Academic Calendar 2011 – 2012

2011 Fall Semester
August 1 Priority Deadline for Admissions Application
August 15 Faculty Duty Day
August 19 Holiday: Statehood Day
August 22 Fall Term Begins
August 22-26 Late Registration ($30 late fee) and Add/Drop Period ($5 in-person fee)
August 26 Last Day for 100% Student Fees Refund
August 26 Last Day for 100% Student Fees Refund (complete withdrawal from ALL classes)
September 5 Holiday: Labor Day
September 5 Last Day to Withdraw Without “W” grade and 50% Refund
October 25 Last Day to Withdraw With “W” grade
October 25 Last Day to Change to CR/NC Option, Audit, and Make-Up “Y” Grade from Spring/Summer 2011
November 7 Spring 2012 Registration Begins
November 7 Holiday: Veterans’ Day
November 24-25 Holiday: Thanksgiving Recess
December 8 Last Day of Instruction and Last Day to Certify/Apply for Fall 2011 Graduation
December 12-15 Exam Period
December 16 End of Fall Semester
December 20 Grades Due (by 4 p.m.)

2012 Spring Semester
December 1 Priority Deadline for Admissions Application
December 1 Spring Term Begins
January 9 Late Registration ($30 late fee) and Add/Drop Period ($5 in-person fee)
January 13 Last Day for 100% Tuition Refund¹
January 13 Last Day for 100% Student Fees Refund
January 13 (complete withdrawal from ALL classes)
January 16 Holiday: Martin Luther King Jr. Day
January 30 Last Day to Withdraw Without “W” grade and 50% Refund
February 20 Holiday: Presidents’ Day
March 2 Excellence in Education (Non-instructional day)
March 27 Last Day to Change to CR/NC Option, Audit, and Make-Up “Y” Grade from Fall 2011
March 19-23 Spring Recess
March 26 Holiday: Prince Kahilo Day
April 6 Holiday: Good Friday
April 6 Fall 2012 Registration Begins
April 16 Commencement Program Deadline
May 2 Last Day of Instruction and Last Day to Certify/Apply for Spring 2012 Graduation
May 7-10 Exam Period
May 11 End of Spring Semester
May 12 Commencement
May 14 Last Faculty Duty Day
May 15 Grades Due (by 4 p.m.)

2012-Summer
(Please refer to the Summer Schedule of Classes, published separately and online at windward.hawaii.edu)

Important Phone Numbers and Web Pages
- To make an appointment for academic advising, counseling, graduation, placement test scores, registration, etc.

Academic Advising and Counseling
235-7413
Hale 'Akooa 212
windward.hawaii.edu/Counseling_Academic_Avisng

Admissions and Records
235-7432
Hale' Akala'i 112
windward.hawaii.edu/Admissions_Records

Business Office (Cashier)
235-7417
Hale' Akala'i 114
windward.hawaii.edu/Business_Office

Bookstore
235-7418
Hale' Akooa 160
windward.hawaii.edu/Bookstore

Disability Services
235-7448
Hale' Akooa 213
windward.hawaii.edu/Disabilities

Financial Aid
235-7457
Hale' Akala'i 107
windward.hawaii.edu/Financial_Aid

Library
235-7436
Hale La'akea
windward.hawaii.edu/Library

Placement Testing
235-7498
windward.hawaii.edu/Testing_Center

TRIO Student Services
235-7487
Hale Na'Uuo 146
windward.hawaii.edu/TRIO

Quick Telephone Reference

Absences
Contact instructor or Vice Chancellor
of Academic Affairs 235-7422

Admissions & Records
235-7432

Aerospace Exploration Lab 235-7321

Art Gallery
Gallery Yolani 236-9155

Audio/Visual Services
Media Production Center 235-7301

Bookstore 235-7418

Career Information
Career Center 235-7413

Cashier 235-7411

Ceramics Lab 235-7323

Continuing & Community Education 235-7362

Counseling Services
Counseling/Academic Advising 235-7413

Director of Development
KC Collins, CFRE, UH Foundation 235-7413

WCC Ambassadors

Disability Services 235-7448

Emergency 911

Equal Opportunities Officer 235-7404
FAX 247-5362

Financial Aid 235-7449

International Students Information
Admissions & Records 235-7432

Fujio Matsuda Technology Training and Education Center 235-7433

Hawai'i Backyard Aquaculture Program 236-9121

Hawai'i Space Grant Consortium
Windward 236-9111

Health Service/Medical Insurance Inquiries
Student Affairs 235-7466

Hōkūlani Imaginarium
236-9350

Library Services 235-7436

Literary Magazine (Student)
Rain Bird 236-9236

Lost and Found
Safety & Security Office 235-7343

Math Lab 236-9277

Marine Option Program (MOP) 236-9118

Marketing and Public Relations 235-7374

NASA Flight Training Aerospace Education Laboratory 236-9112

Newspaper (Student) 235-7185

Pacific Center for Environmental Studies (PaCES)
Dave Krupp 236-9211
Floyd McCoy 236-9115

