies and skills related to career success and customer satisfaction in the Hospitality and Tourism Industry.

Upon successful completion of FSHE 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.
- Practice workplace behaviors that display professionalism, such as teamwork, appropriate dress, and business etiquette.
- 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.

### FSHE 101 Introduction to the Hospitality Industry/ Guest Services (3)

2 hours lecture, 2 hours lecture/lab per week

FSHE 101 provides an overview of the travel industry and related major business components. Analysis of links between hotel, food, transportation, recreation, and other industries comprising tourism. Includes lectures by industry leaders. Students will identify job qualifications, professional standards, communication skills, and attitudes essential for successful workers in the hospitality industry.

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

- Identify the roles and explain the interrelationships of the various sectors of the travel and tourism industry.
- Identify today's travel market's needs and motivations.
- Describe the characteristics and use of the channels of distribution used in the travel and tourism industry.
- Identify the organizational and operational characteristics of transportation and accommodation firms.
- Describe the tourism systems and services designed to serve the leisure travel market.
- Identify methods for attracting and servicing business travel, including conventions, meeting and incentive travel market segments.
- Describe the sales and marketing activities utilized in the travel and tourism industry.
- Describe the impact of tourism destination development on the society of a destination.
- Identify career opportunities in the various sectors of the travel and tourism industry.

*(Effective Fall 2004)*

### **FSHE 101 Introduction to the Tourism Industry (3)**

*3 hours lecture per week*

FSHE 101 presents an overview of the travel industry and related major business components. Students will develop an understanding of the links between hotel, food, transportation, recreation, and other industries comprising tourism. Presentation of this course will feature lectures by industry executives and leaders.

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

- Identify the roles and explain the interrelationships of the various sectors of the travel and tourism industry.
- Identify today's travel market's needs and motivations.
- Describe the characteristics and use of the channels of distribution used in the travel and tourism industry.
- Identify the organizational and operational characteristics of transportation and accommodation firms.
- Describe the tourism systems and services designed to serve the leisure travel market.
- Identify methods for attracting and servicing business travel, including conventions, meeting and incentive travel market segments.
- Describe the sales and marketing activities utilized in the travel and tourism industry.
- Describe the impact of tourism destination development on the society of a destination.
- Identify career opportunities in the various sectors of the travel and tourism industry.

### **FSHE 103 Sanitation and Safety (2)**

*4 hours lecture per week (8 weeks), or  
2 hours lecture per week (16 weeks)*

FSHE 103 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 FSHE 103, the student should be able to:

- Identify the difference between sanitary and clean as they pertain to people, equipment, and facilities.
- Identify cases of food borne illness in relation to possible sources, transmission and methods of prevention.
- Identify sanitation procedures for purchasing, receiving, storing, issuing, preparation, and service of safe food and beverage products.
- Identify and demonstrate concern for personal hygiene.
- Identify procedures for maintaining a sanitary and safe operation through an employee awareness program.
- Identify insects and rodent infestation and measures to prevent infestation problems.
- Develop a sanitation and safety program using HACCP and OSHA principles and guidelines.
- Complete a sanitation and safety inspection in a hospitality operation.
- Identify local, state, and federal sanitation, and safety regulations.

### **FSHE 110 Fundamentals of Cookery (5)**

*2 hours lecture, 26 hours lab per week (8 weeks)*

*Prerequisite(s): Credit or concurrent enrollment in FSHE 103 or consent of instructor*

*Comment: Student must attend mandatory orientation prior to first day of class.*

FSHE 110 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 FSHE 110, the student should be able to:

- Describe the position of an executive chef, executive working chef, executive sous chef, chef, sous chef, chef garde manger, chef patissier, and cooks at the various stations in a typical kitchen.
- Demonstrate an understanding and acceptance of generally accepted standards of professionalism.
- Adhere to the established dress code.
- Demonstrate safe and sanitary practices in food preparation.
- Demonstrate and apply the principles and procedures related to controlling the causes of food spoilage and food-borne illnesses.
- Demonstrate the use, maintenance, and sharpening of knives: chef's, paring, and boning.
- Identify, use safely and maintain correctly the following pieces of equipment: range, types of ovens, fryer, steam kettle, compartment steam cooker, griddle, toaster, mixer, refrigerators, and freezers.
- Identify and describe the use of commercial food preparation equipment such as a salamander, tilting skillet, food chopper, food grinder, and other related equipment.
- Identify, maintain and use safely the various types of small wares: pots, pans, measuring devices, and hand tools.
- Define, comprehend, and use culinary terms effectively.
- Describe the ways heat is transferred to food in order to cook it.
- Describe the basic cooking methods used in a commercial kitchen.
- Describe the basic principles of seasonings and flavorings in food preparation.
- Describe fundamental scientific and chemical reactions that occur during cooking and food preparation.
- Define and explain the importance of standardized recipes, their structure and use in commercial food preparation.



- Convert recipes using standard measures.
- Explain the importance of the menu and its functions in food preparation.
- List and explain the nutritional considerations that go into food preparation, recipes, and menu planning.
- Practice organizational and preparation (*mise en place*) techniques as part of commercial food preparation training.
- Identify and demonstrate the skills used in preparing the basic stocks.
- Identify and prepare the mother sauces, including a selection of their variations.
- Identify and demonstrate the skills used in preparing the basic categories of soups.
- Recognize the various types and cuts of meat and describe the various preparation methods.
- Recognize the types and market forms of poultry and describe the various preparation methods.
- Prepare chicken, applying the basic cooking methods used in commercial food service.
- Identify types and market forms of fish and shellfish and describe preparation methods.
- Identify the various market forms, grades, and unit packs of fruits and vegetables including their storage, handling, cleaning, preparation, and service.
- Identify and demonstrate the basic methods of cutting and shaping vegetables.
- Identify the various market forms, grades, and unit packs of potatoes, rice, and pasta including their storage, handling, cleaning, preparation, and service.
- Identify, prepare and serve a variety of basic salads.
- Identify and prepare the basic types of dressings: oil and vinegar, mayonnaise based, cooked, and emulsified.
- Identify, store, handle and prepare basic egg dishes, i.e. shirred, poached, hard cooked, soft cooked, scrambled, and fried.
- Identify, store, handle and serve dairy products.
- Explain the importance of attractive hot and cold food presentation.

### **FSHE 119 Intermediate Cookery (5)**

*2 hours lecture, 26 hours lab per week (8 weeks)*

*Prerequisite(s): FSHE 110 or consent of instructor*

FSHE 119 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 quantity food production and short-order cookery experiences in the College's operational facilities. Students must pass a practical and written examination.

All competencies developed in the Fundamentals of Cookery course are utilized and reinforced in this course. In addition, upon successful completion of FSHE 119, the student should be able to:

- Describe the jobs of chefs and cooks who are employed in quantity food production and short order kitchens.
- Apply the principles of menu planning to plan a balanced menu for quantity food production.
- Convert and standardize recipes.
- Apply principles of sanitation in receiving, storing, handling, preparing, and serving foods in large quantities and foods to order.
- Apply the principles of quantity food preparation and short order cookery to determine purchasing needs, preparation needs, and equipment needs.
- Apply portion control to effectively manage quantity food production and to short order cookery.

- Select the appropriate kinds of meats, fish, and poultry for quantity food production.
- Prepare and serve traditional American Regional Cuisine in both Quantity and Short Order Settings.
- Apply the principles of stock preparation to produce appropriate sauces in large quantities.
- Identify, prepare and demonstrate skills in breakfast cookery: breakfast meats, eggs, cereals, pancakes and waffles.
- Identify, prepare and demonstrate the skills used in preparing eggs, egg dishes such as omelets, quiches, eggs benedict, etc.
- Organize a sandwich station, and produce sandwiches in small and large amounts.
- Identify, select, and prepare fresh vegetables that are appropriate for quantity food service.
- Identify, select, store, handle, prepare, and serve salads in quantity and to order.
- Organize, work, and breakdown the various stations, using work simplification methods in a cafeteria and cafe.
- Incorporate into menu, select, store, handle, prepare, and serve convenience foods, maintaining optimum quality.
- Apply and perform stewarding procedures.

### **FSHE 120 Menu Merchandising (2)**

*2 hours lecture per week*

*Comment: This course was formerly FSHE 288*

FSHE 120 is a study of the factors involved in planning effective menus for a variety of food service operations. Includes the design, format, selection, costing, pricing, and balance of menu items based on an understanding of the needs of various target markets.

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

- Define the concept of a target market.
- Identify the characteristics of target markets for various types of food service operations.
- Discuss the factors that influence menu planning.
- Discuss the physical characteristics of an effective menu.
- Describe the role of the menu within food service operations.
- Identify the different types of menus and discuss their advantages and disadvantages.
- Create effective menus for a variety of food service operations such as: full-service dining, limited service coffee shop, cafeteria service, institutional, banquet, and buffet.
- Evaluate the impact of layout within a menu and adjust a menu accordingly to enhance marketability and sales.
- Explain various subjective and objective menu-pricing techniques.
- Describe the process of selecting menu items.

### **FSHE 122 Fundamentals of Baking (5)**

*2 hours lecture, 26 hours lab per week (8 weeks)*

*Prerequisite(s): Credit or concurrent enrollment in FSHE 103; completion of or concurrent enrollment in PCM 23, or qualification for or completion of PHIL 110, or qualification for or completion of MATH 24 or higher level math.*

FSHE 122 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 bakery items such as basic quick breads, yeast breads, rolled-in dough, pate choux, pies, cakes, cookies, puddings and pastry creams.

Upon successful completion of FSHE 122, the student should be able to:

- Define baking terms.
- Identify equipment and utensils used in baking and discuss proper use and care.
- Demonstrate proper selection of equipment and utensils for specific application.
- Identify ingredients used in baking.
- Demonstrate proper scaling and measurement techniques.
- Apply basic math skills to recipe conversions.
- Describe properties of and list functions of ingredients.
- Prepare crusty, soft and specialty yeast products.
- Prepare quick breads.
- Produce a variety of types of pies and tarts.
- Produce a variety of types of cookies.
- Produce a variety of types of cakes and describe techniques used in mixing, panning, baking and basic decorating.
- Demonstrate basic icing and decorating techniques.
- Prepare laminated dough.
- Prepare choux pastries.
- Prepare the three basic meringue types.
- Prepare creams, custards, puddings and related sauces.
- Prepare a variety of dessert sauces.
- Discuss the application of mixes and other labor saving products.
- Discuss nutritional concerns as they apply to baking, including recipe modifications.
- Prepare a variety of basic hot soufflés.
- Prepare fritters, crepes, cobblers and crisp.
- Prepare a variety of fillings and toppings for pastries and baked goods.

### **FSHE 128 Dining Room Service/Stewarding Procedures (5)**

*2 hours lecture, 26 hours lab per week (8 weeks)*

FSHE 128 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 back of the house. Includes the study of stewarding procedures and a study of the principles and practices of profitable beverage operations and the responsibilities and liabilities associated with alcohol service.

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

- Define, comprehend, and practice quality service as it pertains to front-of-the-house fine dining restaurant operations.
- Identify and consistently perform the sequence of service in accordance with operational standards found in fine dining establishments.
- Accurately describe and perform the task of describing, presenting, opening, and serving wines according to accepted industry practices.
- Describe the importance of, and be able to demonstrate, effective stewarding practices in a fine dining setting.
- Communicate effectively and efficiently with customers, peers, supervisors, the back-of-the-house, and instructor.
- Understand the importance of proper personal hygiene as it applies to customer relations and food safety, and be able to practice habits aligned to industry standards.
- Identify equipment and explain common food, beverage, and menu terms.
- Develop a working knowledge of American, French, Russian, Buffet, and Banquet service styles.
- Define, discuss, and demonstrate effective sales skills as they apply to restaurant operations.
- Understand the role that technology plays in front-of-the-house restaurant operations and be proficient in the uses of current point of sale systems.

- Develop an understanding and appreciation of Hawai'i's host culture by demonstrating cultural values which are relevant to enhancing both the visitor experience and organizational relationships within Hawai'i's hospitality industry.
- Describe the effects of bar layout on guest satisfaction and the efficiency and profitability of the operation.
- Understand selection considerations for various types of bar equipment, hand tools and glassware.
- Describe the staffing requirements of a bar and special considerations in the recruitment, selection, and training of beverage operation personnel.
- Identify the structure, ingredients and basic mixing methods for various types of drinks.
- Explain how to limit liability through alcohol awareness programs designed to promote safe and responsible use of alcohol.

### **FSHE 150 Housekeeping Operations (4)**

*3 hours lecture, 2 hours lecture/lab per week*

FSHE 150 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 FSHE 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.

*(Effective Fall 2004)*

### **FSHE 150 Housekeeping Operations (4)**

*3 hours lecture / 2 hours lecture/lab per week*

FSHE 150 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 FSHE 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.

### **FSHE 152 Front Office Operations (4)**

*3 hours lecture, 3 hours lab per week*

FSHE 152 is the study of the philosophy, theory, equipment and current operating procedures of a hotel front office, concentrating on the human relations 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 FSHE 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 office.
- Understand 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.

*(Effective Fall 2004)*

### **FSHE 152 Front Office Operations (4)**

*3 hours lecture, 2 hours lecture/lab per week*

FSHE 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 FSHE 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.

### **FSHE 154 Food and Beverage Operations (4)**

*3 hour lecture, 2 hours lecture/lab per week*

FSHE 154 is an introduction 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. 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 FSHE 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.

*(Effective Fall 2004)*

### **FSHE 154 Food and Beverage Operations (4)**

*3 hours lecture / 2 hours lecture/lab per week*

FSHE 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 FSHE 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.

### **FSHE 160 Domestic Reservations and Ticketing (3)**

*2 hours lecture, 2 hours lecture/lab per week*

*Recommended Preparation: GEOG 102*

FSHE 160 is designed to prepare students with the necessary knowledge to develop domestic itineraries demonstrating their knowledge of route structures. Students will calculate the domestic air fare by interpreting and applying the ATPCO tariff rules. Students will have the ability through live and simulated software to construct, modify and fare PNRs in a variety of airline CRS formats.

Upon successful completion of FSHE 160, the student should be able to:

- Function effectively as a team member in the delivery of the travel product to the consumer.
- Plan itineraries, write tickets, use miscellaneous remarks fields appropriately and manually store fares.
- Prepare Passenger Name Records (PNR) in a variety of CRS systems.
- Use industry publications as reference material.
- Memorize the various AIRINC codes.
- Know how to access information on the Airline computer systems.
- Explain how the history of the Domestic Airline Industry shaped the transportation industry including the impact of the CAB and ARC.
- Critique Deregulation's success or failure.
- Analyze the advantages and disadvantages of the Hub and Spoke system and memorize airline route structures.

*(Effective Fall 2004)*

### **FSHE 160 Domestic Reservations and Ticketing (3)**

*2 hours lecture, 2 hours lecture/lab per week*

*RECOMMENDED PREPARATION: GEOG 102*

FSHE 160 is designed to prepare students with the necessary knowledge to develop domestic itineraries demonstrating their knowledge of route structures. Students will calculate the domestic airfare by interpreting and applying the ATPCO tariff rules. Students will have the ability through live and simulated software to construct, modify and fare passenger name records (PNRs) in a variety of airline computer reservations systems (CRS) formats.

Upon successful completion of FSHE 160, the student should be able to:

- Function effectively as a team member in the delivery of the travel product to the consumer.
- Plan itineraries, write tickets, use miscellaneous remarks fields appropriately and manually store fares.
- Prepare Passenger Name Records (PNR) in a variety of CRS systems.
- Use industry publications as reference material.
- List the various AIRINC codes.
- Access information on the Airline computer systems.
- Explain how the history of the Domestic Airline Industry shaped the transportation industry including the impact of the CAB and ARC.
- Critique Deregulation's success or failure.
- Analyze the advantages and disadvantages of the Hub and Spoke system and memorize airline route structures.

### **FSHE 161 Tourism and Destination Development (3)**

*3 hours lecture per week*

*Recommended Preparation: FSHE 101; GEOG 102*

FSHE 161 is an introduction to planning, developing, implementing and managing tourism within a destination. This

course introduces 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 FSHE 161, 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 has 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 within 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 destination.

### **FSHE 162 Principles of Transportation (3)**

*3 hours lecture per week*

*Recommended Preparation: FSHE 101*

FSHE 162 provides students with an in depth understanding of the characteristics and importance of transportation systems as they relate to tourism with a domestic and international perspective. Within various sectors of the travel industry, students analyze issues confronting airlines and airports that relate to management, government regulation and promotion, new techniques, distribution, and industry trends. Additionally, students are exposed to tourist-related urban transportation systems as well as surface and marine transportation.

Upon successful completion of FSHE 162, the student should be able to:

- Trace the technological advances and their impact on the evolution of transportation systems.
- Explain the diplomatic and governmental framework necessary to create international travel and air transportation agreements.
- Trace the history and discuss the importance of the automobile on the development of travel within the United States.
- Discuss the management and operational systems necessary to operate a car rental agency.
- Identify the development of rail systems and the involvement of government in the perpetuation and success of their operation.
- Explain the effects of the Airline Deregulation Act on the airline industry.
- Explain systems and methods of scheduling and routing aircraft.
- Explain the rationale of the protection law of Cabatoge.
- List the appealing features of a vacation cruise.
- Trace the growth of the cruise line industry.
- Discuss the management of surface passenger transportation systems and its relationship to the total passenger transportation system.
- Analyze and estimate the logistics of surface transportation requirements with in a tourist destination.
- Demonstrate knowledge of the managerial and operational requirements of airports.

### **FSHE 163 International Reservations and Ticketing (3)**

*2 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): FSHE 160*

FSHE 163 is designed to prepare students with the necessary knowledge and skills to develop international itineraries and construct fares according to the standards established by the International Air Transport Association (IATA). Students will have the ability through live Amadeus software to construct, modify and fare international PNRs for a variety of airlines.

Upon successful completion of FSHE 163, the student should be able to:

- 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.
- Differentiate between government subsidized and free enterprise airlines.
- Illustrate linear airline route structures.
- Analyze the impact that "open skies" will have on the international airline industry.
- Demonstrate advanced CRS automation skills to include cars, hotels, auxiliary services and utilize TIMATIC to determine immigration and customs requirements.
- Create international fares using mileage system construction principles.

*(Effective Fall 2004)*

### **FSHE 163 International Reservations and Ticketing (3)**

*2 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): FSHE 160*

FSHE 163 is designed to prepare students with the necessary knowledge and skills to develop international itineraries and construct fares according to the standards established by the International Air Transport Association (IATA). Students will have the ability through live Apollo and simulation computer reservations systems (CRS) software to construct, modify and fare international passenger name records (PNRs) for a variety of airlines.

Upon successful completion of FSHE 163, the student should be able to:

- 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.
- Differentiate between government subsidized and free enterprise airlines.
- Illustrate linear airline route structures.
- Analyze the impact that "open skies" will have on the international airline industry.
- Demonstrate advanced CRS automation skills to include cars, hotels, auxiliary services and utilize TIMATIC to determine immigration and customs requirements.
- Create international fares using mileage system construction principles.

### **FSHE 164 Interpret Hawai'i for the Tourism Industry (1)**

*1 hour lecture per week*

FSHE 164 is designed to teach students, and those who interpret Hawai'i to the visitors, a clear sense of place - a sense of knowing

about the place where we live and work. With the visitor experience in mind, this course covers Hawai'i's history, culture, common language, plants and animals.

Upon successful completion of FSHE 164, the student should be able to:

- Apply the correct pronunciation to the Hawaiian language.
- Recite and define a basic list of Hawaiian words.
- Explain basic Hawaiian geography and orientation in the Pacific.
- Describe Polynesian migration.
- Elaborate on Captain Cook's discovery of the Hawaiian Islands.
- Identify and explain the succession of the Monarchy and march to annexation.
- Define the components of and their significance to a modern Hawai'i.
- Restate basic facts and points of interest of each of the Hawaiian Islands.
- Identify plants and animals of Hawai'i, being able to distinguish between native, indigenous and endemic species.

### **FSHE 185 The Science of Human Nutrition (3) KCC AA/DB (formerly AA/NS1) and KCC AS/NS**

*2 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): Credit or concurrent enrollment in ENG 22 or higher level English; MATH 24 or higher level math.*

FSHE 185 is the integration of natural science concepts basic to the study of human nutrition. Emphasis is placed on the nutrient requirements of healthy individuals, nutrient categories and their characteristics, physiological functions, and food sources. Includes the review and adaptation of dietary practices to reflect current nutritional concerns and issues.

Upon successful completion of FSHE 185, the student should be able to:

- Identify factors that influence why you eat as you do and how changes can be made in your diet.
- Compare the various types of nutrition studies in terms of research techniques and reliability of results.
- Evaluate the nutritional adequacy of your diet using the U.S. Dietary Guidelines, the Food Guide Pyramid, the Recommended Dietary Allowances, the food labels and the Food Composition Table.
- List and describe the six classes of nutrients, their functions, risks of excess/deficiencies, sources and guidelines for intake.
- Identify the energy producing nutrients and how an excess or a deficiency of energy can affect the body.
- Describe over and under nutrition and discuss causes, cures and associated health effects.
- Describe the effects farm production, processing, and storage have on nutrients.
- Discuss current issues related to the safety of the food supply using concepts from toxicology.
- Discuss how alcohol and other drugs interact with the nutritional processes.
- Describe the physiological changes that occur during the life cycle and explain the changes in nutrient needs that accompany these changes.
- Evaluate nutrition information in popular media critically.
- Apply the competencies learned and plan a menu/select from a restaurant menu that would meet the requirements for an individual based on the U.S. Dietary Guidelines, the Food Guide Pyramid, and the Recommended Dietary Allowances.

### **FSHE 193 Hospitality Internship I (4)**

*400 hours work experience in industry*

The student is required to document the completion of 400 hours in a hotel, food service, travel agency, car rental company, airline, cruise ship operation, or visitor attraction work position approved by the instructor. This requirement will provide the student with hands-on experience in an industry work position where they can apply technical, communication and interpersonal skills and develop new skills and work practices that can be applied to their remaining course work at KCC.

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

- Describe and evaluate the orientation and training program they experienced.
- Describe the procedures for the tasks they performed in their hospitality position.
- Draw and explain the organizational structure of the company they worked in.
- Describe the working relationships between their department and other departments in their organizations.
- Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.

### **FSHE 209 Garde Manger (4)**

*2 hours lecture, 18 hours lab per week (8 weeks)*

*Prerequisite(s): Satisfactory completion of Certificate of Completion in Culinary Arts or consent of instructor*

*Comment: This course was formerly FSHE 283*

FSHE 209 is a study of the basic garde manger principles with emphasis on the development of skills in the preparation of basic salads, dressings, and specialty items such as aspics, chaudfroids, forcemeat, pates, terrines, galantines, mousses and charcuterie products. Introduction to ice carving, tallow and salt sculpturing and fruit and vegetable carving exposes students to buffet presentations and culinary competitions.

In addition to the competencies fulfilled in FSHE 110 and FSHE 119, upon successful completion of FSHE 209, the student should be able to:

- Describe the typical responsibilities of a garde manger.
- Explain the organization of a garde manger station.
- Define the terms that are used in garde manger.
- Identify culinary concepts of reception foods, a la carte appetizers, and grand buffet arrangements.
- Identify, operate safely, and properly maintain equipment that is typically used in a garde manger kitchen: food cutter, food chopper, food processor, blender, sausage maker and smoker.
- Demonstrate proficiency in the use of hand tools used in garde manger: French, paring, fruit and vegetable carving knives; sculpturing tools for tallow and ice carvings.
- Demonstrate the use of recipes in planning and preparing items for a buffet with nutritional considerations, and including some international themes.
- Identify and prepare salads, salad dressings, marinades, cold sauces, and condiments.
- Demonstrate skills in preparing the primary types of forcemeat.
- Demonstrate skills and knowledge in the preparation of aspic, mousses, chaud-froid, etc.
- Demonstrate skills in preparing items such as canapés, hot and cold hors d'oeuvres, galantines, terrines, patés, charcuterie products, smoked meat, poultry, seafood, other food items and their appropriate condiments, etc.
- Demonstrate skills in decorating buffet items, such as: ham, poultry, meat, and seafood.

- Demonstrate skills in creating a cheese display.
- Demonstrate skill in creating artistic displays such as vegetable and fruit carving, ice carving, tallow and salt dough sculptures.
- Prepare marinades, cures, and brines for meat, poultry, and seafood items.
- Apply all the knowledge gained to create a buffet display and design a menu and floor plan with buffet decorations and zones for feeding quantity food production.

### **FSHE 212 Continental Cuisine (5)**

*2 hours lecture, 26 hours lab per week (8 weeks)*

*Prerequisite(s): Satisfactory completion of Certificate of Completion in Culinary Arts; FSHE 209, or consent of instructor*

*Comment: This course was formerly FSHE 214*

FSHE 212 focuses on the expansion of skills gained in Fundamentals and Intermediate Cookery, 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 Continental and Mediterranean cuisines; preparation and presentation techniques of items for American, French, Russian and Buffet service will be covered. Includes culinary experiences, emphasizing station organization in the college's fine dining restaurant.

In addition to demonstrating mastery of the competencies required for the Certificate of Completion and FSHE 209, Garde Manger, upon successful completion of FSHE 212, the student should be able to:

- Identify the major stations in a classical kitchen.
- Identify the major stations in a modern kitchen.
- Organize and work in all kitchen stations proficiently.
- Identify, operate safely, and properly maintain equipment that is typically used in a continental cuisine kitchen: broiler, salamander, bain marie, and warming units.
- Identify, operate safely, and properly maintain food-processing equipment such as food chopper, blender, and food processor.
- Demonstrate proficiency in operating all equipment and handling all tools listed in the Fundamentals of Cookery course, plus pastry bags with appropriate tips, melon ballers, zesters, etc.
- Demonstrate the use of menus and recipes in planning and implementing production.
- Incorporate nutritional considerations into the Continental cuisine menus.
- Demonstrate skills in preparing grand and small sauces, modern day sauce, simple and compound butters, reductions, glazes and marinades.
- Prepare Continental and Mediterranean cuisine soups.
- Prepare Continental and Mediterranean cuisine hot and cold appetizers.
- Identify cuts/market forms of beef, veal, pork, lamb, poultry and fish and shellfish, differentiate the cooking methods of each.
- Describe the major bone structure in beef, veal, pork, lamb, poultry and fish in relation to carving/deboning.
- Apply the basic principles of cookery to prepare classical dishes in Continental and Mediterranean cuisines.
- Prepare and serve a selection of entrees Continental and Mediterranean cuisine entrees.
- Apply the principles of selecting and preparing fruits and vegetables, and create Continental and Mediterranean cuisine side dishes and salads.

- Prepare a selection of grain, legume, potato and pasta dishes associated with Continental and Mediterranean and American cuisines.
- Demonstrate skills in classical egg cookery as they apply to fine dining, i.e. custards, crepes, mousse and soufflés, etc.

### **FSHE 216 Asian/Pacific Cuisine (5)**

*2 hours lecture, 26 hours lab per week (8 weeks)*

*Prerequisite(s): A grade of "C" or higher in FSHE 212 or consent of instructor*

*Comment: This course was formerly FSHE 210*

FSHE 216 is a study of Chinese, Japanese, Thai, Vietnamese, Indian, Pacific-Islander, and modern Pacific-rim cuisines; an overview of the history, culture and foods of Asia and its influence on culture and foods of Hawai'i, the continental United States and the International community. Emphasis on the culinary traditions, artistry, and special uses of unusual fruits, vegetables, spices, herbs, and cooking ingredients commonly used in Asian, Pacific-Islander, and Pacific-rim cuisines. Experiments and accent on the infusion of Asian, Pacific-Islander, and Pacific-rim flavors of food, spices, seasonings, and cooking ingredients with classic Continental, European and International cuisines.

Upon successful completion of FSHE 216, the student should be able to:

- Use the wok and other equipment typically used in Asian cookery.
- Cut meats, fruits, and vegetables in the Asian manner of preparation.
- Identify and use the herbs, spices, and cooking ingredients typically used in various Asian cuisines.
- Prepare from tested recipes an assortment of popular appetizers, soups, salads, main entrees, side dishes, and desserts associated with Chinese, Japanese, Thailand, Vietnamese, Indian, Pacific-Islander, and Pacific-rim cuisines.
- Prepare dishes commonly served at a Hawaiian luau.
- Use the techniques and presentations learned to combine Asian/Pacific specialties with those of other cuisines of the world preparing an International buffet or create new dishes to fit into new menus.
- Demonstrate an understanding and acceptance of generally accepted standards of professionalism such as teamwork, moral work-ethics, and a positive attitude that is practiced in the food service industry.
- Understand the geographical, historical, and cultural background to each country, the interrelationship of each country with the others and recognize the ways these backgrounds are expressed in the cuisine of the countries studied.
- Identify differences and similarities between the various cuisines studied.
- Develop an appreciation for the specialties, culinary traditions and virtuosity of the various cuisines studied.
- Recognize and appreciate the modern impacts of European, Asian, Pacific-Islander, and Pacific-Rim cuisines.

### **FSHE 222 Patisserie (5)**

*2 hours lecture, 26 hours lab per week (8 weeks)*

*Prerequisite(s): A grade of "B" or higher in FSHE 122 or consent of instructor/Department Chair*

FSHE 222 introduces the student to advanced skills and techniques commonly applied in hotel and restaurant pastry kitchens, as well as in retail pastry shops. This course includes refinement of baking skills; in-depth study of international culinary terms, safety, sanitation, ingredient identification, theories and new skill development in the preparation of classical yeast dough products

such as brioche, challah, lavosh and a variety of popular European breads. Molding bread dough without the addition of yeast for display show pieces will be introduced. The course will include an in-depth study of new techniques used to produce international and classical gourmet specialties in the preparation of puff pastry goods such as gateau pithiviers, pate a choux products such as gateau Saint Honore. Traditional French desserts and pastries such as Bavaoise, Charlottes, ice souffles which emphasize the development of gelatin skills will be produced. "New trend" contemporary plated desserts, a la carte ice cream desserts and classical French desserts such as vacharin glace, omelette surprise, galettes, creme brulee, and homemade ice cream and sorbet will be among the after-dinner confections introduced.

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

- Describe the responsibilities of an executive pastry chef, pastry cook, and pastry cook's helper.
- Identify current and future trends and practices in the industry.
- Adhere to the established dress code and follow the department's daily conduct code.
- Demonstrate safe standards for personal hygiene that are practiced in the industry.
- Demonstrate safe and sanitary practices in food preparation.
- Apply mathematical skills and convert recipes accurately.
- Develop a recipe that would provide sequential step-by-step procedures for the user.
- Define, comprehend and use international and classical baking terms, particularly French terms.
- Demonstrate proficiency in using and safely maintaining various types of small tools and equipment such as copper pots, sugar thermometer, measuring devices, silicon, terrine molds and other related hand tools typically found in a pastry kitchen.
- Demonstrate proficiency in using and safely maintaining larger commercial food preparation equipment such as the food processor, sorbet and ice cream maker, microwave oven, deck oven, convection oven, steam kettles, proofing cabinet, walk-in freezers and refrigerators, and other related equipment.
- Describe the properties and functions of various ingredients used in the preparation of classical and international desserts, pastries and after-dinner confections.
- Demonstrate the skills used in preparing classical yeast dough products such as croissants, brioche, challah, lavosh, as well as modeling bread dough products without the addition of yeast for display show pieces.
- Demonstrate the skills used to prepare puff pastry dough to produce a variety of classical French desserts such as gateau pithiviers, mille feuilles and galettes.
- Demonstrate the skills used to prepare a selection of international and classical French pastries made from pate a choux such as gateau Saint Honore and gateau Paris Brest.
- Describe the principles of egg cookery and demonstrate the skills used in preparing a selection of internationally popular egg based desserts such as creme brulee, sabayon cream and sauce Anglaise.
- Prepare popular French desserts such as Bavaoise and Charlottes with an emphasis on developing gelatin skills.
- Demonstrate the skills used in assembling and decorating contemporary plated desserts and pair them with coulis (sauces) and homemade ice cream and sorbet.
- Identify the three major categories of meringue and demonstrate the skills used in preparing meringue based a la carte desserts such as iced souffles, mousses and vacharins.
- Demonstrate the skills used in preparing a variety of traditional after-dinner friandises, petits fours and marzipan confections.

## FSHE 224 Confiserie (5)

2 hours lecture, 26 hours lab per week (8 weeks)

Prerequisite(s): Certificate of Completion in Patisserie or consent of instructor

The student will build upon the foundation laid in the Patisserie course. Study and theories of culinary terms and specialty ingredients as well as equipment and utensil identification used in confiserie work will be covered. Emphasis will be on planning, preparing and arranging display show pieces, utilizing poured sugar, pastillage sugar, marzipan, nougatine and molding chocolate for international and seasonal buffet presentation commonly produced in the industry. European-style candy making will be introduced, along with a variety of candy fillings and shapes made from chocolate, ganache, marzipan, caramel and liqueur fondant. The student will develop the skills required in marzipan molding, painting and shading as well as in cocoa painting and warm chocolate spraying. An advanced in-depth study in the art of plated desserts will be covered. This study will include skill development and will pair "new trend" contemporary desserts with coulis, compote, jelly, homemade ice cream, frozen yogurt and sorbet. The student will produce classical and international hot and cold desserts presented in à la carte and banquet service, such as French pastries, petits fours glaces and crystallized and caramelized confections.

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

- Adhere to the established dress code and follow the department's daily conduct code.
- Demonstrate safe standards for personal hygiene that are practiced in the industry.
- Demonstrate safe and sanitary practices in food preparation.
- Identify current and future trends and practices in the industry.
- Convert recipes using standard and metric measures.
- Define and comprehend international and classical French terms.
- Practice organizational skill (mise' en place) techniques as part of commercial food preparation training.
- Identify and demonstrate proficiency in operating all equipment and utensils safely and correctly maintain the following equipment; food processor, ice cream/sorbet maker, chocolate tempering machine, Wagner air-less sprayer, spray gun compressor for liquid food coloring and other commercial food preparation equipment and utensils commonly used for confiserie work.
- Demonstrate proficiency in maintaining and safely using various small equipment and utensils such as molding tools for marzipan and chocolate work, sugar heat lamp with holding cabinet, caramel flower molds for sugar work, sugar thermometer, silicon molds and other related tools and equipment.
- Demonstrate the skills used in tempering coating chocolate and couverture for proper consistency and sheen.
- Demonstrate the skills used in producing international confections made from chocolate, marzipan, nougat and liqueur flavored fondants.
- Prepare pastillage paste and royal icing and demonstrate the skills used in lettering and decorating cakes and display show pieces.
- Apply the basic principles of cocoa painting and demonstrate the skills used to create simple cocoa painting display show pieces to compliment a dessert presentation.
- Define and explain the various temperature stages reached during the sugar cooking process.
- Demonstrate the skills used in sugar cooking and apply this knowledge to create spun, poured and casting sugar as well as nougatine work to utilize in display pieces and to compliment the "new trend" contemporary desserts.

- Apply the principles of hand molding, shading and painting marzipan and demonstrate the skills used in garnish gateaux, torten, French pastries and crystallized and caramelized dinner confections.
- Demonstrate the skills used in preparing a variety of chocolate decorations (filigree) to compliment desserts, pastries and petits fours glaces.
- Demonstrate the techniques and skills used to operate the Wagner air-less spray gun to apply warm chocolate glaze.
- Demonstrate the techniques and skills used to operate the spray gun compressor to apply food coloring to marzipan figurines and pastillage display pieces.
- Prepare pastries and international confections for seasonal dessert buffets and à la carte presentations.
- Prepare classical and contemporary "new trend" plated desserts, pairing them with coulis, compote, homemade ice cream, frozen yogurt and sorbet.

## FSHE 228 Dining Room Supervision (4)

2 hours lecture, 18 hours lab per week (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 241 Hospitality Purchasing and Cost Control (5)

6 hours lecture, 12 hours lab per week (8 weeks)

Prerequisite(s): Certificate of Completion in FSHE (Patisserie, School Food Service, Health Care, Culinary Arts) or consent of instructor; tested placement at MATH 24 or higher

FSHE 241 is the study of cost control systems as they apply to restaurants, hotels, and other food and beverage operations such as the College's food service complex. Includes experience in preparation of financial and control-related reports and the analysis of such. Utilizes the practical learning experiences of the computer laboratory to anchor and reinforce knowledge.

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

- Describe the principal elements of the cost control cycle.
- Define cost and describe the principal kinds of costs.
- Identify basic menu planning concepts.
- Identify the major components of a Management Information System and their functions.
- Discuss the importance of specifications and describe their common elements.
- Understand the principles of determining product quality.
- Discuss proper receiving and storage procedures.
- Identify the major variables in food service and hotel forecasting.



- Recognize the function of food production control and its relation to cost and consumer satisfaction.
- Identify the major kinds of payroll costs.
- Identify and know the uses of the major payroll-control tools.
- Identify the principle means of monitoring beverage costs and how they are used.
- Understand the budget planning process.
- Know the principal bases on which budgets are drawn.
- Identify the key ratios for the analysis of operational and financial health.
- Become familiar with common decision-making tools for investment decisions and key decisions.
- Be familiar with basic computer spreadsheet programs and their application in cost control.

### **FSHE 245 Beverage Operations (3)**

*2 hours lecture, 3 hours lab per week*

*Prerequisite(s): Certificate of Completion in Food Service or Hotel Operations or consent of instructor*

FSHE 245 focuses on principles and practices of profitable beverage operations including: beverage procedures, storage, mixology and quality control techniques, pricing for profit, bar equipment and layout, staffing, licensing and regulations, and alcohol liability concerns.

Upon successful completion of FSHE 245, the student should be able to:

- Describe the historical importance of alcohol in rituals, medicine, food and drink, and fellowship.
- Describe how the basic elements of bar layout affect guest satisfaction and the efficiency and profitability of the operation.
- Identify selection considerations for various types of bar equipment, hand tools and glassware.
- Describe the staffing requirements of a bar and special considerations in the recruitment, selection and training of beverage operations personnel.
- Identify sanitary procedures for setting up and closing a bar.
- Identify the production processes, distinctive characteristics and service requirements of fermented and distilled beverages.
- Identify the structure, ingredients and basic mixing methods for various types of drinks.
- Describe purchasing, receiving, storage, issuing and inventory policies and procedures used in beverage operations.
- Describe the processes of budgeting, pricing for profit and developing of sales records and cash controls.
- Describe beverage marketing and merchandising techniques.
- Identify local, state and federal laws and licensing regulations for beverage operations.
- Explain how to limit liability through alcohol awareness programs designed to promote safe and responsible use of alcohol.

### **FSHE 256 Hospitality Accounting (3)**

*3 hours lecture per week*

*Prerequisite(s): Certificate of Completion in Hotel Operations or consent of instructor*

FSHE 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 FSHE 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 and beverage operations.
- Calculate the value of hospitality and food and 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.

*(Effective Fall 2004)*

### **FSHE 256 Hospitality Accounting (3)**

*3 hours lecture per week.*

FSHE 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 FSHE 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.

### **FSHE 258 Hospitality Marketing (4)**

*3 hours lecture, 3 hours lab per week*

*Prerequisite(s): FSHE 101*

*Recommended Preparation: Students should have completed at least 2 semesters of study in the Hotel Operations or Travel and Tourism program.*

FSHE 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 FSHE 258, the student should be able to:

- Describe differences between sales and marketing.
- Identify the techniques of hospitality sales and marketing.

- Describe methods of merchandising tangible and intangible products and services.
- Demonstrate the ability to develop a marketing plan.
- Describe media selection considerations.
- Explain how advertising, public relations and promotions are used.
- Describe the sales relationship between the travel agent and tour wholesaler.
- Explain the importance of various sales tools used to sell goods and services.
- Describe the principles and mechanics of advertising.
- Demonstrate the mechanics of layouts for ads, publicity releases and collateral materials used for promoting hotel rooms, food and beverage and meeting and conventions facilities.
- Describe the importance of the message in the creation of hotel ads.
- Discuss the development of a sales and marketing budget.

*(Effective Fall 2004)*

### **FSHE 258 Hospitality Marketing (4)**

*3 hours lecture, 2 hours lecture/lab per week.*

*Prerequisite(s): FSHE 101*

*Recommended Preparation: Students should have completed at least*

*2 semesters of study in the Hotel/Restaurant Operations or Travel and Tourism program.*

FSHE 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 FSHE 258, the student should be able to:

- Describe differences between sales and marketing.
- Identify the techniques of hospitality sales and marketing.
- Describe methods of merchandising tangible and intangible products and services.
- Develop a marketing plan.
- Describe media selection considerations.
- Explain how advertising, public relations and promotions are used.
- Describe the sales relationship between the travel agent and tour wholesaler.
- Explain the importance of various sales tools used to sell goods and services.
- Describe the principles and mechanics of advertising.
- Demonstrate the mechanics of layouts for ads, publicity releases and collateral materials used for promoting hotel rooms, food and beverage and meeting and conventions facilities.
- Describe the importance of the message in the creation of hotel ads.
- Discuss the development of a sales and marketing budget.

### **FSHE 260 Hospitality Law (3)**

*3 hours lecture per week*

*Prerequisite(s): Certificate of Completion in Hotel/Restaurant Operations or consent of instructor*

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.
- Describe the major criminal and tort laws affecting hospitality operations.
- Discuss 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.
- Discuss legal requirements for fire safety procedures and emergency action plans.

*(Effective Fall 2004)*

### **FSHE 260 Hospitality Law (3)**

*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.
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- 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 261 Meeting and Convention Management (3)***3 hours lecture per week**Prerequisite(s): FSHE 101*

FSHE 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 FSHE 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.
- Understand the coordination of multimedia and technology.
- Appreciate 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.

*(Effective Fall 2004)***FSHE 261 Meeting and Convention Management (3)***3 hours lecture per week**Prerequisite(s): FSHE 101*

FSHE 261 course 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 FSHE 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.

*(Effective Fall 2004)***FSHE 265 Tourism and Destination, Development, and Planning (3)***3 hours lecture per week**Recommended Preparation: FSHE 101*

FSHE 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 FSHE 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.

**FSHE 275 Computer and Information Technology for the Tourism Industry (4)***3 hours lecture, 3 hours lab per week**Prerequisite(s): FSHE 101; ITS 101*

FSHE 275 is 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 FSHE 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.

*(Effective Fall 2004)***FSHE 275 Computer & Information Technology for the Tourism Industry (4)***3 hours lecture, 2 hours lecture/lab per week**Prerequisite(s): FSHE 101; ICS 100 or ICS 101*

FSHE 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 FSHE 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.

### **FSHE 278 Travel Agency Operations (4)**

*3 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): FSHE 101; FSHE 160; credit or concurrent enrollment in FSHE 163; credit or concurrent enrollment in GEOG 102*

FSHE 278, Travel Agency Operations, is designed to introduce the student to basic travel agency operations. This includes the industry reference material used in an operating agency. In addition the course explains requirements for appointment by the Airlines Reporting Corporation, the International Air Transport Association, the Cruise Line International Association, and Amtrak. Routine office procedures, reporting requirements, analysis of travel product lines, and the distinction between inside and outside sales agents are presented.

Upon successful completion of FSHE 278, the student should be able to:

- Identify the contents of the major reference materials used in the retail travel industry.
- Cite which reference to use for specific types of information related to product line, services, schedules and timetables.
- Outline the requirements which must be met for ARC and IATA appointments including personal history, financial reserves, bonding, location and visibility of sales outlets, etc.
- Identify the forms used for documenting sales, transportation tickets, visa and passport applications, and other travel documents.
- Determine elapsed time during travel, use of 24 hour time clock, time zone conversion, and calculation of time differentials.
- Apply established procedures to weekly sales reports and correctly calculate a sales report.
- Analyze the product lines of suppliers for retail travel and explain the concept of preferred suppliers.
- Correctly use skills and knowledge in greeting clients, determining travel wants and needs, selecting product lines appropriate to the tastes and preferences of the client, and apply the components of a sales transaction.
- Discuss the role of automation in agency operations and the salient features of automation systems in retail travel operations.
- Demonstrate the management functions of the CRS by creating ARC reports, group reservation records, use profiles, local briefing pages and with the design of macros.
- Develop a systematic approach to accomplishing the many tasks required of a retail travel agent.
- Define the role and function of inside and outside sales agents.

*(Effective Fall 2004)*

### **FSHE 278 Travel Agency Operations (4)**

*3 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): FSHE 101; FSHE 160*

*Recommended Preparation: FSHE 163*

FSHE 278 is designed to introduce the student to basic travel agency operations. This includes the industry reference material used in an operating agency. In addition, the course explains requirements for appointment by the Airlines Reporting Corporation, the International Air Transport Association, the Cruise Line International Association, and Amtrak. Routine office procedures, reporting requirements, analysis of travel product lines, and the distinction between inside and outside sales agents are presented.

Upon successful completion of FSHE 278, the student should be able to:

- Identify the contents of the major reference materials used in the retail travel industry.
- Cite which reference to use for specific types of information related to product line, services, schedules and timetables.
- Outline the requirements which must be met for ARC and IATA appointments including personal history, financial reserves, bonding, location and visibility of sales outlets, etc.
- Identify the forms used for documenting sales, transportation tickets, visa and passport applications, and other travel documents.
- Determine elapsed time during travel, use of 24 hour time clock, time zone conversion, and calculation of time differentials.
- Apply established procedures to weekly sales reports and correctly calculate a sales report.
- Analyze the product lines of suppliers for retail travel and explain the concept of preferred suppliers.
- Correctly use skills and knowledge in greeting clients, determining travel wants and needs, selecting product lines appropriate to the tastes and preferences of the client, and apply the components of a sales transaction.
- Discuss the role of automation in agency operations and the salient features of automation systems in retail travel operations.
- Demonstrate the management functions of the CRS by creating ARC reports, group reservation records, use profiles, local briefing pages and with the design of macros.
- Develop a systematic approach to accomplishing the many tasks required of a retail travel agent.
- Define the role and function of inside and outside sales agents.

### **FSHE 281 School Food Service Recordkeeping (2)**

*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 290 Hospitality Management (3)**

*3 hours lecture per week*

*Prerequisite(s): FSHE 101*

FSHE 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 FSHE 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 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.

*(Effective Fall 2004)*

### **FSHE 290 Hospitality Management (3)**

*3 hours lecture per week*

*Prerequisite(s): FSHE 101*

FSHE 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 FSHE 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 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.

### **FSHE 293C School Food Service Internship (3)**

*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 293E Hospitality Internship II (3)**

*1 hour seminar, 300 hours fieldwork experience (20 hours per week)*

*Prerequisite(s): FSHE 101; department approval*

The student engages in a supervised hotel or travel and tourism work experience which is planned to meet the specific needs of the student. It enables the student to apply knowledge and skills learned in the classroom and laboratory activities in a work environment and to bring back new knowledge and experiences that the student may apply during the student's final semesters.

Upon successful completion of FSHE 293E, the student should be able to:

- 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 their classroom knowledge and skills in the workplace.
- Perform the tasks required in the various workstations they were assigned to.
- Describe the interrelationships of the various departments in a hotel or travel and tourism operation.
- Describe methods of quality assurance used in the industry.
- Explain the importance of lifelong learning in the constantly changing hospitality industry.
- Clarify their career goals and aspirations.

*(Effective Fall 2004)*

### **FSHE 293E Hospitality Internship (3)**

*2 hours seminar per week plus 300 hours of fieldwork experience (20 hours fieldwork per week)*

*Prerequisite(s): FSHE 101; department approval*

FSHE 293E engages the students in a supervised culinary, hospitality or travel and tourism work experience which is planned to meet the specific needs of the student. It enables the student to apply knowledge and skills learned in the classroom and laboratory activities in a work environment and to bring back new knowledge and experiences that the student may apply during the student's final semesters.

Upon successful completion of FSHE 293E, the student should be able to:

- 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 their classroom knowledge and skills in the workplace.
- Perform the tasks required in the various workstations they were assigned to.
- Describe the inter-relationships of the various departments in a hotel.
- Describe methods of quality assurance used in the industry.
- Explain the importance of lifelong learning in the constantly changing hospitality industry.
- Clarify his or her career goals and aspirations.

### **FSHE 294 Food Service Practicum (5)**

*2 hours lecture, 26 hours lab per week (8 weeks)*

*Prerequisite(s): Satisfactory completion of the Certificate of Achievement in Culinary Arts or consent of instructor*

FSHE 294 is a course that will allow students a practical internship experience that applies the knowledge, skill, techniques, managerial principles and attitudes gained through prior studies to operate a restaurant on campus by serving in the various operational

capacities. Responsibility for the success of the operation rests with the students. Evaluation is based on the success in attracting customers and the profits generated.

In addition to the competencies fulfilled in the Certificate of Achievement in Culinary Arts, upon successful completion of FSHE 294, the student should be able to:

- Develop overall knowledge of food service operations and develop the ability to organize and manage a food service operation.
- Forecasting, projecting, and analyzing menu sales for food production and inventory control.
- Identify the job stations that will distribute span of responsibility to allow the restaurant to operate efficiently.
- Describe the job responsibilities of each of the positions required.
- Describe the menu that was developed by the management team of the week.
- List the policies and procedures that are directly affected by the State and Federal regulations.
- Develop and implement procedures necessary to operate a table service restaurant.
- Develop and maintain quality standards in food purchasing, storage, preparation and service.
- Develop the ability to plan and supervise food production and service.
- Experiment and implement new procedures and new ideas on menu items to encourage new trends.
- Establish quality control through recipe and product standardization.
- Promote high standards of service in the dining room by coordinating service and procedures and timing.
- Develop a control system that will allow instant feedback that will provide management with appropriate information to make financial decisions.
- Describe some advantages and disadvantages in running a small operation. What are some of the constraints?
- List some of the marketing tools used to promote business.

## **FRENCH**

### **FR 101 Elementary French I (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

FR 101 is an introduction 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 (formerly AA/FL)**

*3 hours lecture, 2 hours 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 is a continuation of FR 101 with further development of 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 (formerly AA/FL)**

*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 (formerly AA/FL)**

*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 non-technical 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.

## G

### **GEOGRAPHY**

#### **GEOG 101 The Natural Environment (3) KCC AA/DP (formerly AA/NS3) and KCC AS/NS**

*3 hours lecture per week*

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

GEOG 101 is a survey of the global environment. Global patterns and processes of climatic, geomorphic, biological and soil systems are examined. Global environmental issues are explored in light of the concepts covered. 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:

- Identify the physical processes shaping the earth's surface.
- Demonstrate knowledge of and ability to apply scientific systems of measurement to describe natural phenomena. Interpret and use topographic and biophysical maps.
- Demonstrate knowledge of and ability to apply scientific principles, theories, and methods in the study of the global environment.
- Assess the impact of human societies on the environment.
- Critically analyze problems within the framework of the course and communicate this knowledge in written form.

### **GEOG 101L The Natural Environment Lab (1) KCC AA/DY (formerly AA/NS3)**

*3 hours lab per week*

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

*Corequisite(s): Credit or concurrent enrollment in GEOG 101*

GEOG 101L is a laboratory survey course of the global environment. Included in the course are analysis of the natural environment through field and laboratory observation/experiments. Emphasis is placed on Hawai'i and on human modification of the environment.

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

- Define a problem for study, gather and record data, analyze the data, arrive at appropriate conclusions and report the findings in written form.
- Use a variety of measuring instruments to gather environmental data.
- Demonstrate knowledge of and ability to apply the metric system, scientific notation, graphs, and geographic and basic statistical measurements.
- Demonstrate the ability to read and interpret graphs.
- Critically analyze problems within the framework of the course and communicate this knowledge in written form.

### **GEOG 102 World Regional Geography (3) KCC AA/FGB (formerly AA/SS) 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. Economic, environmental, social, and political conditions are explored from a geographic perspective. Emphasis is placed on Asia and the Pacific.

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

- Demonstrate an understanding of historical, social and environmental processes shaping the world's major cultural regions (Europe/Russia, North America, Middle and South America, Africa, Southwest Asia, South Asia, East Asia, Southeast Asia, Australia and the Pacific).
- Demonstrate knowledge of basic geographic terms, locations, concepts, theories, and methodology.
- Critically analyze international problems within the framework of the course using appropriate geographic methods and tools.
- Integrate geographic knowledge and research skills (information research, critical reading/writing, quantitative, scientific methodology) into the development of a research paper.
- Perform designated tasks in an accurate, professional, scholarly and timely fashion.

### **GEOG 151 Geography and Contemporary Society (3) KCC AA/FGC (formerly AA/SS) 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. Emphasis is placed on relating subject matter to Asia, the Pacific, and Hawai'i.

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

- Identify major themes in human society and culture and be familiar with 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.
- Demonstrate knowledge of and ability to apply geographic theory and scientific methodology to the study of human societies.
- Critically analyze problems within the framework of the course using appropriate geographic methods and tools and communicate this knowledge in written form.

## **GEOLOGY & GEOPHYSICS**

### **GG 101L Introduction to Physical Geology Laboratory (1) KCC AA/DY (formerly AA/NS2)**

*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 (formerly AA/NS2) and KCC AS/NS**

*3 hours lecture per week*

*Recommended Preparation: Qualification for ENG 100*

*Comment: This course was formerly GG 200*

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.

## H

### 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 (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

HAW 101 is 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 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 (formerly AA/FL)**

*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 (formerly AA/FL)**

*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 (formerly AA/FL)**

*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.

*(Effective Spring 2005)*

### **HAW 261 Hawaiian Literature in Translation: Pre-1800 Traditions (3) KCCAA/DL and 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.

*(Effective Spring 2005)*

### **HAW 262 Hawaiian Literature in Translation: 1800 to Present (3) KCCAA/DL and AS/AH**

*3 hours lecture per week*

*Prerequisite(s): HWST 100, HWST 107 or HAW 261*

*Recommended Preparation: HAW 101-102 and ENG 100*

HAW 262 is 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) AA/AH2 and 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 (formerly AA/AH2) 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 261 Hawaiian Literature in Translation (3) KCC AA/DL (formerly AA/AH3) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100*

*Recommended Preparation: HWST 107 or HAW 101*

HWST 261 focuses on basic works of Hawaiian oral tradition and written literature.

Upon successful completion of HWST 261, the student should be able to:

- Demonstrate knowledge of major genres, works, themes, and devices of Hawaiian oral and written literature.
- Explain concepts of Hawaiian culture which underlie literary themes and styles, such as the link between living people and the gods and between nature and man.
- Demonstrate in-depth knowledge of one major work of Hawaiian literature.
- Express opinions about and respond to Hawaiian literature orally and in writing.
- Discuss the ongoing influence of Hawaiian oral traditions in Hawai'i today.
- Show sensitivity to Hawaiian language and culture in both oral and written literature.

### **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 or delivered on-line*

*Recommended Preparation: Credit or concurrent course in human anatomy and physiology*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

HLTH 110, Medical Terminology, includes 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 spelling medical terms.

Upon satisfactory completion of HLTH 110, the student should be able to:

- Recognize medical words and commonly used abbreviations and symbols.
- Spell, define, and pronounce medical words correctly.
- Identify prefixes, suffixes, and roots of words.
- Recognize and correctly use medical and drug terms, specialized terminology, and commonly used abbreviations and symbols.
- Gain skills in proper pronunciation and correct spelling of medical and related terms.
- Gain skills in identifying and differentiating spoken medical terms.

*(Effective Spring 2005)*

### **HLTH 118 Therapeutic Interpersonal Skills (3)**

*3 hours lecture per week*

*Comment: Letter grade only. This course may not be taken for credit/no credit. This course may not be audited. This course is appropriate for those interested in health care professions or education.*

HLTH 118 will assist the health care practitioner or those interested in helping professions to develop an awareness of self. Individual values and their relationship to interactions with others will be discussed. Learning effective communication techniques will focus on problem identification, resolving ethical dilemmas, assertiveness skills and cultural sensitivity. Other topics include communication with disabled or dying clients and their families. Professional burnout and stress management will also be explored.

Upon successful completion of HLTH 118 the student should be able to:

- Describe the relationship between self-awareness and authenticity to facilitate effective helping.
- Identify the role of the family in determining self identify and describe of how sociocultural, socioeconomic, diversity factors and lifestyle choices impact contemporary society.
- Define and critically analyze personal and professional values and their effect on human behavior and helping.
- Identify approaches to use in problem solving personal and organizational ethical conflicts.
- List characteristics of helping communication and aspects of certain cultures to enhance cultural sensitivity.
- Distinguish between nonassertive, assertive, and aggressive communication and identify the importance of each during personal interactions.
- Describe health behaviors and identify the client's perception of quality of life, well being and occupation as it relates to health and illness prevention.
- Identify effective communication techniques for specific groups of clients and develop an understanding of the effects of health, disability, disease processes and traumatic injury to the individual within the context of family and society.
- Define professional burnout and identify stress management techniques to promote wellness.

### **HLTH 120 Introduction to the Health Professions (1)**

*1 hour lecture per week*

*Comment: On-line course*

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. This

course is conducted entirely via electronic media and allows students to gain more confidence and experience with electronic communications.

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

- Use electronic media to learn about the health care professions and gain familiarity and confidence in using electronic communications.
- Demonstrate an understanding of the requirements to study in selected program or occupation.
- Demonstrate an understanding of community-based health care by examining a community-based health agency.
- Use service learning in a service agency to understand 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.
- Discuss ethical concerns facing health care practitioners.

### HLTH 125 Survey of Medical Terminology (1)

*1 hour lecture per week*

HLTH 125 builds on a knowledge of prefixes, suffixes, and word roots to analyze and build medical terms. It includes pronunciation, spelling, and definitions of selected medical words dealing with all human body systems. 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: prefix, suffix, word root, and combining forms.
- Correctly use plural endings for medical terms.
- Correctly pronounce, spell, and define selected medical terms dealing with: Body structure, anatomical planes and regions, blood and the immune system, cardiovascular and lymphatic systems, respiratory, digestive, urinary, and reproductive systems, muscular and skeletal system, nervous system and psychological disorders, integumentary and endocrine systems
- Define and give examples of terminology used for surgical and diagnostic procedures and pathology.
- State the meaning of common medical abbreviations and pharmacological terms.
- Recognize terms dealing with various medical and dental specialties.

### HLTH 160 Study of Diseases (3)

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 130 or both ZOOL 141 and ZOOL 142 (or equivalent); a grade of "C" or higher in HLTH 110 or HLTH 125*

*Comment: Letter grade only. May not be audited. 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 satisfactory 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)

*3 hours lab per week*

HLTH 201 focuses on basic patient care skills of wheelchairs, ambulatory aids, selected hospital equipment and transfers.

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

- Demonstrate wheelchair, hospital bed, ambulation aid and transfer skills.
- Identify and assess architectural barriers to mobility.
- Fit wheelchairs to meet rehabilitation goals.

*(Effective Spring 2004)*

### HLTH 201 Transfers, Positioning, Mobility, and Assistive Devices (1.5)

*4.5 hours lecture/lab per week for 10 weeks*

*Comment: Letter grade only. May not be audited. 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 (1)

*1 hour lecture per week*

*Prerequisite(s): ZOOL 141 or BIOL 130; credit or concurrent enrollment in HLTH 290; credit or concurrent enrollment in HLTH 290L*

*Corequisite(s): HLTH 203L*

*Comment: This course was formerly PTA 203*

HLTH 203 focuses on basic principles of therapeutic exercise to include theory of the body's response to exercise in normal and pathological states; passive, assistive and active ROM; isometric, isotonic, isokinetic techniques, and PRE programs. Use of basic resistance and endurance equipment.

Upon successful completion of HLTH 203, the student will be able to:

- Describe and understand the concepts of range-of-motion to include end-feel, resting length, and stretch.
- Know strengthening exercise programs for neck, trunk, upper extremities, and lower extremities.
- Describe differences in strength versus endurance versus flexibility exercise.
- Describe by contrast and comparison the types of exercise labeled isometric, isotonic, and isokinetic.
- Describe progressive resistive exercise techniques using the following methods: Oxford, DeLorme, and DAPRE.
- Analyze exercises and exercise programs for efficacy.

*(Effective Spring 2004)*

### HLTH 203 Therapeutic Exercise (1)

*1 hour lecture per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 130; a grade of "C" or higher in BIOL 130L, or a grade of "C" or higher in ZOOL 141; ZOOL 141L or higher level human anatomy and physiology course.*

*Corequisite(s): HLTH 203L*

*Recommended Preparation: PHYS 100; PHYS 100L or PHYS 122; PHYS 122L*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

HLTH 203 presents the basic principles of therapeutic exercise including the theory of 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 acute, sub acute and chronic stages of healing will be included.

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 to include strength, power and endurance using among others DeLorme, Oxford and DAPRE principles.
- Describe the basic concepts of neuromuscular facilitation and inhibition techniques.
- Describe the basic concepts of trunk stabilization, posture and back care.
- Describe the basic concepts of aquatherapy as it applies to the rehab population..
- Describe the basic concepts of functional activity as it applies to the rehab population.
- 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.
- Identify and discuss the indications and contraindications for use of various types of therapeutic exercise during each of the three stages of healing
- Identify the major bony land marks and musculoskeletal structures that are involved in the exercise interventions presented.
- Identify, compare and contrast the purpose of specific exercises for ROM, strength, endurance and flexibility.
- Design specific exercise programs and progressions to address goals of treatment as indicated in a treatment plans.
- Analyze exercise programs for their efficacy
- Use approved terminology from the APTA: Guide to PT Practice and the APTA: Resource Guide.
- Document accurately the exercise programs created.

*(Effective Spring 2005)*

### HLTH 203 Therapeutic Exercise (1)

*1 hour lecture per week*

*Prerequisite(s): A grade of "C" or higher in HLTH 290*

*Corequisite(s): HLTH 203L*

*Recommended Preparation: PHYS 100 or PHYS 122*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

HLTH 203 presents the basic principles of therapeutic exercise including the theory of 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 acute, sub acute and chronic stages of healing will be included.

Upon successful completion of HLTH 203 the student should be able to:

- Describe the basic concepts of range of motion (ROM) and stretching exercises to include end-feel, resting length and stretch.
- Describe the basic concepts of Progressive Resisted Exercises to include strength, power and endurance using among others DeLorme, Oxford and Daily Adjustable Progressive Resistance Exercise technique (DAPRE) principles.
- Describe the basic concepts of neuromuscular facilitation and inhibition techniques.

- Describe the basic concepts of trunk stabilization, posture and back care.
- Describe the basic concepts of aquatherapy as it applies to the rehab population.
- Describe the basic concepts of functional activity as it applies to the rehab population.
- 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.
- Identify and discuss the indications and contraindications for use of various types of therapeutic exercise during each of the three stages of healing
- Identify the major bony landmarks and musculoskeletal structures that are involved in the exercise interventions presented.
- Identify, compare and contrast the purpose of specific exercises for ROM, strength, endurance and flexibility.
- Design specific exercise programs and progressions to address goals of treatment as indicated in a treatment plans.
- Analyze exercise programs for their efficacy
- Use approved terminology from the American Physical Therapy Association (APTA): Guide to Physical Therapist Practice and the APTA: Resource Guide.
- Document accurately the exercise programs created.

### **HLTH 203L Therapeutic Exercise Lab (1)**

*3 hours lab per week*

*Prerequisite(s): ZOOL 141 or BIOL 130; credit or concurrent enrollment in HLTH 290; credit or concurrent enrollment in HLTH 290L*

*Corequisite(s): HLTH 203*

*Comment: This course was formerly PTA 203L*

HLTH 203L is the applications of the basic principles of exercise theory acquired in HLTH 203 to develop exercise programs useful in wellness and rehabilitation.

Upon successful completion of HLTH 203L, the student should be able to:

- Position a person correctly for exercise considering gravitational effects.
- Correctly stabilize the body in various positions for exercise.
- Demonstrate ROM to all body segments in a safe, effective, and efficient manner to include passive, assistive, and active techniques.
- Demonstrate strengthening exercise programs for neck, trunk, upper extremities, and lower extremities.
- Demonstrate differences in strength versus endurance exercise.
- Demonstrate the types of exercise labeled isometric and isotonic.
- Demonstrate various methods of stretching.
- Demonstrate applications of progressive resistive exercise techniques, i.e. Oxford, DeLorme, and DAPRE.
- Progress an exercise program based on the instructor's evaluation of the individual and the instructor-developed plan of care.
- Select and organize activities to achieve goals of an exercise program.

*(Effective Spring 2004)*

### **HLTH 203L Therapeutic Exercise Lab (1)**

*3 hours lab per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 130; a grade of "C" or higher in BIOL 130L or a grade of "C" or higher in ZOOL 141; ZOOL 141L or higher level human anatomy and physiology course.*

*Corequisite(s): HLTH 203*

*Recommended Preparation: PHYS 100; PHYS 100L or PHYS 122; PHYS 122L*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

HLTH 203L is the clinical application of the principles of exercise theory. By using lab simulation and role playing of actual clinical situations the student will use knowledge from HLTH 203 lecture 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 treatments plans will be stressed. The course will introduce the applications 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 acute, sub acute and chronic stages of healing will be included.

Upon successful completion of HLTH 203L the student should be able to:

- Demonstrate competency in the presented therapeutic exercises applications as laid out in the Blue MACS, skill sheets and the APTA: Guide to Physical Therapy Practice. Exercise interventions may include, ROM, Stretching, Strengthening, Aerobic, Endurance, Neuromuscular facilitation and inhibition and Functional activities.
- Design and demonstrate appropriate exercise techniques to address the goals of treatment as indicated in a written treatment plan
- 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 appropriate progression of exercise programs.
- Demonstrate an understanding of the safety factors, indications, contraindications and precautions as they apply to the presented exercise interventions
- Identify and locate the joints and the musculoskeletal structures that are affected by the application of various types of exercise.
- Demonstrate patient positioning, draping and comfort as they address the treatment goals and the treatment plan.
- Demonstrate appropriate body mechanics in the application of treatment.
- 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 exercise techniques
- Demonstrate an ability to explain exercise program to patient and families in an understandable and acceptable manner.
- Demonstrate and document effective teaching of a home exercise program.
- Document accurately in SOAP note form, patient positioning, equipment parameters and patient responses/ progression to treatment.
- Use approved terminology from the APTA: Guide to PT Practice.

*(Effective Spring 2005)*

### **HLTH 203L Therapeutic Exercise Lab (1)**

*3 hours lab per week*

*Prerequisite(s): A grade of "C" or higher in HLTH 290L*

*Corequisite(s): HLTH 203*

*Recommended Preparation: PHYS 100L or PHYS 122L*

Comment: Letter grade only. May not be audited. May not be taken credit/no credit. Appropriate professional attire will be required for competency checks. Appropriate lab clothes are required during class sessions.

HLTH 203L is the clinical application of the principles of exercise theory. By using lab simulation and role playing of actual clinical situations the student will use knowledge from HLTH 203 lecture 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 treatments plans will be stressed. The course will introduce the applications 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 acute, sub acute and chronic stages of healing will be included.

Upon successful completion of HLTH 203L the student should be able to:

- Demonstrate competency in the presented therapeutic exercises applications as laid out in the Clinical Performance Indicator skill sheets and American Physical Therapy Association (APTA): Guide to Physical Therapist (PT) practice. Exercise interventions may include range of motion (ROM), Stretching, Strengthening, Aerobic, Endurance, Neuromuscular facilitation and inhibition and Functional activities.
- Design and demonstrate appropriate exercise techniques to address the goals of treatment as indicated in a written treatment plan
- 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 appropriate progression of exercise programs.
- Present the safety factors, indications, contraindications and precautions as they apply to the presented exercise interventions during role-play scenarios.
- Identify and locate the joints and the musculoskeletal structures that are affected by the application of various types of exercise.
- Demonstrate patient positioning, draping and comfort as they address the treatment goals and the treatment plan.
- Demonstrate appropriate body mechanics in the application of treatment.
- Solve problems, think analytically and modify parameters as they relate to observed patient responses and conditions presented during simulation activities and competency exams
- Describe the physiological effects of the applied exercise techniques
- Explain exercise program or plan to simulated patient and families in an understandable and acceptable manner.
- Demonstrate and document effective teaching of a home exercise program.
- Document accurately in Subjective, Objective, Assessment, and Plan (SOAP) note form, patient positioning, equipment parameters and patient responses/progression to treatment intervention.
- Use approved terminology from the APTA: Guide to PT Practice.

### **HLTH 206 Massage (1)**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in ZOOL 141 and ZOOL 141L or BIOL 130 or equivalent or consent of instructor*

*Recommended Preparation: Credit or concurrent enrollment in ZOOL 141 and ZOOL 141L or BIOL 130 or equivalent or consent of instructor.*

HLTH 206 is a basic course in therapeutic massage techniques with significant manual skills practice in all areas of the body. Exposure to selected other massage techniques for diversity and cultural appreciation.

Upon successful completion of HLTH 206, the student should be able to:

- Perform a basic therapeutic massage to include effleurage, petrissage, and friction appropriately applied in sequence.
- Apply massage techniques appropriately to body parts in relation to desired physiologic effects.
- Recall and apply indications and contraindications for massage.
- Perform ethically and safely the therapeutic techniques.

*(Effective Spring 2004)*

### **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. May not be audited. 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)**

*3 hours lab per week*

HLTH 207 focuses on current physical therapy concepts related to the use of an aquatic medium for therapeutic and rehabilitative purposes.

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

- Apply an understanding of the physical properties of water to the design of effective pool treatment programs.
- Demonstrate knowledge of the body's physiological response to immersion in the therapeutic pool.
- Demonstrate knowledge of health and safety issues related to pool therapy.
- Demonstrate knowledge of principles of selected pool therapy techniques and effective application to specific patient problems.
- Demonstrate knowledge of available pool design options and pool therapy equipment for conducting a pool therapy program.
- Demonstrate knowledge of adapted swimming techniques and wheelchair athletics.
- Integrate dry land stabilization exercises with aquatic physical therapy techniques.

*(Effective Spring 2005)*

### **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 for prerequisites*

*Recommended Preparation: HLTH 290; HLTH 290L; experience or knowledge in therapeutic exercise*

*Comment: Letter grade only. May not be taken for credit/no credit. 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 \$25.00. Students must also pay a liability insurance fee of approximately \$15.00.*

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.

*(Effective Fall 2004)*

### **HLTH 236 Fundamentals of Assistive Technology (3)**

*3 hours lecture per week*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit. Appropriate for individuals interested in healthcare professions or education.*

HLTH 236 explores various categories of assistive technology including seating and positioning, switches, low technology devices, environmental control units and augmentative communication utilized by clients with physical disabilities. Students will become familiar with specific physical disabilities, terminology, regulations, and the roles of team members relating to the provision of assistive technology. Students will also examine community resources and funding mechanisms.

Upon successful completion of HLTH 236, the student should be able to:

- Identify specific conditions and symptoms of clients who would benefit from assistive technology use.
- Define basic terminology associated with assistive technology and the roles of various members on the assessment team to gain an awareness of referring clients to specialists for consultation and intervention.
- Select data for screening and evaluation of clients with various assistive technology needs.
- Develop basic knowledge of direct and indirect access methods, types and use of switches, as well as, augmentative communication choices and apply the knowledge to case studies that facilitate compensatory strategies when desired life tasks cannot be performed.
- List a variety of low-technology assistive devices and be able to adapt the environment, tools, materials and occupations to meet the needs of the client within their sociocultural context.
- Develop a basic knowledge of the types of powered wheelchairs, manual wheelchairs, and environmental control units to be able to modify intervention approaches that reflect the changing needs of clients in case studies.
- Select professional literature to make informed practice decisions as it pertains to assistive technology including information from the internet.
- Give examples of community resources and funding sources for assistive technology and identify how documentation ensures accountability of service provision and meets standards for reimbursement.

### **HLTH 250 Basic Cardiac Arrhythmias (3)**

*3 hours lecture per week*

*Prerequisite(s): BIOL 130 or ZOOL 141; ZOOL 142*

*Comment: This course is cross-listed as RESP 215*

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:

- Discuss and diagram the electrical conduction system of the heart.

- Recognize/identify and measure waves, intervals, rhythms and rates.
- Identify and discuss the sinus rhythms with and without atrial arrhythmias.
- Discuss fibrillation and cardioversion.
- Discuss junctional rhythm and identify junctional arrhythmias.
- Analyze and classify supraventricular tracings by specific names.
- Identify 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.
- Discuss artificial pacemakers and their rhythms.
- Interpret mixed tracings.

### **HLTH 252 Pathophysiology (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 130 or both ZOOL 141 and ZOOL 142; a grade of "C" or higher in HLTH 110 or HLTH 125; a grade of "C" or higher in HLTH 160*

*Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

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:

- Demonstrate understanding of the structural and functional reactions of cells and tissues to injurious agents.
- Discuss genetic and environmental factors causing disease.
- Explain the body's normal and altered responses to disease processes.
- Relate clinical case studies to understanding of disorders of organs and systems.
- Apply knowledge of clinical manifestations and treatment of cancer in children and adults to clinical cases.
- Demonstrate understanding of neurology dysfunction and alterations of neurologic function in adults and children.
- Explain manifestations and control of alterations of hormonal regulation in adults and children.
- Relate specific disorders to etiologic agents and effects.
- Demonstrate understanding of alterations of hematologic functions in adults and children.
- Discuss types of alterations of cardiovascular function and effects in adults and children.
- Demonstrate understanding and knowledge of clinical implications of respiratory diseases in adults and children.
- Explain various disorders of the urinary system in terms of structure and function.
- Relate alterations of digestive function in adults and children to clinical cases.
- Demonstrate understanding of disorders of the musculoskeletal system in adults and children.
- Discuss alterations and disorders of the integument in adults and children.

### **HLTH 270 Aging and Rehabilitation (1)**

*1 hour lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in ZOOL 141 or BIOL 130 or equivalent, or consent of instructor*

HLTH 270 provides an overview of age-related topics for health care providers.

Upon successful completion of HLTH 270, the student should be able to:

- Identify the normal developmental changes of aging.
- Discuss introductory concepts of geriatrics and gerontology.
- Identify pathological changes associated with aging.
- Discuss issues in health care and rehabilitation of the elderly.
- Identify and discuss principles of rehabilitation strategies used to resolve geriatric health problems.

*(Effective Spring 2004)*

### **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. May not be audited. 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 (2)**

*2 hours lecture per week*

*Prerequisite(s): BIOL 130 or ZOOL 141 and ZOOL 142*

HLTH 280 is a study of disease and disability in the human body with emphasis on conditions commonly treated in physical therapy. This course will include: a review of the disease and healing processes; review on the structure and function of the body systems; etiology, pathogenesis, clinical manifestations, prognosis, and clinical management of diseases and disabilities commonly seen in physical therapy; brief discussion of physical therapy intervention and the role of the P.T.A. in the patient's care.

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

- Identify the general causes of disease.
- Explain the responses of the cell to stress.
- Discuss the rheumatic diseases discussed in class in terms of their etiology, symptoms and medical management.

- Discuss the mechanism of injury, clinical course and medical management for commonly seen injuries to the skeletal system as discussed in class.
- Define spondylosis, spondylolisthesis, osteophytes, and chondromalacia patellae.
- Discuss in terms of etiology, symptoms and medical management: fibrositis, bursitis, tendonitis, sprains, epicondylitis, synovitis, dislocations, osteomyelitis and avascular necrosis.
- Explain the possible pathologies of the intervertebral disc and the cervical and lumbar spine.
- Define scoliosis and describe its medical management.
- Discuss the group of diseases called polymyositis and describe its etiology, clinical course and medical management.
- Differentiate between muscular atrophy and dystrophy and describe the common types of atrophic and dystrophic diseases of the muscle.
- Discuss the disease classified as myotonias by describing their etiology and clinical manifestations.
- Discuss the classification and healing process of a muscle strain.
- Describe the common pathologies of the blood vessels that were discussed in class and their medical management.
- Discuss the structure and function of the respiratory system.
- List and explain ventilation pathologies of a neurological origin.
- Explain common restrictive respiratory disorders that were discussed in class.
- Discuss the etiology and medical management of the obstructive respiratory disorders discussed in class.
- Trace the development of respiratory failure.
- List and define four pulmonary volumes and four pulmonary capacities and describe their significance.
- Identify the benefits of rehabilitation in the treatment of various medical conditions and trauma with a focus on musculoskeletal conditions such as the selected pathologies of the spine, related soft tissues and the joints of the body.
- Identify the relationship of organ systems to each other and the role of one system to another in selected trauma and medical conditions presented in this course: integumentary, musculoskeletal, cardiopulmonary, circulatory, psychological, genitourinary, gastrointestinal, obstetrics, gynecological.
- Discriminate between cardiac conditions and cardiopulmonary disorders such as myocardial infarction, angina, CHF, tuberculosis, COPD and respiratory failure as presented in this course.
- Define oncology, metabolic disorders such as diabetes and chronic fatigue syndrome, blood borne pathogens such as HIV, AIDS, hemophilia and other infectious diseases presented in this course.
- Identify pharmaceutical treatments for conditions presented in the course.
- State the psychological components affecting rehabilitation to include: schizophrenia, paranoia, depression, bipolar disorder, defense mechanisms, death and dying, stages of adjustment to disability.

### HLTH 290 Kinesiology (2)

*2 hours lecture per week*

*Prerequisite(s): Both BIOL 130 and BIOL 130L, or both ZOOL 141 and credit or concurrent enrollment in ZOOL 142, or higher level human anatomy and physiology course*

*Corequisite(s): HLTH 290L*

*Recommended Preparation: PHYS 100; PHYS 100L*

HLTH 290 focuses on the principles of kinesiology. Included will be body mechanics, alignment, skeletal and muscular system for head, neck, trunk, upper and lower extremities, with exposure to biomechanical principles and nervous system structure and function as they relate to kinesiology principles for the P.T.A.

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

- Classify the joints of the body according to structure.
- Name and define the orientation planes of the body and the axes of motion.
- Describe the structure and properties of skeletal muscle.
- Define the following terms: muscle fiber, slow twitch, fast twitch, fasciculus, A band, I band, myosin, and thin and thick filaments.
- Describe and diagram the events in the motor unit that lead to muscular contraction including: conduction of an impulse along the axon action at the myoneural junction reaction of the muscle fiber.
- Describe the means by which muscle attaches to bone.
- Classify muscles according to fiber arrangement as longitudinal, quadrilateral, triangular, fusiform, penniform, bipenniform, multipenniform, and relate it to its function.
- Recall the insertions, actions and level class for all the skeletal muscles in the human body.
- Define and explain what kinesiology is and why it is an important area of study for the physical therapist assistant.
- Discuss essential concepts in the study of kinesiology/pathokinesiology.
- Explain the concept of body mechanics and body alignment, the principles involved and the purpose for evaluation.
- Classify the joints of the body according to structure and explain the relationship between structure and capacity for movement.
- Name the factors contributing to joint ROM and stability.
- Define types of muscle contraction as: concentric, eccentric, static, isometric, isotonic and isokinetic.

*(Effective Spring 2004)*

### HLTH 280 Disease and Disability for Rehabilitation (2)

*3 hours lecture per week for 10 weeks*

*Prerequisite(s): A grade of "C" or higher or concurrent enrollment in BIOL 130, or a grade of "C" or higher or concurrent enrollment in ZOOL 141, or a grade of "C" or higher or concurrent enrollment in equivalent or higher-level human anatomy and physiology course.*

*Recommended Preparation: BIOL 130L or ZOOL 141L*

*Comment: Letter grade only. May not be audited. 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 excluding neurology and pediatrics, which are covered in separate courses. This course includes a 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 musculoskeletal system to all pathology of the human body. Brief discussions of physical therapy interventions and other rehabilitation services as appropriate for 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 as presented in the course.

- Define the roles that a muscle can play during movement including: prime mover, agonist, antagonist, synergist and stabilizer.
- Define and diagram the functioning of the neuromuscular system during reflex movement.
- Define movements in the extremities and trunk in terms of joint structure, axes of motion and muscle contraction and interactions.
- Identify common substitution which may occur during activity or exercise.
- Describe the following mechanical principles in terms of human movement: levers, angle of pull, force, Newton's Laws and equilibrium.

*(Effective Spring 2004)*

### **HLTH 290 Kinesiology (2)**

*2 hours lecture per week*

*Prerequisite(s): Both BIOL 130 and BIOL 130L, or both ZOOL 141 and credit or concurrent enrollment in ZOOL 142 or higher level human anatomy and physiology course*

*Corequisite(s): HLTH 290L*

*Recommended Preparation: PHYS 100; PHYS 100L*

*Comment: Letter grade only. May not be audited. 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 convert it to layman's terms.

### **HLTH 290L Kinesiology Lab (1)**

*3 hours lab per week*

*Prerequisite(s): Both BIOL 130 and BIOL 130L, or both ZOOL 141 and credit or concurrent enrollment in ZOOL 142, or higher level human anatomy and physiology course*

*Corequisite(s): HLTH 290*

*Recommended Preparation: PHYS 100; PHYS 100L*

HLTH 290L focuses on the principles of kinesiology. Included will be body mechanics, alignment, skeletal and muscular system for head, neck, trunk, upper and lower extremities, with exposure to biomechanical principles and nervous system structure and function as they relate to kinesiology principles for the P.T.A.

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

- Classify the joints of the body according to structure.
- Name and define the orientation planes of the body and the axes of motion.
- Describe the structure and properties of skeletal muscle.
- Describe the means by which muscle attaches to bone.
- Classify muscles according to fiber arrangement and relate it to its function.
- Recall the insertions, actions and level class for all the skeletal muscles in the human body.
- Demonstrate concepts of body mechanics and body alignment, the principles involved and the purpose for evaluation.
- Classify the joints of the body according to structure and explain the relationship between structure and capacity for movement.
- Identify the factors contributing to joint ROM and stability.
- Define types of muscle contraction.
- Define the roles that a muscle can play during movement.
- Define movements in the extremities and trunk in terms of joint structure, axes of motion and muscle contraction and interactions.
- Identify common substitution which may occur during activity or exercise.
- Describe mechanical principles in terms of human movement.

*(Effective Spring 2004)*

### **HLTH 290L Kinesiology Lab (1)**

*4 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in BIOL 130 and BIOL 130L, or credit or concurrent enrollment in ZOOL 141 and ZOOL 141L, or credit or concurrent enrollment in equivalent or higher level human anatomy and physiology course.*

*Corequisite(s): HLTH 290*

*Recommended Preparation: PHYS 100; PHYS 100L or PHYS 122 ;PHYS 122L*

*Comment: Letter grade only. May not be audited. 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 convert it to layman's terms.

## HISTORY

### **HIST 151 World Civilizations I (3) KCC AA/FGA (formerly AA/WC) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100*

HIST 151 is an interpretive survey of the development of civilizations from prehistoric times to the 16th century.

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

- Distinguish the 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.
- Discuss 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.
- Discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history.

### **HIST 152 World Civilizations II (3) KCC AA/FGB (formerly AA/WC) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100*

*Recommended Preparation: Completion of HIST 151*

HIST 152 is an interpretive survey of the development of civilizations from the 16th century to the present.

Upon successful completion of HIST 152, the student should be able to:

- Distinguish the 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.
- Discuss 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.
- Discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history.

### **(Effective Fall 2004)**

### **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: This course 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 (formerly AA/AH2) 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 (formerly AA/AH2) 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  
(formerly AA/AH2) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 109, ENG 160 or ESL 100*

*Recommended Preparation: HIST 151*

HIST 241 is a survey of South, Southeast, and East Asian civilizations from their earliest development to 1600.

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

- Describe common and regional characteristics of Asian civilizations shaped by geographic and climate conditions.
- Trace the development of major Asian political entities and discuss their significance in regional and world history.
- Distinguish among and describe major Asian philosophical and religious traditions, value systems and institutions, and explain their role in Asian civilizations.
- Analyze patterns of contact and exchange, conflict and accommodation of various Asian peoples among themselves and with outside groups and explain the impact of these relationships on Asian societies.
- Describe and acknowledge the creative genius of Asian civilizations expressed through their arts, literature, intellectual discoveries and technological innovations.
- Evaluate factors that have contributed to the continuity and persistence of aspects of Asian cultures and lifestyles.

**HIST 242 Civilizations of Asia II (3) KCC AA/DH  
(formerly AA/AH2) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 109, ENG 160 or ESL 100*

*Recommended Preparation: HIST 152.*

HIST 242 is a continuation of HIST 241. Survey of South, Southeast, and East Asian civilizations from 1600 to the present.

Upon successful completion of HIST 242, the student should be able to:

- Describe common and regional characteristics of Asian civilizations shaped by geographic and climate conditions.
- Trace the development of major Asian political entities from 1600 and discuss their significance in regional and world history.
- Distinguish among and describe major Asian philosophical and religious traditions, value systems and institutions, and explain their role in helping and hindering the development of modern Asian civilizations.
- Analyze patterns of contact and exchange, conflict and accommodation of various Asian peoples among themselves and with Western powers from 1600 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 (formerly AA/AH2) and KCC AS/AH**

*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 (formerly AA/AH2) 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 (formerly AA/AH2) 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 (formerly AA/AH2) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100*

*Recommended Preparation: HIST 152; HWST 107 or HAW 101*

HIST 284 will survey the origins and evolution of ancient Hawaiian society and culture, the rise of the Hawaiian monarchy, 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 ancient Hawaiians' 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 Hawai'i 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 such as the Hawaiian Renaissance, recent land struggles and Hawaiian sovereignty.

*(Effective Spring 2004)*

### **HIST 284 Hawaiian History (3) KCC AA/DH (formerly AA/AH2) and KCC AS/AH**

*Prerequisite(s): ENG 100, ENG 160 or ESL 100*

*Recommended Preparation: HIST 152; HWST 107 or HAW 101*

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 Hawai'i 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 (formerly AA/AH2) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100*

*Recommended Preparation: HIST 151 or HIST 152*

HIST 288 focuses on development from first settlement to modern times: early settlement, culture contact, colonization, decolonization, contemporary problems.

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

- Demonstrate an understanding of Pacific Islands geography and of the impact of the environment upon history.
- Explain themes in the settlement of the Pacific Islands, and in the ancient history of Polynesia, Melanesia, and Micronesia.
- Demonstrate knowledge about culture contact among native island peoples and with outsiders.

- Explore cultural change and cultural persistence in various island communities.
- Show knowledge of colonization and decolonization in several Pacific Islands.
- Demonstrate working knowledge of contemporary problems in the Pacific.
- Discuss orally and in writing themes and problems in Pacific Islands history.

*(Effective Spring 2004)*

### **HIST 288 Survey of Pacific Islands History (3) KCC AA/DH (formerly AA/AH2) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100*

*Recommended Preparation: HIST 151 or HIST 152*

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:

- Demonstrate an understanding of the geography of Oceania and 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.
- Demonstrate knowledge of 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.
- Demonstrate working knowledge of contemporary issues in Oceania.
- Access and retrieve information using electronic media.

## **HONORS**

### **Honors sections of courses (3)**

*3 lecture hours per week - will be 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 A.A. and A.S. 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 Honors program*

*Course may be repeated for a maximum of 9 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, students 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.

## HUMANITIES

### HUM 269V Study Abroad (Designated Region, Variable Credit) KCC AA/DH (formerly AA/AH2) 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 269V is an on-site study of designated society's values, arts, and culture.

Upon successful completion of HUM 269V, 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 SCIENCE

### ICS 100 Computing Literacy and Applications (3) (formerly KCC AA/NS3) and KCC AS/NS

*3 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in ENG 22 or qualification for ENG 100 or higher level English; qualification for MATH 24 or higher level mathematics.*

*Recommended Preparation: Keyboarding experience*

ICS 100 is a nontechnical introduction to computers and their uses in society, in business, and in the home environment. ICS 100 provides the knowledge essential to a computer literate functioning member of society. Students will increase their understanding of the history of computers, basic information processing cycle, access and dissemination of information via the World Wide Web, and how computer technology affects the world in which we live. The course includes hands-on experience with computer and Internet applications such as word processing, spreadsheet, and e-mail. In addition, computer operating systems (OS) such as Windows 95/98/NT/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 100, the student should be able to:

- Describe the use of information technology in the world.
- Describe the evolution of information technology.
- Explain the basic features and operations of hardware and software in a computer system.
- 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.

- Produce writing assignments with a word processor.
- Implement accounting worksheets that require the use of a spreadsheet program.
- Communicate through electronic mail.
- Participate in a "threaded" Web discussion
- Search for materials on the Internet via a WWW browser.
- Identify and analyze ethical and social issues.
- Use File Transfer Protocol to download/upload files through the Internet.
- Produce simple electronic presentations.
- Present a balanced discussion of the positive and negative aspects of the Information Age.

**(Effective Fall 2004)**

**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 A.S. 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.

**(Effective Fall 2004)**

**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 A.S. 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.

**(Effective Fall 2004)**

**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 fulfill the Natural Science requirement for an A.S. 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.

**(Effective Fall 2004)**

**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 A.S. 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 Tools for the Information Age (3) (formerly KCC AA/NS3)

3 hours lecture per week

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 103 or higher level mathematics.*

*Recommended Preparation: Keyboarding experience*

ICS 101 examines the utilization of major application packages as tools in business problem-solving. The following application tools will be covered: word processing, spreadsheets, charting, presentations, email, FTP, Web browsers, and Web pages. In addition, computer operating systems(OS) such as Windows 95/98/NT/ME/2000/XP will be covered to provide the student with the navigational skills required to be functional on the computer. Students will use the OS and application tools to solve problems. Hands-on experience is provided on the computer. This course satisfies UH Manoa's College of Business Administration's computer competency requirement. It is also a requirement for the Biology and Botany Department at UHM.

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

- Understand computer terminology.
- Understand application specific terminology.
- Use operating system utilities and commands to run programs and to perform file management.
- Use a word processor to produce documents and to perform simple desk top publishing.
- Use a spreadsheet to present numeric information, to do analysis, and to graph data.
- Use presentation software to communicate effectively with an audience.
- 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.
- Create a Web page using a basic html editor.
- Integrate the output of a spreadsheet into a word processor.
- Solve business problems using application programs.
- Understand the impact of computers in society.
- Understand the concept of networking and communications.
- Understand the concept of a simple program.

*(Effective Spring 2004)*

### ICS 101 Tools for the Information Age (3) (formerly KCC AA/NS3)

3 hours lecture per week

*Prerequisite(s): Qualification for ENG 100 and MATH 103 or higher level mathematics.*

*Recommended Preparation: Keyboarding experience*

ICS 101 examines the utilization of major application packages as tools in business problem-solving. The following application tools will be covered: word processing, spreadsheets, charting, databases, presentations, email, FTP, Web browsers, and Web pages. In addition, computer operating systems(OS) such as Windows 95/98/NT/ME/2000/XP will be covered to provide the student with the navigational skills required to be functional on the computer. Students will use the OS and application tools to solve problems. Hands-on experience is provided on the computer. This course satisfies UH Manoa's College of Business Administration's computer competency requirement. It is also a requirement for the Biology and Botany Department at UHM.

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

- Discuss issues and concepts related to computer terminology.
- Discuss the use of common business applications using specific terminology.
- Use operating system utilities and commands to run programs and to perform file management.
- Use a word processor to produce documents and to perform simple desk top publishing.
- Use a spreadsheet to present numeric information, to do analysis, and to graph data.
- Use a database to both view and enter data.
- Use presentation software to communicate effectively with an audience.
- 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.
- Create a Web page using a basic html editor.
- Integrate the output of a spreadsheet into a word processor.
- Solve business problems using application programs.
- Discuss the impact of computers in society.
- Discuss the concept of networking and communications.
- Discuss the concept of a simple program.

### 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 world-wide 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 111 Introduction to Computer Science I (3) (formerly KCC AA/NS3) and KCC AS/NS

3 hours lecture per week

*Prerequisite(s): Qualification for ENG 100 or ESL 100; qualification for MATH 135; ICS 101 or consent of instructor*

ICS 111 is an introductory course in computer programming utilizing the Java programming language. This course is designed for Computer Science majors and all others interested in a first course in programming. The goal of ICS 111 is to introduce the basic concepts of computer programming, such as algorithms,

software design, object orientation, debugging, and testing. Algorithm development and structured programming techniques are emphasized. Basic constructs common to modern programming languages, such as constants, variables, conditionals, iteration, arrays, objects, methods, classes, and packages are covered.

Upon successful completion of ICS 111, 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 in describing the steps the computer is to take to carry out a problem solution.
- Work with arrays in searching and sorting applications.
- Work with strings.
- Write, test, and debug elementary programs.
- Write methods that may return values and include parameters.
- Work with objects, classes, and packages.
- Write simple recursive algorithms and programs.

### ICS 141 Discrete Mathematics for Computer Science I (3) KCC AA/FS

*3 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in ICS 111; credit or concurrent enrollment in MATH 205*

ICS 141 covers logic, sets, functions, matrices, algorithmic concepts, mathematical reasoning, counting techniques, probability theory, relations, equivalences, partial orders, basic graphs, and tree concepts.

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.
- Some elementary problems of relations, equivalences, and partial order.
- Understand graph terminology.
- Understand tree terminology.

### ICS 211 Introduction to Computer Science II (3) (formerly KCC AA/NS3)

*3 hours lecture per week*

*Prerequisite(s): ICS 111; credit or concurrent enrollment in ICS 141*

ICS 211 completes the coverage of material that is considered fundamental to a beginning student in computer science. The major areas emphasized are advanced features of programming languages, program correctness, algorithms for searching and sorting, data structures, including lists and binary trees, and introduction to the theory of computation. The programs are implemented in a structured language. The course meets the Association for Computing Machinery CS 2 course standards.

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

- Use structured, top-down strategies for developing large effective programs by applying software engineering principles of design, coding and testing.

- Use pointers and records to create and work with essential data structures such as linked lists, stacks queues, and binary trees.
- Use complex recursive definitions and algorithms.
- Utilize a systematic approach to analyze complex algorithms in terms of space-time tradeoffs and to determine order of magnitude.
- Prove the correctness of a simple algorithm.
- Discuss future topics in the study of computer science.

### ICS 212 Program Structure (3)

*3 hours lecture per week*

*Prerequisite(s): ICS 211 (may NOT be taken concurrently.)*

ICS 212 focuses on program organization paradigms, programming environments, implementation of a module from specifications, C and C++ programming languages. This is a programming intensive course-students are expected to spend at least two hours outside of class writing and checking programs for every hour spent in class, and are expected to have at least six programming assignments spread throughout the semester. At least half of the programming assignments are to be done in the UNIX environment.

Upon successful completion of ICS 212, 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.
- Demonstrate the effective use of programming tools and programming environments on UNIX and PC platforms.

### ICS 241 Discrete Mathematics for Computer Science II (3) KCC AA/FS

*3 hours lecture per week*

*Prerequisite(s): ICS 111; ICS 141*

ICS 241 covers recursive algorithms, program correctness, structured programs, graph theory, trees and their applications, probability theory, Boolean algebra, introduction to formal languages and automata theory.

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

- Use recursive algorithms.
- Understand concept of program correctness.
- Use graphs, paths, cycles and trees.
- Solve problems in elementary probability.
- Use boolean algebra to realize logic circuits.
- Understand basic concepts of formal languages and automata theory.

## INTERDISCIPLINARY STUDIES

*(Effective Fall 2004)*

### 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 if the non-traditional career opportunities available in Hawaii 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 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.

*(Effective Fall 2004)*

### **IS 116 Student Success (3)**

*3 hours lecture per week*

*Prerequisite(s): Recommended Preparation: ENG 22 or instructor recommendation.*

IS 116 serves as an orientation to the college experience for first year college students. It seeks to connect students to their historical, contemporary and future communities. Students identify tentative short and long-range personal, college and career goals, while experiencing the process of writing and revising an educational plan. Students document daily activities as they develop their critical thinking and learning skills.

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

- Identify tentative short and long-range personal and college goals, and prepare an Educational Plan to meet those goals.
- List college facilities, policies, programs and services that can assist in achieving educational goals.
- Re-evaluate and revise short and long-range personal and college goals and revise an Educational Plan to meet those goals.
- Use college level note-taking, critical reading, test taking, memory and concentration techniques.
- Use time management, 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.

