WELCOME!!...

...to WINDWARD Community College. You, the student, are here for some particular reason: to advance yourself further in education, to seek a job and be adequately trained for it, or perhaps to just enjoy yourself by exploring some hidden talent. For whatever reason, you have come to WINDWARD Community College to learn something you do not now know--to acquire some skill, attitude or knowledge through formal education. That is what this College is here to provide: a place where people like you can re-examine and refine life goals, learn, and share your gains during the course of your program in the educational process. Our commitment is to assist as you do these things by providing certain organized learning experiences, by attempting to design them to fit your unique requirements, and by helping you achieve your desired educational outcomes. So again, WELCOME! We are delighted to do what we can to help you learn.

This catalog will be your major source of information. Refer to it often, as it will help guide you while you are enrolled in WINDWARD Community College. Later, it will serve you as you enroll in future institutions. We will be pleased to provide any additional information you require.

GOALS OF THE COLLEGE
The broad goals of the College are twofold:

1) To assist individuals within the community served by the College to come to a greater awareness of themselves, the environment in which they live (in social, historical, physical, psychological and cultural dimensions), and their relationship with this environment.

2) To assist individuals in developing skills and abilities necessary for them to cope with their environment, and assume a role as contributors to this environment.
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EQUAL OPPORTUNITY STATEMENT

"The University of Hawaii subscribes to and complies with all State and Federal statutes, rules, and regulations and any amendments thereto, promulgated from time to time, which prohibit discrimination in its policies and practices applicable to its campuses, programs, and activities."
PART I: GENERAL INFORMATION

It has become every American's right to be provided an equal opportunity to acquire basic learning skills. During recent decades, this right has been extended thousands of adults interested in pursuing higher education. The people of Hawaii were granted this opportunity in 1965, when the legislature decided that there shall be two-year comprehensive community colleges within the organization of the University of Hawaii. WINDWARD Community College, mandated to begin operations in Fall of 1972, is the newest of these colleges. Its primary responsibility is to provide a diverse Windward, Oahu, population with appropriate learning opportunities in public higher education.

The major population source ranges from Kahuku to Waimanalo. To serve this population, WINDWARD Community College maintains a central campus in Kaneohe and, in addition, will maintain small extension "campuses" serving as educational and cultural resource centers which will evolve and disband as community interests suggest. The College, then, functions:

- To help each person enrolled assess his or her goals, interest, educational capabilities and achievements,

- To prescribe a variety of educational alternatives and to assist an individual in selecting the most appropriate course of action which will help achieve his or her goals,

- To provide vocational and avocational educational opportunities,

- To provide those educational activities which will permit the learner to further pursue higher education, and

- To reflect community interests by providing learning opportunities to broaden one's knowledge of many cultural heritages.

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ACCREDITATION

As a new campus of the University of Hawaii, WINDWARD Community College is presently preparing its accreditation. In the interim, the college has been designated a "candidate for accreditation" by the Western Association of Schools and Colleges (WASC). By this action, students are assured that appropriate courses completed successfully at WINDWARD Community College may be accepted in transfer by another accredited institution. Normally, this refers to courses with numerals 100 and above.

WHO MAY ATTEND

The following are criteria established for admittance to the College:

1. Any resident of the State of Hawaii who has completed high school or who is 18 years of age or older may attend to the learning of his choice which is offered at WINDWARD Community College.

2. On a limited basis, the early admission of students of high school age can be arranged through the College.

3. Non-residents of the State of Hawaii are accepted in very limited numbers. (See p. 8)

Procedure

All students desiring to attend the College must:

☐ 1. Obtain and complete the University of Hawaii Common Admissions Form.

☐ 2. Return these and any other required forms to the Office of Admissions and Records, WINDWARD Community College, 45-720 Keaahala Road, Kaneohe, Hawaii, 96744. (Application and Residence forms may be obtained from all Oahu high school counselors or from the College.)
3. Furnish the College Admission and Records Office with a Tuberculosis Clearance certificate dated within the 12 months prior to the first day of scheduled class attendance.

4. Supply official transcripts of high school, and any college, work taken previously.

5. Complete any advisement tests which may be recommended.

Applicants will be notified by mail of admission and assigned a time to report for (a) orientation and testing, (b) academic advising, and (c) registration. Students registering for the first time at WINDWARD (except those transferring from another college) will be given a reading test. Those who are deficient in rate of reading or comprehension for satisfactory work in their chosen program will be offered classes in reading improvement.

Late Entry Into Classes
Students may not enter a class after the first two full days of the course. Therefore, it is recommended that all applications be in the College Office of Admissions and Records no later than two weeks before each term begins.

Absences
Anyone registered for a class but not in attendance during the first 2 days, may be automatically dropped from the course at the discretion of the College and another student permitted to register in his or her place for the class.
ADMISSION OF NON-RESIDENT STUDENTS

Students who declare a foreign country or state other than Hawaii as their place of permanent residence, or who are in the military service or are military dependents, or who in other ways fail to meet Hawaii State residency requirements, are - for purposes of admission to the College - classified as non-residents. Under Board of Regents policy the number of non-residents who can be admitted to the College is limited to a total of 10% of the number of Hawaii residents enrolled at the College.

Additionally, foreign students applying to the College must meet special health and language proficiency requirements. Information regarding these may be requested of the Registrar.

The basic rule determining residency is that adults and minors are considered resident students if the adults (or the parents or guardians of minors) have been bona fide residents of this state at least twelve consecutive months preceding the first day of class in the term.
CONDUCT
The Board of Regents of the University approved a policy statement which established guidelines for behavior on all campuses. Pertinent sections of the statement are:

"The two categories of impermissible behavior stated...apply equally to every member of the academic community ... which includes staff, faculty and students ..."

"Category 1. A member of the academic community may not behave toward another member, even in the name of his convictions or his rights to academic freedom, in a manner denying or interfering with another member's expression of convictions, right to academic freedom or the performance of his legitimate duties of functions.

"Category 2. Behavior intended directly or indirectly to interfere with or disrupt the processes of teaching, learning or research or those processes or conditions furthering or facilitating these activities is impermissible behavior. An interference or disruption exists when any of these processes can no longer take place in the planned, normal, or customary form given to them by those legitimately responsible for them, or when any of these conditions has essentially ceased to exist. Processes or conditions furthering or facilitating teaching, learning or research as used in the first sentence of this paragraph include the administration of the University.

"Sanctions. In addition to restitution where restitution is appropriate, the sanctions for a member of the academic community who has engaged in impermissible behavior shall range from reprimand and censure, through suspension for a definite period of time, to expulsion or dismissal.

"Procedure for investigation and adjudication of alleged impermissible behavior are specified for each campus individually."

The full statement of the Board of Regents' policy and that of the WINDWARD Community College procedure are available in the Office of the Provost, Dean for Educational Services, the Library, and the Coordinator for Student Services.
TUITION, FEES

At present, a resident and non-resident tuition schedule is maintained. Tuition and fees are collected at the time of registration.

Any student enrolled in the equivalent of 12 units of credit or more during any regular semester is considered a full-time student. The student who wishes to carry more than 18 units of credit during this time must secure the approval of the Dean for Educational Services or his designated representative. Approval for additional units will be based on the student's demonstrated ability to achieve at least 18 units of credit at an institution of higher education.