Pali'uk Theatre Box Office 235-7330

Photo Lab 236-9141

Placement Testing Information
The Testing Center 235-7498

Non-Credit Courses
Office of Continuing & Community Education 235-7433

Registration Information
Admissions & Records 235-7432

Residency Regulations
Admissions & Records 235-7432

Running Start/Early Admit Programs 235-7448

Scholarships
Financial Aid Office 235-7457

Safety & Security Office 235-7345

Security 235-7355

Student Government
ASUU-WCC 235-7390

Study Skills for Students
Ka Piko Center 235-7454

Switchboard 235-7400

Transfer Information
Academic Advising 235-7413

Tuition Refunds
Business Office 235-7411

Tutors/Tutoring
TRIO 235-7487

Veteran's Certification
Admissions & Records 235-7432

Withdrawal, Classes, College
Admissions & Records 235-7432

¹The catalog will be updated online prior to Summer 2012. Please check the online catalog for the calendar for Fall 2012 and Spring 2013.
This catalog provides general information about Windward Community College, its programs and services, and summarizes those major policies and procedures relevant to the student. The information contained in this catalog is not necessarily complete. For further information, students should consult with the appropriate unit. This catalog was prepared to provide information and does not constitute a contract. The College reserves the right to, without prior notice, change or delete, supplement or otherwise amend at any time the information, requirements, and policies contained in this catalog or other documents.

Hearing impaired individuals desiring information may contact the College by using the Telecommunication Device for the Deaf (TTY) relay service at 808-643-8833.
Table of Contents

Aloha,

Welcome to the Windward community’s own college, a campus of superlative beauty set before the backdrop of the majestic Koʻolau Mountain range. I am honored and privileged to serve as Chancellor of a college that I trust you will find as friendly and engaging as I have. Its values, vision and purpose bespeak a campus community that will take you from where you are and place you on a path to where you want to be.

Our faculty and staff are dedicated, friendly and supportive to help you proceed to your goals. The range of credit and non-credit courses and programs, as well as the campus facilities and services to the community make this a gemstone of educational and cultural life for our Windward district communities. Our range of programs will prepare you to transfer to a four-year college, help you to accrete a field of specialization and/or prepare you for immediate employment. Our campus and our facilities provide the space to learn, to grow, and to network in an atmosphere that invites intellectual, cultural and social growth.

We are close to your home with a deep and abiding respect for our environment and our cultural roots in Hawai‘i. I am confident that we will progress together in an educational atmosphere that emphasizes growth whether your destiny is here at home or beyond our immediate community.

Warmest Aloha,

Chancellor

Douglas Dykstra
Vision for Windward Community College

Ka Malamādama o ke Kōlau – “Enlightening Kōlau”

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

Core Values of Windward Community College

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

Ho’oo‘ao - Learning
Student-centered learning environment Excellence in academics and workforce training Creativity and critical thinking Intellectual freedom Lifelong Learning Global Awareness

Ho’okūkana - Access
“Open-door” admissions policy Excellence in financial aid service Need-centered education Diverse approaches to learning Disability sensitivity Educational outreach to communities

Laulima - Collaboration
Shared accomplishments Shared governance Service to community Campus and community engagement Experiential learning

Ho’ili - Respect
Cultural awareness and aloha Student voice ‘Olihana-style inclusiveness LGBTQI Safe Zones

Mea Hou - Innovation
Creative use of research and technology Positive transformation in student learning, curriculum, and campus growth

Na’auao - Sustainability
Stewardship of our interrelated natural resources Conservation awareness

The Mission, Vision and Core Values of Windward Community College

Mission of Windward Community College

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai’i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O’ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment—inspiring students to excellence.

introduction of liberal arts, pre-professional, and selected baccalaureate courses and programs.

• To provide the trained workforce needed by the State, by offering occupational, technical, and professional courses and programs which both prepare students for immediate employment and career advancement.