## **INFORMATION TECHNOLOGY**

### **ITS 102 Information Technology Tools for Business (3)**

*3 hours lecture per week*

*Prerequisite(s): ICS 100 or equivalent; credit or concurrent enrollment in ITS 103; credit or concurrent enrollment in ENG 22 or qualification for ENG 100 or ENG 160; credit or concurrent enrollment in MATH 25 or qualification for MATH 103 or higher level mathematics.*

*Recommended Preparation: Keyboarding experience*

ITS 102 builds on the IT majors' 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:

- Understand the importance of working in teams in business.
- Work within a team setting to solve a business problem using appropriate IT tools.
- Use presentation software to communicate effectively with an audience.
- Use diagramming software to illustrate logical processes.
- Use a spreadsheet to solve financial problem collaboratively.
- Use Web design tools to create a simple Web page.
- Create a simple database using database management system software.
- Query a database based on business requirements.
- Understand numbering systems such as binary and hexadecimal and simple logical operators.

*(Effective Spring 2004)*

### **ITS 102 Information Technology Tools for Business (3)**

*3 hours lecture per week*

*Prerequisite(s): IT Skills Placement Test; a grade of "C" or higher in ICS 100 or equivalent; credit or concurrent enrollment in ENG 22 or qualification for ENG 100 or ENG 160; credit or concurrent enrollment in MATH 25 or qualification for MATH 103 or higher.*

ITS 102 builds on the IT 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 IT tools.
- Use presentation software to communicate effectively with an audience.
- Use diagramming software to illustrate logical processes.
- Use a spreadsheet to solve financial problem 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 103 Introduction to the Programming Process (3)**

*3 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in ITS 102; credit or concurrent enrollment in ENG 22 or qualification for ENG 100 or ENG 160; credit or concurrent enrollment in MATH 25 or qualification for MATH 103 or higher level mathematics*

ITS 103, the first course in programming, emphasizes the initial development of problem solving and logical skills in a business computing environment. Algorithms including flowcharts and programs are designed and implemented in the structured procedural style. Basic debugging and documentation techniques are also covered.

Upon successful completion of ITS 103, 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

*(Effective Spring 2004)*

### **ITS 103 Introduction to the Programming Process (3)**

*3 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in ITS 102 or ICS 101; credit or concurrent enrollment in ENG 22 or qualification for ENG 100 or ENG 160; and credit or concurrent enrollment in MATH 25 or qualification for MATH 103 or higher*

ITS 103, the first course in programming, emphasizes the initial development of problem solving and logical skills in a business computing environment. Algorithms including flowcharts and programs are designed and implemented in the structured procedural style. Basic debugging and documentation techniques are also covered.

Upon successful completion of ITS 103, 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 104 Introduction to Networking and Security (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 102; ITS 103 or EBUS 101; qualification for ENG 100 or ENG 160; qualification for MATH 103 or higher level mathematics*

ITS 104 provides students with an overview of essential networking concepts, terminology and skills. The course gives students a fundamental understanding of the technological, business and legal issues related to a networked organization. The course further introduces the student to security concepts such as cryptography, digital signatures, key management and authentication.

Upon successful completion of ITS 104 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
- Identify the elements of and uses for a computer network.
- Identify the prominent networking standards organizations.
- Explain the purpose and services of the OSI model.
- Identify the characteristics of popular networking protocols such as TCP/IP, IPX/SPX, NetBIOS and AppleTalk.
- Demonstrate an understanding of addressing schemes used by 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.
- Understand and use common TCP/IP tools such as PING, TELNET and DNS.

- Discuss issues relating to network maintenance, integrity and security.
- Demonstrating an understanding of Intranets, Extranets, and Virtual Private Networks.
- Demonstrating an understanding of the business and legal principles related to an electronic commerce transaction.
- Demonstrating an understanding of information security technologies such as cryptography, digital signatures, key management and authentication.

*(Effective Spring 2004)*

### **ITS 104 Small Business Networking (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 102 or ICS 101; ITS103 or EBUS101*

*Comment: This course may require hardware/software supplies for hands-on activities up to \$50.00.*

ITS 104 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 104 the student should be able to:

- Work effectively in teams
- Make presentations using whiteboard, flip chart, power point, and/or web page
- Identify the elements of and uses for a computer network in a small business.
- Identify the prominent networking standards organizations.
- Use 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.
- Explain 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.
- Define information security technologies such as cryptography, digital signatures, key management and authentication.

### **ITS 113 Introduction to SQL and Database Design**

**(3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 102; ITS 103 or EBUS 101; qualification for ENG 100 or ENG 160; qualification for MATH 103 or higher level mathematics*

ITS 113 is an introduction to Structured Query Language (SQL) and database design. The course covers client/server 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 database design and 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, manipulating a database using the appropriate information technology tools.

Upon successful completion of ITS 113, 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
- Demonstrate an understanding of the concept of a relational database
- Demonstrate an understanding of the common database terminology such as tables, records, fields, keys, views and relationships
- Demonstrate an understanding of the database design process
- Demonstrate an understanding of the 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
- Identify and describe the main features of three primary types of models upon which databases are built: hierarchical, network, and relational
- Use Structured Query Language to manipulate data
- Demonstrate an understanding of SQL standards
- Design simple relational database with proper documentation
- Create a database schema

*(Effective Spring 2004)*

### **ITS 113 Introduction to SQL and Database Design (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 102 or ICS 101; ITS 103 or EBUS 101*

ITS 113 is an introduction to Structured Query Language (SQL) and database design. 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 database design and 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 113, 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
- Identify and describe the main features of three primary types of models upon which databases are built: hierarchical, network, and relational
- 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
- Make a presentation using whiteboard, flip chart, power point, and/or Web pages.



**ITS 118 Visual Basic for Business Applications (3)***3 hours lecture per week**Prerequisite(s): ITS 102; ITS 103; MATH 25 or qualification for MATH 103 or higher level math; ENG 22 or qualification for ENG 100 or ENG 160*

ITS 118, the second course in programming, introduces program development of business applications. Event-driven programming and object concepts are covered.

Upon successful completion of ITS 118, the student should be able to:

- Explain the concept of event-driven programming.
- Explain the basic concepts of objects.
- Solve business application problems using event-driven programming and objects.
- Write, test, and debug event-driven programs.
- Document event-driven programs.

**ITS 151 Applied Database Programming Using Visual Basic (3)***3 hours lecture per week**Prerequisite(s): ITS 113; ITS 118; BUS 100; ENG 160; EBUS 220; ACC 101 or ACC 201*

ITS 151 is a course in developing interactive Database Management Systems (DBMS) using Visual Basic. This requires experience with Visual Basic programming in an interactive mode. Application requirements are explained through presentation of a set of data structures, or logical schema, for sample applications. Structured programming techniques, good programming style, and event-driven programming are emphasized. Students will develop complete event-driven menu-based database systems.

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

- Demonstrate an understanding of structured program design and methodologies.
- Develop database programs using Visual Basic.
- Develop program modules that perform multiple-file references and updates.
- Prepare program modules that perform string processing.
- Develop program modules that perform interactive processing and include user interaction through menus, prompts, and other screen presentations.
- Use the modern design and database access tools of Visual Basic.
- Prepare and use an online help system for a program under development.
- Understand and create event-driven processes.

**ITS 155 COBOL (3)***3 hours lecture per week**Prerequisite(s): ITS 102; 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 157 Web Site Development (3)***3 hours lecture per week**Prerequisite(s): ENG 160; ITS 118; ITS 104; ITS 113; EBUS 220; BUS 100; ACC 101 or ACC 201*

ITS 157 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

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

- Discuss the history of the Internet.
- Define the Internet.
- Understand 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 193 Information Technology Internship (3)***1 hour lecture/8 hours practicum per week**Prerequisite(s): BUS 100; ENG 160; consent of department chairperson or program coordinator*

ITS 193 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. Offers the opportunity to develop workplace soft skills as well as technical skills.

Upon successful completion of ITS 193, 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.
- Demonstrate the understanding of overall competencies, such as analyzing or describing 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.
- Demonstrate workplace ethics, behavior, team work and interpersonal relations that meet industry standards for the ITS course of study.
- Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.

*(Effective Fall 2004)*

### **ITS 193 Information Technology Internship (3)**

*1 hour lecture/8 hours practicum per week*

*Prerequisite(s): BUS 100; credit or concurrent enrollment in ITS 151; credit or concurrent enrollment in ITS 155; credit or concurrent enrollment in ITS 157.*

*Comment: Letter grade only. May not be taken for credit/no credit. May not be audited.*

ITS 193 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, Information Technology program content and the availability of jobs are considered when making practicum assignments. ITS 193 offers the opportunity to develop workplace soft skills as well as technical skills.

Upon successful completion of ITS 193, 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 Information Technology course of study.
- Demonstrate workplace ethics, behavior, team work and interpersonal relations that meet industry standards for the Information Technology course of study.
- Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.

### **ITS 215 Network Administration (3)**

*Prerequisite(s): ITS 104; consent of department chairperson or program coordinator.*

In ITS 215, students will learn how to oversee the operation of a local area network. They will learn to manage the hardware and software as well as how to set up users, directories, and security. They will learn how to use higher-level system management features of a network operating system, including performance optimization, advanced printing, remote management, protocol support, and preventive maintenance. They will learn these skills through lecture sessions, exercises, hands-on training, and team projects.

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

- Identify the responsibilities entailed in system management.
- Organize an effective network structure and carry out those responsibilities effectively on a local area network.
- Demonstrate hands-on proficiency with the file server tasks.
- Use the network operating system documentation and reference materials efficiently.

### **ITS 220 (Alpha) Topics in Network Technologies (3)**

*3 hours lecture per week and 6-9 hours per week of assignment directed hands-on computing activities*

*Prerequisite(s): ITS 104; ENG 160; BUS 100; consent of department chair or program coordinator*

ITS 220 presents network technology topic(s) which 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, the student should be able to:

- Describe its history.
- Define its terminology.
- Describe its concepts and features.
- Understand the vocabulary of networking technology.
- Understand the hardware and software components required for data communications and how they are related.
- 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.

*(deleted effective Spring 2005)*

### **ITS 220B Topics in Networking Technologies - Network Management and Planning (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 104; ENG 160; BUS 100; consent of department chair or program coordinator*

ITS 220B gives students theoretical and hands-on exposure to computer network systems used in current business environments. Students will study the terminology, features, planning, installation, administration, troubleshooting and maintenance of popular network systems. This course covers advanced networking topics and is designed as a continuation of an introductory networking course.

Upon successful completion of ITS 220B, for the networking technology(s) chosen, the student should be able to:

- Define common networking terms for LANs and WANs.
- Establish parameters necessary to share resources on a network.
- Define the communication devices that communicate at each level of the OSI model.
- Describe the characteristics and purpose of the media used in common networks.
- Evaluate and plan network configurations for various situations.
- Select the appropriate transmission media, topology, protocols and connectivity devices for various networks.
- List the characteristics, requirements, and appropriate situations for WAN connection services.
- Choose an administrative plan to meet specific needs, including performance management, account management and security.
- Choose a disaster recovery plan for various situations.
- Install and configure a common Network Operating System, and resolve conflicts for network hardware.
- Implement appropriate naming schemes for all computers on a given network.
- Select the appropriate hardware and software tools to monitor trends in the network.

- Identify common errors associated with components required for communications.
- Diagnose and resolve common connectivity problems with cards, cables, and related hardware.
- Identify and resolve network performance problems.

*(deleted effective Spring 2005)*

### **ITS 220C Topics in Networking Technologies - Networking Essentials (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 104; ENG 160; BUS 100; consent of department chair or program coordinator*

ITS 220C provides students with an overview of essential networking concepts, terminology and skills. The program is intended to teach students the knowledge and skills needed to understand the functions and design of local area and wide area networks. This course will provide students with an opportunity to enter the workforce and/or to further their education and training in the computer networking field.

Upon successful completion of ITS 220C, the student should be able to:

- Identify the elements of and uses for a computer network.
- Identify the prominent networking standards organizations.
- Explain the purpose and services of the OSI model.
- Identify the characteristics of popular networking protocols including TCP/IP, IPX/SPX, NetBIOS and AppleTalk.
- Understand the addressing schemes used by 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.
- Understand the differences between LANs and WANs.
- Describe the various WAN transmission methods.
- Use common commands on various networking operating systems, including Windows and UNIX.
- Understand and use common TCP/IP tools such as PING, TELNET and DNS.
- Perform basic network troubleshooting using diagnostic software and hardware.
- Discuss issues relating to network maintenance, integrity and security.

*(deleted effective Spring 2005)*

### **ITS 220D Topics in Networking Technologies - Operating Systems (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 104; ENG 160; BUS 100; consent of department chair or program coordinator*

ITS 220D provides concepts and hands-on activities relating to the following networking topics: operating system theory, current PC operating systems, file systems, operating system installation and upgrading, peripheral device drivers, network connectivity, resource sharing over a network, and standard maintenance procedures.

Upon successful completion of ITS 220D, for the networking technology(s) chosen, the student should be able to:

- Describe the types of operating systems currently in use.
- Understand the functions of operating systems.
- Define general operating system terminology.
- Describe the basic features and characteristics of popular PC processors and their operating systems.

- Understand the basic functions and features of common file systems including DOS, UNIX, Windows and Macintosh.
- Install a operating system.
- Upgrade to a new operating system.
- Install peripheral devices and device drivers.
- Setup printer and file sharing on a network.
- Perform file system and disk maintenance.

### **ITS 220E Business PC system maintenance/support and OS installation (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 104*

*Comment: Hardware/software supplies for hands-on activities may cost up to \$50.00.*

ITS 220E 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 220E, the student should be able to:

- Describe the types of operating systems currently in use by businesses
- Understand the functions of operating systems
- Define general operating system terminology
- Describe the basic features and characteristics of PC processors and their operating systems
- Understand 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 220F Small Business Windows Server Administration (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 104; ITS 220E*

*Comment: Hardware/software supplies for hands-on activities may cost up to \$50.00.*

ITS 220F 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. ITS 220F will cover the following topics: overview of Windows Server and installation and configuration, including automated installation, remote installation, file systems, hard disk management, NTFS, 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, resiliency, network management, consoles, applications servers, web environment, FTP, web servers, IIS, and terminal services.

Upon successful completion of ITS 220F, 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 a Windows based server
- 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

### ITS 221 (Alpha) Topics in System Development (3)

*3 hours lecture per week and 6 - 9 hours per week of assignment directed hands-on computing activities.*

*Prerequisite(s): ITS 151; ITS 157; ENG 160; BUS 100; consent of department chair or program coordinator*

ITS 221 presents system development topics which may vary from 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 other emerging technologies.

Upon successful completion of ITS 221, for the technology(s) chosen, the student should be able to:

- Describe its history.
- Define its terminology.
- Describe its concepts and features.
- Demonstrate the practical application of 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; ITS 157; ENG 160; BUS 100; consent of department chair or program coordinator*

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; ITS 157; ENG 160; BUS 100; consent of department chair or program coordinator*

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.
- Understand object-oriented fundamentals.
- Understand the concepts involved in processing information on the Internet.

### ITS 221D Topics in System Development: C++ Applications Programming I (3)

*3 hours lecture per week*

*Prerequisite(s): ITS 151; ITS 157; ENG 160; BUS 100; consent of department chair or program coordinator*

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 ITS221D, the student should be able to:

- Design and implement C++ applications.
- Analyze and debug C++ programs to ensure correct results.
- Understand object-oriented fundamentals.
- Understand the concepts pointers and dynamic memory allocation.

### ITS 221E Topics in System Development: Web Development - Active Server Pages (3)

*3 hours lecture per week*

*Prerequisite(s): ITS 151; ITS 157; ENG 160; BUS 100; consent of department chair or program coordinator*

ITS 221E covers the back end Web processing using Active Server Pages (ASP) on Windows 95, 98 and NT Platforms.

Upon successful completion of ITS 221E, 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.

### **ITS 221F Topics in System Development - Databases (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 151; ITS 157; ENG 160; BUS 100; consent of department chair or program coordinator*

ITS 221F develops the technical skills needed to design and implement a relational database in a client/server environment. Topics include the design and implementation of a relational database, Structured Query Language, database access from client applications, and database security.

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

- Design and implement a relational database.
- Develop, test, and debug SQL statements.
- Understand database access from client applications.
- Understand database security.

*(deleted effective Spring 2005)*

### **ITS 221G Topics in System Development: Web Development - Front-End Development (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 151; ITS 157; ENG 160; BUS 100; consent of department chair or program coordinator*

ITS 221G covers the Front-End Web processing using HTML, JavaScript, Dynamic HTML and development tools such as Front Page or Visual Interdev on Windows 95, 98 and NT Platforms.

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

- Describe the relationships of HTML, JavaScript, and Dynamic HTML.
- Describe the Front-End design requirements of a Web Site.
- Design Web Pages using HTML, JavaScript, Dynamic HTML, and development tools such as Front Page or Visual Interdev.

### **ITS 221H Topics in System Development - Java Applications Programming II (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 151; ITS 157; ENG 160; BUS 100; consent of department chair or program coordinator*

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): ITS 151; ITS 157; ENG 160; BUS 100; consent of department chair or program coordinator*

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): Consent of department chair or program coordinator*

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 221M Database Server Administration (3)

3 hours lecture per week

Prerequisite(s): ITS 113; ITS 221F

Comment: Hardware/software supplies for hands-on activities may cost up to \$50.00.

ITS 221M is designed to give the student a firm foundation in basic administrative tasks. The primary goal of this course is to give the student the necessary knowledge and skills to set up, maintain, and troubleshoot a network database. Students gain a thorough conceptual understanding of database architecture, and reinforce instructor-led learning with structured hands-on practices. The course uses challenge-level exercise labs providing practical experience. Additionally, bulletins from online support that address the most frequently asked questions are used to prepare participants to troubleshoot "real world" issues.

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

- Create and populate a database
- Start up and shut down a database
- Manage tablespaces
- Configure rollback segments
- Monitor space allocation
- Create user accounts with appropriate privileges and resources
- Partition tables and indexes
- Detect and eliminate migrated rows
- Back up and restore databases
- Recover from disk failure
- Eliminate chaining and optimize database storage

### ITS 221N Dynamic HTML

(3)3 hours lecture per week Prerequisite(s): ITS 157 or equivalent or consent of the instructor Recommended Preparation: Experience designing and coding Web sites.

ITS 221N focuses on Web design and creation. It expands on the IT students' earlier acquired skill set on HTML, CSS (Cascading Style Sheets), and Javascript. ITS 221N 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 221N, 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.
- Overlap various elements on a Web page to achieve different 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.
- Create transitions between elements within a Web page as well as between Web pages.
- Scale content in Web pages.
- Animate elements on a Web page.
- Define, enter, bind, format, display, and modify XML data within HTML.

### ITS 221O Game Programming I (3)

3 hours lecture per week

Prerequisite(s): EE 160, ITS 221D or ICS 212 or consent of 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 Game Programming II (3)

3 hours lecture per week

Prerequisite(s): ITS 221O or consent of the 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, Direct3D, etc.) to produce complex, real-time scenes.
- Create architectures to support complex interactions between 3D shapes.

### ITS 221Q Advanced Database Programming with VB (3)

3 hours lecture per week Prerequisite(s): A grade of "C" or higher in ITS 151

ITS 221Q Advanced Database Programming with VB develops the technical skills a programmer needs to design, develop, and implement multi-tier client-server database applications. Topics include advanced programming with the Visual Basic language, client-server applications, and databases.

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

- Describe the Client-Server Model and different client-server architectures.
- Describe the importance of multi-tier applications in business environments.
- Define and execute the stages of designing multi-tier applications (conceptual, logical, physical).
- Deploy a multi-tier application.
- Access data using technologies such as ADO, OLE DB and ODBC.
- Execute advanced database queries using SQL, stored procedures, triggers and views.
- Implement data validation, error-trapping and transactions.
- Generate reports.
- 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-tier database application.

### 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.

## INTERPRETING and TRANSLATION

(Effective Spring 2004)

### IT 101 Introduction to Interpreting (2)

4 hours lecture per week

Prerequisite(s): ENG 100; ASL 202 or equivalent, or instructor consent

Comment: This 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.

(Effective Spring 2004)

### IT 102 Interpreting Readiness Skills (2)

4 hours lecture per week

Prerequisite(s): ENG 100; ASL 202 or equivalent, IT 101 or instructor consent

Comment: This 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 interpreters 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.

*(Effective Spring 2005)*

### **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: This 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, rhetorical, 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.

*(Effective Spring 2005)*

### **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: This 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.



*(Effective Spring 2005)*

### **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: This 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.

*(Effective Fall 2004)*

### **IT 201 ASL/English Simultaneous Interpretation (2)**

*4 hours lecture per week*

*Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 200; or instructor's consent*

*Comment: This 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.

*(Effective Fall 2004)*

### **IT 202 ASL/English Simultaneous Interpretation II (2)**

*4 hours lecture per week*

*Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 201; or instructor's consent*

*Comment: This 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.

*(Effective Spring 2005)*

### **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: This 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.

*(Effective Spring 2005)*

### **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: This 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.

## J

## 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 (formerly AA/FL)

*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 (formerly AA/FL)

*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 students 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 (formerly AA/FL)

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 (formerly AA/FL)

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 (formerly AA/FL)

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.

## JOURNALISM

### JOUR 150 Press and Society (3) KCC AA/DS (formerly AA/SS) 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, pronoun-antecedent, 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)**

*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: Spring semester only. This course is cross-listed as ENG 227.*

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 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 credit. The maximum number of credits for JOUR 285 (any combination of alpha suffixes) is 9 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 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 credit. The maximum number of credits for JOUR 285 (any combination of alpha suffixes) is 9 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 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 credit. The maximum number of credits for JOUR 285 (any combination of alpha suffixes) is 9 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 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 credit. The maximum number of credits for JOUR 285 (any combination of alpha suffixes) is 9 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.

## **K**

### **KOREAN**

#### **KOR 101 Elementary Korean I (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

*Comment: Fall semester only.*

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.
- Make to ask simple questions and answers, primarily by relying on memorized utterances.
- Ask for meanings of unknown words in Korean and to expand their vocabulary.
- 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) KCC AA/HSL (formerly AA/FL)**

*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.*

*Comment: Spring semester only.*

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)**

*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 ACTFL-ETS (American Council on the Teaching of Foreign Languages) 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)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in KOR111, 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) KCC AA/HSL (formerly AA/FL)**

*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.*

*Comment: Fall semester only.*

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) KCC AA/HSL (formerly AA/FL)**

*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.*

*Comment: Spring semester only.*

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.

## L

### LANGUAGES AND LITERATURES OF EUROPE AND THE AMERICAS

#### LLEA 239 Introduction to French Literature and Film in Translation (3) KCC AA/DL (formerly AA/AH3)

3 hours lecture per week

*Recommended Preparation:* Credit in or qualification for ENG 100, ENG 160 or ESL 100.

*Comment:* Formerly LLEA 270

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 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 (formerly AA/AH3)

3 hours lecture per week

*Prerequisite(s):* ENG 100, ENG 160 or instructor consent.

*Comment:* Formerly EL 260.

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)

3 hours lecture per week

*Prerequisite(s):* Admission to a Legal Education program

LAW 101 provides a general perspective of the legal system and a specific knowledge of the present and potential role of the legal paraprofessional within that system. Students will be exposed to the operations and structures of the court system, administrative agencies, private law firms, public sector law offices, legal clinics and pre-paid legal plans. Significant consideration will be given to legal ethics in evaluating what tasks, skills, and role are now and may in the future be fulfilled by the legal paraprofessional in each legal area.

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

- Describe the present structure of the legal system in Hawai'i.
- Explain basic legal ethical issues facing a legal paraprofessional.
- Explain the possible future development in the use of legal paraprofessionals in the law, including legal insurance plans and legal clinics.

*(Effective Fall 2004)*

#### LAW 101 The Hawai'i Legal System (3)

3 hours lecture per week

*Recommended Preparation:* Credit in or qualification for ENG 100 or ENG 160

LAW 101 provides a general perspective of the legal system and a specific knowledge of the present and potential role of the legal paraprofessional within that system. Students will be exposed to the operations and structures of the court system, administrative agencies, private law firms, public sector law offices, legal clinics and pre-paid legal plans. Significant consideration will be given to legal ethics in evaluating what tasks, skills, and role are now and may in the future be fulfilled by the legal paraprofessional in each legal area.

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

- Describe the present structure of the legal system in Hawai'i.
- Explain basic legal ethical issues facing a legal paraprofessional.
- Explain the possible future development in the use of legal paraprofessionals in the law, including legal insurance plans and legal clinics.

#### LAW 102 Legal Research (3)

3 hours lecture per week

*Prerequisite(s):* Admission to a Legal Education program

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 office memoranda.

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

- Locate relevant authority in any law library for use in drafting case notebooks, memoranda and briefs.
- Work with the Uniform System of Citation.
- Use the Shepard's Citator to verify and update cited caselaw statutes and other legal authority.

- Use Federal and State legislative materials, including statutes and legislative histories.
- Prepare a polished legal memorandum exploring both sides of a legal issue.

*(Effective Fall 2004)*

### **LAW 102 Legal Research (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into a Legal Education program.*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

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 office memoranda.

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

- Locate relevant authority in any law library for use in drafting case notebooks, memoranda and briefs.
- Work with the Uniform System of Citation.
- Use Shepard's Citator to verify and update cited caselaw statutes and other legal authority.
- Use Federal and State legislative materials, including statutes and legislative histories.
- Prepare a polished legal memorandum exploring both sides of a legal issue.

### **LAW 103 Introduction to the Legal Office (3)**

*3 hours lecture per week*

*Prerequisite(s): One year secretarial experience or completion of an accredited secretarial program or consent of instructor.*

*Recommended Preparation: Basic knowledge of word processing software and keyboarding speed of 50+ words per minute are highly recommended.*

LAW 103 introduces the student to the legal office environment. Topics include an overview of the court systems, the general operation of a legal office, office equipment, law office accounting and procedures, law office protocol and ethics, written communication, legal terminology, and transcription.

Upon successful completion of LAW 103, the student should be able to:

- Understand and perform the duties of a legal secretary.
- Identify the functions of various courts.
- Demonstrate an understanding of the procedures involved in basic law office accounting.
- Recognize and understand basic legal terminology.
- Demonstrate knowledge of office equipment.
- Understand and apply basic concepts of legal ethics and protocol.
- Demonstrate the operation of transcribing equipment and the ability to transcribe in mailable format.
- Compose general letters and memos in a legal office.
- Proofread and correct errors in spelling, punctuation, and grammar.

### **LAW 104 Civil Investigation (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to a Legal Education program*

LAW 104 emphasizes the numerous ways legal paraprofessionals can assist attorneys in investigation in Hawai'i. It is designed to familiarize the student with basic investigation techniques and 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.
- Explain the process of separating facts from assumptions and myths.
- Develop a list of resources regarding the gathering of information.
- Take written and oral statements including how to utilize a tape recorder.

*(Effective Fall 2004)*

### **LAW 104 Civil Investigation (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 104 emphasizes the numerous ways legal paraprofessionals can assist attorneys in civil investigation in Hawai'i. It is designed to familiarize the student with basic investigation techniques and 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.
- Explain the process of separating facts from assumptions and myths.
- Develop a list of resources regarding the gathering of information.
- Take written and oral statements.
- Use a tape recorder to take oral statements.

### **LAW 111 Litigation (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to a Legal Education program*

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 legal paraprofessional and outlines the coordination of functions of the lawyer, legal paraprofessional and legal secretary in an integrated approach to litigation.

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

- Explain the types of tortious conduct (negligent misconduct, intentional misconduct, and strict liability).
- Describe the theory of complaint drafting and be able to draft a complaint.
- List the methods and scope of discovery and describe its applicable rules.
- Summarize and digest a deposition and be familiar with fact, chronological and index summary methods.

*(Effective Fall 2004)*

### **LAW 111 Litigation (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

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 legal paraprofessional and outlines the coordination of functions of the lawyer, legal paraprofessional and legal secretary in an integrated approach to litigation.

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

- Explain the types of tortious conduct (negligent misconduct, intentional misconduct, and strict liability).
- Describe the theory of complaint drafting and be able to draft a complaint.
- List the methods and scope of discovery and describe its applicable rules.
- Summarize and digest a deposition and be familiar with fact, chronological and index summary methods.

### **LAW 121 Law of Business Organizations (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to a Legal Education program*

LAW 121 acquaints the student with the legal concepts and procedures relating to commercial transactions. Substantive areas covered will include contracts, partnerships, corporations and the Uniform Commercial Code.

Upon successful completion of LAW 121, the student should be able to:

- Draft Articles of Incorporation (also close corporations), by-laws, initial minutes, stock certificates; obtain corporate seal, minute book, and stock certificates.
- Draft documents for corporate liquidations and dissolutions.
- Prepare all documentation registering a foreign corporation to do business in Hawai'i, including registration statement, Hawai'i Excise Tax forms, and annual statement of registration.
- Draft partnership agreements.
- Complete a partnership registration statement to be filed at the Department of Commerce and Consumer Affairs.
- Draft specific documents and do business research using the best research materials available.
- Prepare contracts.

*(Effective Fall 2004)*

### **LAW 121 Law of Business Organizations (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 121 acquaints the student with the legal concepts and procedures relating to commercial transactions. Substantive areas covered will include contracts, partnerships, corporations and the Uniform Commercial Code.

Upon successful completion of LAW 121, the student should be able to:

- Draft Articles of Incorporation (also close corporations), by-laws, initial minutes, stock certificates; obtain corporate seal, minute book, and stock certificates.
- Draft documents for corporate liquidations and dissolutions.
- Prepare all documentation registering a foreign corporation to do business in Hawai'i, including registration statement, Hawai'i Excise Tax forms, and annual statement of registration.
- Draft partnership agreements.
- Complete a partnership registration statement to be filed at the Department of Commerce and Consumer Affairs.
- Draft specific documents and do business research using the best research materials available.
- Prepare contracts.

*(deleted effective Fall 2004)*

### **LAW 122 Machine Shorthand Theory (6)**

*6 hours lecture per week*

*Prerequisite(s): Qualification for ENG 22 or higher on English placement exam*

*Corequisite(s): LAW 122L*

*Recommended Preparation: Basic knowledge of word processing software; beginning typing or higher; grammar and written communication skills.*

LAW 122 introduces machine shorthand theory, writing techniques, speed development to 60 words per minute, transcription skills, and English grammar and punctuation skills.

Upon successful completion of LAW 122, the student should be able to:

- Demonstrate knowledge of machine shorthand theory by writing machine shorthand with accurate automatic responses and reading from machine shorthand notes.
- Take familiar-material dictation at a minimum of 60 words per minute for three minutes with a minimum of 95 percent accuracy.
- Transcribe machine shorthand notes accurately and produce them in acceptable formats.
- Identify parts of speech, sentence structure, and end of sentence punctuation as they apply to business communications and court reporting transcripts.
- Use the dictionary, thesaurus, and other references to produce accurate transcripts.

*(deleted effective Fall 2004)*

### **LAW 122L Machine Shorthand Theory Lab (5)**

*15 hours lab per week*

*Prerequisite(s): Qualification for ENG 22 or higher on English placement exam*

*Corequisite(s): LAW 122*

*Recommended Preparation: Basic knowledge of word processing software; beginning typing or higher; grammar and written communication skills.*

LAW 122L is a laboratory class designed to accompany LAW 122, Machine Shorthand Theory, requiring the student to practice and further develop machine shorthand theory, transcription, and speed development to 60 words per minute. This lab also reinforces and applies the grammar, punctuation and legal terminology from LAW 122 necessary for producing business communication and court reporting transcripts.

Upon successful completion of LAW 122L, the student should be able to:

- Demonstrate skill in writing machine shorthand theory.
- Demonstrate skill in reading back machine shorthand theory.
- Define legal terminology associated with criminal law.
- Use references to produce accurate transcripts.
- Transcribe word lists, sentences, and paragraphs.
- Demonstrate an understanding of basic English grammar, punctuation and word usage by the completion of a variety of written and transcribed materials.
- Use various skill building strategies and software to improve keyboarding skill.

*(deleted effective Fall 2004)*

### **LAW 123 Speed Building I (6)**

*6 hours lecture per week*

*Prerequisite(s): LAW 122; LAW 122L*

*Corequisite(s): LAW 123L*

*Recommended Preparation: Basic knowledge of word processing software; beginning typing or higher; grammar and written communication skills*

LAW 123 develops machine shorthand theory, writing techniques, speed development in literary, jury charge, and two-voice testimony material at 60 to 80 words per minute. It further develops writing techniques, transcription skills, and English grammar and punctuation skills.

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

- Demonstrate knowledge of machine shorthand theory by writing machine shorthand with accurate automatic responses and reading from machine shorthand notes.
- Take familiar-material dictation at a minimum of 80 words per minute for five minutes with a minimum of 95 percent accuracy.
- Transcribe machine shorthand notes accurately and produce them in acceptable formats.
- Identify and apply commas, semicolons, and colons to business communications and court reporting transcripts.
- Use the dictionary, thesaurus, and other references to produce accurate transcripts.

*(deleted effective Fall 2004)*

### **LAW 123L Speed Building I Lab (5)**

*15 hours lab per week*

*Prerequisite(s): LAW 122; LAW 122L*

*Corequisite(s): LAW 123*

*Recommended Preparation: Basic knowledge of word processing software; beginning typing or higher; grammar and written communication skills*

LAW 123L is a laboratory class designed to accompany LAW 123, Speed Building I, requiring the student to practice and further develop machine shorthand theory, transcription, and speed development to 80 words per minute. This lab also reinforces and applies the grammar, punctuation and legal terminology from LAW 123 necessary for producing business communication and court reporting transcripts.

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

- Demonstrate skill in writing machine shorthand with accurate, automatic responses.
- Demonstrate skill in reading back machine shorthand notes.
- Define legal terminology associated with torts, contracts and litigation.
- Use references to produce accurate transcripts.
- Transcribe correspondence, legal transcripts, and documents associated with torts, contracts, and litigation.
- Demonstrate an understanding of basic English grammar, punctuation and word usage by the completion of a variety of written and transcribed materials.
- Use various skill building strategies and software to improve keyboarding skill.

*(deleted effective Fall 2004)*

### **LAW 124 Speed Building II (6)**

*6 hours lecture per week*

*Prerequisite(s): LAW 123; LAW 123L*

*Corequisite(s): LAW 124L*

*Recommended Preparation: Basic knowledge of word processing software; beginning typing or higher; grammar and written communication skills*

LAW 124 continues speed development in literary, jury charge, and two-voice testimony material at 80 to 100 words per minute. It further develops writing techniques, transcription skills, and English grammar and punctuation skills.

Upon successful completion of LAW 124, the student should be able to:

- Demonstrate knowledge of machine shorthand theory by writing machine shorthand with accurate automatic responses and reading from machine shorthand notes.
- Take new-material dictation at a minimum of 100 words per minute for five minutes with a minimum of 95 percent accuracy.
- Transcribe machine shorthand notes accurately and produce them in acceptable formats.
- Prepare literary, testimony, and jury charge transcripts using the National Court Reporters Association's (NCRA) recommended rules for grammar, punctuation, capitalization, number usage, word division, and word usage.
- Use the dictionary, thesaurus, and other references to produce accurate transcripts.
- Demonstrate an understanding of petty cash, banking, payroll and taxes.
- Understand the application of spreadsheets for business and personal use.

*(deleted effective Fall 2004)*

### **LAW 124L Speed Building II Lab (5)**

*15 hours lab per week*

*Prerequisite(s): LAW 123; LAW 123L*

*Corequisite(s): LAW 124*

*Recommended Preparation: Basic knowledge of word processing software; beginning typing or higher; grammar and written communication skills*

LAW 124L is a laboratory class designed to accompany LAW 124 Speed Building II, requiring the student to practice and further develop machine shorthand theory, transcription, and speed development to 100 words per minute. This lab also reinforces writing techniques, transcription skill and English grammar and punctuation from LAW 124.

Upon successful completion of LAW 124L, the student should be able to:

- Demonstrate skill in writing machine shorthand with accurate, automatic responses.
- Demonstrate skill in reading back machine shorthand notes.
- Define legal terminology associated with torts, contracts and litigation.
- Use references to produce accurate transcripts.
- Transcribe correspondence, legal transcripts, and documents associated with torts, contracts, and litigation.
- Demonstrate an understanding of basic English grammar, punctuation and word usage by the completion of a variety of written and transcribed materials.
- Demonstrate maintenance of petty cash fund and personal banking and payroll records.
- Design spreadsheets for business and personal use.
- Use various skill building strategies and software to improve keyboarding skill.

*(deleted effective Fall 2004)*

### **LAW 125 Speed Building III (6)**

*6 hours lecture per week*

*Prerequisite(s): LAW 124; LAW 124L*

*Corequisite(s): LAW 125L*

*Recommended Preparation: Basic knowledge of word processing software; beginning typing or higher; grammar and written communication skills*

LAW 125 continues speed development in literary, jury charge, and two-voice testimony material at 100 to 120 words per minute. It further develops writing techniques, transcription skills, and English grammar and punctuation skills.

Upon successful completion of LAW 125, the student should be able to:

- Demonstrate knowledge of machine shorthand theory by writing machine shorthand with accurate automatic responses and reading from machine shorthand notes.
- Take new-material dictation at a minimum of 120 words per minute for five minutes with a minimum of 95 percent accuracy.
- Transcribe machine shorthand notes accurately and produce them in acceptable formats.
- Prepare literary, testimony, and jury charge transcripts using the National Court Reporters Association's (NCRA) recommended rules for grammar, punctuation, capitalization, number usage, word division, and word usage.
- Use the dictionary, thesaurus, and other references to produce accurate transcripts.
- Demonstrate an understanding of the accounting cycle and basic business math for a small business and for personal use.
- Understand career opportunities, job seeking skills, professional organizations, career advancement, and professional certification.

*(deleted effective Fall 2004)*

### **LAW 125L Speed Building III Lab (5)**

*15 hours lab per week*

*Prerequisite(s): LAW 124; LAW 124L*

*Corequisite(s): LAW 125*

*Recommended Preparation: Basic knowledge of word processing software; beginning typing or higher; grammar and written communication skills*

LAW 125L is a laboratory class designed to accompany LAW 125 Speed Building III, requiring the student to practice and further develop machine shorthand theory, transcription, and speed development to 120 words per minute. This lab also reinforces and applies the grammar, punctuation and legal terminology from LAW 125 necessary for producing business communication and court reporting transcripts.

Upon successful completion of LAW 125L, the student should be able to:

- Demonstrate skill in writing machine shorthand with accurate, automatic responses.
- Demonstrate skill in reading back machine shorthand notes.
- Define legal terminology associated with family law, business organizations, and bankruptcy.
- Use references to produce accurate transcripts.
- Transcribe correspondence, legal transcripts, and documents associated with family law, business organizations, and bankruptcy.
- Demonstrate an understanding of basic English grammar, punctuation and word usage by the completion of a variety of written and transcribed materials.

- Keep basic accounting records and prepare financial statements for personal and small business.
- Prepare employment application materials.
- Use various skill building strategies and software to improve keyboarding skill.

### **LAW 126 Taxation (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to a Legal Education program*

LAW 126 acquaints the student with the basic legal principles of taxation, including the use of basic federal and state forms.

Upon successful completion of LAW 126, the student should be able to:

- Explain the organization and operations of the Internal Revenue Service.
- Identify the legal requirements for filing of returns and the payment of taxes.
- Describe the basic tax planning strategies and techniques.
- Describe Internal Revenue Service audit procedures and methods.

*(Effective Fall 2004)*

### **LAW 126 Taxation (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 126 acquaints the student with the basic legal principles of taxation, including the use of basic federal and state forms.

Upon successful completion of LAW 126, the student should be able to:

- Explain the organization and operations of the Internal Revenue Service.
- Identify the legal requirements for filing of returns and the payment of taxes.
- Describe the basic tax planning strategies and techniques.
- Describe Internal Revenue Service audit procedures and methods.

### **LAW 131 Real Property Law (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to a Legal Education program*

LAW 131 trains the student in the legal principles and primary forms utilized in general real property law, 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.
- Describe the steps involved in closing a real estate transaction, including the proration of real property taxes, the computation of conveyance taxes and closing costs, the drafting of escrow instructions and the necessity for and types of title insurance.
- Explain the concept for quieting title to real property and be familiar with the Hawai'i statutes related thereto.
- Explain the landlord-tenant code.

*(Effective Fall 2004)***LAW 131 Real Property Law (3)***3 hours lecture per week**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 131 trains the student in the legal principles and primary forms utilized in general real property law, 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.
- Describe the steps involved in closing a real estate transaction, including the proration of real property taxes, the computation of conveyance taxes and closing costs, the drafting of escrow instructions and the necessity for and types of title insurance.
- Explain the concept for quieting title to real property and describe the Hawai'i statutes related thereto.
- Explain the landlord-tenant code.

**LAW 136 Tort and Insurance Law (3)***3 hours lecture per week**Prerequisite(s): Admission to a Legal Education program*

LAW 136 prepares the student to assist attorneys and corporations in tort and insurance law. It covers primary legal principles and the various means of establishing insurance plans. 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 torts to the person and property.
- Explain the defenses of 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 theories and principles of insurance law and how insurance companies protect individuals.

*(Effective Fall 2004)***LAW 136 Tort and Insurance Law (3)***3 hours lecture per week**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 136 prepares the student to assist attorneys and corporations in tort and insurance law. It covers primary legal principles and the various means of establishing insurance plans. 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 torts to the person and property.
- Explain the defenses of 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 theories and principles of insurance law and how insurance companies protect individuals.

**LAW 140 Family Law (3)***3 hours lecture per week**Prerequisite(s): Admission to a Legal Education program*

LAW 140 covers basic substantive law in the area known as "family law". It covers adoptions, guardianships, nonsupport, and uncontested and contested divorces. 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 Court forms, orders, and memoranda.
- Prepare the initial pleadings in a divorce action, separation or annulment action, including the Matrimonial Action Information Sheet and the Information Concerning Child Care and Custody forms.
- Identify the procedure for setting an uncontested divorce for hearing and identify the documents necessary for presentation to the Court to allow such a setting.
- Determine, in an adoption, the correct proceedings as to whether the case will be a consent or non-consent case.

*(Effective Fall 2004)***LAW 140 Family Law (3)***3 hours lecture per week**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 140 covers basic substantive law in the area known as "family law." It covers adoptions, guardianships, nonsupport, and uncontested and contested divorces. 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 Court forms, orders, and memoranda.
- Prepare initial pleadings in a divorce action, separation or annulment action, including the Matrimonial Action Information Sheet and the Information Concerning Child Care and Custody forms.
- Identify the procedure for setting an uncontested divorce for hearing and identify the documents necessary for presentation to the Court to allow such a setting.
- Determine, in an adoption, the correct proceedings as to whether the case will be a consent or non-consent case.

*(Effective Spring 2004)***LAW 145 Computer Applications in the Law Office (3)***3 hours lecture per week**Recommended Preparation: Keyboarding skills.*

LAW 145 is an introductory course designed to acquaint legal students with various computer concepts and practical computer applications in the legal environment. Topics include windows, word processing, the Internet, electronic mail, database, spreadsheet, and legal-specific programs such as those for litigation support, timekeeping and billing, legal research, document generation, docket control, 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.
- Identify basic hardware components of computer systems.
- Explain the impact of computers and technology in the legal office.
- Identify and describe computer application programs used in a legal 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.

*(Effective Fall 2004)*

### **LAW 145 Computer Applications in the Law Office (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160; keyboarding skills.*

LAW 145 is an introductory course designed to acquaint legal students with various computer concepts and practical computer applications in the legal environment. Topics include windows, word processing, the Internet, electronic mail, database, spreadsheet, and legal-specific programs such as those for litigation support, timekeeping and billing, legal research, document generation, docket control, 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.
- Identify basic hardware components of computer systems.
- Explain the impact of computers and technology in the legal office.
- Identify and describe computer application programs used in a legal 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.

### **LAW 146 Litigation Document Preparation and Theory (3)**

*3 hours lecture per week*

*Prerequisite(s): One year secretarial experience or completion of an accredited secretarial program or consent of instructor.*

*Recommended Preparation: Basic knowledge of word processing software and keyboarding speed of 50+ words per minute are highly recommended.*

LAW 146, for secretarial and legal assisting students, is an introduction to litigation concepts with hands on instruction in the preparation of legal documents using word processing software.

Upon successful completion of LAW 146, the student should be able to:

- Apply principles of preparing legal documents for litigation.
- Identify the basic procedures involved in preparing documents for civil litigation.
- Define legal terminology involved in litigation.
- Use word processing software to prepare documents in connection with all phases of litigation (e.g. notices, motions, affidavits, subpoenas, findings of fact, instructions to the jury, etc.).
- Demonstrate an understanding of word processing functions such as macro, legal outlining, redline/strikeout, fonts, merge, etc.

- Proofread and correct errors in spelling, punctuation, and grammar.
- Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in the production of specialized documents.

*(Effective Spring 2004)*

### **LAW 146 Litigation Document Preparation and Theory (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to a Legal Education program.*

*Recommended Preparation: Keyboarding skills, basic knowledge of windows and word processing, and typing speed of 50+ words per minute are highly recommended.*

LAW 146 is an introductory course focusing on litigation terminology, procedures, and document preparation. This course includes hands-on instruction in the preparation of legal documents for filing in the local courts using word processing software.

Upon successful completion of LAW 146, the student should be able to:

- Apply principles of preparing legal documents for litigation.
- Identify the basic procedures involved in preparing documents for civil litigation.
- Define legal terminology pertaining to litigation.
- Use word processing software to prepare litigation documents.
- Apply word processing functions to the production of litigation documents such as the use of autocorrect, auto text, using columns to create captions, redline/strikeout, etc.
- Proofread and correct errors in spelling, punctuation, and grammar.
- Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in the production of litigation documents.

*(Effective Fall 2004)*

### **LAW 146 Litigation Document Preparation and Theory (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into a Legal Education program.*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160; keyboarding skills; basic knowledge of Windows™ and word processing; typing speed of 50+ words per minute are highly recommended*

LAW 146 is an introductory course focusing on litigation terminology, procedures, and document preparation. This course includes hands-on instruction in the preparation of legal documents for filing in the local courts using word processing software.

Upon successful completion of LAW 146, the student should be able to:

- Apply principles of preparing legal documents for litigation.
- Identify the basic procedures involved in preparing documents for civil litigation.
- Define legal terminology pertaining to litigation.
- Use word processing software to prepare litigation documents.
- Apply word processing functions to the production of litigation documents such as the use of autocorrect, auto text, using columns to create captions, redline/strikeout, etc.
- Proofread and correct errors in spelling, punctuation, and grammar.
- Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in the production of litigation documents.



**LAW 151 Estate Planning and Probate (3)***3 hours lecture per week**Prerequisite(s): Admission to a Legal Education program*

LAW 151 trains the student in the principles and primary forms utilized in estate planning and probate in the State of Hawai'i.

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

- Identify what assets are probatable and taxable.
- Describe how to interview a client for a will.
- Draft a will from estate planning.
- Interview the client for probate information.
- Gather together an estate.
- Identify procedures in the handling of small estates, informal proceedings, supervised probate and ancillary administrations.

*(Effective Fall 2004)***LAW 151 Estate Planning and Probate (3)***3 hours lecture per week**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 151 trains the student in the principles and primary forms utilized in estate planning and probate in the State of Hawai'i.

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

- Identify what assets are probatable and taxable.
- Describe how to interview a client for a will.
- Draft a will from estate planning.
- Interview the client for probate information.
- Gather together an estate.
- Identify procedures in the handling of small estates, informal proceedings, supervised probate and ancillary administrations.

**LAW 156 Specialized Document Preparation and Theory (3)***3 hours lecture per week*

*Prerequisite(s): One year secretarial experience or completion of an accredited secretarial program or consent of instructor*  
*Recommended Preparation: Basic knowledge of word processing software and typing speed of 50+ words per minute are highly recommended.*

LAW 156 is an introduction to specialized documents and theory relating to real estate; wills, estates, and guardianships; bankruptcy; business organizations; family law; torts; and contracts. This course includes hands-on instruction in document preparation using word processing software.

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

- Understand basic legal theory pertaining to real estate; wills, estates, and guardianships; bankruptcy; business organizations; family law; torts; and contracts.
- Identify the basic procedures associated with the processing of specialized documents pertaining to real estate; wills, estates, and guardianships; bankruptcy; business organizations; family law; torts; and contracts.
- Define legal terminology pertaining to real estate; wills, estates, and guardianships; bankruptcy; business organizations; family law; torts; and contracts.
- Use word processing software to prepare specialized documents.
- Proofread and correct errors in spelling, punctuation, and grammar in order to produce accurate documents.

- Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in the production of specialized documents.

*(Effective Spring 2004)***LAW 156 Specialized Document Preparation and Theory (3)***3 hours lecture per week**Prerequisite(s): Admission to a Legal Education program.**Recommended Preparation: Keyboarding skills, basic knowledge of windows and word processing, and typing speed of 50+ words per minute are highly recommended.*

LAW 156 is an introductory course focusing on terminology, procedures, theory and specialized document preparation relating to real estate; wills, estates, and guardianships; bankruptcy; business organizations; family law; torts; and contracts. This course includes hands-on instruction in the preparation of specialized legal documents using word processing software.

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

- Apply principles of preparing specialized legal documents pertaining to real estate; wills, estates, and guardianships; bankruptcy, business organizations; family law; torts; and contracts.
- Identify the basic procedures involved in preparing specialized legal documents pertaining to real estate; wills, estates, and guardianships; bankruptcy, business organizations; family law; torts; and contracts.
- Define legal terminology pertaining to real estate; wills, estates, and guardianships; bankruptcy, business organizations; family law; torts; and contracts.
- Use word processing software to prepare specialized legal documents.
- Apply word processing functions to the production of specialized legal documents such as the use of autocorrect, auto text, using columns to create captions, redline/strikeout, etc.
- Proofread and correct errors in spelling, punctuation, and grammar.
- Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in the production of specialized legal documents.

*(Effective Fall 2004)***LAW 156 Specialized Document Preparation and Theory (3)***3 hours lecture per week**Prerequisite(s): Acceptance into a Legal Education program.**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160, keyboarding skills; basic knowledge of Windows™ and word processing; typing speed of 50+ words per minute are highly recommended.*

LAW 156 is an introductory course focusing on terminology, procedures, theory and specialized document preparation relating to real estate; wills, estates, and guardianships; bankruptcy; business organizations; family law; torts; and contracts. This course includes hands-on instruction in the preparation of specialized legal documents using word processing software.

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

- Apply principles of preparing specialized legal documents pertaining to real estate; wills, estates, and guardianships; bankruptcy, business organizations; family law; torts; and contracts.

- Identify the basic procedures involved in preparing specialized legal documents pertaining to real estate; wills, estates, and guardianships; bankruptcy, business organizations; family law; torts; and contracts.
- Define legal terminology pertaining to real estate; wills, estates, and guardianships; bankruptcy, business organizations; family law; torts; and contracts.
- Use word processing software to prepare specialized legal documents.
- Apply word processing functions to the production of specialized legal documents such as the use of autocorrect, auto text, using columns to create captions, redline/strikeout, etc.
- Proofread and correct errors in spelling, punctuation, and grammar.
- Recognize, evaluate, and interpret inconsistencies, discrepancies, and inaccuracies in the production of specialized legal documents.

### **LAW 161 Public Sector Law (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to a Legal Education program*

LAW 161 provides an overview to the substantive law in the area of “public interest law”. Welfare law, environmental law, and civil liberties will be covered, including discussion of the means which legal paraprofessionals can be of assistance to the public in these areas.

Upon successful completion of LAW 161, the student should be able to:

- Explain the organization and structure of Federal and State public assistance programs.
- List the eligibility requirements and standards applied with regard to government assistance programs.
- Identify the Federal and State forms of proceedings for review of determinations by administrative agencies.
- Explain how the areas of environmental law mesh with other areas of substantive law in order to forward environmental policies and objectives.
- Describe the scope and enforcement of civil liberties, with particular emphasis on the Bill of Rights.

*(Effective Fall 2004)*

### **LAW 161 Public Sector Law (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 161 provides an overview of substantive law in the area of “public interest law.” Welfare law, environmental law, and civil liberties will be covered, including discussion of the means that legal paraprofessionals can be of assistance to the public in these areas.

Upon successful completion of LAW 161, the student should be able to:

- Explain the organization and structure of Federal and State public assistance programs.
- List the eligibility requirements and standards applied with regard to government assistance programs.
- Identify the Federal and State forms of proceedings for review of determinations by administrative agencies.
- Explain how the areas of environmental law mesh with other areas of substantive law in order to forward environmental policies and objectives.
- Describe the scope and enforcement of civil liberties, with particular emphasis on the Bill of Rights.

### **LAW 166 Employment Related Law (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to a Legal Education program*

LAW 166 provides an overview of the substantive law of labor relations, the structure of unions, and the various means by which legal paraprofessionals can help to create a more desirable work environment for employees.

Upon successful completion of LAW 166, the student should be able to:

- Identify the theories and policies behind the National Labor Relations Act and be familiar with its history and application.
- Describe how standards for minimum working conditions are set and how those standards affect the working environment.
- Identify the function of labor unions in our industrial society and the prospects of labor unions in the future as our industrial base evolves.
- Explain the theories and principles relating to the grievance process and how that process is protected and regulated.

*(Effective Fall 2004)*

### **LAW 166 Employment Related Law (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.*

LAW 166 provides an overview of the substantive law of labor relations, the structure of unions, and the various means by which legal paraprofessionals can help to create a more desirable work environment for employees.

Upon successful completion of LAW 166, the student should be able to:

- Identify the theories and policies behind the National Labor Relations Act and explain its history and application.
- Describe how standards for minimum working conditions are set and how those standards affect the working environment.
- Identify the function of labor unions in our industrial society and the prospects of labor unions in the future as our industrial base evolves.
- Explain the theories and principles relating to the grievance process and how that process is protected and regulated.

### **LAW 171 Consumer Law (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to a Legal Education program*

LAW 171 provides an overview of the fundamental legal issues and all accompanying form work for the areas of collection, bankruptcy, wage earner plans, and consumer credit issues.

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

- Explain the issues and problems relating to consumers.
- Use the various specialized research tools to do legal research on consumer disputes.
- Describe all Hawai'i consumer laws or consumer related laws that are applicable in the settlement of consumer disputes.
- Select the appropriate remedy for the consumer once the applicable authority has been selected and located.

*(Effective Fall 2004)***LAW 171 Consumer Law (3)***3 hours lecture per week**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 171 provides an overview of the fundamental legal issues and all accompanying form work for the areas of collection, bankruptcy, wage earner plans, and consumer credit issues.

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

- Explain the issues and problems relating to consumers.
- Use the various specialized research tools to do legal research on consumer disputes.
- Describe all Hawai'i consumer laws or consumer related laws that are applicable in the settlement of consumer disputes.
- Select the appropriate remedy for the consumer once the applicable authority has been selected and located.

**LAW 176 Criminal Law (3)***3 hours lecture per week**Prerequisite(s): Admission to a Legal Education program*

LAW 176 provides an overview of the major legal issues of criminal procedure and substantive criminal law.

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.
- Describe the Hawai'i Rules of Court and know how the most commonly applicable Rules are interpreted and applied.
- 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.

*(Effective Fall 2004)***LAW 176 Criminal Law (3)***3 hours lecture per week**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.*

LAW 176 provides an overview of the major legal issues of criminal procedure and substantive criminal law.

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.
- Describe the Hawai'i Rules of Court and know how the most commonly applicable rules are interpreted and applied.
- 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**Prerequisite(s): Admission to a Legal Education program*

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 bear upon issues affecting the disadvantaged; these areas of law include truth-in-lending, creditor-debtor, and consumer law.
- 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.

*(Effective Fall 2004)***LAW 181 Rights of the Disadvantaged (3)***3 hours lecture per week**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.*

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; these areas of law include truth-in-lending, creditor-debtor, and consumer law.
- Describe the origin and procedures of the various public assistance laws in Hawai'i.
- Interview potential public assistance benefit claimants and describe techniques used to elicit information that 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 186 Legal Theory and Practice (3)***3 hours lecture per week**Recommended Preparation: Basic secretarial skills and knowledge*

LAW 186 is designed to prepare students for the Accredited Legal Secretary (ALS) examination sponsored by the National Association of Legal Secretaries (NALS). The student is provided with intensive review and testing in the areas of Written Communication Comprehension and Application, Office Automation, Legal Terminology, Accounting, Ethics, Human Relations, and Applied Office Procedures.

Upon successful completion of LAW 186, the student should be able to understand and answer mock examination questions relating to:

- Legal office procedures.
- Business communication tasks.
- Office records and calendars.
- Prioritization of multiple tasks.
- Office Equipment.
- Basic legal terminology, legal complexities, and supporting documents.
- Law office accounting terms and procedures.
- Law office protocol and ethics.
- Court system.

### **LAW 193P Cooperative Paralegal Education (3)**

*1 hour lecture, 9 hours cooperative work experience per week for three credits*

*Prerequisite(s): Student must be in the last semester of the Paralegal degree program or have approval of instructor*

LAW 193P is a cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experience. This course allows the student to apply paralegal skills learned in Legal Education courses in an actual legal office. This course also offers career guidance, including the preparation of resumes, employment interviewing techniques and job hunting skills.

Upon successful completion of LAW 193P, the student should be able to:

- Obtain realistic work experience in a legal office to correlate with the skills and knowledge acquired in the classroom.
- Display characteristics necessary for success in the present legal environment - sense of responsibility, independent judgment, growth in maturity, and human relations.
- Identify the philosophy and objectives of cooperative education.
- Prepare a job description for the cooperative training assignment.
- Compare classroom learning with the work experience and evaluate its benefits.

*(Effective Spring 2004)*

### **LAW 193P Cooperative Paralegal Education (3)**

*1 hour lecture, 9 hours cooperative work experience per week*

*Prerequisite(s): Paralegal program major; LAW 101; LAW 102; LAW 146*

*Recommended Preparation: It is highly recommended that the student be in the last semester of the Paralegal degree program.*

LAW 193P is a cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experience. This course allows the student to apply paralegal skills learned in Legal Education courses in an actual legal office. This course also offers career guidance, including the preparation of resumes, employment interviewing techniques and job hunting skills.

Upon successful completion of LAW 193P, the student should be able to:

- Obtain realistic work experience in a legal office to correlate with the skills and knowledge acquired in the classroom.
- Display characteristics necessary for success in the present legal environment-sense of responsibility, independent judgment, growth in maturity, and human relations.

- Identify the philosophy and objectives of cooperative education.
- Prepare a job description for the cooperative training assignment.
- Compare classroom learning with the work experience and evaluate its benefits.

*(Effective Fall 2004)*

### **LAW 193P Cooperative Paralegal Education (3)**

*1 hour lecture and 9 hours cooperative work experience per week*

*Prerequisite(s): Paralegal program major; LAW 101; LAW 102  
Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160; LAW 146. It is highly recommended that the student be in the last semester of the Paralegal degree program.*

LAW 193P is a cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experience. This course allows the student to apply paralegal skills learned in Legal Education courses in an actual legal office. This course also offers career guidance, including the preparation of resumes, employment interviewing techniques and job hunting skills.

Upon successful completion of LAW 193P, the student should be able to:

- Obtain realistic work experience in a legal office to correlate with the skills and knowledge acquired in the classroom.
- Display characteristics necessary for success in the present legal environment-sense of responsibility, independent judgment, growth in maturity, and human relations.
- Identify the philosophy and objectives of cooperative education.
- Prepare a job description for the cooperative training assignment.
- Compare classroom learning with the work experience and evaluate its benefits.

### **LAW 193S Cooperative Legal Secretary Education (3)**

*1 hour lecture, 9 hours cooperative work experience per week for three credits*

*Prerequisite(s): Student must be in the last semester of the Legal Secretary certificate program or have approval of instructor.*

LAW 193S is a cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experience. This course allows the student to apply legal secretary skills learned in Legal Education courses in an actual legal office. This course also offers career guidance, including the preparation of resumes, employment interviewing techniques and job hunting skills.

Upon successful completion of LAW 193S, the student should be able to:

- Obtain realistic work experience in a legal office to correlate with the skills and knowledge acquired in the classroom.
- Display characteristics necessary for success in the present legal environment - sense of responsibility, independent judgment, growth in maturity, and human relations.
- Identify the philosophy and objectives of cooperative education.
- Prepare a job description for the cooperative training assignment.
- Compare classroom learning with the work experience and evaluate its benefits.

*(Effective Spring 2004)***LAW 193S Cooperative Legal Secretary Education (3)***1 hour lecture, 9 hours cooperative work experience per week**Prerequisite(s): Legal Secretary program major**Recommended Preparation: It is highly recommended that the student be in the last semester of the Legal Secretary certificate of completion program.*

LAW 193S is a cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experience. This course allows the student to apply legal secretary skills learned in Legal Education courses in an actual legal office. This course also offers career guidance, including the preparation of resumes, employment interviewing techniques and job hunting skills.

Upon successful completion of LAW 193S, the student should be able to:

- Obtain realistic work experience in a legal office to correlate with the skills and knowledge acquired in the classroom.
- Display characteristics necessary for success in the present legal environment—sense of responsibility, independent judgment, growth in maturity, and human relations.
- Identify the philosophy and objectives of cooperative education.
- Prepare a job description for the cooperative training assignment.
- Compare classroom learning with the work experience and evaluate its benefits.

*(Effective Fall 2004)***LAW 193S Cooperative Legal Secretary Education (3)***1 hour lecture and 9 hours cooperative work experience per week**Prerequisite(s): Legal Secretary program major**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160. It is highly recommended that the student be in the last semester of the Legal Secretary certificate of completion program.*

LAW 193S is a cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experience. This course allows the student to apply legal secretary skills learned in Legal Education courses in an actual legal office. This course also offers career guidance, including the preparation of resumes, employment interviewing techniques and job hunting skills.

Upon successful completion of LAW 193S, the student should be able to:

- Obtain realistic work experience in a legal office to correlate with the skills and knowledge acquired in the classroom.
- Display characteristics necessary for success in the present legal environment—sense of responsibility, independent judgment, growth in maturity, and human relations.
- Identify the philosophy and objectives of cooperative education.
- Prepare a job description for the cooperative training assignment.
- Compare classroom learning with the work experience and evaluate its benefits.

**LAW 201 Law Office Management (3)***3 hours lecture per week**Prerequisite(s): Admission to a Legal Education program*

LAW 201 trains the student in analyzing the fundamental objectives of the management of a law office, the various machines used in a law office, basic indexing and filing principles, and accounting methods. It includes training in the development and use of systemization in the law office in the expectation of increasing efficiency to reduce legal costs.

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

- Explain general management concepts and systems applicable to law practices.
- Orient and train new employees and understand employee motivation theories.
- Describe the various types of attorney fee arrangements and billings.
- 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.
- Design and implement an office procedures manual.

*(Effective Fall 2004)***LAW 201 Law Office Management (3)***3 hours lecture per week**Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.*

LAW 201 trains the student in analyzing the fundamental objectives of the management of a law office, the various machines used in a law office, basic indexing and filing principles, and accounting methods. It includes training in the development and use of systemization in the law office in the expectation of increasing efficiency to reduce legal costs.

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

- Explain general management concepts and systems applicable to law practices.
- Orient and train new employees and understand employee motivation theories.
- Describe the various types of attorney fee arrangements and billings.
- 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.
- Design and implement an office procedures manual.

**LAW 202 Legal Interviewing, Negotiating & Advocacy (3)***3 hours lecture per week**Prerequisite(s): Admission to a Legal Education program*

LAW 202 is designed to sharpen verbal and written communication skills, interviewing techniques, negotiation and advocacy strategies. Role playing and video tapes will be utilized to assist in the development of verbal skills. Additional legal research and writing for appellate briefs are incorporated.

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

- Prepare for an interview.
- Obtain important facts and information from the interviewee.
- Deal with private and public agencies in obtaining necessary information.
- Use effective communication skills in interviewing.
- Present a case before an administrative agency.

*(Effective Fall 2004)*

### **LAW 202 Legal Interviewing, Negotiating and Advocacy (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.*

LAW 202 is designed to sharpen verbal and written communication skills, interviewing techniques, negotiation and advocacy strategies. Role playing and videotapes will be utilized to assist in the development of verbal skills. Additional legal research and writing for appellate briefs are incorporated.

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

- Prepare for an interview.
- Obtain important facts and information from the interviewee.
- Deal with private and public agencies in obtaining necessary information.
- Identify and incorporate effective communication skills in interviewing.
- Present a case before an administrative agency.

### **LAW 203 Legal Writing (3)**

*3 hours lecture per week*

*Prerequisite(s): LAW 102*

LAW 203 trains the student in the proper language and format for the drafting of legal documents. Emphasis will be on writing memoranda after completing necessary legal research.

Upon successful completion of LAW 203, the student should be able to:

- Draft a fact memorandum.
- Draft a demand letter.
- Draft the following documents: complaint, answer, and interrogatories.
- Draft a memorandum of law.

*(Effective Fall 2004)*

### **LAW 203 Legal Writing (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into a Legal Education program; LAW 102*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 203 trains the student in the proper language and format for the drafting of legal documents. Emphasis will be on writing memoranda after completing necessary legal research.

Upon successful completion of LAW 203, the student should be able to:

- Draft a fact memorandum.
- Draft a demand letter.

- Draft the following documents: complaint, answer, and interrogatories.
- Draft a memorandum of law.

### **LAW 250B Advanced Civil Investigation (3)**

*3 hours lecture per week*

*Prerequisite(s): LAW 104 or department chair/instructor approval*

LAW 250B is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of civil investigation.

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

- Investigate and research advanced legal cases such as Admiralty claims, sexual harassment, employment law, construction claims, premises liability, civil rights, wrongful termination, Bad Faith (insurers) and products liability.
- Draft appropriate memos and documents.

*(Effective Fall 2004)*

### **LAW 250B Advanced Civil Investigation (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into a Legal Education program; LAW 104*

*Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250B is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of civil investigation.

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

- Investigate and research advanced legal cases such as Admiralty claims, sexual harassment, employment law, construction claims, premises liability, civil rights, wrongful termination, Bad Faith (insurers) and products liability.
- Draft appropriate memos and documents.

### **LAW 250C Advanced Litigation (3)**

*3 hours lecture per week*

*Prerequisite(s): LAW 111 or instructor approval*

LAW 250C is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of litigation. Topics include medical malpractice and construction litigation.

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

- Investigate, research, and prepare basic documents involved in medical malpractice litigation, including pleadings with the medical claims conciliation panel, complaints in Circuit Court, and basic trial documents including a Settlement Conference Statement.
- Investigate, research, and prepare basic documents involved in construction litigation, including pleadings with the construction claims conciliation panel, complaints in Circuit Court, and basic trial documents including a Settlement Conference Statement.

*(Effective Fall 2004)***LAW 250C Advanced Litigation (3)***3 hours lecture per week**Prerequisite(s): Acceptance into a Legal Education program; LAW 111**Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250C is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of litigation. Topics include medical malpractice and construction litigation.

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

- Investigate, research, and prepare basic documents involved in medical malpractice litigation, including pleadings with the medical claims conciliation panel, complaints in Circuit Court, and basic trial documents including a Settlement Conference Statement.
- Investigate, research, and prepare basic documents involved in construction litigation, including pleadings with the construction claims conciliation panel, complaints in Circuit Court, and basic trial documents including a Settlement Conference Statement.

**LAW 250D Advanced Law of Business Organizations (3)***3 hours lecture per week**Prerequisite(s): LAW 121 or instructor approval*

LAW 250D is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the law of business organizations.

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

- Investigate and research advanced legal topics in the law of business organizations.
- Draft appropriate memorandums and documents

*(Effective Fall 2004)***LAW 250D Advanced Law of Business Organizations (3)***3 hours lecture per week**Prerequisite(s): Acceptance into a Legal Education program; LAW 121**Recommended Preparation: LAW 102; LAW 203; and credit in or qualification for ENG 100 or ENG 160*

LAW 250D is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the law of business organizations.

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

- Investigate and research advanced legal topics in the law of business organizations.
- Draft appropriate memorandums and documents.

**LAW 250E Advanced Taxation (3)***3 hours lecture per week**Prerequisite(s): LAW 126 or instructor approval*

LAW 250E is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of taxation.

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

- Investigate and research advanced legal topics in the area of taxation.
- Draft appropriate memorandums and documents.

*(Effective Fall 2004)***LAW 250E Advanced Taxation (3)***3 hours lecture per week**Prerequisite(s): Acceptance into a Legal Education program; LAW 126**Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250E is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of taxation.

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

- Investigate and research advanced legal topics in the area of taxation.
- Draft appropriate memorandums and documents.

**LAW 250F Advanced Real Property Law (3)***3 hours lecture per week**Prerequisite(s): LAW 131 or instructor approval*

LAW 250F is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of real property law.

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

- Investigate and research advanced legal topics in the area of real property law.
- Draft appropriate memorandums and documents.

*(Effective Fall 2004)***LAW 250F Advanced Real Property Law (3)***3 hours lecture per week**Prerequisite(s): Acceptance into a Legal Education program; LAW 131**Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250F is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of real property law.

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

- Investigate and research advanced legal topics in the area of real property law.
- Draft appropriate memorandums and documents.

### **LAW 250G Advanced Tort and Insurance Law (3)**

*3 hours lecture per week*

*Prerequisite(s): LAW 136 or instructor approval*

LAW 250G is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of tort and insurance law.

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

- Investigate and research advanced legal topics in the area of tort and insurance law.
- Draft appropriate memorandums and documents.

*(Effective Fall 2004)*

### **LAW 250G Advanced Tort and Insurance Law (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into a Legal Education program; LAW 136*

*Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250G is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of tort and insurance law.

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

- Investigate and research advanced legal topics in the area of tort and insurance law.
- Draft appropriate memorandums and documents.

### **LAW 250H Advanced Family Law (3)**

*3 hours lecture per week*

*Prerequisite(s): LAW 140 or instructor approval*

LAW 250H is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of family law. Coverage includes procedures in Hawai'i Family Court regarding adoption, contested child custody and contested divorce property division cases.

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

- Investigate and research advanced legal topics in the area of family law including adoption, contested child custody cases, and contested divorce property division cases.
- Prepare documents associated with an adoption case by consent.
- Prepare the necessary pleadings in a contested divorce action, including exhibit lists, position statements, and Motion to Set.
- Prepare for contested custody cases, including analysis of social studies preparation for testimony from expert witnesses, analysis of factors utilized by the courts in determining custody, and issues related thereto.

*(Effective fall 2004)*

### **LAW 250H Advanced Family Law (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into a Legal Education program; LAW 140*

*Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250H is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of family law. Coverage includes procedures in Hawai'i Family Court regarding adoption, contested child custody and contested divorce property division cases.

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

- Investigate and research advanced legal topics in the area of family law including adoption, contested child custody cases, and contested divorce property division cases.
- Prepare documents associated with an adoption case by consent.
- Prepare the necessary pleadings in a contested divorce action, including exhibit lists, position statements, and Motion to Set.
- Prepare for contested custody cases, including analysis of social studies preparation for testimony from expert witnesses, analysis of factors utilized by the courts in determining custody, and issues related thereto.

### **LAW 250I Advanced Estate Planning and Probate (3)**

*3 hours lecture per week*

*Prerequisite(s): LAW 151 or instructor approval*

LAW 250I is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of probate practice and procedures in Hawai'i under the state's Uniform Probate Code. It includes tax considerations arising in the probate context, the handling of assets not subject to probate and an overview of guardianship of the property proceedings.

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

- Investigate and research advanced legal topics in the area of probate practice and procedures in Hawai'i under Hawai'i's Uniform Probate Code.
- Draft and prepare appropriate memorandums and documents.

*(Effective Fall 2004)*

### **LAW 250I Advanced Estate Planning and Probate (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into a Legal Education program; LAW 151*

*Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250I is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of probate practice and procedures in Hawai'i under the state's Uniform Probate Code. It includes tax considerations arising in the probate context, the handling of assets not subject to probate and an overview of guardianship of the property proceedings.

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

- Investigate and research advanced legal topics in the area of probate practice and procedures in Hawai'i under Hawai'i's Uniform Probate Code.
- Draft and prepare appropriate memorandums and documents.



**LAW 250J Advanced Public Sector Law (3)***3 hours lecture per week**Prerequisite(s): LAW 161 or instructor approval*

LAW 250J is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of public sector law.

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

- Investigate and research advanced legal topics in the area of public sector law.
- Draft and prepare appropriate memorandums and documents.

*(Effective Fall 2004)***LAW 250J Advanced Public Sector Law (3)***3 hours lecture per week**Prerequisite(s): Acceptance into a Legal Education program; LAW 161**Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250J is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of public sector law.

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

- Investigate and research advanced legal topics in the area of public sector law.
- Draft and prepare appropriate memorandums and documents.

**LAW 250K Advanced Employment Related Law (3)***3 hours lecture per week**Prerequisite(s): LAW 166 or department chair/instructor approval*

LAW 250K is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of employment related law.

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

- Identify potential employment related law issues in the workplace.
- Identify the general type of applicable employment related law.
- Name the agency or tribunal responsible for enforcement of that law.
- Investigate and research advanced legal topics in the area of employment related law.
- Draft and prepare appropriate memorandums and documents.

*(Effective Fall 2004)***LAW 250K Advanced Employment Related Law (3)***3 hours lecture per week**Prerequisite(s): Acceptance into a Legal Education program; LAW 166**Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250K is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of employment related law.

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

- Identify potential employment related law issues in the workplace.
- Identify the general type of applicable employment related law.
- Name the agency or tribunal responsible for enforcement of that law.
- Investigate and research advanced legal topics in the area of employment related law
- Draft and prepare appropriate memorandums and documents.

**LAW 250M Advanced Consumer Law (3)***3 hours lecture per week**Prerequisite(s): LAW 171 or instructor approval*

LAW 250M is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of consumer law.

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

- Investigate and research advanced legal topics in the area of consumer law.
- Draft and prepare appropriate memorandums and documents.

*(Effective Fall 2004)***LAW 250M Advanced Consumer Law (3)***3 hours lecture per week**Prerequisite(s): Acceptance into a Legal Education program; LAW 171**Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250M is a directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of consumer law.

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

- Investigate and research advanced legal topics in the area of consumer law.
- Draft and prepare appropriate memorandums and documents.

**LAW 250N Advanced Criminal Law (3)***3 hours lecture per week**Prerequisite(s): LAW 176 or instructor approval*

LAW 250N is a directed reading, writing, and research course which provides the student with advanced training and specialized knowledge in the area of criminal law.

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

- Investigate and research advanced legal topics in the area of criminal law.
- Draft and prepare appropriate memorandums and documents.

*(Effective Fall 2004)*

### **LAW 250N Advanced Criminal Law (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into a Legal Education program; LAW 176*

*Recommended Preparation: LAW 102; LAW 203; credit in or qualification for ENG 100 or ENG 160*

LAW 250N is directed reading, writing, and research course that provides the student with advanced training and specialized knowledge in the area of criminal law.

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

- Investigate and research advanced legal topics in the area of criminal law.
- Draft and prepare appropriate memorandums and documents.

### **LAW 282 Computer-Assisted Legal Research (3)**

*3 hours lecture per week*

*Prerequisite(s): LAW 102 or instructor consent*

*Recommended Preparation: LAW 101*

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.

Upon successful completion of LAW 282, the student should be able to:

- Demonstrate computerized legal research techniques using a primary national computerized legal research systems (LEXIS or WESTLAW).
- Apply computerized legal research techniques to common legal research applications.
- Draft and prepare documentation incorporating research information.

*(Effective Fall 2004)*

### **LAW 282 Computer-assisted Legal Research (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into a Legal Education program; LAW 102*

*Recommended Preparation: LAW 203; credit in or qualification for ENG 100 or ENG 160*

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.

Upon successful completion of LAW 282, the student should be able to:

- Demonstrate computerized legal research techniques using a primary national computerized legal research systems (LEXIS or WESTLAW).
- Apply computerized legal research techniques to common legal research applications.
- Draft and prepare documentation incorporating research information.

### **LAW 286 Advanced Legal Theory and Practice (3)**

*3 hours lecture per week*

*Recommended Preparation: Legal secretarial skills and knowledge*

LAW 286 is designed to prepare students for the Professional Legal Secretary (PLS) examination sponsored by the National Association of Legal Secretaries (NALS). The student is provided with intensive review and testing in the areas of Written Communication Skills and Knowledge. Ethics, Office Procedures, Accounting, Legal Knowledge and Procedures, Exercise of Judgment, and Legal Secretarial Skills.

Upon successful completion of LAW 286, the student should be able to understand and answer mock examination questions relating to:

- Career development and legal ethics.
- Law office management.
- Computer information systems.
- Accounting.
- Legal secretarial skills and procedures.
- Legal writing and legal research.
- The courts.
- Trial preparation, civil and criminal procedures.
- Torts, personal injury, malpractice, products liability.
- Business law, contracts, and consumer production.
- Real estate transactions.
- Estates and guardianship.
- Family law.
- Bankruptcy.

### **LAW 293V Cooperative Legal Education (1-3)**

*1 hour lecture per week and 3 to 9 hours of work experience per week for 1 to 3 credits (3 hours per credit)*

*Prerequisite(s): LAW 193P or LAW 193S*

LAW 293V is a cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experience. This course allows the student to apply skills learned in the classroom to actual legal-related work settings. It is designed to be an additional cooperative education course providing in-depth application of skills.

Upon successful completion of LAW 293V, the student should be able to:

- Obtain realistic work experience in a legal office to correlate with the skills and knowledge acquired in the classroom.
- Display characteristics necessary for success in the present legal environment-sense of responsibility, independent judgment, growth in maturity, and human relations.
- Identify the objectives of cooperative education.
- Prepare a job description for the cooperative training assignment.
- Compare classroom learning with the work experience and evaluate its benefits.

*(Effective Fall 2004)*

### **LAW 293V Cooperative Legal Education (variable, 1 - 3)**

*1 hour lecture per week and 3 to 9 hours work experience per week for 1 to 3 credits (3 hours per week work experience per credit in addition to 1 hour lecture per week)*

*Prerequisite(s): Acceptance into a Legal Education program; LAW 193P or LAW 193S*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160*

LAW 293V is a cooperative education course involving an employer and the college that integrates classroom learning with supervised practical experience. This course allows the student to apply skills learned in the classroom to actual legal-related work settings. It is designed to be an additional cooperative education course providing in-depth application of skills.

Upon successful completion of LAW 293V, the student should be able to:

- Obtain realistic work experience in a legal office to correlate with the skills and knowledge acquired in the classroom.
- Display characteristics necessary for success in the present legal environment—sense of responsibility, independent judgment, growth in maturity, and human relations.
- Identify the objectives of cooperative education.
- Prepare a job description for the cooperative training assignment.
- Compare classroom learning with the work experience and evaluate its benefits.

## 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 diagramming 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 90 Basic Intensive Preparatory Program for Deaf Students (12)

*10 hours lecture, 2 hours lecture/lab, and 3 hours lab per week*

*Prerequisite(s): Consent of instructor; intermediate sign language skills based on interview; English evaluation.*

LSK 90 is a special curriculum 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 Intensive Preparatory Program for the Deaf, students should be able to:

- Apply a systematic approach to writing which includes: pre-writing, 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 to find and obtain help when necessary.
- Enhance knowledge base through information gained from classroom discussions and excursions.

*(Effective Fall 2005)*

### **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. May not be taken for a letter grade. 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: pre-writing, 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 lecture, 2 hours lecture/lab, and 3 hours lab per week*

*Prerequisite(s): Consent of instructor; intermediate sign language skills based on interview; English evaluation placement in LSK 91, or credit in LSK 90.*

LSK 91 is a special curriculum 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 Intermediate Intensive Preparatory Program for the Deaf, students should be able to:

- Apply a systematic approach to writing which includes: pre-writing, 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 to find and obtain help when necessary and manage time appropriately.
- Enhance knowledge base through information gained from classroom discussions and excursions and apply toward future learning.

*(Effective Fall 2005)*

### **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. May not be taken for a letter grade. 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: pre-writing, 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 lecture, 2 hours lecture/lab, and 3 hours lab per week*  
*Prerequisite(s): Consent of instructor; intermediate sign language skills based on interview; English evaluation placement in LSK 92, or credit in LSK 91.*

LSK 92 is a special curriculum 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 High Intermediate Intensive Preparatory Program for the Deaf, students should be able to:

- Apply a systematic approach to writing including pre-writing, 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 of 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 to manage time appropriately and set attainable goals for the future.
- Apply knowledge gained from classroom and excursion experiences to enhance understanding of global interdependence.

*(Effective Fall 2005)*

### **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. May not be taken for a letter grade. 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 pre-writing, 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 lecture, 2 hours lecture/lab, and 3 hours lab per week*  
*Prerequisite(s): Consent of instructor; intermediate sign language skills based on interview; English evaluation placement in LSK 94, or credit in LSK 92.*

LSK 94 is a special curriculum 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 Advanced Intensive Preparatory Program for the Deaf, 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 reading 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.

*(Effective Fall 2005)*

### **LSK 94 Advanced Intensive Preparatory Program For Deaf Students (12 Credits)**

*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. May not be taken for a letter grade. 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 (formerly AA/AH3) and KCC AS/AH

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100*

*Comment: Letter grade and audit only. 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.

## M

## MANAGEMENT

### MGT 118 Principles of Supervision (3)

*3 hours lecture per week*

MGT 118 covers supervisory concepts and practices of today's first-line managers. Through this course, you will learn how supervisors coordinate company resources using the managerial functions of planning, organizing, staffing, influencing/leading (human relations), and controlling to reach department/company objectives. The relationship of these five functions of management (planning, organizing, staffing, influencing/leading, and controlling) and the role of the supervisor in the business organization will be studied in detail. You will also acquire a vocabulary of business terms related to the field of supervision.

Upon successful completion of MGT 118, the student should be able to:

- Demonstrate an understanding of the concepts and principles of planning, organizing, influencing/leading, staffing and controlling.
- Describe the work of a supervisor.
- Present the types of skills necessary to perform the job of supervision.
- State the steps taken in the scientific method of decision making.
- Name several potential advantages and disadvantages of group decision making.
- Describe the interpersonal communication process.
- Present guidelines for conducting effective meetings.
- Explain the importance of the grapevine in organizations.
- Recount the basic steps in the planning process-with special emphasis on setting objectives.
- Present a model of the supervisory planning process.
- Differentiate among organizational policies, procedures, and rules.
- Describe the basic steps in the delegation process.
- Compare formal and informal work groups.
- Explain group norm and group cohesiveness.
- State some important conclusions regarding informal work group leadership.
- Discuss how you can get the informal work group to work with you instead of against you.
- Define recruiting, selection, orientation, and training.
- Describe the steps in the selection process.
- Outline the steps in training employees in physical skills.
- Define performance appraisal
- Discuss the common errors in making performance appraisals.
- Explain how to conduct performance appraisal interviews.
- Define protected groups.
- Define affirmative action.
- Define sexual harassment.
- Describe the differing philosophies of unions and management.
- Define collective bargaining.
- Define strike, slowdown, sit-down strike, and wildcat strike.
- Explain the hierarchy of needs.
- Discuss the motivation-maintenance theory of motivation.
- Describe three basic styles of leadership.
- Discuss the Managerial Grid.
- Describe Theory X and Theory Y.
- Outline the five stages of conflict.
- Discuss the useful effects of conflict.
- Describe five strategies for dealing with interpersonal conflict.

- Explain why employees tend to resist change.
- Present several things that the supervisor can do to foster employee acceptance of change.
- Suggest several personal guidelines for reducing stress.
- Determine when it is appropriate for the supervisor to counsel employees.
- Present a general approach for counseling employees.
- Summarize the legal requirements for dealing with troubled employees.
- Name the three basic steps in the control process.
- Identify tools and techniques most frequently used by supervisors to exercise control.
- Explain the hot-stove rule for applying discipline.
- Explain how to handle the first step of the grievance process.

### **MGT 122 Organizational Behavior (3)**

*3 hours lecture per week*

MGT 122 is a management course for supervisors covering key concepts and issues underlying the modern practice of interpersonal relations. Through this course you will develop the ability to handle human relations constructively, develop a greater understanding of the causes of interpersonal conflict, and to make intelligent choices when people related problems arise. Major areas of study are self-awareness, communication, interpersonal relationships, values, attitudes, working with others, working with supervisors, customer service, and self-improvement.

Upon successful completion of MGT 122, the student should be able to:

- Demonstrate an understanding of the area of human relations in business dealing with self-awareness, communication, and interpersonal relationships.
- Identify forces influencing human behavior.
- Describe human relations historical movement.
- Explain basic human relation themes.
- Describe communication process.
- Describe active listener.
- Describe empathetic listening.
- Demonstrate listening skills.
- Explain how individuals acquire attitudes.
- Describe changing attitudes.
- Describe development of self-esteem.
- Explain power of expectations.
- Identify methods to raise self-esteem.
- Analyze MBTI.
- Explain concepts of communication styles.
- Describe communication style model.
- Identify communication style.
- Demonstrate style flexing.
- Describe Maslow's hierarchy of needs.
- Differentiate leadership styles.
- Explain formation of values.
- Rank instrumental values.
- Rank terminal values.
- Explain benefits of self-disclosure.
- Describe Johari Window model.
- Describe Johari Window strategies.
- Describe TA.
- Demonstrate complementary transactions.
- Explain forms of positive reinforcement.
- Describe barriers of positive reinforcement.
- Explain positive first impressions.
- Identify first impression factors.
- Describe factors that influence work clothing.
- Explain teamwork.
- Identify characteristics of work team.
- Describe dimensions of leadership.
- Describe team building.
- Identify causes of conflict.

- Explain conflict management strategies.
- Demonstrate assertive skills.
- Demonstrate stress reduction strategies.
- Explain formation of prejudicial attitudes.
- Identify forms of discrimination.
- Describe changing traditional sex roles.
- Explain how to avoid sexual harassment.
- Illustrate unwritten rules.
- Describe getting along techniques.
- Describe handling an angry customer.

## **MARKETING**

### **MKT 120 Principles of Marketing (3)**

*3 hours lecture per week*

*Recommended Preparation: BUS 120*

MKT 120 is an introductory course to theories and principles of marketing. Emphasis is on understanding the importance of every channel of distribution, market research, and marketing application. Consumer buying preferences and buying behavior are examined.

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

- Understand the marketing philosophy and functions.
- Understand the consumer-oriented approach to marketing.
- Demonstrate an understanding of consumer goods and industrial goods.
- Understand methods in marketing and market research.
- Understand basic concepts of retailing, wholesaling and physical distribution.
- Understand basic concepts of advertising, personal selling, sales promotion and public relations.
- Evaluate a marketing application.

### **MKT 130 Principles of Retailing (3)**

*3 hours lecture per week*

*Recommended Preparation: BUS 120; MKT 120 (SMKT 120)*

MKT 130 is an introductory review of retailing and its relationships in the marketing and free enterprise system. Emphasis is on the basic function of a retail store, finance, inventory and expense control, operations, personnel, merchandise and sales promotion.

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

- Recognize the role of retailing in the free enterprise system.
- Identify factors that influence consumer buying behavior.
- Apply concepts and principles of store organization, operations, and supervision.
- Understand the basic concepts of store location, design, and layout.
- Apply the principles and practices of the buying function.
- Apply concepts and principles of merchandise and expense control systems.
- Understand facts and principles of credit and collections.
- Recognize the significance and techniques of retail promotion.

### **MKT 135 Principles of Merchandise Management (3)**

*3 hours lecture per week*

*Recommended Preparation: BUS 120*

MKT 135 is an introduction to the principles of buying, handling, and financial aspects of merchandising management. A practical course on merchandise plans, customer demand, merchandise sources, evaluation methods, negotiating, reordering, merchandise forecasting and budgeting, and inventory controls.

Upon successful completion of MKT 135, the student should be able to:

- Apply concepts and principles of effective buying.
- Understand buying for different types of stores.
- Know the different roles of the retail buyer.
- Construct a merchandise plan.
- Construct an assortment plan.
- Understand open-to-buy.
- Know fundamentals of inventory management.
- Know methods of inventory shrinkage control.
- Prepare a buying plan.
- Explain the importance of managing the open-to-buy.
- Describe the buying process.
- Describe buying at the store and local market.
- Describe buying in the market and at the show.
- Summarize the process of follow-up, re-orders, and following trends.
- Identify target consumer for a particular store.
- Explain the importance of positive vendor relationships.
- Identify professional and ethical business practices.
- Demonstrate negotiating skills.
- Outline the buyer's role in visual merchandising, advertising, public relations, sales promotion, and sales support services.
- Identify the components of the merchandise plan.
- Distinguish seasonal planning based on store needs.
- Identify classification of product groups.
- Describe product development.
- Prepare a sales projection.
- Describe the components of open-to-buy.
- Describe planning and controlling of inventory dollars.
- Differentiate between classification and unit control.
- Compute turnover.
- Summarize inventory shrinkage control techniques.

### **MKT 150 Principles of Customer Service (3)**

*3 hours lecture per week*

MKT 150 is the study of the principles and methods of customer service in the marketing process. Emphasis is on the retail sales process and the various aspects involved in selling systematically. Students will develop a complete sales presentation and role play the presentation for analysis and evaluation.

Upon successful completion of MKT 150, the student should be able to:

- Understand the nature of retail selling and demonstrate what it takes to be successful.
- Demonstrate an understanding of the various sales principles and methods.
- Know the steps in the retail sales process.
- Develop a sales presentation.
- Know terminology associated with the field of selling.
- Apply course material to improve existing selling skills.

### **MKT 152 Principles of Sales Management (3)**

*3 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in MKT 150 (SMKT 150)*

*Recommended Preparation: MKT 120 (SMKT 120)*

MKT 152 focuses on concepts and principles of sales management providing the integration of retail and personal selling, including planning, organizing, developing, and directing the retail sales force. The methodologies and techniques for evaluating sales force performance and the functions of retail sales management are emphasized.

Upon successful completion of MKT 152, the student should be able to:

- Understand the scope and purpose of retail sales management.
- Understand the methodologies used to measure sales force performance.
- Measure markets.
- Forecast sales.
- Compute allocation of resources, including budgets and quotas.
- Know techniques for training, motivating, and compensating sales associates.
- Understand leadership and supervisory techniques used in an effective sales management.

### **MKT 160 Principles of Advertising (3)**

*3 hours lecture per week*

*Recommended Preparation: BUS 120; MKT 120 (SMKT 120)*

MKT 160 is an introduction to the role of advertising, design, and promotion in selling a product and/or service with a retail emphasis. A non-technical and practical three-pronged approach: an industry overview; components of advertising, design, and promotion; and applying basic advertising and design principles to different forms of advertising media and display.

Upon successful completion of MKT 160, the student should be able to:

- Apply concepts and principles of advertising, design, and promotion.
- Select appropriate advertising media.
- Evaluate effectiveness of advertising media.
- Develop an advertising, promotional, and display strategy.
- Understand the different types of advertising, design, and promotion and how each contributes to a business's success.
- Recognize who the target customers are and the importance of building customer preference and loyalty.
- Understand the concept of product classification and product differentiation and their affects on advertising, design, and promotion.
- Analyze the strengths and weaknesses of different types of advertising, design, and promotion.
- Develop and advertising and promotion mix for a business.
- Recognize good and bad advertising, design, and promotion.
- Understand the basic elements of good design.
- Develop a basic advertising, design, and promotion concept for a business.
- Apply basic concepts of good display techniques.

### **MKT 160L Principles of Advertising Lab (1)**

*2 hours lecture/lab per week*

*Prerequisite(s): Credit or concurrent enrollment in MKT 160 (SMKT 160)*

*Recommended Preparation: BUS 120; MKT 120 (SMKT 120)*

MKT 160L is a hands-on course in correct usage of selecting advertising media, appropriate selection of proper merchandise to advertise, writing proper newspaper copy, creativity and production of broadcast media, elements of display, design and arrangement.



Upon successful completion of MKT 160L, the student should be able to:

- Produce and direct a TV commercial as well as a radio commercial.
- Write appropriate copy and do layout for a magazine and newspaper.
- Design a display window with proper lighting.
- Be able to evaluate advertisements and displays.

### **MKT 180 International Marketing (3)**

*3 hours lecture per week*

*Recommended Preparation: BUS 120; MKT 120 (SMKT 120)*

MKT 180, International Marketing, is the performance of business activities that direct the flow of goods and services to consumers or users in more than one nation. By recognizing the uniqueness of foreign markets, their unfamiliar problems and varied strategies, the student will study marketing in a new setting, a different environment and a different culture.

Upon successful completion of MKT 180, the student should be able to:

- Understand the scope and challenge of international marketing.
- Understand the world marketing environment to include the role of cultural dynamics in foreign markets, business customs, political considerations and legal environment.
- Demonstrate the ability to apply general marketing concepts to the international marketing environment.

### **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 193V Cooperative Vocational Education (1-3)**

*1 hour lecture, 3 hours practicum per week for each credit.*

*Recommended Preparation: MKT 120; MKT 130; MKT 150; MKT 152; MKT 160; MKT 166 (SMKT 120; SMKT 130; SMKT 150; SMKT 152; SMKT 160; SMKT 166)*

MKT 193V is a work study course providing opportunities to reinforce skills learned in Sales and Marketing courses by applying them in an actual job situation.

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

- Provide practical on-the-job experience in an actual occupational situation compatible to the student's major curriculum.
- Gain a greater insight and skill in human relations necessary in supervised work situations.
- Provide the incentive and means of self-improvement, not only in the occupation, but also in study habits, recreational interests, and general personality.
- Develop progressive leadership that is competent, assertive, self-reliant and cooperative, through the exploration of vocational and avocational opportunities.
- Provide the incentive and means for vocational guidance and research in specific occupations or job duties.
- Develop to the fullest extent the student's abilities, initiative, and creativity.
- Develop a better understanding of the social and economic responsibilities of those engaged in sales and marketing.

## **MATHEMATICS**

### **MATH 1 Basic Mathematics**

**MATH 1 was replaced by the non-credit course PCM 23. A math placement test is available at 'Iliahi 228.**

### **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)

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 Mathematical Foundations (6)

6 hours lecture per week

Prerequisite(s): A grade of "C" or higher in MATH 1, or PCM 23, or placement test recommendation of MATH 24 or MATH 25; qualification for ENG 22

MATH 81 is a course to prepare students for college level mathematics (MATH 100, 100H, 115). Topics covered include basic algebra, statistics, graphing, geometry and probability. Graphing calculators and group work are integral parts of this course.

Upon successful completion of MATH 81, the student should be able to:

- View mathematics as connected to the real world in everyday life and in vocational disciplines.
- Apply technology (computers and graphing calculators) to solve mathematical problems and judge the reasonableness of the results.
- Translate problem situations into symbolic representations and use these representations to solve problems.
- Work effectively in groups and communicate mathematics both orally and in writing.
- Use various graphical representations of data to uncover important patterns and to interpret these patterns in a real-world context.
- Summarize and interpret data using statistical measures.
- Use a computer spreadsheet program and a graphing calculator to enter, manipulate, and display data in various ways.
- Use the correct order of operations with expressions involving signed numbers and absolute values.
- Solve and graph linear equations and inequalities.
- Solve problems involving ratios and proportions.
- Graph quadratic functions and exponential functions.
- Use laws of exponents for expressions with integral exponents.
- Use scientific notation.
- Simplify and evaluate square roots and cube roots.
- Find perimeters, areas, and volumes of various 2- and 3-dimensional figures.
- Use the Pythagorean Theorem.
- Use simulations to determine probabilities of events.

(Effective Spring 2004)

### 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 (formerly AA/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 MATH 81 or tested placement at MATH 100; qualification for ENG 22 or ESOL 94*

MATH 100 is a survey of 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 this course 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 (formerly AA/ML)**

*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 is a survey of 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 (formerly AA/ML)**

*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 is a course in College Algebra. It 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

*(Effective Spring 2005)*

### **MATH 111 Mathematics for Elementary Teachers I (3)**

*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 81 or a placement test recommendation of MATH 100; qualification for ENG 100*

MATH 111 is the first of a two-course sequence designed to give prospective elementary education majors the depth of understanding necessary to teach mathematics in the elementary classroom. Topics will include number (natural numbers, integers, fractions, and real numbers) and operation, sets, patterns, functions and algebra. Emphasis will be on communication, connections and problem solving, representations, and reasoning and proof.

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

- Explain numbers, ways of representing numbers, relationships among numbers, and number systems.
- Explain the meaning of operations and how they relate to each other.
- Describe various types of patterns and functional relationships.
- Use symbolic forms to represent, model, and analyze mathematical situations.
- Solve a variety of mathematical problems.
- Communicate mathematical ideas verbally, in writing, and through mathematical representations to various audiences.
- Demonstrate mathematical literacy and fluency.