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<th>4-6</th>
<th>7-11</th>
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<tbody>
<tr>
<td>RESIDENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>Tuition</td>
<td>$5</td>
<td>$10</td>
<td>$15</td>
</tr>
<tr>
<td>And Fees:</td>
<td>Registration Fees</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td></td>
<td>Student Activities(Opt)</td>
<td>(Opt)</td>
<td>(Opt)</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>$10</td>
<td>$15</td>
<td>$20</td>
<td>$25</td>
</tr>
</tbody>
</table>

NON-RESIDENT

Tuition  (1) 1-11 Units - $30 per Unit of Credit
And Fees:  Plus $5 Registration Fee.
(2) 12 and Above Units - $340 Plus $5 Registration and $5 Student Activity Fee for a Total of $350.
OTHER FEES

Credit By Examination
There is no fee in addition to regular enrollment fees charged for this service. (See p. 22).

Course Change Fee
A $1.00 fee shall be charged for registration changes, including substituting, adding, and/or dropping courses, after registration is completed. This does not apply to complete withdrawal from the College.

Late Registration
A $2.00 late registration fee is charged all persons who fail to register during the scheduled registration period.

Graduation
A $5.00 fee is payable at the time of submitting an application for graduation.

CONCURRENT REGISTRATION
Under certain conditions students attending any of the community colleges, or other University of Hawaii campuses, may register concurrently for courses at two or more institutions. Concurrent registration is encouraged when a course desired by a student is not available at the "home" college, thus broadening the program of courses available to him or her.

Tuition and fee charges for concurrent registration will not exceed the amount charged if the student were enrolled for all of the courses at a single institution.

Details are available in the Registrar's office.

TUITION REFUNDS
Eighty per cent (80%) of tuition paid shall be refunded if the student withdraws completely within the first two weeks.
of the semester; forty per cent (40%) will be refunded if
the student withdraws completely within four weeks of the
semester; there is no refund thereafter. The $5 registra-
tion fee is not refundable. An appropriate adjustment is
made for 8 week terms (80% if within one week; 40% if
within two weeks).

FINANCIAL OBLIGATIONS TO THE COLLEGE
Students who have not adjusted their financial obligations
to the satisfaction of the Business Office may be denied
transcript services, graduation, and further registra-
tion at the College. Under special circumstances, a
student may delay payment of fees at the time of regist-
ration. Approval of deferred payment must be secured
from the Financial Aid Office.

COST OF BOOKS AND SUPPLIES
The cost of books and supplies can be expected to range
from $25 to $80 per half the College year for the student
enrolled in a full-time program.

FINANCIAL ASSISTANCE PROGRAMS
A limited program of financial assistance is available
to students at WINDWARD Community College. These include the:

Hawaii State Scholarship Program under which a student
who meets certain residency and need requirements may
be awarded a tuition scholarship for up to four years
at a public institution of higher education in Hawaii
(a WINDWARD Community College awardee transferring to
the University of Hawaii, Manoa or Hilo may transfer
this scholarship with him or her for a maximum term of
four years);

Hawaii State Higher Education Loan Program under which
a student meeting one (1) year residency and financial
need requirements may apply for educational loan from
the State. No interest is charged while the student
is enrolled at any of the University of Hawaii campuses. Repayment and interest charges begin nine months after he or she completes a program of studies. Further details are available at the Financial Aids Office; 
Deferred tuition plan under which a student may delay payment of tuition at the time of registration; 
Windward Community College Student Short Term Loan Program under which a student may borrow up to $25 to meet emergency needs, repayable by the end of the term in which the amount was borrowed, with no interest.

Additionally, any student attending this College is eligible for a number of community organization student assistance programs.

The College is also eligible to participate in various federally funded student assistance programs. Among these are the:

**College Work Study Program** under which a student may secure financial assistance through employment either on campus or at a designated public service agency in the community;

**Basic Opportunity Grant Program** under which grants of up to $1000 can be awarded students meeting certain need and other requirements;

**National Defense Student Loan Program** under which a student meeting certain requirements including financial need is eligible to receive a loan of up to $1000 under conditions similar to the Hawaii State Long Term Loan Program.
"Honor Points", "Grades", and "Grade Points" are terms for symbols which are recognized in most institutions as measures of student success in a course. At WINDWARD Community College, course grades (i.e., recognition given for achieving specified course objectives) are issued upon the student's demonstrated performance of expected learning outcomes. Thus, the "Grade" indicated on a College transcript refers to a level of student competency which has been achieved.

Individual grade reports are mailed to the student at the end of each semester. Because the University of Hawaii is on a semester basis, the unit of credit used is the semester-hour. One semester-hour of credit is normally awarded for one 50-minute period of intensive study in class once a week for a full semester. (It is expected that two additional hours will be spent in study outside of class.) With this in mind, equivalent credit values are established for laboratory, shop, studio and other types of learning environments which are of a different nature. Similar equivalencies are established for credit courses of other than a semester's duration.
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Commonly Accepted Definition</th>
<th>Honor/Grade Points</th>
</tr>
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<tbody>
<tr>
<td>D</td>
<td>Minimally acceptable course objectives achieved.</td>
<td>Below Average</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>Additional course objectives achieved; demonstrated competency to pursue further work in the discipline.</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>More course objectives achieved.</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>All course objectives achieved.</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>P</td>
<td>Selected course objectives achieved, usually from all above areas; offered as one option to the traditional grading system.</td>
<td>Pass</td>
<td>None</td>
</tr>
<tr>
<td>I</td>
<td>Course objectives not yet achieved; student expects to complete them.</td>
<td>Incomplete</td>
<td>None</td>
</tr>
<tr>
<td>W</td>
<td>Course objectives not achieved, or student withdrew from class.</td>
<td>Withdrawal</td>
<td>None</td>
</tr>
</tbody>
</table>

Instructors vary in offering these grading options; for details on the options available for a specific course, review the course outline.

The length of time permitted for completing objectives not yet achieved (to make up an incomplete grade) is eight (8) weeks following the term in which the "I" grade was recorded. After that time, the instructor shall elect to assign an appropriate grade.

All grades and grade points earned at any campus of the University of Hawaii are transferrable to any other campus if the courses are acceptable in the program chosen at the new campus.
ATTENDANCE

Regular attendance is expected; therefore, notice to instructors of any anticipated absence is a courtesy which they will appreciate. Similarly, unexpected absences due to illness or other causes are of concern to them. Any absence which may require make-up of study should be brought to the attention of the instructor at the earliest possible moment to assist in planning for such make-up.

A student may withdraw from a course whenever he or she does not wish to learn what the course was designed to help him or her learn. The student should inform the instructor and the College Advisor of any withdrawal from courses so that others might secure the vacated place.

A STUDENT WHO DOES NOT ATTEND THE FIRST TWO CLASSES OF A COURSE MAY BE AUTOMATICALLY DROPPED FROM THE COURSE.

VETERANS ADMINISTRATION BENEFITS

Veterans, dependents and orphans of veterans meeting Veterans Administration program requirements are eligible for benefits while attending the College.

Generally, a student is eligible for full-time benefits if he or she is carrying 12 or more credits during a 16 week "semester", and enrolled in an associate degree program. A student enrolled for 8 week term courses must carry a minimum of 6 credits during the term to be eligible for full benefits. (In instances where the term is more than 8 calendar weeks in length, a course load of more than 6 credits may be required to receive full benefits under existing VA regulations.)

For more information, the student should contact the Veterans Administration Office in Honolulu, or the College Veterans counselor.
TRANSFER OF CREDITS FROM THE COLLEGE

General Information
Students intending to transfer from the College to another community college or 4 year institution in Hawaii or another state should become familiar with the requirements of the institution to which they will be transferring. Each institution sets its own limits in allowing course credits to be transferred. Generally, institutions will grant transfer credit for any course taken at WINDWARD for which they have a comparable course. Consequently, a student intent on transfer should plan on taking a program of courses at WINDWARD required or offered by the institution to which he or she will be transferring.