• To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

• To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others. (University of Hawai’i’s Community Colleges, Strategic Plan, 2002-2010, November 2002)

Nondiscrimination and Affirmative Action

It is the policy of the University of Hawai‘i to comply with Federal and State laws which prohibit discrimination in University programs and activities, including but not necessarily limited to the following laws which 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 which 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 Veterans’ Readjustment Assistance Act of 1974 (veteran’s status); Sections 503 and 504 of the Rehabilitation Act of 1973 (disability); Hawaii Revised Statutes, Chapter 76, 78, 378 (race, sex, sexual orientation, age, religion, color, ancestry, political affiliation, disability, 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-V of the Americans with Disabilities Act (ADA) PL.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 skills will not be denied admission to vocational education programs. In addition, employees and applicants for employment are protected under Title IX and Section 504.
any other area designated as a non-smoking area by the University.

• To promote awareness of the current programs that exist at WCC.

It is the intent of the WCC Safety and Security Office to protect the public shall be accomplished by public access to the WCC Safety and Security Manager who is responsible for providing basic security services such as the enforcement of federal, state and local laws, and rules and regulations of WCCC.

Campus Security performs the full range of public safety services dealing with incident reports; campus investigations, medical and fire emergencies; traffic accidents; enforcement of laws regulating the use of alcohol, drugs and weapons, inspection of lighting and security of other buildings requiring Campus Security assistance. Campus Security Officers are trained in areas such as emergency first-aid, CPR, report writing, investigative skills, and crowd control by experts from federal, state, and local law enforcement agencies.

The WCC Safety and Security Manager maintains a close working relationship with all law enforcement agencies within the State utilizing their resources and expertise as needed. Whenever appropriate, meetings are held with these external agencies and crime-related information reports and statistics are exchanged. The WCC Safety and Security Manager can be contacted at 808-235-7343.

Federal Campus Sex Crimes Prevention Act

“The release of relevant information that is necessary to protect the public shall be accomplished by public access to a file containing the relevant information on each registered sex offender, a copy of which shall be provided for inspection upon request at the Hawai’i criminal justice data center and at one or more designated police stations in each county, between the hours of 8:00 a.m. and 4:30 p.m. on weekdays excluding holidays. The chief of police and the attorney general shall provide the relevant information on sex offenders upon payment of reasonable fees. Relevant information on each registered sex offender may also be released from an electronic database maintained by the respective law enforcement agencies that is accessible to users through an interactive computer-based system.”

Smoking

In accordance with the State’s No Smoking Act, Act 108, SLH 1976 and Act 245, SLH 1987, Federal Drug-Free Schools and Communities Act of 1989 and Drug Free Workplace Act of 1988, and the University smoking policy (effective January, 2003), smoking is prohibited in the following areas:

• Outdoor areas of the Campus and some of the indoor areas.

• Within 20 feet of building entrances/exits, air intake vents, and windows not air-conditioned.

• Within 50 feet of designated pick-up and drop-off points.

• Any other area designated as a non-smoking area by the College’s administration.

Illegal Drugs and Alcohol

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 shall be subject to the provisions of the student conduct code. Faculty and staff found in violation are subject to disciplinary action as provided in collective bargaining agreements, University policy, and other applicable State laws and rules.

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

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

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

Sanctions which 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 are available in the Office of the Dean of Student Affairs. School sponsored activities on campus that involve either the serving or selling of alcoholic beverages must be in compliance with applicable College/University policies and State laws.

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

Lethal Weapons

Firearms, paint guns, bows and arrows are prohibited on campus except with specific prior permission of the Chancellor.

Sexual Assault Policy

As required by the Higher Education Amendments of 1992, the College has a Sexual Assault Prevention Policy which explains the College’s Sexual Assault 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 from the Office of Student Affairs, Hale `Alakai, Room 202.

Sexual Harassment Policy

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. Sexual harassment actions against employees will be subject to the collective bargaining agreements. For more information and/or copies of the procedure for the Sexual Assault Prevention Program, please contact the campus’ sexual harassment officers at the Office of Administrative Services in Hale `Alakai’s, Room 120.

Academic Rights and Freedoms of Students

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

The College

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 Ann Lemke, WCC’s Section 504 Coordinator.