*(Effective Spring 2005)*

### **MATH 112 Mathematics for Elementary Teachers II (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in MATH 111*

MATH 112 is the second of a two-course sequence designed to give prospective elementary education majors the depth of understanding necessary to teach mathematics in the elementary classroom. Topics will include geometry, measurement, data analysis, statistics, and probability. Emphasis will be on communication, connections and problem solving, representations, and reasoning and proof.

Upon successful completion of MATH 112, the student should be able to:

- Explain attributes, units, and systems of units in measurement.
- Develop and use various techniques, tools, and formulas for measuring.

- Explain properties of objects and relationships among the properties.
- Use transformations and symmetry to analyze mathematical situations.
- Solve a variety of problems using visualization and spatial reasoning.
- Explain the use of different representational systems, including coordinate geometry.
- Interpret data using methods of exploratory data analysis.
- Develop and evaluate inferences, predictions, and arguments that are based on data.
- Apply basic notions of chance and probability.
- 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 (formerly AA/ML)**

*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 covers elementary probability and statistics including standard deviation, calculations and inferences about means and proportions, normal distributions and linear correlation.

Upon successful completion MATH 115, the student should be able to:

- Describe and interpret various descriptive statistics such as mean, median, mode, range, standard deviation and quartiles.
- Draw and interpret various graphs such as frequency histograms, bar graphs, and boxplots.
- Solve problems involving the probability of events.
- Calculate probabilities involving normal random variables and categorical data.
- Determine and interpret (for large samples) confidence interval estimates of population means and proportions.
- Conduct hypothesis tests using z and chi-square about means and proportions of populations.
- For a set of paired data, produce a scatter plot, find the regression line, and find and interpret the correlation coefficient.

### **MATH 135 Elementary Functions (3) KCC AA/FS (formerly AA/ML)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in MATH 103, or a grade of "C" or higher in MATH 27, or qualification for MATH 135 on math placement test.*

MATH 135 focuses on elementary functions and graphs, polynomials, systems of linear equations, 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 composition functions correctly.
- Show familiarity with all principles involving linear functions.
- Find roots, evaluate, sketch, and solve inequalities involving polynomial functions.
- Graph rational functions using the concept of asymptotes.
- Apply definitions and principles of logarithmic and exponential functions correctly.
- Use knowledge and techniques of this course in solving applied problems.

**MATH 140 Trigonometry and Analytic Geometry (3)  
KCC AA/FS (formerly AA/ML)***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 (formerly AA/ML)***3 hours lecture per week**Prerequisite(s): A grade of "C" or higher in MATH 135 or placement recommendation of MATH 140.**Comment: Formerly QM 252*

MATH 203 covers the mathematics of finance - annuities, perpetuities, present value, derivatives, integrals, graphical analysis and mathematical models as applied to business. This course also covers applications of the derivative to curve sketching and the solutions of optimization problems and involves the algebra and geometry of linear, quadratic, exponential and logarithmic functions.

Upon successful completion of MATH 203, the student should be able to:

- Understand and 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

**MATH 205 Calculus I (4) KCC AA/FS (formerly AA/ML)***4 hours lecture per week**Prerequisite(s): A grade of "C" or higher in MATH 140 or equivalent or satisfactory performance on the math placement test*

MATH 205 focuses on basic concepts, limits and continuity, techniques and applications of differentiation, introduction to integration.

Upon successful completion of MATH 205, the student should be able to:

- Understand and apply the concept of limit.
- Differentiate polynomial functions and sums, products, quotients, roots, and compositions of polynomial 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 (formerly AA/ML)***4 hours lecture per week**Prerequisite(s): A grade of "C" or higher in MATH 205 or equivalent*

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. 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 (1)***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 a better understanding (graphically and numerically) 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 computer software to find:

- Solutions of equations and systems of equations.
- First and second derivatives.
- Estimates of function zeros using Newton's Method.
- Definite and indefinite integrals.
- Estimates of definite integrals using numerical methods.
- Taylor polynomials and estimate their remainders.
- The convergence or divergence of infinite series and should have insights into the fundamental calculus concepts of:
  - Limit of a function.
  - Derivative of a function.
  - Application of Newton's Method.
  - Definite integral.
  - Numerical methods for estimating the definite integral.
  - Convergence of Taylor polynomials.
  - 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 is the third course in the calculus sequence, which 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 is the fourth course in the calculus sequence, which 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.

# **MEDICAL ASSISTING**

## **MEDA 100 Introduction to Medical Assisting (3)**

*3 hours lecture per week*

*Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

MEDA 100 provides a survey of the role of the Medical Assistant in patient care; basic knowledge of administrative and clinical skills, including ethical and legal issues, communication skills, and nutrition.

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

- Demonstrate skills and confidence in using electronic media to gain an introduction to medical assisting.
- Describe the duties and responsibilities of the Medical Assistant.
- Demonstrate an understanding of Medical Assisting as a profession.
- Describe the role of other health care members in patient care.
- Explain the importance of ethics in health care.
- Discuss fundamental legal aspects of patient care.
- Demonstrate basic knowledge of communication skills required of a Medical Assistant.
- Demonstrate practical knowledge of basic principles and application of psychology in dealing with patients of various ages, backgrounds, and medical conditions.
- Demonstrate fundamental math skills required of a Medical Assistant.
- Define terminology pertinent to the study of nutrition.
- Identify community resources for client referrals.
- Identify the six nutrients, their functions, and their common sources.
- Name the Basic Food Groups.
- Identify nutritional needs in life cycles.

## **MEDA 120 Clinical Medical Assisting (2)**

*2 hours lecture per week*

*Prerequisite(s): Admission into the Medical Assisting program*

*Corequisite(s): MEDA 120L; MEDA 125*

*Recommended Preparation: High school course work in health science*

*Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

MEDA 120 provides principles of clinical care skills as an assistant to a physician in an ambulatory care facility setting.

Upon satisfactory completion of MEDA 120, 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 including vision testing, hearing testing, and electrocardiography.
- Discuss preparation of back office, equipment and supplies to facilitate the smooth flow of patients through the clinic and/or physician's office.
- Demonstrate knowledge of radiation safety principles and practices.
- Demonstrate skills and confidence in using electronic media to gain knowledge about clinical medical assisting principles and methods.

## **MEDA 120L Clinical Medical Assisting Lab (2)**

*6 hours lab per week*

*Prerequisite(s): Admission into the Medical Assisting Program*

*Corequisite(s): MEDA 120; MEDA 125*

*Recommended Preparation: High school course work in health science*

*Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

MEDA 120L provides instruction and lab practice in preparing for and performing medical office procedures and diagnostic tests and follow-up care.

Upon satisfactory completion of MEDA 120L, 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.
- Perform routine patient care procedures to assist the physician in the examining room.
- Demonstrate the practice of medical-surgical asepsis.
- Demonstrate sterilization/disinfection of instruments and supplies.
- Demonstrate ability to obtain and record medical data from patients.
- Prepare patients for exams and/or treatments.
- Measure and record vital signs, height and weight.
- Perform hearing and vision screening and ECG tracings.
- Establish and maintain patient medical records.

## **MEDA 125 Clinical Office Experience (1)**

*50 hours clinical total*

*Prerequisite(s): Admission into the Medical Assisting program or instructor consent; credit or concurrent enrollment in MEDA 120; credit or concurrent enrollment in MEDA 120L*

*Recommended Preparation: High school course work in health science*

MEDA 125 is the application in the medical office of knowledge and skills gained in MEDA 120 and 120L.

Upon successful completion of MEDA 125, the student should be able to:

- Perform in the role of a beginning Medical Assistant in the clinical area by demonstrating the necessary traits acceptable of the profession, including communication skills and working relationship with health care personnel.
- Obtain and record medical data from patients.
- Perform routine patient care procedures to assist the physician in the examining room.
- Assist the physician with exams and/or treatments.
- Assist the physician with minor surgery.

- Prepare exam/treatment rooms.
- Prepare patients for exams and/or treatments.
- Measure and record vital signs, height and weight.
- Perform hearing and vision screening and ECG tracings.

### **MEDA 132 Computer Applications in Medical Assisting (3)**

*2 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): Admission to Medical Assisting Program*

*Comment: Students will be required to purchase one ream of paper, manila folder, and two computer diskettes for this course.*

MEDA 132 presents basic concepts and applications of computers and computer systems in administrative medical assisting practice.

Upon successful completion of MEDA 132, the student should be able to:

- Describe the impact of computers on medical assisting practice.
- Identify basic hardware components of computer systems.
- Identify, describe, and use basic application programs used in medical assisting.
- Develop keyboarding, proofreading, and editing skills for the purposes of accurately processing and communicating information in a medical office.
- Demonstrate an understanding of word processing terminology as well as concepts used in entering and retrieving information.
- Demonstrate the ability to 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.

### **MEDA 140 Administrative Medical Assisting (2)**

*2 hours lecture per week*

*Prerequisite(s): Admission into the Medical Assisting program; MEDA 132 or equivalent*

*Corequisite(s): MEDA 140L; MEDA 145*

*Comment: On-line course*

MEDA 140 focuses on administrative front office procedures for clinics and/or physician's office.

Upon successful completion of MEDA 140, the student should be able to:

- Apply the basic concepts and principles of medical office practices and procedures with entry-level proficiency in the performance of duties in the administrative or "front" office.
- Perform medical office administrative tasks as a receptionist and bookkeeper, and assist the physician in handling correspondence and appointments.
- Discuss importance of accurate record keeping.
- Utilize the principles of medical economics in the proper filing of insurance claims, collection and banking techniques.
- Prepare the front office, equipment and supplies to facilitate the smooth flow of patients through the clinic and/or the physician's office.
- Develop skills and confidence in using electronic media to gain knowledge about administrative medical assisting principles and practices.

### **MEDA 140L Administrative Medical Assisting Lab (2)**

*6 hours lab per week*

*Prerequisite(s): Admission into the Medical Assisting program; a grade of "C" or higher in MEDA 120; a grade of "C" or higher in MEDA 120L; a grade of "C" or higher in MEDA 125; a grade of "C" or higher in MEDA 132 or equivalent course.*

*Corequisite(s): MEDA 140; MEDA 145*

*Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

MEDA 140L provides laboratory practice in performing administrative office procedures.

Upon satisfactory completion of MEDA 140L, the student should be able to:

- Perform administrative planning functions for an ambulatory care facility.
- Establish and maintain a petty cash fund.
- Apply managed care principles.
- Perform end-of-day balancing of procedures.
- Demonstrate various routine office reception and oral communication techniques.
- Role-play common administrative medical assistant/client situations.
- Complete various reimbursement forms using a computer
- Prepare patient schedules, equipment requests, and budgetary forms for the office.
- Perform exercises in written communication, dictation, and transcription.
- Develop skills and confidence in using electronic media to gain and apply knowledge about administrative medical assisting principles and practices.

### **MEDA 145 Administrative Medical Assisting Practicum (1)**

*50 hours total*

*Prerequisite(s): MEDA 132 or equivalent; a grade of "C" or higher in MEDA 140; a grade of "C" or higher in MEDA 140L*

MEDA 145 is the application of knowledge and skills gained in MEDA 140 and 140L.

Upon successful completion of MEDA 145, the student should be able to:

- Exhibit professional behavior in working with clients.
- Demonstrate ability to efficiently organize tasks.
- Demonstrate ability to perform general reception responsibilities.
- Perform medical records responsibilities.
- Perform correspondence responsibilities.
- Perform business office responsibilities.
- Demonstrate ability to adjust when associating and working with others in the medical office.

### **MEDA 162 Advanced Computer Applications in Medical Assisting (3)**

*2 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): Admission to Medical Assisting program; MEDA 132 or equivalent; HLTH 110.*

*Comment: Supplies required include diskette, printer paper, manila folder and optional 3-ring binder. Students should also have a medical dictionary.*

MEDA 162 provides further instruction in the application of computers in medical assisting administrative practice including transcription of medical reports and documentation, coding, and maintaining patient records and accounts.

Upon successful completion of MEDA 162, the student should be able to:

- Recognize the importance of the effective use of computer systems in efficient functioning of a medical office practice.
- Demonstrate proficiency in application of computer systems in maintaining patient records and accounts.
- Apply knowledge of medical terminology and transcription skills in processing medical data.
- Describe and demonstrate ethical conduct required by persons handling confidential medical data.
- Transcribe reports dealing with terminology, disease conditions, and procedures related to various body systems and medical specialties.
- Demonstrate appropriate use of references as sources of information.
- Demonstrate the process of coding.
- Apply spreadsheet and database management programs in a medical office administrative setting.
- Proofread and edit medical documents.
- Transcribe accurately at the minimum rate of 50 net lines per hour using a 65-space line.

### **MEDA 201 Medical Law and Ethics (2)**

*2 hours lecture per week*

*Prerequisite(s): MEDA 120; credit or concurrent enrollment in MEDA 140*

*Comment: On-line course*

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:

- Apply a working knowledge of laws which affect medical practice and the practice of Medical Assistants.
- Apply basic concepts of medical ethics in relationships with physicians, patients and co-workers in the performance of duties as a Medical Assistant.
- Develop skills and confidence in using electronic media to gain knowledge of and apply basic concepts of laws and medical ethics in the practice of Medical Assistants.

### **MEDA 210 Medical Assisting Critique (1)**

*2.5 hours lecture/discussion per week (6 weeks)*

*Prerequisite(s): A grade of "C" or higher in MEDA 120; a grade of "C" or higher in MEDA 120L; a grade of "C" or higher in MEDA 125; a grade of "C" or higher in MEDA 140; a grade of "C" or higher in MEDA 140L; a grade of "C" or higher in MEDA 145; a grade of "C" or higher in MEDA 201; consent of instructor*

*Corequisite(s): MEDA 215*

*Comment: On-line course*

MEDA 210 is an analytical approach to correlate practical experience in the delivery of quality patient care.

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

- Function effectively as a health care team member in the delivery of quality patient care through knowledge and skills with entry-level proficiency in the performance of 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 of potential ethical and legal ramifications of patient management- both medical and economical- as well as the consideration of laws, safety standards, record maintenance, quality patient care and education.
- Refine skills in using electronic media to apply knowledge about medical assisting principles, practices, and methods.
- Identify problem areas and select alternatives in the solution of these through active participation in class problem-solving methods using effective communication skills.
- Perform satisfactorily in objective testing, demonstrating in-depth knowledge of illness/wellness, medical care objectives and/or philosophies and his/her role in assisting in the diagnosing, examining, and treatment procedures.
- Assume the responsibility for self-improvement and development as demonstrated by the selection and completion of individual projects as well as seeking community and professional workshops to attend.
- Review and prepare for certification as a Professional Medical Assistant.

### **MEDA 215 Externship (5)**

*225 hours clinical*

*Prerequisite(s): MEDA 120; MEDA 120L; MEDA 125; MEDA 140; MEDA 140L; MEDA 145; MEDA 162; MEDA 201; MLT 100; PHRM 115; consent of instructor*

*Corequisite(s): MEDA 210*

*Comment: Students are expected to provide their own uniforms, shoes and stethoscope and to provide for transportation to 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 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 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, including medical transcription, to assist the physician in the care of patients.
- Prepare the front office equipment and supplies to facilitate the smooth functioning of this area.
- Describe, demonstrate and apply the laws and statutes that affect a medical practice and specifically the 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 220L Advanced Clinical Medical Assisting Lab (1)**

*3.5 hours of lab per week (13 weeks)*

*Prerequisite(s): MEDA 120; MEDA 120L; MEDA 125; BIOL 130*

*Corequisite(s): MEDA 220; MEDA 225*

MEDA 220L is a laboratory course which provides practice in advanced Medical Assisting techniques, including physical therapy, radiological, and electrocardiography procedures.

Upon successful completion of MEDA 220L, the student should be able to:

- Demonstrate proper procedure for ECG tracing set-up.
- Identify and trouble-shoot mechanical artifacts on ECG tracings.
- Assess patient skills and understanding of basic principles of physical therapy.
- Demonstrate proper procedure in preparing patients for diagnostic radiographic procedures.
- Demonstrate proper patient preparation procedures with treatment modalities.
- Demonstrate coordination of patient treatment with treatment modalities.

### **MEDA 225 Advanced Clinical Medical Assisting Practicum (1)**

*50 hours total*

*Prerequisite(s): MEDA 120; MEDA 120L; MEDA 125; BIOL 130; credit or concurrent enrollment in MEDA 220; credit or concurrent enrollment in MEDA 220L*

MEDA 225 is the application in an ambulatory care setting of knowledge and specialty procedures gained in MEDA 220 and 220L.

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

- Assist physician with examination and treatments.
- Apply basic concepts and principles of medical office practices and procedures.
- Prepare back office, equipment and supplies to facilitate smooth flow of patients through clinic/physician's office.
- Assist physicians in appraisal of health status of patients through application of diagnostic concepts and procedures, prescribed diagnostic tests, and follow-up care and treatment.
- Perform routine office diagnostic tests and procedures.
- Function as and demonstrate professional characteristics expected of a beginning practicing medical assistant.

### **MEDA 250 Basic Cardiac Arrhythmias (3)**

*3 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in BIOL 130 or credit or concurrent enrollment in ZOOL 141*

*Comment: This course is cross-listed as RESP 215*

MEDA 250 is a survey of cardiac anatomy and function, electrophysiological properties of the heart, common rhythms and arrhythmias.

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

- Identify the basic anatomy of the heart.
- Describe coronary circulation and the conduction system of the heart.
- Describe the heart's systemic and pulmonary circulation.
- Discuss each phase of the cardiac cycle.
- Describe the electrophysiological properties of the heart.
- Discuss the nervous control of the heart.
- Demonstrate correct lead placement for the common monitoring leads.
- Identify and describe how the electrical activity of the heart is represented on the electrocardiograph.
- Identify common cardiac rhythms and arrhythmias and describe the treatment for each arrhythmia.
- Identify commonly used pacemakers and how they are represented on the electrocardiograph.
- Identify patterns of myocardial infarction on the electrocardiograph.

## **MEDICAL LABORATORY TECHNICIAN**

### **MLT 100 Introduction to the Clinical Laboratory (2) Fall I**

*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) Spring I**

40 clinical hours

*Prerequisite(s): Admission to MLT program; credit or concurrent enrollment in MLT 100*

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 fingersticks 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 103 Urinalysis (1) Spring I**

2 hours lecture/lab per week

*Prerequisite(s): MLT 100; BIOL 130; admission into MLT program or consent of MLT program director*

MLT 103 is the study of basic principles and laboratory procedures for urinalysis.

Upon successful completion of MLT 103, the student should be able to:

- Discuss the basic principles underlying routine laboratory procedures in urinalysis.
- Describe normal and abnormal constituents of urine and their clinical significance.

### **MLT 105 Serology (1) Summer I**

2 hours lecture/lab per week

*Prerequisite(s): MLT 100; MICR 135 or MLT 106; admission into MLT program or consent of MLT program director*

MLT 105 will provide the basic laboratory experience in Clinical Immunology and Serology, encompassing the major antigen-antibody reaction technology.

Upon successful completion of MLT 105, the student should be able to:

- Demonstrate proper techniques of pipetting and making serial dilutions and accurately calculate dilutions.
- Describe the clinical significance, antigens and antibodies of the most commonly performed tests in the serology laboratory.
- Perform the following tests with 100 percent accuracy.
  - a. agglutination
  - b. enzyme immunoassay (colorimetric)
  - c. immunodiffusion
  - d. immunofluorescence

- Perform and record quality control in equipment, reagents and technique with 100 percent accuracy.
- Utilize the safety precautions necessary in the Serology laboratory.

### **MLT 106 Clinical Microbiology I (3) Spring I**

3 hours lecture per week

*Prerequisite(s): MLT 100; BIOL 130 or consent of MLT program director*

*Corequisite(s): MLT 107*

*Recommended Preparation: CHEM 161; CHEM 161L*

MLT 106 is an introduction to the study of microorganisms, host-parasite relationships, control and characterization of disease-causing organisms.

Upon successful completion of MLT 106, the student should be able to:

- Describe morphology, growth and metabolism in bacteria.
- Identify principles of host-parasite relationships.
- Describe principles and methods of control of microorganisms.
- Describe the principles of action of antibiotics.
- Describe specimen collection and handling.
- Describe the structure and chemistry of immunoglobulins.
- Discuss the mechanisms that protect the body from disease and/or injury.

### **MLT 107 Clinical Microbiology I Laboratory (2)**

#### **Spring I**

4 hours lecture/lab per week

*Prerequisite(s): MLT 100; admission into MLT program or consent of MLT program director; credit or concurrent enrollment in MICR 135 or MLT 106*

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 percent accuracy.
- Utilize the safety precautions necessary in the Clinical Microbiology laboratory.

### **MLT 108 Hematology (3)**

3 hours lecture per week

*Prerequisite(s): Admission into MLT program or consent of MLT program director*

*Corequisite(s): MLT 108L*

MLT 108 is a study of human red and white blood cell structure and function and the diseases associated with these cells. The basic principles of laboratory procedures in enumeration and identification of the blood cells and in hematological and coagulation disorders are included in this course.

Upon successful completion of MLT 108, the student should be able to:

- List the different types of human blood cells.
- Describe the morphology, function and formation of erythrocytes, leukocytes and thrombocytes.
- Describe the theory behind the following laboratory procedures: hemoglobin, hematocrit, manual cell counting, differential count and sedimentation rate.
- List the normal values for the laboratory tests listed above.
- Describe the safety precautions necessary in the hematology laboratory.
- Describe quality control in the hematology laboratory.
- Define and identify the various inclusion bodies found in red and white blood cells and the conditions in which they occur.
- Describe the cellular picture and clinical significance of the following disease states: anemias (macrocytic, normocytic, microcytic, hemolytic), polycythemias, pancytopenias, leukemias, lymphomas and multiple myelomas.
- 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.

### MLT 108L Hematology Laboratory (2)

*6 hours lab per week*

*Prerequisite(s): Admission into MLT program or consent of MLT program director*

*Corequisite(s): MLT 108*

MLT 108L focuses on basic techniques of red and white blood cell counting and microscopic identification as well as hemoglobin and hematocrit determinations. 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 108L, the student should be able to:

- Identify the following cells under the microscope: erythrocytes, leukocytes and thrombocytes.
- Perform the following procedures within the limits of two standard deviations: hemoglobins, hematocrit, manual cell counting, differential count and sedimentation rate.
- Identify microscopically the various inclusion bodies found in red and white blood cells in pathological conditions.
- Identify microscopically the cellular picture of the following disease states: anemias (macrocytic, normocytic, microcytic, hemolytic), polycythemias, pancytopenias, leukemias, lymphomas and multiple myelomas.
- Operate and maintain equipment applicable to hematology and coagulation laboratories.
- Perform the following laboratory procedures within +/-2 standard deviations: Prothrombin time, activated Partial Thromboplastin time, Thrombin time and Fibrinogen titer.
- Perform the following tests with 100 percent accuracy: Sick cell test, Fibrin split products, and clot reaction.
- Perform the appropriate quality control procedures for hematology.
- Utilize the safety precautions necessary in the hematology laboratory.

### MLT 202 Clinical Biochemistry I (2)

*2 hours lecture per week*

*Prerequisite(s): Admission to the MLT program or consent of the MLT program director; CHEM 162; CHEM 162L*

*Corequisite(s): MLT 202L*

*Recommended Preparation: MATH 103*

*Comment: Summer semester only. Letter grade and audit only. May not be taken credit/no credit.*

MLT 202 will cover the principles of clinical biochemistry as it pertains to testing for chemical constituents in blood and body fluids. This beginning level course will include an introduction to the general biochemistry of metabolism, carbohydrates, protein and enzymes.

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

- Demonstrate 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

### MLT 202L Clinical Biochemistry I Laboratory (1)

*3 hours lab per week*

*Prerequisite(s): Admission to the MLT program or consent of MLT program director; CHEM 162; CHEM 162L*

*Corequisite(s): MLT 202*

*Recommended Preparation: MATH 103*

*Comment: Summer semester only. Letter grade only. May not be audited. May not be taken credit/no credit.*

MLT 202L will provide the laboratory experience in performing the clinical chemistry procedures that are discussed in MLT 202. The student will learn the techniques for spectrophotometry, glucose, protein and protein fractionation.

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

- 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: glucose, total protein, albumin, protein electrophoresis and 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 to include: principle of the procedure (and/or instrument), function of each reagent used, clinical significance of the test, results (including standard curves and graphs where applicable) and calculations and conclusions.
- 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 203 Clinical Biochemistry II (3)**

*3 hour lecture per week*

*Prerequisite(s): MLT 202; MLT 202L*

*Corequisite(s): MLT 203L*

*Comment: Fall semester only. Letter grade and audit only. May not be taken credit/no credit.*

MLT 203 will cover the principles of clinical biochemistry as it pertains to testing for chemical constituents in blood and body fluids. This advanced level course will include lipid chemistry, acid-base balance, diagnostic enzymes, endocrinology, chemistry of body systems instrumentation and recent advances in clinical chemistry.

Upon successful completion of MLT 203, the student should be able to:

- Describe the function, structure, mode of action and clinical significance of each of the following chemical substances: electrolytes, blood gases, non-protein nitrogen, lipids, clinically significant enzymes, hormones - steroid, protein and 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: altered acid base balance, kidney disease, liver disease, heart disease, neurological system disorders, endocrine and reproductive system disorders, bone and muscle disease and 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.

### **MLT 203L Clinical Biochemistry II Laboratory (1)**

*3 hours lab per week*

*Prerequisite(s): MLT 202; MLT 202L*

*Corequisite(s): MLT 203*

*Comment: Fall semester only. Letter grade only. May not be audited. May not be taken credit/no credit.*

MLT 203L will provide the laboratory experience in performing the clinical chemistry procedures that are discussed in MLT 203. 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 203L, the student should be able to:

- Perform the following manual clinical chemistry determinations on serum, plasma or urine within +/- two standard deviations of the stated value of the sample: non-protein nitrogen, AST, ALT, ALP, CK, LD, amylase and lipase, chloride and CO<sub>2</sub>, cholesterol, triglyceride & HDL, salicylate and immunoassay

- Operate and maintain according to standardized procedures and describe the principles of the following instruments: Ion selective electrode, Atac 2000, Gilford Stasar, Johnson and Johnson Vitros II and Dade Dimension,
- Prepare written laboratory reports on each procedure performed and each instrument used to include: principle of the procedure (and/or instrument), function of each reagent used, clinical significance of the test, results (including standard curves and graphs where applicable) and calculations and conclusions
- 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 204 Immunohematology (2) Fall II**

*4 hours lecture/lab per week*

*Prerequisite(s): MLT 105; MLT 106 or MICR 135; admission to the MLT program or consent of MLT program director*

*Recommended Preparation: MLT 108*

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 206 Clinical Microbiology II (2) Fall II**

*2 hours lecture per week*

*Prerequisite(s): MLT 106 or MICR 135; admission to the MLT program or consent of MLT program director*

*Corequisite(s): MLT 207*

MLT 206 will include the study of microorganisms and parasites as they relate to human disease.

Upon successful completion of MLT 206, the student should be able to:

- Identify characteristics of pathogenic bacteria and their relationship to human disease.
- List and describe the most commonly found parasites in humans.
- List and describe the most common pathogenic fungi found in humans.
- Describe processes used in the identification of pathogenic microorganisms and parasites.

### **MLT 207 Clinical Microbiology II Laboratory (2) Fall II**

*4 hours lecture/lab per week*

*Prerequisite(s): MLT 106 or MICR 135; MLT 107; admission to the MLT program or consent of the MLT program director*

*Corequisite(s): MLT 206*

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) Fall II**

*2 hours lecture/lab per week*

*Prerequisite(s): Permission of MLT program director; MLT 103; MLT 108; MLT 108L*

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 240 Seminar (1) Spring II**

*1 hour lecture per week*

*Prerequisite(s): MLT 103; MLT 105; MLT 108, MLT 108L; MLT 203, MLT 203L; MLT 204; MLT 206; MLT 207; consent of MLT program director*

*Corequisite(s): MLT 242B; MLT 242C; MLT 242D; MLT 242E*

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 percent 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 resumé for obtaining a position in a clinical laboratory.
- Discuss the basic requirements for a successful job interview.

### **MLT 242B Clinical Rotation II - Blood Bank (2)**

#### **Spring II**

*100 total hours*

*Prerequisite(s): MLT 204; consent of MLT program director*

*Corequisite(s): MLT 240*

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): MLT 103; MLT 203; MLT 203L; MLT 211; consent of MLT program director*

*Corequisite(s): MLT 240*

MLT 242C is the application of knowledge and skills learned in MLT 103, 202, 202L, 203, 203L, and 211. 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 202/202L and MLT 203/203L 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): MLT 206; MLT 207; consent of MLT program director*

*Corequisite(s): MLT 240*

MLT 242D is the application of knowledge and skills learned in MLT 105, 106, 107, 206, and 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 106, 107, 206 and 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): MLT 108, MLT 108L; MLT 211; consent of MLT program director*

*Corequisite(s): MLT 240*

MLT 242E is the application of knowledge and skills learned in MLT 108, 108L, and 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 101, 101L, 108 and 108L to the clinical laboratory.
- Interact effectively with patients and laboratory personnel.

## MICROBIOLOGY

### MICR 130 General Microbiology (3) KCC AA/DB (formerly AA/NS1) 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 135 Microbiology for the Health Professions (3) KCC AA/DB (formerly AA/NS1) and KCC AS/NS

3 hours lecture per week

Prerequisite(s): BIOL 130 or ZOOL 141

Recommended Preparation: CHEM 151 or CHEM 161

MICR 135 is an introduction to the study of microorganisms, host-parasite relationships, the control and the characterization of disease-causing organisms.

Upon successful completion of MICR 135, the student should be able to:

- Describe morphology, growth and metabolism in bacteria.
- Identify principles of host-parasite relationships.
- Describe principles and methods of control of microorganisms.
- Describe the principles and actions of antibiotics.
- Describe specimen collection and handling.
- Describe the structure and chemistry of immunoglobulins.
- Discuss the mechanisms that protect the body from disease and/or injury.

### MICR 140 General Microbiology Laboratory (2) KCC AA/DY (formerly AA/NS1) 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 Tissue Culture (2)**

*4 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 level chemistry course; CHEM 151L or higher level chemistry course*

The MICR 240 laboratory course covers the fundamental principles and the techniques important for the cultivation of animal, plant, and microalgae cells with particular emphasis on the use of these cells and organisms in biotechnology.

Upon successful completion of MICR 240, the student should be able to:

- Prepare media and buffers needed for animal, plant and microalgae culture.
- Demonstrate proficiency in the specialized sterilization techniques and the quality control procedures used in tissue culture.
- Demonstrate proficiency in routine cell culture techniques and procedures such as feeding schedules and media components, subcultivation procedures, cell enumeration and viability testing, cryopreservation and detection and disposition of contaminated cultures.
- Operate all the basic equipment of a tissue culture laboratory, including but not limited to large autoclaves and bench top autoclaves, water distillation apparatus, biological safety cabinets, filter sterilization equipment and centrifuges.

## **MOBILE INTENSIVE CARE TECHNICIAN**

### **MICT 150 Pre-Hospital Assessment and Treatment I (10)**

*8 hours lecture, 6 hours lab per week*

*Prerequisite(s): Acceptance into MICT program*

*Comment: Credit by exam for LEAP candidates, credit/no credit grading for LEAP program*

MICT 150 is the theory and laboratory practice of advanced life support skills in assessment and treatment of adult and pediatric patients with medically related conditions which require pre-hospital emergency care.

Upon successful completion of MICT 150, the student should be able to:

- Build upon 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.
- Safely and accurately administer medications by a variety of routes.
- 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, designated advanced life support measures.

### **MICT 160 Pre-Hospital Assessment and Treatment II (5)**

*8 hours lecture, 6 hours lab per week (8 weeks)*

*Prerequisite(s): MICT 150 with a grade of "C" or higher*

*Comment: Credit/no credit grading for LEAP program*

MICT 160 is the theory and laboratory practice of advanced life support skills in assessment and treatment of patients with cardiac conditions which 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 and respiratory systems.
- Recognize and interpret 12-Lead EKGs.

- Recognize normal and abnormal EKG rhythm disturbances and interpret life threatening dysrhythmias.
- State specific treatment of arrhythmias according to approved standing orders for 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 (10 weeks)*

*Prerequisite(s): MICT 160 with a grade of "C" or higher*

*Comment: Credit/no credit grading for LEAP program*

MICT 200 is the theory and laboratory practice of additional advanced cardiac life support and advanced trauma life support in the pre-hospital emergency environment.

Upon successful completion of MICT 200, the student should be able to:

- Complete the Advanced Cardiac Life Support-Provider course according to standards set by the American Heart Association.
- Complete the Pre-Hospital Trauma Life Support-Provider course 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 in the pre-hospital environment.
- Perform, in the non-patient care situation, all skills required for functioning as a MICT.

### **MICT 201 Pre-Hospital Assessment and Treatment Clinical Experience (4)**

*18 hours clinical (10 weeks)*

*Prerequisite(s): MICT 160 with a grade of "C" or higher*

*Corequisite(s): MICT 200*

*Comment: Mandatory credit/no credit grading*

MICT 201 provides an opportunity for participation in basic and advanced life support skills for patients in selected clinical facilities, including major hospitals, ambulances, and the blood bank.

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

- Safely and accurately perform 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 202 Pre-Hospital Assessment and Treatment Internship I (4)**

*3 hours lecture, 27 hours ambulance (5 weeks)*

*Prerequisite(s): MICT 200 with a grade of "C" or higher; MICT 201 with a grade of credit*

*Comment: Mandatory credit/no credit grading for LEAP program*

MICT 202 provides the initial experience as a MICT intern on an advanced life support emergency ambulance.

Upon successful completion of MICT 202, 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 250 Pre-Hospital Assessment and Treatment Internship II (14)**

*1 hour lecture, 39 hours ambulance experience*

*Prerequisite(s): MICT 202 with a grade of credit*

*Comment: Mandatory credit/no credit grading*

MICT 250 is an internship experience on selected advanced life support ambulances.

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

- Perform in an entry-level position as a Mobile Intensive Care Technician.
- Safely and accurately perform all advanced life support procedures as listed in the Board of Medical Examiners Rules for Emergency Ambulance Personnel.
- Take a leadership role with ambulance, first responder and other personnel to ensure the safety and care of the patient.
- 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**

*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 class 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 (formerly AA/AH1) and KCC AS/AH**

*3 hours lecture per week*

MUS 106 is an introductory course 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 of 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 (formerly AA/AH1) 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 (formerly AA/AH1) and KCC AS/AH**

*3 hours lecture per week*

MUS 108 Fundamentals of Western Music is a course that will enable 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 (formerly AA/AH1)**

*4 hours lecture/lab per week*

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 (formerly AA/AH1)**

*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 (formerly AA/AH1)**

*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 (formerly AA/AH1)**

*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 122B Voice Class II (2) KCC AA/DA (formerly AA/AH1)**

*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 course 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 (formerly AA/AH1)**

*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 sight-reading 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 (formerly AA/AH1)**

*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 180 Basic Theory and Aural Skills (2) KCC AA/DA**

*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*

*Repeatable for a maximum of 6 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 (formerly AA/AH1)**

*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*

*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 (formerly AA/AH1)**

*3 hours lecture per week*

MUS 207 is an introductory course on 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**

*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**

*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. 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 Guiliani, 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**

*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. Utilizes 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 (formerly AA/AH1)**

*2 hours lecture, 3 hours lab per week*

*Prerequisite(s): Ability to sing in tune, exhibit basic dance technique or audition or consent of instructor*

*Recommended Preparation: MUS 121B, DNCE 131 or DRAM 101*

*Comment: Fall semester only.*

MUS 229 is an introductory and preparatory course focusing on the history of musical theatre, the development and tradition of song and dance, and the necessary preparation for staging a musical production.

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
- Demonstrate a competent level of musicianship (correct pitches, rhythms, the ability to read general musical notation)
- Demonstrate a high degree of body awareness necessary for good vocal tone production and basic dance movements
- Demonstrate a basic knowledge in vocal, dramatic and dance interpretation used in musical theatre
- Demonstrate a general knowledge of musical theatre repertoire from a historical perspective related as an interdisciplinary art form through an actual musical performance
- Demonstrate the scheduling and organizational skills necessary for musical theatre
- Demonstrate skills learned from the course through the audition process and public performances.

### **MUS 230 Musical Theatre Production (4) KCC AA/DA (formerly AA/AH1)**

*2 hours lecture, 4 hours lecture/lab per week*

*Prerequisite(s): MUS 229 or audition or consent of instructor*

*Comment: \$25.00 for course materials. Spring semester only. This course may not be repeated for credit.*

MUS 230 is a continuation of MUS 229 involving a presentation and performance of a musical production by the enrolled students.

Upon successful completion of MUS 230, the student should be able to:

- Demonstrate a competent level of vocal and dance skills necessary for any musical theatre audition
- Demonstrate the vocal, dramatic and dance skills necessary for a musical theatre production as shown through an actual staged production
- Demonstrate the interpretative aspects of a script through vocal and dance skills
- Demonstrate the different aspects of a musical stage production, such as stage managing, lighting, set design by staging an actual production
- Write a formal resume for musical theatre production companies

### **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: Repeatable for a maximum of six credits. Special fee per credit in addition to regular tuition. Cannot be audited. Cannot 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*

*Repeatable for a maximum of six credits*

*Comment: 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*

*Repeatable for a maximum of six credits*

*Comment: 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*

*Repeatable for a maximum of six credits*

*Comment: 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 class 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 (formerly AA/AH1)**

*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.

# N

## NURSING

### NURS 9 Long Term Care/Home Health Nurse Aide (4)

11 hours lecture, 8 hours lab per week for 3 weeks, and 6 hours clinical per day for 2 weeks.

2.0 credits (30 hours) lecture

2.0 credits (90 hours) lab/clinical

Prerequisite(s): Compass reading score of 57 or equivalent, First Aid and One Man CPR Certification

Comment: Specific health requirements must be met after acceptance and before enrollment.

NURS 9, Long Term Care/Home Health Nurse Aide, is a 5 week course to prepare entry level nurses aides who can function in the long term care and home health settings. Students in the course will learn to provide basic personal care, communicate with patients and staff, perform simple nursing procedures, and provide basic emotional support to the elderly, ill, and disabled in the long term care and home health settings.

Upon successful completion of NURS 9, the student should be able to:

- Perform as a member of the Long Term Care (LTC) health care team under the supervision of a nursing instructor.
- Demonstrate the role and skills of the home health aide and explain the adaptations of basic care to the home setting.
- Provide safe, simple basic nursing care to clients in Long Term Care (LTC) and in the home care setting.
- Use communication skills to facilitate understanding between client, self, and agency staff.
- Assist the client/family to meet the nutritional and therapeutic needs as required or ordered.
- Effectively carry out simple housekeeping tasks.
- Provide companionship and comfort to clients in Long Term Care (LTC) and at home.
- Describe the legal and ethical responsibilities of a Long Term Care/Home Health Aide.

### NURS 12 Common Diseases, Special Diets, Medicines (1)

1 hour lecture per week

Prerequisite(s): NURS 16 with a grade of "C" or higher or 6 months full-time equivalent work experience in a skilled nursing/intermediate care facility, hospital, or health agency with satisfactory performance of specified skills. A minimum reading score of 8.0 grade equivalent on an English placement test (or Compass test score of 57 or other test equivalent) or a grade of "C" or higher in ENG 21 or higher, or 2.0 GPR in 12 or more college level credits, or U.S. high school diploma or G.E.D.

NURS 12 prepares the adult residential care home (ARCH) operator to observe the resident for signs and symptoms of common diseases, communicate with the health care team, make medications available, and prepare special diets.

Upon successful completion of NURS 12, the student should be able to:

- Review the major structures and functions of the six body systems.
- Recognize common chronic diseases in the elderly, the signs and symptoms and usual treatment.

- Identify common types of therapeutic diets and apply guidelines for preparing such diets.
- Identify the role and responsibilities of the adult residential care home operator in making medications available to residents.

(effective Spring 2005)

### NURS 12 Common Diseases, Special Diets, Medicines (1)

15 hours of lecture - 3 hours class for 5 days

Prerequisite(s): Acceptance into the ARCH program

NURS 12 prepares the adult residential care home (ARCH) operator to observe the resident for signs and symptoms of common diseases, communicate with the health care team, make medications available, prepare regular diets, and understand specific requirements for special diets ordered by the physician.

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.
- 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 Helping Therapies and Behavior Management (1)

1 hour lecture per week

Prerequisite(s): NURS 16 with a grade of "C" or higher or 6 months full-time equivalent work experience in a skilled nursing/intermediate care facility, hospital, or health agency with satisfactory performance of specified skills. A minimum reading score of 8.0 grade equivalent on an English placement test (or Compass test score of 57 or other test equivalent) or a grade of "C" or higher in ENG 21 or higher, or 2.0 GPR in 12 or more college level credits, or U.S. high school diploma or G.E.D.

NURS 13 prepares the adult residential care home (ARCH) operator to assist in the provision of occupational, physical, recreational and diversional therapies. It also prepares them to identify the operator's role in fostering mental health, and caring for the mentally ill and mentally retarded.

Upon successful completion of NURS 13, the student should be able to:

- Describe the major purposes of physical, occupational, speech, recreational and diversional therapies and identify the operator's role in assisting the resident to carry out the prescribed plan.
- Recognize common behavioral problems of the mentally ill and mentally retarded and the operator's role in caring for these persons.
- Create and implement a recreational activity plan based on the needs and interests of the client.

*(effective Spring 2005)***NURS 13 Helping Therapies and Behavior Management (1)***15 hours of lecture - 3 hours class for 5 days Prerequisite(s): Acceptance into the ARCH program*

NURS 13 prepares the adult residential care home (ARCH) operator to assist in the provision of occupational, physical, recreational and diversional therapies. It also prepares them to identify the operator's role in fostering mental health, and caring for the mentally ill and mentally retarded 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 the prescribed plan by the physical, occupational, and speech therapist.
- Identify common behavior problems of the mentally ill and mentally retarded resident
- Identify the operator's role in caring for the mentally ill and mentally retarded resident
- Create and implement a recreational activity plan based on the needs and interests of the resident.

**NURS 14 Regulations, Accounts, and Community Resources (1)***1 hour lecture per week*

*Prerequisite(s): NURS 16 with a grade of "C" or higher or 6 months full-time equivalent work experience in a skilled nursing/intermediate care facility, hospital, or health agency with satisfactory performance of specified skills. A minimum reading score of 8.0 grade equivalent on an English placement test (or Compass test score of 57 or other test equivalent) or a grade of "C" or higher in ENG 21 or higher, or 2.0 GPR in 12 or more college level credits, or U.S. high school diploma or G.E.D.*

NURS 14 prepares the adult residential care home (ARCH) operator to implement specific regulations of Chapter 100, Title II, Department of Health, prepare simple accounting records, and identify community resources available to resident and operator.

Upon successful completion of NURS 14, the student should be able to:

- Explain important provisions of Chapter 100 relating to the operation of an Adult Residential Care Home.
- Maintain resident and home records and reports according to the provisions of Chapter 100.
- Maintain a home environment which is in accordance with the provisions of Chapter 100 and the guidelines of the Sanitation Branch and Fire Department.
- Maintain 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 ARCH care.

*(effective Spring 2005)***NURS 14 Regulations, Accounts, and Community Resources (1)***15 hours of lecture - 3 hours class for 5 days Prerequisite(s): Acceptance into the ARCH program*

NURS 14 prepares the adult residential care home (ARCH) operator to implement specific regulations of Chapter 100.1, Title II, Department of Health, prepare simple accounting records, and identify community resources available to resident and operator.

Upon successful completion of NURS 14, the student should be able to:

- Identify important provisions of Chapter 100.1 relating to the operation of an Adult Residential Care Home.
- Select correct resident and home records and reports according to the provisions of Chapter 100.1.
- Identify a home environment which is in accordance with the provisions of Chapter 100.1 and the guidelines of the Sanitation Branch and Fire Department.
- Identify required financial records for the residents in accordance with Chapter 100.1 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)***7.5 hours lecture, 8.375 hours lab, 14.125 hours clinical per week (8 weeks)*

*Prerequisite(s): Acceptance into the NAT program; minimum Compass reading score of 61 or equivalent or a grade of "C" in ENG 21 or higher; current one rescuer CPR Certification  
Comment: A Certificate of Completion will be awarded when a student completes this course with a minimum grade of "C".*

NURS 16 prepares Nurse Aides to work in hospitals, nursing and private homes and clinics. Classroom, laboratory and faculty supervised clinical experiences are offered.

Upon successful completion of NURS 16, the student should be able to:

- Function in the role of the Nurses' Aide as a member of the health care team under the supervision of the L.P.N., R.N. or M.D.
- Perform basic nursing and patient care skills safely.
- Perform selected therapeutic nursing care safely.
- Implement effective communication skills.

*(Effective Fall 2004)***NURS 16 Nurse Aide Training (8)***7.5 hours lecture, 7.5 hours lab, and 15 hours clinical per week for 8 weeks.**4.0 credits (120 hours) lecture/lab**4.0 credits (120 hours) clinical*

*Prerequisite(s): Compass reading score of 57 or equivalent; First Aid and One Rescuer CPR Certification  
Comment: Specific health requirements must be met after acceptance and before enrollment.*

NURS 16, Nurse Aide Training, is an 8-week course to prepare entry level nurse aides who can function in hospitals, long term care and home health settings. Students in the course will learn to provide basic personal care, communicate with patients and staff, perform simple nursing procedures, and provide basic emotional support to ill patients, the elderly and disabled in hospital, long term care and home health settings.

Upon successful completion of NURS 16, the student should be able to:

- Perform as a member of the health care team under the supervision of the health care workers.
- Demonstrate the role and skills of a nurse aide and explain the adaptations of basic care in hospital, long term care and home health settings.
- Provide safe, simple basic nursing care to patients in hospital, long term care and home health settings.
- Provide safe, selected therapeutic nursing care to patients in hospital, long term care and home health settings.
- Use communication skills to facilitate understanding between client, self and agency staff.
- Describe the legal and ethical responsibilities of the nurse aide in hospital, long term care and home health settings.

### **NURS 101 Nursing Perspectives (1) Fall**

*1 hour lecture per week*

*Prerequisite(s): Acceptance into the Practical Nursing program; credit or concurrent enrollment in BIOL 130*

*Corequisite(s): NURS 120*

*Recommended Preparation: ENG 100; basic word processing skills*

NURS 101 is a required course in the Practical Nursing curriculum. This one credit course includes discussion of the role of the practical nurse, the health 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 Licensed Practical Nurse on health and nursing teams.
- Describe factors that influence the practice of nursing.
- Identify the legal and ethical responsibilities of the practical nurse.

### **NURS 120 Fundamentals of Nursing (13) Fall**

*8 hours lecture, 15 hours lab per week*

*Prerequisite(s): Acceptance into the Practical Nursing program; credit or concurrent enrollment in BIOL 130*

*Corequisite(s): NURS 101*

*Recommended Preparation: ENG 100; basic word processing skills*

NURS 120 is an introduction to basic nursing theory and skills. It focuses on the nurse/patient relationship and assisting with the activities of daily living, nutrition, mental health, and rehabilitation. Knowledge is applied in patient care situations in the long term care and acute care settings under supervision of the faculty.

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

- Demonstrate understanding of the fundamental concepts of health and illness.
- Assess, report, and record clinical findings accurately.
- Perform basic client care skills safely.
- Perform selected therapeutic nursing care skills safely.
- Use the nursing process in caring for clients.
- Communicate effectively with clients and staff.
- Calculate drug dosage accurately.
- Demonstrate introductory knowledge of drug therapy.
- Demonstrate competency by functioning as a beginning member of the health care team under the supervision of the RN or MD.

### **NURS 122 Medical-Surgical Nursing (14) Spring**

*8 hours lecture, 18 hours clinical/lab per week*

*Prerequisite(s): NURS 101; NURS 120; BIOL 130 or equivalent; credit or concurrent enrollment in FAMR 230*

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 will be able to demonstrate competency by:

- Applying knowledge and skills acquired from previous nursing and related courses.
- Performing safe nursing care for medical-surgical patients.
- Administering medications safely.
- Utilizing mental health concepts while caring for patients in the acute care setting.

### **NURS 126 Child Nursing (3) Summer**

*6 hours lecture, 18 hours clinical/lab per week (4 weeks)*

*Prerequisite(s): Acceptance into the Practical Nursing Program; NURS 101; NURS 120; NURS 122; BIOL 130 or equivalent; FAMR 230*

*Recommended Preparation: Basic word processing skills*

NURS 126 focuses on the nursing theory and skills for the care of children from varied cultural backgrounds with medical and surgical disorders using the nursing process. Knowledge is applied in patient care situations in acute pediatric care settings, including the administration of medication under supervision of the faculty.

Upon successful completion of NURS 126, the student should be able to:

- Apply knowledge and skills acquired from previous nursing and related courses in the care of the child.
- Assist health practitioners with meeting the emotional and physical needs of the child and his/her family.
- Administer medications to a child safely.
- Provide safe nursing care for the child.

### **NURS 128 Perinatal Nursing (3) Summer**

*6 hours lecture, 18 hours clinical/lab per week (4 weeks)*

*Prerequisite(s): NURS 101; NURS 120; NURS 122; BIOL 130; FAMR 230*

NURS 128, Perinatal Nursing, focuses on the nursing theory and skills for the care of mothers and newborns from varied cultural backgrounds during and after birth. Knowledge is applied in patient care situations in obstetrical settings.

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

- Apply competencies previously acquired from FAMR 230 and NURS 122 to the care of the mother and newborn.
- Describe the scope and aims of maternity nursing.
- Perform safe, culturally appropriate nursing care for the woman during antepartum, labor and delivery, and postpartum periods.
- Perform safe care for the newborn.



**NURS 153 Basic Nursing Concepts and Skills (8)**

3 hours lecture, 15 hours lab per week

*Prerequisite(s):* Acceptance into the A.S. 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, 18 hours clinical per week (8 weeks)

*Prerequisite(s):* NURS 153; NURS 158; ZOOL 142; ZOOL 142L; PSY 100

*Comment:* Letter grade only. May not be taken for credit/no credit. May not be audited. This is an 8-week course

NURS 156, Adult Health Nursing I, focuses on the use of the nursing process to assist clients to meet needs related to alterations in psychosocial, 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 knowledge of 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, 18 hours clinical per week (8 weeks)

*Prerequisite(s):* NURS 156; credit or concurrent enrollment in MICR 130 or MICR 135; MICR 140

NURS 157, Adult Health Nursing II, 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 knowledge of 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 and Trends in Nursing I (1)**

1 hour lecture per week.

*Prerequisite(s):* ENG 100, ENG 160 or ESL 100; FAMR 230; ZOOL 141; ZOOL 141L; credit or concurrent enrollment in PSY 100; credit or concurrent enrollment in ZOOL 142; credit or concurrent enrollment in ZOOL 142L; MATH 100 or higher level mathematics; acceptance into the Associate in Science degree Nursing program; high school or college chemistry

*Corequisite(s):* NURS 153

*Comment:* Letter grade only. May not be audited. May not be taken credit/no credit.

NURS 158 is a non-clinical course which introduces the student to the development of nursing and the ethical and legal responsibilities the nurse assumes when performing in the roles of provider of direct care, communicator, member of the nursing profession, client teacher, and manager of client care.

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 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)**

*3 hours lecture per week adult health nursing, 1 hour lecture per week high-risk women, newborn & childbearing family, 12 hours lab/clinical per week*

*Prerequisite(s): Acceptance into the A.S. Nursing program; ENG 100; MATH 100 or higher (100H recommended); ZOOL 141; ZOOL 141L; ZOOL 142; ZOOL 142L; FAMR 230; PSY 100; high school or college CHEM. Completion of an LPN program, LPN licensure, and employment of 1 year in an acute or skilled nursing care setting within the last 3 years are required.*

*Corequisite(s): MICR 130; credit or concurrent enrollment in MICR 140.*

*Recommended Preparation: NURS 166 is for returning LPNs preparing to become registered nurses.*

NURS 166, Nursing Transition focuses on the use of the nursing process to assist adult medical-surgical clients to meet needs related to alterations in psychosocial, neurosensory, respiratory, circulatory, metabolic, elimination, immunologic, body integrity, mobility, & reproductive functioning. NURS 166 also reviews nursing care for high risk women, newborns and childbearing families.

Upon successful completion of NURS 166, the student should be able to:

- Apply the facts and principles of biological, psychological, socio/cultural, and spiritual functioning to intervene in the nursing care of the adult client in adult health care settings.
- Use the nursing process in the care of adult clients with needs resulting from altered states of wellness and high risk women, newborns and childbearing families.
- Utilize therapeutic communication techniques in the care of adult clients and high risk women, newborns and childbearing families.
- Develop a teaching plan for the promotion, restoration, and maintenance of health of adult clients with identified learning needs.
- Apply organizational skills in caring for adult clients.
- Apply knowledge of legal standards and ethical concepts in the delivery of nursing care to adult clients and discuss legal standards and ethical concepts related to the care of high risk women, newborns and childbearing families.
- Develop learning experiences in the delivery of nursing care to adult clients based on own strengths and identified areas for improvement.
- Differentiate between the roles of the RN versus LPN in the delivery of care to the adult client and high risk women, newborns and childbearing families.

### **NURS 168 Family Health Nursing I (5)**

*6 hours lecture/12 clinical per week for 8 weeks*

*Prerequisite(s): NURS 156*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

NURS 168, Family Health Nursing I, focuses on the use of 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 their families 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 their families.
- Implement a teaching plan for the promotion, restoration, and maintenance of health of the maternity client, newborn and their families with identified learning needs.
- Participate as a member of the health care team in providing care to the maternity client, newborn and their families.
- Apply knowledge of legal standards and ethical concepts in the delivery of nursing care to the maternity client, newborn, and their families.
- Develop learning experiences in the delivery of nursing care to the maternity client, newborn, and their families based on own strengths and identified areas for improvement.

### **NURS 253 Mental Health/Psychiatric Nursing (5)**

*4 hours lecture, 18 hours clinical per week (8 weeks)*

*Prerequisite(s): NURS 157 or NURS 166; credit or concurrent enrollment in PHRM 203*

NURS 253, Mental Health/Psychiatric Nursing, 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:

- Assess 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.
- Use the nursing process when providing care to clients with needs resulted from altered states of psychosocial wellness.
- Communicate effectively using self therapeutically with clients who have needs resulting from altered states of psychosocial wellness.
- Analyze 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.
- Assess self as a basis for the establishment of immediate and life long learning and professional development.

**NURS 255 Family Health Nursing II (5)***6 hours lecture/12 clinical per week for 8 weeks**Prerequisite(s): NURS 168 or NURS 166; NURS 157; MICR 130 or MICR 135; MICR 140**Corequisite(s): PHRM 203**Comment: Fall and Spring semesters only. Letter grade only. May not be audited. May not be taken credit/no credit.*

NURS 255, Family Health Nursing II, focuses on the use of 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:

- Apply 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 meet needs related to altered states of wellness.
- Use the nursing process to intervene in the care of the pediatric client and family with identified needs resulting from altered states of wellness.
- Demonstrate therapeutic and age-specific communication techniques used in the care of the pediatric client.
- Implement a teaching plan for the promotion, restoration, and maintenance of health of the pediatric client their family with identified learning needs.
- Participate as a member of the health care team in providing care to the pediatric client and their families.
- Apply knowledge of legal standards and ethical concepts in the delivery of nursing care to the pediatric client and their families.
- Develop 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)***2 hours lecture, 12 hours clinical lab per week (12 weeks)**Prerequisite(s): NURS 253; NURS 264; PHRM 203; credit or concurrent enrollment in ANTH 200; A.S. Humanities course**Corequisite(s): NURS 258*

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 and apply 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 given based on 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.
- Develop, communicate, implement, and 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.

- Assumes the role of a member of the profession by demonstrating responsibility and accountability for own practice, meeting learning needs, and participating in community service and professional activities.

**NURS 258 Issues and Trends in Nursing II (1)***1 hour lecture per week**Prerequisite(s): NURS 253; NURS 264; PHRM 203; credit or concurrent enrollment in ANTH 200; A.S. Humanities course**Corequisite(s): NURS 256*

NURS 258, Issues and Trends in Nursing II, a theoretical and observation course, continues the content of NURS 158, Issues and Trends in Nursing I. It focuses on the three roles of the nurse as manager of care, legal and ethical responsibilities and transition from student to professional as the student becomes responsible and accountable for 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 their role as the client's advocate.
- Compare and contrast various nursing care delivery systems and the limitations 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.

**O****OCCUPATIONAL THERAPY ASSISTANT****OTA 110 Introduction to Occupational Therapy (3)***3 hours lecture per week**Comment: Only offered in the Fall semester, open enrollment.*

OTA 110 is an introduction to the profession of Occupational Therapy and the therapeutic use of activities. A basic understanding of the role of Occupational Therapy in the health care environment and concepts basic to the delivery of services is explored.

Upon successful completion of OTA 110, the student should be able to:

- List concepts of the health care system, members of the health care team, pertinent terminology including managed care terms, service delivery models and service delivery areas.
- Explain the scope of Occupational Therapy including the definition, educational requirements, practitioner roles and practice standards by examining AOTA documents that guide professional interactions and treatment.

- Identify the approaches to use in resolving personal and organizational ethical conflicts by applying the AOTA Code of Ethics to selected examples.
- Verbalize the unique nature of occupation as viewed by the profession and compare the terms occupation, activity and purposeful activity.
- Compare and contrast Occupational Therapy performance areas, performance components, performance context.
- Describe the history of the profession and the influence of national and state OT associations.
- List national and state credentialing requirements for the profession.
- Identify the theoretical base of Occupational Therapy and basic information pertaining to common Frames of Reference for practice.
- Describe the components of the Occupational Therapy process and specific concepts relating to assessment, treatment planning, treatment implementation, documentation and service management.
- Demonstrate an awareness of the importance of oral and written communication in the practice of Occupational Therapy through presentations and assignments.

*(Effective Fall 2004)*

### **OTA 112 OT Concepts for Pediatrics (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the OTA program*

*Comment: Formerly OTA 247*

OTA 112 is the study of occupational therapy remediation techniques and conditions most commonly referred to occupational therapy in the pediatric population. Models of service delivery in various settings, institutional, outpatient, and home/community based, are examined. The impact of sociocultural and socioeconomic conditions, values and lifestyle choices upon delivery of services are explored.

Upon successful completion of OTA 112, the student should be able to:

- Discriminate between commonly seen conditions in pediatric occupational therapy practice.
- Identify the model of service delivery for health care, education, social systems and community based intervention programs as related to the practice of OT.
- Identify concepts that impact public policy and health care considerations on the delivery of services.
- Give examples of concepts of human behavior as related to pediatrics.
- Identify structures and function of the human body as related to pediatrics.
- State concepts that impact sociocultural, socioeconomic, and lifestyle choices upon delivery of services.
- Distinguish between the role of the OTR and the COTA in pediatric occupational therapy practice.
- State the importance of professional relationships between the OT and the OTA.
- Demonstrate when and how to find and use information resources.
- Identify data for screening and evaluation.
- Define the purpose of specific pediatric evaluation tools and contribute to the evaluation process.
- Select and plan therapeutic interventions for various performance components remediation.
- Select, adapt, and sequence relevant occupations and purposeful activities that support the intervention goals and plan as written by the OT.
- Discriminate between the use of individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals.

- Apply components of the Occupational Therapy process to pediatric dysfunction conditions by identifying assessment tools, planning treatment, choosing appropriate activities, and identifying and recommending termination of OT services when stated outcomes have been achieved.
- Identify documentation methods, safety issues and community resources for this area of practice.

### **OTA 116 Occupational Performance Components**

#### **Across the Life Span (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to the Occupational Therapy Assistant Program; credit or concurrent enrollment in OTA 110*

*Corequisite(s): OTA 117; OTA 117L; OTA 118.*

OTA 116 is a survey of occupational performance components across the life span, as they relate to areas of practice for the profession of Occupational Therapy. The impact of sociocultural, socioeconomic, diversity factors, and lifestyle choices upon human performance areas in Occupational Therapy are explored.

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

- Identify the developmental sequence from conception to death.
- Identify biological, cognitive, and social/emotional development concepts relating to human performance areas in occupational therapy.
- Distinguish between basic concepts of major theories and aspects of influential factors that either support or interrupt one's ability to engage in his/her occupation.
- Identify the impact of sociocultural, socioeconomic, diversity factors, and lifestyle choices upon occupational performance areas.
- Compare and contrast the impact of the role of the family and society upon the individual client due to the effects of health or disability.
- Define the role of occupation to promote health and well being across the life span.

*(Effective Spring 2005)*

### **OTA 116 Occupational Performance Components**

#### **Across the Life Span (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.*

*Comment: This course may not be taken for credit/no credit. This course may not be audited. Letter grade only.*

OTA 116 is a survey of occupational performance components across the life span, as they relate to areas of practice for the profession of Occupational Therapy. The impact of sociocultural, socioeconomic, diversity factors, and lifestyle choices upon human performance areas in Occupational Therapy are explored.

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

- Identify the developmental sequence from conception to death.
- Identify biological, cognitive, and social/emotional development concepts relating to human performance areas in occupational therapy
- Discuss the basic concepts of major theories and aspects of influential factors that either support or interrupt one's ability to engage in his/her occupation.
- Identify the impact of sociocultural, socioeconomic, diversity factors, and lifestyle choices upon occupational performance areas.

- Contrast/compare the impact of the role of the family and society upon the individual client due to the effects of health, disability, disease processes and traumatic injury.
- Define and appreciate the role of occupation to promote health and well being across the life span.

### OTA 117 Therapeutic Activities (3)

3 hours lecture per week

*Prerequisite(s): Admission to the Occupational Therapy Assistant Program; credit or concurrent enrollment in OTA 110*

*Corequisite(s): OTA 116; OTA 117L; OTA 118.*

OTA 117 is an introduction to activities and purposeful activities as they relate to performance areas, performance components and performance context in the Occupational Therapy and activity professions. The course includes discussion of specific craft materials and procedures. Particular emphasis will be placed on concepts relating to activity analysis, grading, and adaptations necessary to meet individual client needs. The teaching/learning process will be explored.

Upon successful completion of OTA 117, the student should be able to:

- Distinguish between performance areas, performance components and performance contexts as it relates to activity selection.
- Apply knowledge of occupation, activity, and purposeful activity to activity selection for various individuals.
- Demonstrate skill and knowledge in analyzing tasks and grading components of activities relating to performance areas, components, and contexts.
- Develop logical thinking, critical analysis, problem solving and creativity through the selection of appropriate crafts and the teaching/learning process.
- Identify therapeutic adaptations for specific tasks considering the environment, tools, materials and occupations for clients and their sociocultural context.

*(Effective Spring 2005)*

### OTA 117 Therapeutic Activities (3)

3 hours lecture per week

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.*

*Comment: This course may not be taken for credit/no credit. This course may not be audited. Letter grade only.*

OTA 117 is an introduction to activities and purposeful activities as they relate to performance areas, performance components and performance context in the Occupational Therapy and activity professions. The course includes discussion of specific craft materials and procedures. Particular emphasis will be placed on concepts relating to activity analysis, grading, and adaptations necessary to meet individual client needs. The teaching learning process will be explored.

Upon successful completion of OTA 117, the student should be able to:

- Apply the general meaning of performance areas, performance components and performance contexts as it relates to activity selection.
- Apply knowledge of occupation, activity, and purposeful activity to activity selection for various individuals.
- Demonstrate skill and knowledge in analyzing tasks and grading components of activities relating to performance areas, components, and contexts.
- Develop logical thinking, critical analysis, problem solving and creativity through the selection of appropriate crafts and the teaching/learning process.

- Identify therapeutic adaptations for specific tasks considering the environment, tools, materials and occupations for clients and their sociocultural context.

### OTA 117L Therapeutic Activities Lab (3)

9 hours lab per week

*Prerequisite(s): Admission to the Occupational Therapy Assistant Program, credit or concurrent enrollment in OTA 110.*

*Corequisite(s): OTA 116; OTA 117; OTA 118.*

*Comment: Students may be required to purchase various craft kits as projects and specific supplies such as glue or construction paper.*

OTA 117L is the lab component of OTA 117 Therapeutic Activities. It focuses on the crafts and techniques utilized in Occupational Therapy or Activity Programs. Commonly utilized crafts will be fabricated, including adaptations and grading. Basic client management techniques and methods of instruction will be practiced.

Upon successful completion of OTA 117L, the student should be able to:

- Fabricate crafts most commonly utilized in O.T. treatment and activity programs and demonstrate the ability to use the teaching-learning process.
- Demonstrate skill in adapting the environment, tools, materials and occupations to the needs of the client incorporating grading techniques for selected activities.
- Identify safety considerations within the clinic and community settings for the selected crafts.
- Analyze various activities via written work and demonstration considering the impact of sociocultural, socioeconomic, and individual choices upon occupational performance areas, components and contexts.
- Exhibit competency in basic client management techniques and safety regarding wheelchair transfers, positioning, instruction-giving, and respectful approaches for initial client contact utilized in the screening and evaluation process.
- Demonstrate skill in the use of, maintenance and storage of various materials, equipment, tools and inventory of supplies.

*(Effective Spring 2005)*

### OTA 117Lab Therapeutic Activities (3)

9 hours lab per week

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program.*

*Comment: Letter grade only. May not be taken for credit/no credit. May not be audited. Students may be required to purchase various craft kits as projects and specific supplies such as glue or construction paper. Students will be required to participate in service learning.*

OTA 117L is the lab component of OTA 117 - Therapeutic Activities and HLTH 118 - Therapeutic Interpersonal Skills. One focus of the course is on the crafts and techniques utilized in Occupational Therapy or Activity programs. Commonly utilized crafts will be fabricated, including adaptations and grading. Basic client management techniques and methods of instruction will be practiced. The second focus of the course is on demonstrating self-awareness, knowledge of personal values, cultural sensitivity, assertiveness skills and stress management through interactive groups, role play and a research component. Effective communication techniques, problem solving and critical thinking skills relating to resolving ethical dilemmas and working with disabled or dying clients will be practiced. Health behaviors and client education will also be explored.

Upon successful completion of OTA 117L Therapeutic Activities I, the student should be able to:

(relating to OTA 117 - Therapeutic Activities)

- Fabricate crafts most commonly utilized in Occupational Therapy treatment and activity programs and demonstrate the ability to use the teaching-learning process.
- Demonstrate skill in adapting the environment, tools, materials and occupations to the needs of the client incorporating grading techniques for selected activities.
- Identify safety considerations within the clinic and community settings for the selected crafts.
- Analyze various activities, with considering the impact of sociocultural, socioeconomic, and individual choices upon occupational performance areas, components and contexts.
- Exhibit competency in basic client management techniques and safety regarding wheelchair transfers, positioning, instruction-giving, and respectful approaches for initial client contact utilized in the screening and evaluation process.
- Demonstrate maintenance and storage of various materials, equipment, tools and inventory of supplies.

(relating to HLTH 118 - Therapeutic Interpersonal Skills)

- Apply professional ethical principles to situations for resolving personal and professional ethical conflicts and identify the influence of social condition and ethical context surrounding human occupation.
- Develop communications skills including problem identification, oral and non-verbal techniques, active listening and congruence.
- Apply knowledge of when and how to find and use informational resources for research and write about the impact of culture on the delivery of health care.
- Apply concepts of client education to facilitate an understanding of the importance of balance between the occupational performance areas for overall health.
- Demonstrate effective communication techniques for specific groups of clients and understand the role of occupation in the promotion of health and prevention of disease and disability.
- Identify characteristics of professional burnout and time management.
- Identify principles of stress management and apply stress management techniques.
- Give examples of self knowledge and demonstrate responsibility for professional development by documenting independent thinking and goal setting.

*(deleted effective Spring 2005)*

### **OTA 118 Therapeutic Interpersonal Skills (3)**

*3 hours lecture per week*

*Prerequisite(s): Admission to the Occupational Therapy Assistant Program; credit or concurrent enrollment in OTA 110*

*Corequisite(s): OTA 116; OTA 117; OTA 117L.*

*Comment: Service learning is required for this course in the amount of 24 hours for the semester.*

OTA 118 will assist the health care practitioner in developing an awareness of self and values as they relate to becoming a member of the health care team. Effective communication techniques will focus on problem identification, resolving ethical dilemmas, assertiveness, cultural sensitivity, and client education

Upon successful completion of OTA 118, the student should be able to:

- Give examples of self-knowledge by documenting community service, professional development, independent thinking and goal setting.
- Define the relationship between self-awareness and authenticity to facilitate effective helping.

- Identify the role of the family in determining self identify and describe of how sociocultural, socioeconomic, diversity factors and lifestyle choices impact contemporary society.
- Define and critically analyze personal and professional values and their effect on human behavior and helping.
- Apply professional ethical principles to learn approaches for resolving personal and professional ethical conflicts and identify the influence of social conditions and ethical contexts surrounding human occupation.
- Identify characteristics of helping communications and of effective helpers.
- Develop communication skills including problem identification, verbal and non-verbal techniques, active listening and congruence.
- Distinguish between nonassertive, assertive, and aggressive communication and identify the importance of each with personal interactions.
- Develop research skills and write about the impact of culture on the delivery of health care.
- Describe health behaviors and give examples of what the client's perception of quality of life, well being and occupation might be as it relates to health and illness prevention.
- State concepts of client education to facilitate an understanding of the importance of balance between the occupational performance areas for overall health.
- Identify effective communication techniques for specific groups of clients.
- Describe professional burnout and identify stress management techniques to promote wellness.

### **OTA 125 Fieldwork Level I: Activity and Psychosocial Dysfunction (1) Spring**

*60 hours fieldwork*

*Prerequisite(s): A grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 116; a grade of "C" or higher in OTA 117; a grade of "C" or higher in OTA 117L; a grade of "C" or higher in OTA 118*

*Corequisite(s): OTA 126; OTA 161; OTA 162; OTA 163*

OTA 125 provides practical experience with patients/clients under the supervision of occupational therapy personnel or related professionals. Settings include institutional, outpatient, and home/community based programs focusing on activities or mental health. Students will observe and participate in specific tasks appropriate to level of skills training and in accordance with on-site objectives for 60 hours during the semester.

Upon successful completion of OTA 125, the student should be able to:

- Demonstrate an understanding of the overall purpose and organization of the assigned program.
- List referral sources and the role of other professionals involved with patients/clients.
- Identify the roles of personnel within the department and responsibilities of each.
- Assist with evaluation procedures.
- Demonstrate professional qualities when communicating with co-workers, patient/clients and family members.
- List safety procedures and carry out all patient/client interactions in a safe manner.
- Demonstrate the ability to implement treatment or activities, according to level of competency and skills training, as directed.
- Demonstrate the ability to independently plan and lead appropriate groups in selected activities.
- Demonstrate a basic knowledge of psychosocial group dynamics and client management techniques in the areas of exercise, transfer, and self-care techniques.
- Demonstrate the ability to maintain treatment areas.

*(Effective Fall 2004)***OTA 125 Fieldwork Level I: Activity and Psychosocial Dysfunction (1)***60 hours of fieldwork**Prerequisite(s): Acceptance into the OTA program**Comment: 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 125 is practical experience with patients/clients under the supervision of occupational therapy personnel or related professionals. Settings include institutional, outpatient, and home/community based programs focusing on activities or mental health. Students will observe and participate in specific tasks appropriate to their level of skills training and in accordance with on-site objectives for 60 hours during the semester.

Upon successful completion of OTA 125, the student should be able to:

- Interact through written, oral and nonverbal communication.
- List referral sources and the role of other professionals involved with patients/clients.
- Identify the roles of personnel within the department and responsibilities of each.
- Assist with evaluation procedures.
- Demonstrate personal and professional abilities and competencies as they relate to job responsibilities.
- List safety procedures and carry out all patient/client interactions in a safe manner.
- Use individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals.
- Demonstrate a basic knowledge of psychosocial group dynamics and client management techniques in the areas of exercise, transfer, and self-care techniques.
- Maintain and organize treatment areas, equipment, and supply inventory.

**OTA 126 Critique: Fieldwork Level I/Activity and Psychosocial Dysfunction (1) Spring***1 hour lecture per week**Prerequisite(s): A grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 116; a grade of "C" or higher in OTA 117; a grade of "C" or higher in OTA 117L; a grade of "C" or higher in OTA 118**Corequisite(s): OTA 125; OTA 161; OTA 162; OTA 163*

OTA 126 offers discussion of student experiences in fieldwork with emphasis on problem solving, identifying ethical issues, sharing professional knowledge and insights. This course will provide an opportunity for the instructor to give feedback to students about various fieldwork situations.

Upon successful completion of OTA 126, the student should be able to:

- Describe the roles and responsibilities of the occupational therapy staff or other professionals.
- Identify problems students may encounter which are associated with job responsibilities, ethical issues and/or interpersonal communication.
- Verbalize problem solving methods and/or resources available to resolve issues.
- Share professional knowledge regarding client conditions, evaluation techniques, treatment modalities and documentation.
- Suggest activities to peers which are appropriate for the fieldwork setting.

- Demonstrate respect for confidentiality regarding information shared.
- Explain how feelings and attitudes can influence job performance, quality of care, and choice of career.

*(Effective Fall 2004)***OTA 126 Critique: Fieldwork Level I/Activity and Psychosocial Dysfunction (1)***1 hour lecture per week**Prerequisite(s): Acceptance into the OTA program*

OTA 126 is a discussion of student experiences in fieldwork with emphasis on problem solving, identifying ethical issues, sharing professional knowledge and insights. This course will provide an opportunity for the instructor to give feedback to students about various fieldwork situations.

Upon successful completion of OTA 126, the student should be able to:

- Describe the roles and responsibilities of the occupational therapy staff or other professionals.
- Identify problems students may encounter which are associated with job responsibilities, ethical issues and/or interpersonal communication.
- Explain approaches to use in resolving personal and organizational ethical conflicts.
- Share professional knowledge regarding client conditions, evaluation techniques, treatment modalities and documentation.
- Suggest activities to peers that are appropriate for the fieldwork setting.
- Demonstrate respect for confidentiality regarding information shared.
- Explain how feelings and attitudes can influence job performance, quality of care, and choice of career.

**OTA 161 Psychosocial Dysfunction (3) Spring***3 hours lecture per week**Prerequisite(s): A grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 116; a grade of "C" or higher in OTA 117; a grade of "C" or higher in OTA 117L; a grade of "C" or higher in OTA 118**Corequisite(s): OTA 125; OTA 126; OTA 162; OTA 163*

OTA 161 is the study of psychosocial dysfunction conditions commonly referred to occupational therapy, methodology and terminology used in mental health. The occupational therapy process will be applied to psychosocial conditions by exploring treatment models which emphasize occupation. Student will become familiar with evaluation tools and learn treatment modalities and skills, such as writing protocols, group facilitation techniques and documentation in the mental health setting.

Upon successful completion of OTA 161, the student should be able to:

- Demonstrate knowledge of psychosocial conditions commonly referred to occupational therapy.
- Define terminology used in the mental health field.
- Describe basic influences contributing to mental health or psychosocial dysfunction.
- List commonly used psychotropic drugs and their side effects.
- Identify behaviors exhibited by clients in psychosocial dysfunction setting and the appropriate intervention strategies.

- Describe the impact of psychosocial dysfunction occupational performance areas and occupational performance components.
- Discuss a variety of occupational therapy evaluation tools for psychosocial dysfunction.
- Develop an understanding of the role of the OTR and the COTA in the psychiatric setting.
- Develop skill in writing treatment protocols or plans, documentation and discharge summaries.
- Demonstrate knowledge of group facilitation techniques and use of appropriate activities for clients in mental health settings.
- Identify community resources and barriers to productive living.

*(Effective Spring 2003)*

### **OTA 161 Psychosocial Dysfunction (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in OTA 110; OTA 116; OTA 117; OTA 117L; OTA 118.*

*Corequisite(s): OTA 162; OTA 163; OTA 125; OTA 126.*

OTA 161 is the study of psychosocial dysfunction conditions commonly referred to Occupational Therapy, practice models and terminology used in mental health. The Occupational Therapy process will be applied to psychosocial conditions by exploring assessments, treatment planning and implementation that will focus on occupational performance areas. Students will become familiar with evaluation tools and learn treatment modalities and group facilitation techniques, as well as, documentation skills.

Upon successful completion of OTA 161, the student should be able to:

- Compare and Contrast theories and practice models used by Occupational Therapy and list the terminology used in a variety of psychosocial dysfunction service delivery areas.
- 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.
- State the basic influences of sociocultural, socioeconomic and diversity factors or life style choices on psychosocial dysfunction.
- Summarize professional literature and describe the importance for the practice and continued development of the profession.
- Identify selected assessments for psychosocial dysfunction and the use of occupation for assessment.
- Identify behaviors exhibited by clients in psychosocial dysfunction setting and techniques to facilitate safety during therapeutic interventions.
- Apply the Occupational Therapy process to psychosocial dysfunction by selecting, adapting and sequencing relevant occupations and purposeful activities that support the intervention goals and plan as written.
- Define individual and group facilitation techniques while developing therapeutic use of self as a means of achieving therapeutic goals.
- Give examples of methods of documentation to address accountability of service provision and meet standards for reimbursement of services.
- Identify the need for termination of OT services when stated outcomes have been achieved.

*(Effective Fall 2004)*

### **OTA 161 Psychosocial Dysfunction (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the OTA program*

OTA 161 is the study of psychosocial dysfunction conditions commonly referred to Occupational Therapy. Also covered are practice models and terminology used in mental health. The Occupational Therapy process will be applied to psychosocial conditions by exploring assessments, treatment planning and implementation that will focus on occupational performance areas. Students will become familiar with evaluation tools and learn treatment modalities and group facilitation techniques, as well as, documentation skills.

Upon successful completion of OTA 161, the student should be able to:

- Compare and contrast theories and practice models used by Occupational Therapy and list the terminology used in a variety of psychosocial dysfunction service delivery areas.
- 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.
- State the basic influences of sociocultural, socioeconomic and diversity factors or life style choices on psychosocial dysfunction.
- Summarize professional literature and describe the importance for the practice and continued development of the profession.
- Identify selected assessments for psychosocial dysfunction and the use of occupation for assessment.
- Identify behaviors exhibited by clients in psychosocial dysfunction setting and techniques to facilitate safety during therapeutic interventions.
- Apply the Occupational Therapy process to psychosocial dysfunction by selecting, adapting and sequencing relevant occupations and purposeful activities that support the intervention goals and plan as written.
- Define individual and group facilitation techniques while developing therapeutic use of self as a means of achieving therapeutic goals.
- Give examples of methods of documentation to address accountability of service provision and meet standards for reimbursement of services.
- Identify the need for termination of OT services when stated outcomes have been achieved.

### **OTA 162 Therapeutic Modalities I (3) Spring**

*9 hours lab per week*

*Prerequisite(s): OTA 110; OTA 116; OTA 117; OTA 117L; OTA 118*

*Corequisite(s): OTA 125; OTA 126; OTA 161; OTA 163; HLTH 290; HLTH 290L*

OTA 162 focuses on those methods and techniques necessary to deliver occupational therapy services in the mental health and elderly populations. Group processes and dynamics will be the primary focus. Client management techniques and education for those performance areas most commonly utilized with these practice areas will be the focus of study.

Upon successful completion of OTA 162, the student should be able to:

- Identify the performance areas most commonly affected in the mental health and elderly programs.



- Design occupational therapy treatment in these areas, with considerations of sociocultural, socioeconomic, diversity factors and lifestyle choices upon occupational performance areas.
- Display competency in executing selected evaluation tools, basic treatment procedures, and teaching methods for selected techniques.
- Identify safety considerations within the clinic and community settings for the selected diagnostic groups.
- Display proficiency in documentation appropriate to each treatment area.

*(Effective Fall 2004)*

### **OTA 162 Therapeutic Modalities I (3)**

*9 hours lab per week*

*Prerequisite(s): Acceptance into the OTA program*

*Comment: Service learning is required.*

OTA 162 focuses laboratory practice for those methods and techniques necessary to deliver Occupational Therapy services for mental health and pediatric populations. Understanding common psychosocial dysfunction diagnostic categories through research and utilizing effective group leading skills will be a primary focus. Positioning and handling, gross motor and fine motor skills development, visual perception and sensory integration treatment techniques will be stressed in pediatrics. Skill in administering various assessment tools, client management techniques and Occupational Therapy interventions addressing occupational performance areas, components and contexts for both groups will be demonstrated. Documentation methods utilized in Occupational Therapy settings for both groups will also be practiced.

Upon successful completion of OTA 162, as related to psychosocial dysfunction topics, the student should be able to:

- Gather and share data for screening and evaluation to identify the performance areas, components and contexts most commonly affected in the mental health.
- Administer selected assessments and use occupation for the purpose of assessment including the Occupational History Interview and Kohlman Evaluation of Living Skills (KELS).
- Select, adapt and sequence relevant occupations and purposeful activities for clients with psychosocial dysfunction by leading groups that support intervention goals and plans as written by the OT.
- Modify intervention approaches and safety precautions to address the changing needs of the individual client or for a group by demonstrating therapeutic use of self for psychosocial dysfunction.
- Demonstrate oral and written communication skills, know when and how to find and use informational resources pertaining to psychosocial dysfunction through research, written assignments and presentations.
- Display proficiency in documentation of OT services utilizing SOAP notes and other methods to ensure accountability of service provision and meet standards for reimbursement.
- Recommend the need for termination of OT services when stated outcomes have been achieved for clients with psychosocial dysfunction.
- Identify community resources to develop and promote the use of appropriate home and community programming for clients with psychosocial dysfunction

Upon successful completion of OTA 162, as related to pediatrics, the student should be able to:

- Apply the meaning and dynamics of occupational and purposeful activity including the interaction of performance areas, components and contexts.
- Identify, gather and share data for screening and evaluation

- Design occupational therapy treatment utilizing knowledge and appreciation of the role of sociocultural, socioeconomic, diversity factors, and lifestyle choices in contemporary society.
- Analyze tasks relative to performance areas, components, and contexts.
- Select, adapt, and sequence relevant occupations and purposeful activities competently that support the intervention goals and plan as written by the OT.
- Educate and train client/family/significant others to facilitate skills in performance areas, prevention, health maintenance, and safety.
- Apply individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals.
- Adapt the environment, tools, materials, and occupations to the needs of the client and their socio-cultural context.
- Interact through written, oral and nonverbal communication.
- Identify and demonstrate safety precautions with the client during therapeutic intervention.
- Document OT services to ensure accountability of service provision and meet standards for reimbursement of services.
- Articulate the importance of professional relationships between the OT and OTA in the pediatric setting.

*(deleted effective fall 2004)*

### **OTA 163 Health Concepts for the Elderly (3) Spring**

*3 hours lecture per week*

*Prerequisite(s): OTA 110; OTA 116; OTA 117; OTA 117L; OTA 118*

*Corequisite(s): OTA 125; OTA 126; OTA 161; OTA 162*

OTA 163 is the study of occupational performance areas in the elderly and the influence of lifestyle on health and wellness. Survey of the effects of physical, social, and cultural aspects of the environment on this population. Develop an understanding of the role of the OTA and other personnel in the delivery of services and activities for the elderly.

Upon successful completion of OTA 163, the student should be able to:

- Identify the current theories of aging.
- Identify changes in sensory/cognitive function and its effects on occupational performance areas in the elderly.
- Understand the impact of sociocultural, socioeconomic, diversity factors, and lifestyle choices upon occupational performance areas in the elderly.
- Understand the role of the family as well as other non-traditional forms of caretaking and its impact upon the individual client and method of occupational therapy service delivery.
- Demonstrate an understanding of consumer choice and values and how to deal with conflicts with one's personal views.
- Identify ways in which the OTA may promote health and well being in the elderly.
- Discuss cultural and age-related responses to death and dying and its impact upon occupational therapy service delivery.
- Discuss the role of the OTA in communicating with the dying person and their significant others.
- Design an activity session for a group of well seniors using occupation/activity processes to analyze interests and abilities.

### **OTA 171 Administration and Management Issues for the Activity Director (3) Summer**

*3 hours lecture per week*

*Prerequisite(s): OTA 110; OTA 116; OTA 117; OTA 117L; OTA 118; OTA 125; OTA 126; OTA 161; OTA 162; OTA 163*

*Corequisite(s): OTA 172*

OTA 171 is the study of issues for the activity director, including supervision techniques, advocacy for clients, quality assurance, management of activity programs, including scheduling and budgetary considerations, and the effective use of community resources and volunteers. Identification of individual goals for continued professional development and life-long learning. Methods for keeping abreast of health care trends are addressed.

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

- Understand the role and responsibilities of a supervisor in various situations.
- Describe the requirements for reimbursement as it relates to activity programs.
- Demonstrate an understanding of the importance of advocacy and the role of government regulation.
- Design and participate in quality assurance activities as it relates to the need and methods of measuring productivity and data collecting.
- Understand the impact of sociocultural, socioeconomic, diversity factors, and lifestyle choices upon occupational performance areas.
- Design and participate in activity program management techniques regarding selection of appropriate activities, scheduling, budgeting, and documentation.
- Define and describe the legal requirements of various long-term care facilities.
- Identify methods of promoting the profession of occupational therapy and evaluate its effectiveness.
- Identify goals for professional development, including objectives and methods.
- Demonstrate an understanding of the need for continuing education and identify methods for maintaining current knowledge of the field.
- Participate in identifying research sources and the process by doing a presentation on current trends in health care.

### **OTA 172 Emerging Areas of Practice (3) Summer**

*3 hours lecture per week*

*Prerequisite(s): OTA 110; OTA 116; OTA 117; OTA 117L; OTA 118; OTA 125; OTA 126; OTA 161; OTA 162*

*Corequisite(s): OTA 171*

OTA 172 is the study of the role of Occupational Therapy in the community, present and future. Future trends and an analysis of community needs will be studied. Innovative approaches to new areas of practice and a proposal for OT services in a setting that does not currently provide OT services will be developed by each student.

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

- Understand and appreciate the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
- Understand the limitations of community, human, and fiscal resources and its impact upon service provisions.
- Be able to articulate to the consumer, potential employers, and the general public the unique nature of occupation as viewed by the profession of occupational therapy.
- Develop and promote the use of appropriate home and community programming to support performance in the client's natural environment.
- Develop an understanding of personal and professional abilities and competencies as they relate to job responsibilities.
- Demonstrate knowledge of advocacy for the benefit of the consumer and the profession.

*(Effective Fall 2004)*

### **OTA 172 Emerging Areas of Practice (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the OTA program*

OTA 172 focuses on the role of Occupational Therapy in the community, present and future. Future trends and an analysis of community needs will be studied. Innovative approaches to new arenas of practice and a proposal for OT services in a setting that does not currently provide OT services will be explored.

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

- Compare and contrast the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
- Identify the limitations of community, human, and fiscal resources and its impact upon service provisions.
- Articulate to the consumer, potential employers, and the general public the unique nature of occupation as viewed by the profession of occupational therapy.
- Develop and promote the use of appropriate home and community programming to support the occupational performance areas in the client's natural environment.
- Develop an understanding of personal and professional abilities and competencies as they relate to job responsibilities.
- Give examples of knowledge of advocacy for the benefit of the consumer and the profession.

*(Effective Fall 2004)*

### **OTA 224 Health Concepts for the Elderly (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the OTA program*

*Comment: Formerly OTA 163*

OTA 224 is the study of occupational performance areas, components and context in the elderly population. Students will explore the influence of lifestyle on health and wellness, as well as, public policy regarding aging. Appropriate theories, the role of the COTA and other personnel in the delivery of services will be discussed including client advocacy. Specific intervention strategies for the elderly who face a variety of challenges due to aging or disability will be studied with a focus on community living.

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

- Identify aging trends, theories of aging, the aging process and the dynamics of occupation and purposeful activity for the elderly population including the impact on occupational performance areas.
- Discuss the role of the COTA as change agent and advocate for the benefit of the consumer and the profession.
- List service delivery areas for the elderly focusing on ways in which the COTA can assist the consumer in gaining access to OT services and promote the use of appropriate home and community interventions.
- Identify the importance of maintaining a balance of performance areas and state the role of the COTA in the promotion of health and disease prevention in the elderly population.
- Compare and contrast the role of the family or other caregivers with the elderly and the impact of sociocultural, socioeconomic, diversity and lifestyle choices on occupational performance context.

- Apply concepts of aging, Occupational Therapy theories and frames of reference, as well as knowledge of disabilities common in the elderly population to select, adapt and sequence relevant occupations and purposeful activities that support the intervention goals and plan as written.
- Identify group facilitation techniques and discuss how to utilize therapeutic use of self when working with the elderly to achieve specified goals.
- State public policy and discuss to maintain records as required in practice settings, by third party payers and regulatory agencies.
- Articulate the importance of professional literature for practice and locate information pertaining to elderly issues using the internet.

### **OTA 232 Fieldwork Level I: Physical Dysfunction/ Developmental/Educational (1)**

*60 hours fieldwork*

*Prerequisite(s): A grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 162; a grade of "C" or higher in OTA 163; a grade of "C" or higher in OTA 171; a grade of "C" or higher in OTA 172*

*Corequisite(s): OTA 233; OTA 236; OTA 237; OTA 238*

OTA 232 provides supervised practical experience with occupational therapy personnel or related professionals. Settings include either an inpatient or outpatient hospital setting with patient/clients in acute physical dysfunction/rehabilitation, or in an early intervention or school based program. Following on-site objectives, students will observe and participate in specific tasks appropriate to skills training.

Upon successful completion of OTA 232, the student should be able to:

- Demonstrate an understanding of the overall purpose and organization of the assigned program.
- List referral sources and the role of other professionals involved with patients/clients.
- Identify the roles of personnel within the department and responsibilities of each.
- Assist with evaluation procedures.
- Demonstrate professional qualities when communicating with co-workers, patient/clients and family members.
- List safety procedures and carry out all patient/client interactions in a safe manner.
- Demonstrate the ability to implement treatment or activities, according to level of competency and skills training, as directed.
- Demonstrate a basic knowledge of ROM, ADL/self care techniques, transfer methods, gross and fine motor activities, assistive technology devices appropriate for individual needs, and other commonly utilized treatment techniques appropriate with this population.
- Demonstrate knowledge of anatomy, physiology, physical dysfunction conditions, growth and development, in choice and implementation of activities.
- Demonstrate the ability to maintain treatment areas.

*(Effective Fall 2004)*

### **OTA 232 Fieldwork Level I: Physical Dysfunction/ Developmental/Educational (1)**

*60 hours of fieldwork*

*Prerequisite(s): Acceptance into the OTA program*

*Comment: 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. Settings include either an inpatient or outpatient hospital setting with patient/clients in acute physical dysfunction/rehabilitation, or in an early intervention or school based program. Following on-site objectives, students will observe and participate in specific tasks appropriate to skills training.

Upon successful completion of OTA 232, the student should be able to:

- Explain the overall purpose and organization of the assigned fieldwork site.
- List referral sources and the role of other professionals involved with patients/clients.
- Articulate the importance of professional relationships between the OT and the OTA.
- Assist with evaluation procedures and use safety precautions during screening and evaluation process.
- State personal and professional abilities and competencies as they relate to job responsibilities.
- List safety procedures and use safety precautions with client during therapeutic intervention.
- Use individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals.
- Demonstrate a basic knowledge of ROM, ADL/self care techniques, transfer methods, gross and fine motor activities, assistive technology devices appropriate for individual needs, and other commonly utilized treatment techniques appropriate with this population.
- Maintain records as required by practice setting, third party payers and regulatory agencies.
- Maintain and organize treatment areas, equipment, and supply inventory.

### **OTA 233 Critique: Fieldwork Level I: Physical Dysfunction/Developmental/Educational (1)**

*1 hour lecture per week*

*Prerequisite(s): A grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 162; a grade of "C" or higher in OTA 163; a grade of "C" or higher in OTA 171; a grade of "C" or higher in OTA 172*

*Corequisite(s): OTA 232; OTA 236; OTA 237; OTA 238*

OTA 233 offers discussion of student experiences in fieldwork which focus on physical disabilities for children and adults. The emphasis will be on problem solving, identifying ethical issues, sharing professional knowledge and insights. This course will provide an opportunity for the instructor to give feedback to students about various fieldwork situations, and to reinforce concepts from OTA 237 and OTA 238.

Upon successful completion of OTA 233, the student should be able to:

- Describe the roles and responsibilities of the occupational therapy staff or other professionals.
- Identify problems students may encounter which are associated with job responsibilities, ethical issues and/or interpersonal communication.
- Verbalize problem solving methods and/or resources available to resolve issues.
- Share professional knowledge regarding client conditions, evaluation techniques, treatment modalities and documentation.
- Discuss a variety of evaluations and documentation methods utilized in physical dysfunction settings.

- Verbalize treatment objectives for clients with impaired ADL skills, decreased ROM and gross/fine motor skills.
- List assistive technology appropriate for clients with physical limitation.
- Demonstrate respect for confidentiality regarding information shared.

*(Effective Fall 2004)*

### **OTA 233 Critique: Fieldwork Level I: Physical Dysfunction and Developmental/Educational (1)**

*1 hour lecture per week*

*Prerequisite(s): Acceptance into the OTA program*

OTA 233 is a discussion of student experiences in fieldwork which focus on physical disabilities for children and adults. The emphasis will be on problem solving, identifying ethical issues, sharing professional knowledge and insights. This course will provide an opportunity for the instructor to give feedback to students about various fieldwork situations, and to reinforce concepts from other OTA program courses.

Upon successful completion of OTA 233, the student should be able to:

- Describe the roles and responsibilities of the occupational therapy staff or other professionals.
- Identify problems students may encounter which are associated with job responsibilities, ethical issues and/or interpersonal communication.
- Explain approaches to use in resolving personal and organizational ethical conflicts.
- Share professional knowledge regarding evaluation techniques and referral to specialists for consultation and intervention.
- Discuss documentation methods utilized and compliance with various reimbursement mechanisms that affect OT practice.
- Use logical thinking, critical analysis, problem solving and creativity to explain treatment objectives for clients with impaired ADL skills, decreased ROM and gross/fine motor skills.
- List assistive technology appropriate for clients with physical limitation.
- Demonstrate respect for confidentiality regarding information shared.
- Explain the ongoing professional responsibility for providing fieldwork education, supervision, and planning ongoing professional development.

### **OTA 236 Assistive Technology: Implications for OT (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in OTA 125; OTA 126; OTA 161; OTA 162; OTA 163; OTA 172.*

*Corequisite(s): OTA 232; OTA 233; OTA 237; OTA; OTA 238.*

OTA 236 explores various categories of assistive technology, community resources and funding mechanisms utilized by Occupational Therapy practitioners for clients with physical dysfunction. Students will become familiar with assistive technology devices, terminology, regulations, and the roles of team members relating to the provision of assistive technology. Students will also study conditions that require splint assessment, materials used and fabrication.

Upon successful completion of OTA 236, the student should be able to:

- Define basic terminology associated with assistive technology and the roles of various members on the assessment team to gain an awareness of referring clients to specialists for consultation and intervention.
- Select data for screening and evaluation of clients with various assistive technology needs.
- Develop basic knowledge of direct and indirect access methods, types and use of switches, as well as, augmentative communication choices and apply the knowledge to case studies that facilitate compensatory strategies when desired life tasks cannot be performed.
- List a variety of low-technology assistive devices and be able to adapt the environment, tools, materials and occupations to meet the needs of the client within their sociocultural context.
- Develop a basic knowledge of the types of powered wheelchairs, manual wheelchairs, and environmental control units to be able to modify intervention approaches that reflect the changing needs of clients in case studies.
- Select professional literature to make informed practice decisions in cooperation with the OT as it pertains to assistive technology including information from the internet.
- Give examples of funding sources for assistive technology and how documentation of OT services ensure accountability of service provision and meet standards for reimbursement.
- Identify theories and frames of reference that underlie OT practice as they apply to splinting and principles of splint construction.
- Select data pertaining to screening and evaluation of the hand, as well as, the tools utilized by Occupational Therapy practitioners.
- Identify common hand conditions, appropriate splints and the common treatments to be able to select, adapt and sequence relevant occupations and purposeful activities that support the intervention goals and plan written in case studies.
- Define basic ergonomic principles and give examples of the individual's perception of quality of life, well being and occupation to promote health and prevention of injury and disease.