Transfer to Other Campuses
Usually courses offered at the college transfer level (designated a 100 or higher level course) are transferrable to a baccalaureate-awarding institution if these courses are degree, major, or elective requirements at that institution. In some instances, credits earned for non-college transfer level courses (numbered below 100) may be accepted in transfer by a 4 year institution; this is dependent upon that college's particular regulations.

Transfer to University of Hawaii Campuses
Students planning to transfer to the University of Hawaii at Manoa or Hilo, should familiarize themselves with the degree and the specific major requirements of those fields in which they may be interested. University of Hawaii catalogs and information sheets listing these requirements are available through the College advisor. (This catalog duplicates the General Educational core requirements. Students should refer to the specific college and major requirements for additional course requirements.)
STUDENT PARTICIPATION IN COLLEGE GOVERNANCE
The students at WINDWARD Community College felt it was important to work together as a total college community, and therefore established the WINDWARD College Konohiki Council. The Council consists of eleven students, five faculty, and three staff members of the college community. The WINDWARD College Konohiki Council (WCKC) actively participates in college curriculum planning, student activities, college planning committees, and makes recommendations to the Provost.

Nominations for the WCKC are made three weeks after the start of the school year in September. The elections are carried out within two weeks after the nomination period. Although only those students, faculty, or staff who have paid the activity fee are able to hold office in the WCKC, all students are encouraged to participate in the WCKC by serving on the committees of the Council.

DEVELOPMENT AND REVISION OF CURRICULUM AND PROGRAMS
Any faculty member, student, or member of the community may suggest an addition or revision to the College's curriculum. In addition, occupational offerings are developed with the assistance of advisory committees consisting of active professionals in the occupational field concerned.

STUDENT HEALTH AND ACCIDENT INSURANCE
Students at the College are eligible to participate in a group health and accident insurance program. Information may be secured through a College Advisor.

BOOKSTORE
Textbooks, supplies and selected sundry items are available at the College bookstore located in the Haloa Building. Hours of operation are posted.
PARKING

On-campus driving and parking regulations must be observed. Vehicles violating parking regulations are subject to being towed away at the owner's expense. A copy of a map which designates parking areas is available through the office of Director for Administrative Services.

PUBLIC TRANSPORTATION

There is a public bus stop near the corner of Keaahala Road and Kamehameha Highway. For information relating to schedules and fares, please telephone the City and County of Honolulu Bus System at 531-5321.

RESERVE OFFICER'S TRAINING CORPS (ROTC)

Students in the Associate Degree program who wish to gain an ROTC experience may participate in the Army Military Science Program on the Manoa Campus.

The Air Force ROTC Program at the Manoa Campus is a two-year program for Juniors and Seniors and is therefore not available to students in the community colleges.

Details of these programs are available in the Manoa Campus catalog.
PART II: THE INSTRUCTIONAL PROGRAM

The instructional program of the College assumes that different people have different interests and ambitions, different ways of learning successfully, and that they should therefore be treated as individually as is possible. Thus, the learning activities programmed come in several forms and extend in diverse subject areas. A student may enroll in courses at various levels: College Transfer, Non-Transfer, or Developmental. Student interest at any level depends on whether he or she intends to continue for a certificate or degree, or if there is a need to reinforce certain basic learning skills (study skills, computational skills, reading, writing and speaking skills).

Likewise, the student may enroll in courses of varying lengths: 16 week courses (semesters) or "mini courses" (8-week, accelerated terms), depending on whether he or she learns best by stretching out the learning over a long period of time or by concentrating on a few subjects for a short period of time.

A student may also enroll for a group-learning class situation, for an individually designed special program of independent studies, or - in some cases - to earn course credits purely by examination. Courses themselves are designed for flexibility and offer students the opportunity to focus on a single area, or take an interdisciplinary approach to a topic in which the student may view it from the perspective of several discipline areas.

Listed below, in more detail, are some of these options.
Length of Terms
Formal courses offered at the College are generally structured on a 16 week or 8 week schedule. The 16 week courses are offered for students who may prefer to take a greater number of courses at one time and work to meet their educational objectives over a longer period of time. A course load of no more than 5 courses is recommended. Courses offered on the 8 week schedule are intended for students who may wish to concentrate on taking a few courses for a shorter period of time. A course load of no more than 3 courses in any 8 week term is recommended because of the intensive nature of study.

Additionally, the student may arrange to enroll in a directed reading or independent study course oriented around a research project selected by the student and approved by an instructor. The lengths of term in these courses are variable.

Independent Studies
Students may arrange to work on individual projects with the approval of an instructor at the College. These projects may range from a directed reading project on - for example - one aspect of religions in Hawaii, or the compilation of a history of a Windward Oahu community, or an oceanographic field/research project. The independent studies project is intended to serve the student who - after completing the requirements for an introductory course - may be interested enough to continue an in-depth study of a particular topic or element. Credits awarded vary with the project. The projects may be pursued on a college transfer or pre-college level, depending on the topic and the level of study to be pursued.

Students interested in enrolling for an independent studies project should work with one of the College instructors in developing a suitable project.
Credit by Examination

A student may apply for credit by examination under the following conditions:

1. the student is officially registered at the College;
2. the student demonstrates to the satisfaction of a College instructor and appropriate administrative personnel that he or she through prior experience has gained the equivalent knowledge and/or level of proficiency of a course offered by the College through past experience, and has not received academic credit in the subject concerned.

If approval is granted, the student will be provided with an opportunity to take an examination and meet any other requirements of the course at a time of convenience to the instructor. In each case, the examination and opportunity to demonstrate achievement of other requirements shall be sufficiently comprehensive to establish the student's mastery of the objectives of the course.

The student will make payment for the opportunity provided as per the tuition and fee payment requirements (see p. 11).

The student who demonstrates achievement of the course objectives will be awarded the appropriate units of credit for successful completion of the course.

STUDENT ADVISING

The chief function of student advising at WINDWARD Community College is to assist the student by:

1. Providing the student with an opportunity to assess his or her learning skills and abilities.
2. Providing information about the college, the curriculum and course offerings, primarily through an initial orientation session.
3. Assisting the student in the formulation of educational and vocational goals.
4. Providing information pertinent to the student's educational and vocational goals.
5. Assisting the student to accept responsibilities in the learning process.

6. Initiating opportunities which provide for a greater personal growth and awareness of one's self and relationships with others.

7. Helping plan individual and group counseling experiences to develop more appropriate behavior, and making referrals to various community agencies when necessary.

The College advisor's primary role is to assist students in the total learning process, as the student seeks to develop personal attitudes, skills, knowledges and behaviors. Students should feel free to seek an advisor's assistance whenever necessary.

While the College advisor, and other College personnel, will assist students in all ways possible, the student must accept certain responsibilities as an active participant in the College. Some of these responsibilities are:

1. Review the catalog thoroughly.

2. Provide high school and college transcripts and other materials which can be viewed as a source of information of one's previous learning.

3. See the College advisor when necessary in planning appropriate courses and determining college requirements for specific educational goals.

4. Be aware of and meet certain college deadlines for registration, application for degrees, etc.

5. Accept the responsibility of informing the office of the Registrar when dropping a course or withdrawing from the college.