Individuals designated to coordinate the University of Hawai‘i Community Colleges’ nondiscrimination and affirmative action programs are:

- Ann Lemke, Section 504 Coordinator 808-235-7448
- Karen Cho, EEO/AA Title IX Coordinator 808-235-7404

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

Discrimination Complaints

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

The process of addressing allegations of discrimination are described in the CCMC No. 2210, UH Community College Procedure and Guidelines, Relating to Complaints of Discrimination and in campus Section 504 / ADA Grievance Procedure.

Students may also file complaints of discrimination with the Office for Civil Rights, 915 Second Avenue, Room 3310, Seattle, WA 98174-1099. Phone: 206-220-7920 FAX: 206-220-7887.

Windward Community College Security

Windward Community College is firmly committed to providing a safe and secure campus environment. Policies and procedures are designed to ensure that every possible precautionary measure is taken to protect persons and property. However, students need to be aware that preventive efforts on their part can effectively reduce their chances of becoming a victim. It is the intent of the WCC Safety and Security Office to promote awareness of the current programs that exist at WCC to provide for everyone’s safety and well-being.

- Security and Emergency procedures can be found on the WCC website’s main page.
- WCC is monitored by CCTV cameras in most of the outdoor areas of the Campus and some of the indoor areas.

- There are seven “Blue” Emergency Phones that are posted throughout the campus. These phones are a direct connection to campus security.
- WCC also has an “Emergency Notification System” via email, text, and emergency PA (loudspeaker) system. Students, faculty and staff are encouraged to sign up to receive these notifications by logging into the UH Alert System or review and update information. This can be done online by visiting http://www.hawaii.edu/alert
- The Campus Security unit is under the supervision of the WCC Safety and Security Manager who is responsible for providing security services for the campus. The Campus Security function is located in Hale Alakai, room 125.
- Contract security guards are on duty 24-hours a day, 7 days a week, which includes all holidays.
- Campus security guards conduct vehicle and foot patrols on campus. They are responsible for monitoring the campus, to include the outdoor areas of the Campus and some of the indoor areas.

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- All indoor areas including courtyards, terraces, stairways, ramps, patios, and lanais.
- Within 20 feet of building entrances/exits, air intake vents, and windows not air-conditioned.
- Within 50 feet of designated pick-up and drop-off points.
- Any other area designated as a non-smoking area by the College’s administration.

Sanctions which 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 are available in the Office of the Dean of Student Affairs. School sponsored activities on campus that involve either the serving or selling of alcoholic beverages must be in compliance with applicable College/University policies and State laws.

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

Windward Community College has invited a number of community leaders in astronomy, 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 needs, and evaluation of the effectiveness of the curriculum. New advisory committees are formed as new needs and programs are identified.

Office of Academic Affairs at 808-235-7442.

UH-Hilo contact Dr. Floyd McCoy at 808-236-9115 or the Office of Academic Affairs at 808-235-7442.

WCC classes will transfer directly into the Astronomy B.S. discipline from UH-Hilo. For more information on which classes will transfer directly into the Astronomy B.S. discipline from UH-Hilo. For more information on which WCC classes will transfer directly into the Geology B.A. and B.S. degree programs at UH-Hilo contact Dr. Floyd McCoy at 808-236-9115 or the Office of Academic Affairs at 808-235-7442.

The College

Office of International Programs and Services

Windward Community College participates in a variety of international programs. The Vice Chancellor of Academic Affairs, Richard Fulton may be contacted at 808-235-7443 for information concerning specific programs. The chairperson of the International Education Committee, Professor Yoshishio Ikagawa serves as liaison with foreign higher education institutions and with the UH and UHCC International Education Committees, which provide information on study abroad programs, and supports and recruits international students.

Articulated Transfer Programs

WCC has a program-to-program articulation with UH-Hilo for Astronomy and Geology, which spells out the requirements for WCC students who wish to earn a B.S. degree in either discipline from UH-Hilo. For more information on which WCC classes will transfer directly into the Astronomy B.S. degree program at UH-Hilo contact Dr. Joseph Croci at 808-236-9111 or the Office of Academic Affairs at 808-235-7442. For more information on which WCC classes will transfer directly into the Geology B.A. and B.S. degree programs at UH-Hilo contact Dr. Floyd McCoy at 808-236-9115 or the Office of Academic Affairs at 808-235-7442.

Office of Continuing & Community Education

Windward Community College seeks to improve the quality of life and provide direct educational assistance to individuals, businesses, and special interest groups. OCCE provides services for individual communities and the general public by making available a variety of instructional, cultural, recreational, and career/workforce services in which the institution has special competence or the community has special needs. OCCE also coordinates campus and off-campus programs for senior citizens.