*(deleted effective Fall 2004)*

### **OTA 236 Assistive Technology: Basic Concepts (3)**

*3 hours lecture per week*

*Comment: Appropriate for individuals interested in healthcare professions or education. This course will become HLTH 236 in fall 2004.*

OTA 236 explores various categories of assistive technology including seating and positioning, switches, low technology devices, environmental control units and augmentative communication utilized by clients with physical disabilities. Students will become familiar with specific physical disabilities, terminology, regulations, and the roles of team members relating to the provision of assistive technology. Students will also examine community resources and funding mechanisms.

Upon successful completion of OTA 236, the student should be able to:

- Identify specific conditions and symptoms of clients who would benefit from assistive technology use.
- Define basic terminology associated with assistive technology and the roles of various members on the assessment team to gain an awareness of referring clients to specialists for consultation and intervention.
- Select data for screening and evaluation of clients with various assistive technology needs.

- Develop basic knowledge of direct and indirect access methods, types and use of switches, as well as, augmentative communication choices and apply the knowledge to case studies that facilitate compensatory strategies when desired life tasks cannot be performed.
- List a variety of low-technology assistive devices and be able to adapt the environment, tools, materials and occupations to meet the needs of the client within their sociocultural context.
- Develop a basic knowledge of the types of powered wheelchairs, manual wheelchairs, and environmental control units to be able to modify intervention approaches that reflect the changing needs of clients in case studies.
- Select professional literature to make informed practice decisions as it pertains to assistive technology including information from the internet.
- Give examples of community resources and funding sources for assistive technology and identify how documentation ensures accountability of service provision and meets standards for reimbursement.

### **OTA 237 Physical Dysfunction (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in OTA 161; OTA 162; OTA 163; OTA 125; OTA 126; OTA 172.*

*Corequisite(s): OTA 236; OTA 238; OTA 232; OTA 233.*

OTA 237 is the study of Occupational Therapy theory, interventions, remediation techniques, and the physical conditions most commonly referred to Occupational Therapy. Models of service delivery in various settings, inpatient, outpatient, and home/community based are examined. The impact of sociocultural and socioeconomic conditions, values, and lifestyle choices upon delivery of services are explored.

Upon successful completion of OTA 237, the student should be able to:

- Compare and contrast Occupational Therapy theories, models and frames of reference for physical dysfunction and list related terminology.
- Identify disability, disease processes and traumatic injury that result in adult physical dysfunction conditions and the potential impact to the individual within the context of the family, caregivers and society.
- Select data for screening and evaluation
- Identify the need for and use of compensatory strategies, monitor and reassess when desired life tasks cannot be performed to determine appropriate interventions
- Define the impact of federal and state regulations and governmental public policy regarding clients with disabilities.
- Give examples of a variety of systems and models of service delivery as they relate to adult physical dysfunction conditions.
- Define the impact of sociocultural, socioeconomic, and lifestyle choices upon delivery of services in various practice settings.
- Apply components of the Occupational Therapy process to select, adapt and sequence relevant occupations and purposeful activities that support the intervention goals.
- Define the role of the OT and the OTA within the adult physical dysfunction occupational therapy scope of practice.
- Identify documentation methods and need for discharge planning to ensure accountability of service provision and meet the standard for reimbursement of service.

*(Effective Fall 2004)*

### **OTA 237 Physical Dysfunction (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the OTA program*

OTA 237 is the study of Occupational Therapy theory, interventions, remediation techniques, and the physical conditions most commonly referred to Occupational Therapy. Models of service delivery in various settings, inpatient, outpatient, and home/community based are examined. The impact of sociocultural and socioeconomic conditions, values, and lifestyle choices upon delivery of services are explored.

Upon successful completion of OTA 237, the student should be able to:

- Compare and contrast Occupational Therapy theories, models and frames of reference for physical dysfunction and list related terminology.
- Identify disability, disease processes and traumatic injury that result in adult physical dysfunction conditions and the potential impact to the individual within the context of the family, caregivers and society.
- Select data for screening and evaluation
- Identify the need for and use of compensatory strategies, monitor and reassess when desired life tasks cannot be performed to determine appropriate interventions
- Define the impact of federal and state regulations and governmental public policy regarding clients with disabilities.
- Give examples of a variety of systems and models of service delivery as they relate to adult physical dysfunction conditions.
- Define the impact of sociocultural, socioeconomic, and lifestyle choices upon delivery of services in various practice settings.
- Apply components of the Occupational Therapy process to select, adapt and sequence relevant occupations and purposeful activities that support the intervention goals.
- Define the role of the OT and the OTA within the adult physical dysfunction occupational therapy scope of practice.
- Identify documentation methods and need for discharge planning to ensure accountability of service provision and meet the standard for reimbursement of service.

### **OTA 238 Therapeutic Modalities II (3) Fall**

*9 hours lab per week*

*Prerequisite(s): OTA 125; OTA 126; OTA 161; OTA 162; OTA 163; OTA 171; OTA 172*

*Corequisite(s): OTA 232; OTA 233; OTA 236; OTA 237*

OTA 238 provide methods and techniques necessary to deliver occupational therapy services in the area of physical dysfunctions, to include muscle re-education and strengthening, basic rehabilitation strategies and methods, splinting, assistive technology, augmentative communication devices, environmental controls, access issues, client choice, and education for client or caregiver.

Upon successful completion of OTA 238, the student should be able to:

- Identify performance areas most commonly affected in the rehabilitation patient.
- Design occupational therapy treatment in these areas, with considerations of cultural, socioeconomic, and individual choices upon occupational performance areas.
- Display competency in executing basic treatment procedures and teaching methods for selected techniques.
- Demonstrate basic knowledge of splinting concepts and techniques.

- Demonstrate an understanding of characteristics of assistive technology.
- Demonstrate the ability to fabricate a piece of assistive equipment.
- Develop an understanding of community resources for assistive technology.
- Identify safety considerations within the clinic and community settings for the selected diagnostic groups.
- Display proficiency in documentation appropriate to each treatment area.

*(Effective Fall 2004)*

### **OTA 238 Therapeutic Modalities II Lab (3)**

*12 hours lab per week*

*Prerequisite(s): Acceptance into the OTA program*

*Comment: Students will need to purchase some additional materials for projects and splinting at a cost of approximately \$50.*

OTA 238 focuses on those methods and techniques necessary to delivery Occupational Therapy services in the area of physical dysfunction. Evaluation, treatment interventions focusing on basic functional rehabilitation strategies, including splinting, will be the primary focus. Assistive technology concepts including wheelchair seating and mobility, augmentative communication devices, environmental controls, and access issues will be highlighted. Client choice and education for the client or caregiver will also be studied.

Upon successful completion of OTA 238, the student should be able to:

- Examine the performance components most commonly affected in the physical rehabilitation client and demonstrate an understanding of related evaluation tools for physical dysfunction and assistive technology assessment.
- Design occupational therapy treatment interventions in these areas, with considerations of cultural, socioeconomic, and individual choices based on occupational performance areas.
- Display competency in performing selected Occupational Therapy interventions and teaching methods associated with physical rehabilitation and assistive technology service delivery.
- Demonstrate knowledge of splint fabrication as it relates to specific conditions and the ergonomic considerations for disease prevention, health and wellness.
- Identify a variety of low-technology assistive devices and use critical thinking skills for the application of this equipment to clients with physically dysfunction.
- Demonstrate the ability to select or fabricate assistive technology to address occupational performance areas, components and context with consideration given to concepts for grading and adapting.
- Develop an understanding of community resources for assistive technology and physical dysfunction.
- Identify safety considerations within the clinic and community settings for the selected diagnostic groups.
- Display proficiency in documentation appropriate to each treatment area.

*(deleted effective Fall 2004)*

### **OTA 247 OT Concepts for Pediatrics (3) Spring**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in OTA 171; a grade of "C" or higher in OTA 172; a grade of "C" or higher in OTA 232; a grade of "C" or higher in OTA 233; a grade of "C" or higher in OTA 236; a grade of "C" or higher in OTA 237; a grade of "C" or higher in OTA 238*

*Corequisite(s): OTA 248; OTA 249; OTA 270*

OTA 247 is the study of occupational therapy remediation techniques and conditions most commonly referred to occupational therapy in the pediatric population. Models of service delivery in various settings, institutional, outpatient, and home/community based, are examined. The impact of sociocultural and socioeconomic conditions, values and lifestyle choices upon delivery of services are explored.

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

- Identify commonly seen conditions in pediatric occupational therapy practice.
- Understand the model of service delivery for facility or community based intervention programs.
- Understand the impact of public policy and health care considerations on the delivery of services.
- Understand the impact of sociocultural, socioeconomic, and lifestyle choices upon delivery of services.
- Describe the role of the OT and the OTA in pediatric occupational therapy practice.
- Identify the purpose of specific pediatric evaluation tools and contribute to the evaluation process.
- Identify and plan therapeutic interventions for various performance components remediation.

### **OTA 248 Therapeutic Modalities III (3) Spring**

*9 hours lab per week*

*Prerequisite(s): OTA 171; OTA 172; OTA 232; OTA 233; OTA 236; OTA 237; OTA 238*

*Corequisite(s): OTA 247; OTA 249; OTA 270*

OTA 248 provide methods and techniques necessary to deliver occupational therapy services in the area of pediatrics, to include positioning and handling, gross motor and fine motor skills development, visual perception and sensory integration treatment techniques, as well as family and caregiver education.

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

- Identify performance areas most commonly affected in the pediatric client.
- Design occupational therapy treatment in these areas, with considerations of cultural, socioeconomic, and family choices upon occupational performance areas.
- Display competency in executing basic treatment procedures and teaching methods for selected techniques.
- Identify safety considerations within the clinic and community settings for the pediatric client.
- Display proficiency in documentation appropriate to each treatment area.
- Understand the role of the OTR and COTA in the pediatric setting.

*(Effective Fall 2004)*

### **OTA 248 Therapeutic Modalities III (4)**

*12 hours lab per week*

*Prerequisite(s): Acceptance into the OTA program*

OTA 248 focuses on those methods and techniques necessary to deliver occupational therapy services in the area of the elderly population and professional concepts. Group processes and dynamics will be a primary focus as related to the elderly population. Skill in applying various assessment tools, client management techniques and Occupational Therapy interventions and documentation addressing occupational performance areas, components and contexts for the elderly will be demonstrated. Basic tenets of professional development/behavior in regards to

standards of practice, ethics, uniform terminology, resume writing, interviewing skills, advocacy for the profession, basic legislation process and occupational therapy/health related issues are stressed.

Upon successful completion of OTA 248, as related to the elderly population, the student should be able to:

- Gather and share data for screening and evaluation to identify the performance areas, components and contexts most commonly affected in the elderly clients.
- Administer selected assessments including ROM and home safety assessment competently and use occupation for purpose of assessment.
- Select appropriate interventions and purposeful activities for elderly clients that support intervention goals and plans identified by the OT.
- Educate and train client, family and significant others to facilitate skills in performance areas such as functional mobility, prevention such as falls, health maintenance with regard to exercise and safety in the home.
- Modify intervention approaches and safety precautions to address the changing needs of the individual client or for a group relating to the elderly client.
- Use therapeutic adaptation with occupations pertinent to the needs of the elderly client.
- Display proficiency in documentation of OT services utilizing narrative, SOAP notes and other methods to ensure accountability of service provision and meet standards for reimbursement.
- Identify community resources to develop and promote the use of appropriate home and community programming for the elderly client.

Upon successful completion of OTA 248, as related to professional concepts, the student should be able to:

- Explain the role and responsibility of the practitioner to address changes in service delivery policies and to effect changes in the system.
- Apply personal responsibility for planning ongoing professional development.
- Demonstrate advocacy for the benefit of the consumer and the profession.
- Articulate the unique nature of occupation as viewed by the profession.
- Compare the implications and effects of federal and state regulatory and legislative bodies.
- Promote occupational therapy by educating other professionals, consumers, third-party payers and the public.

### **OTA 249 Professional Concepts (3) Spring**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in OTA 171; a grade of "C" or higher in OTA 172; a grade of "C" or higher in OTA 232; a grade of "C" or higher in OTA 233; a grade of "C" or higher in OTA 236; a grade of "C" or higher in OTA 237; a grade of "C" or higher in OTA 238*

*Corequisite(s): OTA 247; OTA 248; OTA 270*

OTA 249 reinforces those concepts and principles regarding the role of occupational therapy and therapy personnel in the delivery of services. Case studies will be systematically reviewed to reinforce basic clinical knowledge and reasoning skills in preparation for clinicals. Basic tenets of professional behavior, values, and ethics will be discussed and contrasted.

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

- Understand the role of the OTR and COTA in an occupational therapy program.

- Understand the personnel skill mix available in an occupational therapy program.
- Apply clinical reasoning skills to case studies to effectively carry out treatment implementation prior to clinical training.
- Demonstrate a knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Standards of Practice, as a guide for professional interactions and in client treatment and employment settings.
- Acknowledge the personal responsibility for planning ongoing professional development to ensure a level of practice consistent with current and accepted standards.

*(Effective Spring 2003)*

### **OTA 249 Professional Concepts (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in OTA 172; OTA 232; OTA 233; OTA 236; OTA 237; OTA 238.*

*Corequisite(s): OTA 247; OTA 248; OTA 270.*

OTA 249 reinforces those concepts and principles regarding the role of Occupational Therapy and therapy personnel in the delivery of services. Case studies will be systematically reviewed to reinforce basic clinical knowledge and reasoning skills in preparation for clinicals. Basic tenets of professional behavior, values, and ethics will be discussed and contrasted. Advocacy for the consumer and the profession will be explored and applied through the legislative process.

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

- Distinguish between the roles and supervisory levels of the OTR and COTA, as well as, the importance of professional relationships between the two.
- Apply logical thinking, critical analysis, problem solving and creativity to case studies that demonstrates clinical reasoning skills for treatment implementation.
- Identify professional responsibilities related to liability concerns under current models of service provision.
- Identify of the implications and effects of federal and state regulatory and legislative bodies, as well as, legislative resources locally and nationally.
- Give examples of advocacy for the benefit of the consumer and the profession via the legislative process including lobbying, writing testimony and attending a hearing.
- Give examples of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy and AOTA Standards of Practice, as a guide for professional interactions and in client treatment and employment settings.
- Identify principles for time management, including being able to schedule and prioritize workloads and plan ongoing professional development.
- List various informal and formal ethical dispute resolution systems that govern O.T. practice.
- Write or verbalize to the consumer, potential employers, and the general public the unique nature of occupation as viewed by the profession of occupational therapy.
- List applicable national and state requirements for credentialing and be aware of resources to facilitate the process.

*(Effective Fall 2004)*

### **OTA 249 Professional Concepts (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the OTA program*

OTA 249 reinforces those concepts and principles regarding the role of Occupational Therapy and therapy personnel in the delivery of services. Case studies will be systematically reviewed to reinforce basic clinical knowledge and reasoning skills in preparation for clinicals. Basic tenets of professional behavior, values, and ethics will be discussed and contrasted. Advocacy for the consumer and the profession will be explored and applied through the legislative process.

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

- Articulate the importance of professional relationships between the OT and the OTA.
- Apply logical thinking, critical analysis, problem solving and creativity to case studies that demonstrates clinical reasoning skills for treatment implementation.
- Identify professional responsibilities related to liability concerns under current models of service provision.
- Identify the functions and influence of national, state, and local OT associations and other related professional associations.
- Give examples of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy and AOTA Standards of Practice, as a guide for professional interactions and in client treatment and employment settings.
- Identify principles for time management, including being able to schedule and prioritize workloads.
- List various informal and formal ethical dispute resolution systems that govern O.T. practice.
- Articulate the unique nature of occupation as viewed by the profession of occupational therapy.
- List applicable national and state requirements for credentialing and be aware of resources to facilitate the process.
- Use personal responsibility for planning ongoing professional development.

### **OTA 270 Fieldwork Level II A (5) Spring**

*320 hours fieldwork*

*Prerequisite(s): OTA 232; OTA 233; OTA 236; OTA 237; OTA 238; HLTH 290; HLTH 290L; ICS 100; credit or concurrent enrollment in PHIL 250*

*Corequisite(s): OTA 247; OTA 248; OTA 249*

OTA 270 provides 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 required to complete 320 hours of fieldwork to qualify for graduation and the national certification examination. They will have the opportunity to become involved in all phases of the occupational therapy process and become familiar with the operating procedures of the assigned facility.

Upon successful completion of OTA 270, the student should be able to:

- Locate and collect pertinent client evaluation data.
- Select information from various sources that relate to the occupational therapy evaluation.
- Utilize interview techniques and observational skills to obtain relevant data for evaluation or treatment.
- Administer structured evaluations or evaluation procedures as assigned, which accurately illustrates the client's level of performance.

- Develop a treatment program of appropriate therapeutic activities which utilize long and short term goals to address occupational performance areas and components.
- Implement a treatment program of therapeutic activities, which are graded or adapted, to reflect changing client needs.
- Demonstrate the ability to train client/family and others in skills to enhance occupational performance areas.
- Select assistive technology devices or modify techniques/media to achieve specific client goals.
- Demonstrate an understanding of anatomy and kinesiology, human development, and sociocultural aspects by applying this knowledge to effective treatment planning and implementation.
- Utilize group process techniques and therapeutic use of self to achieve group goals.
- Identify client need for program changes or discharge by reassessing client performance and report this information to supervisor.
- Demonstrate an awareness of diverse factors and lifestyle choices which will assist in developing therapeutic interactions and appropriate treatment intervention.
- Administer treatment in a safe manner observing universal precautions, infection control standards and other contraindications.
- Understand professional responsibility regarding liability issues when working with various client.
- Demonstrate an awareness of reimbursement policies and appeals processes.
- Demonstrate time management skills to coordinate responsibilities and function as an entry level practitioner.
- Perform in a professional manner utilizing ethical principles and standards of practice for the profession, observing appropriate industry and statutory regulations and following policies/procedures of the facility.
- Effectively communicate the purpose of occupational therapy to clients and others.
- Demonstrate accuracy in documenting occupational therapy records or reports.
- Utilize feedback from supervisor and others to improve performance.
- Display effective maintenance of the department by proper use of equipment, inventory, supplies, and treatment areas.
- Demonstrate the ability to use professional literature for effective treatment implementation and to enhance professional development.

*(Effective Fall 2004)*

### **OTA 270 Fieldwork Level II A (5)**

*8 weeks of fieldwork*

*Prerequisite(s): Acceptance into the OTA program*

*Comment: 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 one of two courses focusing on work experience in an area of occupational therapy practice under the supervision of a registered occupational therapist (OTR) or a certified occupational therapy assistant (COTA). Students will have the opportunity to become involved in all phases of the occupational therapy process and become familiar with the operating procedures of the assigned facility.

Upon successful completion of OTA 270, the student should be able to:

- Locate and collect pertinent client evaluation data.
- Select information from various sources that relate to the occupational therapy evaluation.
- Utilize interview techniques and observational skills to obtain relevant data for evaluation or treatment.



- Administer structured evaluations or evaluation procedures as assigned, which accurately illustrates the client's level of performance.
- Develop a treatment program of appropriate therapeutic activities that utilize long and short term goals to address occupational performance areas and components.
- Implement a treatment program of therapeutic activities, which are graded or adapted, to reflect changing client needs.
- Train client/family and others in skills to enhance occupational performance areas.
- Select assistive technology devices or modify techniques/ media to achieve specific client goals.
- Apply knowledge of anatomy and kinesiology, human development, and sociocultural aspects to facilitate effective treatment planning and implementation.
- Utilize group process techniques and therapeutic use of self to achieve group goals.
- Identify client need for program changes or discharge by reassessing client performance and report this information to supervisor.
- Describe diversity factors and lifestyle choices that will assist in developing therapeutic interactions and appropriate treatment intervention.
- Administer treatment in a safe manner observing universal precautions, infection control standards and other contraindications.
- Explain professional responsibility regarding liability issues when working with various clients.
- Describe reimbursement policies and appeals processes.
- Apply time management skills to coordinate responsibilities and function as an entry-level practitioner.
- Perform in a professional manner utilizing ethical principles and standards of practice for the profession, observing appropriate industry and statutory regulations and following policies/procedures of the facility.
- Communicate effectively the purpose of occupational therapy to clients and others.
- Document occupational therapy records or reports accurately.
- Utilize feedback from supervisor and others to improve performance.
- Use and maintain the treatment areas, equipment and supplies according to facility standards.
- Use professional literature for effective treatment implementation and to enhance professional development.
- Develop a treatment program of appropriate therapeutic activities which utilize long and short term goals to address occupational performance areas and components.
- Implement a treatment program of therapeutic activities, which are graded or adapted, to reflect changing client needs.
- Demonstrate the ability to train client/family and others in skills to enhance occupational performance areas.
- Select assistive technology devices or modify techniques/ media to achieve specific client goals.
- Demonstrate an understanding of anatomy and kinesiology, human development, and sociocultural aspects by applying this knowledge to effective treatment planning and implementation.
- Utilize group process techniques and therapeutic use of self to achieve group goals.
- Identify client need for program changes or discharge by reassessing client performance and report this information to supervisor.
- Demonstrate an awareness of diverse factors and lifestyle choices which will assist in developing therapeutic interactions and appropriate treatment intervention.
- Administer treatment in a safe manner observing universal precautions, infection control standards and other contraindications.
- Understand professional responsibility regarding liability issues when working with various client.
- Demonstrate an awareness of reimbursement policies and appeals processes.
- Demonstrate time management skills to coordinate responsibilities and function as an entry level practitioner.
- Perform in a professional manner utilizing ethical principles and standards of practice for the profession, observing appropriate industry and statutory regulations and following policies/procedures of the facility.
- Effectively communicate the purpose of occupational therapy to clients and others.
- Demonstrate accuracy in documenting occupational therapy records or reports.
- Utilize feedback from supervisor and others to improve performance.
- Display effective maintenance of the department by proper use of equipment, inventory, supplies, and treatment areas.
- Demonstrate the ability to use professional literature for effective treatment implementation and to enhance professional development.

### **OTA 271 Fieldwork Level II B (5)**

*320 hours fieldwork*

*Prerequisite(s): OTA 270; PHIL 250*

OTA 271 is the final course in the OTA curriculum that requires a student to train in an occupational therapy clinic under the supervision of a registered occupational therapist (OTR) or a certified occupational therapy assistant (COTA). Students will be required to complete 320 hours of fieldwork to qualify for graduation and the national certification examination. They will have the opportunity to become involved in each phase of the occupational therapy process and become familiar with the operating procedures of the assigned facility.

Upon successful completion of OTA 271, the student should be able to:

- Gather data for the purpose of screening and assessment and share information with client/family and other professionals.
- Differentiate information from various sources that relate to the occupational therapy evaluation.
- Utilize interview techniques and observational skills to obtain relevant data for evaluation or treatment.
- Administer structured evaluations or evaluation procedures as assigned, which accurately illustrates the client's level of performance.

*(Effective Fall 2004)*

### **OTA 271 Fieldwork Level II B (5)**

*8 weeks of fieldwork, 40 hours per week, 320 hours total*

*Prerequisite(s): Acceptance into the OTA program*

*Comment: May not be audited. 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.*

Students in OTA 271 will be under the supervision of a registered occupational therapist (OTR) or a certified occupational therapy assistant (COTA). The course provides the opportunity for students to become involved in each phase of the occupational therapy process and become familiar with the operating procedures of the assigned facility. OTA 271 is the final course in the OTA curriculum that requires students to train in an occupational therapy practice setting that is different from OTA 270 - Fieldwork Level II A.

Upon successful completion of OTA 271, the student should be able to:

- Gather data for the purpose of screening and assessment and share information with client/family and other professionals.

- Differentiate information from various sources that relate to the occupational therapy evaluation.
- Utilize interview techniques and observational skills to obtain relevant data for evaluation or treatment.
- Administer structured evaluations or evaluation procedures as assigned, which accurately illustrates the client's level of performance.
- Develop a treatment program of appropriate therapeutic activities which utilize long and short term goals to address occupational performance areas and components.
- Implement a treatment program of therapeutic activities, which are graded or adapted, to reflect changing client needs.
- Train client/family and others in skills to enhance occupational performance areas.
- Select assistive technology devices or modify techniques/media to achieve specific client goals.
- Apply knowledge of anatomy and kinesiology, human development, and sociocultural aspects to facilitate effective treatment planning and implementation.
- Utilize group process techniques and therapeutic use of self to achieve group goals.
- Identify client need for program changes or discharge by reassessing client performance and report this information to supervisor.
- Describe diversity factors and lifestyle choices that will assist in developing therapeutic interactions and appropriate treatment intervention.
- Administer treatment in a safe manner observing universal precautions, infection control standards and other contraindications.
- Explain professional responsibility regarding liability issues when working with various clients.
- Describe reimbursement policies and appeals processes.
- Apply time management skills to coordinate responsibilities and function as an entry level practitioner.
- Perform in a professional manner utilizing ethical principles and standards of practice for the profession, observing appropriate industry and statutory regulations and following policies/procedures of the facility.
- Communicate effectively the purpose of occupational therapy to clients and others.
- Documenting occupational therapy records or reports accurately.
- Utilize feedback from supervisor and others to improve performance.
- Use and maintain the treatment areas, equipment and supplies according to facility standards.
- Use professional literature for effective treatment implementation and to enhance professional development.

## OCEANOGRAPHY

### OCN 201 Science of the Sea (3) KCC AA/DP (formerly AA/NS2) and KCC AS/NS

3 hours lecture per week

Prerequisite(s): MATH 25 or higher level math or higher 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.

## P

## PACIFIC ISLANDS STUDIES

### PACS 108 Pacific Island Worlds: Today & Tomorrow (3) KCC AA/DS (formerly AA/AH2 or AA/SS) and KCC AS/AH or 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

Comment: This course was formerly PACS 100

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 Literature of Oceania (3) KCC AA/DL (formerly AA/AH3) 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: This course 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 PACS 257, 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.

Specific Course Competencies:

- 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.

*(Effective Spring 2004)*

### **PACS 273 Language and Culture of Polynesia (3) AA/AH3 and 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**

*(Effective Spring 2004)*

### **PHRM 106 Special Topics in Pharmacology (1)**

*1 hour lecture per week*

*Prerequisite(s): Admission to the Community Health Worker Program; a grade of "C" or higher in CHW 140; CHW 145.*

*Corequisite(s): CHW 110; BIOL 22; CHW 146*

*Comment: This course will be offered in any semester in which the second half of the CHW curriculum is scheduled. No special course fee is required.*

PHRM 106 introduces the Community Health Worker to medications commonly used in the prevention and treatment of selected disease conditions most commonly found in the underserved population in the community. Pharmacological action and side effects of such drugs, and responsibilities related to administration of medications are also discussed.

Upon successful completion of PHRM 106, the student should be able to:

- Recognize major drug classifications presented and common drugs within each classification.
- Use appropriate references for obtaining drug information.
- Identify action, side effects, and related responsibilities pertaining to medications discussed.
- Identify pharmaceuticals commonly used in immunizations against selected diseases.

### **PHRM 110 Basic Clinical Pharmacology (2)**

*4 hours lecture per week for eight weeks*

*Prerequisite(s): a grade of "C" or higher in BIOL 130 or both ZOO 141 and ZOO 142; a grade of "C" or higher in HLTH 160*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

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.
- Become familiar with 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 (action, side effect, and related responsibilities).
- Recognize major factors which affect drug action.
- Demonstrate current knowledge of pharmaceuticals commonly used in 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)**

*4 hours lecture/lab per week for eight weeks*

*Prerequisite(s): Admission to Medical Assisting program; a grade of "C" or higher in BIOL 130 or both ZOO 141 and ZOO 142; a grade of "C" or higher in HLTH 160; a grade of "C" or higher in PHRM 110 or program director consent.*

*Comment: Formerly PHRM 105. Letter grade only. May not be audited. 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.
- Become familiar with 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): ZOO 141; ZOO 142*

*Recommended Preparation: Chemistry*

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 (formerly AA/AH4) 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 (formerly AA/AH4) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100*

PHIL 101 focuses on individual and social values, obligations, rights and responsibilities.

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

- Recognize the major views that have defined the Western debate on ethical matters to include: virtue ethics, Utilitarian theory and Deontological theory.
- Demonstrate awareness of the positions of key ethical philosophies of the Western tradition on such topics as the nature of the human good, the question of the good life, the nature and problematics of human moral obligation, the tension between relativism and absolutism.
- Explain through discussion and written assignments an appreciation of cultural differences in the areas of moral and social value.
- Apply critical reasoning and ethical concepts to the analysis of contemporary ethical problems.
- Articulate and defend one's own personal moral perspective with reference to specific concepts and theories studied.
- Express ideas and opinions clearly, orally and in writing.
- Demonstrate awareness of contemporary philosophical debate in the application of ethical theory to contemporary ethical problems and concerns.

*(Effective Spring 2004)*

### **PHIL 101 Introduction to Philosophy: Morals & Society (3) KCC AA/DH (formerly AA/AH4) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100*

PHIL 101 is a study of contemporary ethical issues through the perspective of classical and contemporary philosophical theories.

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

- Explain the major views that have defined the Western debate on ethical matters to include: virtue ethics, egoism, utilitarian theory and deontological theory.

- Describe and compare the key positions brought forward by philosophers on such topics as the nature of the human good, the question of the good life, the problematic nature of human moral obligation, the tension between moral relativism and moral absolutism.
- Explain cultural differences in the areas of moral and social value as applied to contemporary issues.
- Analyze contemporary ethical problems with critical reasoning, logical arguments and ethical concepts.
- Articulate and justify one's own personal moral perspective with respect to specific issues of contemporary concern.
- Express ideas and opinions clearly, orally and in writing.
- Analyze ways in which contemporary philosophical debate can shape the discussion of contemporary ethical problems and concerns.

**PHIL 102 Introduction to Philosophy: Asian Traditions (3) KCC AA/DH (formerly AA/AH4) 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 110 Introduction to Logic (3) KCC AA/FS (formerly AA/ML)**

3 hours lecture per week

*Prerequisite(s): Qualification for ENG 100; 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 qualification for MATH 100 or higher level math*

*Recommended Preparation: Qualification for MATH 103*

PHIL 110 focuses on development of basic problem-solving skills and an understanding of the principles and concepts involved in correct reasoning. Insight into deductive logic.

Upon successful completion of PHIL 110, the student should be able to:

- Demonstrate knowledge of informal fallacies by identifying typical instances in everyday life.
- Translate logical problems into symbolic notation.
- Show ability to recognize the basic valid forms of argument.
- Employ rules of logic in deductive analysis.
- Construct truth-tables for argument forms.
- Understand the use of Venn Diagrams.

*(Effective Spring 2004)*

**PHIL 110 Introduction to Deductive Logic (3) KCC AA/FS (formerly AA/ML)**

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 200 History of Philosophy I (3) KCC AA/DH (formerly AA/AH4) and KCC AS/AH**

3 hours lecture per week

*Prerequisite(s): Any 100 level philosophy course or qualification for ENG 100 or ENG 160*

PHIL 200 focuses on western philosophy from the era of Greek thinkers to the Renaissance.

Upon successful completion of PHIL 200, the student should be able to:

- Recognize the major world views of ancient and medieval Western philosophy.
- Demonstrate knowledge of the ways in which ancient and medieval Western philosophers dealt with problems such as the nature of reality, the nature of the self, the existence of God, the problems of ethics, the problem of meaning.
- Show awareness of the major thinkers of ancient and medieval philosophy.
- Express ideas and opinions clearly in writing.

*(Effective Spring 2004)*

**PHIL 200 History of Western Philosophy I (3) KCC AA/DH (formerly AA/AH4) 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 200 surveys the philosophical ideas of the Pre-Socratics, Plato and Aristotle, the Hellenistic schools, and early Christian philosophers.

Upon successful completion of PHIL 200, the student should be able to:

- Identify the major figures and issues of debate that have defined the early development of Western Philosophy in the areas of Metaphysics, Epistemology, Ethics and method.
- Identify and explain the positions and roles of key philosophical thinkers and philosophical schools, to include Plato and Aristotle, as well as key philosophers and movements of the Hellenistic and early Christian period.
- Analyze philosophical problems in the Ancient and early Medieval worlds with critical reasoning and philosophical concepts.
- Explain through in-class discussions and written assignments an understanding of the arguments put forward by specific philosophers studied in the course.
- Articulate one's 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 201 History of Philosophy II (3) KCC AA/DH (formerly AA/AH4) and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Any 100 level philosophy course or qualification for ENG 100 or ENG 160*

PHIL 201 focuses on western philosophy from Renaissance to present.

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

- Recognize the major world views of modern and contemporary Western philosophy.
- Demonstrate knowledge of the ways in which modern and contemporary Western philosophers deal with topics such as the nature of reality, the existence of God, social and political problems, and the problem of meaning.
- Show awareness of the major thinkers of modern and contemporary philosophy.
- Express ideas and opinions clearly in writing.

*(Effective Spring 2005)*

### **PHIL 201 History of Western Philosophy II (3) AA/DH (formerly AA/AH4) and 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 201 surveys major Western philosophies from the Renaissance to present.

Upon successful completion of PHIL 201, 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**

*(deleted effective Spring 2005)*

### **PTA 100 Introduction to Physical Therapy (3)**

*3 hours lecture per week, 16 hours physical therapy observation*

*Recommended Preparation: ENG 100*

*Comment: It is strongly recommended that this course be taken prior to application to the PTA program.*

PTA 100 defines the role of the physical therapist assistant in patient care; provides basic knowledge and skills in record-keeping and communications in a health care facility including ethical, medico-legal, and fiscal considerations; and introduces rehabilitation concepts, procedures, aids and terminology.

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

- Define the student's and faculty's responsibilities and duties in the Physical Therapist Assistant program.
- Describe the key terms in Physical Therapy.
- Describe the history and development of Physical Therapy as a profession.
- Understand the roles of the Physical Therapy and the Physical Therapy Assistant.
- Understand the role of other health care workers in patient care.
- Understand the importance and successfully deal with the psychological aspect of patient care.
- Understand the importance of ethics in clinical behavior.
- Discuss the legal aspects of patient care.
- Understand and discuss the fiscal aspects of patient care.
- Observe 10 hours in a Physical Therapy department/practice.
- Describe key services provided by Physical Therapy.

**PTA 101 Professional Issues I (1)**

*1 hour lecture per week, 16 hours observation in PT setting*  
*Prerequisite(s): Admission to or interest in PTA or other health care program; completion of ENG 100 with a grade of "C" or higher*

PTA 101 explores the roles and careers of physical therapists and physical therapist assistants in the context of healthcare systems. Students write study questions, summaries of professional meetings attended, and essays based on selection of interview activities. Written and oral reports are required.

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

- Discuss the roles of physical therapists and physical therapist assistants.
- Describe the key terms in physical therapy.
- Describe the history and development of physical therapy as a profession.
- Describe key services provided by physical therapy.

*(Effective Spring 2004)*

**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. May not be audited. 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 (1)**

*1 hour lecture per week*  
*Prerequisite(s): Admission to PTA program or consent of program director*  
*Corequisite(s): PTA 202L; PTA 204; PTA 231; PTA 232; HLTH 203; HLTH 203L*

PTA 202 covers the pathophysiology and responses involved in the use of thermal agents, the instrumentation for the agents, and hazards inherent in their use. Emphasis is on the theory of the physical agents of radiant energy, heat, and cold (i.e. thermal packs, ultraviolet, ultrasound and infrared) as they may be used in a fully integrated treatment plan.

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

- Identify appropriate data to collect about the patient.
- Identify the patient's physical therapy problems that can be addressed by thermal applications of physical agents.
- Recognize realistic goals that can be accomplished by using physical agents.
- Understand appropriate utilization of physical agents.
- Describe the assessment of the patient's physiological, physical, and subjective responses to each component of the treatment and compare to pre-treatment data.
- Understand when and how to modify treatment and/or goals when using physical agents.

*(Effective Spring 2004)*

**PTA 202 Thermal Agents (1)**

*1.5 hours lecture per week for 10 weeks*  
*Prerequisite(s): Acceptance in the PTA program or consent of PTA program director.*  
*Corequisite(s): PTA 202L*  
*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

PTA 202 presents the production of, physiological effects of, indications, contraindications and applications 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. APTA approved terminology as it applies to diagnosis, pathologies, signs & symptoms as well as different equipment components and parameters will be required.

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

- Identify the principles and production of named thermal modalities.
- Describe the waveforms, frequencies and terminology applied to the major therapeutic thermal agents, such as Thermotherapy, Cryotherapy, Ultra sound, Infrared, Short-wave & Microwave diathermy, Whirlpool, Contrast baths, Ultra violet, and Lasers.
- Recall the indications, contraindications and precautions of the modalities presented.

- Describe the normal and abnormal physiological responses of the tissues to presented modalities.
- Describe the physical and emotional effects of chronic pain and disease process on the patients.
- Identify possible emotional responses of the patients to various thermal agents.
- Identify diagnosis appropriate for treatment with presented interventions and the signs/symptoms that are commonly associated with these diagnoses.
- Describe the appropriate thermal intervention 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 thermal agents.
- 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 202L Thermal Agents Lab (1)**

*3 hours lab per week*

*Prerequisite(s): Admission to PTA program or consent of program director*

*Corequisite(s): PTA 202; PTA 204; PTA 231; PTA 232; HLTH 203; HLTH 203L*

PTA 202L emphasis is on the application of the physical agents of radiant energy, heat, and cold (i.e. thermal packs, ultraviolet, ultrasound and infrared) as they may be used in a fully integrated treatment plan.

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

- Identify, collect, and document appropriate data about the patient.
- Provide a treatment program for the patient with appropriate utilization of physical agents.
- Implement treatment maintaining standards of comfort, modesty, safety, accuracy, and specificity.
- Observe the patient's physiological, physical, and subjective responses during and after each component of treatment and compare the responses to pre-treatment data.
- Modify the treatment and/or goals when appropriate after conferring with the supervising therapist.

*(Effective Spring 2004)*

### **PTA 202L Thermal Agents Lab (1)**

*4.5 hours lab per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program or consent of PTA program director.*

*Corequisite(s): PTA 202*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

PTA 202L addresses the clinical application of various thermal, electromagnetic and acoustic modalities. By using lab simulation and role playing of actual clinical situations the students will use information from PTA 202 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 thermal and non-thermal interventions.

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

- Demonstrate competency in the presented thermal and non-thermal 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 modalities may include superficial and deep Thermotherapy, Cryotherapy, Ultra sound, Infrared, Shortwave & Microwave diathermy, Whirlpool, contrast baths, Ultra violet, and Lasers.
- 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 musculo skeletal structures that can be affected by the application of thermal and non-thermal interventions.
- 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 modalities
- Demonstrate an ability to explain applied interventions to patient and families in an understandable and acceptable manner.
- Demonstrate and effectively teach the use of independent superficial thermotherapy and cryotherapy equipment for use in the patient's home situation.
- Document accurately in SOAP note form, the patient positioning, equipment parameters and patient responses/ progression to treatment.
- Use approved terminology from the APTA: Guide to PT Practice and APTA: Electrotherapeutic Terminology in Physical Therapy.

### **PTA 204 Traction (1)**

*2 hours lecture/lab per week*

*Prerequisite(s): Admission to PTA program or consent of program director*

*Corequisite(s): PTA 202; PTA 202L; PTA 231; PTA 232; HLTH 203; HLTH 203L*

PTA 204 focuses on principles of cervical and lumbar traction as they relate to clinical application: description, indications, contraindications, techniques, frequency, safety.

Upon satisfactory completion of PTA 204, the student should be able to:

- Position a person correctly for cervical lumbar traction considering treatment goals.
- Demonstrate application of and use of a variety of cervical and lumbar procedures including standard, occipital harness, over-the-door cervical, and supine prone asymmetric inversion lumbar traction techniques.
- Identify the differences in static and intermittent procedures and know the rationale behind treatment choices.
- Document accurately the use of cervical and lumbar traction apparatus.
- Perform ethically and safely traction techniques.



*(Effective Spring 2004)*

### **PTA 204 Traction (1.5)**

*4.5 hours lecture/lab per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program or consent of PTA program director.*

*Comment: Letter grade only. May not be audited. 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)**

*3 hours lab per week*

*Prerequisite(s): PTA 202; PTA 202L; PTA 204; PTA 231; PTA 232; HLTH 203; HLTH 203L*

*Corequisite(s): PTA 212; PTA 212L; PTA 242; PTA 242L; PTA 251; PTA 252; PTA 265; PTA 265L; PTA 275*

PTA 205 focuses on theory and skills in basic measurements within the role of the Physical Therapist Assistant. Includes goniometry, ROM, gross functional strength testing, circumferential and axial measurements.

Upon successful completion of PTA 205, the student should be able to demonstrate:

- Accurate and efficient goniometry, muscle testing, and other measures of the extremities, trunk and neck.
- Accurate and efficient recording in medical records of each of the various measurements presented in class.
- Selection of the correct measurement tool for the task.
- Accurate positioning and stabilization of the body when performing or assisting the physical therapist in measurements (i.e. goniometry and muscle tests).
- The ability to describe and apply the theoretical concepts of goniometry, gross strength tests, circumferential and axial measures.
- Completion of the MACs skills in both lab and clinic assignments.

*(Effective Spring 2004)*

### **PTA 205 Measurement for the Physical Therapist Assistant (1.5)**

*4.5 hours lecture/lab per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program, or consent of 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 this course. Letter grade only. May not be audited. 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 Techniques for Neuropathologies (1)**

*1 hour lecture per week*

*Prerequisite(s): A grade of "C" or higher in PTA 202; a grade of "C" or higher in PTA 202L; a grade of "C" or higher in PTA 204; a grade of "C" or higher in PTA 231; a grade of "C" or higher in PTA 232; a grade of "C" or higher in HLTH 203; a grade of "C" or higher in HLTH 203L, or consent of PTA program director*

*Corequisite(s): PTA 205; PTA 212L; PTA 242; PTA 242L; PTA 251; PTA 252; PTA 265; PTA 265L; PTA 275*

PTA 212 is an overview of various neuropathologies, indications, contraindications, goals and objectives of the therapeutic interventions available. Patients with CVA, brain trauma and various chronic diseases will be discussed. The emphasis is on acquired neuropathology of adulthood.

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

- Identify characteristics and classifications of neuropathologies.
- Identify rehabilitation potential of neuropathologies.
- Understand accurate responses to therapeutic techniques.
- Recognize POC techniques selected by the supervising physical therapist.
- Understand the elements to document accurately the therapeutic intervention and the response to intervention.
- Comprehend the goals and objectives in therapeutic interventions for neuropathologies.

*(Effective Spring 2004)*

### **PTA 212 Techniques for Neuropathologies (1)**

*1.5 hours lecture per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program or consent of the program director.*

*Corequisite(s): PTA 212L*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

PTA 212 presents the neurological anatomy and therapeutic techniques appropriate with various neuropathologies for application in the companion lab course, PTA 212L. The focus of this course is to develop theoretical knowledge of therapeutic interventions used for patients with indications of neuropathologies such as TBI, SCI, CVA, Guillain- Barre syndrome, Parkinson's, Alzheimer's, PNI, Polio, 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 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 responds appropriately in all aspects of physical therapy services.

- Explain 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 meet the expectations of consumers receiving health care services
- Identify the plan of care developed by the PT to achieve the short and long-term goals of treatment and intended outcomes.
- Explain safe, effective and efficient competence in implementing selected neurological intervention identified in the plan of care.
- State the influences of positional changes, breathing patterns and thoracoabdominal movements in neuropathologies.
- Identify problem-solving knowledge to address symptoms aggravated by activities.
- Describe the variety of neurological status measurement scales used to identify changes in arousal, mentation and cognition of patients.
- Identify the individual's or care giver's ability to care for the assistive, adaptive, prosthetic, orthotics and supportive devices in a safe manner.
- State normal and abnormal joint movements in 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.
- Explain the purpose of physical therapy, the scope of PTA practice and various rehabilitation services available to clients with neuropathologies.
- Read, locate and interpret health care literature, documents or Internet information.
- Recognize billing and reimbursement issues.
- 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.

*(Effective Spring 2005)*

### **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 program director.*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit. The course 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:
  - o Motor learning concepts
  - o Movement analysis
  - o Functional training
  - o Therapeutic exercise
  - o Gait analysis and training
  - o Neuromuscular re-education
- Perform competent skill of previous PT intervention applicable to neuropathologies:
  - o Assistive/adaptive devices
  - o Body mechanics and posture awareness
  - o Gait and locomotion training
  - o Prosthetics and orthotics
  - o Wheelchair management skills
  - o Architectural barriers
  - o Balance and coordination training
  - o Breathing exercises, coughing and postural drainage
  - o Conditioning and reconditioning exercises and techniques
  - o Positioning
  - o Range of motion exercises
  - o 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.

*(deleted effective Spring 2005)*

### **PTA 212L Techniques for Neuropathologies Lab (1)**

*3 hour lab per week*

*Prerequisite(s): A grade of "C" or higher in PTA 202; a grade of "C" or higher in PTA 202L; a grade of "C" or higher in PTA 204; a grade of "C" or higher in PTA 231; a grade of "C" or higher in PTA 232; a grade of "C" or higher in HLTH 203; a grade of "C" or higher in HLTH 203L*

*Corequisite(s): PTA 205; PTA 212; PTA 242; PTA 242L; PTA 251; PTA 252; PTA 265; PTA 265L; PTA 275*

PTA 212L is an overview of techniques in use with various neuropathologies, indications, contraindications, goals and objectives. Lab practice of therapeutic techniques used for patients with neuropathologies such as TBI, SCI, CVA, Guillain-Barre syndrome, Parkinson's, Alzheimer's, PNI, polio, ALS, multiple sclerosis, various dystrophies, and others. The emphasis is on neuropathology acquired in adulthood.

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

- Identify rehabilitation potential of neuropathologies.
- Observe accurate responses to therapeutic techniques for neuropathologies.
- Implement the plan of care designed by the physical therapist.
- Recognize the characteristics of neuropathologies by diagnoses.
- Document accurately the therapeutic intervention and the patient response.

*(Effective Spring 2004)*

### **PTA 212L Techniques for Neuropathologies Lab (1)**

*4.5 hours lab per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program or consent of the program director.*

*Corequisite(s): PTA 212*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

PTA 212L provides the application of therapeutic techniques in use with various neuropathologies as presented in the companion course, PTA 212. The focus of this course is to perform lab practice of therapeutic interventions used for patients with indications of neuropathologies such as TBI, SCI, CVA, Guillain-Barre syndrome, Parkinson's, Alzheimer's, PNI, Polio, ALS, Multiple sclerosis, various dystrophies and other neuropathology acquired in adulthood.

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

- 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 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, 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 competence in selected components of PT interventions identified in the plan of care: Proprioceptive neuromuscular facilitation, tactile facilitation, tactile Inhibition, verbal cueing, stimulation techniques
- Demonstrate Universal/Standard precautions.
- Perform competent skill of previous PT intervention applicable to neuropathologies: assistive/adaptive devices, body mechanics, developmental activities, 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, posture awareness training and assessment, positioning, range of motion exercises, stretching techniques and exercises, strengthening techniques and exercises
- Document all data of PT interventions essential to the plan of care using appropriate medical terminology.
- Apply problem-solving knowledge to address symptoms aggravated by activities, including respiratory and circulatory changes.
- Identify the various neurological status measurement scales used to document changes in arousal, mentation and cognition of patients.
- Describe and demonstrate activities, positions and postures that aggravate or relieve pain and altered skin sensations.
- Identify and demonstrate normal and abnormal joint movements and the presence or absence of muscle mass and tone.
- Define and adjust interventions within the plan of care and scope of PTA practice in response to the patient's clinical indications and report the findings to the PT.
- Identify contraindications and precautions to any PT intervention or the patient's present clinical status.
- Participate
- Effectively explain the purpose of physical therapy and instruct patient, family members, significant other, care givers, and others in the plan of care and treatment regimens to enhance the rehabilitation process.
- Describe 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.
- Describe discharge planning or intervention reassessment as directed by the PT.
- Read, locate and interpret health care literature, documents or Internet information, billing and reimbursement issues.
- Implement the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.
- Implement the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.
- Select and operate a variety of equipment available for treatment.

### PTA 231 Professional Issues II (1)

*1 hour lecture per week*

*Prerequisite(s): Admission to PTA program; PTA 101*

*Corequisite(s): PTA 202; PTA 202L; PTA 204; PTA 232; HLTH 203; HLTH 203L*

PTA 231 investigates various types of clinical documentation used to provide patient medical records and comply with legal and insurance requirements. Students do technical writing appropriate to the concurrent major coursework. In addition, the course examines legal issues in providing physical therapy national and international professional organizations with related writing assignments.

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

- Discuss the legal and fiscal aspects of patient care.
- Understand the role of ethics in clinical behavior.
- Use SOAP and problem oriented documentation procedures.
- Demonstrate competency in documentation and required technical writing.
- Discuss and appreciate domestic and international issues in rehabilitation.

*(Effective Spring 2004)*

### PTA 231 Professional Issues II: Documentation (1)

*1.5 hours lecture per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program or consent of program director; a grade of "C" or higher in PTA 101*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

PTA 231 is designed to create a student's knowledge of documentation and professional conduct. It investigates a variety of documentation forms and coding system used in patient's records to comply with the billing, third-party payers and legal requirements. Students will apply technical writing appropriate to the concurrent and future major coursework. In addition, the course examines professional conduct and PT intervention as described in the APTA Guide to Physical Therapy Practice and international organizations.

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

- Communicates 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 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.
- Document all data of PT interventions essential to the plan of care using appropriate medical terminology, a variety of forms, documentation styles such as SOAP notes, billing and reimbursement in an accurate and timely manner.
- Effectively explain the purpose of physical therapy and the scope of PTA practice to clients, community and others.
- Effectively 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.
- Demonstrate a commitment to PT legislative issues on health care.

- Implement and accept 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 Practicum I (3)

*135 hours clinical experience*

*Prerequisite(s): Admission to the PTA program*

*Corequisite(s): PTA 202; PTA 202L; PTA 204; PTA 231; HLTH 203; HLTH 203L*

PTA 232 is the first of a three-part series designed to integrate the student's clinical and didactic experiences by developing problem-solving and interpersonal skills. Application of the knowledge and skills gained in corequisite major courses with refinement of skills and abilities in therapeutic procedures and modalities occurring in off-campus clinical settings.

Upon successful completion of PTA 232, the student should be able to:

- Provide physical therapy services as specified in the plan of care developed by the supervising physical therapist using appropriate selected treatment procedures and skills.
- Exhibit proper professional behavior.
- Identify the respective responsibilities of the student, clinic, and college in the clinical experience.
- Use the PTA/MACS as a competency based assessment, study, and performance guide.
- Practice patient confidentiality concerning patient information.

*(Effective Spring 2004)*

### PTA 232 Clinical Internship I (3)

*120 hours clinical practice, 15 hours lecture and site visits*

*Prerequisite(s): Acceptance in the PTA program or consent of PTA program director.*

*Comment: Letter grade only. May not be audited. 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 (1)

*1 hour lecture per week*

*Prerequisite(s): Successful completion of PTA 202; PTA 202L; PTA 204; PTA 231; PTA 232; HLTH 203; HLTH 203L, or consent of PTA program director.*

*Corequisite(s): PTA 205; PTA 212; PTA 212L; PTA 242L; PTA 251; PTA 252; PTA 265; PTA 265L; PTA 275*

PTA 242 focuses on theory and applications specific to isokinetic equipment and selected diagnostic groups; exposure to various specialized therapeutic interventions.

Upon successful completion of PTA 242, the student should be able to:

- Discuss use of selected types of isokinetic equipment in a therapeutic program for both upper and lower extremity rehabilitation and conditioning.
- Critically discuss the contributions of a therapeutic intervention for selected diagnoses.

*(Effective Spring 2004)*

### PTA 242 Advanced Therapeutic Interventions (1)

*1.5 hours lecture per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program or consent of PTA program director.*

*Corequisite(s): PTA 242L*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

PTA 242 presents the basic physiology, pathology and etiology of named conditions. A review of the most commonly seen surgical and non-surgical interventions will be included. Therapeutic interventions for the treatment of amputations, soft tissue injuries, fractures, total joint replacements, cardio pulmonary conditions, wounds, peripheral vascular disease, burns, lymphedema and OB/GYN conditions will include indications, contraindications and precautions. Isolation techniques, prosthetic and orthotic fitting will be covered. 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, soft tissue injuries, fractures, burns, PVD, wounds, lymphedema, cardiopulmonary conditions and Ob/Gyn conditions.
- Identify the anatomical structures involved in the pathologies presented
- Describe appropriate surgical and non-surgical interventions as they apply to each listed diagnosis.
- Describe the range of patient responses to treatment interventions and suggest modifications as appropriate.
- Describe the contraindications and precautions for each named diagnosis and intervention.
- Describe the inflammatory process and the 3 stages of soft tissue healing.
- Identify the requirements of universal precautions and OSHA guidelines as they apply to physical therapy practice.
- Use approved terminology as laid out in the APTA Guide to Physical Therapy Practice and the APTA Resource guide.
- Qualify to take the PTA licensing exam

*(Effective Spring 2005)*

#### **PTA 242 Advanced Therapeutic Interventions (4)**

*10 hours lecture/lab per week for 12 weeks*

*Prerequisite(s): Acceptance into the PTA program or consent of PTA program director.*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

*There is a fee (approximately \$25) for supplies used in the lab sessions.*

PTA 242 presents the theory and application of therapeutic interventions as they relate to amputations, soft tissue injuries, fractures, total joint replacements, 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 non-surgical 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, soft tissue injuries, fractures, burns, peripheral vascular disease (PVD), wounds, lymphedema, cardiopulmonary conditions and OB/GYN conditions.
- Identify the anatomical structures involved in the pathologies presented
- Demonstrate competency in the presented therapeutic interventions as laid out in the Clinical Performance Indicator skill sheets and American Physical Therapy Association (APTA): Guide to Physical Therapist practice, in the treatment of amputations, soft tissue injuries, fractures, burns, PVD, wounds, lymphedema, cardiopulmonary conditions and OB/GYN conditions. Describe appropriate surgical and non-surgical interventions as they apply to each listed diagnosis.
- Describe appropriate surgical and non-surgical interventions as they apply to each listed diagnosis.
- Demonstrate and explain the ability to problem solve, think analytically and modify treatment as they relate to observed patient responses and conditions presented.

- Describe the contraindications, precautions, and the physiological effects of the applied therapeutic interventions for each named diagnosis and intervention covered in the course.
- Demonstrate and practice appropriate body mechanics in the application of treatment procedures to assure the safety of the patient and the student.
- Demonstrate patient positioning, draping and comfort as it addresses the treatment goals and the treatment plan.
- Demonstrate an ability to explain treatments to patient and families in an understandable and acceptable manner.
- Demonstrate and effectively teach the use of independent exercises and orthotic equipment for use in the patient's home situation.
- Document accurately in Subjective, Objective, Assessment, and Plan (SOAP) note form, the patient positioning, equipment parameters and patient responses/progression to treatment.
- Describe the inflammatory process and the 3 stages of soft tissue healing.
- Identify and demonstrate the requirements of universal precautions and Occupational Safety and Health Administration (OSHA) guidelines as they apply to physical therapy practice.
- Use approved terminology as laid out in the APTA Guide to Physical Therapist Practice and the APTA Resource guide.
- Qualify to take the PTA licensing exam

*(deleted effective Spring 2005)*

#### **PTA 242L Advanced Therapeutic Interventions Lab (3)**

*9 hours lab per week*

*Prerequisite(s): PTA 202; PTA 202L; PTA 204; PTA 231; PTA 232; HLTH 203; HLTH 203L, or consent of PTA program director*

*Corequisite(s): PTA 205; PTA 212; PTA 212L; PTA 242; PTA 251; PTA 252; PTA 265; PTA 265L; PTA 275*

PTA 242L focuses on applications specific to isokinetic equipment and selected diagnostic groups; competency with equipment and techniques for various specialized therapeutic interventions.

Upon successful completion of PTA 242L, the student should be able to:

- Operate selected types of isokinetic equipment in a therapeutic program for both upper and lower extremity rehabilitation and conditioning.
- Implement an exercise program designed by a physical therapist using isokinetic equipment.
- Assess the outcome of an isokinetic exercise program, make modifications within the plan of care and/or make recommendations to the physical therapist as appropriate.
- Recognize the range of patient responses to each intervention and take appropriate action.
- Accurately perform the skills for a physical therapist assistant related to but not limited to: fractures, total joint replacements, soft tissue injuries, orthotics, prosthetics, burns, wound care, cardiopulmonary rehabilitation, peripheral vascular diseases, and obstetric/gynecologic diagnoses.

*(Effective Spring 2004)***PTA 242L Advanced Therapeutic Interventions Lab (3)***13.5 hours lab per week for 10 weeks**Prerequisite(s): Acceptance in the PTA program or consent of PTA program director.**Corequisite(s): PTA 242**Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

PTA 242L is the application of therapeutic interventions as they relate to amputations, soft tissue injuries, fractures, total joint replacements, cardio pulmonary conditions, wounds, peripheral vascular disease, burns, lymphedema and OB/GYN conditions. By using lab simulation and role playing of actual clinical situations the students will use information from PTA 242 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 242L, the student should be able to:

- Demonstrate competency in the presented therapeutic interventions as laid out in the Mastery Assessment Clinical Skills Manual (MAC), Skill sheets and APTA: Guide to PT practice, in the treatment of amputations, soft tissue injuries, fractures, burns, PVD, wounds, lymphedema, cardiopulmonary conditions and Ob/Gyn conditions.
- Identify the physiology, pathology and etiology of amputations, soft tissue injuries, fractures, burns, PVD, wounds, lymphedema, cardiopulmonary conditions and Ob/Gyn conditions.
- Identify and locate the anatomical structures involved in the pathologies presented
- Describe appropriate surgical and non surgical interventions as they apply to each listed diagnosis.
- Describe the range of patient responses to treatment interventions and suggest modifications as appropriate.
- Describe the contraindications and precautions for each named diagnosis and intervention.
- Demonstrate and practice appropriate body mechanics in the application of treatment procedures to assure the safety of the patient and the student.
- 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 treatment as they relate to observed patient responses and conditions presented.
- Describe the physiological effects of the applied therapeutic interventions
- Demonstrate an ability to explain treatments to patient and families in an understandable and acceptable manner.
- Demonstrate and effectively teach the use of independent exercises and orthotic equipment for use in the patient's home situation.
- Document accurately in SOAP note form, the patient positioning, equipment parameters and patient responses/progression to treatment.
- Demonstrate and identify the requirements of universal precautions and OSHA guide lines as they apply to physical therapy practice.
- Use approved terminology as laid out in the APTA Guide to Clinical Practice and the APTA Resource guide.
- Successfully qualify to take the PTA licensing exam

**PTA 251 Professional Issues III (1)***1 hour lecture per week**Prerequisite(s): Satisfactory completion of PTA 202; PTA 202L; PTA 204; PTA 231; HLTH 203; HLTH 203L; consent of PTA program director**Corequisite(s): PTA 205; PTA 212; PTA 212L; PTA 252; PTA 265; PTA 265L; PTA 275*

PTA 251 investigates the opportunities and responsibilities of an employee in the healthcare delivery system. Techniques for quality assurance are presented. Students prepares a resume. Government agencies and their effects on service delivery are explored through examination of issues and drafting of appropriate testimony. Explore professional involvement in these issues.

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

- Demonstrate comprehension of audits for quality assurance.
- Role play employment interviews and prepare employee documentation.
- Understand and discuss the relationships of government to healthcare delivery.
- Demonstrate skills in using the Internet to access pertinent resources.

*(Effective Spring 2004)***PTA 251 Professional Issues III: Employment (1)***1.5 hours lecture per week for 10 weeks**Prerequisite(s): Acceptance in the PTA program, or consent of the program director; a grade of "C" or higher in PTA 231**Comment: Letter grade only. May not be audited. 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 Hawaii Chapter of the American Physical Therapy Association (HAPTA).

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

- 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.
- 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.
- Effectively explain the purpose of physical therapy and the scope of PTA practice to clients, community and others.
- Compare and contrast the scope of practice between the various rehabilitation services.
- Prepare a résumé and role-play an employment interview.
- Identify OSHA regulations.
- 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.

- Communicate the personal responsibility for career development, patient advocacy, life-long learning, membership in the professional association and the involvement in legislative issues.

*(Effective Spring 2005)*

### **PTA 251 Professional Issues III: Employment and Quality assurance (2)**

*2.5 hours lecture per week for 12 weeks*

*Prerequisite(s): Acceptance into the PTA program, or consent of the program director; a grade of "C" or higher in PTA 231*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit. Supplemental supplies will cost approximately \$ 10.00.*

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). The course examines various topics in quality assurance for professional and clinical services. Topics in this course include: incident reporting, performance improvement, professional ethics, clinical service audits, and community-based services.

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

- Communicate data and information from physical therapy (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.
- 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 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.
- Identify the multidisciplinary team approach in patient care and non-patient care activities to compare and contrast the scope of practice between the various health care professions.
- Construct and implement quality assurance or performance improvement activities such as patient satisfaction surveys and employment surveys.
- Effectively explain the purpose of physical therapy and the scope of PTA practice to clients, community and others.
- Compare and contrast 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 appropriately use 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.
- Communicate the personal responsibility for career development, patient advocacy, life-long learning, membership in the professional association and the involvement in legislative issues.

### **PTA 252 Clinical Practicum II (3)**

*135 hours of clinical experience*

*Prerequisite(s): Satisfactory completion of PTA 202; PTA 202L; PTA 204; PTA 231; PTA 232; HLTH 203; HLTH 203L; consent of PTA program director.*

*Corequisite(s): PTA 205; PTA 212; PTA 212L; PTA 251; PTA 265; PTA 265L; PTA 275.*

PTA 252 is the second of a three-part series designed to integrate the student's clinical and didactic experiences by developing problem-solving and interpersonal skills. Application of the knowledge and skills gained in prerequisite and corequisite major courses with refinement of skills and abilities in therapeutic procedures and modalities occurring in off-campus clinical settings.

Upon successful completion of PTA 252, the student should be able to:

- Complete MACS skills assigned; complete optional MACS skills as clinical assignments allow.
- Practice clinical skills from prerequisite and corequisite courses at or above minimal acceptable competency at assigned clinical sites.
- Use SOAP and problem oriented documentation procedures.

*(Effective Spring 2004)*

### **PTA 252 Clinical Internship II (3)**

*120 hours clinical practice, 15 hours lecture and site visits*

*Prerequisite(s): Acceptance in the PTA program, or consent of PTA program director and a grade of "C" or higher in PTA 232*

*Comment: Letter grade only. May not be audited. 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 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.
- 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 260 Clinical Practicum III (6)

40 hours practicum per week (8 weeks)

*Prerequisite(s): Satisfactory completion of PTA 205; PTA 212; PTA 212L; PTA 251; PTA 252; PTA 265; PTA 265L; PTA 275*

*Comment: Mandatory credit/no credit grading*

PTA 260 is the application in the clinical setting of knowledge and skills gained in prerequisite major courses and provides for the development and refinement of skills and abilities in therapeutic procedures and modalities.

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

- Provide physical therapy services as specified in the plan developed by the Physical Therapist which includes; skills 1-39 of the Physical Therapist Assistant Mastery and Assessment of Clinical Skills (PTA/MACS) with emphasis on skills 30-37.
- Use appropriate treatment techniques.
- Instruction of patient as to method and purpose of treatment procedure and proper use of assistive devices.
- Encouraging the patient to achieve maximum potential.
- Selection of effective sequence for treatment.
- Instruction of health care providers to perform selected treatment procedures and functional activities.
- Modification of program according to patient's needs.
- Demonstration of an awareness of the TOTAL patient.
- Response to acute changes in physiological state.
- Demonstration of safe, ethical and legal practice.
- Practicing the principles of body mechanics.
- Proper use and adjustment of equipment.
- Cleaning of treatment area after use.
- Demonstration of ability to organize time.
- Exhibit proper personal behavior.
- Present a professional appearance in the assigned Physical Therapy Assistant uniform.
- Conduct oneself in a professional manner.
- Accept responsibility.
- Abide by the regulations of the clinical facility.
- Seek out learning experiences.
- Show consideration of the attitudes and beliefs of others.
- Assist and cooperate willingly with co-workers.
- Refer question one cannot or should not answer to the proper authority.
- Identify situations that should be reported to the supervisor.
- Maintain confidentiality of information.
- Respond favorably to criticism and suggestions.
- Recognize one's own strengths and limitations.
- Indicate clear understanding of one's role as a physical therapist assistant.

- Be able to problem-solve in the role of the physical therapist assistant.
- Seek assistance with patient care as needed to insure adequate treatment.
- Complete assignments.
- Maintain appropriate interpersonal relationships.

*(Effective Spring 2004)*

### PTA 260 Clinical Internship III (6)

320 hours clinical practice, 25 hours lecture, projects and site visits

*Prerequisite(s): Acceptance in the PTA program, or consent of PTA program director and a grade of "C" or higher in PTA 252. Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

PTA 260 integrates clinical and didactic experiences by implementing the student's problem-solving, critical thinking and interpersonal skills in the clinical setting under the direction of qualified clinical instructors. Previous clinical experiences along with completed PTA course work and skills are now refined in preparation for entering the work environment and taking the PTA Licensing Exam. Clinical sites may include outpatient orthopedics, acute care, home care, pediatrics, school health and long-term care.

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

- Perform 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 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, 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
- 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.

- Confidently apply for PTA positions in any physical therapy clinical setting.
- Successfully sit for the National PTA licensing exam

*(deleted effective Spring 2004)*

### **PTA 261 Professional Issues IV (1)**

*2 hours lecture per week for 8 weeks*

*Prerequisite(s): PTA 205; PTA 212; PTA 212L; PTA 251; PTA 252; PTA 265; PTA 265L; PTA 275; consent of PTA program director*

*Corequisite(s): PTA 260*

In PTA 261, using quality assurance procedures learned in PTA 251, students perform an internal audit of a selected topic at one of the final clinical internship sites assigned for the concurrent PTA 260. Written and oral reports are required. Written summaries of clinical experiences are required.

Upon successful completion of PTA 261, the student should be able to:

- Demonstrate professional behaviors.
- Demonstrate technical writing skills.
- Demonstrate skill in using the Internet to communicate on-line.
- Demonstrate appreciation for and skills in carrying out quality assurance audits.

*(Effective Spring 2004 - Fall 2004)*

### **PTA 261 Professional Issues IV: Quality Assurance (1)**

*3 hours lecture per week for 5 weeks*

*Prerequisite(s): Acceptance in the PTA program, or consent of the program director; a grade of "C" or higher in PTA 251*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

PTA 261 is designed to develop a student's participation and commitment to the profession of physical therapy. It reviews various topics in quality assurance for professional and clinical services. Sample topics in this course include: incident reporting, performance improvement, professional ethics, clinical service audits, and community-based services.

Upon successful completion of PTA 261, the student should be able to:

- 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 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, a commitment to the profession of physical therapy and meet the expectations of consumers receiving health care services.
- Read, locate and interpret health care literature, documents or Internet information.
- Identify the multidisciplinary team approach in patient care and non-patient care activities to compare and contrast the scope of practice between the various health care professions.
- Construct and implement quality assurance or performance improvement activities such as patient satisfaction surveys and employment surveys.

- Communicate the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.
- Practice and demonstrate time management skills to function as an entry-level PTA practitioner.
- Appropriately use the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.

### **PTA 265 Electrotherapy for Physical Therapist Assistants (1)**

*1 hour lecture per week*

*Prerequisite(s): PTA 202; PTA 202L; PTA 204; PTA 231; PTA 232; HLTH 203; HLTH 203L, or consent of PTA program director*

*Corequisite(s): PTA 205; PTA 212; PTA 212L; PTA 242; PTA 242L; PTA 251; PTA 252; PTA 265L; PTA 275*

PTA 265 focuses on theories and physiological responses of human tissue to electrical stimulation. Therapeutic applications of various forms of electrical stimulation; indications, contraindications, and precautions.

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

- Demonstrate basic understanding of principles of electricity.
- Demonstrate basic understanding of the physiological responses of the body to electrical stimulation.
- Recall indications/contraindications for use of different types of electrical stimulation.
- Recognize the correct stimulation for the treatment required by the therapist.
- Understand the range of patient responses to each form of electrical stimulation.
- Be aware of the safety factors required to safely apply electrical stimulation.

*(Effective Spring 2004)*

### **PTA 265 Electrotherapy (1)**

*1.5 hours lecture per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program or consent of PTA program director.*

*Corequisite(s): PTA 265L*

*Comment: Letter grade only. May not be audited. 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 for Physical Therapist**

#### **Assistants Lab (1)**

*3 hours lab per week*

*Prerequisite(s): PTA 202; PTA 202L; PTA 204; PTA 231; PTA 232; HLTH 203; HLTH 203L, or consent of PTA program director*

*Corequisite(s): PTA 205; PTA 212; PTA 212L; PTA 242; PTA 242L; PTA 251; PTA 252; PTA 265; PTA 275*

PTA 265L focuses on therapeutic applications of various forms of electrical stimulation; indications, contraindications, and precautions. Lab experience and demonstration of safe, effective, and efficient therapeutic electrical stimulation.

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

- Operate in a safe, efficient and effective manner all forms of electrical modalities presented in class.
- Apply indications/contraindications for electrical stimulation.
- Follow a licensed physical therapist plan of care for patient stimulation.
- Provide the correct stimulation for the treatment.
- Recognize the range of patient responses to each form of electrical stimulation and take appropriate action.
- Evaluate physical stimulation equipment.

*(Effective Spring 2004)*

#### **PTA 265L Electrotherapy Lab (1)**

*4.5 hours lab per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program, or consent of PTA program director.*

*Corequisite(s): PTA 265*

*Comment: Letter grade only. May not be audited. 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 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)**

*1 hour lecture, 3 hours lab per week*

*Prerequisite(s): Satisfactory completion of PTA 202; PTA 202L; PTA 204; PTA 231; PTA 232; HLTH 203; HLTH 203L*

*Corequisite(s): PTA 205; PTA 212; PTA 212L; PTA 242; PTA 242L; PTA 251; PTA 252; PTA 265; PTA 265L*

PTA 275 focuses on fundamental theory of normal motor development, developmental disability and pathophysiology of the pediatric patient. Includes selected therapeutic interventions for orthopedic and neurological disorders in pediatrics, introduction to adaptive and therapeutic equipment for treating pediatric patients; and special techniques for working with pediatric patients and care givers.

Upon successful completion of PTA 275, the student should be able to:

- Describe general concepts of infant motor development and infant movement.
- Demonstrate functional movements and components of flexion, extension, lateral flexion and rotation as they occur in infant development.
- Identify normal and abnormal postures in infant development.

- Recognize types of behavior problems and an approach to behavior management.
- Identify the components of development as they apply to abnormal neurologic and orthopedic development of children.
- Describe or identify selected deformities, activities, and indications for therapeutic interventions in selected muscle diseases and general medical conditions which contribute to abnormal development of children.

*(Effective Spring 2005)*

**PTA 275 Pediatrics for the Physical Therapist Assistant (2)**

*3 hours lecture per week for 10 weeks*

*Prerequisite(s): Acceptance in the PTA program or consent of PTA program director.*

*Comment: Letter grade only. May not be audited. 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 living in Hawai'i and the Pacific 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 introduced 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 ways to communicate effectively with families of children with disabilities.
- Describe methods to provide services in ways that are culturally sensitive.
- Describe the continuum of services available to children in Hawai'i.
- Identify roles of team members in different service delivery systems to children.
- Describe the normal developmental process including age-appropriate play activities for young children.
- Recognize and describe normal 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.
- Facilitate appropriate posture and movement for children with abnormal muscle tone and reflexes.
- Facilitate appropriate functional skills for children with a variety of disabilities.
- Describe common spinal cord abnormalities in young children and methods of facilitating independence for children with spinal cord abnormalities.
- Describe common pediatric orthopedic disorders and some common therapeutic interventions.
- Describe common pediatric pulmonary disorders and some common therapeutic interventions used to treat them.
- Describe ways to support children with chronic and/or life-threatening illnesses.
- Recall the potential risks of alcohol, drugs, and HIV infection on development.

- Describe assistive technology devices that can support children with disabilities to be included in home, school, and community activities.
- Describe the role of physical therapy in educational settings and how this role differs in medical settings.

## PHYSICS

**PHYS 100 Survey of Physics (3) KCC AA/DP (formerly AA/NS2) and KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): MATH 25 or equivalent.*

*Registration in PHYS 100L optional*

PHYS 100 is an introduction to physics; basic concepts. Not open to those with previous college physics experience.

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

- Demonstrate knowledge and understanding of some basic concepts and principles of physics.
- Demonstrate insights into associations and relationships of the topics treated in the course.
- 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 thermodynamics and the kinetic theory of matter.
- Understand the basic principles of electricity and magnetism.

**PHYS 100L Survey of Physics Laboratory (1) KCC AA/DY (formerly AA/NS2)**

*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:

- Acquire experience in the use of instruments and equipment.
- Experience directly some concepts and principles of physics.
- Gain insight into the methods of experimentation and formulation.
- Acquire some insight into physical phenomena and formulations.
- Develop skills in quantitative determinations from formulations.

**PHYS 122 Introduction to Science: Physical Science (3) KCC AA/DP (formerly AA/NS2) and KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): MATH 25 or equivalent*

*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 (formerly AA/NS2)**

*3 hours lab per week*

*Prerequisite(s): MATH 25 or equivalent*

*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 (formerly AA/NS2) and KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): MATH 140 or knowledge of trigonometry*

PHYS 151 focuses on principles, theories and problem solving in motion, mechanical energy, waves, thermal energy and thermodynamics.

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

- Demonstrate minimum knowledge of and skills in the subjects of the course.
- Demonstrate an understanding of and insights into the concepts and principles of the topics.
- Develop insights into the associations and the relationships of the topics.
- Utilize abstract thinking and analytical reasoning.
- Understand mathematical proportionality in physical principles.
- Identify and assess quantitative information in terms of physical principles.
- Utilize calculations techniques with mathematically formulated principles.

*(Effective Spring 2004)*

### **PHYS 151 College Physics I (3) KCC AA/DP (formerly AA/NS2) and KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): MATH 140 or high school Trigonometry*

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 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 151L College Physics Laboratory I (1) KCC AA/DY (formerly AA/NS2)**

*3 hours laboratory per week*

*Prerequisite(s): Credit or concurrent enrollment in PHYS 151*

PHYS 151L is an introduction to experimental analysis, physical observations and measurements in subjects related to PHYS 151.

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

- Demonstrate knowledge of some direct experiences in concepts and principles.
- Develop insights into the interactions between theory and experiment.
- Design procedures for acquiring information from experimentation.
- Record data, analyze data, extract information from data.
- Demonstrate skills at making quantitative determinations with formulations.
- Acquire some experiences with the uses of laboratory instruments and equipment.
- Acquire knowledge and insights into the subjects of laboratory projects.

*(Effective Spring 2004)*

### **PHYS 151L College Physics Laboratory I (1) KCC AA/DY (formerly AA/NS2)**

*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:

- Give examples of some direct experiences of the concepts and principles covered in the course.
- 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 determinations with formulations.
- Use laboratory instruments and equipment.
- Make conclusions and formulate insights into the subjects of the laboratory projects
- Write a laboratory report

### PHYS 152 College Physics II (3) KCC AA/DP (formerly AA/NS2)

3 hours lecture per week

Prerequisite(s): PHYS 151

PHYS 152 focuses on principles, theories and problem solving in electricity, magnetism, light, relativity theory, quantum atoms and nuclear reactions.

Upon successful completion of PHYS 152, the student should be able to:

- Demonstrate minimum knowledge of and skills in the subjects of the course.
- Demonstrate an understanding of and insights into the concepts and principles of the topics.
- Develop insights into the associations and the relationships of the topics.
- Utilize abstract thinking and analytical reasoning.
- Understand mathematical proportionality in physical principles.
- Identify and assess quantitative information in terms of physical principles.
- Utilize calculations techniques with mathematically formulated principles.

*(Effective Spring 2004)*

### PHYS 152 College Physics II (3) KCC AA/DP (formerly AA/NS2)

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. The course 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
- Identify and 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) KCC AA/DY (formerly AA/NS2)

3 hours laboratory per week

Prerequisite(s): Credit or concurrent enrollment in PHYS 152

PHYS 152L is an introduction to experimental analysis, physical observations and measurements in subjects related to PHYS 152.

Upon successful completion of PHYS 152L, the student should be able to:

- Demonstrate knowledge of some direct experiences in concepts and principles.
- Develop insights into the interactions between theory and experiment.
- Design procedures for acquiring information from experimentation.
- Record data, analyze data, extract information from data.
- Demonstrate skills at making quantitative determinations with formulations.
- Acquire some experiences with the uses of laboratory instruments and equipment.
- Acquire knowledge and insights into the subjects of laboratory projects.

*(Effective Spring 2004)*

### PHYS 152L College Physics Laboratory II (1) KCC AA/DY (formerly AA/NS2)

3 hours lab per week

Prerequisite(s): Credit or concurrent enrollment in PHYS 152

PHYS 152L 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 measurement techniques and analysis of data.

Upon successful completion of PHYS 152L, the student should be able to:

- Give examples of some direct experiences of the concepts and principles covered in the course.
- 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 determinations with formulations.
- Use laboratory instruments and equipment.
- Make conclusions and formulate insights into the subjects of the laboratory projects

### PHYS 170 General Physics I (4) KCC AA/DP (formerly AA/NS2)

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 (formerly AA/NS2)**

*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 (formerly AA/NS2)**

*3 hours lecture per week*

*Prerequisite(s): PHYS 170; PHYS 170L; MATH 206*

PHYS 272 is an introductory calculus-based course dealing with the principles and theories of electricity, magnetism and geometric optics.

Upon successful completion of PHYS 272, the student should be able to:

- Demonstrate knowledge and skills of electricity, magnetism and geometric optics.
- Demonstrate an understanding of and insights into the concepts and principles related to the electricity, magnetism and geometric optics.
- 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.

*(Effective Spring 2004)*

### **PHYS 272 General Physics II (3) KCC AA/DP (formerly AA/NS2)**

*3 hours lecture per week*

*Prerequisite(s): PHYS 170; PHYS 170L; MATH 206*

PHYS 272 is the second course in a two semester sequence of an introductory calculus-based course. The course is a comprehensive introduction to the principles and theories of electricity, magnetism and geometric optics.

Upon successful completion of PHYS 272, the student should be able to:

- 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 the 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 (formerly AA/NS2)**

*3 hours lecture/lab per week*

*Prerequisite(s): PHYS 170; PHYS 170L; credit or concurrent enrollment in PHYS 272*

PHYS 272L focuses on experimental analysis, physical observation and measurements in electricity, magnetism and geometric optics, emphasizing on error analysis, measurement techniques, and report writing.

Upon successful completion of PHYS 272L, 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.

*(Effective Spring 2004)*

**PHYS 272L General Physics Lab II (1) KCC AA/DY  
(formerly AA/NS2)**

*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:

- Give examples of direct experiences of the concepts and principles covered in the course.
- 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 determinations with formulations.
- Use laboratory instruments and equipment.
- 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  
(formerly AA/NS1) and KCC AS/NS**

*3 hours lecture per week*

*Recommended Preparation: BIOL 130, BIOL 171 or ZOO 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 (formerly AA/SS) 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 (formerly AA/SS) and KCC AS/SS**

*3 hours lecture per week*

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

POLS 120 focuses on power and contemporary world politics since 1945 with emphasis on U.S. role.

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

- Understand the relationships between nation states and the development of the international political order.
- Understand the role of international organizations and law.
- Understand the different modes of conflict resolution.
- Apply knowledge of foreign strategic and economic policy to analyzing current events.
- Understand politics of Europe, Middle East, Asia, Africa and the Americas.

**POLS 130 Introduction to American Politics (3) KCC AA/DS (formerly AA/SS) 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 (formerly AA/SS) 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 270 Public Policy (3) KCC AA/DS (formerly AA/SS) 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 (formerly AA/SS) 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. Emphasizes lecture, multimedia presentations, discussions and experimentation.

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

- Demonstrate knowledge of the basic concepts and principles of psychology.
- Demonstrate some of the concepts and principles by applying them to daily activities.
- Analyze skills necessary in scientific inquiry.
- Show how knowledge of psychology is useful to one's own life and in helping solve societal problems.
- Exhibit knowledge for problem solving, critical discussion and awareness that psychologists can disagree.
- Acknowledge that advances in psychology often arise from unique applications of known concepts and principles.
- Show awareness that psychology is a relatively young and developing science.
- Demonstrate a critical approach to reading psychological literature in the form of currently published psychological abstracts.

**PSY 170 Psychology of Adjustment (3) KCC AA/DS (formerly AA/SS) and KCC AS/SS**

3 hours lecture per week

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

Comment: PSY 170 may not be substituted for the PSY 100 prerequisite for 200 level PSY courses

PSY 170 focuses on understanding, evaluating and improving adjustment ideas and techniques concerning behavior change and personal growth.

Upon successful completion of PSY 170, the student should be able to:

- Describe four different models of human behavior: psychoanalytic, behavioristic, existential, and humanistic.
- Develop a concept of self through self-examination, value clarification, etc.
- Discuss normal and abnormal coping mechanisms and how these effective/ineffective coping behaviors are manifested.
- Discover tools for personal adjustment.
- Show knowledge of available psychological resources in the community and the basic method(s) they employ.
- Show awareness of 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.

*(Effective Spring 2004)*

**PSY 170 Psychology of Adjustment (3) KCC AA/DS (formerly AA/SS) 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 (formerly AA/SS)**

3 hours lecture/lab per week

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

Comment: This course 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 include: gender differences in biology, personality, behavior and development. Multicultural perspectives are emphasized.

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

- Demonstrate understanding of theoretical perspectives on the development and functioning of women.
- Demonstrate awareness of various methodological approaches used to research the psychology of women.
- Demonstrate awareness of contemporary psychological research on gender differences in biology, personality, behavior, and development.
- Demonstrate an ability to critically review material related to the psychology of women.
- Express ideas and opinions clearly in writing.

**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

PSY 212 is a survey of psychological research design strategies. Descriptive statistics and some basic inferential statistics are included. Statistical analyses are conducted on computer.

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

- Demonstrate an understanding of the uses and calculation of descriptive statistics.
- Demonstrate a basic understanding of the uses of inferential statistics, and be able to use a statistical computer software program to perform simple analyses such as t tests and chi square tests.
- Demonstrate an understanding of basic research designs and awareness of the different types of evidence that are obtained from different methods.
- Demonstrate a critical approach to reading psychological literature.
- Express ideas and opinions clearly, both orally and in writing.

*(Effective Spring 2004)*

**PSY 212 Survey of Research Methods (3) KCC AA/DS**

3 hours lecture per week

Prerequisite(s): PSY 100; qualification for ENG 100 and 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 statistical 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 relation between behavior and biology. Emphasis will be on structure and function of the central nervous system along with the ethnological analyses of behavior.

Upon successful completion of PSY 230, the student should be able to:

- Demonstrate an understanding of the basic structures and functions of the central nervous system and how these relate to observable behavior.
- Demonstrate an understanding of the methodologies used to explore the physiological bases of behavior.
- Demonstrate the ability to critically review material related to psychobiology.

### **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*

In PSY 240, emphasis is on the psychological processes underlying development of the person from infancy through adulthood.

Upon successful completion of PSY 240, the student should be able to:

- Demonstrate awareness and understanding of the developmental process from conception through adulthood.
- Demonstrate awareness and understanding of the various stages of development.
- Demonstrate an elementary awareness and understanding of the methodology of developmental psychology.
- Demonstrate an ability to critically review material about 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 personality, personality assessment and personality change. Current research issues will be emphasized.

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

- Demonstrate understanding of the basic theoretical approaches to personality, and their corresponding views of development, change, and assessment.
- Demonstrate understanding of the various methodological approaches to personality research.
- Demonstrate ability to critically review material related to psychology of personality.

*(Effective Spring 2004)*

### **PSY 260 Psychology of Personality (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): PSY 100; qualification for ENG 100 and 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, and their corresponding views of development, change, and assessment.
- Distinguish between the various methodological approaches to personality research.
- Apply critical analysis to personality research literature.
- 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 is a survey of 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:

- Demonstrate understanding of the development and maintenance of pathological behavior.
- Demonstrate awareness and basic understanding of the types of assessment and treatment of pathological behavior.
- Demonstrate an ability to critically review material concerning clinical psychology.

## Q

**QM 252 is now MATH 203**

# R

## RADIOLOGIC TECHNOLOGY

**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 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 140.*

RAD 100 is 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:

- Practice basic ethical principles as a radiologic technologist in the performance of one's duties.
- Apply the knowledge and skill necessary for thorough and efficient function in a darkroom.
- Apply the principles of radiologic techniques and correlate this knowledge with practical application.
- Apply the principle 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.
- 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 (1) Fall

*3 hours lab per week*

*Prerequisite(s): Acceptance into the Radiologic Technology program*

*Corequisite(s): RAD 100; RAD 140.*

RAD 100L is an introduction to radiologic technology procedures: processing, positioning, and equipment.

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

- Demonstrate mastery of tasks taught in RAD 100, including processing techniques, 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.
- Demonstrate knowledge of the chemical constituents of processing solutions and their functions.
- Demonstrate knowledge of the application and function of various darkroom and process apparatus.
- Explain the theory of X-ray technique.
- Demonstrate knowledge of radiographic anatomy and positioning of the chest, abdomen, upper and lower extremities, shoulder girdle, hip joint, and pelvic girdle.

### RAD 110 Radiologic Technique (3) Spring

*3 hours lecture per week*

*Prerequisite(s): RAD 100; RAD 100L; RAD 140*

*Corequisite(s): RAD 110L; RAD 120; RAD 141; RAD 149*

RAD 110 focuses on principles of x-ray technique; patient care during radiographic procedures.

Upon successful completion of RAD 110, the student should be able to:

- Apply the principles of radiographic technique and correlate this knowledge with practical application.
- Apply knowledge of patient care procedures and techniques used in the general care of the patient with emphasis on the role of the radiologic technologist.
- Explain the theory of x-ray machine technique.
- Apply knowledge of basic radiographic anatomy and positioning of the cranium, spine, bony thorax, and soft tissues of the chest.

### RAD 110L Radiologic Technique Laboratory (1) Spring

*3 hours lab per week*

*Prerequisite(s): RAD 100; RAD 100L; RAD 140*

*Corequisite(s): RAD 110; RAD 120; RAD 141; RAD 149*

RAD 110L focuses on application of technique charts to radiography of specified body structures.

Upon successful completion of RAD 110L, the student should be able to:

- Demonstrate mastery of tasks taught in RAD 110, including producing radiographs of the skull, facial bones, spine, bony thorax and soft tissue of the chest.
- Explain the theory of x-ray technique.
- Apply knowledge of basic patient care procedures and techniques.
- Apply knowledge of basic radiographic anatomy and positioning of the skull, facial bones, spine, bony thorax and soft tissue of the chest.

### RAD 120 Radiologic Physics (3) Spring

*3 hours lecture per week*

*Prerequisite(s): RAD 100; RAD 100L; RAD 140*

*Corequisite(s): RAD 110; RAD 110L; RAD 141; RAD 149*

RAD 120 focuses on 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 apply 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)**

*360 total clinical hours*

*Prerequisite(s): Acceptance into the Radiologic Technology program*

*Corequisite(s): RAD 100; RAD 100L*

*Comment: Fall semester only. 280 clinical hours during 16 week semester. 80 clinical hours during 4 week semester break. Letter grade only. May not be audited. 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:

- Demonstrate knowledge of safe, correct radiographic technique and positioning, with emphasis on the chest, abdomen, upper extremities.
- Demonstrate knowledge of adapting technical factors to meet the clinical situation.
- Demonstrate correlation of 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.
- Meet clinical objectives.

### **RAD 141 Hospital Radiographic Technique II (5)**

*317 total clinical hours*

*Prerequisite(s): RAD 100; RAD 100L; RAD 140*

*Corequisite(s): RAD 110; RAD 110L; RAD 120; RAD 149*

*Comment: Spring semester only. Letter grade only. May not be audited. May not be taken credit/no credit.*

RAD 141 provides for observation and supervised practice in positioning the patient and obtaining approved radiographs as requested with emphasis on spine, pelvis, and lower extremities.

Upon successful completion of RAD 141, the student should be able to:

- Demonstrate knowledge of safe, correct radiographic technique and positioning, with emphasis on the spine, pelvis, and lower extremities.
- Demonstrate knowledge of adapting technical factors to meet the clinical situation.
- Demonstrate correlation of 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.
- Meet clinical objectives.

### **RAD 142 Hospital Radiographic Technique III (7)**

*416 total clinical hours*

*Prerequisite(s): RAD 110; RAD 110L; RAD 120; RAD 141; RAD 149*

*Corequisite(s): RAD 150*

*Comment: Summer semester only. Letter grade only. May not be audited. May not be taken credit/no credit.*

RAD 142 provides for observation and supervised practice in positioning the patient and obtaining approved radiographs as requested with emphasis on cranium, facial bones, and mobile procedures.

Upon successful completion of RAD 142, the student should be able to:

- Demonstrate knowledge of safe, correct radiographic technique and positioning, with emphasis on the cranium, facial bones, and bedside (mobile) radiography procedures.
- Demonstrate knowledge of adapting technical factors to meet the clinical situation.
- Demonstrate correlation of anatomy and physiology and radiographic procedures and techniques.
- Demonstrate knowledge 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 149 Radiographic Film Critique I (1) Spring**

*1 hour lecture per week*

*Prerequisite(s): RAD 100; RAD 100L; RAD 140*

*Corequisite(s): RAD 110; RAD 110L; RAD 120; RAD 141*

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, describe, and change the prime factors of radiography by correlation of knowledge gained in lecture classes.

- Recognize, describe, and change the factors which affect the radiographic quality of a film by correlation of knowledge gained in lecture classes.
- 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 with 75 percent accuracy as demonstrated by objective testing.
- Apply knowledge gained in RAD 110, 110L, and 141 to identify normal anatomical structures on assigned radiographs with 75 percent accuracy as demonstrated by objective testing.
- Apply knowledge gained in RAD 110, 110L, and 141 as determined by properly exposed and processed films with 75 percent accuracy as demonstrated by objective testing.
- Identify the elements of thorough radiographic image evaluation.
- Demonstrate good judgment as to whether an image is optimal, diagnostic, or needs to be repeated.

### **RAD 150 Radiographic Film Critique II (2) Summer**

*1 hour lecture per week*

*Prerequisite(s): RAD 110; RAD 110L; RAD 120; RAD 141; RAD 149*

*Corequisite(s): RAD 142*

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, describe, and change the prime factors of radiography by correlation of knowledge gained in lecture classes.
- Recognize, describe, and change the factors which affect the radiographic quality of a film by correlation of knowledge gained in lecture classes.
- 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 with 75 percent accuracy as demonstrated by objective testing.
- Apply knowledge gained in beginning courses to identify normal anatomical structures on assigned radiographs with 75 percent accuracy as demonstrated by testing.
- Apply knowledge gained in beginning courses to identify all types of film artifacts with 75 percent accuracy as determined by objective testing.
- Apply knowledge gained in beginning courses to determine properly done radiographs with 75 percent accuracy as demonstrated by objective testing.
- 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): RAD 142; RAD 150*

*Corequisite(s): RAD 200L; RAD 210; RAD 240; RAD 248*

RAD 200 focuses on advanced radiographic positioning of the osseous system.

Upon successful completion of RAD 200, the student should be able to:

- Practice principles of advanced x-ray positioning of osseous structures, and correlate this knowledge with practical application.
- Apply advanced x-ray positioning of structures and organs.

### **RAD 200L Advanced Radiologic Positioning**

#### **Laboratory (1) Fall**

*3 hours lab per week*

*Prerequisite(s): RAD 142; RAD 150*

*Corequisite(s): RAD 200; RAD 210; RAD 240; RAD 248*

RAD 200L focuses on construction and application of technique charts for the osseous system; application and use of contrast media in radiologic technology procedures.

Upon successful completion of RAD 200L, the student should be able to:

- Demonstrate mastery of tasks taught in RAD 200.
- Demonstrate mastery in construction of technique charts in advanced anatomy and positioning of the osseous system.
- Demonstrate mastery in procedures involving the use of contrast media.
- Apply advanced x-ray positioning of structures and organs.

### **RAD 210 Advanced Radiologic Technique (3) Fall**

*3 hours lecture per week*

*Prerequisite(s): RAD 142; RAD 150*

*Corequisite(s): RAD 200; RAD 200L; RAD 240; RAD 248*

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 220 Departmental Administration (1) Spring**

*1 hour lecture per week*

*Prerequisite(s): RAD 200; RAD 200L; RAD 210; RAD 240; RAD 248*

*Corequisite(s): RAD 230; RAD 230L; RAD 241; RAD 249; RAD 255*

RAD 220 is a study of administrative procedures, personnel management, and quality assurance in radiology.

Upon successful completion of RAD 220, the student should be able to:

- Define quality assurance and quality control.
- Discuss the benefits of a quality assurance program to the patient and to the department.
- List elements of quality assurance and discuss how each is related to the quality assurance program.
- Discuss the importance of continuing education in regard to the rapid advancement of technology.

- Describe different methods and/or types of organization, function, supervision, and financial arrangements relative to departments of radiology.
- Describe correct intra- and inter-departmental relationships pertaining to attitudes and policies relative to personnel management.
- Describe the different functions of professional organizations and unions.

### **RAD 230 Special Radiographic Procedures (3)**

#### **Spring**

*3 hours lecture per week*

*Prerequisite(s): RAD 120; RAD 200; RAD 210*

*Corequisite(s): RAD 220; RAD 230L; RAD 241; RAD 249*

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 principles of ultrasonography, computed tomography, magnetic resonance imaging, and nuclear medicine.

### **RAD 230L Special Radiographic Procedures**

#### **Laboratory (1) Spring**

*3 hours lab per week*

*Prerequisite(s): RAD 120; RAD 200; RAD 200L; RAD 210*

*Corequisite(s): RAD 220; RAD 230; RAD 241; RAD 249*

RAD 230L focuses on laboratory practice in special procedures in radiography and use of equipment involved.

Upon successful completion of RAD 230L, the student should be able to demonstrate mastery of tasks taught in RAD 230L:

- 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 240 Hospital Radiographic Technique IV (7)**

*413 total clinical hours*

*Prerequisite(s): RAD 142; RAD 150*

*Corequisite(s): RAD 200; RAD 200L; RAD 210; RAD 248*

*Comment: Fall semester only. 333 clinical hours during 16 week semester. 80 clinical hours during 4 week semester break. Letter grade only. May not be audited. 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:

- Demonstrate knowledge of safe, correct radiographic technique and positioning, with experience in radiographic examinations of pediatric patients and with emphasis on radiographic examinations using contrast media of the gastrointestinal and urinary system.
- Demonstrate knowledge of adapting technical factors to meet the clinical situation.
- Demonstrate correlation of anatomy and physiology and radiographic procedures and techniques.
- Demonstrate knowledge 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)**

*351 total clinical hours*

*Prerequisite(s): RAD 200; RAD 200L; RAD 210; RAD 240; RAD 248*

*Corequisite(s): RAD 220; RAD 230; RAD 230L; RAD 249; RAD 255*

*Comment: Spring semester only. 311 clinical hours during 16 week semester. 40 clinical hours during 1 week spring recess. Letter grade only. May not be audited. 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:

- Demonstrate knowledge of safe, correct radiographic technique and positioning, with emphasis on special radiographic examinations using imaging techniques studied in RAD 230 and 230L.
- Demonstrate knowledge of adapting technical factors to meet the clinical situation.
- Demonstrate correlation of 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.
- Meet clinical objectives.