6. On the first day of each class, review the course objectives thoroughly.

7. Accept the responsibility for meeting course objectives. Assist in the setting of objectives and then move toward accomplishing them with the assistance of college instructors.
FORMAL INSTRUCTION

Just as "learning" is a process by which the student gains new skills, attitudes, insights and knowledges, so therefore is "instruction" the formal process by which the student achieves what the College offers. Most often, "instruction" means a course in which one enrolls wherein the College engages an expert faculty member to work with the student for the period of a semester. This is the most predominant form of "instruction" in American colleges and universities, and will be found also at WINDWARD Community College. In addition, other forms of "instruction" such as learning laboratories, learning groups, self-instructional programs, and independent learning will be arranged to accommodate the student in his or her desire to achieve that which is to be learned. It will benefit the student to investigate more than one form of instruction when it is offered at WINDWARD Community College.

Common to any instructional plan at WINDWARD Community College is the written course outline. On the first day a class convenes, the student can expect to be given the learning objectives which are to be achieved. The student can also expect an entry (pre-) test in any course; this helps determine the level of competence the student may already have in terms of the course, and assists the instructor in how to best direct subsequent instruction.

COOPERATIVE EDUCATIONAL COURSES

Recognizing the need to provide students with as many options as possible to attain their educational and career goals, the College offers some work experience courses. These courses permit students to integrate classroom and practical work experience in actual employment situations in the private and public sector of our business-industrial-professional community by working
with persons already successful in the field. Students may be compensated by an employer at a rate not less than the legal minimum wage. College credit will be awarded for successful course completion.

**COLLEGE ADVISORY COMMITTEES**

It is in the nature of a comprehensive community college to develop opportunities in higher education for those who attend. Consistent with this concept, resource committees are formed to provide valuable information in college planning. These committees are appointed by the College Provost to advise on various matters - especially those which pertain to evaluating college training programs - and are most often representative of labor, management and other local citizenry.

**DEGREES AND OTHER AWARDS**

The College offers an Associate Degree or a Certificate to students who complete certain specified requirements and thus demonstrate a requisite level of understanding and proficiency in selected fields of knowledge.

**The Associate Degree**

The Associate Degree is awarded to the student who completes a minimum of 60 units of credit under the following conditions:

1. a minimum of 6 units of credits must be earned in each of the major program divisions (Communications and Related Fields; Humanities and Related Fields; Life Sciences and Related Fields; Mathematics, Technical Sciences and Related Fields; Social Sciences and Related Fields);
2. a minimum of 30 units of credit must be earned in college transfer level courses (those numbered 100 or over);
3. a minimum of 15 units of credit must be earned at WINDWARD Community College (the remaining units of credits may be accepted in equivalencies if authorized by this College).
Students working toward an **Associate Degree** are advised to confer with a College advisor in designing a program of courses to follow. This is particularly important if a student intends to transfer to a baccalaureate (4 year) awarding institution. Course requirements vary for each institution and the student must become familiar with the requirements of the new institution to insure that a maximum number of credits earned at this College may be transferred. Completing the requirements for an **Associate Degree** does not mean that all of the units of credits earned will be accepted in transfer by another institution; each institution makes its own determination of the credits that it will accept.

**The Certificate of Achievement**
Any enrolled student who desires the WINDWARD Community College Certificate of Achievement award must first plan a curriculum with a College Advisor. When that curriculum plan has been achieved to the satisfaction of the student's instructors and other College personnel, a Certificate of Achievement identifying the specialty will be granted. The student seeking entry level skills in certain occupational areas should consult the College Advisor to plan an appropriate experiential program.

**COLLEGE INSTRUCTIONAL DIVISIONS**
At WINDWARD Community College, courses are grouped together in certain broad areas called Divisions. These Divisions, stated below with a generic list of courses included in each area, provide the general instructional base of the College. As noted, occupationally-oriented courses are also included for they are considered a major instructional component in each Division.

In the list below, after each course heading is its abbreviated code (e.g., ANTH for Anthropology). This code is used in the College's grade reporting and for student transcripts. Note: Interdisciplinary, or Independent Studies must be separately identified with, and approved by, any division.
Communications and Related Fields
Asian & European Languages
Communications (COMM)
English (ENG)
Journalism (JOURN)
Linguistics (LING)
Performing Arts (MUS) (DRAMA) (ART)
Reading (READ)
Shorthand (SHTHD)
Speech-Communication (SPCOM)
Typing (TYP)

Humanities and Related Fields
Art (ART)
Drama (DRAMA)
History (HIST)
Literature (LIT)
Management (MANGT)
Music (MUS)
Philosophy (PHIL)
Physical Education (HPE)
Religion (REL)

Life Sciences and Related Fields
Biology (BIOL)
Chemistry (CHEM)
General Science (GENSC)
Horticulture (HORT)
Oceanography (OCEAN)

Mathematics, Technical Sciences and Related Fields
Accounting (ACC)
Business (BUS)
Chemistry (CHEM)
Computer Science (COMSC)
General Science (GENSC)
Geoscience (GEOSC)
Mathematics (MATH)
Oceanography (OCEAN)
Physics (PHYS)

Social Sciences and Related Fields
Anthropology (ANTH)
Economics (ECON)
Geography (GEO)
Interdisciplinary Social Science (IDS)
Political Science (POLSC)
Psychology (PSY)
Sociology (SOC)
COURSE DESCRIPTIONS

On the following pages, Units of Credit are specified for each separate course offered at WINDWARD Community College. To earn these credits, the student must successfully perform the end-of-course expected learning outcomes (or their academically acceptable equivalents) which are described briefly in the course descriptions in this catalog. The ability of the student to perform these basic tasks must be demonstrated according to the conditions and criterion levels which are specified in the written course outlines. These written course outlines may be obtained from the appropriate instructor.

In addition, interdisciplinary and individual written course outlines will be identified by using the numerical symbols: 49, 199, or 299. These symbols will be reserved for specific, one-time-only courses designed by students in consultation with faculty members. Such courses as they appear on transcripts and grade cards will carry specific units of credit earned as accepted by the WINDWARD Community College Curriculum Review Process.

Further, the numerical symbols 58 and 59 are reserved for specifically identified Cooperative Education courses (see p.24).
To earn the units of credit listed in the courses below, the

**ACC 020, First Level Accounting; 3 Units**

...the basic structure of accounting; debits and credits; classification of accounts and business transaction analysis. The student will learn the accounting process for a service enterprise and for a merchandising enterprise.

**ACC 021, Second Level Accounting; 3 Units**

...accounting for deferrals, accruals, long-lived assets, payroll, accounting systems, partnerships and corporations. Recommended preparation: Competency at Accounting 020 level.

**ANTH 150, Introduction to Anthropology; 3 Units**

...minimally, comprehension and application of the concepts and principles of anthropology. Included will be such topics as the methods of anthropology, the biological and cultural processes of change, non-human primates, early man, race, and prehistoric and contemporary cultures. Optionally, the student may analyze, integrate, and evaluate selected areas and problems under given conditions and to required levels of competency.

**ANTH 200, Cultural Anthropology; 3 Units**

...minimally, comprehension and application of the concepts and principles of cultural anthropology. Covered, from a cross-cultural perspective, will be such topics as the nature of culture (including ecology, economics, kinship, politics, and religion), language and culture, culture and personality, and culture change. Optionally, the student may analyze, integrate, and evaluate selected areas and problems under given conditions and to the required levels of competency.

**ANTH 210, Archaeology; 3 Units**

...minimally, comprehension and application of the concepts and principles of archaeology. Topics will include methods and techniques of excavation and laboratory analysis, and a brief survey of man's cultural growth in prehistoric times. Optionally, the student may analyze, integrate, and evaluate selected areas and problems under given conditions and to the required levels of competency.
student -- under given conditions -- will competently demonstrate.

ART 101, Introduction to the Visual Arts; 3 Units

...a knowledge of visual art and its expression in various forms by such means as correctly defining selected art terms, problems, materials and techniques, and by solving art problems that deal with daily living.