The College

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Agribusiness Advisory Committee

Darryl Castro

Robert D. Cole

M. Nakano

Hawaiian Studies Advisory Committee

Aline Sala

Ray Fujimoto

Nam Nakamura

Rene Paulino

Arauna Kauai

Araunah Koha-Nakukoleh

Pacific Center for Environmental Studies Advisory / Fundraising Committee

Todd Barnes

Brady Cope

Eric Guenther

Hal Hattab

Veterinary Studies Advisory Committee

Ericalia Aki, Ph.D., Dean and Executive Vice President of the Hawai'i Veterinary Medical Association and The Pet Doctor

John Buthod, DVM, MPH

Mark Cooper, DHM, Feather and Fur

Ashley Staley, DHM, Ph.D

UH–Mānoa Animal Science Program

Dr. Joe Choukalou, DHM

Shinobu Nakamura, Veterinary Technician, Feather and Fur

Loa Galas, Office Manager, Hoku Veterinary Clinic

Sara Cookbook, Veterinary Technician

Windward Community College Ambassadors

Jane R. Campbell

Hakulikëi Nawai, Ph.D

Ian T. Kitaigawa

Joel Komatsui

Sandari S. Komatsui

Tom Waipani

David E. Wilmot, Ph.D

Wende L. McClure

Wayana Richert

Advisory Committees

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Admission Information

Step 3 - Submit University of Hawai'i Supplementary Form for Undergraduate International Applicants
• Download the UH Supplementary Form for international students.
• The form includes an affidavit of financial support that shows sponsorship and/or financial support in US dollars for tuition, books/uploads, and living costs for the duration of study (refer to supplementary application for estimated cost of attendance).
• Include Sponsor’s bank statement, must be within the last 6 months.

Step 4 - Submit Transcripts
• Official high school (secondary) transcripts showing evidence of successful completion of schooling equivalent to 12 years of US education sent directly by the high school to WCC Admissions and Records Office (must include graduation date).
• Official college (post secondary) transcripts must be sent directly by college to WCC Admissions and Records Office.
• All transcripts must be in English or accompanied by an English translation that has been certified by either a school official or a U.S. consular official.

Step 5 - Meet the Deadline
• All documents stated above must be submitted to WCC Admissions and Records Office by the deadline:
  – Fall Semester is June 1
  – Spring Semester is November 1
  – Summer Semester not accepting applications.

Step 6 - Submit Health Examination and Immunization prior to registration
• Must provide a certificate of tuberculosis examination dated within 12 months prior to the start of the semester with date administered and reading of Mantoux skin test (PPD) and measurement in millimeters of indurations.
• Must provide record of immunization containing two doses of measles with at least one of the two being Measles-Mumps-Rubella (MMR) vaccine OR a blood test showing laboratory evidence of immunity to MMR (student born before 1997 is exempt from MMR requirement).
• TB/MMR records must be signed or stamped by U.S. licensed provider.

Step 7 - Obtain Health Insurance/Medical Health Insurance prior to registration
• Provide proof of having purchased a valid, up-to-date medical health insurance.

Admission Information

[Continued...]

Residency Regulations for Tuition Purposes
Students who do not qualify as bona fide residents of the State of Hawai’i, according to the University of Hawai’i rules and regulations in effect at the time they register, must pay the non-resident tuition. An official determination of residency status will be made prior to enrollment. Applicants may be required to provide documentation to verify residency status.

Once classified as a non-resident, a student continues to be so classified during his/her term at the college until he/she can present clear and convincing evidence to the residency officer that proves otherwise prior to the first day of the term.

For additional information or interpretation, contact the residency officer in the Admissions and Records Office. Some of the more pertinent University residency regulations:

Definition of Hawai’i Residence
1. A student is deemed a resident of the State of Hawai’i for tuition purposes if the student (19* or older) or the student (under 19*) and his/her parents or legal guardians have:
   - Demonstrated intent to permanently reside in Hawai’i (see below for evidence);
   - Been physically present in Hawai’i for the 12 consecutive months prior to the first day of instruction, and subsequent to the demonstration of intent to make Hawai’i his/her legal residence;
   - The student, whether adult or minor, has not been claimed as a dependent for tax purposes for at least 12 consecutive months prior to the first day of instruction by his/her parents or legal guardians who are not legal residents of Hawai’i.