### **RAD 242 Hospital Radiographic Technique VI (5)**

*302 total clinical hours*

*Prerequisite(s): RAD 220; RAD 230; RAD 230L; RAD 241; RAD 249; RAD 255.*

*Corequisite(s): RAD 260.*

*Comment: Summer semester only. Letter grade only. May not be audited. May not be taken credit/no credit.*

RAD 242 provides for hospital clinical experiences with emphasis on experiences in operating room examinations with an advance 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:

- Demonstrate knowledge of safe, correct radiographic technique and positioning, with emphasis on operating room examinations and special procedure examinations.
- Demonstrate knowledge of adapting technical factors to meet the clinical situation.
- Demonstrate correlation of anatomy and physiology and radiographic procedures and techniques.
- Demonstrate 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.
- Demonstrate professionalism in attendance, attitude, and behavior.
- Meet clinical objectives.

### **RAD 248 Radiographic Film Critique III (1) Fall**

*1 hour lecture per week*

*Prerequisite(s): RAD 142; RAD 150*

*Corequisite(s): RAD 200; RAD 200L; RAD 210; RAD 240*

RAD 248 is a problems seminar; advanced film critique stressing common procedures using contrast material; pediatric radiography.

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

- Recognize, describe, and change the prime factors of radiography by correlation of knowledge gained in lecture and lab classes.
- Recognize, describe, and change the factors which affect the radiographic quality of a film by correlation of knowledge gained in lecture and lab classes.
- 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 with 75 percent accuracy as demonstrated by objective testing.
- Correlate basic knowledge of anatomy, physiology, cross-sectional anatomy, and pathology with radiographic technique with 75 percent accuracy as determined by objective testing.
- 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): RAD 200; RAD 200L; RAD 210; RAD 240; RAD 248*

*Corequisite(s): RAD 220; RAD 230; RAD 230L; RAD 241; RAD 255*

RAD 249 is a problems seminar; advanced film critique stressing films made during special procedures.

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

- Recognize, describe, and change the prime factors of radiography by correlation of knowledge gained in lecture and lab classes.
- Recognize, describe, and change the factors which affect the radiographic quality of a film by correlation of knowledge gained in lecture and lab classes.
- 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 with 75 percent accuracy as demonstrated by objective testing.
- Correlate basic knowledge of anatomy, physiology, cross-sectional anatomy, and pathology with radiographic technique with 75 percent accuracy as determined by objective testing.
- Identify the elements of thorough radiographic image evaluation.
- Demonstrate good judgment with regard to whether or not an image is optimal, diagnostic, or needs to be repeated.
- Develop self-confidence in one's abilities as a radiographer.

### **RAD 255 Applied Radiologic Principles (1) Spring**

*1 hour lecture per week*

*Prerequisite(s): RAD 200; RAD 200L; RAD 210; RAD 240; RAD 248*

*Corequisite(s): RAD 220; RAD 230; RAD 230L; RAD 241; RAD 249*

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 responsibility for continuing education.
- 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 (eight weeks)*

*Prerequisite(s): RAD 220; RAD 230; RAD 230L; RAD 241; RAD 249; RAD 255*

*Corequisite(s): RAD 242*



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.
- Understand the importance of minimizing radiation exposure.
- Cite the importance of specific proper techniques in minimizing exposure.
- Demonstrate an understanding of radiobiology as it pertains to radiography, radiation therapy, and nuclear medicine.

## RELIGION

### REL 150 Introduction to the World's Major Religions (3) KCC AA/DH (formerly AA/AH4) and KCC AS/AH

*3 hours lecture per week*

*Recommended Preparation: Qualification for ENG 100 or ENG 160*

REL 150 is a historical survey of the major religions of the world designed for an understanding and appreciation of these religions and of their cultural influence in history.

Upon successful completion of REL 150, the student should be able to:

- Recognize the essential characteristics which distinguish the major religious traditions of mankind.
- Demonstrate knowledge of the basic components of each major religious tradition, such as its concept of the divine, moral code, value system, rituals, and artistic expression.
- Show awareness of the religious conflicts and trends of the modern world.
- Demonstrate a better understanding of one's own religious background and that of the surrounding community.
- Express ideas and opinions clearly in writing.

*(Effective Spring 2004)*

### REL 150 Introduction to the World's Major Religions (3) KCC AA/DH (formerly AA/AH4) 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 (formerly AA/AH4) and KCC AS/AH

*3 hours lecture per week*

*Recommended Preparation: Qualification for ENG 100 or ENG 160*

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:

- Demonstrate awareness of contemporary religious concerns.
- Recognize different responses toward issues such as the conflict between science and religion, problems of meaning and death, and the human search for identity.
- Demonstrate an understanding of one's own religious view and values.
- Express ideas and opinions clearly in writing.

*(Effective Spring 2004)*

### REL 151 Religion and the Meaning of Existence (3) KCC AA/DH (formerly AA/AH4) 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 (formerly AA/AH4)

*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 its faith for 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 (formerly AA/AH4)**

*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 (formerly AA/AH4) and 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 (formerly AA/AH4)**

*3 hours lecture per week*

*Recommended Preparation: REL 150, credit or qualification for ENG 100, ENG 160 or ESL 100*

The REL 209 course studies contemporary transformations of traditional religions and new expressions of religion in the 20th century.

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

- Recognize the social pressures which influence traditional religions.
- Give examples of transformations in traditional religions.
- Identify influences from traditional religions at work in the modern world.
- Select and discuss distinguishing characteristics of new religions.

- Demonstrate understanding of religious ideas in contemporary culture.
- Identify important modern religious figures.
- Express ideas and opinions about modern religion clearly in writing.

*(Effective Spring 2005)*

### **REL 209 Contemporary Religions (3) KCC AA/DH (formerly KCC AA/AH4)**

*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 (formerly AA/AH4)**

*3 hours lecture per week*

*Recommended Preparation: REL 150 or REL 151; qualification for 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:

- Demonstrate knowledge 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.

*(Effective Spring 2004)*

### **REL 210 Understanding Christianity (3) KCC AA/DH (formerly AA/AH4)**

*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.

*(Effective Fall 2004)*

### **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: This course 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**

*(Effective Summer 2004)*

### **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

*(Effective Summer 2004)*

### **RESP 101 Sciences for Respiratory Care (3)**

*3 hours lecture per week*

*Recommended Preparation: College level reading and math 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 110 Clinical Practice I (5)**

*16 hours lecture/lab per week*

*Prerequisite(s): Acceptance into the Respiratory Care program*

*Corequisite(s): RESP 113; RESP 116; RESP 117*

RESP 110 is an introduction to non-invasive procedures and patient assessment.

Upon successful completion of RESP 110, the student should be able to:

- Document and communicate results of patient assessment.
- Perform assessment of vital signs.
- Perform routine cardiopulmonary patient assessment.
- Perform incentive spirometry and document the results.
- Perform oximetry and assess the results.
- Apply oxygen administration devices to the patient.
- Administer medications via the aerosol route.
- Perform intermittent positive pressure breathing and document the results.
- Apply humidification and aerosol devices to the patient.
- Discuss the role of the RCP in the allied health team.
- Communicate with various members of the health care team.
- Perform basic breathing and coughing techniques.

- Perform clapping, vibration and drainage of the chest.
- Apply universal precautions in the patient care setting.
- Recognize equipment used to deliver respiratory care.
- Identify normal and abnormal values obtained during assessment.

### RESP 113 Respiratory Therapy Techniques I (3)

3 hours lecture per week

Prerequisite(s): Acceptance into the Respiratory Care program

Corequisite(s): RESP 110; RESP 116; RESP 117

RESP 113 is an introduction to non-invasive respiratory care procedures and patient assessment skills.

Upon successful completion of RESP 113, the student should be able to:

- Describe the indications, techniques, modifications, equipment, contraindications, and risks for: basic assessment, patient care skills, incentive spirometry, medication nebulizers, chest therapy, breathing exercises, oximetry, aerosol/humidity therapy, BCLS, IPPB, CPAP, medical gas therapy, and 12 lead ECGs.
- Discuss the respiratory care practitioner's role in patient assessment, and documentation and communication of results.
- Discuss the indications, techniques, modifications, and hazards of various routine non-invasive respiratory care procedures.
- Describe the proper techniques for various routine non-invasive cardiopulmonary diagnostic techniques.
- Discuss the elements of Emergency Medical Support and Basic Cardiac Life Support.
- Describe techniques for assessing vital signs.
- List normal values for vital signs.
- Discuss the significance of abnormal values for vital signs.
- Describe techniques for routine cardiopulmonary assessment.
- List normal values obtained during assessment.
- Discuss the significance of abnormal values for c-p assessment.
- Describe methods for performing 12 lead and monitoring ECG.
- Describe normal events and findings in the ECG.
- Recognize abnormal ECG patterns that are life threatening.
- Discuss the actions taken when abnormal ECG patterns are found.
- Discuss the methods for eliminating artifacts in ECG tracings.
- Describe indications, techniques, hazards, modifications, and equipment used for: incentive spirometry, chest physical therapy, medication nebulizers, intermittent positive pressure breathing, oximetry, continuous positive airway pressure, aerosol/humidity therapy, and medical gas therapy.
- Describe techniques for 1-and 2-person CPR, abdominal thrusts, and basic airway opening maneuvers for all ages.
- Describe proper documentation of procedures.
- Discuss the role of the RCP in the allied health team.
- Describe methods for providing safe care.
- Discuss basic communication techniques in allied health.
- Describe basic breathing/coughing techniques.

### RESP 116 Respiratory Care Science I (3)

3 hours lecture per week

Prerequisite(s): Acceptance into the Respiratory Care program

Corequisite(s): RESP 110; RESP 113; RESP 117

RESP 116 focuses on selected topics in basic sciences for the respiratory care technician student.

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

- Describe the structure and function of the cardiopulmonary and related body systems.
- State basic considerations in cardiopulmonary pharmacology.
- Describe basic principles of medical microbiology and sterilization techniques as they relate to respiratory care.
- Discuss the structure and function of the respiratory system.
- Discuss the structure and function of the cardiovascular system.
- Discuss the structure and function of the renal system and its relationship to the cardiovascular system.
- Describe cleaning and sterilization of medical equipment.
- Discuss basic principles of microbiology and their relationship to health and disease.
- Describe the process of respiration.
- Describe general principles of pharmacodynamics.
- Discuss commonly used cardiopulmonary medications.
- Describe the safe administration of medications by the respiratory care practitioner.
- Name the structures of the respiratory tract and describe their location.
- Describe the gross and microscopic anatomy of lung structures.
- Discuss the function of the lung and its structures.
- Discuss the relationship between structure and function in the lung.
- Describe internal and external respiration.
- Discuss the neurological control mechanisms of ventilation.
- Name the structures in the cardiovascular system and describe their location.
- Discuss the function of blood, vessels, and the heart.
- Describe the elementary anatomy and physiology of the renal system and its relationship to the cardiopulmonary system.
- State the basic principles of medical microbiology.
- Relate principles of microbiology to allied health practice.
- Discuss the common methods of equipment cleaning and sterilization used in hospitals and respiratory care departments.
- List the organizations which regulate drugs in the U.S.
- Define the terms used in administration of drugs.
- Discuss various routes of administration of drugs.
- Describe the basic principles of pharmacodynamics.
- Discuss commonly used medications.
- Describe the commonly administered respiratory medications in terms of route, dose, strength, indications, contraindications, patient response, adverse reactions, and side effects.

### RESP 117 Cardiopulmonary Pathophysiology (3)

#### Fall I

3 hours lecture per week

Prerequisite(s): Acceptance into the Respiratory Care program or consent of Respiratory Care program director

Corequisite(s): RESP 110; RESP 113; RESP 116

RESP 117 is an introduction to disease processes, examination of cardiopulmonary and related diseases, and relationships to therapeutic interventions.

Upon successful completion of RESP 117, the student should be able to:

- Define and describe fundamental characteristics of cardiopulmonary diseases and conditions.
- Discuss etiology, pathology, diagnosis, and prognosis of common cardiopulmonary diseases.
- Relate chronic cardiopulmonary diseases to appropriate rehabilitative techniques.

- Relate abnormal lab values to appropriate diseases.
- Discuss traumatic injuries to the chest wall.
- Describe common pathology seen on chest x-ray exam.
- Complete a concise written and oral case presentation to the class.

### RESP 120 Clinical Practice II (5) Spring I

16 hours lecture/lab per week

*Prerequisite(s): A grade of "C" or higher in RESP 110; a grade of "C" or higher in RESP 113; a grade of "C" or higher in RESP 116; a grade of "C" or higher in RESP 117*

*Corequisite(s): RESP 123; RESP 126; RESP 129*

RESP 120 is an introduction to invasive procedures and advanced care.

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

- Document and communicate results of patient assessment.
- Perform tracheostomy and endotracheal tube care.
- Perform endotracheal suctioning with MUC and SUC.
- Perform orotracheal suctioning and care.
- Perform manual ventilation techniques.
- Select, assemble, and troubleshoot ventilation equipment.
- Perform nasotracheal suctioning.
- Select and insert airways.
- Communicate with critically ill patients.
- Assist in the intubation procedure.
- Initiate mechanical ventilation.
- Perform ventilator system checks.
- Monitor cuff pressures.
- Identify proper x-ray placement of indwelling catheters.
- Perform arterial punctures and draw from arterial lines.
- Perform assessment of critically ill patients.
- Measure values and assist in ventilator weaning.
- Attend ICU rounds and physician inservices.

### RESP 123 Respiratory Care Techniques II (4) Spring I

4 hours lecture per week

*Prerequisite(s): A grade of "C" or higher in RESP 110; a grade of "C" or higher in RESP 113; a grade of "C" or higher in RESP 116; a grade of "C" or higher in RESP 117*

*Corequisite(s): RESP 120; RESP 126; RESP 129*

RESP 123 is an introduction to advanced respiratory care techniques and patient assessment skills.

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

- Collect and evaluate pertinent clinical data.
- Collect and evaluate additional pertinent clinical information.
- Assemble, check for proper function, and identify malfunctions of equipment.
- Evaluate, monitor, and record patient's response to respiratory care.
- Discuss the therapeutic procedures necessary to achieve maintenance of a patient airway, including care of artificial airways.
- Explain the therapeutic goals, indications, hazards and complications, and physiological response to mechanical ventilation.
- Initiate and adjust mechanical ventilator settings.
- Describe the different modes of ventilation.
- Diagram the flow and pressure of waveforms of the different modes of ventilation.
- Explain the effect of inspiratory flow wave patterns on the inspiratory flowrate.

- Explain the maintenance of the patient-ventilator interface.
- Explain the process of weaning and extubation.
- Calculate I:E ratios, inspiratory flowrates, inspiratory time, expiratory time, and total I:E time.
- Calculate percent shunt and deadspace ventilation ratio.
- Calculate airway resistance and compliance.
- Explain the effects of increased or decreased airway resistance and compliance on the patient's status.

### RESP 126 Respiratory Care Science II (3) Spring I

3 hours lecture per week

*Prerequisite(s): A grade of "C" or higher in RESP 110; a grade of "C" or higher in RESP 113; a grade of "C" or higher in RESP 116; a grade of "C" or higher in RESP 117*

*Corequisite(s): RESP 120; RESP 123; RESP 129*

RESP 126 is an introduction to mechanical ventilation and applied physiology of critical care practice.

Upon successful completion of RESP 126, the student should be able to:

- Classify and analyze the function of mechanical ventilator systems commonly used in the United States.
- Describe the use of 10 ventilator modalities.
- Perform calculations of physiologic equations.
- Recognize the need to modify therapy based on assessment of interventions and monitoring.
- State indications for mechanical ventilation.
- Discuss risks, benefits, and long term effects of ventilation.
- Classify mechanical ventilators.
- Analyze ventilator capabilities for volume, flow, peep, fio<sub>2</sub>, monitoring, rate, mode, and special features.
- Describe the operating characteristics of oxygen blenders, monitors, and other adjuncts to ventilator care.
- Recognize and apply pressure, volume, and flow patterns.
- Relate ventilator function/structure to patient condition.
- Compare and contrast common ventilator systems.
- Define and discuss all possible modes of ventilation in terms of indications, advantages, and disadvantages.
- Describe the devices used in the ICU to gather physiologic data.
- State the equations for cardiac output, cardiac index, SVR, PVR, shunt, deadspace, minute ventilation, and compliance.
- Perform the equations listed above.
- Apply the equations listed above and discuss modifications in care based on data obtained.
- Discuss the use of arterial lines, central lines, flow directed balloon tipped pulmonary artery catheters, cardiac monitors, ICP monitors, and continuous non-invasive respiratory monitors.
- Discuss the use of various ventilator circuits.
- Contrast adult and neonatal ventilators.
- Describe the essential ventilator monitors and how to use them.
- Discuss other values obtained in the ICU such as urine output and apply this information to respiratory care.

### RESP 129 Pulmonary Diagnostic Techniques (3) Spring I

3 hours lecture per week

*Prerequisite(s): A grade of "C" or higher in RESP 110; a grade of "C" or higher in RESP 113; a grade of "C" or higher in RESP 116; a grade of "C" or higher in RESP 117*

*Corequisite(s): RESP 120; RESP 123; RESP 126*

RESP 129 introduces the technician student to pulmonary laboratory techniques including blood gas sampling, analysis, interpretation, and instrumentation; bronchoscopic lung examination; bedside pulmonary function testing; and routine pulmonary function laboratory methods and equipment. Emphasizes interpretation of test results and correlation to disease states and appropriate therapeutic intervention.

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

- Evaluate and interpret pulmonary function test and arterial blood gas results.
- Evaluate a chest x-ray.
- Discuss clinical laboratory results.
- Discuss the oxygen and carbon dioxide transport system.
- Calculate the following: ideal alveolar oxygen tension, deadspace ventilation ratio, oxygen content, intrapulmonary shunt, and alveolar-arterial gradient.
- Describe the technique for drawing an ABG sample.
- Perform a modified Allen's test.
- Describe the function of the blood gas electrodes.
- Describe the function of the co-oximeter.
- State the symptoms associated with acid-base disturbances.
- State the common causes of acid-base disturbances.
- State the uses of pulmonary function tests.
- State the definitions of the lung volumes and capacities.
- Explain the methods for determining lung volumes.
- Explain the methods for determining lung capacities.
- Perform an FVC maneuver on a peer.
- State the definitions of measured flowrates obtained in basic spirometry.
- Draw and label a flow-volume loop.
- Draw flow-volume loops of normal, restrictive, and obstructive patterns.
- Describe the standard positions of chest radiography.
- State the landmarks of a normal chest radiograph.
- Describe the correct placement of an endotracheal tube on a chest radiograph.
- Identify the chest radiographs of selected pulmonary abnormalities.
- State the normal electrolyte values.
- State the normal values for a CBC.
- State the normal blood chemistry values.
- State the normal intake/output fluid values.
- Describe the method for obtaining sputum.
- Evaluate the results of a sputum culture and sensitivity, and Gram staining of microorganisms.

### RESP 131 Clinical Practice III (5) Summer

24 hours lab per week (10 weeks)

*Prerequisite(s): A grade of "C" or higher in RESP 120; a grade of "C" or higher in RESP 123; a grade of "C" or higher in RESP 126; a grade of "C" or higher in RESP 129*

*Corequisite(s): RESP 133; RESP 134*

RESP 131 is an introduction to PFT laboratory and continues critical care skills.

Upon successful completion of RESP 131, the student should be able to:

- Document and communicate results of patient assessment.
- Perform tracheostomy and endotracheal tube care.
- Perform endotracheal suctioning with MUC and SUC.
- Perform orotracheal suctioning and care.
- Perform manual ventilation techniques.
- Select, assemble, and troubleshoot ventilation equipment.
- Perform nasotracheal suctioning.
- Select and insert airways.
- Communicate with critically ill patients.

- Assist in the intubation procedure.
- Initiate mechanical ventilations.
- Perform ventilator system checks.
- Monitor cuff pressures.
- Identify proper x-ray placement of indwelling catheters.
- Perform arterial punctures and draw from arterial lines.
- Perform assessment of critically ill patients.
- Measure values and assist in ventilator weaning.
- Attend ICU rounds and physician inservices.
- Observe routine pulmonary function tests.
- Perform routine pulmonary function tests.
- Observe advanced pulmonary function tests.
- Interpret results of routine pulmonary function tests.

### RESP 133 Neonatal/Pediatric Respiratory Care (3)

#### Summer

8 hours lecture per week (6 weeks)

*Prerequisite(s): RESP 120; RESP 123; RESP 126; RESP 129; or consent of Respiratory Care program director*

*Corequisite(s): RESP 131; RESP 134*

RESP 133 focuses on principles of neonatal and pediatric respiratory care as they relate to clinical application. Specialized training in neonatal and pediatric advanced life support.

Upon successful completion of RESP 133, the student should be able to:

- Discuss embryonic and fetal lung development.
- Identify anatomy and physiology of fetal respiratory and cardiovascular systems.
- Describe changes that occur at birth.
- List normal values for laboratory data and vital signs.
- Discuss common neonatal/pediatric diseases/conditions.
- Identify differences between adult and pediatric respiratory care techniques.
- Describe all aspects of neonatal/pediatric mechanical ventilators and ventilator care.
- Discuss long-term care and outcome for selected conditions.
- Complete didactic training in PALS and NALS.
- Discuss ethics in care of neonates.

### RESP 134 Advanced Pharmacology and Pulmonary Function Testing (2) Summer

2 hours lecture per week

*Prerequisite(s): RESP 120; RESP 123; RESP 126; RESP 129*

*Corequisite(s): RESP 131; RESP 133*

RESP 134 focuses on pharmacological principles of drugs commonly used in the ER and ICU settings, and an introduction to pulmonary stress testing, diffusion studies, and nitrogen washout distribution tests.

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

- Describe drugs administered by the RCP in terms of indication, action, route, dose, and adverse reactions.
- Discuss specialized equipment and techniques used to administer respiratory medications, such as SPAG units.
- Recommend medications and changes in medications.
- Discuss the administration of emergency and cardiac drugs.
- Review basic principles of pharmacodynamics.
- Recommend pulmonary diagnostic procedures.
- Describe pulmonary diagnostic procedures.
- Interpret pulmonary diagnostic procedures.

*(Effective Fall 2004)***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, 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.
- Complete a concise written and oral case presentation to the class.

*(Effective Fall 2004)***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

*(Effective Fall 2004)***RESP 202 Clinical Practice I (5)***16 hours lab per week**Prerequisite(s): Acceptance into the Respiratory Care program**Comment: Uniform, school patch, and stethoscope are required. A laboratory supply kit may be purchased at the bookstore.*

RESP 202 is a course in basic respiratory care skills and procedures including charting, medications, oxygen 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
- 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

*(Effective Fall 2004)***RESP 203 Respiratory Care Techniques I (3)***3 hours lecture per week**Prerequisite(s): Acceptance into the Respiratory Care program*

RESP 203 is an introductory course in 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, PEP therapy (positive airway pressure therapy), chest percussion and postural drainage 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 210 Clinical Practice IV (5) Fall II***16 hours lecture/lab per week**Prerequisite(s): RESP 131; RESP 133; RESP 134**Corequisite(s): RESP 214; RESP 215; RESP 217*

RESP 210 is an introduction to neonatal and pediatric respiratory care.

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

- Assess vital signs of infants and children.
- Perform monitoring in the PICU and NICU.
- Discuss the significance of abnormal values for vital signs.
- Administer medical gas therapy to infants and children.
- Discuss the significance of abnormal values for assessment.
- Observe and discuss PCGs.
- Select and assemble equipment and perform routine procedures.
- Document procedures.
- Perform all aspects of mechanical ventilation.
- Perform suctioning and tube care.
- Perform non invasive monitoring techniques on infants and children.

*(Effective Fall 2004)*

### **RESP 211 Introduction to Mechanical Ventilation (2)**

*2 hours lecture per week*

*Prerequisite(s): Acceptance into the Respiratory Care program*

RESP 211 is an introduction 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: (S)IMV, A/C, Control, Assist, P/S, Pressure control, PCIRV
- Explain the different methods of triggering and cycling the ventilator
- Explain the different phases of inspiration and exhalation of CMV
- Diagram the different graphic waveforms of ventilation
- Explain how graphic waveforms are used in mechanical ventilation
- Explain the differences between IPPB, P/S, and P/C
- 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 RCP in the ICU environment
- Explain the concept of open-lung inflation Rx
- Explain the effects of CPAP and PEEP Rx on improving oxygenation
- Describe the procedure for using CPAP and PEEP
- Describe the procedure for titrating CPAP and PEEP
- Describe the procedure of using BiPAP
- Explain the concepts of IPAP and EPAP

*(Effective Fall 2004)*

### **RESP 212 Clinical Practice II**

*16 hours clinical training per week*

*Prerequisite(s): Acceptance into the Respiratory Care program*

RESP 212 is a course in 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 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
- Securing 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)
- Apply universal precaution in the patient care setting
- Attend ICU rounds and physician and respiratory care departmental inservices

*(Effective Fall 2004)*

### **RESP 213 Respiratory Care Techniques II (3)**

*3 hours lecture per week*

*Comment: Uniform, school patch, and stethoscope are required.*

RESP 213 is an advanced course in 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 214 Respiratory Care Seminar I (3) Fall***3 hours lecture per week**Prerequisite(s): RESP 131; RESP 133; RESP 134**Corequisite(s): RESP 210; RESP 215; RESP 217*

RESP 214 emphasizes communication skills in the clinical setting, including physician communication. Advanced Cardiac Life Support certification (ACLS) and Basic Life Support Instructor certification (BLS-I).

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

- Complete the American Heart Association ACLS Certification.
- Complete the American Heart Association BLS-I Certification.
- Identify important elements of communication in the health care setting.
- Identify specific techniques for communicating with physicians.
- Complete a series of physician communication exercises with a passing score.

**RESP 215 Basic Cardiac Arrhythmias (3) Fall***3 hours lecture per week**Prerequisite(s): A grade of "C" or higher in RESP 131; a grade of "C" or higher in RESP 133; a grade of "C" or higher in RESP 134**Corequisite(s): RESP 210; RESP 214; RESP 217**Comment: This course is cross-listed as HLTH 250*

RESP 215 is a survey of cardiac anatomy and function, electrophysiological properties of the heart, common rhythms and arrhythmias.

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

- Identify the basic anatomy of the heart.
- Describe coronary circulation and the conduction system of the heart.
- Discuss the heart's systemic and pulmonary circulation.
- Discuss each phase of the cardiac cycle.
- Describe the electrophysiological properties of the heart.
- Discuss the nervous control of the heart.
- Demonstrate correct lead placement for the common monitoring leads.
- Identify and describe how the electrical activity of the heart is represented on the electrocardiograph.
- Identify common cardiac rhythms and arrhythmias.
- Describe the treatment for each arrhythmia.
- Identify commonly used pacemakers and how they are represented on the electrocardiograph.
- Identify patterns of myocardial infarction on the electrocardiograph.

**RESP 217 Respiratory Care Administration (2)***2 hours lecture per week**Prerequisite(s): A grade of "C" or higher in RESP 131; a grade of "C" or higher in RESP 133; a grade of "C" or higher in RESP 134**Corequisite(s): RESP 210; RESP 214; RESP 215*

RESP 217 is a survey of supervisory, management, educational, and utilization and review techniques.

Upon successful completion of RESP 217, the student should be able to:

- Describe organization of the hospital and respiratory care departments.
- Discuss management styles and techniques.
- Role play common supervisory situations.
- Describe the utilization and review process.
- Write staffing schedules, equipment requests, training programs, and disciplinary actions, and budgets.
- Discuss reimbursement and financial relationships between various parts of the health care system.
- Present a structured inservice.
- Complete a project related to the course content.
- Write a résumé using a computer.
- Write a résumé using the IBM or Macintosh computers.
- Write a staffing schedule.
- Write a capital equipment request.
- Write a sample department budget.
- Design a training program.
- Present a brief inservice to the class.
- Describe the utilization and review process.
- Discuss management styles and techniques.
- Discuss reimbursement relationships among providers.
- Role play supervisory situation using Zinger-Miller methods.
- Complete a project related to the course.
- Discuss department and hospital organization.

*(Effective Fall 2004)***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 220 Clinical Practice V (5) Spring II***16 hours lecture/lab per week**Prerequisite(s): A grade of "C" or higher in RESP 210; a grade of "C" or higher in RESP 214; a grade of "C" or higher in RESP 215; a grade of "C" or higher in RESP 217**Corequisite(s): RESP 223; RESP 226; RESP 236*

RESP 220 focuses on performance of advanced respiratory intensive care skills.

Upon successful completion of RESP 220, the student should be able to:

- Document and communicate results of patient assessment.
- Perform tracheostomy and endotracheal tube care.
- Perform endotracheal suctioning with MUC and SUC.
- Perform orotracheal suctioning and care.

- Perform manual ventilation techniques.
- Select, assemble, and troubleshoot ventilation equipment.
- Perform nasotracheal suctioning.
- Select and insert airways.
- Communicate with critically ill patients.
- Perform the intubation procedure.
- Initiate mechanical ventilation.
- Perform ventilator system checks.
- Monitor cuff pressures.
- Identify proper x-ray placement of indwelling catheters.
- Perform arterial punctures and draw from arterial lines.
- Perform advanced assessment of critically ill patients.
- Measure values and assist in ventilator weaning.
- Attend ICU rounds and physician inservices.
- Calculate shunt, deadspace, cardiac index, DO<sub>2</sub>, Vd/V<sub>t</sub>, compliance, resistance, and other critical care equations.
- Recognize and interpret hemodynamic parameters.

*(Effective Fall 2004)*

### **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 223 Intensive Respiratory Care (4) Spring**

*4 hours lecture per week*

*Prerequisite(s): RESP 210; RESP 214; RESP 215; RESP 217*

*Corequisite(s): RESP 220; RESP 226; RESP 236*

RESP 223 focuses on didactic training in specialized adult respiratory critical care.

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

- Demonstrate critical thinking and decision making skills regarding common emergency and acute care situations.
- Recommend and evaluate therapeutic interventions for the critically ill patient.
- Discuss all aspects of routine ventilator care.
- Utilize decision trees for troubleshooting.
- Verbalize decision making processes using competent models.
- Relate hemodynamic monitoring to interventions and pathology.
- Analyze case studies.
- Discuss ethical and legal issues in intensive care medicine.
- Discuss special modes of ventilation.
- Evaluate ventilator graphic waveforms.
- Perform physiologic equations used in intensive care.
- Recommend and evaluate changes in ventilator care.
- Recommend and evaluate weaning from ventilation.

### **RESP 226 Advanced Cardiopulmonary**

#### **Pathophysiology (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in RESP 210; a grade of "C" or higher in RESP 214; a grade of "C" or higher in RESP 215; a grade of "C" or higher in RESP 217*

*Corequisite(s): RESP 220; RESP 223; RESP 236*

RESP 226 is an in-depth study of cardiopulmonary diseases and conditions.

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

- Describe all aspects of related rehabilitation and homecare techniques.
- Complete 5 written and 10 computerized clinical simulations.
- Discuss diagnosis, etiology, pathology, and treatment of all major cardiopulmonary diseases and conditions.
- Complete a project related to rehabilitation or homecare.
- Complete the National Board of Respiratory Care Self Assessment Examinations.
- Complete 3 practice Written Registry Examinations.
- Complete a study plan for the National Board of Respiratory Care Registry Examinations.

*(Effective Fall 2004)*

### **RESP 229 Advanced Cardiac Life Support (2)**

*2 hours lecture per week*

*Prerequisite(s): Acceptance into the Respiratory Care program*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit.*

*Fees are required for this course 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 236 Respiratory Care Seminar II (4) Spring

4 hours lecture per week

Prerequisite(s): RESP 210; RESP 214; RESP 215; RESP 217

Corequisite(s): RESP 220; RESP 223; RESP 226

RESP 236 develops a comprehensive perspective of respiratory care.

Upon successful completion of RESP 236, the student should be able to:

- Complete 30 computerized clinical simulations.
- Complete the National Board for Respiratory Care Entry-Level Self-Assessment Examination.
- Complete the NBRC SAE for the Written Registry and Clinical Simulation Examinations.
- Complete three practice Entry-Level Examinations.
- Develop a study plan for the Entry-Level Examination.
- Complete 3 practice Written Registry Examinations.
- Relate diagnosis, clinical condition, physical findings, therapeutic interventions and modifications per the Entry-Level and Advanced Practitioner Examination Matrices.

(Effective Fall 2004)

### RESP 301 Neonatal/Pediatric Respiratory Care (3)

3 hours lecture per week

Prerequisite(s): Acceptance into the Respiratory Care program

Comment: Letter grade only. May not be audited. 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, N<sub>2</sub>O, 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, Delee)

#### Module 3

- Explain the etiology, pathophysiology, and treatment (if any) of the following diseases: pulmonary dysmaturity (Wilson-Mikity syndrome), cystic fibrosis, Reye'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

(Effective Fall 2004)

### RESP 302 Clinical Practice IV (4)

12 hours per week hospital practice

Prerequisite(s): Acceptance into the Respiratory Care program

Comment: Letter grade only. May not be audited. 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

*(Effective Fall 2004)*

### **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. May not be audited. 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 which affect the quality of a diagnostic test.

*(Effective Fall 2004)*

### **RESP 316 Cardiopulmonary Diagnostics (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the Respiratory Care program.*

*Comment: Letter grade only. May not be audited. 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.<sup>o</sup> The course emphasizes testing methods and protocols, interpretation of test results and correlation to disease states and appropriate therapeutic intervention.

Upon successful completion of RESP 316, the student should be able to:

- 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, co-oximeters, 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.

*(Effective Fall 2004)*

### **RESP 320 Respiratory Care Seminar I (4)**

*4 hours lecture per week*

*Prerequisite(s): Acceptance into the Respiratory Care program*

*Comment: Letter grade only. May not be audited. May not be taken credit/no credit. Fees are required for this course 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

*(Effective Fall 2004)*

### **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. May not be audited. 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

## **RUSSIAN**

### **RUS 101 Elementary Russian I (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

RUS 101 focuses on development of listening, speaking, reading and writing skills in Russian. Independent lab work required.

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

- Recognize and produce the sounds of Russian; understand the concepts of voiced and voiceless sounds, "hard" and "soft sounds" and the environments where these sounds occur; observe the reduction of the pronunciation of "o" and "e" in unstressed syllables.
- Be able to recognize and correctly use the first 5 sentence intonational constructions of Russian (IC-1, 2, 3, 4 and 5).
- Recognize and correctly produce the Russian script used for writing by hand and recognize the Russian system of printed letters used in all printed materials (books, magazines, newspapers).
- Be able to understand and read aloud with correct pronunciation and intonation sentences and complete texts that contain words familiar to them.
- Be able to recognize the grammatical form and sound of the intonation of the four basic types of Russian questions: questions with a question word, formal questions, yes-no questions, either-or questions; be able to answer these questions with the correct form and to orally create such questions to obtain needed information.
- Understand and participate in conversations that use the basic grammatical structures and words that they have learned.
- Be able to conjugate verbs in the present and past tenses, to know the basic difference in meaning between imperfective and perfective verbs, to have an elementary knowledge of two of the basic verbs of motion and an elementary knowledge of the differences in expressing location and direction in Russian.
- Be able to form and use the singular forms of the nominative, inanimate accusative, prepositional and dative cases and the plural forms of the nominative and inanimate accusative.
- Correctly use or omit the Russian verb "to be" in the three types of sentences where the use of this verb is problematical.

### **RUS 102 Elementary Russian II (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

*Prerequisite(s): RUS 101 or equivalent*

RUS 102 is a continuation of RUS 101. Further development of listening, speaking, reading and writing skills in Russian. Independent lab work is required.

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

- Understand and participate in conversations that use the basic grammatical structures and words that they have learned.
- Be able to make suggestions using the imperative and other means.
- Express their state of physical comfort or discomfort, whether or not they are ill.
- Be able to express the absence or non-existence of something.
- Recognize and use the basic verbs for teaching and learning in Russian.
- Be able to express and use time and date constructions that include the names of the months.

- Be able to conjugate verbs in the future tense.
- Be able to request, give and deny permission.
- Be able to form and use the forms for the prepositional plural, genitive singular, animate accusative singular, and instrumental singular of nouns and modifiers.

**RUS 201 Intermediate Russian I (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

*Prerequisite(s): RUS 102 or equivalent*

RUS 201 is a continuation of RUS 102. Further development of listening, speaking, reading and writing skills in Russian. Independent lab work required.

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

- Improve the quality of their speech with respect to pronunciation and intonation, have increased their ability to use the words they know and have increased their oral comprehension skills.
- Recognize and understand participial and verbal adverb constructions that are common in Russian newspaper texts and formal writing.
- Know and use all of the singular and plural case endings of Russian nouns and adjectives.
- Read with comprehension texts that contain familiar words as well as a number of words unfamiliar to them. The meanings of the unfamiliar words should be obtained from the surrounding context, word-building principles as well as the judicious use of a separate dictionary.
- Enlarge the number of Russian lexical units that they know actively by about 600.
- Gain an increased ability to act and react correctly with respect to certain speech functions and speech situations in Russian: greeting other persons, beginning a conversation, getting the attention of a stranger, expressing apologies and regrets, introducing one's self, and making other introductions.
- Know more about Russian culture from the situations presented in texts and dialogues.
- Compose paragraphs in Russian on suggested topics.

**RUS 202 Intermediate Russian II (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

*Prerequisite(s): RUS 201 or equivalent*

RUS 202 is a continuation of RUS 201. Further development of listening, speaking, reading and writing skills in Russian. Independent lab work required.

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

- Improve the quality of their speech with respect to pronunciation and intonation, have increased their ability to use the words they know and have increased their oral comprehension skills.
- Read with comprehension texts that contain familiar words as well as a significant number of words unfamiliar to them. The meanings of the unfamiliar words should be obtained from the surrounding context, word-building principles as well as the judicious use of a separate dictionary.
- Write correctly short original compositions.
- Enlarge the number of Russian lexical units that they know actively by about 600.

- Gain an increased ability to act and react correctly with respect to the following speech functions and speech situations in Russian: using public transportation; using the public telephone and postal service; making a request or asking a favor; requesting permission; granting or refusing permission; expressing congratulations and greetings (birthday greetings, holiday greetings, congratulations, expressing best wishes of good luck, toasts, expressions of gratitude and responses); expressing distress, anxiety, and agitation; expressing sympathy and reassurance; expressing compliments; expressing approval; responding to compliments.
- Recognize the meaning of verbal prefixes.
- Know more about Russian classical and everyday culture from the situations presented in texts and dialogues.

**S**

**SAMOAN**

**SAM 50 Basic Conversational Samoan (3)**

*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.

**SAM 101 Elementary Samoan I (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

SAM 101 focuses on the development of listening, speaking, reading, and writing skills in Samoan. The structure of the language will be taught inductively. Samoan history and culture will be integrated into the study of the language.

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

- Recognize and represent in speech and writing the basic phonological, morphological, and syntactical features of Samoan.
- Acquire a basic vocabulary consisting of approximately 350 words and expressions dealing with commonly encountered objects, situations, and ideas.
- Understand and participate in conversations that use the basic vocabulary.

- Read Samoan texts that use the basic vocabulary.
- Write properly formed sentences and brief compositions in Samoan, using the basic vocabulary and proper orthography.
- Appreciate and use idiomatic nuances and bodily gestures common to native speakers of Samoan.
- Understand the special significance of words in songs, proverbs, and ceremonial speech.

### **SAM 102 Elementary Samoan II (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

*Prerequisite(s): SAM 101 or consent of instructor*

SAM 102 focuses on the development of listening, speaking, and reading skills in polite Samoan. Oratorical Samoan will be introduced relative to cultural settings. Samoan culture will be integrated into the study of oratorical Samoan.

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

- Recognize the basic difference between regular Samoan and oratorical Samoan.
- Recognize and use a basic vocabulary consisting of approximately 300 words and expressions in oratorical Samoan.
- Recognize oratorical speech in different settings.
- Understand a short passage written in polite style, using polite vocabulary.
- Write properly formed sentences and brief compositions in polite Samoan, using the basic vocabulary and proper orthography.
- Understand the spelling differences between written and spoken, formal and informal Samoan.

### **SAM 201 Intermediate Samoan I (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

*Prerequisite(s): SAM 102 or consent of instructor*

SAM 201 is an introduction to polite Samoan using basic colloquial Samoan. Development of transitional skills to interpret and translate from colloquial Samoan to polite Samoan through listening, speaking and writing. Historical content of the culture in these two levels of Samoan will be integrated in the study of the language.

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

- Recognize and represent in speech and writing the basic phonological, morphological, and syntactical features of Samoan.
- Demonstrate a basic vocabulary consisting of approximately 250 words and expressions in formal Samoan (Gagana Fa'aaloalo).
- Understand basic formal Samoan.
- Read Samoan texts that use the basic formal vocabulary.
- Write properly formed sentences and brief compositions in Samoan, using the formal vocabulary and proper orthography.
- Write letters and diaries more proficiently in formal Samoan.
- Appreciate and use idiomatic nuances and bodily gestures common to native speakers of Samoan.
- Understand the special significance of proverbs (Alagaupu) used in ceremonial speech (lauga).
- Have a deeper understanding and appreciation of the Samoan language and culture.

### **SAM 202 Intermediate Samoan II (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

*Prerequisite(s): SAM 201 or consent of instructor*

SAM 202 is a continuation of SAM 201. Further development of listening and speaking skills in polite Samoan, integrating formal and informal Samoan. Samoan history and culture will also be covered.

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

- Recognize and represent in speech and writing more complex phonological, morphological, and syntactical features of Samoan.
- Demonstrate a basic vocabulary consisting of approximately 350 words and expressions in formal Samoan (Gagana Fa'aaloalo).
- Understand and use basic formal Samoan in paired conversations.
- Read more complex Samoan texts that use the basic formal vocabulary.
- Write properly formed sentences and brief compositions in Samoan, using formal vocabulary and proper orthography.
- Appreciate and use idiomatic expressions and bodily gestures common to native speakers of Samoan.
- Understand the special significance of complex proverbs used in ceremonial speech.
- Understand dialectical differences between American Samoa and Western Samoa.
- Have a deeper understanding of and appreciation for the Samoan language and culture.

## **SCIENCE**

### **SCI 21 Environmental Sciences (3)**

*3 hours lecture per week*

SCI 21 is an introduction to environmental sciences. A course designed to give the student a basic integrated understanding of the environment and planet. Topics are chosen from the scientific disciplines of biology, geology, meteorology, chemistry, physics, oceanography and human population dynamics. The course is specifically designed for non-liberal arts majors.

Upon successful completion of SCI 21, the student should be able to:

- Demonstrate knowledge of the basic principles of chemistry and physics.
- Demonstrate knowledge of the basic principles of ecosystem function and structure.
- Demonstrate a basic knowledge of evolution and genetics.
- Demonstrate knowledge and concern with the environment problems of pollution, energy, resources and depletion, and overpopulation.
- Demonstrate basic knowledge of the impact of technology on man and the environment.
- Analyze critically and formulate positions on selected issues.

### **SCI 124 Man, Technology and Ecology (3) KCC AA/DB (formerly AA/NS3) and KCC AS/NS**

*3 hours lecture per week*

*Recommended Preparation: CHEM 100 or higher level chemistry course*

SCI 124 introduces students to human ecology in the past, present and the future. SCI 124 includes an analysis of the relationships between science and technology and the means these provide for manipulation of the environment and human populations.

Upon successful completion of SCI 124, the student should be able to:

- Demonstrate knowledge of the basic principles of ecosystem structure and function.
- Demonstrate the knowledge of the effects of technology on the environment and its impact on human lifestyle.
- Critically analyze and evaluate the values and limitations of technological progress.
- Demonstrate knowledge of and concern for global ecological problems of overpopulation, pollution, resource depletion, and energy.

### **SCI 124L Man, Technology and Ecology Laboratory (1) KCC AA/DY (formerly AA/NS3)**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in SCI 124*

*Recommended Preparation: CHEM 100 or higher level chemistry course*

SCI 124L incorporates laboratory experiments and projects that illustrate topics on human ecology, energy utilization, and natural resource management.

Upon successful completion of SCI 124L, the student should be able to:

- Demonstrate the ability of critical thinking and logical reasoning through the use of scientific methods, research procedures and discussion groups.
- Develop laboratory skills and techniques, including skill in writing laboratory reports.
- Demonstrate responsibility and respect for one another.

## **SOCIAL SCIENCES**

### **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 120 Hawai'i's People (3) KCC AA/DS (formerly AA/AH2 or AA/SS) and KCC AS/AH or AS/SS**

*3 hours lecture per week*

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

SSCI 120 focuses on the history and sociology of immigration. Insight into: adaptation process of major immigrant groups, labor problems, urbanization, political and economic strategies.

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

- Show an awareness of ethnic groups in Hawai'i and in the continental United States of America.
- Demonstrate familiarization with basic concepts in the social sciences and humanities.
- Show awareness, concern, and a sense of responsibility for contemporary events, issues, and problems related to the total environment.
- Demonstrate knowledge of the political, cultural, psychological, and sociological aspects of various ethnic groups.
- Confront contemporary ethnic problems and relate them to the problems of society as a whole.
- Critically examine the values of these various ethnic groups and the student's own values and attitudes.

### **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 225 Statistical Analysis for Social Sciences (3 credits)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 100 or higher level mathematics; PSY 100 with a grade of "C" or higher, SOC 100 with a grade of "C" or higher, ANTH 150 with a grade of "C" or higher, ECON 130 with a grade of "C" or higher, POLS 110 with a grade of "C" or higher, GEOG 102 with a grade of "C" or higher, GEOG 151 with a grade of "C" or higher, JOUR 150 with a grade of "C" or higher, or other introductory 100-level social science courses with a grade of "C" or higher, or consent of the instructor.*



SSCI 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. Computer-aided instruction.

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

- Articulate 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.

*(Effective Spring 2005)*

### **SSCI 260 Social Science of Food and Nutrition (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:

- Explain 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, 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, labor practices, and hunger in a global context.

- Compare and contrast cultural and economic forces with 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.

## **SOCIOLOGY**

### **SOC 100 Introduction to the Study of Society (3) KCC AA/DS (formerly AA/SS) 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.
- Demonstrate an ability to evaluate arguments and ideas about human social behavior in relation to sociological theories.
- Apply sociological theories and explanations to contemporary social processes and events.
- Achieve an understanding of the societal roots of social processes and social problems and how societal and cultural processes affect individuals' behavior and thinking patterns.
- Understand the world as well as one's own values and behavior in relation to larger social forces.
- Demonstrate an understanding of the process, assumptions, strengths, and limitations of the scientific method.
- Critically evaluate social research data.
- Express and communicate ideas and opinions clearly in writing.

### **SOC 214 Introduction to Race & Ethnic Relations (3) KCC AA/DS (formerly AA/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.
- Differentiate between "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.

- Achieve a better understanding of the relationship of individuals and the social and cultural environment.
- Analyze 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.
- Express 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.

### **SOC 218 Introduction to Social Problems (3) KCC AA/DS (formerly AA/SS) 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 types to 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.
- Detail and 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.
- Develop a more objective approach to the observation and analysis of social problems in society.

### **SOC 231 Introduction to Juvenile Delinquency (3) KCC AA/DS (formerly AA/SS) 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 America its nature, prevalence, etiology, treatment and future.

Upon successful completion of SOC 231, the student will be aware of and will understand more fully:

- Descriptions and definitions of juvenile delinquency, in particular, socio-legal and statistical characterizations of that form of youthful deviance.
- Explanations of 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.
- 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.
- The Juvenile Justice System: its background, functions, interrelations, structure, and its evaluation in the prevention of juvenile delinquency.
- The family as a malfunctioning institution and as a preventive institution.
- The school as a dysfunctional institution and as another preventive institution.

- Career stages in the development of a juvenile delinquent.
- Types of delinquents in terms of their being official and quasi-delinquents.
- Nature of delinquent gangs; their structure, functions, dynamics, and etiology.
- Hidden delinquency patterns of American youths.
- Class and sex variations of juvenile delinquents, especially in light of racism and sexism in the Juvenile Justice System.
- Varied sociological research methodologies and panel presentations.

### **SOC 251 Introduction to Sociology of the Family (3) KCC AA/DS (formerly AA/SS)**

*3 hours lecture per week*

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

*Recommended Preparation: SOC 100*

SOC 251 is a study of courtship, marriage, and family relationships, interrelationships, and problems in contemporary society. This course deals with human relations, specifically, relationships within courtship, marriage, and the family and the family unit. It will not give you a semester of recipes for a happy marriage, but it is designed to challenge you to think, to re-examine your own assumptions, and to relate what you learn to your own behavior, decisions, choices, and motivations. Before beginning each topic area (Courtship, Marriage, and Family), you are asked to submit 5 questions and/or concerns that you have and would like discussed and critically examined in class. The discussions will focus on the questions that you submit as they relate to the "sequence of topics to be covered" (to follow).

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.
- Understand the origins of such basic institutions including their life cycles.
- Demonstrate understanding of 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 (formerly AA/SS) and KCC AS/SS**

*3 lecture hours 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:

- Appreciate that aging is both a biological 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 attitudinal changes that accompany aging.

## SPANISH

### SPAN 101 Elementary Spanish I (4) KCC AA/HSL (formerly AA/FL)

*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.

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 basic concepts of Hispanic culture presented in class, including important holidays, some contrastive cultural practices and the names and capitals of Spanish-speaking countries.

*(Effective Fall 2005)*

### SPAN 101 (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 (formerly AA/FL)

*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 (formerly AA/FL)

*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, non-technical 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 (formerly AA/FL)

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 Manoa.

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.

## SPEECH

### SP 51 Oral Communication Techniques (3)

3 hours lecture per week

*Recommended Preparation: Qualification for ENG 50, ENG 51 or ENG 55*

SP 51 is a course designed to help students develop oral communication skills and techniques needed in business and daily situations.

Upon successful completion of SP 51, the student should be able to:

- Identify the components of the communication process.
- Understand and explain the concept of organizations and communication networks within an organization.
- Demonstrate appropriate verbal and nonverbal behaviors in an interview, small group, and presentational setting.
- Apply skills of effective listening.
- Prepare and conduct an informational and employment interview.
- Understand the role of work groups in an organization.
- Prepare an agenda and conduct a small group meeting.
- Participate effectively in group meetings and discussions.
- Analyze audiences and adapt messages to listeners.
- Identify types of presentations within an organization.
- Prepare and deliver public presentations applying appropriate organization and delivery skills.
- Write clear, specific, and organized interview, small group, and public speech outlines.
- Speak with greater self-confidence in interpersonal, small group, and large group settings.

*(Expires Spring 2004)*

### SP 145 Interpersonal Communication (3) KCC AA/DA and KCC AA/OC

3 hours lecture per week

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

*Comment: Formerly COMUN 145*

SP 145 focuses on communication in informal, person-to-person situations. Topics include perception, verbal and nonverbal communication, listening, assertiveness, and conflict-resolution. Students work individually, in pairs, and in small groups to learn communication concepts and present them to the class. Emphasis is on improving communication skills in personal, social, and professional contexts.

Upon successful completion of SP 145, the student should be able to:

- Demonstrate understanding of elements of interpersonal perception.
- Describe the complexity of the communication process.
- Communicate more confidently in interpersonal situations.
- Listen empathetically.
- Recognize and avoid manipulative communication strategies.
- Work individually and in small groups to present information to others.

- Apply effective communication in conflict situations.
- Communicate competently with difficult people.
- Recognize and respond appropriately to nonverbal messages.
- Handle intimidating situations assertively through communication.
- Recognize gender and cultural differences in interpersonal communication.

### **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.

*(Effective Spring 2004)*

### **SP 181 Interpersonal Communication (3) KCC AA/OC**

*3 hours lecture per week*

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

*Comment: Formerly COMUN 145, SP 145*

SP 181 explores the theory and practice of communication in informal, person-to-person situations. Topics include perception, verbal and nonverbal communication, listening, assertiveness, and conflict-resolution. Students work individually, in pairs, and in small groups to learn communication concepts. The course emphasis is on building communication skills in personal, social, and professional contexts.

Upon successful completion of SP 181, the student should be able to:

- Describe the complexity of the communication process.
- List important elements of the process of interpersonal perception.
- Communicate with increased confidence in interpersonal situations.
- Describe empathetic listening.
- Avoid manipulative communication strategies.
- Analyze kinds of nonverbal messages.
- Describe effective communication strategies in conflict situations.

- Describe how to handle intimidating situations assertively through communication.
- 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 200 Speaking Skills for Prospective Teachers (3) KCC AA/DA or AA/OC**

*3 hours lecture per week*

*Recommended Preparation: ENG 100, ENG 160 or ESL 100*

SP 200 provides theory and activities to develop competence in speaking skills used in the classroom, interview, discussion, and lecture. Students present several speeches on educational topics and issues.

Upon successful completion of SP 200, the student should be able to:

- Describe the nature and importance of the communication process in the classroom.
- Identify basic principles of interpersonal communication
- Explain the importance of good interpersonal relationships in the classroom.
- Prepare, conduct, and evaluate an informational interview that includes an appropriate opening, body, and closing.
- Describe the process of small group communication including factors that influence group interaction and development.
- Recognize task, maintenance, and negative roles; practice appropriate roles in group discussion.
- Use the learning group and/or problem-solving format to discuss an educational issue.
- Analyze the class and the occasion; select and research a subject, amplify and support ideas, and outline a lecture presentation.
- Complete a critical self-assessment of the students' videotaped lecture and lecture/discussion performances.
- Conduct a class discussion by preparing a variety of questions, responding to class comments, and encouraging class participation.
- Use Blooms Taxonomy of Cognitive Objectives to formulate discussion questions.
- Demonstrate effective oral delivery skills.
- Recognize the importance of giving feedback to students and obtaining feedback from students.
- Develop a positive attitude of speaking in a teaching situation

### **SP 231 Performance of Literature (3) KCC AA/DA (formerly AA/AH1) or KCC AA/OC**

*3 hours lecture per week*

*Recommended Preparation: ENG 100, ENG 160 or ESL 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.

### **SP 233 Oral Traditions of Storytelling (3) KCC AA/DA (formerly AA/OC)**

*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 (formerly AA/AH1) or KCC AA/OC and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: SP 151, SP 200, ENG 100, ENG 160 or ESL 100*

SP 251 focuses on speech composition and delivery. Emphasis is on critical thinking, clear organization, appropriate verbal and visual support, and lively delivery. Students present speeches and evaluate reasoning on important topics.

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

- Speak before an audience with increased self-confidence.
- Develop, present, and defend positions on important issues.
- Organize and outline ideas.
- Support ideas using a variety of evidence.
- Analyze and evaluate methods of reasoning.
- Recognize and refute fallacious arguments.
- Present ideas with appropriate use of body and voice.
- Provide oral and written feedback to other speakers.
- Discuss a speaker's ethical responsibilities.
- Describe the role of speech in a democratic society.

### **SP 253 Argumentation and Debate (3) KCC AA/DA (formerly AA/AH1) and KCC AA/OC Spring**

*3 hours lecture per week*

*Recommended Preparation: SP 151, SP 200 or SP 251*

SP 253 develops skill and self-confidence in expressing ideas on controversial issues. Includes extensive practice in formal and informal speaking. Enhances ability to evaluate evidence and to present sound reasoning. Emphasizes the importance of debate in a democratic society. Offered spring semester only.

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

- Participate in friendly debating with increased skill and self-confidence.
- Use debate skills as a tool of inquiry.
- Discover and present evidence on important questions.
- Present oral and written analysis of arguments in controversies.
- Organize, outline, and present positions in debates.
- Utilize debate skills in promoting and defending ideas.
- Describe and participate in various debate formats.
- Recognize and refute fallacious arguments.
- Present ideas with effective use of body and voice.
- Provide oral and written feedback to other debaters.
- Describe a debater's ethical responsibilities.
- Discuss how debate promotes change in a democratic society.
- Promote friendly debate on controversial issues.

## **T**

### **TAGALOG**

#### **TAG 201 Intermediate Tagalog I (4) KCC AA/HSL (formerly AA/FL)**

*3 hours lecture, 2 hours lab per week*

*Prerequisite(s): TAG 102 or equivalent*

TAG 201 is a continuation of TAG 102. Meets five hours weekly with daily lab work.

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

- Be able to handle communicative tasks and social situations.
- Be able to initiate, sustain, and close a general conversation.
- Be able to handle connected discourse particularly for simple narration and/or description.
- Be able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics.
- Be able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places.
- Be able to read consistently with full understanding simple connected texts dealing with basic personal and social needs.
- Be able to get some main ideas and information from texts featuring description and narration.
- Be able to meet a number of practical writing needs.

**TAG 202 Intermediate Tagalog II (4) KCC AA/HSL (formerly AA/FL)***3 hours lecture, 2 hours lab per week**Prerequisite(s): TAG 201 or equivalent*

TAG 202 is a continuation of TAG 201. Meets five hours weekly with daily lab work.

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

- Be able to handle communicative tasks and social situations.
- Be able to initiate, sustain, and close a general conversation.
- Be able to handle connected discourse particularly for simple narration and/or description.
- Be able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics.
- Be able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places.
- Be able to read consistently with full understanding simple connected texts dealing with basic personal and social needs.
- Be able to get some main ideas and information from texts featuring description and narration.
- Be able to meet a number of practical writing needs.

**THEATER***(Effective Fall 2004)***THEA 101 Introduction to Drama and Theater (3) KCC AA/DA (formerly AA/AH1) and KCC AS/AH***3 hours lecture per week**Prerequisite(s): Credit in or qualification for ENG 100, ENG 160 or ESL 100**Comment: Students will be required to attend theatrical performances. Tickets may cost approximately \$5 - \$20. Formerly DRAM 101.*

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:

- Recognize 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
- Consider 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."

*(Effective Fall 2004)***THEA 221 BEGINNING ACTING I (3) KCC AA/DA (formerly AA/AH1) and KCC AA/OC***3 hours lecture per week**Prerequisite(s): THEA 101 (DRAM 101) or equivalent**Comment: Repeatable for a maximum of 6 credits. Formerly DRAM 221.*

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

*(Effective Fall 2004)***THEA 222 BEGINNING ACTING II (3) KCC AA/DA (formerly AA/AH1) and KCC AA/OC***3 hours lecture per week**Prerequisite(s): THEA 221 (DRAM 221) or consent of instructor**Comment: Mandatory rehearsal. Repeatable for a maximum of 6 credits. Formerly DRAM 222.*

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

## W

### WOMEN'S STUDIES

#### **WS 202 Psychology of Women (3) KCC AA/DS (formerly AA/SS)**

*3 hours lecture/lab per week*

*Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 24*

*Comment: This course is cross-listed as PSY 202*

WS 202 focuses on contemporary theoretical and research issues relevant to the psychological development and functioning of women. Topics covered include: gender differences in biology, personality, behavior and development. Multicultural perspectives are emphasized.

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

- Demonstrate understanding of theoretical perspectives on the development and functioning of women.
- Demonstrate awareness of various methodological approaches used to research the psychology of women.
- Demonstrate awareness of contemporary psychological research on gender differences in biology, personality, behavior, and development.
- Demonstrate an ability to critically review material related to the psychology of women.
- Express ideas and opinions clearly in writing.

## Z

### ZOOLOGY

#### **ZOOL 100 The Fauna of Hawai'i (3) KCC AA/DB (formerly AA/NS1)**

*3 hours lecture per week*

ZOOL 100 is an introduction to Hawaiian fauna, covering such topics as the Hawaiian environment, dispersal mechanisms, establishment, evolution, endemism, extinction, conservation, and some traditional uses of animal products. The major animal groups to be studied include aquatic invertebrates, fishes, birds, selected terrestrial invertebrates, and mammals.

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

- Describe the general climate, geography, and microclimates in the Hawaiian archipelago.
- Draw the outline of O'ahu with major features labeled.
- Explain the mechanisms of dispersal and animal colonization.
- Explain the basic principles of evolution, endemism, extinction, and conservation.
- Connect the unique anatomical features of animals with their respective uses by humans.
- Name and describe the commonly observed Hawaiian animals, and list their respective distinguishing characteristics and their functions.

#### **ZOOL 101 Principles of Zoology (3) NS1/B**

*3 hours lecture per week*

*Recommended Preparation: CHEM 100 or higher*

ZOOL 101 is an introductory course in the biology of animals. Topics covered will include basic chemistry, cell biology, genetics, evolution, diversity, systematics, ecology, reproduction, development, and animal morphology, physiology, and behavior.

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

- Describe the atomic and molecular bases of tissues.
- Draw an animal cell, label its parts and list their functions
- Solve monohybrid and multihybrid genetics problems involving complete dominance, codominance, multiple alleles, and sex-linked traits.
- Explain the basic principles of evolution, and the different forms that it takes.
- Connect the unique anatomical features of animals with their respective phyla and class, and list the functions of those anatomical features.
- Explain the principles of ecology, with a focus on consumers.
- Describe the animal organ systems, list their respective parts and their functions.
- Explain the principles of animal behavior

#### **ZOOL 101L Principles of Zoology Laboratory (1) NS1/Y**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in ZOOL 101*

The ZOOL 101L course includes laboratory observations, dissections, and experiments to illustrate basic principles of animal biology.

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

- Describe and apply the scientific method as a mode of inquiry.
- Apply concepts presented in lecture to data collected in lab exercises.
- Demonstrate the proper use of dissecting tools, the microscope, stereo microscope, transect and quadrat, and other equipment as available.
- Demonstrate proper dissection procedures used for various available specimens.
- Identify structures and organs revealed by dissection.
- Correlate the anatomical patterns and functions presented in lecture with the structures of the dissection specimens.

#### **ZOOL 141 Human Anatomy and Physiology I (3) KCC AA/DB (formerly AA/NS1) and KCC AS/NS**

*3 hours lecture per week*

*Recommended Preparation: CHEM 100 or higher level chemistry or biochemistry; 100 level or higher course in biology or zoology.*

ZOOL 141, Human Anatomy and Physiology I, is a basic course in 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 of the body.
- Relate chemistry and biology knowledge to the function of the human body as a whole and each of the systems.
- Analyze the structure and function of the cells, tissues, and organ systems, and their interactions with each other and the environment.
- Explain the gross and cellular physiology of the systems.
- Describe the functional relationship between the systems.
- Discuss the negative and positive feedback control process in the systems.
- Identify the basic embryology of the systems.
- Discuss the maturation and aging process involving these systems.
- Discuss the various pathological diseases of the following systems.
- Relate metabolic processes to everyday activities such as eating, exercise, and sleep.
- Discuss newspaper articles related to subject matter.
- Discuss current research related to subject matter.
- Employ critical thinking and knowledge of common mechanisms of physiological operation to understand how systems function, how disease interferes with these processes, and how clinical intervention reestablishes homeostasis.

### **ZOOL 141L Human Anatomy and Physiology Laboratory I (1) KCC AA/DY (formerly AA/NS1) and 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.*  
*Comment: Special supplies (dissection kit, 3 pairs of latex gloves)*

ZOOL 141L, Human Anatomy and Physiology Laboratory I, is a basic lab course in the structure and function of the human body which includes a study and experimentation regarding 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 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.
- Use a microscope and prepare slides to observe, characterize, and identify cells of the body.
- Employ the scientific method to study, measure, analyze, understand, and report on physiological systems.
- Use a range of technological instruments/computers to measure and analyze physiological systems.
- Perform clinical tests to assess the condition of physical and physiological systems.
- Discuss current research related to subject matter.
- Employ critical thinking and knowledge of common mechanisms of physiological operation to understand how systems function, how disease interferes with these processes, and how clinical intervention reestablishes homeostasis.

### **ZOOL 142 Human Anatomy and Physiology II (3) KCC AA/DB (formerly AA/NS1)**

*3 hours lecture per week*

*Prerequisite(s): ZOOL 141*

*Corequisite(s): ZOOL 142L*

*Recommended Preparation: CHEM 100 or higher level chemistry or biochemistry; 100 level or higher course in biology or zoology*

ZOOL 142 is a basic course in the structure and function of the human body which includes a study of its embryology, gross anatomy, microanatomy, physiology, pathology, and homeostatic relationships.

Upon successful completion of ZOOL 142, the student should be able to:

- Memorize the required anatomical structures of the systems.
- Relate previous chemistry and biology knowledge to the function of the human body in the systems.
- Analyze the structure and function of the cell and its interactions with the environment and the systems.
- Explain the gross and cellular physiology of the systems.
- Describe the functional relationship between the systems.
- Discuss the negative and positive feedback process in the systems.
- Identify the basic embryology of the systems.
- Discuss the maturation and aging process involving these systems.
- Discuss the various pathological diseases of the following systems.
- Relate metabolic processes to everyday activities such as eating, exercise, and sleep.
- Discuss newspaper articles related to subject matter.
- Discuss current research related to subject matter.

*(Effective Spring 2004)*

### **ZOOL 142 Human Anatomy and Physiology II (3) KCC AA/DB (formerly AA/NS1) and 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, Human Anatomy and Physiology II, is a basic course in 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 & hemodynamics, lymphatic & 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 of the body.
- Relate chemistry and biology knowledge to the function of the human body as a whole and each of the systems.
- Analyze the structure and function of the cells, tissues, and organ systems, and their interactions with each other and the environment.
- Explain the gross and cellular physiology of the systems.
- Describe the functional relationship between the systems.
- Discuss the negative and positive feedback control process in the systems.
- Identify the basic embryology of the systems.
- Discuss the maturation and aging process involving these systems.

- Discuss the various pathological diseases of the following systems.
- Relate metabolic processes to everyday activities such as eating, exercise, and sleep.
- Discuss newspaper articles related to subject matter.
- Discuss current research related to subject matter.
- Employ critical thinking and knowledge of common mechanisms of physiological operation to understand how systems function, how disease interferes with these processes, and how clinical intervention reestablishes homeostasis.

### **ZOOL 142L Human Anatomy and Physiology Lab II (1) KCC AA/DY (formerly AA/NS1)**

*1 hour lab per week*

*Prerequisite(s): Credit or concurrent enrollment in ZOOL 141; credit or concurrent enrollment in ZOOL 142*

*Recommended Preparation: CHEM 100 or higher level chemistry; 100 level or higher course in biology or zoology*

ZOOL 142L is a laboratory course to accompany ZOOL 142. Dissection of human models and animal organs. Observation of laserdisc/computer images of microscopic and gross anatomy and pathology. Experiments involving human neurophysiology, special senses, urinary physiology, and pulmonary function. Includes detailed coverage of nervous, endocrine, respiratory, urinary, and reproductive systems.

Upon successful completion of ZOOL 142L, the student should be able to:

- Describe the planes, cavities and gross anatomy of the human body.
- Identify specific anatomical parts of the nervous, endocrine, respiratory, urinary, and reproductive systems of the human body.
- Perform measurements involving human neurophysiology, special senses, urinary physiology, and pulmonary function.

*(Effective Spring 2004)*

### **ZOOL 142L Human Anatomy and Physiology Laboratory II (1) KCC AA/DY (formerly AA/NS1) and AS/NS**

*3 hours lab per week*

*Prerequisite(s): 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, Human Anatomy and Physiology Laboratory II, is a basic course in the structure and function of the human body which includes a study and experimentation regarding embryology, gross anatomy, microanatomy, physiology, pathology, and homeostatic relationships with regards to the following areas: autonomic nervous, endocrine, blood, heart, vessels & hemodynamics, lymphatic & immune, respiratory, digestive, metabolism, 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 and prepare slides to observe, characterize, and identify cells of the body

- Employ the scientific method to study, measure, analyze, understand, and report on physiological systems.
- Use a range of technological instruments/computers to measure and analyze physiological systems.
- Perform clinical tests to assess the condition of physical and physiological systems.
- Discuss current research related to subject matter
- Employ critical thinking and knowledge of common mechanisms of physiological operation to understand how systems function, how disease interferes with these processes, and how clinical intervention reestablishes homeostasis

### **ZOOL 200 Marine Biology (2) KCC AA/DB (formerly AA/NS1) and KCC AS/NS**

*2 hours lecture per week*

*Corequisite(s): ZOOL 200L*

*Comment: Letter grade only.*

ZOOL 200 provides 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 the varied 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:

- Demonstrate an understanding of the physical and chemical characteristics of the marine environment and how they impact marine life.
- Communicate knowledge of the diversity of marine organisms and what role these differences play in their survival.
- Exhibit an appreciation of the interaction between structure and function of marine life and how marine organisms are taxonomically related.
- Illustrate and provide examples of the ecological role of and relationships between marine organisms.
- Develop the interest in and underlying knowledge about 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.
- Express a fundamental knowledge of the basic approaches to scientific problem solving.

### **ZOOL 200L Marine Biology Laboratory (1) KCC AA/DY (formerly KCC AA/NS1) and KCC AS/NS**

*3 hours lab per week*

*Corequisite(s): ZOOL 200*

*Comment: Letter grade only.*

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 natures 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 substrate; describe how they affect the distribution of marine life.
- Demonstrate the use of dichotomous keys to identify marine plants and animals.
- Recognize the diverse characteristics of marine plants and animals in Hawai'i by taxonomic classification (Phylum and in many cases Class).

- 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.



# PROGRAMS AND CURRICULA



## BUSINESS EDUCATION PROGRAMS

**Introduction:** The College offers a range of Business 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 non-credit offerings aimed at working professionals and alumni.

**Degree/Certificate Programs:** Four A.S. degree options are offered in the areas of Accounting, eBusiness, Information Technology, and Marketing. Three Certificate of Achievement options are offered in Accounting, Information Technology, and Marketing. Certificates of Completion are offered for Entrepreneurship and Information Technology. A Certificate of Competence 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 Hawaii Pacific University. General information about transferring can be found in this catalog in the Transfer Advising section. For more information please contact a Business Education counselor (734-9010).

**Lifelong Learning Credit/Non-Credit Programs:** Non-credit short-term business and computer classes are available to the public. These are offered through the Non-Credit Registration Office (734-9211). For more information about non-credit courses, please contact the College Information Office (734-9559) For information about certificates and training, contact Dale Nakasone (734-9347); for computers and information technology, contact Edward Valdez (734-9153); for business, management, and international business language, please contact Hisaaki Shimizu (734-9458). A variety of customized training and non-credit classes are available at the Waikiki Lifelong Learning Center and at other sites in Waikiki. Please telephone 924-7505 for details. Information about Kapi'olani Community College is also available at <http://www.kcc.hawaii.edu/> on the World Wide Web.

## CAREER AND ACADEMIC OPTIONS THE BUSINESS EDUCATION PROGRAMS

### ACCOUNTING

#### CAREER 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

#### ACADEMIC OPTIONS

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)

### EBUSINESS

#### CAREER OPTIONS

Careers in project management, team work, customer relationship management.

#### ACADEMIC OPTIONS

Associate in Science - eBusiness (60 credits)

## INFORMATION TECHNOLOGY

CAREER OPTIONS	ACADEMIC OPTIONS
Entry-level deskhelp, training, network administrator, or programmer/analyst	<b>Associate in Science - Information Technology (60 credits)</b> expiration effective spring 2004
Entry level computer support specialist, technical support specialist, help desk technician, local area network administrator, COBOL programmer, 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.	<b>Associate in Science - Information Technology (60 credits)</b> effective spring 2004
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.	<b>Certificate of Achievement - Information Technology (30 credits)</b>
Retraining programmers in Front-end graphical user interface (GUI) development with database connectivity.	<b>Certificate of Completion - Information Technology (12 credits)</b>
Entry level jobs requiring PC database skills or non-Information Technology majors requiring PC database skills	<b>Certificate of Completion - Information Technology in Front End Graphical User Interface (GUI) Development with Database Connectivity (12 credits)</b>
PC systems maintenance/support, OS installation, and network support in a small business environment.	<b>Certificate of Competence in Small Business Networking and PC Maintenance, Support, and Installation</b> effective spring 2004

## MARKETING

CAREER OPTIONS	ACADEMIC OPTIONS
Merchandising/marketing careers such as assistant buyer, assistant department manager	<b>Associate in Science - Marketing (60 credits)</b>
Entry level positions such as stock clerk, receiving clerk, display person, warehouseman	<b>Certificate of Achievement - Marketing (30 credits)</b>

## ENTREPRENEURSHIP

CAREER OPTIONS	ACADEMIC OPTIONS
Establish and operate a small business in Hawai'i	<b>Certificate of Completion - Entrepreneurship (18 credits)</b>

## LIFELONG LEARNING

### CAREER 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 such as skills leadership and management, interpersonal communication, writing and public speaking, and small business management. Advanced Technical Training courses include IT Professional Certification preparation, software applications, AutoCAD, Operating Systems, and Design tools for web development or graphic arts.

PC systems maintenance/support, OS installation, and network support in a small business environment.

### ACADEMIC OPTIONS

Non-Credit Registration Office (734-9211)  
<http://programs.kcc.hawaii.edu/~noncredit>

Certificate of Competence in Small Business Networking and PC Maintenance, Support, and Installation effective spring 2004

## ACCOUNTING CURRICULA

### ASSOCIATE IN SCIENCE DEGREE (60 Semester Credits)

**Program Description:** The Accounting program is a career-laddered, competency-based program that utilizes an integrated systems approach to learning about accounting information systems (AIS). Upon satisfactory completion of 60 credits, the student earns an Associate in Science degree. Graduates are prepared to perform at the paraprofessional level in public accounting; act (in a supervised environment) as a full charge bookkeeper or tax preparer; or independently administer an AIS subsystem, such as Accounts Receivable, Accounts Payable, Inventory, Fixed Assets, Payroll, etc.

A combination of accounting, information technology, and general business classes makes up the program. The focus of the program is on the use of accounting information systems as a management tool. Students gain a perspective as to the role of the AIS as a component of a complete management information system, as well as gaining the tools and techniques necessary to maintain the AIS at a highly effective level of functioning.

Paid and unpaid accounting internship positions help students acquire practical workplace skills. Maintenance of student portfolios of accomplishments and an active graduate placement program help students gain jobs at their highest effective functional level.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Accounting, the student should be able to:

- Explain the objectives of an AIS in a small- to medium-size business.
- Demonstrate an understanding of the relationship between computer software, manual work flow, and internal control systems in an effective AIS.
- Perform the work required to complete the accounting cycle in computer and manual accounting information systems, including analysis and entry of transactions, preparation of trial balances and adjusting entries, and

preparation of general-purpose and special-purpose financial statements.

- Demonstrate proficiency in the use of basic AIS tools such as Windows 2000,, Excel,, Word,, PowerPoint,, QuickBooks,, FTP, email, and Netscape Communicator, and/or Internet Explorer,.
- Prepare payroll checks and required payroll tax returns; prepare Hawaii General Excise Tax returns.
- Document selected component of an accounting information system, analyze management information needs, formulate recommended system modifications, and communicate findings and recommendations in written or oral form.
- Select and set up an integrated midrange accounting solution (such as MAS90 or Great Plains), including chart of accounts definition, general ledger interface specifications, transaction coding design, supporting documents design and conversion from predecessor system.
- Effectively utilize database technologies.
- Indicate the tax ramifications of various common business transactions, perform basic tax research, and use a computer tax preparation program to prepare non-complex business income tax returns.
- Manage accounting work in a distributed workplace environment.
- Demonstrate effective communication skills, orally, in writing, and through large group presentations.
- Demonstrate sound ethics, work effectively as a member of a team, and perform efficiently at the paraprofessional level.
- Demonstrate understanding of at least one non-accounting functional business area, such as Information Technology, Networking and Security, eBusiness, Human Relations, Management, or Marketing.



**A.S. DEGREE CURRICULUM,  
ACCOUNTING (60 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (15 credits)</b>							
ENG 160	Business and Technical Writing	3	•				
BUS 100	Using Mathematics to Solve Business Problems	3		•			
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3			•		
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3				•	
KCC AS/SS	A.S. Social Sciences Elective (100 level or higher)	3		•			
<b>Business Requirements (12 credits)</b>							
Elective	Communication Elective: EBUS 220 or SP 151 or SP 251	3	•				
EBUS 101 or	Introduction to eBusiness						
BUS 120 or	Principles of Business						
ENT 140	Small Business Management						
ITS 102 or	Information Technology Tools for	3	•				
ICS 101	Business Tools for the Information Age	3	•				
BLAW 200	Legal Environment of Business	3				•	
<b>Accounting Core (27 credits)</b>							
ACC 201	Introduction to Financial Accounting	3	•				
ACC 202	Introduction to Managerial Accounting	3		•			
ACC 132	Payroll and Hawai'i General Excise Taxes	3		•			
ACC 133	Business Income Taxes	3			•		
ACC 150	AIS Tools - Entry-Level Integrated Solutions - QuickBooks®	3		•			
ACC 155	AIS Tools - Excel®	3			•		
ACC 221	Intermediate Accounting	3				•	
ACC 250	Topics in Application of AIS Tools - Midrange Solutions I	3			•		
ACC 251	Topics in Application of AIS Tools - Midrange Solutions II	3				•	
Bus Elective	Business Elective - Choose 1 from the list below	3			•		
Bus Elective	Business Elective - Choose 1 from the list below	3				•	
<b>Business Electives (6 credits) - Choose a total of 2 courses from the following:</b>							
ACC 193V	Cooperative Education	3					
ACC 134	Individual Income Taxes	3					
ACC 293	Accounting Internship	3					
BUS 191V	Topics in Business Education	3					
BUS 220	Business Seminar	3					
BUS 291V	Topics in Business Education	3					
EBUS 110	Customer Relationship Management Fundamentals	3					
EBUS 150	Integrated Marketing Communication	3					
EBUS 210	Advanced Customer Relationship Management	3					
EBUS 220	Persuasive Business Communications (may only be used as a Business Elective if not used for the Communications Elective/Business Requirement)	3					
EBUS 230	Supply Chain Management	3					
EBUS 240	Business Intelligence and Legal Issues	3					
EBUS 280	Building eBusiness Relationships	3					
EBUS 290	eBusiness Seminar	3					
ECON 120	Introduction to Economics	3					
ECON 130	Principles of Economics (Microeconomics)	3					
ECON 131	Principles of Economics (Macroeconomics)	3					
ITS 104	Introduction to Networking and Security	3					
ITS 113	Introduction to SQL and Database Design	3					
MKT 120	Principles of Marketing	3					
MKT 130	Principles of Retailing	3					
MKT 150	Principles of Customer Service	3					
MKT 180	International Marketing	3					
MKT 185	E-Commerce Marketing	3					
MGT 118	Principles of Supervision	3					
MGT 122	Organizational Behavior	3					
<b>TOTAL</b>		<b>60</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: A grade of "C" or higher in all accounting courses is required for the A.S. degree. Lists of A.S. elective courses (KCC AS/AH, NS and AS/SS) are in the "Degree and Certificate Programs" section.

## CERTIFICATE OF ACHIEVEMENT (30 SEMESTER CREDITS)

**Program Description:** The Accounting program is a career-laddered, competency-based program that utilizes an integrated systems approach to learning about accounting information systems (AIS). Upon satisfactory completion of 30 credits the student earns a Certificate of Achievement. Graduates are prepared to perform at the entry (clerk) level in public accounting, act as an assistant to a full charge bookkeeper or tax preparer, or assist in the maintenance of an AIS subsystem, such as Accounts Receivable, Accounts Payable, Inventory, Fixed Assets, Payroll, etc.

A combination of accounting, information technology and general business classes makes up the program. The focus of the certificate program is on the maintenance of an accounting information system, or selected components of an AIS. Students gain some perspective as to the role of the AIS as a component of a complete management information system, as well as learning the basic tools and techniques necessary to assist in the maintenance of the AIS.

An active graduate placement program helps students gain jobs at their highest effective functional level.

**Program Competencies:** Upon successful completion of the Certificate of Achievement in Accounting, the student should be able to:

- Explain the objectives of an AIS in a small- to medium-size business.
- Demonstrate an understanding of the relationship between computer software, manual work flow, and internal control systems in an effective AIS.
- Assist in performing the work required to complete the accounting cycle in computer and manual accounting information systems, including analysis and entry of transactions, preparation of trial balances and adjusting entries, and preparation of general-purpose and special-purpose financial statements.
- Prepare payroll checks and required payroll tax returns; prepare Hawaii General Excise Tax returns.
- Demonstrate proficiency in the use of basic AIS tools such as Windows 2000, Excel, Word, PowerPoint, QuickBooks, FTP, email, and Netscape Communicator, and/or Internet Explorer.
- Effectively utilize database technologies.
- Indicate the tax ramifications of various common business transactions, perform basic tax research, and use a computer tax preparation program to prepare non-complex business income tax returns.
- Manage accounting work in a distributed workplace environment.
- Demonstrate effective communication skills, orally, in writing, and through large group presentations.
- Demonstrate sound ethics, work effectively as a member of a team, and perform efficiently at the entry level.

## CERTIFICATE OF ACHIEVEMENT CURRICULUM, ACCOUNTING (30 CREDITS)

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
ENG 160	Business and Technical Writing	3	•				
BUS 100	Using Mathematics to Solve Business Problems	3	•				
ITS 102 or ICS 101	Information Technology Tools for Business Tools for the Information Age	3	•				
Elective	Communications Elective: EBUS 220 or SP 151 or SP 251	3	•				
ACC 201	Introduction to Financial Accounting	3	•				
ACC 202	Introduction to Managerial Accounting	3		•			
ACC 132	Payroll and Hawai'i General Excise Tax	3		•			
ACC 133	Business Income Taxes	3		•			
ACC 150	AIS Tools - Entry-Level Integrated Solutions - QuickBooks®	3		•			
ACC 155	AIS Tools - Excel®	3		•			
<b>TOTAL</b>		<b>30</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate. Please note: For the certificate, a grade of "C" or higher in all accounting courses is required.

## EBUSINESS CURRICULUM

### ASSOCIATE IN SCIENCE DEGREE (60 SEMESTER CREDITS)

**Program Description:** Students can take their career cues from the eBusiness communities in Honolulu and Silicon Valley who have defined the skill sets needed for KCC eBusiness graduates to enter career-track professions in the year 2004 and beyond. The promotable skill sets students will take with them when they graduate are:

- Teamwork
- Project Management
- Technical Savvy
- Communications
- Business sense
- Career development

Customer Relationship Management (CRM) frames these smart skills for students who are looking for career jobs in positions such as Assistant Project Manager, Project Coordinator, Call Center Customer Service Representative, Internet Product Associate, and many more. eBusiness graduates will help large and middle-sized companies in Hawaii (and elsewhere!) better understand customer behavior, manipulate customer databases, identify specific and profitable market segments, and design effective marketing strategies. Information Technology, eBusiness, Marketing, Accounting and New Media Arts classes combined with general education define the program. Paid and unpaid internships plus community service activities will give students the opportunity to gain extracurricular experience that tests their practical promotable skills in a real-life business setting. Upon satisfactory completion of a grade C or higher on all 60 credits students will earn Associate in Science degrees.

Teamwork exercises, technical presentations, case studies, and project management scenarios are the teaching methods used. Students will gain both hands-on skills and conceptual knowledge. If students are looking for career positions in business upon graduation, this degree will get them where they want to go.

**Program Competencies:** Upon successful completion of the Associate in Science degree in eBusiness, the students should be able to:

- Apply for a career-track position in the Hawaii business environment
- Work effectively in teams
- Manage projects
- Demonstrate the ability to make a presentation using whiteboards, flip charts, power point, and/or web page presentations
- Use information technology for acquiring, retaining, and building customer relationships
- Demonstrate technical savvy in electronic business applications
- Exhibit effective oral and written communication in both interpersonal and group settings
- Demonstrate general business skills: problem-solving, research, and project management
- Understand current eBusiness models in a competitive environment
- Understand the functions of networks in eBusiness environments
- Communicate electronically to achieve specific effects among various organizational stakeholders
- Know how to appraise eBusiness opportunities in terms of costs and benefits
- Be able to collect, analyze, and apply electronic customer data profitably
- Search online resources efficiently and evaluate their integrity
- Build effective Web sites
- Understand basic attitudes and values of business and individual buyers
- Understand the technologies, standards and protocols underlying electronic commerce systems
- Have an appreciation of social responsibility, ethical and legal issues in relation to electronic business
- Value quality work, have self-motivation to learn, and display responsible and professional attitudes and behavior.

### A.S. DEGREE CURRICULUM, eBUSINESS (60 CREDITS)

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (15 credits)</b>							
ENG 160	Business and Technical Writing	3		•			
BUS 100	Using Mathematics to Solve Business Problems	3		•			
KCC AS/AH	A.S Arts & Humanities Elective (100 level or higher)	3			•		
KCC AS/NS	A.S. Natural Science Elective (100 level or higher)	3				•	
KCC AS/SS	A.S. Social Science Elective (Econ 120 required)	3			•		
<b>Business Requirements (18 credits)</b>							
MKT 120	Principles of Marketing	3	•				
ACC 101	Money Metrics	3	•				
ITS 102	Information Technology Tools for Business	3	•				
ITS 113	Introduction to SQL & Database Design	3		•			
ART 112 or	Introduction to Digital Art						
ART 190C	Topics in New Media	3		•			
ITS 104	Introduction to Networking and Security	3			•		

**A.S. DEGREE CURRICULUM,  
eBUSINESS (60 CREDITS)**

Course	Title	Cr	• = Suggested Semester					Grade Received
			1	2	3	4		
<b>eBusiness Core (27 credits)</b>								
EBUS 101	Introduction to E-Business	3	•					
EBUS 110	Customer Relationship Management Fundamentals	3	•					
EBUS 150	Integrated Marketing Communications	3		•				
EBUS 210	Advanced Customer Relationship Management	3			•			
EBUS 220	Persuasive Business Communications	3			•			
EBUS 230	Supply Chain Management	3				•		
EBUS 240	Business Intelligence & Legal Issues	3				•		
EBUS 280	Building eBusiness Relationships	3				•		
EBUS 290	eBusiness Seminar	3				•		
<b>TOTAL</b>		<b>60</b>						

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: A grade of "C" or higher is required in all eBusiness courses in order to fulfill the requirements for the A.S. degree. .

Lists of A.S. elective courses (KCC AS/AH, NS and AS/SS) are in the "Degree and Certificate Programs" section.

**INFORMATION TECHNOLOGY CURRICULA**

**ASSOCIATE IN SCIENCE DEGREE  
(60 SEMESTER CREDITS)**

*expiration effective spring 2004*

**Program Description:** The Information Technology program is career-laddered and competency-based. It provides training in the use and support of business-related computer systems, data communication networks (including local area networks), World Wide Web and its importance to businesses, and the development of business information technology systems programs using procedural and object-oriented programming techniques. Upon satisfactory completion of 60 credits the student earns an Associate in Science degree and is prepared to function in computer support, local area network hardware set up and configuration, or systems development.

The program includes a combination of business, computer, and information technology courses. Campus-based computer and networking projects, faculty-supervised laboratories, and workplace internships provide hands-on experience designed to prepare students for positions in computer support, programming, network hardware set up and configuration, or systems development in a business information technology system. The program focuses on computers, the Internet and the World Wide Web, and information technology as tools to solve business problems. The program also places a heavy emphasis on teamwork, written and oral communication skills, and presentations skills.

The program trains students in the management of storage and the use of client-server environments in the accessing, processing, storing, and networking of information on computer-based business systems. Today's modern computing environment is a network of interrelated computer systems with connections via a local area network, wide area network, and the Internet. These computer-systems provide access to a variety of information to facilitate the operation of a business. Kapi'olani Community College's Information Technology program ensures student currency in these areas through courses in information technology. Please refer to the following list for the specific courses currently included in the program.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Information Technology program, the student should be able to:

- Demonstrate an understanding of the functions of a computer and its components.
- Demonstrate an understanding of information systems in a small to medium size business.
- Demonstrate an understanding of World Wide Web's impact on businesses (electronic commerce) and information technology.
- Describe the function and use of data communications in a business environment. Implement the hardware, software and application components of a data communication system.
- Analyze a business requirement through methods such as data collection, initial specification, documentation, file lay out, and program design.
- Analyze, design, program, debug, and implement business system specifications in both procedural (COBOL, C, etc.) and object-oriented (Visual Basic, Access, C++, Java, etc.) programming environments.
- Use command language (e.g., MSDOS, WINDOWS, JCL, UNIX, etc.) on a microcomputer, workstation computer, and mainframe computer to create files, perform system functions, establish command programs, manipulate queues, sort files, list files, edit files, compile programs, and set up job stream requirements.
- Use World Wide Web clients and software development tools to effectively access, update, and disseminate information on the World Wide Web.
- Set up and configure the local area network hardware.
- Communicate in written or oral form, a system solution, its documentation, and its training modules.
- Work as a team member on a group project.
- Present to an audience information using presentation tools.
- Value quality work, have self-discipline, and be a responsible member of the profession.

**A.S. DEGREE CURRICULUM,  
INFORMATION TECHNOLOGY (60 CREDITS)**  
*expiration effective spring 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (15 credits)</b>							
ENG 160	Business and Technical Writing	3	•				
BUS 100	Using Mathematics to Solve Business Problems	3	•				
KCC AS/AH	DRAM 101, ENG 250, ENG 251, ENG 252, ENG 253, ENG 254, ENG 255, ENG 256, ENG 257, LING 102 or PHIL 101	3				•	
KCC AS/NS	A.S. Natural Sciences Elective (Except ICS 100)	3				•	
ECON 120	Introduction to Economics	3			•		
<b>Support Courses (12 credits)</b>							
ACC 101 or ACC 201	Money Metrics Introduction to Financial Accounting	3		•			
EBUS 101 or MGT 122	Introduction to eBusiness Organizational Behavior	3	•				
EBUS 220	Persuasive Business Communications	3		•			
Business Elective	ACC 202, BLAW 200, BUS 120, BUS 191V, BUS 220, BUS 291V, ENT 120, ENT 130, ENT 140, ENT 150, ENT 160, or MKT 120	3			•		
<b>Information Technology courses (33 credits)</b>							
ITS 102	Information Technology Tools for Business	3	•				
ITS 103	Introduction to the Programming Process	3	•				
ITS 104	Introduction to Networking and Security	3		•			
ITS 113	Introduction to SQL and Database Design	3		•			
ITS 118	Visual Basic for Business Applications	3		•			
ITS 151	Applied Database Programming Using Visual Basic	3			•		
ITS 155	COBOL	3			•		
ITS 157	Web Site Development	3			•		
ITS Electives Electives	ITS 193, ITS 215, ITS 220, ITS 221, or ITS 255 (choose 2) ART 112, ART 115, JOUR 275, ITS 193, ITS 215, ITS 220, ITS 221, ITS 255. ITS 220 or 221 may be repeated if the course title and topic are different.	6 3				• •	
<b>TOTAL</b>		<b>60</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: A grade of "C" or higher is required in all Information Technology courses in order to fulfill the requirements for the A.S. degree. Lists of A.S. elective courses (KCC AS/AH and AS/NS) are in the "Degree and Certificate Programs" section.

**ASSOCIATE IN SCIENCE DEGREE  
(60 SEMESTER CREDITS)**  
*effective spring 2004*

**Program Description:** The Information Technology program is career-oriented and competency-based. The program focuses on strong programming fundamentals, hands-on type projects, and 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 the required 60 credits, the student earns an Associate in Science degree. Graduates are prepared to perform services as a computer support specialist, technical support specialist, help desk technician, local area network administrator, COBOL programmer, 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 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 presentation skills within the context of a business environment.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Information Technology program, the student should be able to:

- Explain the basic functions of a computer and its components.
- Explain the use of information systems in a small to medium size business.
- Explain the World Wide Web's impact on businesses and information technology.
- Implement the hardware, software and application components of a business information system.

- Analyze a business requirement through methods such as data collection, initial specification, documentation, file layout, and program design.
- Analyze, design, program, debug, and implement business system specifications in both procedural (COBOL, C, etc.) and object-oriented (Visual Basic, C++, Java, etc.) programming environments.
- Design databases and their applications that allow queries and report generation.
- Perform transaction processing on databases (e.g., ACCESS, MS SQL Server, Oracle, mySQL, etc.) on a standalone computer, network environment, or on the Internet.
- Use command language (e.g., MSDOS, JCL, UNIX, etc.) on a personal computer, workstation computer, and mainframe computer to create files, perform system functions, establish command programs, manipulate queues, sort files, list files, edit files, compile programs, and set up job stream requirements.
- Use World Wide Web clients to effectively access

- information on the World Wide Web.
- Design Web applications that access data from databases and present the data in a useful form.
- Use software development tools to create Web applications that access/update data from databases and disseminate information on the World Wide Web.
- Set up, install, configure, and troubleshoot a stand alone personal computer.
- Set up local area network hardware.
- Perform basic network cabling.
- Perform administration of server in a networked environment.
- Communicate in written or oral form, a system solution, its documentation, and its training modules.
- Work as a team member on a group project.
- Present to an audience information using presentation tools.
- Value quality work, have self-discipline, and be a responsible member of the profession.

**A.S. DEGREE CURRICULUM,  
INFORMATION TECHNOLOGY (60 CREDITS)**

*effective spring 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (15 credits)</b>							
ENG 160	Business and Technical Writing	3	•				
BUS 100	Using Mathematics to Solve Business Problems	3	•				
KCC AS/AH	DRAM 101, ENG 250, ENG 251, ENG 252, ENG 253, ENG 254, ENG 255, ENG 256, ENG 257, LING 102 or PHIL 101	3				•	
KCC AS/NS	A.S. Natural Sciences Elective (Except ICS 100)	3				•	
ECON 120 or	Introduction to Economics						
ECON 130	Principles of Economics (Microeconomics)	3			•		
<b>General Support Courses (12 credits)</b>							
ACC 101 or	Money Metrics						
ACC 201	Introduction to Financial Accounting	3		•			
EBUS 101 or	Introduction to eBusiness						
MGT 122	Organizational Behavior	3	•				
EBUS 220	Persuasive Business Communications	3		•			
Business Elective	ACC 202, BLAW 200, BUS 120, BUS 191V, BUS 220 (Alpha), BUS 291V, ECON 131, ENT 120, ENT 130, ENT 140, ENT 150, ENT 160, or MKT 120	3			•		
<b>Information Technology courses (33 credits)</b>							
ITS 102 or	Information Technology						
ICS 101	Tools for Business Tools for the Information Age	3	•				
ITS 103	Introduction to the Programming Process	3	•				
ITS 104	Introduction to Networking and Security	3		•			
ITS 113	Introduction to SQL and Database Design	3		•			
ITS 118	Visual Basic for Business Applications	3		•			
ITS 151	Applied Database Programming Using Visual Basic	3			•		
ITS 155	COBOL	3			•		
ITS 157	Web Site Development	3			•		
ITS Electives	ITS 193, ITS 220, ITS 221, or ITS 255 (choose 2)	6				•	
Electives	ART 112, ART 115, JOUR 275, ITS 193, ITS 220, ITS 221, or ITS 255. ITS 220 or 221 may be repeated if the course title and topic are different.	3				•	
<b>TOTAL</b>		<b>60</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: A grade of "C" or higher is required in all Information Technology courses in order to fulfill the requirements for the A.S. degree. Lists of A.S. elective courses (KCC AS/AH and AS/NS) are in the "Degree and Certificate Programs" section.

**CERTIFICATE OF ACHIEVEMENT  
(30 SEMESTER CREDITS)**

*expiration effective spring 2004*

**Program Description:** The Information Technology Certificate of Achievement program is a competency-based program that is designed to prepare students for IT and non-IT entry-level positions under direct supervision in the business work environment involving computer support: help desk, cabling and basic networking, and training.

**Program Competencies:** Upon successful completion of the Certificate of Achievement in Information Technology, the student should be able to:

- Demonstrate an understanding of the functions of a computer and its components.

- Demonstrate an understanding of the process of translating business oriented needs into a computer system and to understand the role of operations in the process.
- Develop programs to solve small problems given a tightly written specification.
- Design and develop simple data bases for information storage and retrieval (the reports).
- Communicate in written and oral form the operations requirements of a system.
- Work under supervision as a team member on a group project.
- Value quality work, have self-discipline, and be a responsible member of the profession.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
INFORMATION TECHNOLOGY (30 CREDITS)**

*expiration effective Spring 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (6 credits)</b>							
ENG 160	Business and Technical Writing	3	•				
BUS 100	Using Mathematics to Solve Business Problems	3	•				
<b>Business Courses (9 credits)</b>							
ACC 101 or ACC 201	Money Metrics Introduction to Financial Accounting	3		•			
EBUS 101 or MGT 122	Introduction to eBusiness Organizational Behavior	3	•				
EBUS 220	Persuasive Business Communications	3		•			
<b>Information Technology Courses (15 credits)</b>							
ITS 102	Information Technology Tools for Business	3	•				
ITS 103	Introduction to the Programming Process	3	•				
ITS 104	Introduction to Networking and Security	3		•			
ITS 113	Introduction to SQL and Database Design	3		•			
ITS 118 or BUS 191V or BUS 220 or BUS 291V	Visual Basic for Business Applications Topics in Business Education I Business Seminar Topics in Business Education II	3		•			
<b>TOTAL</b>		<b>30</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: In order to receive the certificate, a grade of "C" or higher is required in all Information Technology courses.