ART 103, Drawing I; 3 Units

...course achievement by completing specific art work assignments. In this course the student will develop basic drawing skills and techniques by working with varied media such as the model, still-life, architecture, landscape studies, and memory drawing.

ART 121, Painting I; 3 Units

...basic painting skills through experimenting with materials and techniques which emphasize principles of color, composition, texture and other structural and thematic problems. While the subject matter will encompass studio, field and imaginative sources, course credit will be awarded to those completing specific art projects to given standards.

ASTR 110, Astronomy; 3 Units

...the nature of the astronomical universe, with emphasis on the scientific method and the development of scientific thought.

Recommended preparation: Competency at Math 026 level.

BIOL 100, Human Biology; 3 Units

...a knowledge of the activities of cells, organs, and organ systems of the human body. (An introduction to the concepts of thermodynamics, negative feedback, and homeostasis in living systems.)

BIOL 276, Man and the Environment; 4 Units

...a knowledge of the many interrelationships among organisms and their environments, especially the impact which man has had (and may yet have) on the total planet. Problems of pollution, overpopulation, depletion of resources, etc., are considered. Causes of ecological problems and alternatives to current human actions are suggested and evaluated, stressing the individual
To earn the units of credit listed in the courses below, the ecological action of the student. (Course includes laboratory and field trip experience.)

Recommended preparation: Competency at Biology 103 or General Science 121 level.

**BUS 021, Introduction to Business; 3 Units**

...types of business organizations, management, short-term and long-term financing, marketing, economics, business and government, international trade, and selected business mathematics.

**BUS 022, Office Machines; 3 Units**

...fundamental operation and application of the 10-key adding-listing machine, printing calculator, rotary calculator, and the electronic calculator, as these are used in typical business situations.

**BUS 050, Office Procedures; 3 Units**

...the knowledge of office duties which has not been covered in other classes in business, such as filing, mail handling, telephone techniques, interpersonal relations, good grooming, and duplicating machines. Students will perform satisfactorily as telephone receptionist in the Administrative office for one hour of lab work as part of the class requirements.

**BUS 058, Cooperative Education; 3 Units**

...the ability to apply acquired knowledge and skills in a real life setting at a work station in an actual business. Students will work part-time (minimum of 15 hours weekly) and attend a class seminar of 95 minutes weekly at school to reinforce skills and learn new skills required for their specific jobs.

Recommended preparation: Typing 021, 022, or speed of at least 45 wpm; Office Procedures (Bus 050) or equivalent.

**COMSC 100, The Computer and Its Role in Society; 3 Units**

...the social benefits and problems created by the computer revolution, and develop opinions about implications for the future. (This course is a non-technical introduction to digital computers and their use in the modern world.)
student -- under given conditions -- will competently demonstrate...

COMSC 101, Introduction to the Computer; 3 Units

...using digital computer techniques, the ability to analyze given problems logically, correctly describe the internal functional characteristics of a digital computer, and develop a program using the Fortran language.

Recommended preparation: Competency at Math 026 level.

DRAMA 160, Introduction to Drama and the Theatre; 3 Units

...gained knowledge of the great periods of drama in the perspective of contemporary theatre, and will interpret and discuss representative plays from the classical Greek to the modern.

ECON 101, Consumer Economics; 3 Units

...basic skills which are necessary to make rational consumer decisions: money management, consumer credit, food purchasing and nutrition, savings programs, home purchasing, consumer protection.

ECON 120, Introduction to Economics; 3 Units

...the ability to distinguish between, and use, micro and macro perspectives of the discipline; and will apply economic principles to analyze public policy questions.

ECON 150, Principles of Economics I; 3 Units

...the knowledge of the modern theory of income determination, the structure of the banking system and its role in the economy, and public policy questions arising from changes in these aggregates. (Macro-economics.)

ENG 030, Writing Improvement Clinic; 3 Units Each

...acceptable expository writing for academic, business and community situations. Students who satisfactorily complete this course may enroll in regular freshman composition (English 100). (May be repeated.)

ENG 100, Expository Writing I; 3 Units

...use of the fundamentals of grammar, the dictionary and the library, the writing of a number of expository essays, and a somewhat longer research paper. (Activities in the course are directed toward teaching
To earn the units of credit listed in the courses below, the

the student how to write more lucidly, correctly, and
effectively, choosing a style that is appropriate to
the writer's audience and occasion for writing.)

ENG 104, Creative Writing; 3 Units

descriptive -- rather than expository -- writing:
writing poems, short stories and dramatic scenes. (The
course includes regularly scheduled creative writing
assignments and discussion as well as critiques of each
student's writing. The long-range goal is publication.
No previous creative writing experience is necessary.)
Recommended preparation: Competency at English 100 level.

ENG 130, Argument on Contemporary Issues; 3 Units

...a given level of ability to take stands on controversial
issues. The student will determine appropriate, per­
suasive evidence to support such opinions. The nature of
logical argument and correct reasoning will be explored
as well as the methods of research.

GENSC 121, Introduction to Science-Biological; 4 Units

...an achieved knowledge of the philosophy of science from
the viewpoint and perspective of the biologist.
Working within the conceptual framework of science, the
student will learn of science as a human activity and
view the inter-relationships of science and society in
this perspective. (Introduction to and background
for the study of ecology.) Lab required.

GENSC 122, Introduction to Science-Physical; 4 Units

...the conceptual framework of science from the viewpoint
of the physical scientist, including astronomy, physics,
chemistry, geology and oceanography illustrating selected
scientific principles. (It is recommended that Genst 121
be taken before 122.) Lab required.
Recommended preparation: Competency at Math 025 level.

GEO 101, Physical Geography; 3 Units

...an achieved knowledge of the basic elements of man's
environment, especially the climate, soils, landforms,
water and natural vegetation. Laboratory problems in
map interpretation.
GEO 102, World Regional Geography; 3 Units

... various physical, economic, and cultural aspects of specific world regions; the evolution of man, plants, animals, and the earth -- especially the significance of the Pleistocene; the beginnings of civilization -- the divergence and eventual convergence of humanity on the earth; and the location of natural resources -- the development of transportation and communication networks in the world.

GEOSC 101, Introduction to Geosciences I; 4 Units

... the earth sciences of astronomy, meteorology and physical oceanography, with research studies ranging from the center of Earth to outer space. (Weekly laboratory sessions and occasional field trips.)

Recommended preparation: Competency at Math 025 level.

HAWN 101-102, Elementary Hawaiian I, II; 3 Units Each

... basic structures of the Hawaiian language with an emphasis on listening comprehension, speaking, reading, and writing. Through directed drill and practice in class the student will learn to communicate in correct Hawaiian.

Recommended preparation: None for Hawaiian 101; competency in Hawaiian 101 for Hawaiian 102.

HIST 151, World Civilization I; 3 Units

... a knowledge of the development of world cultures, institutions and thought from the earliest times to 1500 A.D. Research will include the concepts, broad relationships and trends within the historical process. Material to be reviewed will show relationships to political, religious, economic and social change.

HIST 152, World Civilization II; 3 Units

... achieved learning of world cultures, institutions and thought from 1500 A.D. on. The student will clearly show the historical relationships of people to each other in their own time and compare institutional and economic change to today's world.

HIST 159, History of Hawaii (one term course); 3 Units

... a knowledge of the major events of Hawaiian history from earliest times to the present. The emphasis will be placed on the period of the Monarchy, and the student will
To earn the units of credit listed in the courses below, the student will discuss the impact of the West on Hawaiian history and the corresponding native response during this period. The student will also relate some of the major changes that have occurred, and are occurring, in Hawaiian history since the annexation of Hawaii to the United States.