To demonstrate the intent to make Hawai’i your legal residence, the following evidence apply:
- A. Filing Hawai’i resident personal income tax return.
- B. Voting/registering to vote in the State of Hawai’i.
- Other evidence, such as permanent employment and ownership or continuous leasing of a dwelling in Hawai’i may apply, but no single act is sufficient to establish residency in the State of Hawai’i.

Other legal factors in making a residency determination include:
- A. The 12 months of continuous residence in Hawai’i shall begin on the date upon which the first overt action (see evidence) is taken to make Hawai’i the permanent residence.

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

Appeal Process
Residence decisions may be appealed by the deadline. Contact the residency officer in the Admissions and Records Office for information on how to initiate an appeal.

Veterans Administration
Windward Community College is a State-approved school for veterans’ benefits. Information regarding eligibility, entitlement and types of training authorized may be obtained from the Veterans Administration Regional Office. The Admissions and Records Office is responsible for VA enrollment certification. VA enrollment certification will not be processed if the student has a financial obligation to the University of Hawai’i. VA students must have their prior credits from another college/training evaluated for possible transferring of credits into the college to avoid delay in VA enrollment certification.

Change of Address
Students are responsible for keeping the Admissions and Records Office informed of their current address (e.g. mailing, permanent). All international students’ permanent addresses must be their home country.

Change of Major
Students who wish to change their major must submit the Student Record Changes form to the Admissions and Records Office in Hale Alaka’i, Room 112. The new program/major is effective the following semester once school begins.
Tuition
Resident: $97/credit
Non-Resident: $290/credit
For Summer 2012 and later, see College website for most current information about tuition and fees.

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

Non-Credit Courses
Tuition and fees vary, depending on the length of the course. Contact the Office of Continuing Education for detailed information.

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

Late Registration Fee
A $30 for Fall/Spring and $10 for summer additional fee is charged for registration during or after the late registration period.

Add/Drop Fee
A $5 fee is charged for every schedule change made in person during or after the late registration period. Additional tuition and fees may be applicable when adding a class. There is no fee charged for adding/dropping courses online.

Graduation Fee
A $15 fee ($15 extra for a Hawaiian Language diploma) is payable at the time of application for graduation. Diplomas and certificates will not be processed without this payment.

Transcript Fee
A $5 fee is charged for each transcript that is sent outside of the University of Hawai’i System, for student copies, or for UH non-admission purposes. Rush requests are $15 per copy for 24-hour processing. Additional postage fees are charged for a transcript that is sent outside of the United States.

Financial Information
Non-Resident Application Fee
A $25 nonrefundable, nontransferable fee is charged for all non resident applicants (except for members of the U.S. Armed Forces or dependents of such members, stationed in Hawai’i, on active military duty).

Educational Record Fee
A $2 fee is charged for a copy of each educational record (e.g. fee statement).

Printing Fee
A minimum fee of $.09 per page is charged to print on the public printers in the Library.

Payments
Login to MyUH, select Academic Services and the Review My Charges/Make an Online Payment page that displays the current amount you owe. A bill will not be mailed to you. ONLY FULL PAYMENT IS ACCEPTED. If you are receiving a tuition waiver or scholarship, check with your home campus financial aid office or the awarding department before making payment. You may pay by cash, personal check, money order, cashier’s check, or via MyUH using MasterCard, Visa or JCB. Payment plan is also available. For more information, go to myuhinfo.hawaii.edu and click on View Payment Plan Information.

It is the responsibility of students to pay their tuition/fees or drop their courses by the deadline that may cause a financial obligation. Not doing so will lead to a financial debt, that if not paid, will be sent to a collection agency. Refer to Financial Obligations to the University policy.

Refunds
You must first formally withdraw from your class(es) online or in person. If you are eligible for a tuition refund, allow a minimum of 6 weeks to process. Refer to the Academic Calendar or Schedule of Classes for refund dates.

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

Activity Fees
If a complete withdrawal from all courses is made before the end of the late registration period, you will receive a 100% refund of the Student Activity fee ($1/credit to $10 maximum) and Board of Publication fee ($1/credit to $10 maximum).

Cancelled Classes
A 100% tuition/fees refund is made available to a student if classes are cancelled by the College and the student does not reenroll in other classes.

Financial Obligations to the University
Students who have not satisfactorily adjusted their financial obligations to any part of the University of Hawai’i System (such as 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, including adds/drops and other entitlement services (e.g. Enrollment Verification, VA Enrollment Certification).