**CERTIFICATE OF ACHIEVEMENT  
(30 SEMESTER CREDITS)**

*effective spring 2004*

**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 Competencies:** Upon successful completion of the Certificate of Achievement in Information Technology, the student should be able to:

- Explain the basic functions of a computer and its components.

- Explain the use and needs of information technology in business.
- Develop programs to solve small problems given a tightly written specification.
- Design and develop simple data bases for information storage and retrieval (queries and reports).
- Set up, install, and configure software on a stand alone personal computer.
- Perform basic network cabling.
- Set up local area network hardware for a small business environment.
- Communicate in written and oral form the operations requirements of a system.
- Work under supervision as a team member on a group project.
- Recognize and produce quality work, have self-discipline, and be a responsible member of the profession

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
INFORMATION TECHNOLOGY (30 CREDITS)**

*effective spring 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (6 credits)</b>							
ENG 160	Business and Technical Writing	3	•				
BUS 100	Using Mathematics to Solve Business Problems	3	•				
<b>Business Courses (9 credits)</b>							
ACC 101 or ACC 201	Money Metrics Introduction to Financial Accounting	3		•			
EBUS 101 or MGT 122	Introduction to eBusiness Organizational Behavior	3	•				
EBUS 220	Persuasive Business Communications	3		•			
<b>Information Technology Courses (15 credits)</b>							
ITS 102 or ICS 101	Information Technology Tools for Business Tools for the Information Age	3	•				
ITS 103	Introduction to the Programming Process	3	•				
ITS 104	Introduction to Networking and Security	3		•			
ITS 113	Introduction to SQL and Database Design	3		•			
ITS 118 or BUS 191V or BUS 220 (Alpha) or BUS 291V	Visual Basic for Business Applications Topics in Business Education I Business Seminar Topics in Business Education II	3		•			
<b>TOTAL</b>		<b>30</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: In order to receive the certificate, a grade of "C" or higher is required in all Information Technology courses.

**CERTIFICATE OF COMPLETION  
(12 SEMESTER CREDITS)**

*expiration effective Spring 2004*

**Program Description:** The Information Technology Certificate of Completion is a competency-based program designed for the professional programmer who has little to no experience in using Visual Basic to develop front-end GUI programs with database connectivity. This certificate is appropriate for upgrading the programming skills of industry members. It is not meant for students who have no prior industry background in programming. Students who are not programming professionals in the information technology field should consider the Information Technology Associate in Science Degree or the Information Technology Certificate of Achievement program. It is

assumed that professional programmers have knowledge and skills of introductory courses (ITS 102 Information Technology Tools for Business and ITS 103 Introduction to the Programming Process).

**Program Competencies:** Upon successful completion of the Certificate of Completion in Information Technology, the student should be able to:

- Complete an analysis of a business requirement including data collection, initial specification, documentation, file lay out, and program design.
- Develop front-end GUI programs to access a database.
- Document GUI programs.

**CERTIFICATE OF COMPLETION CURRICULUM,  
INFORMATION TECHNOLOGY (12 CREDITS)**

*effective spring 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Information Technology Courses (12 credits)</b>							
ITS 113	Introduction to SQL and Database Design	3	•				
ITS 118	Visual Basic for Business Applications	3	•				
ITS 151	Applied Database Programming Using Visual Basic	3		•			
ITS 221B or ITS 221F or ITS 221K	Topics in System Development: Systems Analysis Topics in System Development - Databases Topics in System Development: Project Management	3		•			
<b>TOTAL</b>		<b>12</b>					

The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: To fulfill the requirements for the certificate, a grade of "C" or higher is required in all Information Technology courses.



## CERTIFICATE OF COMPLETION (12 SEMESTER CREDITS)

*effective spring 2004*

**Program Description:** The Certificate of Completion in Information Technology in Front-End Graphical User Interface (GUI) Development with Database Connectivity is a competency-based program designed for the professional programmer who has little to no experience in using Visual Basic to develop front-end GUI programs with database connectivity. This certificate is appropriate for upgrading the programming skills of industry members. It is not meant for students who have no prior industry background in programming. Students who are not programming professionals in the information technology field should consider the Associate in Science degree in Information

Technology or the Certificate of Achievement in Information Technology program. It is assumed that professional programmers have knowledge and skills taught in introductory courses (ITS 102 Information Technology Tools for Business and ITS 103 Introduction to the Programming Process).

**Program Competencies:** Upon successful completion of the Certificate of Completion in Information Technology, the student should be able to:

- Complete an analysis of a business requirement including data collection, initial specification, documentation, file lay out, and program design.
- Develop front-end GUI programs to access a database.
- Document GUI programs.

## CERTIFICATE OF COMPLETION CURRICULUM, INFORMATION TECHNOLOGY IN FRONT-END GRAPHICAL USER INTERFACE (GUI) DEVELOPMENT WITH DATABASE CONNECTIVITY (12 CREDITS)

*effective spring 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Information Technology Courses (12 credits)</b>							
ITS 113	Introduction to SQL and Database Design	3	•				
ITS 118	Visual Basic for Business Applications	3	•				
ITS 151	Applied Database Programming Using Visual Basic	3		•			
ITS 221B or ITS 221F or ITS 221K	Topics in System Development: Systems Analysis Topics in System Development - Databases Topics in System Development: Project Management	3		•			
<b>TOTAL</b>		<b>12</b>					

The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: To fulfill the requirements for the certificate, a grade of "C" or higher is required in all Information Technology courses.

## CERTIFICATE OF COMPETENCE

**Description:** This Certificate of Competence in Small Business Networking and PC Maintenance, Support and Installation is designed to meet the needs of Information Technology professionals, small business operators, office managers and office administrators. This Certificate of Competence will provide Information Technology professionals and/or office managers with the knowledge and skills to perform PC systems maintenance/support, OS installation, and network support in a small business environment

### Certificate Objectives:

- Prepare students to support PCs and Networking in a small business environment.
- Provide skills in setting up a local area network.
- Provide skills to perform PC installation, maintenance, and support for a small business.
- Provide skills in server installation and basic administration for a small business.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Small Business Networking and PC Maintenance, Support, and Installation, the student will be able to:

- Explain basic networking, PC support, and PC maintenance concepts in a small business environment to the layperson.
- Set up, install workstation software, and configure PCs in a small business environment.
- Perform PC maintenance and support.
- Set up, install, and configure server software in a networked small business environment.
- Perform administration of a server in small business networked environment.

## CERTIFICATE OF COMPETENCE REQUIREMENTS:

This certificate requires a total of 135 hours in noncredit courses or 9 credits of credit courses. The requirements will be satisfied by the following credit courses:

		Credits
ITS 104	Small Business Networking	3
ITS 220E	PC System Maintenance/Support and OS Installation	3
ITS 220F	Small Business Windows Server Administration	3
	Total Credits	9

The requirements will also be satisfied by the following non-credit courses:

		Hours
ITNET104	Small Business Networking	45
ITNET220E	PC System Maintenance/Support and OS Installation	45
ITNET220F	Small Business Windows Server Administration	45
	Total Hours	135

The requirements will also be satisfied by any combination of the above credit and non-credit courses using the following allowed substitutions:

ITNET104 for ITS 104  
 ITNET220E for ITS 220E  
 ITNET220F for ITS 220F

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 all courses in order to earn this Certificate of Competence.

## MARKETING CURRICULA

### ASSOCIATE IN SCIENCE DEGREE (60 SEMESTER CREDITS)

**Program Description:** The Marketing program provides hands-on competency-based training for a career in the retail industry. Upon successful completion of 60 credits, the student earns an Associate in Science degree in Marketing with retail emphasis. Graduates are prepared to perform at the supervisor level of management in retail outlets such as department stores, supermarkets, specialty stores, off-price stores, factory outlets, and warehouse clubs (or wholesale clubs).

A combination of retailing, advertising and promotion, customer service, sales management, supervisory management, merchandise management, and e-commerce courses provide focused hands-on training.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Marketing with retail emphasis, the student should be able to:

- Understand principles and concepts of marketing.
- Demonstrate proficiency in professional selling and customer service.

- Understand the integration of professional selling and sales management.
- Understand principles and concepts of accounting.
- Apply methods and procedures of retailing in the operation and management of a retail establishment.
- Apply methods and procedures of advertising, promotion, and design for a retail establishment.
- Understand the basic principles of business.
- Demonstrate correct usage of word processing, spreadsheet, and database computer applications.
- Recognizes the importance of positive interpersonal relationships within the business environment.
- Apply principles of supervision.

**A.S. DEGREE CURRICULUM,  
MARKETING (60 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (18 credits)</b>							
ENG 160	Business and Technical Writing	3	•				
BUS 100	Using Mathematics to Solve Business Problems	3	•				
SP 151	Personal and Public Speech	3		•			
KCC AS/SS	A.S. Social Sciences Elective (100 level or higher)	3	•				
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3				•	
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3			•		
<b>General Business Courses (18 credits)</b>							
ACC 201	Introduction to Financial Accounting	3			•		
BLAW 200	Legal Environment of Business	3			•		
BUS 120	Principles of Business	3	•				
ITS 101	Introduction to Information Technology	3					
MGT 118	Principles of Supervision	3				•	
MGT 122	Organizational Behavior	3		•			
<b>Marketing Courses (24 credits)</b>							
MKT 120	Principles of Marketing	3	•				
MKT 130	Principles of Retailing	3		•			
MKT 135	Principles of Merchandise Management	3					
MKT 150	Principles of Customer Service	3		•			
MKT 152	Principles of Sales Management	3			•		
MKT 160	Principles of Advertising	3				•	
MKT 185	E-Commerce Marketing	3					
MKT 193V	Cooperative Vocational Education	3				•	
<b>TOTAL</b>		<b>60</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: A grade of “C” or higher is required in all MKT and MGT courses for the A.S. degree. Lists of A.S. elective courses (KCC AS/AH, AS/NS, and AS/SS) are in the “Degree and Certificate Programs” section

**CERTIFICATE OF ACHIEVEMENT  
(30 SEMESTER CREDITS)**

**Program Description:** The Marketing Certificate of Achievement is a hands-on competency-based program designed to prepare students for positions such as stock clerk, receiving clerk, sales associate, display person, and other entry-level retailing/merchandising jobs.

**Program Competencies:** Upon successful completion of the Certificate of Achievement in Marketing with retail emphasis, the student should be able to:

- Understand principles and concepts of marketing.

- Demonstrate proficiency in professional selling and customer service.
- Understand the integration of professional selling and customer service.
- Apply methods and procedures of retailing in the operation and management of a retail establishment.
- Understand the basic principles of business.
- Demonstrate correct usage of word processing, spreadsheet, and database computer applications.
- Recognizes the importance of positive interpersonal relationships within the business environment.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
MARKETING (30 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (9 credits)</b>							
ENG 160	Business and Technical Writing	3					
SP 151	Personal and Public Speech	3					
BUS 100	Using Mathematics to Solve Business Problems	3					
<b>General Business Education Courses (12 credits)</b>							
BUS 120	Principles of Business	3					
ITS 101	Introduction to Information Technology	3					
MGT 122	Organizational Behavior	3					
Elective	A.S. Elective (100 level or higher)	3					
<b>Marketing Courses (9 credits)</b>							
MKT 120	Principles of Marketing	3					
MKT 130	Principles of Retailing	3					
MKT 150	Principles of Customer Service	3					
<b>TOTAL</b>		<b>30</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: In order to receive the certificate, a grade of “C” or higher is required in all MKT and MGT courses.

## ENTREPRENEURSHIP CURRICULUM

### CERTIFICATE OF COMPLETION (18 SEMESTER CREDITS)

**Program Description:** This curriculum provides pre-service courses for those students who are interested in starting their own small business. The program will also provide in-service courses for current small business owners.

**Program Competencies:** Upon successful completion of the Certificate of Completion in Entrepreneurship, the student should be able to:

- Establish and operate a small business in the State of Hawai'i.

### CERTIFICATE OF COMPLETION CURRICULUM, ENTREPRENEURSHIP (18 CREDITS)

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Information Technology Courses (3 credits)</b>							
ITS 101	Introduction to Information Technology	3	•				
<b>Entrepreneurship Courses (15 credits)</b>							
ENT 120	Starting a Small Business	3	•				
ENT 130	Marketing for the Small Business	3	•				
ENT 140	Small Business Management	3	•				
ENT 150	Basic Accounting for Entrepreneurs	3	•				
ENT 160	Finance for the Small Business	3		•			
<b>TOTAL</b>		<b>18</b>					

The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

## CULINARY INSTITUTE OF THE PACIFIC PROGRAMS

**Introduction:** The College offers a range of Culinary Institute of the Pacific 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 non-credit offerings aimed at working professionals and alumni.

**Degree/Certificate Programs:** Three A.S. degree options are offered in Food Service (Culinary Arts, Patisserie, and School Food Service). A Certificate of Achievement is offered in Culinary Arts. Certificates of Completion are offered for Culinary Arts, Dining Room Service, and Patisserie. 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 Hawaii 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.

**Lifelong Learning Credit/Non-Credit Programs:** A series of non-credit courses complement the College's credit degree programs. These include short-term courses that cover a wide range of topics that include cooking basics, wines, baking, and sanitation. Non-credit short-term food classes are available to the general public. Non-credit classes are offered through the Non-Credit Registration Office. For more information about non-credit courses and certificates, contact the College Information Office (734-9559) or the Non-Credit Registration Office (734-9211). A variety of customized training and non-credit classes are available at the Waikiki Lifelong Learning Center and at other sites in Waikiki. Please telephone 924-7505 for details. 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 FOOD SERVICE

CAREER OPTIONS	ACADEMIC OPTIONS
Chef training, transfer to a 4-year college.	Associate in Science – Food Service with a Specialization in Culinary Arts (69-71 credits)
Professional baker and pastry chef.	Associate in Science – Food Service with a Specialization in Patisserie (60-62 credits)
Management of operations of school or industrial cafeteria.	Associate in Science – Food Service with a Specialization in School Food Service (60-62 credits)
Skilled positions in hotels, restaurants and institutions	Certificate of Achievement – Culinary Arts (44 credits)
Entry level food preparation positions (cook's helper, fry cook).	Certificate of Completion – Culinary Arts (17 credits)
Preparation for work as waiter/waitress, host/hostess, bushelp.	Certificate of Completion – Dining Room Service (17 credits)
Entry level jobs in bakeries, hotel kitchens, or patisseries.	Certificate of Completion – Patisserie (17 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.	Non-Credit Registration Office (734-9211) <a href="http://programs.kcc.hawaii.edu/~noncredit">http://programs.kcc.hawaii.edu/~noncredit</a>
Operational and supervisory capacity in designing and implementing food safety and sanitation systems.	Certificate of Competence - Hazard Analysis Critical Control Points (HACCP) (16 hours)

## FOOD SERVICE CURRICULA

### ASSOCIATE IN SCIENCE DEGREE WITH A SPECIALIZATION IN CULINARY ARTS (69-71 SEMESTER CREDITS)

**Program Description:** The Associate in Science degree, Food Service with a specialization 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 chefs and those that intend to transfer to a four-year college. The challenge provided each A.S. degree candidate will be to apply the knowledge gained in courses taken in the Certificate of Completion and the Certificate of Achievement programs to operate and manage a food service operation as a profit center. Students completing the A.S. degree program requirements will be

eligible for certification by the American Culinary Federation upon completion of one year of industry work experience. Please refer to the "Degree and Certificate Programs" section for lists of A.S. Humanities and A.S. Social Sciences courses.

**Program Competencies:** Upon successful completion of the A.S. degree program in Food Service with a specialization in Culinary Arts, in addition to demonstrating his or her mastery of the competencies required for the Certificate of Achievement in Culinary Arts and the A.S. degree competencies in general education, the student should be able to:

- Apply the knowledge gained from all the prerequisite courses to operate and manage an on-campus food service operation as a profit center.

### A.S. DEGREE CURRICULUM, FOOD SERVICE, CULINARY ARTS (69 - 71 CREDITS)

Course	Title	Cr	• Suggested Semester				Grade Received
			SS = Summer	1	2	3	
<b>General Education Requirements (18 credits)</b>							
ENG 100 or	Composition I						
ENG 160	Business and Technical Writing	3		•			
SP 181	Interpersonal Communication						
(formerly SP 145) or							
SP 151	Personal and Public Speech	3			SS		
KCC AS/SS	A.S. Social Sciences Elective (100 level or higher)	3				•	
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3				•	
FSHE 185	The Science of Human Nutrition	3			•		
BUS 100 or	Using Mathematics to Solve Business Problems						
PHIL 110 or	Introduction to Deductive Logic						
MATH 203	Calculus for Business and the Social Sciences						
(formerly QM 252) or							
MATH 100 or	Survey of Mathematics	3	•				
higher level math							
<b>Food Service Hospitality Education Courses (51 - 53 credits)</b>							
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 103	Sanitation and Safety	2	•				
FSHE 110	Fundamentals of Cookery	4	•				
FSHE 119	Intermediate Cookery	5	•				
FSHE 120 (288)	Menu Merchandising	2			•		
FSHE 122	Fundamentals of Baking	5		•			
FSHE 128	Dining Room Service/Stewarding Procedures	5			•		
FSHE 209 (283)	Garde Manger	4		•			
FSHE 212 (214)	Continental Cuisine	5			•		
FSHE 216	Asian/Pacific Cuisine	5				•	
(210 or 211)							
FSHE 241	Hospitality Purchasing and Cost Control	5		•			
FSHE 290	Hospitality Management	3			•		
FSHE 293E or	Hospitality Internship II						
FSHE 294	Food Service Practicum	3-5				•	
<b>TOTAL</b>		<b>69-71</b>					

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

Please note: For the A.S. degree in Food Service, a grade of "C" or higher is required in all FSHE courses. First Aid and CPR certification is required to meet graduation requirements. Certification may be achieved by successful completion of an approved course from Kapi'olani Community College or the American Red Cross. Students choosing to continue in the A.S. degree program in Food Service with an option in Culinary Arts must complete the Certificate of Achievement in Culinary Arts with a 2.0 or higher G.P.R.

**ASSOCIATE IN SCIENCE DEGREE WITH A SPECIALIZATION IN PATISSERIE (60-62 SEMESTER CREDITS)**

**Program Description:** The Associate in Science degree, Food Service with a specialization in Patisserie, is a four-semester program of study. This program option is designed for students who are interested in becoming professional bakers and pastry chefs. It offers an in-depth study of the fundamentals of baking, patisserie, and confiserie skills. The baking and confiserie laboratory with state-of-the-art equipment provides the students with the opportunity to apply and practice their skills. Students completing the A.S. degree program requirements will be eligible for certification by the American Culinary Federation upon completion of one year of industry work experience. Please refer to the "Degree and Certificate Programs" section for lists of A.S. Humanities and A.S. Social Sciences courses.

**Program Competencies:** Upon successful completion of the four-semester A.S. degree program in Food Service with a specialization in Patisserie, in addition to demonstrating mastery of the competencies required for the Certificate of Completion in Patisserie and the A.S. degree competencies in general education, the student should be able to:

- Prepare confectionery specialties using chocolate, sugar, and marzipan and produce items such as caramels, nougats, fondants, ganache, gianduja, molded marzipans, pastillage, etc.
- Identify, operate safely, and properly maintain equipment that is typically used in a confiserie such as: candy-making ranges, tools, thermometers, copper kettles, chocolate tempering equipment, and other hand tools used in preparing candy.
- Demonstrate knowledge of a variety of table service techniques and of the various stewarding functions.
- Utilize menu planning principles as an effective management tool to plan production, scheduling, and merchandising.
- Demonstrate the proper procedures for ordering, receiving, storing, issuing, and controlling foods and supplies and utilize an established computerized cost control system to generate financial and control reports.
- Identify the managerial functions of planning, organizing, staffing, directing, and controlling to bring about organizational effectiveness.
- Apply sound nutrition principles to menu planning, production, and storage procedures as to maximize nutrient retention and control the use of nutrients that promote health and nutrition.

**A.S. DEGREE CURRICULUM, FOOD SERVICE, PATISSERIE (60 - 62 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (18 credits)</b>							
ENG 100 or ENG 160 SP 181 (formerly SP 145) or SP 151	Composition I Business and Technical Writing Interpersonal Communication Personal and Public Speech	3		•			
KCC AS/SS	A.S. Social Sciences Elective (100 level or higher)	3			•		
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3				•	
BUS 100 or PHIL 110 or MATH 203 (formerly QM 252) or MATH 100 or higher level math	Using Mathematics to Solve Business Problems Introduction to Deductive Logic Calculus for Business and the Social Sciences Survey of Mathematics	3	•				
FSHE 185	The Science of Human Nutrition	3				•	
<b>Patisserie Support Course (3 - 5 credits)</b>							
FSHE 119 or FSHE 216 (210 or 211) or FSHE 212 (214) or FSHE 245 or FSHE 209 (283) or FSHE 294	Intermediate Cookery Asian/Pacific Cuisine Continental Cuisine Beverage Operations Garde Manger Food Service Practicum	3-5				•	

**A.S. DEGREE CURRICULUM,  
FOOD SERVICE, PATISSERIE (60 - 62 CREDITS)**

Course	Title	Cr	• = Suggested Semester					Grade Received
			1	2	3	4		
<b>Food Service Requirements (39 credits)</b>								
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•					
FSHE 103	Sanitation and Safety	2	•					
FSHE 110	Fundamentals of Cookery	4		•				
FSHE 120 (288)	Menu Merchandising	2				•		
FSHE 122	Fundamentals of Baking	5	•					
FSHE 128	Dining Room Service/Stewarding Procedures	5		•				
FSHE 222	Patisserie	5	•					
FSHE 224	Confiserie	5			•			
FSHE 241	Hospitality Purchasing and Cost Control	5			•			
FSHE 290	Hospitality Management	3				•		
<b>TOTAL</b>		<b>60-62</b>						

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

Please note: Students choosing to continue in the A.S. degree program in Patisserie must complete the Certificate of Completion in Patisserie with a 2.0 ("C") or higher G.P.R. For the A.S. degree in Food Service, a grade of "C" or higher is required in all FSHE courses.

**ASSOCIATE IN SCIENCE DEGREE WITH A  
SPECIALIZATION IN  
SCHOOL FOOD SERVICE  
(60-62 SEMESTER CREDITS)**

**Program Description:** The Associate in Science degree, Food Service with a specialization in School Food Service, is a four-semester program of study. This program option is designed for students who are interested in becoming Food Service managers in schools. The students complete the same basic core and the major requirements required of the students in the Culinary Arts program and they specialize by enrolling in the School Food Service Record Keeping and School Food Service Internship courses. Please refer to the "Degree and Certificate Programs" section for lists of A.S. Arts & Humanities and A.S. Social Sciences courses.

The School Food Service option allows students to concentrate on developing skills needed to manage the food service operation in a school, college, or industrial cafeteria.

**Program Competencies:** Upon successful completion of the A.S. degree program in Food Service with a specialization in School Food Service, in addition to demonstrating mastery of the competencies required for the Certificate of Completion in Culinary Arts and the A.S. degree competencies in general education, the student should be able to:

- Adapt the concepts and techniques learned in European, Asian/Pacific, and American regional cuisines to provide variations in institutional menus.
- Utilize menu planning principles as an effective management tool to plan production scheduling and the selection, use, and maintenance of equipment for an efficient operation.
- Demonstrate the proper procedures for ordering, receiving, storing, issuing, and controlling foods and supplies and utilize an established computerized cost control system to generate financial and control reports.
- Apply sound nutrition principles to menu planning,

food preparation, and storage procedures so as to maximize nutrient retention and promote and control the use of nutrients that promote health and nutrition.

- Insure the efficiency of an operation by the proper selection, use, and maintenance of equipment.
- Utilize computational and computer skills as required in the management of food service operations.
- Identify the managerial functions of planning, organizing, staffing, directing, and controlling to bring about organizational effectiveness.
- Describe the types of food services offered through the Department of Education in Hawai'i.
- Describe the meal patterns used in menu planning in School Food Service and explain why these patterns were developed.
- Using the U.S.D.A. and Hawai'i Buying Guide, calculate the quantities of food to be purchased and used in serving school meals.
- Adjust central menus to accommodate available Federal commodities.
- Use the forms developed for School Food Service recordkeeping.
- Utilize the Department of Education School Lunch Handbook to implement operational functions in a school food service facility.



**A.S. DEGREE CURRICULUM,  
FOOD SERVICE, SCHOOL FOOD SERVICE (60 - 62 CREDITS)**

Course	Title	Cr	• = Suggested Semester					Grade Received
			1	2	3	4		
<b>General Education Requirements (18 credits)</b>								
ENG 100 or	Composition I							
ENG 160	Business and Technical Writing	3		•				
SP 181 (formerly SP 145) or	Interpersonal Communication							
SP 151	Personal and Public Speech	3			•			
KCC AS/SS	A.S. Social Sciences Elective (100 level or higher)	3				•		
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3				•		
BUS 100 or	Using Mathematics to Solve Business Problems							
PHIL 110 or	Introduction to Deductive Logic							
MATH 203 (formerly QM 252) or	Calculus for Business and the Social Sciences							
MATH 100 or	Survey of Mathematics							
higher level math		3	•					
FSHE 185	The Science of Human Nutrition	3		•				
<b>School Food Service Support Course (3 - 5 credits)</b>								
FSHE 128	Dining Room Service/Stewarding Procedures							
FSHE 209 (283) or	Garde Manger (Required for ACF Certification)							
FSHE 216 (210 or 211) or	Asian/Pacific Cuisine							
FSHE 245 or	Beverage Operations							
FSHE 294	Food Service Practicum	3-5			•			
<b>Food Service Requirements (39 credits)</b>								
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•					
FSHE 103	Sanitation and Safety	2	•					
FSHE 110	Fundamentals of Cookery	4	•					
FSHE 119	Intermediate Cookery	5	•					
FSHE 120 (288)	Menu Merchandising	2			•			
FSHE 122	Fundamentals of Baking	5			•			
FSHE 212 (214)	Continental Cuisine	5		•				
FSHE 241	Hospitality Purchasing and Cost Control	5		•				
FSHE 281	School Food Service Recordkeeping	2				•		
FSHE 290	Hospitality Management	3				•		
FSHE 293C	School Food Service Internship	3				•		
<b>TOTAL</b>		<b>60-62</b>						

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

Please note: For the A.S. degree in Food Service, a grade of "C" or higher is required in all FSHE courses.

**CERTIFICATE OF ACHIEVEMENT,  
CULINARY ARTS  
(44 SEMESTER CREDITS)**

**Program Description:** The Certificate of Achievement, Culinary Arts, is a three-semester program of study. This program option is designed for students who are interested in gaining technical skills for skilled level positions in hotels, restaurants, and institutions. It provides students a solid foundation in concepts, skills, and techniques in cookery; it exposes them to the principles of menu planning, equipment use and maintenance, and station organization through mise-en-place. The strength of the Culinary Arts program is the reinforcement of theories learned in class in a hands-on laboratory setting in the College's restaurant, bistro, and cafeteria. Successful completion of the Certificate of Achievement program plus one and one-half years experience will qualify students to apply for certification through the American Culinary Federation.

**Program Competencies:** Upon successful completion of the three-semester Certificate of Achievement in Culinary Arts program, in addition to demonstrating his or her mastery of

the competencies required for the Certificate of Completion in Culinary Arts, the student should be able to:

- Refine, perfect, and expand techniques learned in the various culinary arts courses to combine and create a marriage of flavors of the various cuisines and create new dishes and styles of cooking.
- Incorporate garde manger principles into culinary techniques to enhance presentation.
- Demonstrate station organization with emphasis on mise-en-place and coordination resulting in prompt, efficient production and service.
- Demonstrate knowledge of a variety of table service techniques and of the other various stewarding functions.
- Apply sound nutrition principles to menu planning, food preparation, and storage procedures so as to maximize nutrient retention and promote and control the use of nutrients that promote health and nutrition.

- Utilize menu planning principles as an effective management tool to plan production, scheduling, and merchandising.
- Insure the efficiency of an operation by the proper selection, use, and maintenance of equipment.
- Demonstrate the proper procedures for ordering, receiving, storing, issuing, and controlling foods, beverages, and other related supplies, and utilize an

- established computerized cost control system to generate financial and control reports.
- Identify the managerial functions of planning, organizing, staffing, directing, and controlling to bring about organizational effectiveness.
- Demonstrate the ability to communicate clearly in writing.
- Administer first aid if someone needs it.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
CULINARY ARTS (44 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (9 credits)</b>							
MATH 24 or higher level math	Elementary Algebra I	3	•				
ENG 22 or higher level English	Beginning Composition	3		•			
FSHE 185	The Science of Human Nutrition	3		•			
<b>Food Service Courses (35 credits)</b>							
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 103	Sanitation and Safety	2	•				
FSHE 110	Fundamentals of Cookery	4	•				
FSHE 119	Intermediate Cookery	5	•				
FSHE 120 (288)	Menu Merchandising	2			•		
FSHE 122	Fundamentals of Baking	5			•		
FSHE 128	Dining Room Service/Stewarding Procedures	5		•			
FSHE 209 (283)	Garde Manger	4		•			
FSHE 212 (214)	Continental Cuisine	5			•		
<b>TOTAL</b>		<b>44</b>					

The issuance of a Certificate of Achievement requires that the student must earn a G.P.R. of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Achievement in Culinary Arts, a grade of “C” or higher is required in all FSHE courses.

**CERTIFICATE OF COMPLETION,  
CULINARY ARTS  
(17 SEMESTER CREDITS)**

**Program Description:** The Certificate of Completion, Culinary Arts, is a one-semester program of study. Its primary objective is to prepare students for entry-level jobs in hotel, restaurant, cafeteria, and coffee shop kitchens. Basic technical cooking skills, the development of proper work habits and attitudes and professionalism, and the practice of safety and sanitation procedures are stressed. This program is recommended for students who wish to seek immediate employment in entry-level food preparation positions (i.e., cook's helper, kitchen help, fry cook).

**Program Competencies:** Upon successful completion of the Certificate of Completion in Culinary Arts program of study, the student should be able to:

- Practice the tenets of the Culinarian's Code in daily work life.
- Identify the functions, job titles, work requirements,

and operating procedures of the food, lodging, and transportation components of the hospitality industry.

- Determine the job qualifications, attitudes, work habits, and personal qualities necessary to function satisfactorily with other individuals and in organizations in the hospitality industry.
- Make informed decisions regarding job placement and career development in the hospitality industry.
- Apply the fundamental concepts and demonstrate the basic skills and techniques of cookery in the preparation of stocks, soups and sauces; meats, fish, and poultry; fruits, vegetables, and starches.
- Apply the fundamental skills and techniques of cookery to short order and quantity cookery.
- Maintain the work area and equipment in accordance with standards of safety and sanitation and demonstrate the proper use and care of equipment and supplies.
- Apply with accuracy, computational skills in food preparation.

**CERTIFICATE OF COMPLETION CURRICULUM,  
CULINARY ARTS (17 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirement (3 credits)</b>							
MATH 24 or	Elementary Algebra I	3	•				
MATH 50H or higher level math	Technical Mathematics I/Food Service						
<b>Food Service Hospitality Education Courses (14 credits)</b>							
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 103	Sanitation and Safety	2	•				
FSHE 110	Fundamentals of Cookery	4	•				
FSHE 119	Intermediate Cookery	5	•				
<b>TOTAL</b>		<b>17</b>					

The issuance of a Certificate of Completion requires that the student must earn a G.P.R. of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Completion in Culinary Arts, a grade of “C” or higher is required in all FSHE courses. Math 50H is not applicable to any A.S. degree in Food Service.

**CERTIFICATE OF COMPLETION  
DINING ROOM SERVICE  
(17 SEMESTER CREDITS)**

**Program Description:** The Certificate of Completion, Dining Room Service, is a one-semester program of study. Its primary objective is to prepare students to work in hotel dining rooms, banquet facilities, restaurants, and coffee shops. Dining room service and supervision techniques, sanitation and safety procedures, and the development of proper work habits, service attitudes, and effective communication skills are stressed. This program is recommended for students who wish to seek immediate employment as waiters/waitresses, host/hostesses, and bushelp.

**Program Competencies:** Upon successful completion of the Certificate of Completion in Dining Room Service program of study, the student should be able to:

- Practice the tenets of the Culinarian’s Code in daily worklife.
- Identify the functions, job titles, work requirements, and operating procedures of the food, lodging, and transportation components of the hospitality industry.
- Determine the job qualifications, attitudes, work

habits, and personal qualities necessary to function satisfactorily with other individuals and in organizations in the hospitality industry.

- Make informed decisions regarding job placement and career development in the hospitality industry.
- Demonstrate knowledge of a variety of table service techniques and correctly serve guests using the various styles.
- Demonstrate knowledge of stewarding functions.
- Maintain the work area and equipment in accordance with standards of safety and sanitation and demonstrate the proper use and care of the equipment and supplies.
- Demonstrate the essential personal qualities, technical and service skills, and job attitudes required of food wait/help and bushelp.
- Perform with accuracy, computational skills as required in the hospitality industry and in life experiences.

**CERTIFICATE OF COMPLETION CURRICULUM,  
DINING ROOM SERVICE (17 CREDITS)**

Course	Title	Cr	• = Suggested Seminar				Grade Received
			1	2	3	4	
<b>General Education Requirement (3 credits)</b>							
MATH 24 or	Elementary Algebra I	3	•				
MATH 50H or higher level math	Technical Mathematics I/Food Service						
<b>Food Service Hospitality Education Courses (14 credits)</b>							
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 103	Sanitation and Safety	2	•				
FSHE 128	Dining Room Service/Stewarding Procedures	5	•				
FSHE 228	Dining Room Supervision	4	•				
<b>TOTAL</b>		<b>17</b>					

The issuance of a Certificate of Completion requires that the student must earn a G.P.R. of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Completion in Dining Room Service, a grade of “C” or higher is required in all FSHE courses. Math 50H is not applicable to any A.S. degree in Food Service.

**CERTIFICATE OF COMPLETION, PATISSERIE  
(17 SEMESTER CREDITS)**

**Program Description:** The Certificate of Completion, Patisserie, is a one-semester program of study. Its primary objective is to prepare students for 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. This program is recommended for students who wish to seek immediate employment in entry-level baking positions.

**Program Competencies:** Upon successful completion of the Certificate of Completion in Patisserie program of study, the student should be able to:

- Practice the tenets of the Culinarian's Code in daily worklife.
- Identify the functions, job titles, work requirements and operating procedures of the food, lodging and transportation components of the hospitality industry.
- Describe the job responsibilities of a pastry chef, baker, pastry cook and pastry helper.

- Determine the job qualifications, attitudes, work habits and personal qualities necessary to function satisfactorily with other individuals and in organizations in the hospitality industry.
- Make informed decisions regarding job placement and career development in the hospitality industry.
- Maintain the work area and equipment in accordance with standards of safety and sanitation and demonstrate the proper use and care of the equipment and supplies.
- Apply with accuracy, computational skills in food preparation and the conversion of recipes.
- Apply the fundamental concepts of baking and demonstrate the basic baking skills and techniques in preparing bakery items such as quick breads, yeast breads, rolled-in dough, pies, cakes, puddings and pastry creams.
- Apply advanced techniques in the preparation of gourmet specialties in breads, puff pastry, paté a choux, international pastries, petite fours, gateaux, Bavarian creams, soufflés and ice cream desserts.
- Decorate cakes.

**CERTIFICATE OF COMPLETION CURRICULUM,  
PATISSERIE (17 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirement (3 credits)</b>							
MATH 24 or	Elementary Algebra I	3	•				
MATH 50H or higher level math	Technical Mathematics I/Food Service						
<b>Food Service Hospitality Education Courses (14 credits)</b>							
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 103	Sanitation and Safety	2	•				
FSHE 110	Fundamentals of Cookery	4	•				
FSHE 122	Fundamentals of Baking	5	•				
<b>TOTAL</b>		<b>17</b>					

The issuance of a Certificate of Completion requires that the student must earn a G.P.R. of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Completion in Patisserie, a grade of "C" or higher is required in all FSHE courses. Math 50H is not applicable to any A.S. degree in Food Service.

## LIFELONG LEARNING

### HAZARD ANALYSIS CRITICAL CONTROL POINTS (HACCP) CURRICULUM

#### CERTIFICATE OF COMPETENCE

**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 satisfactory completion of the Certificate of Competence in Hazard Analysis Critical Control Points (HACCP), the student will 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.
- Students will be able to pass 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 non-credit 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 non-credit 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:** Nine A.S. degree options are offered in the areas of Medical Assisting, Medical Laboratory Technician, Mobile Intensive Care Technician, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Radiologic Technology, and Respiratory Care. Certificates of Achievement are offered in Medical

Assisting and Practical Nursing. Certificates of Completion are offered for Emergency Medical Technician, Community Health Worker, and Dental Assisting. Twenty-six 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 Hawaii 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/Non-Credit Programs:** Non-credit 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 Non-Credit Registration Office. For more information about non-credit courses and certificates, contact the College Information Office (734-9559) or the Non-Credit Registration Office (734-9211). A variety of customized training and non-credit classes are available at the Waikiki Lifelong Learning Center and at other sites in Waikiki. Please telephone 924-7505 for details. Please go to <http://www.kcc.hawaii.edu> for more information about Kapi'olani Community College.

### CAREER and ACADEMIC OPTIONS THE HEALTH CAREER EDUCATION PROGRAMS EMERGENCY MEDICAL SERVICES

CAREER OPTIONS	ACADEMIC OPTIONS
Emergency Medical Technician	Certificate of Completion – Emergency Medical Technician (20 credits)
Mobile Intensive Care Technician	Associate in Science - Mobile Intensive Care Technician (80-83 credits)

### HEALTH SCIENCES

CAREER OPTIONS	ACADEMIC OPTIONS
Community Health Worker	Certificate of Completion - Community Health Worker (19 credits) expiration effective spring 2004
Community Health Worker	Certificate of Completion - Community Health Worker (18 credits) effective spring 2004
Dental Assistant	Certificate of Completion – Dental Assisting (16 credits)
Medical Assistant	Certificate of Achievement – Medical Assisting (41 credits)
Medical Assistant	Certificate of Achievement – Medical Assisting (40 credits) effective spring 2005
Medical Assistant (with advanced skills)	Associate in Science – Medical Assisting (66 credits)
Medical Assistant (with advanced skills)	Associate in Science – Medical Assisting (65 credits) effective spring 2005
Medical Laboratory Technician	Associate in Science – Medical Laboratory Technician (70-71 credits)
Occupational Therapy Assistant	Associate in Science – Occupational Therapy Assistant (84 - 85 credits)

Occupational Therapy Assistant	Associate in Science – Occupational Therapy Assistant (82 credits) effective spring 2004
Occupational Therapy Assistant	Associate in Science – Occupational Therapy Assistant (82 credits) effective fall 2004
Physical Therapist Assistant	Associate in Science – Physical Therapist Assistant (68 credits)
Physical Therapist Assistant	Associate in Science – Physical Therapist Assistant (70 credits) effective spring 2004
Physical Therapist Assistant	Associate in Science – Physical Therapist Assistant (70 credits) effective spring 2005
Radiologic Technologist	Associate in Science – Radiologic Technology (89 credits)
Respiratory Care Practitioner	Associate in Science – Respiratory Care (101-105 credits) expiration effective fall 2004
Respiratory Care Practitioner	Associate in Science – Respiratory Care (101 credits) effective fall 2004

**NURSING**

CAREER OPTIONS	ACADEMIC OPTIONS
Adult Residential Care Home Operator	Certificate of Competence – Adult Residential Care Home Operator (3 credits)
Long Term Care/Home Health Nurse Aide	Certificate of Competence – Long Term Care/Home Health Nurse Aide (4 credits)
Nurse Aide	Certificate of Competence – Nurse Aide (8 credits)
Licensed Practical Nurse	Certificate of Achievement – Practical Nursing (41 credits)
Transition for Licensed Practical Nurse	Associate in Science – Nursing (57 credits plus LPN credits)
Registered Nurse preparation	Associate in Science – Nursing (74 credits) expiration effective fall 2004
Registered Nurse preparation	Associate in Science – Nursing (72 credits) effective fall 2004

**LIFELONG LEARNING**

CAREER OPTIONS	ACADEMIC OPTIONS
Short term training in areas related to health (exercise, medical topics, etc.)	Non-Credit Registration Office (734-9211) <a href="http://programs.kcc.hawaii.edu/~noncredit">http://programs.kcc.hawaii.edu/~noncredit</a>
Working with children/youth diagnosed with autism and related developmental disorders	Certificate of Competence - Autism Spectrum Disorders for Service Providers (60 hours)
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)
Diagnostic Medical Sonographer	Certificate of Competence - Abdominal Ultrasonography, Lab, and Clinical Practice (9 equivalent credits)
Diagnostic Medical Sonographer	Certificate of Competence - Clinical Practice in Abdominal, Superficial Structures, Obstetric-Gynecologic and Special Procedures Sonography (6 equivalent credits)
Diagnostic Medical Sonographer	Certificate of Competence - Sonographic Critique and Practicum (8 equivalent credits)

Diagnostic Medical Sonographer	Certificate of Competence - Ultrasound Instrumentation, Obstetric/Gynecologic Sonography, and Special Topics in Sonography (9 equivalent credits)
Diagnostic Medical Sonographer	Certificate of Competence - Ultrasound Physics, Sectional Anatomy, and Superficial Structures Sonography (6 equivalent credits)
Community Rehabilitation Worker	Certificate of Competence - Disability Studies Training (45 hours)
Massage Therapist	Certificate of Competence - General Massage Techniques (290 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 (240 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 RN's and LPN's) (56 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

**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 A.S. 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 (Nursing advisors or Health Sciences/EMS advisors) to ensure early identification and appropriate advising.

**Special Admissions 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, Physical Therapist Assistant, Practical Nursing, Radiologic Technology, and Respiratory Care programs is open each fall 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 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 Emergency Medical Technician and Practical Nursing programs.

Spring semester only (June 1 – October 1): Application to the Medical Laboratory Technician program and the Mobile Intensive Care Technician program.

Fall and Spring (December 1 – March 1) semesters: Application to the Physical Therapist Assistant program.

Fall and Spring (December 1 – May 30) semesters: Application to the Occupational Therapy Assistant 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.

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 and by late December for Spring entry.

#### **Accepted/Admitted Health Career Education Program Applicants**

All those 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

### EMERGENCY MEDICAL TECHNICIAN CURRICULUM

#### SPECIAL ADMISSION REQUIREMENTS FOR EMERGENCY MEDICAL TECHNICIAN – INTERMEDIATE, CERTIFICATE OF COMPLETION

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.

### CERTIFICATE OF COMPLETION (20 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.

**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 (20 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Emergency Medical Technician Courses (20 credits)</b>							
EMT 100	EMT-Intermediate	16	•				
EMT 101	Practicum for EMT-Intermediate	4	•				
<b>TOTAL</b>		<b>20</b>					

The issuance of a Certificate of Completion requires that the student must earn a G.P.R. of 2.0 or higher for all courses required in the certificate.

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.

**MOBILE INTENSIVE CARE TECHNICIAN  
(PARAMEDIC) CURRICULUM**

**SPECIAL ADMISSION REQUIREMENTS FOR  
MOBILE INTENSIVE CARE TECHNICIAN (80-  
83 CREDITS)**

The deadline for applications to the Mobile Intensive Care Technician (MICT) program is October 1. Acceptance review period is November 1 - November 30. Applicants to the MICT program are required to have current First Aid and BCLS cards.

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 which includes exam scores, letters of recommendation, EMT work and coursework, and an interview. Interviews will be scheduled for applicants with the highest total scores in rank order, highest to lowest, until the admission quota is reached.

The total qualifying scores for the Mobile Intensive Care Technician program are based on the following criteria:

1. English placement test (minimum placement of ENG 100).
2. Math placement test (minimum placement of MATH 24).
3. EMT knowledge exam scores.
4. Letters of recommendation.
5. Grade for EMT course.
6. A minimum of 200 documented Advanced Life Support (ALS) ambulance calls. The 200 documented ALS calls may be accomplished through EMT 110V or EMT 193V or through work experience as an EMT.
7. Interview scores.

**ASSOCIATE IN SCIENCE DEGREE  
(80-83 SEMESTER CREDITS)**

**Program Description:** The Associate in Science degree in Mobile Intensive Care Technician is a 80-83 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 100 or MATH 100H or higher level mathematics course; A.S. Humanities course (100 level or higher); FAMR 230

**Program Competencies:** Upon successful completion of the Associate in Science degree in Mobile Intensive Care Technician, the student should be able to perform all competencies required of an Emergency Medical Technician, and in addition, should be able to:

- Perform in an entry-level position as a Mobile Intensive Care Technician.
- Safely and accurately perform all advanced life support procedures as listed in Board of Medical Examiners rules for Emergency Ambulance Personnel, including:
- Perform a history and physical examination to assess illness or degree of injury.
- Perform advanced cardiac life support procedures.
- Administer medications by the oral, sublingual, subcutaneous, intramuscular, intracardiac, intravenous, and/or endotracheal routes to treat specific medical problems.
- Perform tracheal intubation.
- Perform electrocardiograms, interpret life threatening arrhythmias, and recognize abnormalities.
- Perform defibrillation and cardioversion.
- Perform closed chest needle thoracostomy.
- Insert nasogastric tubes and perform gastric lavage.
- Perform pericardiocentesis.
- Perform cricothyroid needle insertion.
- Perform direct laryngoscopy for forceps removal of foreign body.

- Perform techniques for reflex vagocardiac stimulation.
- 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.

- Communicate data to the designated medical command authority and carry out medical orders for the patient.
- 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.
- 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.

**A.S. DEGREE CURRICULUM,  
MOBILE INTENSIVE CARE TECHNICIAN (80-83 CREDITS)**

Course	Title	Cr	P = Prerequisite				Grade Received
			P	1	2	3	
<b>General Education Courses (17-20 credits)</b>							
ENG 100	Composition I	3			•		
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3		•			
BIOL 130/130L or ZOOL 141, 142, ZOOL 141L, 142L	Anatomy and Physiology/Laboratory Human Anatomy and Physiology I/II Human Anatomy and Physiology Laboratory I/II	5 (8)					
FAMR 230	Survey of Human Growth and Development	3				•	
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3				SS	
<b>Support Courses (21 credits)</b>							
EMT 100	EMT-Intermediate	16		•			
EMT 101	Practicum for EMT-Intermediate	4		•			
HLTH 125	Survey of Medical Terminology	1	P				
<b>MICT Courses (42 credits)</b>							
MICT 150	Pre-Hospital Assessment and Treatment I	10			•		
MICT 160	Pre-Hospital Assessment and Treatment II	5				SS	
MICT 200	Advanced Pre-Hospital Assessment and Treatment	5				•	
MICT 201	Pre-Hospital Assessment and Treatment Clinical Experience	4				•	
MICT 202	Pre-Hospital Assessment and Treatment Internship I	4				•	
MICT 250	Pre-Hospital Assessment and Treatment Internship II	14				•	
<b>TOTAL</b>		<b>80-83</b>					

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

Please note: For the MICT A.S. degree a grade of "C" or higher must be maintained in all required courses. Lists of A.S. electives (KCC AS/AH) are in the "Degree and Certificate Programs" section.

## HEALTH SCIENCES

### COMMUNITY HEALTH WORKER CURRICULA

#### CERTIFICATE OF COMPLETION (19 SEMESTER CREDITS)

*expiration effective spring 2004*

**Program Description:** This is a program to prepare students to function as a primary health care provider to link disadvantaged families with existing health care resources. This is carried out by providing basic health screening services, identifying needs, providing information, making referrals to appropriate health care providers or agencies, and following up on referrals. Currently limited to special enrollment. Please call the Wai'anae Health Academy at 696-3155 for information.

**Program Competencies:** 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.
- Demonstrate ability to 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.
- Demonstrate appropriate home visiting skills.
- Apply basic counseling techniques, interviewing and communication skills to working individuals and families.
- Demonstrate skills in group processes, problem solving, decision-making and case management.
- Function as a case manager and coordinate effectively the delivery of services for all clients assigned.
- Assist in developing a plan for supplementary services for clients.
- Assist in preparing for termination of services.

#### CERTIFICATE OF COMPLETION, COMMUNITY HEALTH WORKER (19 CREDITS)

*Expiration effective spring 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Biology, Health, Medical Assisting Courses (13 credits)</b>							
BIOL 100 or	(Human Biology at LCC)						
BIOL 22	Human Anatomy and Physiology (at KCC)	3					
CHW 110	Introduction to the Study of Diseases	1					
CHW 150	Community Health Worker	6					
CHW 155	Community Health Worker Externship and Seminar	3					
<b>Leeward Community College Courses (6 credits)</b>							
HSER 140	Individual Counseling	3					
HSER 190	Special Topics (Needs Assessment)	3					
<b>TOTAL</b>		<b>19</b>					

The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: In order to receive the Certificate of Completion in Community Health Worker, a grade of "C" or higher is required in each course.

**CERTIFICATE OF COMPLETION  
(18 SEMESTER CREDITS)**

*effective spring 2004*

**Program Description:** This is a program to prepare the student to function as a primary health care provider to link disadvantaged families with existing health care resources. This is carried out by providing basic health screening services, identifying needs, providing information, making referrals to appropriate health care providers or agencies, and following up on referrals. Currently limited to special enrollment. Please call the Wai'anae Health Academy at (808) 696-3155 for more information.

**Program Competencies:** 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.

- Demonstrate ability to 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.
- Demonstrate appropriate home visiting skills.
- Apply basic counseling techniques, interviewing and communication skills to working individuals and families.
- Demonstrate skills in group processes, problem solving, decision-making and case management.
- Function as a case manager and coordinate effectively the delivery of services for all clients assigned.
- Assist in developing a plan for supplementary services for clients.
- Assist in preparing for termination of services.

**CERTIFICATE OF COMPLETION,  
COMMUNITY HEALTH WORKER (18 CREDITS)**

*effective spring 2004*

Course	Title	Cr	1	2	3	4
<b>Biology, Health, Medical Assisting Courses (12 credits)</b>						
BIOL 22	Human Anatomy and Physiology (at KCC)	3		•		
CHW 110	Introduction to Study of Diseases	1		•		
CHW 140	Fundamentals of Community Health Work	4	•			
CHW 145	Community Health Worker Clinical I	1	•			
CHW 146	Community Health Worker Clinical II	2		•		
PHRM 106	Special Topics in Pharmacology	1		•		
<b>Leeward Community College Courses (6 credits)</b>						
HSER 140	Individual Counseling	3	•			
HSER 190	Special Topics (Needs Assessment)	3	•			
<b>TOTAL</b>		<b>18</b>				

The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate. A grade of "C" or higher must be earned in all required first semester courses in order for the student to continue in the second semester of the CHW program.

**DENTAL ASSISTING CURRICULUM**

**Special Admission Requirements**

Additional information is listed in the "Special Requirements for programs in Health Career Education" section. Acceptance into the Dental Assisting program is on a first-qualified, first-accepted basis by minimum score of 9.0 on English placement test (or equivalent) and attendance at an orientation session.

**CERTIFICATE OF COMPLETION  
(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, dental laboratories or dental supply houses. Students receive instruction in basic dental operator and laboratory skills.

**Program Competencies:** Upon successful completion of the Certificate of Completion in Dental Assisting, the student should be able to:

- Assist at the chair in diagnostic and operative procedures.
- Assist in the management of medical and dental emergencies and administer basic life support procedures, when indicated.
- Perform clinical supportive functions, including preparing and dismissing patients, manipulating dental restorative and impression materials and dental cements, sterilizing instruments and disinfecting equipment, providing postoperative instructions prescribed by the dentist, and preparing tray setups.
- Expose, process, and mount radiographs of such quality as to be clinically acceptable for diagnostic purposes according to standardized techniques and procedures.
- Complete laboratory procedures, including pouring, trimming, and study casts, fabricating custom impression trays from preliminary impressions.

- Exercise sound clinical judgment with awareness of values and attitudes as evidenced by appropriate performance in class, clinical, and laboratory experiences.
- Demonstrate communication skills by interacting with patients and colleagues with ease and effectiveness.

- Provide oral health instruction including plaque control programs and basic dietary counseling.
- Participate effectively in public health programs and continue professional education.
- Abide by the professional code of ethics, know and abide by the state laws applicable to dentistry.

**CERTIFICATE OF COMPLETION CURRICULUM,  
DENTAL ASSISTING (16 CREDITS)**

Course	Title	R = Required Semester Cr	Grade Received			
			1	2	3	4
<b>Dental Assisting Courses (16 credits)</b>						
DENT 70	Essentials of Dental Assisting	3	R			
DENT 70L	Essentials of Dental Assisting Laboratory	3	R			
DENT 73	Dental Materials	1	R			
DENT 73L	Dental Materials Laboratory	2	R			
DENT 75	Dental Sciences	2	R			
DENT 76	Dental Radiography	1	R			
DENT 76L	Dental Radiography Laboratory	1	R			
DENT 78	Clinical Rotations; Seminars	3	R			
<b>TOTAL</b>		<b>16</b>				

The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: In order to receive the Certificate of Completion in Dental Assisting, a grade of “C” or higher is required in each course.

**MEDICAL ASSISTING CURRICULA**

**Special Admission Requirements**

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 11.5 on the English placement test (or equivalent) and placement at MATH 25. Attendance at an orientation session is also required.

**Preparation for MEDA Program**

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. Applicants may take support courses before taking MEDA courses. Applicants who plan to take courses part-time while in the program are advised to complete as many of the support courses as possible before applying to the program. Courses that may be completed before entering either the certificate or the degree program include the following: MEDA 100, BIOL 130, HLTH 110.

In addition, applicants to the A.S. degree program may wish to take some or all of the following courses before entering the program: Communications course (ENG 100, SP 181 (formerly SP 145), or SP 151), FSHE 185, A.S. Humanities course (100 level or higher, PHIL 250 recommended), Math course (MATH 100 or MATH 100H or higher), A.S. Social Sciences course (100 level or higher, FAMR 230 or PSY 100 recommended). Please refer to the “Degree and Certificate Programs” section for a list of A.S. courses.

**CERTIFICATE OF ACHIEVEMENT  
(41 SEMESTER CREDITS)**

*expiration effective spring 2005*

**Program Description:** This program provides a career ladder in medical assisting. Students may enter in either fall or spring semester and receive a Certificate of Achievement upon satisfactory completion of the prescribed two and a half semester curriculum. Certificate graduates may continue their course of study and earn an Associate in Science degree in medical assisting.

The Certificate of Achievement program is accredited by the 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).

Certificate of Achievement graduates are qualified to write the national certification examination of the American Association of Medical Assistants, Inc.

**Program Competencies:** Upon successful completion of the Certificate of Achievement in Medical Assisting, the student should be able to:

- Function in the professional role of the Medical Assistant under direct supervision of a licensed physician.
- Perform clinical patient care skills safely while assisting the physician with examination and treatments.

- Assist the physician in appraisal of the health status of patients through the application of diagnostic concepts and procedures, with prescribed diagnostic tests, follow-up care, and treatment.
- Collect routine laboratory specimens for processing safely and following acceptable procedures; perform routine office diagnostic tests and procedures accurately.
- Prepare the back office and the front office, equipment, and supplies to facilitate smooth functioning and flow of patients.
- Implement effective communication skills both written and oral, verbally and non-verbally, with patients, physicians, and other Healthcare team professionals.
- Recognize ethical and legal responsibilities in patient management and in the physician's practice, adhering to legal and governmental safety standards for patient care and record maintenance.
- Apply the basic concepts of medical economics to analyze and evaluate situations involving the delivery of and payment for medical care services.
- Recognize emergency situations and administer emergency first aid and cardiopulmonary resuscitation.
- Function and demonstrate professional characteristics expected of a beginning practicing Medical Assistant.
- Function effectively as healthcare team member in the delivery of quality patient care through knowledge and skill as a Medical Assistant.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
MEDICAL ASSISTING (41 CREDITS)  
expiration effective spring 2005**

Course	Title	Cr	• = Suggested Semester R = Required Semester				Grade Received
			1	2	3	4	
<b>Support Courses (14 credits)</b>							
BIOL 130	Anatomy and Physiology	4	R				
HLTH 110	Medical Terminology	2	R				
MLT 100	Introduction to the Clinical Laboratory	2		•			
HLTH 160	Study of Diseases	3		R			
PHRM 103	Introduction to Pharmacology	1			•		
PHRM 104	Pharmacological Treatment of Disease	1				•	
PHRM 105	Administration of Medications	1				•	
<b>Medical Assisting Courses (27 credits)</b>							
MEDA 100	Introduction to Medical Assisting	3	•				
MEDA 120	Clinical Medical Assisting	2	•				
MEDA 120L	Clinical Medical Assisting Laboratory	2	•				
MEDA 125	Clinical Office Experience	1	•				
MEDA 132	Computer Applications in Medical Office	3	R				
MEDA 140	Administrative Medical Assisting	2		•			
MEDA 140L	Administrative Medical Assisting Laboratory	2		•			
MEDA 145	Administrative Medical Assisting Practicum	1		•			
MEDA 162	Advanced Computer Applications in Medical Office	3		R			
MEDA 201	Medical Law and Ethics	2		R			
MEDA 210	Medical Assisting Critique	1				R	
MEDA 215	Externship	5				R	
<b>TOTAL</b>		<b>41</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) 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. It is strongly recommended that a student take BIOL 130L along with BIOL 130.



**CERTIFICATE OF ACHIEVEMENT  
(40 SEMESTER CREDITS)**

*effective spring 2005*

**Program Description:** This program provides a career ladder in medical assisting. Students may enter in either fall or spring semester and receive a Certificate of Achievement upon satisfactory completion of the prescribed two and a half semester curriculum. Certificate graduates may continue their course of study and earn an Associate in Science degree in medical assisting.

The Certificate of Achievement program is accredited by the 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).

Certificate of Achievement graduates are qualified to write the national certification examination of the American Association of Medical Assistants, Inc.

**Program Competencies:** Upon successful completion of the Certificate of Achievement in Medical Assisting, the student should be able to:

- Function in the professional role of the Medical Assistant under direct supervision of a licensed physician.
- Perform clinical patient care skills safely while assisting the physician with examination and treatments.

- Assist the physician in appraisal of the health status of patients through the application of diagnostic concepts and procedures, with prescribed diagnostic tests, follow-up care, and treatment.
- Collect routine laboratory specimens for processing safely and following acceptable procedures; perform routine office diagnostic tests and procedures accurately.
- Prepare the back office and the front office, equipment, and supplies to facilitate smooth functioning and flow of patients.
- Implement effective communication skills both written and oral, verbally and non-verbally, with patients, physicians, and other Healthcare team professionals.
- Recognize ethical and legal responsibilities in patient management and in the physician's practice, adhering to legal and governmental safety standards for patient care and record maintenance.
- Apply the basic concepts of medical economics to analyze and evaluate situations involving the delivery of and payment for medical care services.
- Recognize emergency situations and administer emergency first aid and cardiopulmonary resuscitation.
- Function and demonstrate professional characteristics expected of a beginning practicing Medical Assistant.
- Function effectively as healthcare team member in the delivery of quality patient care through knowledge and skill as a Medical Assistant.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
MEDICAL ASSISTING (40 CREDITS)**

*effective spring 2005*

Course	Title	Cr	• = Suggested Semester				Grade Received
			R = Required Semester				
			1	2	3	4	
<b>Support Courses (13 credits)</b>							
BIOL 120	Anatomy and Physiology of the Human Body	3	R				
HLTH 110	Medical Terminology	2	R				
MLT 100	Introduction to the Clinical Laboratory	2		•			
HLTH 160	Study of Diseases	3		R			
PHRM 110	Basic Clinical Pharmacology	2			•		
PHRM 115	Administration of Medications	1					
<b>Medical Assisting Courses (27 credits)</b>							
MEDA 100	Introduction to Medical Assisting	3	•				
MEDA 120	Clinical Medical Assisting	2	•				
MEDA 120L	Clinical Medical Assisting Laboratory	2	•				
MEDA 125	Clinical Office Experience	1	•				
MEDA 132	Computer Applications in Medical Assisting	3	R				
MEDA 140	Administrative Medical Assisting	2		•			
MEDA 140L	Administrative Medical Assisting Laboratory	2		•			
MEDA 145	Administrative Medical Assisting Practicum	1		•			
MEDA 162	Advanced Computer Applications in Medical Office	3		R			
MEDA 201	Medical Law and Ethics	2		R			
MEDA 210	Medical Assisting Critique	1				R	
MEDA 215	Externship	5				R	
<b>TOTAL</b>		<b>40</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) 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.

**ASSOCIATE IN SCIENCE DEGREE  
(66 SEMESTER CREDITS)**

*expiration effective spring 2005*

**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 Committee on Accreditation for Medical Assistant Education (also known as the Curriculum Review Board of the American Association of Medical Assistants' Endowment). Associate degree graduates are qualified to write the national certification examination of the American Association of Medical Assistants, Inc.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Medical Assisting, the student should be able to:

- Function in the professional role of the Medical Assistant under direct supervision of a licensed physician.
- Perform clinical patient care skills safely while assisting the physician with examination and treatments.
- Assist the physician in appraisal of the health status of patients through the application of diagnostic concepts

and procedures, with prescribed diagnostic tests, follow-up care, and treatment.

- Collect routine laboratory specimens for processing safely and following acceptable procedures; perform routine office diagnostic tests and procedures accurately.
- Prepare the back office and the front office, equipment, and supplies to facilitate smooth functioning and flow of patients.
- Implement effective communication skills both written and oral, verbally and non-verbally, with patients, physicians, and other Healthcare team professionals.
- Recognize ethical and legal responsibilities in patient management and in the physician's practice, adhering to legal and governmental safety standards for patient care and record maintenance.
- Apply the basic concepts of medical economics to analyze and evaluate situations involving the delivery of and payment for medical care services.
- Recognize emergency situations and administer emergency first aid and cardiopulmonary resuscitation.
- Coordinate and prepare patients for specialized treatment and diagnostic procedures.
- Understand common cardiac arrhythmias and their treatment.
- Demonstrate knowledge of disease processes and alterations of function in body systems and relate to patient care.
- Function and demonstrate professional characteristics expected of a beginning practicing Medical Assistant.
- Function effectively as healthcare team member in the delivery of quality patient care through knowledge and skill as a Medical Assistant.

**A.S. DEGREE CURRICULUM,  
MEDICAL ASSISTING (66 CREDITS)**

*expiration effective spring 2005*

Course	Title	Cr	• = Suggested Semester					Grade Received
			R	1	2	3	4	
<b>General Education Requirements (16 credits)</b>								
ENG 100 or SP 151 or SP 181 (formerly SP 145)	Composition I Personal and Public Speech Interpersonal Communications	3				•		
FAMR 230 or PSY 100	Survey of Human Growth and Development Survey of Psychology	3				•		
BIOL 130	Anatomy and Physiology	4	R					
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3				•		
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3					•	
<b>Support Courses (16 credits)</b>								
FSHE 185	The Science of Human Nutrition	3				•		
HLTH 110	Medical Terminology	2	R					
MLT 100	Introduction to the Clinical Laboratory	2		•				
HLTH 160	Study of Diseases	3		R				
HLTH 250	Basic Cardiac Arrhythmias	3					•	
HLTH 252	Pathophysiology	3					•	
PHRM 103	Introduction to Pharmacology	1				•		
PHRM 104	Pharmacological Treatment of Disease	1				•		
PHRM 105	Administration of Medications	1				•		

Medical Assisting Courses (34 credits)						
MEDA 100	Introduction to Medical Assisting	3	•			
MEDA 120	Clinical Medical Assisting	2	•			
MEDA 120L	Clinical Medical Assisting Laboratory	2	•			
MEDA 125	Clinical Office Experience	1	•			
MEDA 132	Computer Applications in Medical Assisting	3	•			
MEDA 140	Administrative Medical Assisting	2		•		
MEDA 140L	Administrative Medical Assisting Laboratory	2		•		
MEDA 145	Administrative Medical Assisting Practicum	1		•		
MEDA 162	Advanced Computer Applications in Medical Assisting	3		•		
MEDA 201	Medical Law and Ethics	2		•		
MEDA 210	Medical Assisting Critique	1			•	
MEDA 215	Externship	5			•	
MEDA 220	Advanced Clinical Medical Assisting	2			•	
MEDA 220L	Advanced Clinical Medical Assisting Laboratory	1			•	
MEDA 225	Advanced Clinical Medical Assisting Practicum	1			•	
<b>TOTAL</b>		<b>66</b>				

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: For the A.S. degree in Medical Assisting a grade of "C" or higher must be maintained in all required courses. It is strongly recommended that a student take BIOL 130L along with BIOL 130.

## ASSOCIATE IN SCIENCE DEGREE (65 SEMESTER CREDITS)

*effective spring 2005*

**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 Committee on Accreditation for Medical Assistant Education (also known as the Curriculum Review Board of the American Association of Medical Assistants' Endowment). Associate degree graduates are qualified to write the national certification examination of the American Association of Medical Assistants, Inc.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Medical Assisting, the student should be able to:

- Function in the professional role of the Medical Assistant under direct supervision of a licensed physician.
- Perform clinical patient care skills safely while assisting the physician with examination and treatments.
- Assist the physician in appraisal of the health status of patients through the application of diagnostic concepts and procedures, with prescribed diagnostic tests, follow-up care, and treatment.
- Collect routine laboratory specimens for processing safely and following acceptable procedures; perform routine office diagnostic tests and procedures accurately.

- Prepare the back office and the front office, equipment, and supplies to facilitate smooth functioning and flow of patients.
- Implement effective communication skills both written and oral, verbally and non-verbally, with patients, physicians, and other Healthcare team professionals.
- Recognize ethical and legal responsibilities in patient management and in the physician's practice, adhering to legal and governmental safety standards for patient care and record maintenance.
- Apply the basic concepts of medical economics to analyze and evaluate situations involving the delivery of and payment for medical care services.
- Recognize emergency situations and administer emergency first aid and cardiopulmonary resuscitation.
- Coordinate and prepare patients for specialized treatment and diagnostic procedures.
- Understand common cardiac arrhythmias and their treatment.
- Demonstrate knowledge of disease processes and alterations of function in body systems and relate to patient care.
- Function and demonstrate professional characteristics expected of a beginning practicing Medical Assistant.
- Function effectively as healthcare team member in the delivery of quality patient care through knowledge and skill as a Medical Assistant.

**A.S. DEGREE CURRICULUM,  
MEDICAL ASSISTING (65 CREDITS)**  
*effective spring 2005*

Course	Title	Cr	• = Suggested Semester				Grade Received
			R = Required Semester				
			1	2	3	4	
<b>General Education Requirements (15 credits)</b>							
ENG 100 or SP 151 or SP 181 (formerly SP 145, formerly COMUN 145)	Composition I Personal and Public Speech Interpersonal Communications	3			•		
FAMR 230 or PSY 100	Survey of Human Growth and Development Survey of Psychology	3			•		
BIOL 120	Anatomy and Physiology of the Human Body	3	R				
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3			•		
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3				•	
<b>Support Courses (16 credits)</b>							
FSHE 185	The Science of Human Nutrition	3			•		
HLTH 110	Medical Terminology	2	R				
MLT 100	Introduction to the Clinical Laboratory	2		•			
HLTH 160	Study of Diseases	3		R			
HLTH 250	Basic Cardiac Arrhythmias	3				•	
HLTH 252	Pathophysiology	3				•	
PHRM 110	Basic Clinical Pharmacology	2					
PHRM 115	Administration of Medications	1					
<b>Medical Assisting Courses (34 credits)</b>							
MEDA 100	Introduction to Medical Assisting	3	•				
MEDA 120	Clinical Medical Assisting	2	•				
MEDA 120L	Clinical Medical Assisting Laboratory	2	•				
MEDA 125	Clinical Office Experience	1	•				
MEDA 132	Computer Applications in Medical Assisting	3	•				
MEDA 140	Administrative Medical Assisting	2		•			
MEDA 140L	Administrative Medical Assisting Laboratory	2		•			
MEDA 145	Administrative Medical Assisting Practicum	1		•			
MEDA 162	Advanced Computer Applications in Medical Assisting	3		•			
MEDA 201	Medical Law and Ethics	2		•			
MEDA 210	Medical Assisting Critique	1				•	
MEDA 215	Externship	5				•	
MEDA 220	Advanced Clinical Medical Assisting	2			•		
MEDA 220L	Advanced Clinical Medical Assisting Laboratory	1			•		
MEDA 225	Advanced Clinical Medical Assisting Practicum	1			•		
<b>TOTAL</b>		<b>65</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: For the A.S. degree in Medical Assisting a grade of "C" or higher must be maintained in all required courses.

## MEDICAL LABORATORY TECHNICIAN CURRICULUM

### Special Admission Requirements

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.

### ASSOCIATE IN SCIENCE DEGREE (70-71 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 Certifying Agency for Medical Laboratory Personnel (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.

### A.S. DEGREE CURRICULUM, MEDICAL LABORATORY TECHNICIAN (70-71 CREDITS)

**Program Competencies:** 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.

Course	Title	Cr	Grade Received					
			P	1	2	3	4	
<b>General Education Requirements (15-16 credits)</b>								
ENG 100	Composition I	3	P					
MATH 103 or higher level math	Fundamentals of College Algebra	3	P					
BIOL 130 or BIOL 171	Anatomy and Physiology General Biology I	3-4	P					
KCC AS/SS	A.S. Social Sciences Elective (100 level or higher)	3			•			
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3			•			
<b>General Support Courses (13 credits)</b>								
CHEM 161	General Chemistry I	3	P					
CHEM 161L	General Chemistry I Laboratory	1	P					
CHEM 162	General Chemistry II	3		R				
CHEM 162L	General Chemistry II Laboratory	1		R				
MICR 130	General Microbiology	3		R				
MICR 161	Immunology and Protein Chemistry	2		R				

• = Suggested Semester  
P = Prerequisite  
R = Required Semester  
SS = Summer Semester

**A.S. DEGREE CURRICULUM,  
MEDICAL LABORATORY TECHNICIAN (70-71 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			P = Prerequisite	R = Required Semester	SS = Summer Semester		
			1	2	3	4	
<b>Medical Laboratory Technician Courses (42 credits)</b>							
MLT 100	Introduction to the Clinical Laboratory	2	P				
MLT 100B	Phlebotomy Practicum	1		R			
MLT 103	Urinalysis	1			SS		
MLT 107	Clinical Microbiology I Laboratory	2		R			
MLT 108	Hematology	3		R			
MLT 108L	Hematology Laboratory	2		R			
MLT 202	Clinical Biochemistry I	2			SS		
MLT 202L	Clinical Biochemistry I Laboratory	1			SS		
MLT 203	Clinical Biochemistry II	3			R		
MLT 203L	Clinical Biochemistry II Laboratory	1			R		
MLT 204	Immunohematology	2			R		
MLT 206	Clinical Microbiology II	2			R		
MLT 207	Clinical Microbiology II Laboratory	2			R		
MLT 211	Microscopy	1			R		
MLT 240	Seminar	1				R	
MLT 242B	Clinical Rotation II - Blood Bank	2				R	
MLT 242C	Clinical Rotation II - Chemistry	5				R	
MLT 242D	Clinical Rotation II - Microbiology	5				R	
MLT 242E	Clinical Rotation II - Hematology	4				R	
<b>TOTAL</b>		<b>70-71</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: Clinical rotation is conducted in affiliated community hospitals and laboratories and involves a regular work week of 40 hours for 18 weeks. Hours are scheduled by clinical staff and may include an evening shift. For the A.S. 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.

**OCCUPATIONAL THERAPY ASSISTANT  
CURRICULA**

**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 a minimum score of 11.5 on the English placement test (or equivalent), placement at MATH 25 or higher, and attendance at an OTA orientation session.

**Preparation for OTA Program**

Prerequisite courses that must be completed prior to program entry are: BIOL 130, ENG 100, A.S. Humanities course (100 level or higher, PHIL 250 recommended), Math or Logical Thinking course (MATH 100 or MATH 100H or higher, PHIL 110), HLTH 125, HLTH 160 or HLTH 280, and A.S. Social Sciences course (100 level or higher). Applicants may take support courses before taking OTA courses to lessen credit load during the program. OTA 110 may also be completed before entering the OTA program. First Aid and CPR (infant and child, 2 rescuer) certification is required before beginning second semester fieldwork.

**ASSOCIATE IN SCIENCE DEGREE  
(84 - 85 SEMESTER CREDITS)  
expiration effective spring 2004**

**Program Description:** This curriculum is designed to prepare students to work under the supervision of a registered occupational therapist with clients who are in need of functional activities to increase or maintain their muscle strength or individuals who are unable to cope with daily life tasks 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, and home care settings. 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).

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. Re-certification occurs every five years.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Occupational Therapy Assistant, the student should be able to:

- Understand the models of health care, education, community, and social systems as they relate to the practice of occupational therapy.
- Understand the meaning of occupation, activity, and purposeful activity, including the interaction of performance areas, performance components, and performance contexts.
- Understand and appreciate the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
- Be able to articulate to the consumer, potential employers, and the general public the unique nature of occupation as viewed by the profession of occupational therapy.
- Be familiar with the theories, models of practice, and frame of reference that underlie the practice of occupational therapy.
- Apply to the practice of occupational therapy a basic knowledge of the anatomy and physiology of the human body and needs pertinent to human growth and development, disease conditions and processes, basic psychology, and mental health concepts.
- Assist in administering evaluations and planning occupational therapy intervention that support the intervention goals and plan as outlined by the occupational therapist.
- Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, diversity factors and lifestyle choices in contemporary society.
- Demonstrate basic skills in therapeutic modalities and media used in occupational therapy practice and activity programs.
- Exhibit the ability to analyze tasks relative to performance areas, performance components, and performance context.
- Demonstrate the ability to analyze, adapt, and grade the environment, tools, materials, and occupations to meet the needs of a variety of clients and their sociocultural context.
- Demonstrate the use of individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals.
- Demonstrate the ability to educate and train appropriate individuals to facilitate skills in performance areas as well as prevention, health maintenance, and safety.
- Demonstrate the ability to use safety precautions with the client during therapeutic intervention.
- Develop and promote the use of appropriate home and community programming to support performance in the client's natural environment.
- Understand the role and responsibility of the practitioner to address changes in service delivery policies and to effect changes in the system.
- Demonstrate the ability to report and record client data which effectively communicate the need and rationale for occupational therapy services.
- Demonstrate an understanding of approaches to use in resolving personal and organizational ethical conflicts.
- Demonstrate a knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Standards of Practice as a guide for professional interactions and in client treatment and employment settings.
- Acknowledge the personal responsibility for planning ongoing professional development to ensure a level of practice consistent with current and accepted standards.
- Display entry level competency in a variety of clinic settings concurrent with level of academic instruction and within the confines of AOTA Roles and Functions.
- Qualify to take the national certification examination to become a Certified Occupational Therapy Assistant.

**A.S. DEGREE CURRICULUM,  
OCCUPATIONAL THERAPY ASSISTANT (84-85 CREDITS)**  
*expiration effective spring 2004*

Course	Title	Cr	Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (25-26 credits)</b>							
ENG 100	Composition I	3	P				
PHIL 110 or MATH 100 or MATH 100H or higher level math	Introduction to Deductive Logic Survey of Mathematics Math for Health Sciences	3	P				
ICS 100	Computing Literacy and Application	3		•			
BIOL 130	Anatomy and Physiology	4	P				
HLTH 125	Survey of Medical Terminology	1	P				
HLTH 160 or HLTH 280	Study of Disease Disease and Disability for Rehabilitation	2-3	P				
HLTH 290	Kinesiology	2		•			
HLTH 290L	Kinesiology Laboratory	1		•			
KCC AS/AH	A.S. Arts & Humanities Elective (PHIL 250 recommended)	3	P				
KCC AS/SS	A.S. Social Sciences Elective	3	P				
<b>Occupational Therapy Courses (59 credits)</b>							
OTA 110	Introduction to Occupational Therapy	3	R				
OTA 116	Occupational Performance Components Across the Life Span	3	R				
OTA 117	Therapeutic Activities	3	R				
OTA 117L	Therapeutic Activities Laboratory	3	R				
OTA 118	Therapeutic Interpersonal Skills	3	R				
OTA 125	Fieldwork Level I: Community/Activities	1		R			
OTA 126	Critique: Field Work Level I - Community/Activity	1		R			
OTA 161	Psychosocial Dysfunction	3		R			
OTA 162	Therapeutic Modalities I	3		R			
OTA 163	Health Concepts for the Elderly	3		R			
OTA 172	Emerging Areas of Practice	3		SS			
OTA 232	Fieldwork Level I: Physical Dysfunction/ Developmental/Educational	1			R		
OTA 233	Critique: Fieldwork Level I: Physical Dysfunction/ Developmental/Educational	1			R		
OTA 236	Assistive Technology: Implications for OT	3			R		
OTA 237	Physical Dysfunction	3			R		
OTA 238	Therapeutic Modalities II	3			R		
OTA 247	OT Concepts for Pediatrics	3				R	
OTA 248	Therapeutic Modalities III	3				R	
OTA 249	Professional Concepts	3				R	
OTA 270	Field Work Level II A	5				R	
OTA 271	Field Work Level II B	5				SS	
<b>TOTAL</b>		<b>84-85</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: For the A.S. degree in OTA a grade of "C" or higher must be maintained in all required courses in order for the student to continue in the OTA program. Practicum courses (Field Work Level II) conducted in affiliated occupational therapy departments must be completed within 18 months following completion of academic preparation. Lists of A.S. elective courses (KCC AS/AH and AS/SS) are in the "Degree and Certificate Programs" section.



## ASSOCIATE IN SCIENCE DEGREE (82 SEMESTER CREDITS)

*effective spring 2004*

**Program Description:** This curriculum is designed to prepare students to work under the supervision of a registered occupational therapist with clients who are in need of functional activities to increase or maintain their muscle strength or individuals who are unable to cope with daily life tasks 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, and home care settings. 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).

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. Re-certification occurs every five years.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Occupational Therapy Assistant, the student should be able to:

- Understand the models of health care, education, community, and social systems as they relate to the practice of occupational therapy.
- Understand the meaning of occupation, activity, and purposeful activity, including the interaction of performance areas, performance components, and performance contexts.
- Understand and appreciate the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
- Be able to articulate to the consumer, potential employers, and the general public the unique nature of occupation as viewed by the profession of occupational therapy.
- Be familiar with the theories, models of practice, and frame of reference that underlie the practice of occupational therapy.
- Apply to the practice of occupational therapy a basic knowledge of the anatomy and physiology of the human body and needs pertinent to human growth and development, disease conditions and processes, basic psychology, and mental health concepts.
- Assist in administering evaluations and planning occupational therapy intervention that support the intervention goals and plan as outlined by the occupational therapist.
- Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, diversity factors and lifestyle choices in contemporary society.
- Demonstrate basic skills in therapeutic modalities and media used in occupational therapy practice and activity programs.
- Exhibit the ability to analyze tasks relative to performance areas, performance components, and performance context.
- Demonstrate the ability to analyze, adapt, and grade the environment, tools, materials, and occupations to meet the needs of a variety of clients and their sociocultural context.
- Demonstrate the use of individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals.
- Demonstrate the ability to educate and train appropriate individuals to facilitate skills in performance areas as well as prevention, health maintenance, and safety.
- Demonstrate the ability to use safety precautions with the client during therapeutic intervention.
- Develop and promote the use of appropriate home and community programming to support performance in the client's natural environment.
- Understand the role and responsibility of the practitioner to address changes in service delivery policies and to effect changes in the system.
- Demonstrate the ability to report and record client data which effectively communicate the need and rationale for occupational therapy services.
- Demonstrate an understanding of approaches to use in resolving personal and organizational ethical conflicts.
- Demonstrate a knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Standards of Practice as a guide for professional interactions and in client treatment and employment settings.
- Acknowledge the personal responsibility for planning ongoing professional development to ensure a level of practice consistent with current and accepted standards.
- Display entry level competency in a variety of clinic settings concurrent with level of academic instruction and within the confines of AOTA Roles and Functions.
- Qualify to take the national certification examination to become a Certified Occupational Therapy Assistant.

**A.S. DEGREE CURRICULUM,  
OCCUPATIONAL THERAPY ASSISTANT (82 CREDITS)  
effective spring 2004**

Course	Title	Cr	Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (23 credits)</b>							
ENG 100	Composition I	3	P				
PHIL 110 or MATH 100 or MATH 100H or higher level math	Introduction to Deductive Logic Survey of Mathematics Math for Health Sciences	3	P				
ICS 100	Computing Literacy and Application	3		•			
BIOL 130	Anatomy and Physiology	4	P				
HLTH 125	Survey of Medical Terminology	1	P				
HLTH 290	Kinesiology	2		•			
HLTH 290L	Kinesiology Laboratory	1		•			
KCC AS/AH	A.S. Arts & Humanities Elective (PHIL 250 recommended)	3	P				
KCC AS/SS	A.S. Social Sciences Elective	3	P				
<b>Occupational Therapy Courses (59 credits)</b>							
OTA 110	Introduction to Occupational Therapy	3	R				
OTA 116	Occupational Performance Components Across the Life Span	3	R				
OTA 117	Therapeutic Activities	3	R				
OTA 117L	Therapeutic Activities Laboratory	3	R				
OTA 118	Therapeutic Interpersonal Skills	3	R				
OTA 125	Fieldwork Level I: Community/Activities	1		R			
OTA 126	Critique: Field Work Level I - Community/Activity	1		R			
OTA 161	Psychosocial Dysfunction	3		R			
OTA 162	Therapeutic Modalities I	3		R			
OTA 163	Health Concepts for the Elderly	3		R			
OTA 172	Emerging Areas of Practice	3		SS			
OTA 232	Fieldwork Level I: Physical Dysfunction/ Developmental/Educational	1			R		
OTA 233	Critique: Fieldwork Level I: Physical Dysfunction/ Developmental/Educational	1			R		
OTA 236	Assistive Technology: Implications for OT	3			R		
OTA 237	Physical Dysfunction	3			R		
OTA 238	Therapeutic Modalities II	3			R		
OTA 247	OT Concepts for Pediatrics	3				R	
OTA 248	Therapeutic Modalities III	3				R	
OTA 249	Professional Concepts	3				R	
OTA 270	Field Work Level II A	5				R	
OTA 271	Field Work Level II B	5				SS	
<b>TOTAL</b>		<b>82</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: For the A.S. degree in OTA a grade of "C" or higher must be maintained in all required courses in order for the student to continue in the OTA program. Practicum courses (Field Work Level II) conducted in affiliated occupational therapy departments must be completed within 18 months following completion of academic preparation. Lists of A.S. elective courses (KCC AS/AH and AS/SS) are in the "Degree and Certificate Programs" section

**A.S. DEGREE CURRICULUM,  
OCCUPATIONAL THERAPY ASSISTANT (82 CREDITS)**  
*effective fall 2004*

Course	Title	Cr	Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (23 credits)</b>							
ENG 100	Composition I	3	P				
PHIL 110 or MATH 100 or MATH 100H or higher level math	Introduction to Deductive Logic Survey of Mathematics Math for Health Sciences	3	P				
ICS 100	Computing Literacy and Application	3		•			
BIOL 130	Anatomy and Physiology	4	P				
HLTH 125	Survey of Medical Terminology	1	P				
HLTH 290	Kinesiology	2		•			
HLTH 290L	Kinesiology Laboratory	1		•			
KCC AS/AH	A.S. Arts & Humanities Elective (PHIL 250 recommended)	3	P				
KCC AS/SS	A.S. Social Sciences Elective	3	P				
<b>Occupational Therapy and Health Courses (59 credits)</b>							
OTA 110	Introduction to Occupational Therapy	3	R				
OTA 112	OT Concepts for Pediatrics	3		R			
OTA 116	Occupational Performance Components Across the Life Span	3	R				
OTA 117	Therapeutic Activities	3	R				
OTA 117L	Therapeutic Activities Laboratory	3	R				
OTA 118	Therapeutic Interpersonal Skills	3	R				
OTA 125	Fieldwork Level I: Community/Activities	1		R			
OTA 126	Critique: Field Work Level I - Community/Activity	1		R			
OTA 161	Psychosocial Dysfunction	3		R			
OTA 162	Therapeutic Modalities I	3		R			
OTA 172	Emerging Areas of Practice	3		SS			
OTA 224	Concepts for the Elderly	1			R		
OTA 232	Fieldwork Level I: Physical Dysfunction/ Developmental/Educational	1			R		
OTA 233	Critique: Fieldwork Level I: Physical Dysfunction/ Developmental/Educational	1			R		
HLTH 236	Fundamentals of Assistive Technology	3			R		
OTA 237	Physical Dysfunction	3			R		
OTA 238	Therapeutic Modalities II	3			R		
OTA 248	Therapeutic Modalities III	3				R	
OTA 249	Professional Concepts	3				R	
OTA 270	Field Work Level II A	5				R	
OTA 271	Field Work Level II B	5				SS	
<b>TOTAL</b>		<b>82</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: For the A.S. degree in OTA a grade of "C" or higher must be maintained in all required courses in order for the student to continue in the OTA program. Practicum courses (Field Work Level II) conducted in affiliated occupational therapy departments must be completed within 18 months following completion of academic preparation. Lists of A.S. elective courses (KCC AS/AH and AS/SS) are in the "Degree and Certificate Programs" section.

## PHYSICAL THERAPIST ASSISTANT CURRICULA

### 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 satisfactory completion of all first year required courses, college grade point average, attendance at a program information session, and minimum 16 hour clinical observation.

Official transcripts of completed coursework and verification of coursework in progress must be received by April 30; FAX copies are not accepted. Grade reports for spring courses must be received by May 30th.

### Preparation for PTA Program

The Pre-PTA sequence of courses MUST be completed prior to program entry and completed or in process of completion prior to application to the program. Proof of current certification in First Aid and CPR (child, obstructed airway and two-rescuer adult CPR) is required by August 1 prior to program entry. Current CPR certification must be maintained throughout the program. 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.

### ASSOCIATE IN SCIENCE DEGREE (68 SEMESTER CREDITS) expiration effective spring 2004

**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 hospital, rehabilitation facilities, outpatient clinics, home care, school, or long-term care settings for the rehabilitation of patients who were born with a disability or are disabled as a result of illness or accident. The Physical Therapist Assistant works under the direction and supervision of Licensed Physical Therapists (PT). PTAs implement plans of care developed by the PT following the standards in the American Physical Therapy Association (APTA) Guide to Physical Therapy Practice. The Commission on Accreditation in Physical Therapy Education accredits this program.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Physical Therapist Assistant, the student should be able to:

- Relate the knowledge of human anatomy, physiology and the pathophysiology to the rehabilitation treatment process.

- Relate the psycho-social distress and coping mechanisms associated with health problems and the growth and aging process.
- Integrate the knowledge of musculoskeletal anatomy and physiology to principles of kinesiology.
- Acknowledges, respects, and responds to individual and cultural differences in all aspects of physical therapy services and settings.
- Interpret and use the APTA Guide to Physical Therapy Practice in patient care sessions.
- Demonstrate knowledge of OSHA regulations and Universal/Standard precautions as they apply to the practice of Physical Therapy.
- Prepare patients, treatment areas, and equipment as directed by the physical therapist.
- Implement the plan of care and intervention goals in a safe, effective, efficient and appropriate manner as directed by the physical therapist.
- Maintain and practice appropriate body mechanics in the application of treatment procedures to assure safety of both the patient and the student.
- Perform competent skills in all therapeutic modalities, assessment, measurement, mobility and functional activities, adapt supportive and assistive devices and other treatment techniques specific to physical therapy in such a manner as to avoid possible harm to the patient or damage to the equipment.
- Interact and instruct patients, families, and other health care providers to perform selected treatment procedures or functional activities as directed by the PT.
- Modify and suggest techniques within the scope of knowledge and practice based on the patient's physical and psychosocial ability, and the unanticipated rate of progression or intolerance to treatment.
- Communicate effectively written and oral, verbally and non-verbally with the patient, family, physical therapist, health care providers and others.
- Report and record client data, which effectively communicate the need and rationale for physical therapy intervention using appropriate medical terminology.
- Participate in clerical and reception duties inherent in the delivery of physical therapy services as determined by the clinical settings.
- Display professional conduct that reflects a commitment to meet the expectations of members of society receiving health care services and the members of the profession of physical therapy.
- Validate and promote the physical therapist assistant's role and scope of practice in the delivery of health care services.
- Display conduct that reflects the APTA Code of Ethics and practice standards that are legal, ethical, and safe.
- Display entry-level competency for employment in any physical therapy clinical setting.
- Qualify to take and pass the National Physical Therapist Assistant Licensing Examination.

**A.S. DEGREE CURRICULUM,  
PHYSICAL THERAPIST ASSISTANT  
(68 CREDITS)**  
*expiration effective spring 2004*

• = Suggested Semester

P = Prerequisite

R = Required Semester

SS = Summer Semester

Grade Received

Course	Title	Cr	P	1	2	3	4	Grade Received
<b>General Education Requirements (27 credits) program prerequisites</b>								
ENG 100	Composition I	3	P					
FAMR 230 or PSY 100	Survey of Human Growth and Development Survey of Psychology	3	P					
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3	P					
SP 181 (formerly SP 145) or SP 151 or SP 200	Interpersonal Communication Personal and Public Speech Speaking Skills for Prospective Teachers	3	P					
PHYS 100/100L or PHYS 122/122L or higher level physics	Survey of Physics/Laboratory Introduction to Science: Physical Science/Laboratory	4	P					
PHIL 250 or KCC AS/AH	Ethics in Health Care (highly recommended) A.S. Arts & Humanities Elective	3	P					
BIOL 130, BIOL 130L, and electives*	Anatomy and Physiology (4) Anatomy and Physiology Laboratory (1) (recommended electives*) (3)							
or ZOO 141, ZOO 141L, ZOO 142, ZOO 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	P					
<b>Health Courses (11 credits)</b>								
HLTH 125	Survey of Medical Terminology (credit by exam is acceptable)	1	P					
HLTH 201	Transfers, Positioning, Mobility, and Assistive Devices	1		R				
HLTH 203	Therapeutic Exercises	1			R			
HLTH 203L	Therapeutic Exercises Laboratory	1			R			
HLTH 206	Massage	1		R				
HLTH 270	Aging and Rehabilitation	1			R			
HLTH 280	Disease and Disability for Rehabilitation	2			R			
HLTH 290	Kinesiology	2		R				
HLTH 290L	Kinesiology Laboratory	1		R				
<b>Physical Therapist Assistant Courses (30 credits)</b>								
PTA 101	Professional Issues I	1			R			
PTA 202	Thermal Agents	1			R			
PTA 202L	Thermal Agents Laboratory	1			R			
PTA 204	Traction	1			R			
PTA 205	Measurement for the Physical Therapist Assistant	1		R				
PTA 212	Techniques for Neuropathologies	1				R		
PTA 212L	Techniques for Neuropathologies Laboratory	1				R		
PTA 231	Professional Issues II	1		R				
PTA 232	Clinical Internship I	3			R			
PTA 242	Advanced Therapeutic Interventions	1				R		
PTA 242L	Advanced Therapeutic Interventions Laboratory	3				R		
PTA 251	Professional Issues III: Employment	1				R		
PTA 252	Clinical Internship II	3				R		
PTA 260	Clinical Internship III	6					R	

**A.S. DEGREE CURRICULUM,  
PHYSICAL THERAPIST ASSISTANT  
(68 CREDITS)**

*expiration effective spring 2004*

Course	Title							Grade Received
		Cr	P	1	2	3	4	
PTA 261	Professional Issues IV	1					R	
PTA 265	Electrotherapy	1				R		
PTA 265L	Electrotherapy Lab	1				R		
PTA 275	Pediatrics for the Physical Therapist Assistant	2				R		
<b>TOTAL</b>		<b>68</b>						

• = Suggested Semester

P = Prerequisite

R = Required Semester

SS = Summer Semester

\* The following courses may be taken to fulfill the 3 elective credits needed if a student takes BIOL130/130L: HLTH 207 or other HLTH courses, KCC AS/AH elective in addition to PHIL 250, KCC AS/NS elective in addition to PHYS 100 or PHYS 122, or KCC AS/SS elective in addition to FAMR 230 or PSY 100.

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. A grade of "C" or higher must be maintained in all required courses in order for the student to continue in the PTA program.

**ASSOCIATE IN SCIENCE DEGREE  
(70 SEMESTER CREDITS)**

*effective spring 2004*

**Program Description:** The purpose of this curriculum is to prepare students for employment as a Physical Therapist Assistant (PTA) in Hawai'i and elsewhere in the United States with the knowledge and abilities to provide care in the hospital, rehabilitation facilities, outpatient clinics, home care, school, or long-term care settings for the rehabilitation of patients who were born with a disability or are disabled as a result of illness or accident. The Physical Therapist Assistant works under the direction and supervision of Licensed Physical Therapists (PTs). PTAs implement plans of care developed by the PT following the standards in the American Physical Therapy Association (APTA) Guide to Physical Therapy Practice. The PTA program is accredited by the Commission on Accreditation in Physical Therapy Education.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Physical Therapist Assistant, the student should be able to:

- Apply the knowledge of human anatomy, physiology, pathophysiology, and psychosocial, cultural and spiritual principles to the rehabilitation treatment process.
- Apply the knowledge of musculoskeletal anatomy and physiology to principles of kinesiology.
- Demonstrate the knowledge of individual and cultural differences and respond appropriately when providing physical therapy services.
- Appropriately use the APTA Guide to Physical Therapy Practice in patient care sessions.
- Demonstrate knowledge of OSHA regulations and Universal/Standard precautions as they apply to the practice of Physical Therapy.
- Prepare patients, treatment areas, and equipment as directed by the physical therapist.
- Implement the plan of care and intervention goals in a safe, effective, efficient and appropriate manner as directed by the physical therapist.

- Practice appropriate body mechanics in the application of treatment procedures to assure safety of both the patient and the student.
- Perform competent skills in all therapeutic modalities, assessment, measurement, mobility and functional activities, adapt supportive and assistive devices and other treatment techniques specific to physical therapy in such a manner as to avoid possible harm to the patient or damage to the equipment.
- Instruct patients, families, significant others and other health care providers to perform selected treatment procedures or functional activities as directed by the PT.
- Modify and suggest techniques within the scope of knowledge and practice based on the patient's physical and psychosocial ability, and the unanticipated rate of progression or intolerance to treatment.
- Communicate effectively in written, verbal, and non-verbal modes with the patient, family, significant other, physical therapist, and the multidisciplinary health care team.
- Report and record client data, which effectively communicates the need and rationale for physical therapy intervention using appropriate medical terminology.
- Perform clerical and reception duties inherent in the delivery of physical therapy services as determined by the clinical settings.
- Demonstrate professional conduct that meets the expectations of members of health care consumers and the profession of physical therapy.
- Participate in performance improvement activities, community service, professional organization activities, and identify career development and lifelong learning opportunities.
- Adhere to the APTA Code of Ethics, and legal and safe practice standards as set forth by National and State regulating bodies.

- Pass entry-level competency for employment as a Physical Therapist Assistant in any physical therapy clinical setting.
- Qualify to take and pass the National Physical Therapist Assistant licensing Examination.

**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. Except for HLTH 125, which is a pre-requisite, all required HLTH courses and PTA 101 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.