HIST 241, Asian Civilizations I; 3 Units
...a knowledge of the basic institutions—religious, social, political, economic, and intellectual—of the civilizations of India, China, Southeast Asia and Japan from earliest times to approximately the 17th century. The student will discuss the development of each of these civilizations and will show how their different cultures have affected, and been affected by, their histories.

HIST 242, Asian Civilizations II; 3 Units
...a knowledge of the histories of India, China, Southeast Asia and Japan from approximately the 17th century to the present. The student will discuss the varying factors which affected the nature of change and the process of modernization in each of these Asian countries, and will compare their differing experiences in this period.

HIST 281, American History; 3 Units
...an interpretive treatment of the major themes in American history from the Puritans to the Civil War.

HIST 282, American History; 3 Units
...an interpretive treatment of the major themes in American history from the Civil War to the present.

HPE 103, Swimming I; 1 Unit
...the basic swimming strokes: breast-stroke, back-stroke, and crawl; and efficient breath control which will be accomplished by bobbing, underwater swimming, feet-first entries, and cross-pool pushing and gliding.

HPE 105, First Aid; 2 Units
...the ability to be qualified for emergency care, with a knowledge of minimally acceptable first aid skills. (The American Red Cross and Medical Self-Help Certificate may be earned.)
student -- under given conditions -- will competently demonstrate.

HPE 106, Senior Life-Saving; 2 Units

...an ability to provide appropriate life-saving skills with the intent to save one's own life or the life of another in the event of an emergency. (The American Red Cross Certificate for life-saving may be earned.)

HPE 107, Tennis I; 1 Unit

...fundamentals expected in beginning tennis: rules, etiquette, grip, forehand and backhand strokes, serving, volleying; singles and doubles play.

HPE 108, Tennis II; 1 Unit

...improved skills of those expected in Tennis I; also, the volley, chop and lob; competitive strategy in the playing of doubles and singles games.

HPE 110, Golf I; 1 Unit

...the fundamentals expected in beginning golf: rules, grip, posture, swing, stance; basic golf shots which include use of woods, irons and putter. (Class participation at a golf course requires an additional fee.)

HPE 111, Golf II; 1 Unit

...improvement of fundamentals expected in Golf I; also, the drive, fairway wood shots, long iron shots, putting and the problems of rules. (Class participation at a golf course requires an additional fee.)

HPE 115, Bowling I; 1 Unit

...the fundamentals expected in beginning bowling: rules, etiquette, grip, scoring, approach, delivery. (Class participation at commercial lanes requires an additional fee.)

HPE 116, Bowling II; 1 Unit

...improved skills of those expected in Bowling I; also, improved spare pick up. (Class participation at commercial lanes requires an additional fee.)
To earn the units of credit listed in the courses below, the

HPE 162, Karate I; 1 Unit

knowledge of the ancient karate customs, traditions, philosophy and principles governing karate application. The student will correctly employ basic techniques: kicking, blocking, striking, footwork, stances and basic breathing.

IDS 100, Self Development; 3 Units

...a knowledge of goals, values and feelings of people. (This course is designed to assist the student in beginning to develop an understanding of "self" through the group process, and provides an opportunity for the individual to begin to recognize, accept, develop, and use his various potentials as he encounters himself in a group at this point in his life as a student.)

JAP 101-102, Elementary Japanese I, II; 4 Units Each

...the basic structure of Japanese language: emphasis on listening comprehension, speaking, reading, and writing. Through directed drill and practice in class the student will learn to communicate in correct Japanese.


LING 102, Introduction to the Study of Language I; 3 Units

...knowledge of the nature and workings of language and its composition (sound system, grammatical structure and lexicon); representation (oral and written), and divergence (relationships between languages of the world). (General linguistic principles applicable to all languages will be covered. Terms will be introduced making it possible to discuss language and to understand what linguists say and write about it.)

MANGT 021, Introduction to Management; 3 Units

...the management functions of planning, organizing, directing and controlling institutions and organizations. Emphasis is placed on contemporary studies that relate to communication, motivation, and leadership styles. This will also study the system approach to management and to quantitative decision making techniques.
student -- under given conditions -- will competently demonstrate..

MANGT 023, Financial Management; 3 Units

...the ability to handle business finance from the financial manager's vantage point, especially ratio analysis, profit planning, and use of leverage, rates of return, and short and long-term financing.

Recommended preparation: Competency at Economics 150, Management 021, Accounting 020 and 021 (or Accounting 201) levels.

MATH 001, Pre-College Math and Arithmetic; 3 Units

...a knowledge of the basic fundamentals of arithmetic: addition, subtraction, multiplication, and division of fractions and decimals; percentage.

MATH 025, Pre-College Math and Arithmetic; 3 Units

...a knowledge of the fundamentals of elementary algebra: the properties of the natural numbers and integers; simplification of algebraic expressions; 1st degree equations; products and factoring; fractions and fractional equations; graphs and systems of linear equations; quadratic equations.

MATH 026, Pre-College Math and Arithmetic; 3 Units

...a knowledge of the fundamentals of intermediate algebra: sets; functions; relations; radicals; complex numbers; inequalities.

MATH 100, Survey of Mathematics; 3 Units

...basic mathematical concepts, including algebraic methods, probability and statistics, geometry, mathematical structures, logic, proofs, functions and relations. (An elementary treatment of mathematics for the non-specialist emphasizing its value in our culture; not a preparation for advanced mathematics courses, nor a course to develop specific skills.)

Recommended preparation: Competency at Math 025 level.

Math 111, Introduction to Mathematics; 3 Units

...the use of basic arithmetic concepts of the number systems, including the nature, structure, proofs, and operations of sets, relations, functions, systems of numeration, and the systems making up the real number system. (This course is primarily for pre-Elementary Education majors; it is not meant to provide a review of arithmetic operations, nor methods of teaching.)

Recommended preparation: Math 025 level.
To earn the units of credit listed in the courses below, the

MATH 120, College Algebra and Trigonometry; 3 Units

...work with axioms and theorems of the algebra of real
numbers; trigonometric, exponential and logarithmic func-
tions; angles, triangles, inverse trigonometric functions
and equations; complex numbers, solution of higher degree
equations; linear systems, matrices and determinants,
progressions and sequences. (This course is required of
students preparing for advanced mathematics courses,
science majors, and engineers.)
Recommended preparation: Competency at Math 026 level.

MATH 121, Analytic Geometry; 3 Units

...graphs, equations and their loci, lines, conic sections,
parametric equations, polar coordinates, and entry level
solid analytic geometry. (Necessary for students intend-
ing to continue studies in calculus.)
Recommended preparation: Competency at Math 120 level.

MATH 205, Calculus; 3 Units

...correctly analyze and apply the basic concepts of calculus;
the techniques of differentiation; integration of algebraic
and trigonometric functions; and the applications of
differentiation and integration.
Recommended preparation: Competency at the Math 121 level.

MUS 123-124, Elementary Class Lessons; 1 Unit Each

...accomplishment in voice, piano, wind, string instruments,
recorder, guitar. Class lessons meet two hours per week;
minimum practice expected is 4 hours per week.

MUS 160, Listening to Music with Understanding; 3 Units

...achieved learning of the elements, styles and forms of
music by means of class discussions and written projects.

MUS 180, Fundamentals of Western Music; 3 Units

...fundamental concepts in the organization of music as an
expressive medium in western culture; the roles of composer,
performer and listener; notation as a mode of communication;
and will verify ideas through laboratory experience.
(Emphasis upon singing, music reading, dictation, ukulele
or guitar and recorder-type instrumental playing, using
folk and composed song material.)
student -- under given conditions -- will competently demonstrate..