A copy of the “Rules and Regulations Governing Delinquent Financial Obligations Owed the University of Hawai’i,” promulgated by the Board of Regents, is on file in the Office of the Vice Chancellor of Student Affairs.
Windward Community College offers financial aid to students who seek help in funding their cost of education. These expenses may include tuition charges, student fees, books, supplies, living expenses, personal expenses and childcare costs. The Financial Aid Office administers federal, state and institutional aid programs in the form of grants, student loans, scholarships, and employment opportunities.

Basic Eligibility Requirements
Students must meet basic eligibility requirements to qualify for federal and state financial aid. These basic requirements are as follows:

- You must be a citizen of the United States or a permanent resident.
- You must have a valid Social Security number.
- You must either be a high school senior or a graduate of a secondary school.
- You must be enrolled at least half-time.
- You must not owe a refund on a federal grant or be in default on a student loan.
- You must meet the selective service registration requirements to be eligible for federal financial aid.
- You must either have graduated from high school, received a GED or demonstrate the Ability-To-Benefit (based on your score on the placement test.)
- You must be either a U.S. citizen or an eligible non-citizen (i.e. permanent resident alien.)
- Males between the ages of 18 and 25 years old must register with the Selective Service or prove exemption from registering.
- Continuing students must be making satisfactory academic progress towards their degree and have at least a cumulative GPA of 2.0 at WCC.
- You must not owe a refund on a federal grant or be in default on a student loan.

Federal Financial Aid Programs

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

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

The Hawai‘i Student Incentive Grant (HSIG)
The HSIG is a grant available to students who are residents of the State of Hawai‘i, demonstrate exceptional financial need and are eligible for a Federal Pell Grant. Funds are limited.

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

The Federal Perkins Loan
The Perkins loan is a fixed, low-interest rate (5%) student loan. The school is the lender for this type of loan program. Interest accrual and repayment does not begin until 9 months after the student ceases to be enrolled at least half-time.

The Federal Direct Subsidized Stafford Loan
This loan is made to the student and is based on financial need through the filing of a FAFSA. There is no interest accrual while the student is enrolled in school at least half-time. A fixed interest rate not greater than 6.8% will be assigned to the loan at the point the student enters repayment. The maximum award is based on a student's class standing - $3,500 per year for a first-year student and $4,500 per year for a second-year student. Repayment begins 6 months after the student ceases to be enrolled at least half-time.

The Federal Direct Unsubsidized Stafford Loan
This loan is made to the student and has a fixed interest rate of 6.8%. The maximum award is based on a student's dependency, status, level of need, and class standing. The maximum award is $9,500 per year for a first-year student and $10,500 per year for a second-year student. Repayment begins 6 months after the student ceases to be enrolled at least half-time.

The Federal Direct Parent Loan for Undergraduate Students (PLUS)
PLUS loans have a fixed interest rate of 7.9% and are made to a parent of dependent undergraduate students. The loan amount is based on the student's cost of attendance minus any aid awarded to the student. Repayment of this loan begins 60 days after the funds are disbursed.

State Financial Aid Programs

UH Opportunity Grant
The UH Opportunity Grant is based on federal need and the student must be enrolled at least half-time. Funds are limited.

State of Hawai‘i Higher Education Loan
The State of Hawai‘i Higher Education Loan (available only within the University of Hawai‘i System) is a fixed, low-interest rate (5%) student loan for bona fide State of Hawai‘i residents. The school is the lender for this type of loan program. The amounts offered by institutions vary but the maximum award at WCC is $3,000 per year. Interest accrual and repayment does not begin until 9 months after the student ceases to be enrolled at least half-time. This type of loan has deferment and cancellation benefits.

Scholarships

UH Centennial Scholarship
The UH Centennial Scholarship is a $1,000 award for incoming full-time students who will graduate from a Hawai‘i high school in May 2007 or later. The student must have a cumulative high school GPA of at least 3.8 or higher in the three-part SAT Reasoning Test (or ACT equivalent). The student must submit their official Hawai‘i high school transcript or test scores to the Financial Aid Office.

State of Hawai‘i B Plus Scholarship
The State of Hawai‘i B Plus Scholarship is for students who demonstrate financial need and graduated from a public high school in May 2006 or later. The student must have a cumulative public Hawai‘i high school GPA of at least 3.0 or higher. The student must submit their official Hawai‘i high school transcript to the Financial Aid Office.