- 1 = summer session
- 2 = fall semester
- 3 = spring semester
- 4 = second summer session
- P = prerequisite to program
- R = required semester
- = recommended semester

**A.S. DEGREE CURRICULUM,  
PHYSICAL THERAPIST ASSISTANT**

(70 CREDITS)  
*effective spring 2004*

Course	Title	Cr	• = Suggested Semester					Grade Received
			P = Prerequisite	R = Required Semester				
			1	2	3	4		
<b>General Education Requirements (27 credits) program prerequisites</b>								
ENG 100	Composition I	3	P					
FAMR 230 or PSY 100	Survey of Human Growth and Development Survey of Psychology	3	P					
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3	P					
SP 181 (formerly SP 145) or SP 151 or SP 200	Interpersonal Communication Personal and Public Speech Speaking Skills for Prospective Teachers	3	P					
PHYS 100/100L or PHYS 122/122L or higher level	Survey of Physics/Laboratory Introduction to Science: Physical Science/Laboratory	4	P					
PHIL 250 or KCC AS/AH BIOL 130, BIOL 130L, and electives* or ZOO 141, ZOO 141L, ZOO 142, ZOO 142L	Ethics in Health Care (highly recommended) A.S. Arts & Humanities Elective Anatomy and Physiology (4) Anatomy and Physiology Laboratory (1) (recommended electives*) (3) 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)	3	P					
<b>Health Courses (12 credits)</b>								
HLTH 125	Survey of Medical Terminology (credit by exam is acceptable)	1	P					
HLTH 201	Transfers, Positioning, Mobility, and Assistive Devices	1.5		R				
HLTH 203	Therapeutic Exercises	1			R			
HLTH 203L	Therapeutic Exercises Laboratory	1			R			
HLTH 206	Massage	1.5			R			
HLTH 270	Aging and Rehabilitation	1			R			
HLTH 280	Disease and Disability for Rehabilitation	2			R			
HLTH 290	Kinesiology	2		R				
HLTH 290L	Kinesiology Laboratory	1		R				

**A.S. DEGREE CURRICULUM,  
PHYSICAL THERAPIST ASSISTANT**

(70 CREDITS)

*effective spring 2004*

Course	Title	R = Required Semester						Grade Received
		Cr	P	1	2	3	4	
<b>Physical Therapist Assistant Courses (31 credits)</b>								
PTA 101	Professional Issues I	1			R			
PTA 202	Thermal Agents	1			R			
PTA 202L	Thermal Agents Laboratory	1			R			
PTA 204	Traction	1.5			R			
PTA 205	Measurement for the Physical Therapist Assistant	1.5		R				
PTA 212	Techniques for Neuropathologies	1				R		
PTA 212L	Techniques for Neuropathologies Laboratory	1				R		
PTA 231	Professional Issues II	1			R			
PTA 232	Clinical Internship I	3			R			
PTA 242	Advanced Therapeutic Interventions	1				R		
PTA 242L	Advanced Therapeutic Interventions Laboratory	3				R		
PTA 251	Professional Issues III: Employment	1				R		
PTA 252	Clinical Internship II	3				R		
PTA 260	Clinical Internship III	6					R	
PTA 261	Professional Issues IV: Quality Assurance	1					R	
PTA 265	Electrotherapy	1				R		
PTA 265L	Electrotherapy Lab	1				R		
PTA 275	Pediatrics for the Physical Therapist Assistant	2				R		
<b>TOTAL</b>		<b>70</b>						

• = Suggested Semester

P = Prerequisite

R = Required Semester

\* The following courses may be taken to fulfill the 3 elective credits needed if a student takes BIOL130/130L: HLTH 207 and other HLTH courses, KCC AS/AH elective in addition to PHIL 250, KCC AS/NS elective in addition to PHYS 100 or PHYS 122, or KCC AS/SS elective in addition to FAMR 230 or PSY 100.

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. A grade of "C" or higher must be maintained in all required courses in order for the student to continue in the PTA program.

**ASSOCIATE IN SCIENCE DEGREE**

(70 SEMESTER CREDITS)

*effective spring 2005*

**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 hospital, rehabilitation facilities, outpatient clinics, home care, school, or long-term care settings for the rehabilitation of patients who were born with a disability or are disabled as a result of illness or accident. The Physical Therapist Assistant works under the direction and supervision of Licensed Physical Therapists (PTs). PTAs implement plans of care developed by the PT following the standards in the American Physical Therapy Association (APTA) Guide to Physical Therapist Practice. The PTA program is accredited by the Commission on Accreditation in Physical Therapy Education.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Physical Therapist Assistant, the student will be able to:

- Apply the knowledge of human anatomy, physiology, pathophysiology, and psychosocial, cultural and spiritual principles to the rehabilitation treatment process.

- Apply the knowledge of musculoskeletal anatomy and physiology to principles of kinesiology.
- Demonstrate the knowledge of individual and cultural differences and respond appropriately when providing physical therapy services.
- Appropriately use the APTA Guide to Physical Therapist Practice in patient care sessions.
- Demonstrate knowledge of Occupational Safety and Health Administration (OSHA) regulations and Universal/Standard precautions as they apply to the practice of Physical Therapy.
- Prepare patients, treatment areas, and equipment as directed by the physical therapist.
- Implement the plan of care and intervention goals in a safe, effective, efficient and appropriate manner as directed by the physical therapist.
- Practice appropriate body mechanics in the application of treatment procedures to assure safety of both the patient and the student.
- Perform competent skills in all therapeutic modalities, assessment, measurement, mobility and functional activities, adapt supportive and assistive devices and other treatment techniques specific to physical therapy in such a manner as to avoid possible harm to the patient or damage to the equipment.



- Instruct patients, families, significant others and other health care providers to perform selected treatment procedures or functional activities as directed by the PT.
- Modify and suggest techniques within the scope of knowledge and practice based on the patient's physical and psychosocial ability, and the unanticipated rate of progression or intolerance to treatment.
- Communicate effectively in written, verbal, and non-verbal modes with the patient, family, significant other, physical therapist, and the multidisciplinary health care team.
- Report and record client data, which effectively communicates the need and rationale for physical therapy intervention using appropriate medical terminology.
- Perform clerical and reception duties inherent in the delivery of physical therapy services as determined by the clinical settings.
- Demonstrate professional conduct that meets the expectations of members of health care consumers and the profession of physical therapy.
- Participate in performance improvement activities, community service, professional organization activities, and identify career development and lifelong learning opportunities.

- Adhere to the APTA Code of Ethics, and legal and safe practice standards as set forth by National and State regulating bodies.
- Demonstrate entry- level competency for employment as a Physical Therapist Assistant in any physical therapy clinical setting.
- Qualify to take the National Physical Therapist Assistant licensing Examination.

**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 125, 290 and 290L, which are pre-requisites, 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.

- 1 = summer session
- 2 = fall semester
- 3 = spring semester
- 4 = second summer session
- P = prerequisite to program
- R = required semester
- = recommended semester

**A.S. DEGREE CURRICULUM,  
PHYSICAL THERAPIST ASSISTANT  
(70 CREDITS)  
effective spring 2005**

Course	Title	Cr	P	• = Suggested Semester				Grade Received
				1	2	3	4	
<b>General Education Requirements (27 credits) program prerequisites</b>								
ENG 100	Composition I	3	P					
FAMR 230 or PSY 100	Survey of Human Growth and Development Survey of Psychology	3	P					
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3	P					
SP 181 (formerly SP 145) or SP 151 or SP 200	Interpersonal Communication Personal and Public Speech Speaking Skills for Prospective Teachers	3	P					
PHYS 100/100L or PHYS 122/122L or higher level	Survey of Physics/Laboratory Introduction to Science: Physical Science/Laboratory	4	P					
IPHIL 250 or KCC AS/AH	Ethics in Health Care (highly recommended) A.S. Arts & Humanities Elective	3	P					
BIOL 130, BIOL 130L, and electives* or ZOO 141, ZOO 141L, ZOO 142, ZOO 142L	Anatomy and Physiology (4) Anatomy and Physiology Laboratory (1) (recommended electives*) (3) 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	P	•		•	•	

**A.S. DEGREE CURRICULUM,  
PHYSICAL THERAPIST ASSISTANT  
(70 CREDITS)  
effective spring 2005**

Course	Title	Cr	• = Suggested Semester				Grade Received
			P = Prerequisite	1	2	3	
			R = Required Semester				
<b>Health Courses (12 credits)</b>							
HLTH 125	Survey of Medical Terminology (credit by exam is acceptable)	1	P				
HLTH 201	Transfers, Positioning, Mobility, and Assistive Devices	1.5		R			
HLTH 203	Therapeutic Exercises	1			R		
HLTH 203L	Therapeutic Exercises Laboratory	1			R		
HLTH 206	Massage	1.5		R			
HLTH 270	Aging and Rehabilitation	1			R		
HLTH 280	Disease and Disability for Rehabilitation	2			R		
HLTH 290	Kinesiology	2		R			
HLTH 290L	Kinesiology Laboratory	1		R			
<b>Physical Therapist Assistant Courses (31 credits)</b>							
PTA 101	Professional Issues I	1			R		
PTA 202	Thermal Agents	1			R		
PTA 202L	Thermal Agents Laboratory	1			R		
PTA 204	Traction	1.5			R		
PTA 205	Measurement for the Physical Therapist Assistant	1.5			R		
PTA 212	Techniques for Neuropathologies	1				R	
PTA 212L	Techniques for Neuropathologies Laboratory	1				R	
PTA 231	Professional Issues II	1				R	
PTA 232	Clinical Internship I	3			R		
PTA 242	Advanced Therapeutic Interventions	1				R	
PTA 242L	Advanced Therapeutic Interventions Laboratory	3				R	
PTA 251	Professional Issues III	1			R		
PTA 252	Clinical Internship II	3				R	
PTA 260	Clinical Internship III	6					R
PTA 261	Professional Issues IV	1					R
PTA 265	Electrotherapy	1				R	
PTA 265L	Electrotherapy Lab	1				R	
PTA 275	Pediatrics for the Physical Therapist Assistant	2				R	
<b>TOTAL</b>		<b>70</b>					

\* The following courses may be taken to fulfill the 3 elective credits needed if a student takes BIOL130/130L: HLTH 207 and other HLTH courses, KCC AS/AH elective in addition to PHIL 250, KCC AS/NS elective in addition to PHYS 100 or PHYS 122, or KCC AS/SS elective in addition to FAMR 230 or PSY 100.

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree. A grade of "C" or higher must be maintained in all required courses in order for the student to continue in the PTA program.

On page 365 of the current catalog, please change to:

## **Radiologic Technology Curriculum**

### **Special Admission Requirements for Radiologic Technology**

Additional information is listed in the "Special Requirements for programs in Health Career Education" section. Acceptance into the Radiologic Technology program is on a best-qualified, first-accepted basis. Qualifying English test score (13.0 or equivalent) and math placement (MATH 135) must be obtained prior to submitting an application. Satisfactory completion (grade of "C" or higher) of MATH 135, ENG 100, ZOOL 141/142, and HLTH 125 is required prior to application.

### **Associate in Science Degree (89 Semester Credits)**

## RADIOLOGIC TECHNOLOGY CURRICULUM

### Special Admission Requirements for Radiologic Technology

Additional information is listed in the “Special Requirements for programs in Health Career Education” section. Acceptance into the Radiologic Technology program is on a best-qualified, first-accepted basis. Qualifying English test score (13.0 or equivalent) and math placement (MATH 135) must be obtained prior to submitting an application. Satisfactory completion (grade of “C” or higher) of MATH 135, ENG 100, BIOL 130 or equivalent (e.g. ZOOL 141/142), HLTH 125, and HLTH 160 is required prior to application.

### ASSOCIATE IN SCIENCE DEGREE (89 SEMESTER CREDITS)

**Program Description:** This program includes a combination of subject matter and faculty-supervised clinical experiences designed to prepare a person for the safe operation of X-ray equipment in clinical settings under the supervision of a radiologist or other physician. Satisfactory completion of the requirements for the A.S. 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.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Radiologic Technology, the student should be able to:

- Given a Radiology Department situation, demonstrate work habits and behavior appropriate to the profession as described in Directive for Students Training as Radiologic Technologists at the Co-operating Hospital.
- Given a Radiology Department situation, identify all patients who should be given emergency care according to the standards maintained by the affiliated hospital.
- Given any patient requiring emergency care, perform the appropriate emergency procedures which could include external cardiac resuscitation, lung ventilation, and/or administering oxygen to the standards maintained by the affiliated hospital.
- Given any patient requiring an injection or having a contagious disease or operative procedure, the student will maintain asepsis in all such cases to the standards maintained by the affiliated hospitals.
- Given any patient, instruct the patient by whatever method can best be understood including interpreter, sign language, and/or demonstration, what the examination requires of him including breathing techniques and what items must be removed from his person which would cause an artifact or obscure possible pathology to obtain a diagnostic radiograph to the standards of the supervising radiologists.
- Given an ambulatory patient, a wheelchair patient, or a gurney patient, physically assist or move the patient into each of the required positions for all radiological examinations by using the medically accepted standard of body mechanics methods and without injuring himself/herself or the patient.
- Given any patient for radiographic and fluoroscopic procedures, maintain radiation protection measures to minimize radiation exposure to oneself and the patient as stated in the National Council on Radiation Protection Measurements Report.
- Given any patient, evaluate the diagnosis, the age, and the body habitus, and select the accurate technical exposure factors to obtain a diagnostic radiograph to the standards of the supervising radiologists.
- Given a patient, take diagnostically acceptable radiographs of any or all parts of the body (anatomy) to the standards of the supervising radiologists.
- Given a standard processing room, store, handle, and process any or all film using either manual or automatic processing, without artifacts, to the departmental standards of the affiliated hospitals.
- Use oral and written medical communication effectively and accurately.
- Demonstrate knowledge of human structure, function, and pathology.
- Adapt exposure factors for various patient conditions, equipment, accessories, and contrast media to maintain appropriate radiographic quality.
- Evaluate radiographic images for appropriate positioning and image quality.
- Evaluate the performance of radiographic systems, know the safe limits of equipment operation, and report malfunctions to the proper authority.
- Exercise independent judgment and discretion in the technical performance of medical imaging procedures.
- Given any patient, obtain and prepare the patient information for billing and film identification for all radiologic procedures and retrieve such information including previous radiographs to the standards of the affiliated hospitals.
- Given an objective, multiple choice test administered by the American Registry of Radiologic Technologists relating to and including items from the following subject areas: Radiographic Techniques and Positioning, Anatomy and Physiology, X-ray Physics, Image Processing, Special Procedures, Radiation Protection, Professional Ethics, Patient Care, and Medical Terminology; answer correctly 75% of the questions.

**A.S. DEGREE CURRICULUM,  
RADIOLOGIC TECHNOLOGY (89 CREDITS)**

Course	Title	Cr	Grade Received					
			P	1	2	3	4	
<b>General Education Requirements (18 credits)</b>								
ENG 100	Composition I	3	P					
MATH 135 or higher level math	Elementary Functions	3	P					
ZOOL 141	Human Anatomy and Physiology I	3	P					
ZOOL 142	Human Anatomy and Physiology II	3	P					
PHIL 250 or KCC AS/AH	Ethics in Health Care A.S. Arts & Humanities Elective (100 level or higher)	3		•				
KCC AS/SS	A.S. Social Sciences Elective (100 level or higher)	3			•			
<b>General Support Course (4 credit)</b>								
HLTH 125	Survey of Medical Terminology	1	P					
PHRM 203	General Pharmacology	3		•				
<b>Radiologic Technology Courses (67 credits)</b>								
RAD 100	Introduction to Radiologic Technology	3		R				
RAD 100L	Introduction to Radiologic Technology Laboratory	1		R				
RAD 110	Radiologic Technique	3			R			
RAD 110L	Radiologic Technique Laboratory	1			R			
RAD 120	Radiological Physics	3			R			
RAD 140	Hospital Radiographic Technique I	6		R				
RAD 141	Hospital Radiographic Technique II	5			R			
RAD 142	Hospital Radiographic Technique III	7			SS			
RAD 149	Radiographic Film Critique I	1			R			
RAD 150	Radiographic Film Critique II	2			SS			
RAD 200	Advanced Radiologic Positioning	3				R		
RAD 200L	Advanced Radiologic Positioning Laboratory	1				R		
RAD 210	Advanced Radiologic Technique	3				R		
RAD 220	Departmental Administration	1					R	
RAD 230	Special Radiographic Procedures	3					R	
RAD 230L	Special Radiographic Procedures Laboratory	1					R	
RAD 240	Hospital Radiographic Technique IV	7				R		
RAD 241	Hospital Radiographic Technique V	6					R	
RAD 242	Hospital Radiographic Technique VI	5					SS	
RAD 248	Radiographic Film Critique III	1				R		
RAD 249	Radiographic Film Critique IV	1					R	
RAD 255	Applied Radiologic Principles	1					R	
RAD 260	Radiation Biology and Protection	2					SS	
<b>TOTAL</b>		<b>89</b>						

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

Please note: A grade of "C" or higher must be maintained in all required courses in order to continue in the Radiologic Technology program. All courses in radiologic technology may be transferable to institutions offering baccalaureate degrees in radiologic technology. At the present time, the University of Hawai'i at Mānoa does not have such a program. Information about transferring to a baccalaureate program in radiologic technology is available from program faculty.

## RESPIRATORY CARE CURRICULA

### 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 RESP Program expiration effective fall 2004

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 (30-33 credits) MUST be completed prior to program entry.

### ASSOCIATE IN SCIENCE DEGREE (101-105 SEMESTER CREDITS)

expiration effective fall 2004

**Program Description:** Respiratory Care is a five-semester program for training Respiratory Care Practitioners in the State of Hawai'i. The program includes classroom, laboratory and didactic training. The program is accredited by the Committee on Accreditation for Respiratory Care.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Respiratory Care, the student should be able to:

- Perform the entry-level job description of a respiratory therapist in acute care general hospital wards, cardiopulmonary laboratories, critical care units, pediatric/newborn units and rehabilitation/home care settings.
- Adequately communicate with hospital patients, visitors, and co-workers including Health Sciences personnel, nurses, and physicians.
- Independently, at physician's request, knowledgeably, skillfully, and safely perform the tasks of general therapeutics.
- Independently, at physician's request, knowledgeably, safely, and skillfully perform the tasks of cardiopulmonary laboratory and critical respiratory care.
- Perform the procedures necessary to support an organized approach to the therapeutics described above including evaluation of therapeutic outcomes, charting and recordkeeping, organization of work priorities and maintenance, cleaning, sterilization, and assembly of respiratory therapy equipment.
- State the function of the respiratory care department in the hospital, and be familiar with the supervisory and administrative tasks of the respiratory care technical director and the organizational and professional relationships with national and state institutions, as well as the community.
- Pass the comprehensive final examination for the respiratory therapist program.
- Appreciate the value of continuing professional education and involvement with the development of the respiratory care profession and better patient care.

**A.S. DEGREE CURRICULUM,  
RESPIRATORY CARE (101-105 CREDITS)**  
*expiration effective fall 2004*

		P = Prerequisite R = Required Semester SS = Summer Session Grade Received					
Course	Title	Cr	P	1	2	3	4
<b>General Education Requirements (Pre-Program) (18 credits)</b>							
ENG 100	Composition I	3	P				
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3	P				
MICR 130 or MICR 135	General Microbiology Microbiology for the Health Professions	3	P				
PHIL 250	Ethics in Health Care	3	P				
PSY 100 or FAMR 230	Survey of Psychology Survey of Human Growth and Development	3	P				
SOC 257	Sociology of Aging	3	P				
<b>Other Pre-Program Courses (15-19 credits)</b>							
MICR 140	General Microbiology Laboratory	2	P				
ZOOL 141	Human Anatomy and Physiology I	3	P				
ZOOL 141L	Human Anatomy and Physiology Laboratory I	1	P				
ZOOL 142	Human Anatomy and Physiology II	3	P				
ZOOL 142L	Human Anatomy and Physiology Laboratory II	1	P				
CHEM or High School Chem	Chemistry (100 level or higher) High School Chemistry	0-3	P				
HLTH 120	Introduction to Health Professions	1	P				
HLTH 110 or HLTH 125 or PHRM 203	Advanced Certificate Medical Terminology Survey of Medical Terminology General Pharmacology	1-2 3	P P				
<b>Respiratory Care Courses (68 credits)</b>							
RESP 110	Clinical Practice I	5		R			
RESP 113	Respiratory Therapy Techniques I	3		R			
RESP 116	Respiratory Care Science I	3		R			
RESP 117	Cardiopulmonary Pathophysiology	3		R			
RESP 120	Clinical Practice II	5			R		
RESP 123	Respiratory Care Techniques II	4			R		
RESP 126	Respiratory Care Science II	3			R		
RESP 129	Pulmonary Diagnostic Techniques	3			R		
RESP 131	Clinical Practice III	5				SS	
RESP 133	Neonatal/Pediatric Respiratory Care	3				SS	
RESP 134	Advanced Pharmacology and Pulmonary Function Testing	2				SS	
RESP 210	Clinical Practice IV	5					R
RESP 214	Respiratory Care Seminar I	3					R
RESP 215	Basic Cardiac Arrhythmias	3					R
RESP 217	Respiratory Care Administration	2					R
RESP 220	Clinical Practice V	5					R
RESP 223	Intensive Respiratory Care	4					R
RESP 226	Advanced Cardiopulmonary Pathophysiology	3					R
RESP 236	Respiratory Care Seminar II	4					R
<b>TOTAL</b>		<b>101 - 105</b>					

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

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. A.S. electives are listed on the "Degree and Certificate Programs" section.

**PREPARATION FOR RESP PROGRAM**

*effective fall 2004*

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.

**ASSOCIATE IN SCIENCE DEGREE**

**(101 SEMESTER CREDITS)**

*effective fall 2004*

**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..

**A.S. DEGREE CURRICULUM,  
RESPIRATORY CARE (101 CREDITS)**

*effective fall 2004*

**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

Course	Title	Cr	Grade Received					
			P	1	2	3	4	
<b>General Education Requirements (Pre-Program) (15 credits)</b>								
ENG 100	Composition I	3	P					
MATH 100 or higher level math	Survey of Mathematics	3	P					
MICR 130	General Microbiology	3	P					
AS/HUM	A.S. Humanities Elective (100 level or higher)	3	P					
PSY 100	Survey of Psychology	3	P					
<b>Other Pre-Program Courses (14 credits)</b>								
MICR 140	General Microbiology Laboratory	2	P					
ZOOL 141	Human Anatomy and Physiology I	3	P					
ZOOL 141L	Human Anatomy and Physiology Laboratory I	1	P					
ZOOL 142	Human Anatomy and Physiology II	3	P					
ZOOL 142L	Human Anatomy and Physiology Laboratory II	1	P					
CHEM 100	Chemistry and Man	3	P					
HLTH 125	Survey of Medical Terminology	1	P					
<b>Respiratory Care Courses (60 credits)</b>								
RESP 100	Respiratory Care Profession	1		SS				
RESP 101	Sciences for Respiratory Care	3		SS				
RESP 200	Cardiopulmonary Pathophysiology	3		R				
RESP 201	Cardiopulmonary Anatomy and Physiology	3		R				
RESP 202	Clinical Practice I	5		R				
RESP 203	Respiratory Care Techniques I	3		R				
RESP 211	Introduction to Mechanical Ventilation	2			R			
RESP 212	Clinical Practice II	5			R			
RESP 213	Respiratory Care Techniques II	3			R			
RESP 218	Cardiopulmonary Pharmacology	3			R			
RESP 222	Clinical Practice III	5			SS			
RESP 229	Advanced Cardiac Life Support	2			SS			
RESP 301	Neonatal/Pediatric Respiratory Care	3				R		
RESP 302	Clinical Practice IV	4				R		
RESP 312	Clinical Practice V	4					R	
RESP 316	Cardiopulmonary Diagnostics	3					R	
RESP 320	Respiratory Care Seminar I	4					SS	
RESP 322	Clinical Practice VI	4					SS	



**A.S. DEGREE CURRICULUM,  
RESPIRATORY CARE (101 CREDITS)**

*effective fall 2004*

Course	Title	SS = Summer Session						Grade Received
		Cr	P	1	2	3	4	
<b>Elective Courses (12 credits)</b>								
	Elective (100 level or higher)	3						
	Elective (100 level or higher)	3						
	Elective (100 level or higher)	3						
	Elective (100 level or higher)	3						
	<b>TOTAL</b>	<b>101</b>						

P = Prerequisite  
R = Required Semester

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

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. A.S. electives are listed on the “Degree and Certificate Programs” section.

**NURSING**

**ADULT RESIDENTIAL CARE HOME  
OPERATOR TRAINING CURRICULUM**

**Special Admission Requirements for ARCH**

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 training and employment experience is required. A minimum reading level of the 8<sup>th</sup> grade (or Compass test score of 57 or other test equivalent) and an 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 noncredit ARCH module (call 734-9211).

**CERTIFICATE OF COMPETENCE  
(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.

**Program Competencies:** 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.
- 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	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Nursing Courses (3 credits)</b>							
NURS 12	Common Diseases, Special Diets and Medications	1	•				
NURS 13	Helping Therapies and Behavior Management	1	•				
NURS 14	Regulations, Accounts, and Community Resources	1	•				
<b>TOTAL</b>		<b>3</b>					

The issuance of a Certificate of Competence requires that the student's work has been evaluated and determined to be satisfactory. In a credit course sequence the student must earn a grade point ration (GPR) of 2.0 or higher for all courses required in the certificate.

Please note: In order to receive the Certificate of Competence in ARCH, a grade of "C" or higher is required in each course.

**LONG TERM CARE/HOME HEALTH NURSE  
AIDE CURRICULUM**

**CERTIFICATE OF COMPETENCE  
(4 SEMESTER CREDITS)**

**Program Description:** Long Term Care/Home Health Nurse Aide is a five-week course to prepare entry level nurse aides who can function in the long term care and home health settings. Students in the course will learn to provide basic personal care, communicate with patients and staff, perform simple nursing procedures and provide basic emotional support to the elderly, ill and disabled in the long term care and home health settings. Priority in filling this program is given to qualified residents of the State of Hawai'i.

**Program Competencies:** Upon successful completion of the Certificate of Competence in Long Term Care/Home Health Nurse Aide, the student should be able to:

- Function as a member of the Long Term Care health care team under the supervision of the L.P.N., R.N., or M.D.

- Experience the role and skills of the home health aide and be aware of the adaptations of basic care to the home setting.
- Provide safe, simple basic nursing care to clients in Long Term Care and in the home care setting.
- Assist the client/family to meet the nutritional and therapeutic needs as required or ordered.
- Use communication skills to facilitate understanding between client, self, and agency staff.
- Effectively carry out simple housekeeping tasks.
- Provide companionship and comfort to clients in Long Term Care and at home.
- Recognize the legal and ethical responsibilities of a Long Term Care/Home Health Aide.

**CERTIFICATE OF COMPETENCE CURRICULUM,  
LONG TERM CARE/HOME HEALTH NURSE AIDE (4 CREDIT)**

Course	Title	Cr	R = Required Semester				Grade Received
			1	2	3	4	
<b>Nursing Course (4 credits)</b>							
NURS 9	Long Term Care/Home Health Nurse Aide	4	R				
<b>TOTAL</b>		<b>4</b>					

The issuance of a Certificate of Competence requires that the student's work has been evaluated and determined to be satisfactory. In a credit course sequence the student must earn a GPR of 2.0 or higher for all courses required in the certificate. Students in the LTC/HHNA program must have one rescuer CPR and Multimedia or Basic First Aid certification prior to the start of class. Offered subject to demand and availability of resources. In order to receive the Certificate of Competence in Long Term Care/Home Health Nurse Aide, a grade of "C" or higher is required in each course.

## NURSE AIDE TRAINING CURRICULUM

### SPECIAL ADMISSION REQUIREMENTS FOR NURSE AIDE TRAINING

The Nurse Aide Training program is offered once each semester, pending adequate enrollment. Priority in filling this program is given to qualified residents of the State of Hawai'i. Applicants are selected on a first-qualified, first-selected basis by placement test scores. Notification of acceptance is sent by mail. One session of Long Term Care/Home Health Aide (NURS 9) and Nurse Assistant (NURS 16) may be taught at the Wai'anae Health Academy near the Wai'anae Mall. Acceptance for the session is on a first-qualified, first-selected basis, including submission of a Wai'anae Health Academy application. Phone 696-3155 for more information about this session. All students in the Nurse Aide Training program must have one rescuer CPR certification prior to the start of class, and must fulfill health requirements.

### CERTIFICATE OF COMPETENCE CURRICULUM, NURSE AIDE TRAINING (8 CREDITS)

Course	Title	R = Required Semester					Grade Received
		Cr	1	2	3	4	
<b>Nursing Course (8 credits)</b>							
NURS 16	Nurse Aide	8	R				
<b>TOTAL</b>		<b>8</b>					

The issuance of a Certificate of Competence requires that the student's work has been evaluated and determined to be satisfactory. In a credit course sequence the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: In order to receive the Certificate of Competence in Nurse Aide Training, a grade of "C" or higher is required in each course.

## PRACTICAL NURSING CURRICULA

### SPECIAL ADMISSION REQUIREMENTS FOR PRACTICAL NURSING

Minimum requirements for admission to the Practical Nursing program include 1) submittal of high school transcript, GED, or diploma; 2) minimum score of 11.5 (or equivalent) on the KCC English placement test or credit in ENG 100; 3) minimum score of MATH 24 on Math placement exam or credit in MATH 24; 4) Attendance at the mandatory Practical Nursing orientation session; 5) cumulative grade point ratio (GPR) of 2.0 or higher for all courses taken at Kapi'olani Community College.

Admission to the program is based on total qualifying scores in rank order, highest to lowest. Total qualifying score is based on the following criteria:

1. Math and reading scores or credit in specific courses.
2. Completion of BIOL 130 within 5 years of admission and FAMR 230 with a grade of "C" or higher within 10 years of admission.
3. GPR of completed prerequisite and corequisite courses.

### CERTIFICATE OF COMPETENCE (8 SEMESTER CREDITS)

**Program Description:** Nurse Aide Training for longterm care, acute care, homecare and clinics. Eligibility for OBRA Nurse Aide Certification Examination.

**Program Competencies:** Upon successful completion of 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 L.P.N., R.N., or M.D.
- Perform basic nursing and patient care skills safely.
- Perform selected therapeutic nursing care safely.
- Implement effective communication skills.

4. Work or volunteer experience in health related areas. All students admitted to the Practical Nursing program must have current First Aid and CPR cards no later than the fourth week of instruction. The minimum requirement for first aid is a Multi-Media first-aid certificate. The minimum requirement for CPR is one and two rescuer CPR (BLS - C).
5. Qualified residents of the State of Hawai'i are given selection priority.
6. Health clearance and immunizations must be completed before the start of class.

**CERTIFICATE OF ACHIEVEMENT  
(41 SEMESTER CREDITS)**

**Program Description:** This curriculum is designed to prepare students with entry level competencies as Licensed Practical Nurses. The program consists of planned learning experiences in classroom, laboratory, and faculty supervised clinical settings which will prepare the student upon graduation to function in the role of a beginning practitioner of practical nursing. The program is 11 months in length.

Upon graduation from 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.

**Program Competencies:** Upon successful completion of the Certificate of Achievement in Practical Nursing, the student should be able to:

- Pass the licensing examination for practical nurses.
- 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 (41 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			R = Required Semester				
			1	2	3	4	
<b>Nursing Courses (34 credits)</b>							
NURS 101	Nursing Perspectives	1	R				
NURS 120	Fundamentals of Nursing	13	R				
NURS 122	Medical-Surgical Nursing	14		R			
NURS 126	Child Nursing	3			R		
NURS 128	Perinatal Nursing	3			R		
<b>Support Courses (7 credits)</b>							
BIOL 130	Anatomy and Physiology	4	R				
FAMR 230	Survey of Human Growth and Development	3		R			
<b>TOTAL</b>		<b>41</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: BIOL 130L (lab) is recommended but not required. Students who expect to apply for the registered nurse (A.S. degree) program within the following five years may choose to take ZOOL 141 and ZOOL 142 in place of BIOL 130. A grade of "C" or higher must be maintained in all courses in order for the student to continue in the Practical Nursing program.

## TRANSITION FOR LICENSED PRACTICAL NURSE

**Program prerequisites:** Practical Nursing program equivalent to KCC's; of the last three years, one year full time employment in Skilled Nursing Facility or Acute Care. 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. Non-science courses other than ANTH 200 and the A.S. Humanities elective have a 10 year time limit. Non-science courses, other than FAMR 230, which are beyond the statute of limitations will be considered on a case by case basis. 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.

### A.S. DEGREE CURRICULUM, NURSING (TRANSITION FOR L. P. NURSE) (58 CREDITS)

Course	Title	Cr	P = Prerequisite Course R = Required Semester • = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (26 credits)</b>							
ENG 100	Composition I	3	P				
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3	P				
CHEM	High School or College Chemistry Course		P				
ZOOL 141	Human Anatomy and Physiology I	3	P				
ZOOL 141L	Human Anatomy and Physiology Laboratory I	1	P				
ZOOL 142	Human Anatomy and Physiology II	3	P				
ZOOL 142L	Human Anatomy and Physiology Laboratory II	1	P				
PSY 100	Survey of Psychology	3	P				
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3			•		
ANTH 200	Cultural Anthropology	3		•			
FAMR 230	Survey of Human Growth and Development	3	P				
<b>General Support Courses (8 credits)</b>							
MICR 130	General Microbiology	3		•			
MICR 140	General Microbiology Laboratory	2		•			
PHRM 203	General Pharmacology	3			•		
<b>Nursing Courses (23 credits)</b>							
NURS 166	Nursing Transition	8	R				
NURS 253	Mental Health/Psychiatric Nursing	5		R			
NURS 256	Adult Health Nursing III	5			R		
NURS 258	Issues and Trends in Nursing II	1			R		
NURS 255	Family/Child Health Nursing II	5		R			
LPN program	Practical Nursing Program equivalent to KCC's Practical Nursing (41 credit) program; in the past three years, one year full time employment in Skilled Nursing Facility or Acute Care		P				
<b>TOTAL</b>		<b>58</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

Please note: In order to receive the A.S. degree in Nursing, a grade of "C" or higher must be maintained in all required courses. Lists of A.S. elective courses (KCC AS/AH) are in the "Degree and Certificate Programs" section.

## NURSING CURRICULA

### SPECIAL ADMISSION REQUIREMENTS FOR A.S. DEGREE IN NURSING

Special application deadlines for the A.S. 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, high school graduation or GED certification, cumulative grade point ratio (G.P.R.) of 2.0 or higher for all courses taken at Kapi'olani Community College, grade point ratio of 2.5 in prerequisite and corequisite support courses, and a National League for Nursing pre-admission examination score of 95 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:

1. Grade point ratio for prerequisite and corequisite support courses.
2. National League of Nursing Pre-Admission Examination score.
3. Corequisite support courses completed before the application deadline.
4. Evidence of high school graduation or GED certification by the document deadline.

### ASSOCIATE IN SCIENCE DEGREE (74 SEMESTER CREDITS)

*expiration effective fall 2004*

**Program Description:** The Associate in Science degree Nursing curriculum is a two-year (five-semester) program designed to prepare students for the nursing profession. Graduates of the program are eligible to sit for the State Board of nursing examination to become registered nurses. The program is accredited by the National League for Nursing Accrediting Commission (NLNAC) 61 Broadway, New York, N.Y. 10006. ([www.nlnac.org](http://www.nlnac.org) on the World Wide Web). New students are admitted each semester and are given both theoretical instruction and an opportunity for clinical application of nursing skills as they prepare to begin 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, doctors' 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 UH Mānoa.

All students admitted to the Associate in Science degree Nursing program must have current First Aid and CPR cards 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 class. A grade of "C" or higher must be maintained in all courses in order for the student to continue in the A.S. 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. Non-science courses other than ANTH 200 and the A.S. Humanities elective have a 10 year limit. Non-science courses, other than FAMR 230, which are beyond the statute of limitations will be considered on a case by case basis. 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. Prerequisite college courses must be completed before enrollment in the first nursing course. Please refer to the "Degree and Certificate Programs" section for a list of A.S. Humanities courses.

**Program Competencies:** 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.
- Provide safe, competent nursing care based on integration of facts and principles of biological, psychological, sociological, cultural and spiritual function of clients throughout the life span.
- Utilize all phases of the nursing process including the evaluation and modification of nursing care as appropriate.
- 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.
- 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.

**A.S. DEGREE CURRICULUM,  
NURSING (74 CREDITS)**

*expiration effective fall 2004*

This is a suggested sequence of courses. Your plan may vary depending on which semester you enter the program (Fall or Spring)

• = Suggested Semester

P = Prerequisite

R = Required Semester

SS = Summer Semester

Grade Received

Course	Title	Cr	P	1	2	3	4	Grade Received
<b>General Education Requirements (13 credits)</b>								
ENG 100	Composition I	3	P					
FAMR 230	Survey of Human Growth and Development	3	P					
ZOOL 141	Human Anatomy and Physiology I	3	P					
ZOOL 141L	Human Anatomy and Physiology Laboratory I	1	P					
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3	P					
High School or College Chem/Biochem	one year one semester	P						
<b>General Support Courses (21 credits)</b>								
These courses may also be taken before entering the nursing program								
ANTH 200	Cultural Anthropology	3					•	
MICR 130	General Microbiology	3			•			
MICR 140	General Microbiology Laboratory	2			•			
PHRM 203	General Pharmacology	3				•		
PSY 100	Survey of Psychology	3		•				
ZOOL 142	Human Anatomy and Physiology II	3		•				
ZOOL 142L	Human Anatomy and Physiology Laboratory II	1		•				
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3					•	
<b>Nursing Courses (40 credits)</b>								
NURS 153	Basic Nursing Concepts and Skills	8		R				
NURS 156	Adult Health Nursing I	5			•			
NURS 157	Adult Health Nursing II	5			•			
NURS 158	Issues and Trends in Nursing I	1		•				
NURS 168	Family Health Nursing I	5			SS			
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					•	
<b>TOTAL</b>		<b>74</b>						

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

A grade of "C" or higher must be maintained in all courses in order for the student to continue in the A.S. 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. Non-science courses other than ANTH 200 and the A.S. Humanities elective have a 10 year limit. Non-science courses, other than FAMR 230, which are beyond the statute of limitations will be considered on a case by case basis. 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.

**ASSOCIATE IN SCIENCE DEGREE  
(72 SEMESTER CREDITS)**

*effective fall 2004*

**Program Description:** The Associate in Science degree Nursing curriculum is a two-year (five-semester) program designed to prepare students for the nursing profession. Graduates of the program are eligible to sit for the NCLEX-RN nursing examination to become registered nurses. The program is accredited by the National League for Nursing Accrediting Commission (NLNAC) 61 Broadway, 33<sup>rd</sup> floor, New York, N.Y. 10006. (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 to begin 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, doctors' 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 UH Mānoa.

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 class. A grade of "C" or higher must be maintained in all courses in order for the student to continue in the A.S. 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. Non-science courses other than ANTH 200 and the A.S. Humanities elective have a 10 year limit. Non-science courses, other than FAMR 230, which are beyond the statute of limitations will be considered on a case by case

basis. 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. Prerequisite college courses must be completed before enrollment in the first nursing course. Please refer to the "Degree and Certificate Programs" section for a list of A.S. Humanities courses.

**Program Competencies:** 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.
- Provide safe, competent nursing care based on integration of facts and principles of biological, psychological, sociological, cultural and spiritual function of clients throughout the life span.
- Utilize all phases of the nursing process including the evaluation and modification of nursing care as appropriate.
- 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.
- 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.

**A.S. DEGREE CURRICULUM,  
NURSING (72 CREDITS) Effective fall 2004**

This is a suggested sequence of courses. Your plan may vary depending on which semester you enter the program (Fall or Spring)

• = Suggested Semester  
P = Prerequisite  
R = Required Semester  
SS = Summer Semester    Grade Received

Course	Title	Cr	P	1	2	3	4	Grade Received
<b>General Education Requirements (13 credits)</b>								
ENG 100	Composition I	3	P					
FAMR 230	Survey of Human Growth and Development	3	P					
ZOOL 141	Human Anatomy and Physiology I	3	P					
ZOOL 141L	Human Anatomy and Physiology Laboratory I	1	P					
MATH 100 or MATH 100H or higher level math	Survey of Mathematics Math for Health Sciences	3	P					
High School or College	one year							
Chem/Biochem	one semester		P					



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Course	Title	Cr	P	1	2	3	4	Grade Received
<b>General Support Courses (19 credits)</b> These courses may also be taken before entering the nursing program								
ANTH 200	Cultural Anthropology	3					•	
MICR 130	General Microbiology	3			•			
PHRM 203	General Pharmacology	3				•		
PSY 100	Survey of Psychology	3		•				
ZOOL 142	Human Anatomy and Physiology II	3		•				
ZOOL 142L	Human Anatomy and Physiology Laboratory II	1		•				
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3					•	
<b>Nursing Courses (40 credits)</b>								
NURS 153	Basic Nursing Concepts and Skills	8		R				
NURS 156	Adult Health Nursing I	5			•			
NURS 157	Adult Health Nursing II	5			•			
NURS 158	Issues and Trends in Nursing I	1		•				
NURS 168	Family Health Nursing I	5			SS			
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					•	
<b>TOTAL</b>		<b>72</b>						

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

A grade of "C" or higher must be maintained in all required courses in order for the student to continue in the A.S. degree Nursing program and to graduate from the program. Lists of A.S. elective courses (KCC AS/AH) are in the "Degree and Certificate Programs" section. Time limits: Science courses have a 5-year time limit; there is no limit on Chemistry. Non-science courses other than ANTH 200 and the A.S. Humanities elective have a 10 year limit. Non-science courses, other than FAMR 230, which are beyond the statute of limitations will be considered on a case by case basis. 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.

## LIFELONG LEARNING

### AUTISM SPECTRUM DISORDERS FOR SERVICE PROVIDERS CURRICULUM

#### CERTIFICATE OF COMPETENCE

**Description:** This program of study is intended for those who work, or may be assigned to work, with children/youth diagnosed with autism and related developmental disorders. The program of study is intended to provide education assistants with knowledge and skills to effectively assist the classroom teacher in serving the needs of children and youth diagnosed with autism and related disorders in the classroom, home, and community.

#### Certificate Objectives:

Prepare education assistants who can effectively assist the classroom teacher in meeting the needs of children diagnosed with autism and related developmental disorders.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Autism Spectrum Disorders for Service Providers, the student will be able to:

- Assist teachers/providers in the areas of: planning and organizing learning experiences and environments for autistic children and youth, developing, preparing, and modifying instruction/learning strategies, resources and other materials appropriate to the needs of the individual autistic child, developing individualized education, transition, and family service plans for autistic children and youth, and involving families their autistic child's learning experiences.
- Carry out learning activities for autistic children and youth and their families in community-based settings.
- Carry out functional and other assessment activities
- Implement strategies that support families of autistic children and youth, strengthen their ability to assist their child, and encourage participation in the learning environment.
- Carry out teacher/provider plans to enhance family interactions with their autistic child that facilitate physical, social, language, and cognitive development
- Assist in the delivery of related services (OT, PT, speech language pathology) to autistic children.

#### Certificate of Competence Requirements:

The above objectives will be satisfied by satisfactory completion of the following non-credit courses:

- HSAU250 Services for Autism Spectrum Disorders I (30 hours),
- HSAU251 Services for Autism Spectrum Disorders II (30 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 75% in tests and other requirements in all courses in order to earn this Certificate of Competence.

## BASIC EKG CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**Prerequisite(s):** There is no prerequisite for this certificate.

#### 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 satisfactory completion of the Certificate of Competence in Basic EKG, the student will 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.

## CRITICAL CARE I CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**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 satisfactory completion of the Certificate of Competence in Critical Care I, the student will 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.

## CRITICAL CARE II CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**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 satisfactory completion of the Certificate of Competence in Critical Care II, the student will 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.

## DIAGNOSTIC MEDICAL SONOGRAPHY - ABDOMINAL ULTRASONOGRAPHY AND CLINICAL PRACTICE CURRICULUM

### CERTIFICATE OF COMPETENCE

**Description:** Successful completion of this certificate will prepare students as well as on-job-trained sonographers for the Abdominal Sonography portion of the certification examinations. This certificate is also part of the diagnostic medical sonography program.

### Certificate Objectives:

- Prepare for the registry examination in abdominal sonography.
- Provide clinical practice in abdominal sonography.
- Prepare for further instruction in the diagnostic medical sonography program.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Abdominal Ultrasonography and Clinical Practice, the student will be able to:

- Perform examinations within the specialties of abdominal and superficial structures.
- Depict in all scanning planes all relevant normal and abnormal sonographic patterns of the abdominal organs.
- Utilize scanning techniques and protocols for abdominal and superficial structures sonography.

#### Certificate of Competence Requirements

The above objectives will be satisfied by non-credit course equivalents of credit courses:

- HS-DMS266, the equivalent of DMS 266 General Sonography I (4 cr),
- HS-DMS267, the equivalent of DMS 267 General Sonography Lab (1 cr),
- HS-DMS260, the equivalent of DMS 260 Clinical Practicum I (4 cr).

The objectives and competencies of these non-credit courses include all the objectives and competencies of the equivalent credit courses. 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 all courses in order to earn this Certificate of Competence.

## DIAGNOSTIC MEDICAL SONOGRAPHY - CLINICAL PRACTICE IN ABDOMINAL, SUPERFICIAL STRUCTURES, OBSTETRIC-GYNECOLOGIC AND SPECIAL PROCEDURES SONOGRAPHY CURRICULUM

### CERTIFICATE OF COMPETENCE

**Description:** Successful completion of this certificate will help prepare students as well as on-job-trained sonographers for certification especially in the Obstetric-Gynecologic sonography portion of the examinations. This certificate is also part of the diagnostic medical sonography program.

#### Certificate Objectives:

- Performance of examinations within the specialties of abdominal and obstetric-gynecologic sonography.
- Introduction to special procedures in sonography.
- Prepare for further instruction in the diagnostic medical sonography program.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Clinical Practice in Abdominal, Superficial Structures, Obstetric-Gynecologic and Special Procedures Sonography, the student will be able to:

- Demonstrate minimum levels of proficiency in performance of examinations within the specialties of abdominal and obstetric-gynecologic sonography.
- Become acquainted with special topics and procedures in sonography.

#### Certificate of Competence Requirements:

The above objectives will be satisfied by the non-credit equivalent of a credit course:

- HS-DMS270, the equivalent of the credit course DMS 270 Clinical Practicum II (6 cr).

The objectives and competencies of this non-credit course include all the objectives and competencies of the equivalent credit course. 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.

## DIAGNOSTIC MEDICAL SONOGRAPHY - SONOGRAPHIC CRITIQUE AND PRACTICUM CURRICULUM

### CERTIFICATE OF COMPETENCE

**Description:** Successful completion of this certificate will round out the education of sonography students as well as on-job-trained sonographers and prepare them for certification. This certificate is also part of the diagnostic medical sonography program.

#### Certificate Objectives:

- Prepare for the registry examinations in general diagnostic medical sonography.
- Provide continuing education credits in sonography.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Sonographic Critique and Practicum, the student will be able to:

- Demonstrate well-developed and refined skills and abilities in performing all examinations within the specialties of abdominal, obstetric-gynecologic and superficial parts sonography.
- Be familiar with the basic examinations performed in vascular, pediatric and cardiac sonography.
- Depict all relevant normal and abnormal sonographic patterns within the applications of General Sonography.
- Demonstrate skills and abilities in rapid and accurate identification of normal and abnormal sonographic patterns.
- Apply and synthesize knowledge and skills gained in a three-semester course of study in diagnostic medical sonography.

#### Certificate of Competence Requirements:

The above objectives will be satisfied by the non-credit equivalents of credit courses:

- HS-DMS280, the equivalent of the credit course DMS 280 Clinical Practicum III (6 cr),
- HS-DMS288, the equivalent of DMS 288 Sonographic Critique (2 cr).

The objectives and competencies of these non-credit courses include all the objectives and competencies of the equivalent credit courses. 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.

## DIAGNOSTIC MEDICAL SONOGRAPHY - ULTRASOUND INSTRUMENTATION, OBSTETRIC/GYNECOLOGIC SONOGRAPHY, AND SPECIAL TOPICS IN SONOGRAPHY CURRICULUM

### CERTIFICATE OF COMPETENCE

**Description:** Successful completion of this certificate will prepare students as well as on-job-trained sonographers for certification especially in the Ultrasound Instrumentation and Obstetric-Gynecologic portions of the examinations. This certificate is also part of the diagnostic medical sonography program.

#### Certificate Objectives:

- Prepare for the registry examination in ultrasound instrumentation.
- Begin preparation for the registry examination in obstetric/gynecologic sonography.
- Provide continuing education credits required to maintain registry.
- Prepare for further instruction in the diagnostic medical sonography program.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Ultrasound Instrumentation, Obstetric/Gynecologic Sonography, and Special Topics in Sonography, the student will be able to:

- Demonstrate understanding of basic theory and principles of ultrasound instrumentation including pulse-echo imaging, biological effects, quality assurance, artifact recognition, Doppler and color flow imaging.
- Depict all relevant normal and abnormal obstetric-gynecologic sonographic patterns in all scanning planes.
- Depict all relevant normal and abnormal sonographic patterns in neurosonography and carotid sonography as well as the sonographer's role during biopsy procedures; administrative procedures; legal/ethical issues in the field.

#### Certificate of Competence Requirements:

The above objectives will be satisfied by non-credit course equivalents of credit courses:

- HS-DMS274, the equivalent of the credit course DMS 274 Ultrasound Instrumentation (3 cr),
- HS-DMS276, the equivalent of DMS 276 General Sonography II (4 cr),
- HS-DMS278, the equivalent of DMS 278 Special Topics in Sonography (2 cr).

The objectives and competencies of these non-credit courses include all the objectives and competencies of the equivalent credit courses. 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 all courses in order to earn this Certificate of Competence.

## DIAGNOSTIC MEDICAL SONOGRAPHY - ULTRASOUND PHYSICS, SECTIONAL ANATOMY, AND SUPERFICIAL STRUCTURES SONOGRAPHY CURRICULUM

### CERTIFICATE OF COMPETENCE

**Description:** Successful completion of this certificate will prepare students as well as on-job-trained sonographers for certification especially in the Ultrasound Physics portion of the examinations. This certificate is also part of the diagnostic medical sonography program.

#### Certificate Objectives:

- Prepare for the registry examination in ultrasound physics.
- Provide continuing education in sectional anatomy and superficial structures.
- Prepare for further instruction in the diagnostic medical sonography program.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Ultrasound Physics, Sectional Anatomy, and Superficial Structures Sonography, the student will be able to:

- Apply the basic theory and principles of ultrasound physics (including generation of ultrasound energy, interaction with tissues, transducer construction and operation, sound field characteristics and resolution parameters) to the practice of sonography.
- Depict in all scanning planes all anatomic structures of sonographic interest.
- Depict all relevant normal and abnormal sonographic patterns of superficial structures.

#### Certificate of Competence Requirements:

The above objectives will be satisfied by the non-credit courses

- HS-DMS264, the equivalent of the credit course DMS 264 Ultrasound Physics (3 cr),
- HS-DMS262, the equivalent of DMS 262 Sectional Anatomy (2 cr),
- HS-DMS268, the equivalent of DMS 268 Superficial Structures (1 cr).

The objectives and competencies of these non-credit courses include all the objectives and competencies of the equivalent credit courses. 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 all courses in order to earn this Certificate of Competence.

## DISABILITY STUDIES TRAINING CURRICULUM

### CERTIFICATE OF COMPETENCE

**Description:** This certificate is designed to provide community rehabilitation program workers with knowledge and skills to better meet the needs of their clients, and to develop a better understanding of disability needs, awareness and support in the community.

#### Certificate Objectives:

- Provide the principles of community-based rehabilitation of the disabled population.
- Develop a better understanding of disability needs, awareness and support in the community.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Disability Studies Training, the student will be able to:

- Identify rights and responsibilities of clients and clients' families as well as possible violations of those rights.
- Understand philosophy of community rehabilitation programs, best practices and professional beliefs.
- Identify roles and responsibilities of community rehabilitation worker.
- Understand and accept ethical standards of professional behavior and code of conduct.
- Demonstrate basic understanding of laws relating to disability issues.
- Understand how persons with disabilities deal with the world on a daily basis.
- Document pertinent information.
- Demonstrate workplace application of processes of task analysis and assessment of functional skills.
- Apply behavior management techniques at work setting.
- Demonstrate basic working knowledge of wheelchair safety, lifting/positioning clients, OSHA guidelines, etc.
- Identify different services available in the community.
- Demonstrate ability to make a referral to the appropriate community agency.

#### Certificate of Competence Requirements:

The above objectives will be satisfied by satisfactory completion of the following non-credit course:

HSCR100 Disability Studies Training (45 hours lecture). 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 order to earn this Certificate of Competence.

## GENERAL MASSAGE TECHNIQUES CURRICULUM

### CERTIFICATE OF COMPETENCE

**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 theory and practice; prepare for study of specialty massage techniques and fulfill part of the requirements to qualify to take the licensure examination in massage therapy.

#### Certificate Objectives:

- Prepare students with foundational knowledge, skills and abilities in the basic study of massage therapy.
- Provide skills and abilities to safely apply techniques in general massage
- Correlate significant anatomical relationships and pathology with applications of basic massage techniques, skills, and abilities.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in General Massage Techniques, the student will be able to:

- Recognize the role of the massage therapist as an integral member of the health care team.
- Demonstrate knowledge, understanding, and application of basic principles of human anatomy and physiology for massage.
- Demonstrate knowledge and understanding of basic principles of documentation, ethics, legal liability, and business practices involved in a massage therapy practice.
- Demonstrate safe and effective application of general massage techniques.
- Demonstrate competent performance of general massage techniques in a massage practice setting in the community.
- Correctly state rationales for massage techniques applied in both classroom and practice settings.

#### Certificate of Competence Requirements:

The above objectives will be satisfied by satisfactory completion of the following non-credit courses:

HSMTh101: Foundations for Massage Therapy (90 hours lecture and lab).

HSMTh102: Elements of Massage Practice I (30 hours lecture)

HSMTh103: Elements of Massage Practice II (45 hours lecture/lab)

HSMTh104: Elements of Massage Practice III (45 hours lecture/lab)

HSMTh105: Elements of Massage Internship (80 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 70% in each course to earn this Certificate of Competence.

## MAMMOGRAPHY CURRICULUM

### CERTIFICATE OF COMPETENCE

**Description:** This certificate is designed to provide registered radiologic technologists with knowledge and skills required to perform mammography.

**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 satisfactory completion of the Certificate of Competence in Mammography, the radiologic technologist will 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 film-screen 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 non-credit 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.

## MEDICAL BILLING CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**Prerequisite(s):** The prerequisite for this course of study is a knowledge of medical terminology, which may be obtained by taking any credit or non-credit course in basic medical terminology. Recommended preparation: introductory courses in CPT and ICD-9 coding.

#### 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 Competencies:** Upon satisfactory completion of this certificate, the student will 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 HCFA 1500
- Demonstrate understanding of the principles of evaluation and management documentation guidelines.
- Discuss the global surgical package concept and coding conventions.
- Accurately and correctly complete and submit 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:

HSMEDBL101 Medical Office Billing Part I (40 hours),  
HSMEDBL201 Medical Office 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 75% in tests and other requirements in all courses in order to earn this certificate of competence.

## MEDICAL TRANSCRIPTION CURRICULUM

### CERTIFICATE OF COMPETENCE

**Description:** Provide health care workers with knowledge and skills to accurately and correctly transcribe dictated medical reports into standard word-processed formats.

**Prerequisite(s):** The prerequisite for this course of study is a knowledge of medical terminology, which may be obtained by taking any credit or non-credit course in basic medical terminology, and the ability to type a minimum of 25 to 30 net words per minute. Keyboarding skills may be self-taught using a variety of commercial programs or by taking a course at a community college.

#### 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 Competencies:** Upon satisfactory completion of this certificate, the student will be able to:

- Recognize the importance of the role of the medical transcriptionist as an integral member of the health care team.
- Demonstrate correct operation of transcription equipment.
- Select the appropriate format for a dictated medical report.
- Demonstrate appropriate use of various reference materials as sources of information.
- Correctly and accurately transcribe medical reports dealing with a variety of disease conditions and medical specialties.
- Edit reports for clarity without changing the medical meaning.
- Demonstrate a minimum transcription speed of 60 net words per minute.

#### **Certificate of Competence Requirements:**

The above objectives will be satisfied by satisfactory completion of the following non-credit courses:

- HSMTR100 Medical Transcription I; Basic (45 hours),
- HSMTR150 Medical Transcription II; Intermediate (45 hours),
- HSMTR 200 Medical Transcription III; Advanced (45 hours).

On the last day of class, students will complete a two-hour timed examination, during which they will transcribe a minimum of 125 lines with an accuracy ratio of 70%. Students who meet the stated objectives and successfully complete this final examination will receive this Certificate of Competence.

## **NURSING CARE OF THE MEDICALLY FRAGILE CHILD FOR RNS AND LPNS CURRICULUM**

### **CERTIFICATE OF COMPETENCE**

**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.

**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 satisfactory completion of the Certificate of Competence in Nursing Care of the Medically Fragile Child for RNs and LPNs, the RN or LPN will 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.

## **PHARMACY TECHNICIAN CURRICULUM**

### **CERTIFICATE OF COMPETENCE**

**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.

**Prerequisite(s):** The prerequisite for this course of study is (US) high school diploma or GED equivalent and 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.

#### **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 area of: assisting the pharmacist in serving patients, maintaining medication and inventory control systems, and participation in the administration and management of pharmacy practice.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Pharmacy Technician, the student will 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.



- Be able to perform all types of calculations required to fill prescription and medication orders, including conversions of measurement systems.
- Process prescription / order forms.
- Compound prescription / medication orders.
- 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 Practicum (120 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 75% in all courses in order to earn this Certificate of Competence.

## PHLEBOTOMY CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**Prerequisite(s):** The prerequisites for this certificate of study are good English communication skills and a 12<sup>th</sup> 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 satisfactory completion of the Certificate of Competence in Phlebotomy, the student will 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 non-credit 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.

## PHYSICAL AGENTS FOR OCCUPATIONAL THERAPISTS CURRICULUM

### CERTIFICATE OF COMPETENCE

**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 Hawaii 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 satisfactory completion of the Certificate of Competence in Physical Agents for Occupational Therapists, the student will 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 non-credit 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.

## PROFESSIONAL MEDICAL CODING CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**Prerequisite(s):** The prerequisites for this course of study are: completion of a credit or non-credit 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 Objective:

- 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 satisfactory completion of the Certificate of Competence in Professional Medical Coding, the student will 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 non-credit 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.

## RESPIRATORY AND REHABILITATIVE CARE OF THE MEDICALLY FRAGILE CHILD (FOR RNS AND LPNS) CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**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 satisfactory completion of the Certificate of Competence in Respiratory and Rehabilitative Care of the Medically Fragile Child (for RNs and LPNs), the RN or LPN will 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 non-credit courses:

HSMFC105 (24 hours of lecture/lab, 16 hours of clinical)  
- Respiratory Care of the Medically Fragile Child (for RN's and LPN's).

HSMFC102 (12 hours of lecture/lab, 4 hours of clinical)  
- Rehabilitative Care of the Medically Fragile Child (for RN's and LPN's).

The issuance of a Certificate of Competence requires that the student's work has been evaluated and determined to be satisfactory. The student must achieve a minimum grade of 70% in both respiratory and rehab components and receive a satisfactory clinical evaluation in order to earn this Certificate of Competence.

## SURGICAL TECHNOLOGY SCIENCE CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**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 satisfactory completion of the Certificate of Competence in Surgical Technology Science, the student will 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 non-credit 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.

## SURGICAL TECHNOLOGY I CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**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 12<sup>th</sup> 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 satisfactory completion of the Certificate of Competence in Surgical Technology I, the student will 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.

## **SURGICAL TECHNOLOGY II CURRICULUM**

### **CERTIFICATE OF COMPETENCE**

**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.

**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 satisfactory completion of the Certificate of Competence in Surgical Technology II, the student will 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.

## **SURGICAL TECHNOLOGY III CURRICULUM**

### **CERTIFICATE OF COMPETENCE**

**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.

**Prerequisite(s):** The prerequisite for this certificate is successful completion of Surgical Technology II.

#### **Certificate Objectives:**

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 satisfactory completion of the Certificate of Competence in Surgical Technology III, the student will 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.

## SURGICAL TECHNOLOGY IV CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**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 satisfactory completion of the Certificate of Competence in Surgical Technology IV, the student will 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.

## SURGICAL TECHNOLOGY V CURRICULUM

### CERTIFICATE OF COMPETENCE

**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.

**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 satisfactory completion of the Certificate of Competence in Surgical Technology V, the student will 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.

## **HOLOMUA DEPARTMENT (BASIC AND DEVELOPMENTAL STUDIES)**

### **INTRODUCTION**

The Holomua Department supports students as they prepare for college-level courses. To assist these students, the curriculum integrates learning and study skills with instruction in English, mathematics and college success skills. The program faculty, comprised of counselors, faculty teaching mathematics and English, and learning support staff, also attend to the social and affective development of students at the college. Holomua's mission is to improve student learning and success in and beyond the college.

### **PLACEMENT AND ASSESSMENT PROCEDURES**

The Holomua Department offers courses that correspond to the English and mathematics placement levels which are determined by the University of Hawaii Community College placement test. Holomua courses also serve as prerequisites for many other-college level courses or programs offered at the college. Students who score into basic mathematics (PCM 23) or developmental English (English 21V) are required to take additional placement exams that assure they are taking courses that are neither below their ability nor above their ability. Students scoring into the basic English course (PCC 20) are invited to attend a special orientation session on their registration day which focuses on providing general college information, counseling support information, and learning options available to them through first-semester college offerings.

### **CREDIT COURSE OFFERINGS**

#### **Levels of English Credit Courses**

Students' placement level is determined by scores earned on the COMPASS Placement Test

#### **English 21V – 3 credits**

##### **Developmental Reading**

Develops reading, vocabulary, and study skills essential for successful academic achievement. Identify main ideas, recognize structure and organization of paragraphs, think critically, and improve reading rate and comprehension.

#### **English 22 – 3 credits**

##### **Beginning Composition**

Teaches the writing process and ways to shape ideas into effective essays. Emphasis on writing narrative, analytical, and persuasive essays focused on a central thesis, adequately supported.

#### **Levels of Math Credit Courses**

Students' placement level is determined by scores earned on the COMPASS Placement Test

#### **Math 24 – 3 credits**

##### **Elementary Algebra I**

A first course in a two-semester sequence of elementary algebra. 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 – 3 credits**

##### **Elementary Algebra II**

A second course in a two-semester sequence of elementary algebra. Includes units on exponents, polynomials, factoring, rational

expressions and equations, radical expressions and equations, and quadratic equations.

#### **Math 97 – 5 credits**

Includes basic algebra, statistics, graphing, geometry and probability. A course to prepare students for college level mathematics. Utilizes activity-based instruction including problem solving and collaboration.

#### **Interdisciplinary Success Courses**

##### **LSK 90, 91, 92, 94 – 12 credits**

##### **Intensive Preparatory Curriculum for Deaf Students**

Designed as a single course to prepare for entry into English 21V or ESOL classes. Focuses on reading strategies, writing skills, vocabulary enrichment, and mathematics instruction. Includes academic survival skills. Instruction in American Sign Language.

##### **LSK 97G – 1 credit**

##### **Self-Management Skills for College**

Emphasizes academic and personal success in college. Focus on self-awareness, personal responsibility, effective decision-making, interdependence, self-management, life-long learning.

##### **IS 97 – 3 credits**

##### **Summer Bridge College Success Strategies**

Taught as a learning community with emphasis on English, math, and technology skills. Designed to improve score on placement exams.

##### **IS 198 – 3 credits**

##### **Kupu A'e: College Success**

Prepares first-semester students through interactive instruction. Includes career, study skills, time management, educational planning, computer literacy, and decision-making through a cultural context.

### **ZERO-CREDIT COURSE OFFERINGS IN BASIC SKILLS DEVELOPMENT**

#### **PCC 20**

##### **Pre-College Communication**

8 hours per week

\$400 class fee

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 21**

##### **Whole Number Skills**

2.5 hours per week for 6 weeks

\$100 class fee

Operations with whole numbers, written problems, and number sense. Includes time management, goal setting, test preparation, personal responsibility, and management of math anxiety.

#### **PCM 23**

##### **Pre-College Mathematics**

6 hours per week

\$300 class fee

Approximately \$100 textbook fee

Operations with whole numbers, fractions, decimals, and percents. Ratio and proportion, measurement and signed numbers. Time management, note taking, test preparation, personal responsibility, and anxiety management.

## HOSPITALITY PROGRAMS

**Introduction:** The College offers a range of Hospitality 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 non-credit offerings aimed at working professionals and alumni.

**Degree/Certificate Programs:** A.S. degree options are offered in Hotel/Restaurant Operations and Travel and Tourism. A Certificate of Achievement is offered in Travel and Tourism. A Certificate of Completion is offered for Hotel/Restaurant Operations. 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 Hawaii 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 Credit/Non-Credit Programs:** A series of non-credit courses complement the College's credit degree programs. These include short term courses that cover a wide range of topics. Non-credit short-term hospitality and travel classes are available to the general public. Non-credit classes are offered through the Non-Credit Registration Office. For more information about non-credit courses and certificates, contact the College Information Office (734-9559) or the Non-Credit Registration Office (734-9211). A variety of customized training and non-credit classes are available at the Waikiki Lifelong Learning Center and at other sites in Waikiki. Please telephone 924-7505 for details.

Please go to <http://www.kcc.hawaii.edu> to view more information about Kapi'olani Community College.

### CAREER and ACADEMIC OPTIONS HOSPITALITY PROGRAMS HOTEL/RESTAURANT OPERATIONS

CAREER OPTIONS	ACADEMIC OPTIONS
Employment in hotels/restaurants and transfer to a 4-year college.	Associate in Science – Hotel/Restaurant Operations (61-62 credits) expiration effective fall 2004
Employment in hotels/restaurants and transfer to a 4-year college.	Associate in Science – Hotel/Restaurant Operations (63-64 credits) effective fall 2004
Entry level positions in hotel housekeeping, laundry, front office, also in restaurants.	Certificate of Completion – Hotel/Restaurant Operations (20 credits) expiration effective fall 2004
Entry level positions in hotel housekeeping, laundry, front office, also in restaurants.	Certificate of Completion – Hotel/Restaurant Operations (20 credits) effective fall 2004

### TRAVEL AND TOURISM

CAREER OPTIONS	ACADEMIC OPTIONS
Travel and tourism operations and transfer to a 4-year college.	Associate in Science – Travel and Tourism (61-62 credits) expiration effective fall 2004
Travel and tourism operations and transfer to a 4-year college.	Associate in Science – Travel and Tourism (62-63 credits) effective fall 2004
Entry level work in travel agency, tour company, airline customer service	Certificate of Achievement – Travel and Tourism (30-33 credits) expiration effective fall 2004
Entry level work in travel agency, tour company, airline customer service	Certificate of Achievement – Travel and Tourism (30-33 credits) effective fall 2004

### LIFELONG LEARNING

CAREER OPTIONS	ACADEMIC OPTIONS
Short term training courses for the general public and professionals including classes in hospitality law, hospitality certification, and TravelLearn trips to worldwide destinations.	Non-Credit Registration Office (734-9211) <a href="http://programs.kcc.hawaii.edu/~noncredit">http://programs.kcc.hawaii.edu/~noncredit</a>
Entry level positions using Amadeus Basic Computer Reservation System (CRS) Training	Certificate of Competence - Amadeus Basic Computer Reservation System (CRS) Training (40 hours) expiration effective fall 2004
Entry level positions using Amadeus Bronze Computer Reservation System (CRS) Training	Certificate of Competence - Amadeus Bronze Computer Reservation System (CRS) Training (40 hours) expiration effective fall 2004

# HOTEL/RESTAURANT OPERATIONS CURRICULA

## ASSOCIATE IN SCIENCE DEGREE (61-62 SEMESTER CREDITS)

*expiration effective fall 2004*

**Program Description:** The Associate in Science, Hotel/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. Please refer to the "Degree and Certificate Programs" section for a list of A.S. courses.

**Program Competencies:** Upon successful completion of the four-semester A.S. degree program in Hotel/Restaurant Operations, in addition to demonstrating mastery of the

competencies required for the Certificate of Completion in Hotel/Restaurant Operations, the student should be able to:

- Accurately perform various accounting tasks performed in a hotel/restaurant operation and prepare and analyze financial statements and management reports.
- Identify the principles of marketing, menu planning, food preparation and service styles, nutrition, and sanitation and safety principles as they apply to food and beverage management in a hotel setting.
- Demonstrate the proper procedures for ordering, receiving, storing, issuing, and controlling foods and supplies and utilize an established computerized cost control system to generate financial and control reports.
- Apply the principles and mechanics of hospitality marketing by developing a hotel marketing and sales plan for marketing meetings, meals in food and banquet services, and hotel accommodations.
- Identify the managerial functions of planning, organizing, staffing, directing, and controlling to bring about organizational effectiveness.
- Demonstrate the ability to communicate clearly in speaking and writing.
- Perform various tasks in the functional areas of a hospitality organization.

## A.S. DEGREE CURRICULUM

### HOTEL/RESTAURANT OPERATIONS (61-62 CREDITS)

*expiration effective fall 2004*

Course	Title	Cr	R = Required Semester • = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (18 credits)</b>							
ENG 100 or	Composition I						
ENG 160	Business and Technical Writing	3	•				
SP 151	Personal and Public Speech	3				•	
BUS 100 or	Using Mathematics to Solve Business Problems						
PHIL 110 or	Introduction to Deductive Logic						
MATH 203	Calculus for Business and the Social Sciences						
(formerly QM 252) or							
MATH 100 or	Survey of Mathematics	3				•	
higher level math							
FSHE 185 or	The Science of Human Nutrition						
KCC AS/NS	A.S. Natural Sciences (100 level or higher)	3		•			
GEOG 102 or	World Regional Geography						
KCC AS/SS	A.S. Social Sciences (100 level or higher)	3		•			
HWST 107 or	Hawai'i: Center of the Pacific						
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3		•			
<b>General Support Courses (6-7 credits)</b>							
ITS 101	Introduction to Information Technology	3	•				
JPNS 131 or	Japanese Conversation & Culture I/Business & Tourism						
LANG 101 or	Industry						
higher level lang.		3-4				•	
<b>Food Service/Hospitality Courses (37 credits)</b>							
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 103	Sanitation & Safety	2		•			
FSHE 128	Dining Room Service/Stewarding Procedures	5				•	
FSHE 150	Housekeeping Operations	4	•				
FSHE 152	Front Office Operations	4		•			
FSHE 154	Food & Beverage Operations	4	•				
FSHE 241	Hospitality Purchasing & Cost Control	5				•	
FSHE 258	Hospitality Marketing	4				•	
FSHE 290	Hospitality Management	3				•	
FSHE 293E	Hospitality Internship II	3				•	
<b>TOTAL</b>		<b>61-62</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. Please note: For the A.S. degree in Hotel/Restaurant Operations, a grade of "C" or higher is required in all FSHE courses. Please refer to the "Degree and Certificate Programs" section for lists of A.S. degree courses in Arts & Humanities, Natural Sciences and Social Sciences.



**ASSOCIATE IN SCIENCE DEGREE  
(63-64 SEMESTER CREDITS)**

*effective fall 2004*

**Program Description:** The Associate in Science, Hotel/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. Please refer to the "Degree and Certificate Programs" section for a list of A.S. courses.

**Program Competencies:** Upon successful completion of the four-semester A.S. degree program in Hotel/Restaurant Operations, in addition to demonstrating mastery of the competencies required for the Certificate of Completion in Hotel/Restaurant Operations, the student should be able to:

- Accurately perform various accounting tasks performed in a hotel/restaurant operation and prepare and analyze financial statements and management reports.

- Identify the principles of marketing, menu planning, food preparation and service styles, nutrition, and sanitation and safety principles as they apply to food and beverage management in a hotel setting.
- Demonstrate the proper procedures for ordering, receiving, storing, issuing, and controlling foods and supplies and utilize an established computerized cost control system to generate financial and control reports.
- Apply the principles and mechanics of hospitality marketing by developing a hotel marketing and sales plan for marketing meetings, meals in food and banquet services, and hotel accommodations.
- Identify the managerial functions of planning, organizing, staffing, directing, and controlling to bring about organizational effectiveness.
- Demonstrate the ability to communicate clearly in speaking and writing.
- Perform various tasks in the functional areas of a hospitality organization.
- Recite and define basic words, history, culture, geography, plants and animals of Hawai'i.

**A.S. DEGREE CURRICULUM  
HOTEL/RESTAURANT OPERATIONS (63-64 CREDITS)**

*effective fall 2004*

Course	Title	R = Required Semester • = Suggested Semester					Grade Received
		Cr	1	2	3	4	
<b>General Education Requirements (18 credits)</b>							
ENG 100 or	Composition I						
ENG 160	Business and Technical Writing	3	•				
SP 151	Personal and Public Speech	3				•	
BUS 100 or	Using Mathematics to Solve Business Problems						
PHIL 110 or	Introduction to Deductive Logic						
MATH 100 or	Survey of Mathematics	3				•	
higher level math							
KCC AS/NS	A.S. Natural Sciences (100 level or higher)	3		•			
GEOG 102 or	World Regional Geography						
KCC AS/SS	A.S. Social Sciences (100 level or higher)	3		•			
HWST 100	Introduction to Hawaiian Culture	3		•			
<b>General Support Courses (6-7 credits)</b>							
ICS 100 or	Computing Literacy and Applications						
ICS 101	Introduction to Information Technology	3	•				
JPNS 131 or	Japanese Conversation & Culture I/Business & Tourism						
LANG 101 or	Industry	3-4			•		
higher level lang.							
<b>Food Service/Hospitality Education Courses (39 credits)</b>							
FSHE 100	Career and Customer Service Skills	2	•				
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 128	Dining Room Service/Stewarding Procedures	5			•		
FSHE 150	Housekeeping Operations	4	•				
FSHE 152	Front Office Operations	4		•			
FSHE 154	Food & Beverage Operations	4	•				
FSHE 256 or	Hospitality Accounting						
ACC 201	Introduction to Financial Accounting	3					
FSHE 258	Hospitality Marketing	4			•		
FSHE 275	Computer & Information Technology for the Tourism Industry	4					
FSHE 290	Hospitality Management	3				•	
FSHE 293E	Hospitality Internship II	3				•	
<b>TOTAL</b>		<b>63-64</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. Please note: For the A.S. degree in Hotel/Restaurant Operations, a grade of "C" or higher is required in all FSHE courses. Refer to the "Degree and Certificate Programs" section for lists of A.S. degree courses in Arts & Humanities, Natural Sciences and Social Sciences.

**CERTIFICATE OF COMPLETION  
(20 SEMESTER CREDITS)**

*expiration effective fall 2004*

**Program Description:** The Certificate of Completion, Hotel/Restaurant 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 and in front office and uniformed services departments. Development of house-keeping and front office technical skills, appropriate math and communication skills, as well as development of guest relations techniques, service attitudes, and professionalism are stressed. The program is recommended for students who plan to seek immediate employment as reservationists, housekeepers, laundry workers, hotel front desk clerks, PBX operators, uniformed services personnel and concierge.

**Program Competencies:** Upon successful completion of the Certificate of Completion in Hotel/Restaurant Operations program of study, the student will be able to:

- Identify the functions, job titles, work requirements,

- and operating procedures of the food, lodging, and transportation components of the hospitality industry.
- Determine the job qualifications, attitudes, work habits, and personal qualities necessary to function satisfactorily with other individuals and in organizations in the hospitality industry.
- Make informed decisions regarding job placement and career development in the hospitality industry.
- Recognize the interrelationships between the front office and other departments in a hotel.
- Implement guest-satisfying procedures and techniques through an understanding of guest needs, personal qualities, and operational requirements.
- Demonstrate safe, sanitary, and efficient cleaning procedures in performing various housekeeping tasks.
- Identify effective housekeeping equipment selection, storage, maintenance, and control procedures.
- Demonstrate computer proficiency in reservations, check-in, posting, settlement, and night audit functions of the front office.
- Demonstrate effective telephone-call handling and complaint handling techniques.

**CERTIFICATE OF COMPLETION CURRICULUM,  
HOTEL/RESTAURANT OPERATIONS (20 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Food Service Hospitality Education Courses (20 credits)</b>							
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 128	Dining Room Service/Stewarding Procedures	5	•				
FSHE 150	Housekeeping Operations	4	•				
FSHE 152	Front Office Operations	4	•				
FSHE 154	Food & Beverage Operations	4	•				
<b>TOTAL</b>		<b>20</b>					

The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate. Please note: For the Certificate of Completion in Hotel/Restaurant Operations, a grade of "C" or higher is required in all FSHE courses.

**CERTIFICATE OF COMPLETION  
(22 SEMESTER CREDITS)**

*effective fall 2004*

**Program Description:** The Certificate of Completion, Hotel/Restaurant Operations, is a two-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 and in front office and uniformed services departments. Development of house-keeping and front office technical skills, appropriate math and communication skills, as well as development of guest relations techniques, service attitudes, and professionalism are stressed. The program is recommended for students who plan to seek immediate employment as reservationists, housekeepers, laundry workers, hotel front desk clerks, PBX operators, uniformed services personnel and concierge.

**Program Competencies:** Upon successful completion of the Certificate of Completion in Hotel/Restaurant Operations program of study, the student will be able to:

- Identify the functions, job titles, work requirements, and operating procedures of the food, lodging, and transportation components of the hospitality industry.
- Determine the job qualifications, attitudes, work

- habits, and personal qualities necessary to function satisfactorily with other individuals and in organizations in the hospitality industry.
- Make informed decisions regarding job placement and career development in the hospitality industry.
- Recognize the interrelationships between the front office and other departments in a hotel.
- Implement guest-satisfying procedures and techniques through an understanding of guest needs, personal qualities, and operational requirements.
- Demonstrate safe, sanitary, and efficient cleaning procedures in performing various housekeeping tasks.
- Identify effective housekeeping equipment selection, storage, maintenance, and control procedures.
- Demonstrate computer proficiency in reservations, check-in, posting, settlement, and night audit functions of the front office.
- Demonstrate effective telephone-call handling and complaint handling techniques.

**CERTIFICATE OF COMPLETION CURRICULUM,  
HOTEL/RESTAURANT OPERATIONS (22 CREDITS)**

*effective fall 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Food Service Hospitality Education Courses (22 credits)</b>							
FSHE 100	Career and Customer Service Skills	2	•				
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 128	Dining Room Service/Stewarding Procedures	5	•				
FSHE 150	Housekeeping Operations	4		•			
FSHE 152	Front Office Operations	4		•			
FSHE 154	Food & Beverage Operations	4		•			
<b>TOTAL</b>		<b>22</b>					

The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

Please note: For the Certificate of Completion in Hotel/Restaurant Operations, a grade of "C" or higher is required in all FSHE courses.

**TRAVEL AND TOURISM CURRICULA**

**ASSOCIATE IN SCIENCE DEGREE**

**(61 - 62 SEMESTER CREDITS)**

*expiration effective fall 2004*

**Program Description:** The Associate in Science, 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 Competencies:** Upon successful completion of the A.S. degree program in Travel and Tourism, in addition to demonstrating the mastery of the competencies required for the Certificate of Achievement in Travel and Tourism, the student will be able to:

- Demonstrate an understanding of techniques used in travel wholesaling and packaging, including planning, costing, pricing, contracting, marketing, operating, and post tour evaluation.
- Demonstrate an understanding of basic accounting principles and concepts and their application to a tour and travel operation.
- Demonstrate an understanding of the organization of a travel agency and the management systems used.
- Demonstrate an understanding of the laws and regulations that affect travel agency operations.

**A.S. DEGREE CURRICULUM,  
TRAVEL AND TOURISM (61 - 62 CREDITS)**

*expiration effective fall 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (18 credits)</b>							
ENG 100 or	Composition I						
ENG 160	Business and Technical Writing	3	•				
SP 151	Personal and Public Speech	3		•			
GEOG 102	World Regional Geography	3	•				
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3				•	
FSHE 185 or	The Science of Human Nutrition						
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3	•				
BUS 100 or	Using Mathematics to Solve Business Problems						
PHIL 110 or	Introduction to Deductive Logic						
MATH 203	Calculus for Business and the Social Sciences						
(formerly QM 252) or							
MATH 100 or	Survey of Mathematics	3		•			
higher level math							
<b>General Support Courses (6 - 7 credits)</b>							
ITS 101	Introduction to Information Technology	3	•				
JPNS 131 or	Japanese Conversation & Culture I/Business & Tourism						
LANG 101	Industry	3-4				•	
or higher level lang.							

**A.S. DEGREE CURRICULUM,  
TRAVEL AND TOURISM (61 - 62 CREDITS)**
*expiration effective fall 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Hospitality Education Courses (37 credits)</b>							
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 160	Domestic Reservations and Ticketing	3		•			
FSHE 161	Tourism and Destination Development	3		•			
FSHE 162	Principles of Transportation	3		•			
FSHE 163	International Reservations and Ticketing	3			•		
FSHE 164	Interpret Hawai'i for the Tourism Industry	1			•		
FSHE 258	Hospitality Marketing	4			•		
FSHE 261	Meeting and Convention Management	3			•		
FSHE 275	Computer & Information Technology for the Tourism Industry	4				•	
FSHE 278	Travel Agency Operations	4				•	
FSHE 290	Hospitality Management	3				•	
FSHE 293E	Hospitality Internship II	3			•		
<b>TOTAL</b>		<b>61-62</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. For the A.S. degree in Travel and Tourism, a grade of "C" or higher is required in all required courses. To continue in the A.S. degree program, students must complete the Certificate of Achievement in Travel and Tourism with a 2.0 or higher G.P.R. Please refer to the "Degrees and Certificate Programs" section for a list of A.S. degree courses in Arts & Humanities and Natural Sciences.

**ASSOCIATE IN SCIENCE DEGREE**
**(62 - 63 SEMESTER CREDITS)**
*effective fall 2004*

**Program Description:** The Associate in Science, 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 Competencies:** Upon successful completion of the A.S. degree program in Travel and Tourism, in addition to demonstrating the mastery of the competencies required for the Certificate of Achievement in Travel and Tourism, the student will be able to:

- Demonstrate an understanding of techniques used in travel wholesaling and packaging, including planning, costing, pricing, contracting, marketing, operating, and post tour evaluation.
- Demonstrate an understanding of basic accounting principles and concepts and their application to a tour and travel operation.
- Demonstrate an understanding of the organization of a travel agency and the management systems used.
- Demonstrate an understanding of the laws and regulations that affect travel agency operations.

**A.S. DEGREE CURRICULUM,  
TRAVEL AND TOURISM (62 - 63 CREDITS)**
*effective fall 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (18 credits)</b>							
ENG 100 or	Composition I						
ENG 160	Business and Technical Writing	3	•				
SP 151	Personal and Public Speech	3		•			
GEOG 102	World Regional Geography	3	•				
HWST 100	Introduction to Hawaiian Culture	3				•	
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3	•				
BUS 100 or	Using Mathematics to Solve Business Problems						
PHIL 110 or	Introduction to Deductive Logic						
MATH 100 or	Survey of Mathematics	3		•			
higher level math							
<b>General Support Courses (6 - 7 credits)</b>							
ICS 100 or	Computing Literacy and Applications						
ICS 101	Introduction to Information Technology	3	•				
JPNS 131 or	Japanese Conversation & Culture I/Business & Tourism						
LANG 101 or	Industry	3-4				•	
higher level lang.							

**A.S. DEGREE CURRICULUM,  
TRAVEL AND TOURISM (62 - 63 CREDITS)**

*effective fall 2004*

Course	Title	Cr	• = Suggested Semester					Grade Received
			1	2	3	4		
<b>Hospitality Education Courses (38 credits)</b>								
FSHE 100	Career and Customer Service Skills	2	•					
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•					
FSHE 160	Domestic Reservations and Ticketing	3		•				
FSHE 161	Tourism and Destination Development	3		•				
FSHE 163	International Reservations and Ticketing	3			•			
FSHE 256 or ACC 201	Hospitality Accounting Introduction to Financial Accounting	3						
FSHE 258	Hospitality Marketing	4			•			
FSHE 261	Meeting and Convention Management	3			•			
FSHE 275	Computer & Information Technology for the Tourism Industry	4				•		
FSHE 278	Travel Agency Operations	4				•		
FSHE 290	Hospitality Management	3				•		
FSHE 293E	Hospitality Internship II	3			•			
<b>TOTAL</b>		<b>62/63</b>						

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. For the A.S. degree in Travel and Tourism, a grade of "C" or higher is required in all required courses. To continue in the A.S. degree program, students must complete the Certificate of Achievement in Travel and Tourism with a 2.0 or higher G.P.R. Please refer to the "Degrees and Certificate Programs" section for a list of A.S. degree courses in Arts & Humanities and Natural Sciences.

**CERTIFICATE OF ACHIEVEMENT  
(30 - 33 SEMESTER CREDITS)**

*expiration effective fall 2004*

**Program Description:** The Certificate of Achievement, 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 Competencies:** Upon successful completion of the Certificate of Achievement in Travel and Tourism, the student will be able to:

- Identify the functions, job titles, work requirements, and operating procedures of the food, lodging, and transportation components of the hospitality industry.
- Determine the job qualifications, attitudes, work habits, and personal qualities necessary to function satisfactorily with other individuals and in organizations in the hospitality industry.

- Demonstrate an understanding of the terminology, the reservation procedures, ticketing procedures, and tour guide services used and offered by travel and tourism operators.
- Demonstrate skill and appropriate use of computer terminals and software.
- Demonstrate good customer relations skills and respond to customers' needs.
- Demonstrate the psychological requirements to respond to inquiries and provide information to satisfy customer needs.
- Demonstrate a familiarity with airlines and their computer systems.
- Demonstrate the ability to communicate clearly when speaking and writing.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
TRAVEL AND TOURISM (30-33 CREDITS)**

*expiration effective fall 2004*

Course	Title	Cr	• = Suggested Semester					Grade Received
			1	2	3	4		
<b>General Education Requirements (9 credits)</b>								
ENG 22 or higher level English	Beginning Composition	3		•				
MATH 24 or higher level math	Elementary Algebra I	3	•					
GEOG 102	World Regional Geography	3	•					
<b>General Support Courses (6-7 credits)</b>								
ITS 101	Introduction to Information Technology	3	•					
JPNS 131 or LANG 101 or higher level lang.	Japanese Conversation & Culture I/Business & Tourism Industry	3-4		•				
<b>Food Service Hospitality Education Courses (6 credits)</b>								
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•					
FSHE 160	Domestic Reservations and Ticketing	3	•					

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
TRAVEL AND TOURISM (30-33 CREDITS)**

*expiration effective fall 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Food Service Hospitality Education Elective Courses (9-11 credits)</b>							
FSHE 161 and/or	Tourism and Destination Development (3)			•			
FSHE 162 and/or	Principles of Transportation (3)			•			
FSHE 163 and/or	International Reservations and Ticketing (3)			•			
FSHE 164 and/or	Interpret Hawai'i for the Tourism Industry (1)			•			
FSHE 261 and/or	Meeting and Convention Management (3)			•			
FSHE 275 and/or	Computer & Information Technology for Tourism Industry (4)			•			
FSHE 278	Travel Agency Operations (4)	9-11		•			
<b>TOTAL</b>		<b>30-33</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate. Please note: For the Certificate of Achievement in Travel and Tourism, a grade of "C" or higher is required in all FSHE courses.

**CERTIFICATE OF ACHIEVEMENT  
(33 - 34 SEMESTER CREDITS)**

*effective fall 2004*

**Program Description:** The Certificate of Achievement, 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 Competencies:** Upon successful completion of the Certificate of Achievement in Travel and Tourism, the student will be able to:

- Identify the functions, job titles, work requirements, and operating procedures of the food, lodging, and transportation components of the hospitality industry.
- Determine the job qualifications, attitudes, work habits, and personal qualities necessary to function

satisfactorily with other individuals and in organizations in the hospitality industry.

- Demonstrate an understanding of the terminology, the reservation procedures, ticketing procedures, and tour guide services used and offered by travel and tourism operators.
- Demonstrate skill and appropriate use of computer terminals and software.
- Demonstrate good customer relations skills and respond to customers' needs.
- Demonstrate the psychological requirements to respond to inquiries and provide information to satisfy customer needs.
- Demonstrate a familiarity with airlines and their computer systems.
- Demonstrate the ability to communicate clearly when speaking and writing.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
TRAVEL AND TOURISM (33-34 CREDITS)**

*effective fall 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (12 credits)</b>							
ENG 22 or higher level English	Beginning Composition	3		•			
MATH 24 or higher level math	Elementary Algebra I	3	•				
GEOG 102	World Regional Geography	3	•				
HWST 100	Introduction to Hawaiian Culture	3					
<b>General Support Courses (6-7 credits)</b>							
ICS 100 or ITS 101	Computing Literacy and Applications Introduction to Information Technology	3	•				
JPNS 131 or LANG 101 or higher level lang.	Japanese Conversation & Culture I/Business & Tourism Industry	3-4		•			
<b>Food Service Hospitality Education Courses (15 credits)</b>							
FSHE 100	Career and Customer Service Skills	2					
FSHE 101	Introduction to the Hospitality Industry/Guest Services	3	•				
FSHE 160	Domestic Reservations and Ticketing	3	•				
FSHE 163	International Reservations and Ticketing	3					
FSHE 278	Travel Agency Operations	4					
<b>TOTAL</b>		<b>33-34</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate. Please note: For the Certificate of Achievement in Travel and Tourism, a grade of "C" or higher is required in all FSHE courses.

## LIFELONG LEARNING

### AMADEUS BASIC COMPUTER RESERVATION SYSTEM (CRS) TRAINING CURRICULUM

#### CERTIFICATE OF COMPETENCE

*expiration effective fall 2004*

**Description:** This certificate is designed to provide entry level Computer Reservation System (CRS) functionality training for students who have had no travel industry experience or very little travel industry experience. This certificate is designed to provide students with CRS training in order to prepare for employment in the travel industry.

#### Certificate Objectives:

- Provide entry level Computer Reservation System (CRS) functionality training.
- Develop an understanding of industry language and workplace requirements.
- Prepare students for the Amadeus Basic Course (ABC) on-line competency test

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Amadeus Basic Computer Reservation System (CRS) Training, the student will be able to:

- Develop a working knowledge of CRS windows based technology.
- Sign into and out of multiple work areas.
- Perform scrolling, decode, encode entries.
- Access functional and general information.
- Request, sell, modify airline, car, hotel availability displays.
- Create a Passenger Name Record (PNR).
- Price and interpret an airline reservation.
- Create a historical fare record.
- Issue an airline ticket, invoice, and itinerary.
- Interpret requested pricing information for car, hotel reservations.
- Create and use a User Defined Key (UDK).
- Understand the use of Wizards & Macros.

#### Certificate of Competence Requirements:

The certificate objectives will be satisfied by satisfactory completion of the following non-credit course:

HTCRST Basic Computer Reservation System Training  
The issuance of a Certificate of Competence requires that the student's work has been evaluated and determined to be satisfactory.

### AMADEUS BRONZE COMPUTER RESERVATION SYSTEM (CRS) TRAINING CURRICULUM

#### CERTIFICATE OF COMPETENCE

*expiration effective fall 2004*

**Description:** This certificate is designed to provide intermediate level Computer Reservation System (CRS) functionality training. This training helps to prepare students to test for recognized certification from the leading worldwide CRS technology system.

**Prerequisite(s):** Basic CRS Computer reservations System (CRS) training class or working with CRS systems for one year and a firm knowledge of basic CRS functionality.

#### Certificate Objectives:

- Provide intermediate level Computer Reservation System (CRS) functionality training.
- Provide students with training in formats and procedures which comply with known industry standards
- Prepare students for the Amadeus Bronze on-line certification test.

**Certificate Competencies:** Upon satisfactory completion of the Certificate of Competence in Amadeus Bronze Computer Reservation System (CRS) Training, the student will be able to:

- Identify car and hotel company access levels.
- Modify car & hotel availability and segment using related codes.
- Sell a car & hotel with options.
- Add a passive air, car and hotel segments.
- Access TIMATIC to display immigration & country information.
- Display country information for a specific topic.
- Check electronic ticketing eligibility, and issue an exchange ticket.
- Display & interpret a sales manifest.
- Automatically & manually store and re-price a fare.
- Add adjustment remarks to an invoice & itinerary.
- Interpret an international fare display.
- Display a list of passenger types.
- Access routing restrictions and flight services.
- Use conversion functions for currency, dates, and minimum connecting times.
- Work industry Ques.
- Access & sell Amtrak.
- Display profiles, and transfer data to a PNR.
- Request seats, meals, and other special services.
- Add auxiliary elements to a PNR.

#### Certificate of Competence Requirements:

The certificate objectives will be satisfied by satisfactory completion of the following non-credit course:

HTCRST Computer Reservation System Training  
The issuance of a Certificate of Competence requires that the student's work has been evaluated and determined to be satisfactory.

## LEGAL EDUCATION PROGRAMS

**Introduction:** The Legal Education Department of 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 College currently offers two legal programs. The degree and certificate programs prepare students for entry level positions in the legal field. Some classes may meet at the UHM School of Law. The college demonstrates its commitment to life-long learning through a series of non-credit offerings aimed at the general public, working professionals, and alumni.

**Degree/Certificate Programs:** Currently, students may pursue an associate degree program in Paralegal (Legal Assistant) and may pursue a certificate program as a Legal Secretary. Some evening classes are offered. Some classes may meet at the UHM School of Law.

**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 Hawaii Pacific University. General information about transferring can be found in this catalog in the Transfer Advising section. For more information please contact a Legal Education counselor.

**Lifelong Learning Credit/Non-Credit Programs:** Non-credit short-term legal education classes are available to the general public. Seminars are offered for attorneys and legal support staff. Non-credit classes are available in basic legal terminology and basic word processing for the preparation of legal documents. These classes are offered through the Non-Credit Registration Office. For more information about non-credit courses and certificates, please contact the College Information Office (734-9559) or the Non-Credit Registration Office (734-9211). KCC offers a variety of customized training and non-credit classes at the Waikiki Lifelong Learning Center and at other sites in Waikiki. Please telephone 924-7505 for details.

Please go to <http://www.kcc.hawaii.edu> to view more information about Kapi'olani Community College.

### CAREER and ACADEMIC OPTIONS THE LEGAL EDUCATION PROGRAMS LEGAL EDUCATION

CAREER OPTIONS	ACADEMIC OPTIONS
Entry level positions as a paralegal.	Associate in Science - Paralegal (60 credits) expiration effective fall 2004
Entry level positions as a paralegal.	Associate in Science - Paralegal (60 credits) effective fall 2004
Entry level position as a legal secretary.	Certificate of Completion – Legal Secretary (15 credits)

### LIFELONG LEARNING

CAREER OPTIONS	ACADEMIC OPTIONS
Short term training courses for both the general public and professionals. Classes in basic legal terminology, word processing for legal offices, and preparation for volunteer work in a legal-related office, preparation for the legal internship experience.	Non-Credit Registration Office (734-9211) <a href="http://programs.kcc.hawaii.edu/~noncredit">http://programs.kcc.hawaii.edu/~noncredit</a>

## PARALEGAL CURRICULA

### Special Admission Requirements for Paralegal

Persons interested in applying to the Paralegal program should contact the Kekaulike Information and Service Center (KISC), 'Ilima 102, for information. Admission to the Paralegal program is open each Fall semester. To be considered for admission to the program, the applicant must complete the following requirements by April 1:

1. File an application for admission. All applicants for the Paralegal program must complete an "Application for Selective Admission Programs" form in the Office of Admissions.
2. New students to the College must also complete a "System Application" form.
3. Complete a "Supplemental Application" form for the Paralegal program.
4. Submit high school and college transcripts. The

applicant should request his or her high school and college to forward directly to the Office of Admissions a copy of official transcripts of high school and any college course work attempted by April 1. Transcripts issued to the applicant or faxed cannot be accepted.

5. Complete the testing requirement as assigned by the Kekaulike Information and Service Center.

The admissions process involves a screening test and a Supplemental Application Form. The applicant should begin the admissions process early in order to complete all the requirements by the deadline date of April 1. Applicants will be notified by mail of their acceptance by June 15.

The applicant is responsible to see that all of the above requirements have been met, as the College does not send reminders of missing items. All documents and transcripts submitted become the property of the College. They will not be returned to the applicant.



On a space available basis, qualified, non degree seeking applicants may take selective courses through the Single Course Admission option. Please contact the Office of Admissions for information.