OCEAN 201, Science of the Sea; 3 Units

...the science of oceanography: the physical and chemical properties of sea water; life in the ocean; waves, tides, and currents, of man's exploration of the sea floor. (Occasional field trips.)

PHIL 100, Introduction to Philosophy; 3 Units

...learning gained from the great thinkers from Plato to Sartre about such questions as the nature of man, the existence of God, the conditions of knowledge, and the status of reason and value in the good life and society; and assess these concepts in terms of their relationship to contemporary world situations.

PHIL 210, Logic; 3 Units

...the correct use of both traditional and symbolic techniques when examining the principles involved in clear thinking. In class, the student will study the logical structure of language, and show the ability to develop analytic problem-solving skills. Emphasized will be definitions, truth and validity, fallacious modes of argument, and the criteria of adequate evidence in science and ordinary life. (Fulfills mathematics requirement at the Manoa Campus.)

PHYS 100, Survey of Physics I; 4 Units

...the science of physics, especially heat and mechanics; physical principles and their historical background. Recommended preparation: Competency at Math 026 level.

PHYS 101, Survey of Physics II; 4 Units

...physics with emphasis on electricity and magnetism, wave motion, relativity and quantum theory, and atomic physics. Recommended preparation: Competency at the Physics 100 and Math 026 levels.

PHYS 170, General Physics I; 4 Units

...the analysis of classical experiments, the methods of discovering physical principles, error analysis and scientific report writing with special emphasis on mechanics. (Designed to give students majoring in many of the professional fields a thorough foundation in the fundamentals of physics.) Recommended preparation: Competency at Math 121 level, or concurrent registration.
To earn the units of credit listed in the courses below, the

**PHYS 171, General Physics II; 4 Units**

...the general principles and concepts required in Physics 170, with special attention on thermodynamics and electricity.

**POLSC 55/155, Issues in Hawaiian Politics; 3 Units**

...an understanding of the nature of politics and the political process in Hawaii, as well as a comprehension of the major issues that have been the focus of public discussion in the islands. During the course, through various class activities, assignments, and projects, the student will demonstrate a knowledge of the physical, cultural, and historical setting for politics in the total political environment in which government operates, including parties, the voting public, unions, and special interest groups, as well as political personalities and controversies which have highlighted the local political scene.

**POLSC 110, Introduction to Political Science; 3 Units**

...insight into the nature of politics, as well as an understanding of the way in which Political Scientists study political reality. During the course, through class activities and projects, the student will demonstrate comprehension of the major concepts in Political Science, areas of study in the discipline, such as American Government and Comparative Government, as well as become familiar with various types of political problems: violence in public affairs, corruption in government, and the need for effective citizen participation in governmental decision-making.

**PSY 100, Survey of Psychology; 3 Units**

...the ability to handle the basic principles of human behavior, motivation, learning, perception, emotion, etc., as they relate to the individual human being.

**PSY 110, Psychology of Adjustment; 3 Units**

...knowledge of the dynamics of adjustment behavior and patterns of adjustment varying with individuals and groups; understanding of motives, stress, frustration, conflict, anxiety, defense mechanisms, and major maladjustive patterns; understanding criteria and procedures for evaluating adjustment; major approaches to improving adjustment and personal growth; ability to project a program of personal growth or change based on principles of effective adjustment and study of self, personal goals, competencies, and values.
PSY 120, Developmental Psychology; 3 Units

...understanding of the dynamics of growth and change characterizing various stages in human life from infancy, childhood, adolescence, adulthood and old age; knowledge of emotional, mental, social and physical factors influencing growth and development; identification of core behavioral characteristics associated with each stage and resulting needs and problems accompanying developmental changes.

READ 001, Reading Clinic/Speed Reading; Variable Units

...improvement in reading comprehension, vocabulary building, speed reading, phonics and word attack skills, study skills, memory and concentration. Specific course objectives are designed for each student based on standardized test scores and expressed needs. The student works intensively in the reading lab, utilizing a variety of programmed materials and reading machines. The course is open to all students. On their own or upon the referral of any instructor, students may enroll in this course informally. (May be repeated.)

REL 150, Introduction to the World's Major Religions; 3 Units

...an understanding of selected aspects and points of emphasis of Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity and Islam. Additionally, the course is intended to help an individual come to a better understanding of the role of religion, and its implications for an individual and society.

REL 151, Religion and the Meaning of Existence; 3 Units

...by critically reviewing the contemporary religions and religious practices as these affect and are affected by our society. The student's research of factual material as applied to today's problems of man's existence will be presented through written and oral work on given topics.

SHTHD 020, Shorthand I; 3 Units

...success in completing the basic principles of shorthand, which includes passing 3 official dictation tests at a minimum speed of 60 words per minute with 95% accuracy.
To earn the units of credit listed in the courses below, the

**SHTHD 021, Shorthand II; 3 Units**

...the intelligent processing of words, solving a wide variety of problems to produce usable transcripts.

(A course integrating shorthand skills with communication skills.)

**Recommended preparation:** Competency at the Shorthand 020 level.

**SHTHD 040, Shorthand III; 3 Units**

...the transcription of shorthand notes, increased dictation speed, and quality production of mailable transcripts. The student will pass 3 official dictation tests at a minimum speed of 100 words per minute with 95% accuracy.

**Recommended preparation:** Competency at Shorthand 021 level.

**SOC 100, Introduction to the Study of Society; 3 Units**

...comprehension and application of the concepts, methods of analysis, theories, and empirical findings of sociology. Topics will include social science, socialization, interactions, demography, social class, ethnic groups, organizations, urbanization, and social change, especially as applied to the communities of people of Hawaii.

**SP 020, Speech-Communication; 3 Units**

...communication improvement through the study and practice of basic elements of speech in a programmed course. Individualized practice in intelligibility, style, strategy, pronunciation, diction and fluency.

**SP 145, Interpersonal Communication; 3 Units**

...management of interpersonal communication situations, acting as source, receiver, and evaluator. (Formerly: "Fundamentals of Oral Communication.")

**TYPW 020, Typewriting I; 3 Units**

...a mastery of the typewriter keyboard correctly operating the mechanical controls of the typewriter; typing personal and business letters, postal cards, tabulation problems, manuscripts, interoffice memoranda, invoices and telegrams. Upon completion of this course, the student will type at least 35 words per minute on straight-copy materials for 5 minutes with no more than 5 errors.
student -- under given conditions -- will competently demonstrate.

TYPW 021, Typewriting II; 3 Units

...by typing at least 45 words per minute on straight-copy material for 5 minutes with 5 or fewer errors. The student will review the typewriter fundamentals and develop increased accuracy and speed. He will learn to type different styles of business letters, business reports, including manuscripts; tabulated data, plain and ruled; and job application communication.

Recommended preparation: Competency at Typing 020 level.

TYPW 022, Typewriting III; 3 Units

...by typing at least 52 words per minute on straight-copy materials for 5 minutes with 5 or fewer errors. An emphasis will be placed on production and refinement of typing techniques.

Recommended preparation: Competency at Typewriting 021 level.
WINDWARD Community College Academic Calendar: 1973-74

1973 Fall Semester

1973 Fall Term I

Aug. 13..............................Deadline for Application
Aug. 7-18..............................Registration
Aug. 27-31..............................Late Registration
Aug. 27-28..............................Term begins (8 & 16 week course)
Sept. 3..............................Labor Day (holiday)
Oct. 8..............................Discoverers' Day (holiday)
Oct. 22..............................Veterans' Day (holiday)
Oct. 24..............................Term ends for 8 week courses

1973 Fall Term II

Oct. 15..............................Deadline for Application
Oct. 23-24..............................Registration
Oct. 29-Nov. 2..............................Late Registration
Oct. 29-30..............................Term begins
Nov. 22-23..............................Thanksgiving recess
Dec. 18..............................Term ends for 16 week courses
Dec. 21..............................Term ends for 8 week courses

1974 Spring Semester

1974 Spring Term III

Dec. 31..............................Deadline for Application
Jan. 3-9..............................Registration
Jan. 14-18..............................Late Registration
Jan. 14-15..............................Term begins (8 & 16 week course)
Feb. 18..............................Presidents' Day (holiday)
Mar. 8..............................Term ends for 8 week courses

1974 Spring Term IV

Mar. 4..............................Deadline for Application
Mar. 11-13..............................Registration
March 18-22..............................Late Registration
March 18-19..............................Term begins
Mar. 26..............................Kalua Day (holiday)
Apr. 8-12..............................Easter recess
May 15..............................Term ends for 8 week courses
May 16..............................Term ends for 16 week courses

May 19..............................Commencement
1974 Summer Term V

June 3 ........................................ Deadline for Application
June 3-7 ....................................... Registration
June 17-21 ...................................... Late Registration
June 17-18 ....................................... Term begins (8 week courses)
July 4 .............................................. Independence Day (holiday)
Aug. 7 ............................................. Term ends
Board of Regents:  
Stuart T. K. Ho, Chairman (Oahu)  
Herbert M. Richards, Jr., Vice Chairman (Hawaii)  
Robert L. Cushing (Oahu)  
Clarence F. Chang (Oahu)  
Harold C Eichelberger (Oahu)  
Harriet Mizuguchi (Oahu)  
Charles S. Ota (Maui)  
Brian L. Sazakami (Oahu)  
Kiyoshi Sasaki (Kauai)

University of Hawaii:  
President, Dr. Harlan Cleveland  
Vice President, Academic Affairs,  
Dr. Stuart M. Brown, Jr.  
Vice President, Business Affairs,  
Dr. Fujio Matsuda  
Vice President, Community College,  
Dr. H. Brett Melendy  
Chancellor of the Manoa Campus,  
Dr. Wytze Gorter  
Chancellor of the Hilo Complex,  
Dr. Paul Miwa  
Provost of Hilo College, Dr. Charles Neff

The Community Colleges:  
Hawaii Community College:  
Honolulu Community College:  
Kapiolani Community College:  
Kauii Community College:  
Leeward Community College:  
Maui Community College:  
Windward Community College:  
Provost, Mr. Mitsugu Sunada  
Provost, Mr. Clyde K. Yoshioka  
Provost, Dr. Frederick P. Haehnlhen  
Provost, Mr. Edward T. White  
Provost, Dr. Ralph M. Miwa  
Provost, Mr. H. Glen Fishbach  
Provost, Dr. John J. Prihoda
Windward Community College Personnel:

Akagi, Jean K. English; Journalism
M.A., University of Washington
B.A., University of Hawaii

Burns, Jocelyn O. Registrar
M.A., Columbia University
B.A., Vassar College

Cook, K. Mitsu English
M.A., California State University
B.A., California State University

deLoach, Robert E. Sociology; Anthropology
M.A., University of Hawaii
M.S., Florida State University
B.S., Florida State University

De Mello, Cheryl B. Stenographer; Dean for Educational Services

Denison, David O. Anthropology
Fifth Year Teaching Certificate, University of Hawaii
M.A., University of Arizona
B.A., University of Southern Illinois

Fitzsimmons, James P. Political Science
M.A., University of Hawaii
B.A., University of Hawaii

Furuto, David M. Mathematics
Teaching Certificate, The Church College of Hawaii
M.S., University of Illinois
B.S., The Church College of Hawaii

Harada, Janet L. Sociology
M.A., University of California, Santa Barbara
B.A., University of Michigan

Hew-Len, Helen M.Y.J.K. Business - Clerical
M.Ed., University of Hawaii
B.A., The Church College of Hawaii

Hicks, Robert Z. Speech Communications
M.A., University of Hawaii
M.A., University of Michigan
B.S., Michigan State University
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
</tr>
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<tbody>
<tr>
<td>Higa, Norma S.</td>
<td>Economics</td>
<td>M.S.T., University of Missouri&lt;br&gt;Fifth Year Diploma, University of Hawaii&lt;br&gt;B.Ed., University of Hawaii</td>
</tr>
<tr>
<td>Howard, Cary</td>
<td>Reading; Learning Skills</td>
<td>M.A., California Western University&lt;br&gt;B.A., California Western University</td>
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<tr>
<td>Inouye, Maryanne S.</td>
<td>History</td>
<td>M.A., University of Hawaii&lt;br&gt;A.B., Occidental College</td>
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<tr>
<td>Kiss, Kathleen F.</td>
<td>English; Literature</td>
<td>M.A., University of Iowa&lt;br&gt;B.S., University of Wisconsin</td>
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<tr>
<td>Kukino, Keiji</td>
<td>Director for Administrative Services</td>
<td>B.S., University of Hawaii</td>
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<tr>
<td>Kuwana, Beatrice</td>
<td>Typist</td>
<td></td>
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<tr>
<td>Maly, Jacqueline</td>
<td>Biology; Psychology</td>
<td>M.A., DePaul University&lt;br&gt;B.A., University of Chicago</td>
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<tr>
<td>Mossman, Jonnita</td>
<td>Counsellor</td>
<td>M.Ed., University of Hawaii&lt;br&gt;B.A. in Ed., University of Hawaii</td>
</tr>
<tr>
<td>Myers, Mary O.</td>
<td>Psychology</td>
<td>M.S., Columbia University&lt;br&gt;M.A., University of Chicago&lt;br&gt;School of Social Work Certificate, University of Hawaii&lt;br&gt;B.A., University of Hawaii</td>
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<tr>
<td>Nuckols, Janice</td>
<td>History</td>
<td>M.A., University of Hawaii&lt;br&gt;B.A., Marietta College</td>
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<tr>
<td>Omura, Florence</td>
<td>Account Clerk</td>
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<tr>
<td>Prihoda, John J.</td>
<td>Provost</td>
<td>Ed.D., University of California, Los Angeles&lt;br&gt;M.S., Northern Illinois University&lt;br&gt;B.M., Chicago Music College</td>
</tr>
<tr>
<td>Robertson, G. Kent</td>
<td>Religion</td>
<td>M.Div., San Francisco Theological Seminary&lt;br&gt;B.A., University of Colorado</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Education</td>
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</table>
| Sakaguchi, Melynn K.  | Acting Provost; Dean for Educational Services | Ed.D., University of Florida  
B.A., University of Hawaii |
| Slackman, Michael     | Library Assistant                 | M.L.S., University of Hawaii  
M.A., San Diego State University  
B.A., University of California, Berkeley |
| Sonoda, Carole H.     | Stenographer                      |                                                |
| Stice, Gary           | Oceanography; Geology             | Ph.D., University of Hawaii  
B.S., Stanford University |
| Stoneman, Opal E.     | Business - Clerical               | M.S.Ed., University of Southern California  
B.S., University of Southern California |
| Takamura, Carl T.     | Political Science                 | M.A., Cornell University  
B.A., University of Hawaii |
| Takeshita, Doris S.   | Secretary to the Provost          |                                                |
| Toporcer, Sandra L.   | Mathematics                       | B.A., California State College |
| Wilson, DeEtta C.     | Librarian/Media Specialist         | M.L.S., The University of Texas  
B.A., Louisiana State University  
A.A., South Texas Junior College |