**ASSOCIATE IN SCIENCE DEGREE  
(60 SEMESTER CREDITS)  
expiration effective fall 2004**

**Program Description:** In 1984, Kapi'olani Community College's Paralegal program won the Secretary's Award from the United States Department of Education for being one of the ten most outstanding vocational education programs in the nation. The Paralegal program has been continuously approved by the American Bar Association since 1978. The paralegal is a new and emerging occupation. The paralegal is a person who assists in the delivery of legal services by performing the technical and paraprofessional aspects of maintaining any law practice. These aspects may include: interviewing and assisting clients, communicating effectively, implementing legal procedures, performing investigative functions, conducting legal research, preparing instruments and documents, assisting in judicial and administrative appearance, completing client projects, and coordinating office functions.

Thus, the paralegal is someone specially trained to perform, under the supervision of an attorney, legal functions traditionally undertaken by either an attorney or an expert legal secretary.

Legal costs have dramatically increased; and the paralegal is one of the major means of making services more wide-spread, efficient, and available to all with resultant cost savings to the client. The paralegal fulfills a role that is roughly analogous to the role of the paramedic in the medical field. The program graduate will be qualified to work in private law firms, corporations, public agencies, and public law firms.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Paralegal, the student should be able to:

- Recognize and avoid potential problems in the unauthorized practice of law and other ethical problems that arise in the course of a paralegal's duties.
- Recognize, define, analyze and evaluate facts elicited in the course of legal investigation; and should further know how to classify facts into the following categories: verified, unverified, admissible in court, and inadmissible in court.
- Research and draft legal documents, memoranda, and briefs, in an insightful and analytical manner; should further know how to locate and cite legal authority quickly and accurately.
- Express thoughts and ideas in a concise and straightforward manner, whether this communication is to a client, an attorney, a witness, or a court official.
- Interview clients in a way that produces a maximum of information in a minimum amount of time; the paralegal should also be able to question and cross-examine witnesses at administrative hearings.
- Format various documents using word processing software.

**A.S. DEGREE CURRICULUM,  
PARALEGAL (60 CREDITS)  
expiration effective fall 2004**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (18 credits)</b>							
ENG 100 or SP 151 or SP 251 or SP 181 (formerly SP 145)	Composition I Personal and Public Speech Principles of Effective Public Speaking Interpersonal Communication	3					
BUS 100 or PHIL 110 or MATH 203 (formerly QM 252) or MATH 100 or higher level math	Using Mathematics to Solve Business Problems Introduction to Deductive Logic Calculus for Business and the Social Sciences Survey of Mathematics	3					
KCC AS/SS	A.S. Social Sciences Elective (100 level or higher)	3					
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3					
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3					
General Education Course	one other general education course (100 level or higher)	3					
<b>Required Legal Courses (15 credits)</b>							
LAW 101	The Hawai'i Legal System	3	•				
LAW 102	Legal Research	3					
LAW 146	Litigation Document Preparation and Theory	3					
LAW 202	Legal Interviewing, Negotiating and Advocacy	3					
LAW 203	Legal Writing	3				•	

**A.S. DEGREE CURRICULUM,  
PARALEGAL (60 CREDITS)  
expiration effective fall 2004**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Substantive Legal Courses (12 credits)</b>							
Any combination of the law courses below sufficient to total 12 credits							
LAW 104, 111, 121, LAW 126, 131, 136, LAW 140, 151, 156, LAW161, 166, 171, LAW176, 181, 201, LAW 250, 282		12					
<b>Cooperative Legal Education Courses (3 credits)</b>							
LAW 193P or LAW 293V	Cooperative Paralegal Education Cooperative Legal Education	3				•	
<b>Electives (12 credits)</b>							
Elective	A.S. Elective from LAW or any other area (100 level or higher)	3					
Elective	A.S. Elective from LAW or any other area (100 level or higher)	3					
Elective	A.S. Elective from LAW or any other area (100 level or higher)	3					
Elective	A.S. Elective from LAW or any other area (100 level or higher)	3					
<b>TOTAL</b>		<b>60</b>					

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree. Please note: Basic accounting, basic typewriting/keyboarding, and introduction to computers are highly recommended electives. Three credit hours of cooperative legal education are required for this A.S. degree. Lists of A.S. electives (KCC AS/AH, AS/NS, AS/SS) are in the "Degree and Certificate Programs" section

**ASSOCIATE IN SCIENCE DEGREE  
(60 SEMESTER CREDITS)  
effective fall 2004**

**Program Description:** In 1984, Kapi'olani Community College's Paralegal program won the Secretary's Award from the United States Department of Education for being one of the ten most outstanding vocational education programs in the nation. The Paralegal program has been continuously approved by the American Bar Association since 1978. The paralegal is a new and emerging occupation. The paralegal is a person who assists in the delivery of legal services by performing the technical and paraprofessional aspects of maintaining any law practice. These aspects may include: interviewing and assisting clients, communicating effectively, implementing legal procedures, performing investigative functions, conducting legal research, preparing instruments and documents, assisting in judicial and administrative appearance, completing client projects, and coordinating office functions.

Thus, the paralegal is someone specially trained to perform, under the supervision of an attorney, legal functions traditionally undertaken by either an attorney or an expert legal secretary.

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 paralegal fulfills a role that is roughly analogous to the role of the paramedic in the

medical field. The program graduate will be qualified to work in private law firms, corporations, public agencies, and public law firms.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Paralegal, the student should be able to:

- Recognize and avoid potential problems in the unauthorized practice of law and other ethical problems that arise in the course of a paralegal's duties.
- Recognize, define, analyze and evaluate facts elicited in the course of legal investigation; and should further know how to classify facts into the following categories: verified, unverified, admissible in court, and inadmissible in court.
- Research and draft legal documents, memoranda, and briefs, in an insightful and analytical manner; should further know how to locate and cite legal authority quickly and accurately.
- Express thoughts and ideas in a concise and straightforward manner, whether this communication is to a client, an attorney, a witness, or a court official.
- Interview clients in a way that produces a maximum of information in a minimum amount of time; the paralegal should also be able to question and cross-examine witnesses at administrative hearings.
- Format various documents using word processing software.

**A.S. DEGREE CURRICULUM,  
PARALEGAL (60 CREDITS)**

*effective Fall 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (18 credits)</b>							
ENG 100 or	Composition I						
ENG 160	Business and Technical Writing	3					
ENG 200 or	Composition II						
ENG 209 or	Business and Managerial Writing						
ENG 215 or	Writing Personal and Public Speech						
SP 151 or	Interpersonal Communication						
SP 181	Principles of Effective Public Speaking	3					
(formerly SP 145 or	Interpersonal Communication						
COMUN 145)							
SP 251	Principles of Effective Public Speaking	3					
BUS 100 or	Using Mathematics to Solve Business Problems						
PHIL 110 or	Introduction to Deductive Logic						
MATH 203	Calculus for Business and the Social Sciences						
(formerly QM 252) or							
MATH 100	Survey of Mathematics	3					
or higher level math							
KCC AS/SS	A.S. Social Sciences Elective (100 level or higher)	3					
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3					
KCC AS/AH	A.S. Arts & Humanities Elective (100 level or higher)	3					
<b>Required Legal Courses (15 credits)</b>							
LAW 101	The Hawai'i Legal System	3	•				
LAW 102	Legal Research	3					
LAW 146	Litigation Document Preparation and Theory	3					
LAW 202	Legal Interviewing, Negotiating and Advocacy	3					
LAW 203	Legal Writing	3				•	
<b>Substantive Legal Courses (12 credits)</b>							
Any combination of the law courses below sufficient to total 12 credits							
LAW 104, 111, 121,							
LAW 126, 131, 136,							
LAW 140, 151, 156,							
LAW 161, 166, 171,							
LAW 176, 181, 201,							
LAW 250, 282		12					
<b>Cooperative Legal Education Courses (3 credits)</b>							
LAW 193P or	Cooperative Paralegal Education						
LAW 293V	Cooperative Legal Education	3				•	
<b>Electives (12 credits)</b>							
Elective	A.S. Elective from LAW or any other area (100 level or higher)	3					
Elective	A.S. Elective from LAW or any other area (100 level or higher)	3					
Elective	A.S. Elective from LAW or any other area (100 level or higher)	3					
Elective	A.S. Elective from LAW or any other area (100 level or higher)	3					
<b>TOTAL</b>		<b>60</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. To receive the A.S. degree in Paralegal, a grade of "C" or higher is required in all LAW courses. Please note: Basic accounting, basic typewriting/keyboarding, and introduction to computers are highly recommended electives. Three credit hours of cooperative legal education are required for this A.S. degree. Lists of A.S. electives (KCC AS/AH, AS/NS, AS/SS) are in the "Degree and Certificate Programs" section

## LEGAL SECRETARY CURRICULUM

### CERTIFICATE OF COMPLETION

(15 Semester Credits)

**Program Description:** The Legal Secretary program is an evening program designed to provide currently employed secretaries and recent secretarial graduates with specialized office training in the legal environment. The program does not involve training in traditional secretarial skills. The training emphasizes mastery of computer skills, familiarity of legal office theory and procedure, 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 Competencies:** Upon successful completion of the Certificate of Completion in Legal Secretary, the student should be able to:

- Understand and perform the duties of a legal secretary.
- Key and proofread legal documents and papers.
- Use a variety of legal references.
- Use legal terms/phrases in producing legal documents.
- Recognize ethical and legal responsibilities when working with attorneys, legal support staff, clients, and the public.
- Apply basic principles, concepts and practices of accounting in a legal office.
- Demonstrate effective oral and written communication ability.
- Accomplish tasks requiring the use of the most frequently used legal terms/phrases related to the various types of legal documents.
- Use various formats for producing legal documents.
- Demonstrate ability to maintain office records and calendars and prioritize multiple tasks.

**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 (15 CREDITS)

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>LAW Courses (15 credits)</b>							
LAW 103	Introduction to the Legal Office	3	•				
LAW 146	Litigation Document Preparation and Theory	3	•				
LAW 156	Specialized Document Preparation and Theory	3		•			
LAW 193S	Cooperative Legal Secretary Education	3		•			
LAW Elective	LAW Elective (LAW 104, 111*, 121, 126, 131, 136, 140, 151, 161, 166, 171, 176, 181, 186*, 211, 286*)						
	*Highly recommended elective	3		•			
<b>TOTAL</b>		<b>15</b>					

The issuance of a Certificate of Completion requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

## 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 non-credit offerings aimed at working professionals and alumni.

**Degree/Certificate Programs:** The four associate degree options are in Exercise and Sport Science, Liberal Arts, New Media Arts, and in a customized Technical-Occupational-Professional degree. Academic Subject Certificates are offered in the areas of Asian Studies and Hawaiian/Pacific Studies. Certificates of Achievement are available in Biotechnician as well as Exercise and Sport Science. 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 Hawaii 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/Non-Credit Programs:** Non-credit short-term liberal arts classes are available to the general public. Classes are available in Performing Arts, Studio Arts and Crafts, Languages, Interpretation, and Senior Programs. These classes are offered through the Non-Credit Registration Office. For more information about non-credit classes and certificates, contact the College Information Office (734-9559) or the Non-Credit Registration Office (734-9211). A variety of customized training and non-credit classes are available at the Waikiki Lifelong Learning Center and at other sites in Waikiki. Please telephone 924-7505 for details.

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) expiration effective fall 2004
Entry to a four-year institution at the junior level. Entry-level positions in the workplace.	Associate in Arts - Liberal Arts (60 credits) effective fall 2004
Specialization within an A.A. degree. Entry-level positions using knowledge of Asian studies.	Academic Subject Certificate - Asian Studies (40 credits) expiration effective fall 2004
Specialization within an A.A. degree. Entry-level positions using knowledge of Asian studies.	Academic Subject Certificate - Asian Studies (30-34 credits) effective fall 2004
Specialization within an A.A. degree. Entry-level positions using knowledge related to Hawaiian or Pacific cultures.	Academic Subject Certificate - Hawaiian/Pacific Studies (34 credits)

### BIOTECHNICIAN

CAREER OPTIONS	ACADEMIC OPTIONS
Entry-level positions in biotechnology. Preparation for employment in biotechnology industry and research.	Certificate of Achievement - Biotechnician (35-36 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) effective fall 2004
Entry-level positions in exercise science, recreation leadership and sports fitness.	Certificate of Achievement - Exercise and Sport Science: Fitness Instructor (34 credits) expiration effective spring 2004
Entry-level positions in exercise science, recreation leadership and sports fitness.	Certificate of Achievement - Exercise and Sport Science: Fitness Instructor (43 credits) effective spring 2004

## NEW MEDIA ARTS

### CAREER OPTIONS

Entry-level positions in graphical interface design, special effects design, digital video editing, web design, and interactive writing.

Entry-level positions in graphical interface design, special effects design, digital video editing, web design, and interactive writing.

Entry-level positions in special effects design, digital video editing, web design, content development, instructional design, and interactive writing.

Entry-level positions in special effects design, digital video editing, web design, content development, instructional design, and interactive writing.

Entry-level positions in special effects design, computer animation, digital video editing, web design, interactive writing, sound design, and game design.

Entry-level positions in special effects design, computer animation, digital video editing, web design, interactive writing, sound design, and game design.

Entry-level positions in diversified, customized, committee approved areas of specialization.

### ACADEMIC OPTIONS

Associate in Science - New Media Arts with a Specialization in Graphical Interface Design (78 credits) expiration effective spring 2004

Associate in Science - New Media Arts with a Specialization in Interface Design (78 credits) effective spring 2004

Associate in Science - New Media Arts with a Specialization in Information Architecture (79 credits) expiration effective spring 2004

Associate in Science - New Media Arts with a Specialization in Information Architecture (79 credits) effective spring 2004

Associate in Science - New Media Arts with a Specialization in Animation (78 credits) expiration effective spring 2004

Associate in Science - New Media Arts with a Specialization in Animation (78 credits) effective spring 2004

Associate in Technical Studies (a customized Technical-Occupational-Professional degree) - (60 credits)

## LIFELONG LEARNING

### CAREER 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.)

Entry-level skills for volunteer 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.

### ACADEMIC OPTIONS

Non-Credit Registration Office (734-9211) <http://programs.kcc.hawaii.edu/~noncredit>

Certificate of Competence - Safety, Injury Prevention and Conditioning Techniques for Coaches I (13.5 hours)

## LIBERAL ARTS CURRICULA

### ASSOCIATE IN ARTS DEGREE (60 SEMESTER CREDITS)

**Program Description:** This program is designed to provide students with an Associate in Arts degree and to prepare them 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.

#### A.A. 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 UH Mānoa must be careful when selecting courses that satisfy only Kapi'olani Community College requirements. Students should note that baccalaureate degree requirements vary at UH Mānoa and should see their academic advisor for program details. As part of the A.A. 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 A.A. degree requirements may be granted if identical substitutions are officially granted by a college at UH Mānoa. Please see an academic advisor for details.

Students majoring in Liberal Arts may substitute other courses for a specific requirement if the Dean of Instruction 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 (A.A.) 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 A.A. 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/ovcaa/academics/articulation\\_courses.htm](http://www.hawaii.edu/ovcaa/academics/articulation_courses.htm). Information specific to Kapi'olani courses and the UHM General Education Core Requirements may be viewed at [http://www.hawaii.edu/ovcaa/academics/html/articulation\\_kapiolanicc.htm](http://www.hawaii.edu/ovcaa/academics/html/articulation_kapiolanicc.htm)

**Program Competencies:** The competencies expected of the Associate in Arts degree student are not achieved in a single course or in the courses in a single department. The academic skill standards for critical thinking, information retrieval and technology, oral communication, quantitative reasoning, and written communication represent the minimum outcomes expected of students who have completed their general education experiences. Each course included in the general education curriculum should address at least one of these academic skill standards.

Upon successful completion of the A.A. degree in Liberal Arts, the student should be able to in the area of **Critical Thinking:**

- Identify and state problems, issues, arguments, and questions contained in a body of information.
- Identify and analyze assumptions and underlying points of view relating to an issue or problem.
- Formulate research questions that require descriptive and explanatory analyses.
- Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
- Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
- Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
- Synthesize information from various sources, drawing appropriate conclusions.
- Communicate clearly and concisely the methods and results of logical reasoning.
- Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.

in the area of **Information Retrieval and Technology:**

- Use print and electronic information technology ethically and responsibly.
- Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
- Recognize, identify, and define an information need.
- Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
- Create, manage, organize, and communicate information through electronic media.
- Recognize changing technologies and make informed choices about their appropriateness and use.

in the area of **Oral Communication:**

- Identify and analyze the audience and purpose of any intended communication.
- Gather, evaluate, select, and organize information for the communication.
- Use language, techniques, and strategies appropriate to the audience and occasion.
- Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
- Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
- Use competent oral expression to initiate and sustain discussions.

in the area of **Quantitative Reasoning:**

- Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
- Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
- Communicate clearly and concisely the methods and results of quantitative problem solving.
- Formulate and test hypotheses using numerical experimentation.
- Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
- Assess the validity of statistical conclusions.

in the area of **Written Communication:**

- Use writing to discover and articulate ideas.
- Identify and analyze the audience and purpose for any intended communication.
- Choose language, style, and organization appropriate to particular purposes and audiences.
- Gather information and document sources appropriately.
- Express a main idea as a thesis, hypothesis, or other appropriate statement.
- Develop a main idea clearly and concisely with appropriate content.
- Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
- Demonstrate proficiency in revision and editing.
- Develop a personal voice in written communication.

in the area of **Understanding Self and Community:**

- Demonstrate an awareness of the relationship between the environment and their own fundamental physiological and psychological processes.
- Examine critically and appreciate the values and beliefs of their own culture and those of other cultures separated in time or space from their own.
- Communicate effectively and acknowledge opposing viewpoints.
- Use the study of a second language as a window to cultural understanding.
- Demonstrate an understanding of ethical, civic, and social issues relevant to Hawai'i's and the world's past, present, and future.

**A.A. DEGREE CURRICULUM,  
LIBERAL ARTS (60 CREDITS)**
*expiration effective fall 2004*

Course	Title	Cr	Semester Taken					Grade Received
			1	2	3	4		
<b>General Education Requirements (22 - 24 credits)</b>								
ENG 100 or	Composition I							
ESL 100	Expository Writing: A Guided Approach	3						
HIST 151	World Civilizations I	3						
HIST 152	World Civilizations II	3						
KCC AA/OC	A.A. Oral Communication Elective	3						
KCC AA/ML	A.A. Mathematical Logical Thinking Elective	3-4						
KCC AA/FL	Foreign/ASL/Hawaiian Language 101	3-4						
KCC AA/FL	Foreign/ASL/Hawaiian Language 102	4						
<b>Arts and Humanities Courses (9 credits)</b>								
(Three courses from three of four groups)								
KCC AA/AH1	A.A. Arts & Humanities Group 1 Elective	3						
KCC AA/AH2	A.A. Arts & Humanities Group 2 Elective	3						
KCC AA/AH3	A.A. Arts & Humanities Group 3 Elective	3						
KCC AA/AH4	A.A. Arts & Humanities Group 4 Elective	3						
<b>Natural Sciences Courses (10 - 12 credits)</b>								
(Three semester courses. One of the three courses must include a lab. At least one course each must be chosen from group 1 and group 2.)								
KCC AA/NS1	A.A. Natural Sciences Group 1 Elective	3-4						
KCC AA/NS2	A.A. Natural Sciences Group 2 Elective	3						
KCC AA/NS3	A.A. Natural Sciences Group 3 Elective	3						
KCC AA/NS Lab	A.A. Natural Sciences Laboratory Elective	1-2						
<b>Social Sciences Courses (9 credits)</b>								
(Three semester courses from three different disciplines)								
KCC AA/SS	A.A. Social Science Elective	3						
KCC AA/SS	A.A. Social Science Elective	3						
KCC AA/SS	A.A. Social Science Elective	3						
<b>Elective Courses (9 credits)</b>								
(Liberal Arts courses numbered at or above the 100 level)								
Elective	A.A. Elective	3						
Elective	A.A. Elective	3						
Elective	A.A. Elective	3						
<b>TOTAL</b>		<b>60</b>						

The issuance of an A.A. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the A.A. curriculum listed above, 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 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. A student with an approved waiver may substitute additional elective credits.



**A.A. DEGREE CURRICULUM,  
LIBERAL ARTS (60 CREDITS)**

*effective fall 2004*

Course	Title	Semester Taken					Grade Received
		Cr	1	2	3	4	
<b>General Education Requirements (22 - 24 credits)</b>							
KCC AA/FW	ENG 100, ESL 100	3					
KCC AA/FS	BUS 100, ICS 141, 241, MATH 100, 100H, 103, 111, 115, 135, 140, 203 (formerly QM 252), 205, 206, PHIL 110	3-4					
KCC AA/FG	A.A. Global and Multicultural Perspectives Electives (Two courses, each course from a different group: A, B, or C) <b>Group A</b> (ANTH 151, HIST 151); <b>Group B</b> (ANTH 152, GEOG 102, HIST 152); <b>Group C</b> (GEOG 151, MUS 107, REL 150)	6					
KCC AA/OC	COMUN 145, SP 145, 151, 181, 200, 231, 251, 253	3					
KCC AA/HSL	ASL 101, CHNS 101, FIL 101, FR 101, HAW 101, JPNS 100, 101, KOR 101, RUS 101, SAM 101, SPAN 101, TAG 101	3-4					
KCC AA/HSL	ASL 102, CHNS 102, FIL 102, FR 102, HAW 102, JPNS 102, KOR 102, RUS 102, SAM 102, SPAN 101, TAG 102	4					
<b>Arts and Humanities Courses (6 credits)</b>							
(Two courses, each course from a different group: DA, DH, or DL)							
KCC AA/DA,DH,DL	<b>DA (The Arts)</b> ART 101, 105, 106, 107, 111, 112, 113, 114, 115, 123, 189, 191, 192, 201, 202, 207, 208, 209, 212, 213, 214, 222, 223, 225, 243, 244, 245, 253, 269V, 288, 289, DNCE 121, 122, 131, 132, 150, 212, 213, DRAM 101, 221, 222, 240, ENG 204, 206, MUS 104, 108, 114, 121B, 121C, 121D, 122B, 122C, 122D, 180, 183, 201, 206, 221B, 221C, 221D, 222C, 229, 230, 231B, 231C, 231G, 231M, 253, SP 145, 151, 200, 231, 233, 251, 253 <b>DH (Humanities)</b> AMST 201, 202, ART 190, 270, 280, 290, CHNS 131, HWST 107, HIST 231, 232, 241, 242, 252, 281, 282, 284, 288, HUM 269V, JPNS 131, 132, LING 102, MUS 106, 107, 207, PHIL 100, 101, 102, 200, 201, 250, REL 150, 151, 200, 201, 202, 209, 210 <b>DL (Literature and Language)</b> EALL 261, 262, 269V, 271, 272, ENG 200, 209, 214, 215, 227, 250, 251, 252, 253, 254, 255, 256, 257, 257B, 257C, 257D, 257F, 257G, 257M, 257N, 257P, 257Q, EL 260, 263, HAW 261, 262, HWST 261, 270, JOUR 205, LLEA 239, 260 (formerly EL 260), 270, PACS 257 (ENG 257C)	6					
<b>Natural Sciences Courses (7 - 9 credits)</b>							
(Two semester courses. One of the two lecture courses must also have a paired laboratory course. At least one lecture course each must be chosen from DB and DP.)							
KCC AA/DB	<b>DB (Biological Sciences)</b> ANTH 215, BIOL 101, 102, 103, 130, 171, 172, 270, BOT 101 (formerly BIOL 102), 130, ESS 100, FSHE 185, 285, MICR 130, 135, 230, PHYL 160, PSY 230, SCI 124, ZOOL 100, 141, 142, 200	3-4					
KCC AA/DP	<b>DP (Physical Sciences)</b> ASTR 110, 280, BIOC 241, 244, CHEM 100, 101, 151, 152, 161, 162, 272, 273, CE 270, 271, EE 211, 260, GEOG 101, GG 103 (formerly GG 200), OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274	3					
KCC AA/DY	<b>DY (Laboratory)</b> BIOL 101L, 103L, 130L, 171L, 172L, 270L, BOT 101L, 130L, CHEM 151L, 152L, 161L, 162L, 272L, 273L, GEOG 101L, GG 101L, MICR 140, PHYS 100L, 122L, 151L, 152L, 170L, 272L, SCI 124L, ZOOL 141L, 142L, 200	1-2					

**A.A. DEGREE CURRICULUM,  
LIBERAL ARTS (60 CREDITS)  
effective fall 2004**

Course	Title	Semester Taken					Grade Received
		Cr	1	2	3	4	
<b>Social Sciences Courses (6 credits)</b> (Two semester courses from two different disciplines)							
KCC AA/DS	DS (Social Sciences) AMST 211, 212, ANTH 150, 200, 210, 235, ASAN 100, BOT 105, COM 201, ECON 120, 130, 131, FAMR 230, GEOG 102, 151, JOUR 150, PACS 108 (formerly PACS 100), POLS 110, 120, 130, 171, 270, PSY 100, 170, 202, 212, 240, 260, 270, SSCI 120, 200 SOC 100, 214, 218, 231, 251, 257, WS 202 (PSY 202)	6					
<b>Elective Courses (18 credits)</b> (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 A.A. elective requirements.)							
Elective	A.A. Elective	3					
Elective	A.A. Elective	3					
Elective	A.A. Elective	3					
Elective	A.A. Elective	3					
Elective	A.A. Elective	3					
Elective	A.A. Elective	3					
<b>TOTAL</b>		<b>60</b>					

The issuance of an A.A. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. Please note: As part of the A.A. curriculum listed above, students must complete **two writing-intensive (WI)** courses. Students must also complete **one Hawaiian, Asian and Pacific Issues (H)** course. Current H focus courses are BOT 105 and HWST 107 (fall 2002 – fall 2004), ENG 206, 257M (fall 2003 – summer 2005), HIST 284, 288 (fall 2003 – summer 2005). 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) 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.

**ACADEMIC SUBJECT CERTIFICATE -  
ASIAN STUDIES  
(40 SEMESTER CREDITS)  
expiration effective fall 2004**

**Program Description:** An Academic Subject Certificate in Asian Studies will be 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 of 2.0 in two years of an Asian language, and maintain that GPR while completing another 24 credits of related academic coursework, will be eligible for this certificate.

**Program Competencies:** A student who successfully completes this series of courses and earns an Academic Subject Certificate in Asian Studies will be able to:

- Develop an appreciation and awareness of Asia.
- Develop an understanding of the environments and experiences of Asian peoples.
- Analyze events and conditions in contemporary Asia and options for the twenty - first century.
- Demonstrate an understanding of political, social, cultural, economic and other contributions of Asian civilization.
- Show an appreciation for the people of Asia by having attempted to view the hopes, aspirations and perceptions of the world through Asian eyes.

- Consider works of Asian art as reflections of the Asian cultural milieu and be able to compare that milieu with the student's own.
- Recognize major themes from all the Asian arts (fine arts, literature, drama, architecture, etc.) and explore their implications and identify their basic values and assumptions.
- Know the characteristics of the major schools of Asian philosophy, their development and occasional influence on each other, and appreciate the contrasts between Asian and Western thought.
- Demonstrate a familiarity with the geography of Asia and its interrelationship with the rest of the globe.
- Analyze contemporary issues and views of Asian peoples reflected in the mass media and other sources.
- Demonstrate an understanding of Asian cultural traditions, including their value systems, institutions, aesthetic expressions and their contemporary relevance.
- Identify the importance of different political, social and religious traditions of Asia.
- Demonstrate familiarity with the disciplines within the social sciences and humanities.

**ACADEMIC SUBJECT CERTIFICATE,  
ASIAN STUDIES (40 CREDITS)**

*expiration effective fall 2004*

Course	Title	• = Suggested Semester Cr	Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (22 credits)</b>							
ENG 100 or ESL 100 PHIL 110 or QM 252 or MATH 100 or higher level math	Composition I Expository Writing: A Guided Approach Introduction to Logic Applied Math in Business Survey of Mathematics	3    3	•    				
Asian Language 101, 102, 201, 202	CHNS 101, CHNS 102, CHNS 201, CHNS 202 or JPNS 101, JPNS 102, JPNS 201, JPNS 202 or KOR 101, KOR 102, KOR 201, KOR 202 or FIL 101 (TAG 101), FIL 102 (TAG 102), TAG 201, TAG 202	16	•	•	•	•	
<b>Arts &amp; Humanities Courses (12 credits)</b>							
ART 280 and/or ASAN 100 and/or HIST 241 and/or HIST 242 and/or HUM 269V	Introduction to Eastern Art Asian Perspectives* Civilizations of Asia I Civilizations of Asia II Study Abroad (in Asia)	6					
EALL 261 or EALL 262 or EALL 269 or EALL 271 or EALL 272 or ENG 257M	* ASAN 100 may be used either for Arts & Humanities or for Social Science but may not be used for both categories. Chinese Literature in Translation to 850 AD Chinese Literature in Translation: 850 AD to the present Study Abroad (in Asia) Japanese Literature in Translation: Traditional Japanese Literature in Translation: Modern Themes in Literature: Cross-Cultural Perspectives: Asian/Pacific Literature						
PHIL 102 or REL 150 or REL 202	Introduction to Philosophy: Asian Traditions Introduction to the World's Major Religions Understanding Indian Religions	3 3					
<b>Social Sciences Courses (6 credits)</b>							
ANTH 200 and/or ASAN 100 and/or GEOG 102 and/or GEOG 151	Cultural Anthropology Asian Perspectives* World Regional Geography Geography and Contemporary Society	6					
	* ASAN 100 may be used either for Arts & Humanities or for Social Science but may not be used for both categories.						
<b>TOTAL</b>		<b>40</b>					

The issuance of an Academic Subject Certificate requires that the student must earn a grade point ration (G.P.R.) of 2.0 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 foreign language credit requirement. A student with an approved foreign language waiver may substitute other courses from the Asian Studies A.S.C. curriculum to make up the credit requirements.

**ACADEMIC SUBJECT CERTIFICATE -  
ASIAN STUDIES  
(30-34 SEMESTER CREDITS)**

*effective fall 2004*

**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 who earn a minimum grade point ratio of 2.0 in two years of an Asian language, and maintain that GPR while completing another 18 credits of related academic coursework, will be eligible for this certificate.

**Program Competencies:** A student who successfully completes this series of courses and earns an Academic Subject Certificate in Asian Studies will be able to:

- Describe and analyze the social, artistic, political, and religious traditions of Asia.
- Describe the environments and experiences of various Asian peoples.
- Analyze events and conditions in contemporary Asia and discuss options for the twenty-first century.
- Describe the political, social, cultural, economic and other contributions of Asian civilization.
- Analyze works of Asian art as reflections of the Asian cultural milieu and compare that milieu with the student's own.
- Recognize major themes from the Asian arts (fine arts, literature, drama, architecture, etc.), explore their implications, and identify their basic values and assumptions.

- Describe the major schools of Asian philosophy, their development, and influences, and compare those schools with Western thought.
- Demonstrate a familiarity with the geography of Asia and its interrelationship with the rest of the globe.

- Analyze contemporary issues and views of Asian peoples reflected in the mass media and other sources.
- Demonstrate an understanding of Asian cultural traditions, including their value systems, institutions, aesthetic expressions and their contemporary relevance.
- Demonstrate familiarity with various disciplines of the social sciences and humanities.

**ACADEMIC SUBJECT CERTIFICATE,  
ASIAN STUDIES (30-34 CREDITS)  
effective fall 2004**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Asian Language Requirements (6-8 credits)</b>							
CHNS 101, 102 or	Elementary Mandarin I and II						
CHNS 111, 112 or	Elementary Conversational Mandarin I and II						
JPNS 101, 102 or	Elementary Japanese I and II						
KOR 101, 102 or	Elementary Korean I and II						
KOR 111, 112 or	Elementary Conversational Korean I and II						
FIL 101,102	Elementary Filipino I and II	6-8	•	•			
<b>Diversification (Humanities) Course (3 credits)</b>							
ART 280 or	Introduction to Eastern Art						
HIST 241 or	Civilizations of Asia I						
HIST 242 or	Civilizations of Asia II						
HUM 269V	Study Abroad (in Asia)	3					
<b>Diversification (Languages and Literature) Course (3 credits)</b>							
EALL 261 or	Chinese Literature in Translation to 850 AD						
EALL 262 or	Chinese Literature in Translation: 850 AD to the present						
EALL 269 or	Study Abroad (in Asia)						
EALL 271 or	Japanese Literature in Translation: Traditional						
EALL 272 or	Japanese Literature in Translation: Modern						
ENG 257M	Modern Themes in Literature: Cross-Cultural Perspectives: Asian/Pacific Literature (KCC AA/AH3)	3					
<b>Diversification (Social Sciences) Courses (6 credits)</b>							
PHIL 102 or	Introduction to Philosophy: Asian						
REL 150 or	Traditions Introduction to the World's Major Religions						
REL 202	Understanding Indian Religions (KCC AA/AH4)	3					
ASAN 100	Asian Perspectives	3					
ANTH 200 or	Cultural Anthropology						
POLS 120	Introduction to World Politics	3					
<b>Electives (14 credits)</b>							
PHIL 102 or	Introduction to Philosophy: Asian Traditions						
REL 202	Understanding Indian Religions	3					
ART 280 or	Introduction to Eastern Art						
HIST 241 or	Civilizations of Asia I						
HIST 242 or	Civilizations of Asia II						
HUM 269V	Study Abroad (in Asia)	3					
CHNS 201, 202 or	Intermediate Mandarin I and II						
CHNS 211, 212 or	Intermediate Conversational Mandarin I and II						
JPNS 201, 202 or	Intermediate Japanese I and II						
KOR 201, 202 or	Intermediate Korean I and II						
KOR 211, 212 or	Intermediate Conversational Korean I and II						
TAG 201,202	Intermediate Tagalog I and II	6-8			•	•	
<b>TOTAL</b>		<b>30-34</b>					

The issuance of an Academic Subject Certificate requires that the student must earn a grade point ration (G.P.R.) of 2.0 or higher for all courses required in the certificate.

**ACADEMIC SUBJECT CERTIFICATE -  
HAWAIIAN/PACIFIC STUDIES  
(34 SEMESTER CREDITS)**

**Program Description:** An Academic Subject Certificate in Hawaiian/Pacific 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 of 2.0 in two years of Hawaiian or a Pacific Island language, and maintain that GPR while completing another 18 credits of related academic coursework, will be eligible for this certificate.

**Program Competencies:** A student who successfully completes this series of courses and earns an Academic Subject Certificate in Hawaiian / Pacific Studies will be able to:

- 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 a knowledge of Pacific geography and the origins and patterns of migration and settlement of Melanesia, Micronesia and Polynesia.
- Identify cultural differences and similarities in the three culture areas of the Pacific: Melanesia, Micronesia and Polynesia.

- Demonstrate an understanding of islanders' physical environment and its role in shaping culture, as well as the effects of the increasingly altered environment in the modern period.
- Assess the impact of human societies in the past and present on the Pacific environment.
- Explore the importance of land to island civilizations and to trace the cultural importance of land historically.
- Evaluate the impact of European and Asian influence in Hawai'i and other Pacific Island Societies.
- 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.
- Identify social problems and economic issues in the contemporary Pacific and assess their impact on Hawai'i and other Pacific Islands.
- Discuss the Earth's physical processes, particularly those that bear on the environment of the Hawaiian Islands and other Pacific Islands.
- Demonstrate familiarization with the basic concepts in the social sciences and humanities.

**ACADEMIC SUBJECT CERTIFICATE,  
HAWAIIAN/PACIFIC STUDIES (34 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Language Requirements (16 credits)</b>							
HAW 101 and HAW 102 and	Elementary Hawaiian I	4	•				
HAW 201 and HAW 202	Elementary Hawaiian II	4		•			
	Intermediate Hawaiian I	4			•		
	Intermediate Hawaiian II	4				•	
or							
SAM 101 and SAM 102 and	Elementary Samoan I	4	•				
SAM 201 and SAM 202	Elementary Samoan II	4		•			
	Intermediate Samoan I	4			•		
	Intermediate Samoan II	4				•	
<b>Related Courses (18 credits) (choose a minimum of 18 credits from list below)</b>							
ART 189 or ART 288 or ART 289 or ART 290 or DNCE 212 or DNCE 213 or MUS 207	Ka Unu Pa'a - Introduction to Hawaiian Art and Design Kaomi Pohaku 'Ia - Intermediate 2D Art and Design I Kai 'o Kahua - Intermediate Hawaiian 3D Art and Design Intro. to the Arts of Africa, North America and the Pacific Traditional Hula Modern Hula Music of the Pacific	3					
HWST 107 or HIST 284 or HIST 288 or HUM 269V or PACS 108 (100)	Hawai'i: Center of the Pacific Hawaiian History Survey of Pacific Islands History Study Abroad (in the Pacific) Pacific Island Worlds: Today & Tomorrow* * PACS 108 may be used either for Arts and Humanities or for Social Science but may not be used for both categories.	3					
EALL 269 or ENG 257B or ENG 257C or ENG 257D or ENG 257M or HWST 261 or HWST 270 or PACS 257	Study Abroad (in the Pacific) Multiethnic Literature of Hawai'i Literature of Oceania (cross-listed as PACS 257) Native Hawaiian Literature: Post-Contact Writers Cross-Cultural Perspectives: Asian/Pacific Literature Hawaiian Literature in Translation Hawaiian Mythology Literature of Oceania (cross-listed as ENG 257C)	3					

**ACADEMIC SUBJECT CERTIFICATE,  
HAWAIIAN/PACIFIC STUDIES (34 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Related Courses (18 credits)</b> (choose a minimum of 18 credits from list below)							
BOT 130/130L or ZOOL 100 or ZOOL 200	Plants in the Hawaiian Environment/Laboratory The Fauna of Hawai'i Marine Biology	2-4					
GG 103	Geology of the Hawaiian Islands	3					
GEOG 101/101L or OCN 201	The Natural Environment/Laboratory Science of the Sea	3-4					
ANTH 200 or ANTH 235 or BOT 105 or PACS 108 (100) or SSCI 120	Cultural Anthropology Introduction to Pacific Island Peoples Ethnobotany Pacific Island Worlds: Today & Tomorrow* Hawai'i's People	3					
* PACS 108 may be used either for Arts and Humanities or for Social Science but may not be used for both categories		3					
<b>TOTAL</b>		<b>34</b>					

The issuance of an Academic Subject Certificate requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate. Any student who demonstrates that he or she has foreign language or Hawaiian 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. A student with an approved foreign or Hawaiian language waiver may substitute other courses from the Hawaiian/Pacific Studies A.S.C. curriculum to make up the credit requirements.

**BIOTECHNICIAN CURRICULUM**

**CERTIFICATE OF ACHIEVEMENT -  
BIOTECHNICIAN  
(35-36 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, forensic 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 Competencies:** 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.
- Understand and monitor the use of biological, chemical or radioactive hazards.

**CERTIFICATE OF ACHIEVEMENT,  
BIOTECHNICIAN (35-36 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			P	1	2	3	
<b>General Education Requirements (9-10 credits)</b>							
ENG 100 or ENG 160	Composition I Business and Technical Writing	3	P				
MATH 103 or higher level math	Fundamentals of College Algebra	3	P				
BIOL 130 or BIOL 171	Anatomy and Physiology General Biology I	3-4	P				
<b>Other Science Requirements (8 credits)</b>							
CHEM 161	General Chemistry I	3	P				
CHEM 161L	General Chemistry I Lab	1	P				
CHEM 162	General Chemistry II	3		•			
CHEM 162L	General Chemistry II Lab	1		•			
<b>Medical Laboratory Technician Requirements (6 credits)</b>							
MLT 100	Introduction to the Clinical Laboratory	2	P				
MLT 202	Clinical Chemistry I	2		SS			
MLT 202L	Clinical Chemistry I Laboratory	1		SS			
MLT 211	Clinical Microscopy	1			•		

**CERTIFICATE OF ACHIEVEMENT,  
BIOTECHNICIAN (35-36 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			P	1	2	3	
<b>Microbiology Requirements (12 credits)</b>							
MICR 130 or MICR 135	General Microbiology Microbiology for the Health Professions	3		•			
MICR 140 or MLT 107	General Microbiology Laboratory Clinical Microbiology I Laboratory	2		•			
MICR 161	Immunology and Protein Chemistry	2		•			
MICR 230	Molecular Biology	3			•		
MICR 240	Tissue Culture	2			•		
<b>TOTAL</b>		<b>35-36</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses required in the certificate.

**EXERCISE AND SPORT SCIENCE  
(ESS) CURRICULA**

**Program Description:** The curriculum for the A.S. degree in Exercise and Sport Science has been designed to prepare students for careers and employment as fitness instructors, personal trainers and performance specialists in the health and fitness field. It will also prepare students to meet the challenge of successfully sitting for applicable nationally recognized certifications in this field.

**Program Competencies:** Upon successful completion of the Associate in Science degree in Exercise and Sport Science, the student should be able to:

- Relate functional anatomy and physiological principles to exercise.
- Recognize the significance of patient history, physical exam findings (from a physician), and the major signs suggestive of cardiopulmonary conditions as they relate to performing fitness evaluations and developing exercise programs.
- Refer clients to and obtain recommendations from physicians and other qualified health/medical/sports medicine professionals.
- Teach and design specific exercises based on a client's needs and/or professional referrals.
- Monitor various physiological and subjective parameters of an exercising person.
- Monitor the progress of a specific exercise program for safety and effectiveness.

- Demonstrate emergency procedures (including CPR), first aid, and evacuation plans.
- Recognize the importance of staying within the scope of practice for a fitness professional.
- Describe the dietary guidelines for reducing the risk of chronic disease, weight management, and enhancing performance.
- Implement an appropriate exercise plan for special populations and conditions (e.g. diabetics, cardiac, orthopedic, etc.).
- Describe management strategies and effective customer service skills for a health fitness facility.
- Describe the various professional organizations, resources, and certifications in the fitness profession.
- Recognize the influence of certain medications on exercise testing and prescription.
- Demonstrate proficiency with the computer, especially relating to assessment data, exercise prescriptions and client documentation.
- Recognize and apply the ethical and legal responsibilities entailed in functioning as a fitness professional.
- Describe the biological, social, and demographic issues related to aging and their influence on the exercise prescription.
- Apply effective management tools and strategies for planning, actuating, and controlling a fitness facility or private business in personal training.

**A.S. DEGREE CURRICULUM,  
EXERCISE AND SPORT SCIENCE (61 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (15 credits)</b>							
KCC AS/WR	ENG 100, ENG 160, ESL 100	3	•				
KCC AS/ML	BUS 100, or MATH 100, or higher level mathematics	3	•				
KCC AS/SS	PSY 100 or FAMR 230	3		•			
KCC AS/NS	FSHE 185	3	•				
KCC AS/AH	KCC Arts & Humanities Elective (100 level or higher)	3			•		
<b>Program Support Courses (18 credits)</b>							
ENT 120	Starting a Small Business	3				•	
ICS 100	Computing Literacy and Applications	3			•		
HLTH 125	Survey of Medical Terminology	1		•			
PHARM 110	Basic Clinical Pharmacology	2				•	
PHIL 250	Ethics in Health Care	3				•	
SOC 257	Sociology of Aging	3			•		
SP 151 or SP 181	Personal and Public Speech Interpersonal Communication						
(formerly SP145, COMUN 145)		3		•			

**A.S. DEGREE CURRICULUM,  
EXERCISE AND SPORT SCIENCE (61 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Program Courses (28 credits)</b>							
ESS 100	Introduction to Total Fitness	3	•				
ESS 215	Professional Issues in Health Promotion/Fitness Management	2			•		
ESS 254	Physiological Basis for Exercise	2			•		
ESS 254L	Physiological Basis for Exercise Laboratory	1			•		
ESS 273	Strength Training and Conditioning Techniques	1				•	
ESS 280	Nutrition for Fitness Professionals	1				•	
ESS 288	Body Composition and Weight Management	1				•	
ESS 294E	ESS Practicum	3				•	
HLTH 203	Therapeutic Exercise	1			•		
HLTH 203L	Therapeutic Exercise Lab	1			•		
HLTH 207	Aquatherapy	1		•			
HLTH 290	Kinesiology	2		•			
HLTH 290L	Kinesiology Lab	1		•			
ZOOL 141, 142	Human Anatomy and Physiology I/II						
ZOOL 141L, 142L	Human Anatomy and Physiology Laboratory I/II	8	•	•			
<b>TOTAL</b>		<b>61</b>					

For the A.S. degree in Exercise and Sport Science, a cumulative G.P.R. of 2.0 is required. A grade of "C" or higher is required for all Exercise and Sport Science courses in the curriculum. Certification in CPR/Basic Life Support for the Health Care Professional Training must be taken before the completion of the Second Semester.

**CERTIFICATE OF ACHIEVEMENT  
(31 SEMESTER CREDITS)**

*expiration effective spring 2004*

**Program Description:** This competency-based Certificate of Achievement is designed to prepare students for career and employment as fitness instructors in the rapidly-expanding health and fitness market. The curriculum has been designed to equip the student with the scientific background, both theoretical and practical, to prepare the student to successfully pass the American College of Sports Medicine (A.C.S.M.), and the Certified Strength and Conditioning Specialist certification with the National Strength and Conditioning Association.

**Program Competencies:** Upon successful completion of the Certificate of Achievement in Exercise and Sport Science: Fitness Instructor, the student should be able to:

- Relate functional anatomy and biomechanics to exercise.
- Show the relationship between exercise energy demand (oxygen consumption) and exercise intensity (heart rate).
- Perform testing protocols in the wide variety of test settings that are employed in exercise physiology testing.
- Describe the basic principles entailed in fitness measurement and evaluation (e.g., energy metabolism, cardiovascular and ventilatory responses to exercise, etc.).
- Demonstrate the ability to determine the blood pressure of an exercising person.
- Demonstrate the ability to select the appropriate test protocol in terms of modes of exercise, starting level, incremental increases in load, duration of stages, and frequency of physiologic measures.
- Demonstrate the proper preparation of a candidate for a three-lead electrocardiography (ECG) prior to exercise protocols.
- Demonstrate the various protocols for stationary bicycle and treadmill testing.

- Demonstrate the appropriate tests utilized in the determination of muscular strength and endurance, flexibility, body composition, and cardiovascular endurance.
- Demonstrate the assessment of body composition (% body fat) using the skin-fold caliper and the bioelectrical impedance methods.
- Conduct graded sub-maximal and maximal exercise tests.
- Demonstrate proficiency with the computer, especially relating to the entry, analysis, and interpretation of exercise-testing data.
- Demonstrate the techniques and skills learned in the academic/ laboratory setting in the supervision of exercise testing and exercise prescription with healthy, asymptomatic people.
- Describe the components incorporated into an exercise session and their proper sequence, that is, pre-exercise evaluation, warm-up, aerobic exercise period, cool-down).
- Document the advantages/disadvantages of interval, continuous, and circuit-training programs.
- Employ the concept of "perceived exertion" in various exercise test protocols, and explain its relevance to exercise testing.
- Identify the precautionary criteria for termination of exercise tests and demonstrate proper procedures to be followed after discontinuing such tests.
- Demonstrate emergency procedures (including CPR), first aid, and evacuation plans.
- Recognize normal and abnormal resting or exercise ECGs in the classroom setting.
- Recognize the significance of patient history and physical exam findings (from a physician) as they relate to exercise/fitness testing.
- Recognize the major symptoms or signs suggestive of cardiopulmonary conditions.
- Identify patients for whom physician supervision during exercise is required.



- Recognize and apply the ethical and legal responsibilities entailed in functioning as a health and fitness professional.
- Cite the dietary guidelines for reducing the risk of chronic disease.
- List the major coronary risk factors.
- Document how exercise affects energy and nutrient needs.

- Demonstrate an understanding of the principles of weight management and nutrition.
- Document practical applications of sports nutrition concepts to athletes participating in specific sports.
- Document how athletic performance can be affected by food and sports nutrient intake.
- Implement an appropriate fitness plan for medically-managed diabetics.

**CERTIFICATE OF ACHIEVEMENT CURRICULUM,  
EXERCISE AND SPORT SCIENCE (31 CREDITS)**

*expiration effective spring 2004*

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (11 credits)</b>							
BIOL 130/130L* or ZOOL 141, 142, ZOOL 141L, 142L	Anatomy and Physiology/Laboratory Human Anatomy and Physiology I/II Human Anatomy and Physiology Laboratory I/II	5(8)	•				
ENG 100 or SP 151 or SP 181	Composition I Personal and Public Speech Interpersonal Communication	3 3	• •				
MATH 100	Survey of Mathematics	3	•				
<b>Program Courses (20 credits)</b>							
ESS 100	Introduction to Total Fitness	3	•				
ESS 254	Exercise and Sport Physiology	3		•			
ESS 254L	Exercise and Sport Physiology Laboratory	1		•			
ESS 263	Sport Biomechanics	3		•			
ESS 273	Muscle Physiology/Training	3		•			
ESS 280	Sports Nutrition	3		•			
ESS 291	Practicum: Fitness Instructor	4			•		
<b>TOTAL</b>		<b>31</b>					

The issuance of a Certificate of Achievement requires that the student must earn a G.P.R. of 2.0 or higher 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 *CPR/Basic Life Support for the Health Care Professional* training must be taken before the completion of the second semester. \* Zoology 141/141L and 142/142L may be taken instead of BIOL 130/130L.

**CERTIFICATE OF ACHIEVEMENT  
(43 SEMESTER CREDITS)**

*effective spring 2004*

**Program Description:** This competency-based Certificate of Achievement is designed to prepare students for career and employment as fitness instructors in the rapidly-expanding health and fitness market. The curriculum has been designed to equip the student with the scientific background, both theoretical and practical, to successfully challenge various certifications in the fitness field.

**Program Competencies:** Upon successful completion of the Certificate of Achievement in Exercise and Sport Science, the student should be able to:

- Relate functional anatomy and physiological principles to exercise.
- Recognize the significance of patient history, physical exam findings (from a physician), and the major signs suggestive of cardiopulmonary conditions as they relate to performing fitness evaluations and developing exercise programs.
- Refer clients to and obtain recommendations from physicians and other qualified health/medical/sports medicine professionals.

- Teach and design specific exercises based on a client's needs and/or professional referrals.
- Monitor various physiological and subjective parameters of an exercising person.
- Monitor the progress of a specific exercise program for safety and effectiveness.
- Demonstrate emergency procedures (including CPR), first aid, and evacuation plans.
- Recognize the importance of staying within the scope of practice for a fitness professional.
- Describe the dietary guidelines for reducing the risk of chronic disease, weight management, and enhancing performance.
- Implement an appropriate exercise plan for special populations and conditions (e.g. diabetics, cardiac, orthopedic, etc.).
- Describe management strategies and effective customer service skills for a health fitness facility.
- Describe the various professional organizations, resources, and certifications in the fitness profession.

CERTIFICATE OF ACHIEVEMENT CURRICULUM, EXERCISE AND SPORT SCIENCE (43 CREDITS) effective spring 2004		• = Suggested Semester					Grade Received
Course	Title	Cr	1	2	3	4	
<b>General Education Requirements (12 credits)</b>							
KCC AS/WR	ENG 100, ENG 160, ESL 100	3	•				
KCC AS/ML	BUS 100, or MATH 100, or higher level mathematics	3	•				
KCC AS/SS	PSY 100 or FAMR 230	3		•			
KCC AS/NS	FSHE 185	3	•				
<b>General Support Courses (3 credits)</b>							
SP 151 or SP 181 (formerly SP145, COMUN 145)	Personal and Public Speech Interpersonal Communication	3		•			
<b>Program Courses (28 credits)</b>							
ESS 100	Introduction to Total Fitness	3	•				
ESS 215	Professional Issues in Health Promotion/Fitness Management	2			•		
ESS 254	Physiological Basis for Exercise	2			•		
ESS 254L	Physiological Basis for Exercise Laboratory	1			•		
ESS 273	Strength Training and Conditioning Techniques	1				•	
ESS 280	Nutrition for Fitness Professionals	1				•	
ESS 288	Body Composition and Weight Management	1				•	
ESS 294E	ESS Practicum	3				•	
HLTH 203	Therapeutic Exercise	1			•		
HLTH 203L	Therapeutic Exercise Lab	1			•		
HLTH 207	Aquatherapy	1		•			
HLTH 290	Kinesiology	2		•			
HLTH 290L	Kinesiology Lab	1		•			
ZOOL 141, 142	Human Anatomy and Physiology I/II	8	•	•			
ZOOL 141L, 142L	Human Anatomy and Physiology Laboratory I/II	8	•	•			
<b>TOTAL</b>		<b>43</b>					

The issuance of a Certificate of Achievement requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher 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 *CPR/Basic Life Support for the Health Care Professional* training must be taken before the completion of the second semester.

## EDUCATIONAL PARAPROFESSIONAL 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 DEGREE WITH A SPECIALIZATION IN DEAF AND HARD OF HEARING (61 SEMESTER CREDITS)

**Program Competencies:** Upon successful completion of the A.S. degree in Educational Paraprofessional with a specialization 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.

**A.S. DEGREE CURRICULUM,  
EDUCATIONAL PARAPROFESSIONAL, DEAF and HARD of HEARING (61 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (18 credits)</b>							
ENG 100 or	Composition I	3	•				
MATH 100 or higher level math	Survey of Mathematics	3		•			
FAMR 230	Survey of Human Development	3	•				
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3		•			
HWST 107 or	Hawai'i: Center of the Pacific						
HIST 284 or	Hawaiian History						
HIST 288	Survey of Pacific Islands History	3			•		
LING 102 or	Introduction to the Study of Language						
PSY 100	Survey of Psychology	3			•		
<b>Support Courses (6 credits)</b>							
ART 101	Introduction to the Visual Arts	3			•		
SP 151	Personal and Public Speech	3				•	
<b>Educational Paraprofessional Courses (37 credits)</b>							
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				•	
DEAF 101	Deaf Studies	3	•				
DEAF 201	Educational Principles and Practices	3		•			
DEAF 202	Effective Teaching Strategies	3			•		
DEAF 294	Practicum	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			•		
<b>TOTAL</b>		<b>61</b>					

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

**ASSOCIATE IN SCIENCE DEGREE WITH A  
SPECIALIZATION IN SPECIAL EDUCATION  
(60 SEMESTER CREDITS)**

**Program Competencies:** Upon successful completion of the A.S. degree in Educational Paraprofessional with a specialization in Special Education, 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 psycho-social 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 education issues, ethical and legal issues in relation to working with deaf and hard of hearing students and students with autism.
- Apply behavioral assessments, strategies, and non-violent interventions with students.
- Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with autism.
- Assist in the implementation of the Individualized Education Program (IEP) under the direction of a certified teacher.
- Provide positive behavior supports and interventions to students with disabilities.
- Use American Sign Language at a basic level of proficiency.

**A.S. DEGREE CURRICULUM,  
EDUCATIONAL PARAPROFSSIONAL, SPECIAL EDUCATION  
(60 CREDITS)**

Course	Title	Cr	• = Suggested Semester					Grade Received
			1	2	3	4		
<b>General Education Requirements (15 credits)</b>								
ENG 100 or	Composition I	3	•					
MATH 100 or higher level math	Survey of Mathematics	3		•				
FAMR 230	Survey of Human Development	3	•					
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3		•				
HWST 107 or	Hawai'i: Center of the Pacific							
HIST 284 or	Hawaiian History							
HIST 288	Survey of Pacific Islands History	3			•			
<b>Support Courses (6 credits)</b>								
ART 101 or	Introduction to the Visual Arts							
MUS 253	Basic Experiences of Music	3			•			
SP 151	Personal and Public Speech	3				•		
<b>Elective Courses (6 credits)</b>								
ASL 201 and/or	Intermediate American Sign Language I							
ASL 202 and/or	Intermediate American Sign Language II							
BIOL 101 and/or	Introduction to Science: Biological Sciences							
GG 103 and/or	Geology of the Hawaiian Islands							
HIST 151 and/or	World Civilizations I							
HIST 152 and/or	World Civilizations II							
IS 114 and/or	Career Exploration in Education through Tutoring							
OCN 201 and/or	Science of the Sea							
PHYS 122	Introduction to Science: Physical Science	6						

**A.S. DEGREE CURRICULUM,  
EDUCATIONAL PARAPROFESSIONAL, SPECIAL EDUCATION  
(60 CREDITS)**

Course	Title	Cr	• = Suggested Semester				Grade Received
			1	2	3	4	
<b>Educational Paraprofessional Courses (33 credits)</b>							
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 250	Autism I	2			•		
ED 251	Autism II	2				•	
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				•	
<b>TOTAL</b>		<b>60</b>					

The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree.

## NEW MEDIA ARTS CURRICULA

### Special Admission Requirements for New Media Arts

Program application materials including official transcripts, portfolios, and essays must be received by April 15 for fall semester admission. Grade reports for spring courses are due May 30.

Program application materials including official transcripts, portfolios, and essays must be received by November 15 for spring semester admission. Grade reports for fall courses are due December 30.

The prerequisites must be completed before entry into the New Media Arts A.S. 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. Portfolio (visual art portfolio for prospective Animation and Interface Design students, writing portfolio for prospective Information Architecture students.)
3. Essay.

**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.

## ASSOCIATE IN SCIENCE DEGREE WITH A SPECIALIZATION IN GRAPHICAL INTERFACE DESIGN

(78 SEMESTER CREDITS)

*expiration effective spring 2004*

**Program Competencies:** Upon successful completion of the A.S. degree in New Media Arts with a specialization in Graphical Interface Design, the student should be able to:

- Create, manipulate and organize information in the production of multimedia materials.
- Communicate information visually in several multimedia formats.
- Demonstrate understanding of the history, theory, and aesthetics of multimedia productions.
- Identify and explain the social, ethical, and legal responsibilities related to the production of multimedia materials.
- Use tools for storing, searching, retrieving, and transmitting digital information.
- Communicate clearly in group settings.
- Work effectively as team members.
- Explain and apply basic principles of cost control, task organization, and time management to multimedia production.
- Apply graphic and interface design principles in the development of screen-based media.
- Demonstrate skills in digital image and sound input, manipulation, and output.
- Demonstrate skills with digital image processing, sound editing and multimedia authoring software.
- Create electronic production and presentation materials to convey the developmental stage of multimedia projects.
- Organize project materials and maintain project histories as applied to multimedia productions.
- Create, develop and refine concepts in the production of multimedia materials.

**A.S. DEGREE CURRICULUM,  
NMA, GRAPHICAL INTERFACE DESIGN (78 CREDITS)  
expiration effective spring 2004**

Course	Title	Cr	• = Suggested Semester						Grade Received
			P	1	2	3	4		
<b>General Education Requirements (15 credits)</b>									
ENG 100	Composition I	3		•					
MATH 100 or PHIL 110	Survey of Mathematics Introduction to Logic	3			•				
DNCE 150 or DRAM 101	Introduction to Dance Introduction to Drama and Theater	3			•				
ANTH 200 or PSY 100	Cultural Anthropology Survey of Psychology	3			•				
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3				•			
<b>New Media Arts Requirements (54 credits)</b>									
ART 101	Introduction to the Visual Arts	3	P						
ART 107	Introduction to Photography	3	P						
ART 112	Introduction to Digital Art	3	P						
ART 113	Introduction to Drawing	3	P						
ART 115	Introduction to Design	3	P						
ART 190C	Topics in New Media Arts	3	P						
ART 190G	Topics in New Media Arts (for graphic interface)	3		•					
ART 191G	Topics in New Media Design (for graphic interface)	3			•				
ART 191H	Topics in New Media Design (for interface design)	3					•		
ART 192G	Topics in New Media Techniques (for graphic interface)	3				•			
ART 201	Expanded Arts	3			•				
ART 202	Digital Imaging	3		•					
ART 209	Image in Motion	3				•			
ART 212	Digital Animation	3			•				
ART 222	Digital Multimedia	3					•		
ART 293V	New Media Arts Internship I	6					R		
ART 294	New Media Arts Practicum	3				•			
<b>Support Courses (9 credits)</b>									
ITS 103	Introduction to the Programming Process	3				•			
JOUR 275	Desktop Publishing	3							
MKT 185	E-Commerce Marketing	3		•					
<b>TOTAL</b>		<b>78</b>							

The issuance of an A.S. degree requires that the student must earn a grade point ration (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

**ASSOCIATE IN SCIENCE DEGREE IN NEW  
MEDIA ARTS WITH A SPECIALIZATION IN  
INTERFACE DESIGN  
(78 SEMESTER CREDITS)  
effective spring 2004**

**Program Competencies:** Upon successful completion of the A.S. degree in New Media Arts with a specialization 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 course work 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.



**A.S. DEGREE CURRICULUM,  
NMA, INTERFACE DESIGN (78 CREDITS)**

*effective spring 2004*

Course	Title	Cr	• = Suggested Semester						Grade Received
			P	1	2	3	4		
<b>General Education Requirements (15 credits)</b>									
ENG 100 or	Composition I								
ENG 160 or	Business and Technical Writing								
ESL 100	Expository Writing: A Guided Approach	3	P						
MATH 100 or	Survey of Mathematics								
PHIL 110	Introduction to Logic	3				•			
ART 101	Introduction to the Visual Arts	3	P						
ANTH 200 or	Cultural Anthropology								
PSY 100	Survey of Psychology	3	•						
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3					•		
<b>New Media Arts Requirements (60 credits)</b>									
ART 107	Introduction to Photography	3	P						
ART 112	Introduction to Digital Art	3	P						
ART 113	Introduction to Drawing	3	P						
ART 115	Introduction to Design	3	P						
ART 125	Introduction to Graphic Design	3		•					
ART 127	Graphic Symbolism	3		•					
ART 128	Topics in Programming	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 293V or	New Media Arts Internship								
ART 294	New Media Arts Practicum	6					R		
ART 295	Design Portfolio	3					•		
<b>Support Courses (3 credits)</b>									
MKT 185	E-Commerce Marketing	3				•			
<b>TOTAL</b>		<b>78</b>							

The issuance of an A.S. degree requires that the student must earn a grade point ratio (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. Lists of A.S. electives (KCC AS/NS) are in the "Degree and Certificate Programs" section.

**ASSOCIATE IN SCIENCE DEGREE WITH A  
SPECIALIZATION IN  
INFORMATION ARCHITECTURE  
(79 SEMESTER CREDITS)**

*expiration effective spring 2004*

**Program Competencies:** Upon successful completion of the A.S. degree in New Media Arts with a specialization in Information Architecture, the student should be able to:

- Create, manipulate and organize information in the production of multimedia materials.
- Communicate information visually in several multimedia formats.
- Demonstrate understanding of the history, theory, and aesthetics of multimedia productions.
- Identify and explain the social, ethical, and legal responsibilities related to the production of multimedia materials.
- Use tools for storing, searching, retrieving, and transmitting digital information.
- Communicate clearly in group settings.
- Work effectively as team members.

- Explain and apply basic principles of cost control, task organization, and time management to multimedia production.
- Research and analyze a topic, organize concepts into logical groupings and progressions, and synthesize content into a comprehensive information hierarchy.
- Demonstrate effective writing skills appropriate to interactive design and multimedia production.
- Edit a project for consistent style, correct usage and clarity
- Apply principles of organization, storage, search and retrieval to information structures.
- Organize project materials and maintain project histories as applied to multimedia productions.
- Integrate multiple media including sound, image and text in the communication of information.
- Apply interface design principles and writing style to content in accordance with the needs and capabilities of a specific audience.

**A.S. DEGREE CURRICULUM,  
NMA, INFORMATION ARCHITECTURE (79 CREDITS)  
expiration effective spring 2004**

Course	Title	Cr	Suggested Semester					Grade Received
			P	1	2	3	4	
<b>General Education Requirements (15 credits)</b>								
ENG 100	Composition I	3		•				
MATH 100 or PHIL 110	Survey of Mathematics Introduction to Logic	3			•			
DNCE 150 or DRAM 101	Introduction to Dance Introduction to Drama and Theater	3			•			
ANTH 200 or PSY 100	Cultural Anthropology Survey of Psychology	3			•			
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3				•		
<b>New Media Arts Requirements (45 credits)</b>								
ART 101	Introduction to the Visual Arts	3	P					
ART 107	Introduction to Photography	3	P					
ART 112	Introduction to Digital Art	3	P					
ART 115	Introduction to Design	3	P					
ART 190C	Topics in New Media Arts	3	P					
ART 191G	Topics in New Media Design (for graphic interface)	3					•	
ART 191R	Topics in New Media Design (for information architecture)	3			•			
ART 192G	Topics in New Media Techniques (for graphic interface)	3				•		
ART 201	Expanded Arts	3			•			
ART 202	Digital Imaging	3		•				
ART 222	Digital Multimedia	3					•	R
ART 293V	New Media Arts Internship I	6						R
ART 294	New Media Arts Practicum	3				•		
<b>Support Courses (22 credits)</b>								
ENG 108G	Editing	1	P					
ENG 209	Business and Managerial Writing	3						
ENG 215	Research and Argumentative Writing	3			•			
ENG 227	Writing for Publication	3		•				
ICS 102	The Internet	3						
ITS 103	Introduction to the Programming Process	3				•		
JOUR 275	Desktop Publishing	3		•				
MKT 185	E-Commerce Marketing	3				•		
<b>TOTAL</b>		<b>79</b>						

The issuance of an A.S. degree requires that the student must earn a grade point ration (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

**ASSOCIATE IN SCIENCE DEGREE WITH A  
SPECIALIZATION IN  
INFORMATION ARCHITECTURE  
(79 SEMESTER CREDITS)  
effective spring 2004**

**Program Competencies:** Upon successful completion of the A.S. degree in New Media Arts with a specialization in Information Architecture, the student should be able to:

- Create materials to convey the developmental stages of multimedia projects.
- Identify and effectively apply conceptual thinking skills that are important in information architecture.
- Identify and effectively apply design principles in the development of screen-based media.
- Describe and draw conclusions about the relation information architecture has to the contemporary world.
- Create works that demonstrate an understanding of the history, theory, and aesthetics of information architecture and interface design 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 information architecture appropriate to the audience and purpose
- 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 course work conceptually.
- Identify and effectively apply conceptual thinking skills that are important in information architecture.
- 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 information architecture appropriate to the audience and purpose.

- Create materials to convey the developmental stage of information architecture projects.
- Identify and explain the social, ethical, and legal responsibilities related to the production of multimedia materials.

- Explain how information architecture is used in conjunction with design, technology and business practices.

**A.S. DEGREE CURRICULUM,  
NMA, INFORMATION ARCHITECTURE (79 CREDITS)  
effective spring 2004**

Course	Title	Cr	P = Prerequisite R = Required Semester • = Suggested Semester				Grade Received
			1	2	3	4	
<b>General Education Requirements (15 credits)</b>							
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Expository Writing: A Guided Approach	3	P				
MATH 100 or PHIL 110	Survey of Mathematics Introduction to Logic	3			•		
ART 101 ANTH 200 or PSY 100	Introduction to the Visual Arts Cultural Anthropology Survey of Psychology	3	P				
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3		•			•
<b>New Media Arts Requirements (45 credits)</b>							
ART 107	Introduction to Photography	3	P				
ART 112	Introduction to Digital Art	3	P				
ART 115	Introduction to Design	3	P				
ART 125	Introduction to Graphic Design			•			
ART 128	Topics in Programming				•		
ART 129	Corporate Identity				•		
ART 155	Information Architecture				•		
ART 202	Digital Imaging	3			•		
ART 222	Digital Multimedia	3				•	
ART 229	Interface Design I			•			
ART 249	Interface Design II				•		
ART 257	Motion Graphic Design				•		
ART 258	Interface Design with Database Content					•	
ART 293V or ART 294	New Media Arts Internship New Media Arts Practicum	6					R
<b>Support Courses (19 credits)</b>							
ENG 108G	Editing	1	P				
ENG 209	Business and Managerial Writing	3		•			
ENG 215	Research and Argumentative Writing	3			•		
ENG 227	Writing for Publication	3				•	
ICS 102	The Internet	3		•			
ITS 103	Introduction to the Programming Process	3		•			
MKT 185	E-Commerce Marketing	3			•		
<b>TOTAL</b>		<b>79</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ration (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. Lists of A.S. electives (KCC AS/NS) are in the "Degree and Certificate Programs" section.

**ASSOCIATE IN SCIENCE DEGREE IN NEW  
MEDIA ARTS WITH A SPECIALIZATION IN  
ANIMATION  
(78 SEMESTER CREDITS)  
expiration effective spring 2004**

**Program Competencies:** Upon successful completion of the A.S. degree in New Media Arts with a specialization in Animation, the student should be able to:

- Create, manipulate and organize information in the production of multimedia materials.
- Communicate information visually in several multimedia formats.
- Demonstrate understanding of the history, theory, and aesthetics of multimedia productions.

- Identify and explain the social, ethical, and legal responsibilities related to the production of multimedia materials.
- Use tools for storing, searching, retrieving, and transmitting digital information.
- Communicate clearly in group settings.
- Work effectively as team members.
- Explain and apply basic principles of cost control, task organization, and time management to multimedia production.
- Design motion graphics in 2D and 3D formats.
- Demonstrate skills with 2D animation software.
- Demonstrate skills with video editing and compositing software.
- Use 3D modeling, texturing, and rendering techniques effectively in the creation of motion graphics.

- 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.

**A.S. DEGREE CURRICULUM,  
NMA, ANIMATION (78 CREDITS)  
expiration effective spring 2004**

Course	Title	Cr	Grade Received				
			P	1	2	3	4
<b>General Education Requirements (15 credits)</b>							
ENG 100 or	Composition I						
ENG 160 or	Business and Technical Writing						
ESL 100	Expository Writing: A Guided Approach	3		•			
MATH 100 or	Survey of Mathematics						
PHIL 110	Introduction to Logic	3			•		
DANCE 150 or	Introduction to Dance						
DRAMA 101	Introduction to Drama and Theater	3		•			
ANTH 200 or	Cultural Anthropology						
PSY 100	Survey of Psychology	3			•		
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3				•	
<b>New Media Arts Requirements (60 credits)</b>							
ART 101	Introduction to the Visual Arts	3	P				
ART 106	Introduction to Sculpture	3	P				
ART 112	Introduction to Digital Art	3	P				
ART 113	Introduction to Drawing	3	P				
ART 115	Introduction to Design	3	P				
ART 190C	Topics in New Media Arts (core)	3	P				
ART 190M	Topics in New Media Arts (for motion graphics)	3		•			
ART 192P	Topics in New Media Techniques (for animation)	3				•	
ART 126	Computer Graphics I	3			•		
ART 192M	Topics in New Media Techniques (for motion graphics)	3				•	
ART 226	3D Computer Graphics II	3					•
ART 201	Expanded Arts	3			•		
ART 202	Digital Imaging	3		•			
ART 209	Image in Motion	3				•	
ART 212	Digital Animation	3		•			
ART 214	Life Drawing	3			•		
ART 212 (repeat) or	Digital Animation						
ART 222	Digital Multimedia	3					•
ART 293V	New Media Arts Internship I	6					R
ART 294	New Media Arts Practicum	3				•	
<b>Support Courses (3 credits)</b>							
ICS 102 or ICS 103	The Internet Introduction to the Programming Process	3	P				
<b>TOTAL</b>		<b>78</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ration (G.P.R.) of 2.0 or higher for all courses applicable toward the degree.

**ASSOCIATE IN SCIENCE DEGREE IN NEW  
MEDIA ARTS WITH A SPECIALIZATION IN  
ANIMATION  
(78 SEMESTER CREDITS)  
effective spring 2004**

**Program Competencies:** Upon successful completion of the A.S. degree in New Media Arts with a specialization 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.

- Communicate clearly and effectively in working groups and during critiques.
- Effectively write about and defend course work conceptually.
- Identify and effectively apply conceptual thinking skills that are important in animation.
- Demonstrate competence in digital image input and processing; sound input and editing; and 3D animation authoring software.
- Demonstrate competence with editing and compositing 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

**A.S. DEGREE CURRICULUM,  
NMA, ANIMATION (78 CREDITS)  
effective spring 2004**

Course	Title	Cr	Grade Received				
			P	1	2	3	4
<b>General Education Requirements (15 credits)</b>							
ENG 100 or ENG 160 or ESL 100	Composition I Business and Technical Writing Expository Writing: A Guided Approach	3		•			
MATH 100 or PHIL 110	Survey of Mathematics Introduction to Deductive Logic	3			•		
ART 101	Introduction to the Visual Arts	3	P				
ANTH 200 or PSY 100	Cultural Anthropology Survey of Psychology	3				•	
KCC AS/NS	A.S. Natural Sciences Elective (100 level or higher)	3					•
<b>New Media Arts Requirements (63 credits)</b>							
ART 106 or ART 123	Introduction to Sculpture Introduction to Painting	3	P				
ART 107	Introduction to Photography	3	P				
ART 112	Introduction to Digital Art	3	P				
ART 113	Introduction to Drawing	3	P				
ART 115	Introduction to Design	3	P				
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 248	Digital Post-Production	3				•	
ART 256	Digital Compositing	3					•
ART 259	Gaming and Realtime Computer Graphics	3					•
ART 294 and/or ART 293V	New Media Arts Practicum (3 credits) New Media Arts Internship (3-6 credits)	6				•	R
ART 296	Demo Reel Development	3					•
<b>TOTAL</b>		<b>78</b>					

The issuance of an A.S. degree requires that the student must earn a grade point ration (G.P.R.) of 2.0 or higher for all courses applicable toward the degree. Lists of A.S. electives (KCC AS/NS) are in the "Degree and Certificate Programs" section.

## LIFELONG LEARNING

### SAFETY, INJURY PREVENTION AND CONDITIONING TECHNIQUES FOR COACHES I CURRICULUM

#### CERTIFICATE OF COMPETENCE

**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 satisfactory completion of the Certificate of Competence in Safety, Injury Prevention and Conditioning Techniques for Coaches I, the student will 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 non-credit 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 noncredit 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 noncredit 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 noncredit 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. Noncredit courses in fine arts, recreation, language, and local

cuisine are available. An extensive selection of noncredit culinary courses is offered for local, national, and international participants.

### HEALTH AND FITNESS

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 summer, Kansai University, Ryukyu University, Okinawa Christian Junior College, Osaka Information and Computer Science College, and Dong A. Foundation send college students to KCC to participate in "English As A Second Language" courses and related cultural and social activities. 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, Sakimura Culinary School, Yokosuka Culinary Institute, Kobe Kokusai School, Ehime Gakuen, RKC Professional Cooking School, Shimoda Gakuen. KCC's noncredit 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.

### JAPANESE BUSINESS, LANGUAGE, CULTURE AND FOREIGN LANGUAGES

This rapidly expanding program of classes focuses on all aspects of Japanese culture. Language classes are available for all 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, gift-wrapping, and karaoke. Other languages such as Korean and Chinese are offered as well as extensive customized training for business and industry.

## **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, investment analysis, and property management.

## **TRAVELEARN**

TravelLearn 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, TravelLearn 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.

## **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.



# APPENDIX



## APPENDIX

*E kubikubi pono i na au iki a me na au nui o ka 'ike*  
(instruct well in the little and the large currents of  
knowledge)

## ADMINISTRATION

### Board of Regents

Patricia Lee, Chair  
Kitty Lagareta, Vice-Chair  
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Byron W. Bender  
James J. C. Haynes, II  
John K. Kai  
Trent K. Kakuda  
Charles Kawakami  
Alvin A. Tanaka  
Jane B. Tatibouet  
Myron A. Yamasato

## UNIVERSITY OF HAWAII ADMINISTRATION

**David McClain**  
Acting President/VP for Academic Affairs

**Sam Callejo**  
Chief of Staff

**Walter Kirimitsu**  
Vice President for Legal Affairs/  
General Counsel

**Nainoa Thompson**  
Advisor on Hawaiian Affairs

**James Gaines**  
Interim VP for Research

**Doris Ching**  
VP for Student Affairs

**David Lassner**  
Chief Information Officer

**Carolyn Tanaka**  
Associate VP for External Affairs

**Kari Wilhelm**  
Director of Risk Management

**Jan Yokota**  
Director of Capital Improvements

**Linda Johnsrud**  
Interim Assoc VP for Planning and Policy

**Michael T. Rota**  
Assoc VP for Academic Affairs

## COUNCIL OF CHANCELLORS

**Peggy Cha**  
Kauai Community College

**Peter Englert**  
UH Mānoa

**Rockne Freitas**  
Hawai'i Community College

**Linda Johnsrud**  
UH West O'ahu

**Angela Meixell**  
Windward Community College

**John Morton**  
Kapi'olani Community College

**Ramsey Petersen**  
Honolulu Community College

**Clyde Sakamoto**  
Maui Community College

**Mark Silliman**  
Leeward Community College

**Rose Tseng**  
UH Hilo

## KAPI'OLANI COMMUNITY COLLEGE ADMINISTRATION

**John Morton**  
Chancellor

**Leon Richards**  
Senior Academic Dean, Executive Director for International  
Programs

**Louise Pagotto**  
Interim Assistant Dean, Arts and Sciences and Curriculum  
Management

**Mona Lee**  
Dean of Student Services and Holomua  
(Developmental Studies)

**B. Michael Tagawa**  
Interim Dean of Health, Legal Education, Library and  
Learning Resources and Information, Media and  
Technology Services

**Carol Hoshiko**  
Dean of Business, Hospitality and College and Community  
Relations

**Ann Kinningham** (*on leave*)  
Director of Administrative Services

**Carol Masutani**  
Acting Director of Administrative Services

**Robert Franco**  
Acting Director, Planning and Grants Development

**Conrad Nonaka**  
Director, Culinary Institute of the Pacific

**Frank Abou-Sayf**  
Director, Office of Planning and Institutional Research

## FACULTY & STAFF

**Abou-Sayf, Frank**  
Director, Institutional Research  
Ph.D. 1976, University of Pennsylvania

**Acoba, Francisco**  
Instructor, English  
M.A. 1998, University of Hawai'i at Manoa

**Ah Yo, Carol**  
Associate Professor, EMS  
B.S.N. 1980, University of Hawai'i at Manoa

**Ah Yuen, Jean**  
Clerk-Typist  
Auxiliary Services

**Akana, Darlene**  
Clerk-Steno  
IMTS

**Akase, Constance**  
Account Clerk  
Business Office

**Akiyama, Jason**  
IT Specialist, New Media Arts  
B.A. 2002, University of Hawai'i at West Oahu

**Alexander, Mark**  
Instructor, Mathematics  
M.A. 1986, University of California Santa Barbara

**Allis, Robert**  
Assistant Professor, Mathematics  
M.A. 1971, Miami University

**Alverio, Belinda**  
Janitor  
Auxiliary Services

**Anbe, Ethel**  
Secretary  
Business Education

**Andow, Jessie**  
IT Specialist  
IMTS

**Ane, Michael**  
Assistant Professor, Student Services  
B.S. 1974, University of Hawai'i at Manoa

**Anzelon, Kathleen**  
Instructor, Nursing  
M.A. 1996, University of Phoenix

**Aoki, Charles**  
IT Specialist, Educational Media Center  
M.Ed. 1987, University of Hawai'i at Manoa

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M.S. 1976, University of Massachusetts at Dartmouth

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(On leave 2004-2005)

**Astromoff, Andrew**  
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Ph.D. 1963, University of California at Berkeley

**Awong, Mirriam**  
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Kekaulike Information and Service Center

**Azman, Rosiana**  
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M.A. 2001, University of Hawai'i at Manoa

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Account Clerk, Business Office  
A.A. 1986, Kapiolani Community College

**Barone, Margaret**  
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B.S.N. 2001, University of Hawai'i at Manoa

**Basuel, Terry**  
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M.P.H. 1986, University of Hawai'i at Manoa

**Bautista, Maria**  
Associate Professor, Physics  
Ph.D. 1987, University of the Philippines

**Beard, Mary**  
Instructor, Mathematics  
M.A. 1994, University of Kentucky

**Beckwith, Liane**  
Instructor, Nursing  
B.S.N. 1998, University of Pittsburgh

**Behlke, David**  
Assistant Professor, Art; Director, Koa Gallery  
M.F.A. 1973, Bowling Green State University

**Belarmino, Angelita**

Clerk, Kekaulike Information and Service Center  
A.S. 2001, Heald Business College

**Belisle, Linda**

Associate Professor, Nursing  
M.S.N. 1993, University of Hawai'i at Manoa

**Beresiowsky, Carol**

Professor, European Languages  
M.A. 1978, University of Hawai'i at Manoa

**Berestecky, John**

Professor, Microbiology  
Ph.D. 1988, University of Hawai'i at Manoa

**Bogdanowicz, Maureen**

Associate Professor, English  
Ph.D. 1983, University of Toronto

**Boyer, Karen**

Associate Professor, Nursing  
M.N. 1990, University of the Philippines

**Branson, Candy**

Instructor, Psychology  
M.A. 1997, California State University, Stanislaus

**Brennan, Barbara**

Assistant Professor, Emergency Medical Services  
B.A. 1967, Boston University

**Bridenbaugh, Nancy**

Assistant Professor, Special Programs  
M.S. 1988, San Francisco State University

**Buffington, Judith**

Registrar, Student Services  
B.S. 1961, Illinois State University

**Bumanglag, Elliott**

Janitor  
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**Burke, Jerilynn**

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College Information Office

**Cabacungan, Alfredo**

Assistant Professor, Food Service  
C.T.A. 1988, The Cooking School of Umbria

**Cacpal, Rufina**

Janitor  
Auxiliary Services

**Cadiente, Rogelio**

Groundskeeper  
Auxiliary Services

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M.A. 1974, University of Tennessee

**Calkins, Donna**

Instructor, Nursing  
M.A. 1982, Antioch University

**Campbell, Anna**

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B.S. 1990, Eastern Kentucky University

**Campos, Joseph**

Student Services Specialist, College Information Office  
M.A. 1993, University of Hawai'i at Manoa

**Caoagdan, Conrad**

Janitor, Morning Foreman  
Auxiliary Services

**Carrero, Eugene**

IT Specialist  
M.B.A. 1990, University of Hawai'i at Manoa

**Cassity, Brian**

Assistant Professor, History  
M.A. 1994, University of Hawai'i at Manoa

**Chagami, Barbara**

Secretary  
Student Services

**Chang, Elaine**

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B.A. 1991, University of Hawai'i at Manoa

**Ching, Ann**

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M.A. 1990, University of Hawai'i at Manoa

**Ching, Gregory**

Janitor  
Auxiliary Services

**Ching, Leah**

Clerk Typist  
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**Chock, Karen**

IER Professor, Mathematics  
M.A.T. 1968, Indiana University

**Chong, Chelsea**

Assistant Professor, Food Service & Hospitality Education  
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Corri Lee Tanaka, P.T.  
Julie Tanaka, P.T.  
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Don Yamaguchi, P.T.  
Griff Yanagi, P.T.  
Olivia Chang Yanagi, P.T.  
James Yang, P.T.  
Dean Yoshimoto, P.T.

### **Radiologic Technology**

Albert Ah Nee, R.T.  
Gregorio Andres, R.T.  
Charlene Aoki, R.T.  
Charles Araki, R.T.  
Josepha De Silva, R.T.  
Michael Chibana, R.T.  
Romeo Estabilio, R.T.  
Lorraine Krause, R.T.  
Mandy Kwong, R.T.  
Sara McDonald, R.T.  
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Priscilla Rayray, R.T.  
Wesley Sakumoto, R.T.  
Roger Schnackenberg II, R.T.  
James Sutherland, R.T.  
Leila Tabion, R.T.

### **Respiratory Care**

#### **Queen's Medical Center**

Scott Amuro, R.R.T.  
David Chock, R.R.T.  
Raydell Damo, R.R.T.  
Lyann Garduque, R.R.T.  
Ken Ing, R.R.T.  
Steven Lee, R.R.T.  
Johnny Moy, R.R.T.  
Travis Muraoka, R.R.T.  
Tracy Ono, R.R.T.  
Marc Rezendes, R.R.T.  
Leila Takahama, R.R.T.  
Alan Tanaka, R.R.T.  
Willie Thomas, R.R.T.

#### **Kaiser Medical Center**

Jasmine Kadoishi, R.R.T.

#### **Kuakini Medical Center**

Radonna Doughty, R.R.T.  
June Kanda, R.R.T.

#### **Castle Medical Center**

Karen Lee, R.R.T.  
Kent Terada, R.R.T.  
Denise Wheatley, R.R.T.  
Alan Yoneshige, C.R.T.T.  
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#### **St. Francis Medical Center -West**

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Robert Racquedan, R.R.T.  
Warren Sakamoto, R.R.T.

#### **St. Francis Medical Center -Liliha**

Lance Oyama, R.R.T.

#### **Straub Clinic & Medical Center, Inc.**

Abegail Bacayan, R.R.T.  
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#### **Kapi'olani Medical Center for Women and Children**

James Calhoun, R.R.T.  
Valerie Chong, R.R.T.  
Craig Day, R.R.T.  
Steven DeVictoria, R.R.T.  
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Laura Masuda, R.R.T.  
Theta Nakamura, R.R.T.  
Eric Tamashiro, R.R.T.

#### **Tripler Army Medical Center**

James Gilbride, R.R.T.  
Gary Pittman, R.R.T.

## **ADVISORY COMMITTEES**

Kapi'olani Community College has invited a number of community leaders in business, industry and the professions to advise the staff in the development of curricula in accordance with requirements in their fields. Consultations with these leaders relate to course content, selection of training equipment, the nature and extent of employment need and evaluation of the effectiveness of the program. Advisory committees are formed as new needs and programs are identified. Current advisory committee members are listed below.

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First Insurance Co. of Hawai'i, Ltd.

**Ronald Gouveia**  
Partner  
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Treasurer & General Manager  
Fuji Photo Film Hawai'i, Inc.

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Business Development Manager  
Manpower Technical Services

**Mona Tom**  
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H&R Block Premium

**Kerry Yoneshige**  
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Tax Services & Processing

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CPBI, Inc.

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Koa Gallery Director

**Jan Hathaway,**  
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**Frank Leake,**  
Food Service

**Violet Murakami,**  
New Media Arts

**Noreen Naughton,**  
Painting & Drawing

**Kauka de Silva,**  
Ceramics

**Cheryl Souza,**  
Art History

**Sami Takai,**  
Chancellor's Office-Advisor

**Sarah McCormick,**  
Art 101

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**Karen Hu, D.D.S.**

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**Kenneth Minato, D.D.S.**

**Ann Nakahara-Higaki, C.D.A.**

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**Donna Christle, R.T.,**  
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**Janet Fairneau, R.T.,**  
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**Ken Kimitsuka, R.D.M.S.,**  
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**Gary Miyama, R.D.M.S.,**  
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YMCA

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Pohai Nani Retirement Com.

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**Wayne Hirabayashi**  
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Las Vegas Hilton

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Chef/Founder  
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**Kaipo Ho**  
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Outrigger Hotels and Resorts

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AT&T Wireless Services

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Billing Systems Development Manager  
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**Preston Ko**  
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City and County of Honolulu

**Noreen Kuniyuki**  
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Oceanic Cablevision

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Manager, Network Architecture & Planning  
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Director of Client Services  
Data House, Inc.

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Applications Manager, Information Technology  
Island Insurance Company, Ltd.

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**Honorable Harold M. Fong,**  
1938-1995  
District Judge,  
United States District Court

**Ramona S. Harris,**  
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Colleges, University of Hawai'i

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**Janice Harada, M.D.**

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**Glenda Kaalekea, R.N.**  
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**Pauline Lum, C.M.A.**  
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Laboratories Branch, Department of Health

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**Bardwell Eberly, M.T. (A.S.C.P.)**  
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Dennis O'Donnell, O.T.R.

Diane Ogata, O.T.R.

Remedios Pai, O.T.R.

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Virginia Tully, O.T.R.,

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Michael Chibana, R.T.  
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Donna Christle, R.T.  
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Josepha DeSilva  
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Maui Memorial

**Michael Meagher, M.D.**  
Imaging Services  
Queen's Medical Center

**Keith Miyashiro, R.T.**  
Department of Radiology  
Straub Hospital

**Neelun Navarrete, R.T.**  
Diagnostic Imaging  
Kaiser Medical Center

**Mary Oyadomari, R.T.**  
Kapiolani Medical Center

**Priscilla Rayray, R.T.**  
Department of Radiology  
Kuakini Medical Center

**Michelle Rudoy**  
Kapiolani Medical Center

**David Sakata, Assistant VP**  
Kuakini Hospital

**Wesley Sakumoto, R.T.**  
Dept. of Radiology  
Kuakini Medical Center

**Roger Schnackenburg, R.T.**  
Wilcox Memorial Hospital

**Ronald Schurre, CEO**  
Hilo Medical Center

**Thomas K. Smith, M.D.**  
Diagnostic Imaging  
Kaiser Medical Center

**James T. Sutherland, R.T.**  
Department of Radiology  
Straub Clinic & Hospital

**Leila Tabion, R.T.**  
Diagnostic Imaging  
Kaiser Medical Center

## **RESPIRATORY CARE**

**Carol Agard, R.R.T., R.C.P.T.**  
Chief Therapist  
Queen's Medical Center

**Christine Fukui, M.D.**  
Medical Director  
Respiratory Care Program

**Greg Kishaba**  
American Lung Association of Hawai'i

**Edmund Morse, M.P.H., R.R.T.**  
Coordinator, Respiratory Therapy  
Straub Hospital

**Frank Rincon, R.R.T.**  
Director, Respiratory Care  
St. Francis Medical Center

**Ron Sanderson, R.R.T.**  
Director, Cardiopulmonary  
Services, Castle Medical Center

**Maria Smedegard, R.R.T.**  
Manager, Respiratory Care  
Tripler Army Medical Center

**Lisa Vidinha, R.R.T.**  
Chief, Pulmonary Services  
Kuakini Medical Center

## **TRAVEL AND TOURISM**

**Muriel Anderson**  
Manager  
Hawaii Tourism Office,  
Dept. of Business Economic  
Development & Tourism

**Danny Casey**  
President  
ASTA

**Lynn Cook**  
Executive Director  
Visitor Industry Educational Council

**Raymond Gould**  
Vice President  
Hawaiian VIP Tours

**Audrey Higuchi**  
Publishers Representative

**Lori Ann Lum**  
Public Affairs Advisor  
Watanabe, Ing and Kawashima

**Leona Nakaahiki**  
Vice President, Sales  
Pleasant Hawaiian Holidays

**Deems Narimatsu**  
Vice President, Sales  
Roberts Hawai'i

**Neil Takekawa**  
President  
Aloha Island Air

**Richard Tendo**  
Air Canada

**John Tilton**  
Vice President  
Tihati Productions

**Pat Watson**  
Account Executive  
United Airlines

## **WAIKIKI LIFELONG LEARNING CENTER**

**Burton Amine**  
Acting Principal  
McKinley Community School for Adults

**Les Goya**  
Project Manager  
Queen Emma Foundation

**Theresa Kong-Kee**  
Programs Director  
Unity House

**Dr. John Muth**  
Program Analyst  
University of Hawai'i  
Office of the Chancellor for Community Colleges

## **PROGRAM ACCREDITATION INFORMATION**

### **Medical Assisting**

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**

National Accrediting Agency  
for Clinical Laboratory Sciences (NAACLS)  
8410 West Bryn Mawr, Suite 670  
Chicago, Illinois 60631  
Phone: (773) 714-8880

### **Nursing**

National League for Nursing Accrediting Commission (NLNAC)  
61 Broadway - 33rd Floor  
New York, N.Y. 10006

### **Occupational Therapy Assistant**

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: (301) 652-2682

### **Physical Therapist Assistant**

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**

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**

Committee on Accreditation  
for Respiratory Care (CoARC)  
1248 Harwood Road  
Bedford, Texas 76021-4244  
Phone: (817) 283-2835 or 1-800-874-5615

## **FOOD SERVICE DEPARTMENT**

Our mission is to provide a professional culinary and patisserie 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.

American Culinary Federation, Inc. (ACF)  
10 San Bartola Drive  
St. Augustine, FL 32086  
Phone: (800) 624-9458

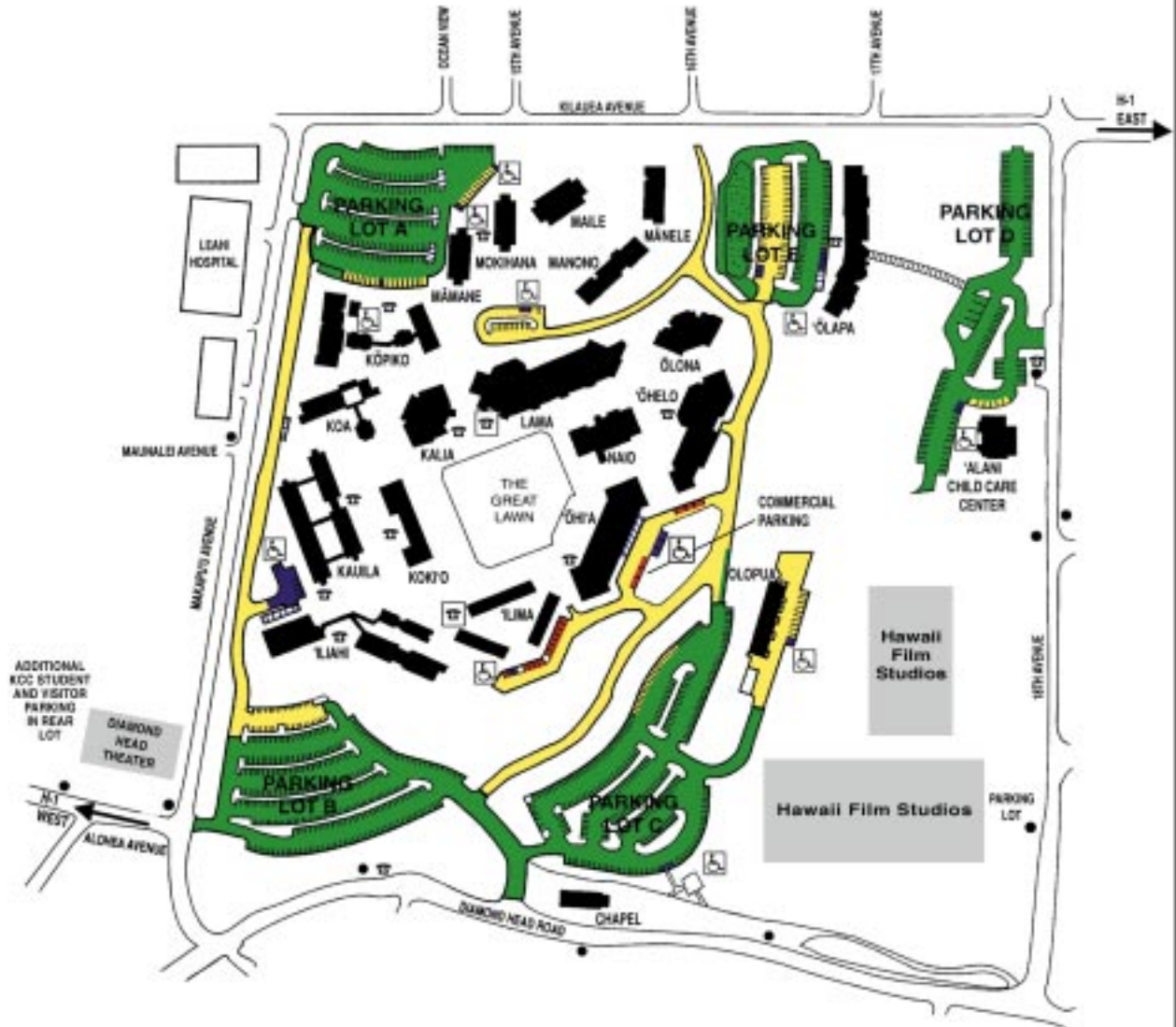
## **HOSPITALITY AND TOURISM EDUCATION DEPARTMENT**

Our mission is:

- 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.

Commission on Accreditation of Hospitality Management  
Programs (CAHM)  
P.O. Box 400  
Oxford, MD 21654  
Phone: (410) 226-5527

# Kapi'olani Community College



Handicap Parking

Staff Parking  
(Mon-Fri, 6:00 am to 4:00 pm)

Visitor with Permit Parking  
(Mon-Fri, 6:00 am to 4:00 pm)

Student and Visitor Parking  
(No permit required)

Motorcycle, Moped Parking

Bus Stops

Pay Phones

TDD Pay Phones

**Cars parked at red curbs will be towed!!!**

**Permits required for Lot A Parking  
(Mon-Fri, 6:00 am to 4:00 pm)**