Other Scholarships

Other scholarships also available through the Financial Aid Office each year pending funding are as follows:

- Charles Hemenway Scholarship
- Garden Club of Honolulu Club Scholarship
- Gary Stice Excellence in Geoscience Scholarship
- Hawai‘i Veterans Memorial Scholarship
- John Young Scholarship
- Kanohe Business Group Scholarship
- Lani-Kailua Outdoor Circle - WCC AG Scholarship
- Minami Foundation Scholarship
- Paul & Jane Field Scholarship
- Phl Huffstrom Endowed Scholarship
- Rotary Club of Hawaii Kai Foundation - Donald Aus Scholarship
- Windward Community College Scholarship Fund

Financial Aid Information

Financial Aid Information

Applications for these scholarships are available online at windward.hawaii.edu/Financial_Aid/ or at the Financial Aid Office from January through April of each year.

The Financial Aid Office has a bulletin board with announcements of internal and external scholarships funded by generous donors. Please visit the scholarship board located in the hallway of the Hale Alaka‘i building fronting Room 107 throughout the year.

Application Process

The FAFSA (Free Application for Federal Student Aid) is used to apply for federal, state and some scholarship aid programs. Students are encouraged to apply on-line as early as possible since some financial aid programs have limited funding.

You can file a FAFSA electronically at fafsa.ed.gov. We suggest you print out the FAFSA on the Web Worksheet to note your answers and organize them for submission. You (and your parent if you are classified as a dependent based on the FAFSA definition) will need a PIN number(s) for electronic signature purposes. A PIN number can be obtained by visiting pin.ed.gov. Upon obtaining your PIN number(s), you can submit your FAFSA data electronically. If you encounter difficulties in the electronic process, please contact the Financial Aid Office or the Federal Student Aid Information Center at 800-433-3243 for assistance.

WCC’s Federal School Code for the FAFSA is 010390.

You can also schedule an appointment with the Financial Aid Office and we can assist you with completing and filing a FAFSA.

Upon processing your FAFSA, the federal government will forward the results of the application to you and to each school noted on the FAFSA. Upon determination of your aid eligibility, the Financial Aid Office will inform you in writing of your award status and provide you with additional information regarding your financial aid award.

Withdrawal And Refund Policy For Financial Aid Recipients

Financial aid recipients are advised to contact the Financial Aid Office prior to withdrawing from classes so the College for it may result in the repayment of all or part of the aid awarded to the student.

In the event a financial aid recipient completely withdraws from the College, any refund due to unearned tuition and fees will be applied to the financial aid program(s) from which the student benefited. The order of financial aid programs to which the refund will be applied is available at the Financial Aid Office.

For inquiries on financial aid, please call 808-235-7449, visit the Financial Aid Office in Hale Alaka‘i, Room 107; or log onto our Web site at windward.hawaii.edu/financial_aid/.

Botany student in the plant biotechnology lab.
The new Library Learning Commons will open in Fall 2012.

General Student Resources
Ka Piko
Ka Piko encompasses the college’s Study, Career, and Writing Centers. The Study Center offers academic advising, tutoring services, and supplemental instruction with student peer mentors. The Center also provides free access to computers, printing, and a quiet place to study. Students are encouraged to visit Hale ‘Ākoakoa 232 Lounge or call 808-235-7454 for further information.

The Career Center is a one-stop for career exploration and employment assistance. Support is provided in resume reviews, interview preparation, and job search. Students are invited to discover a possible major and career through assessments and counseling. Visit the Center in Hale ‘Ākoakoa 130 or call 808-235-7327.

The Writing Center invites Windward Community College on-campus students, distance education students, and members of the community to consult with the Writing Center staff at various stages of the writing process (brainstorming, drafting, revising) to assist with their writing needs. Students should visit Hale ‘Ākoakoa 132 or email wccwrite@hawaii.edu.

Computer Labs
Windows PCs and Apple Macintosh computers with Internet access are available for use by all Windward students in the Library, the Student Activities Center ‘Ākoakoa 232, and several other locations around campus. The software applications available include the Microsoft Office suite (Word, PowerPoint, Excel, and Access) and various Adobe programs (Acrobat Professional, Create, Dreamweaver, Illustrator, InDesign, Photoshop Elements, and Photoshop Extended). A reasonable per-page fee is charged for black-and-white and color printing.

Use of the computer labs and all other Windward computing resources must conform to UH Executive Policy E2.210 “Use of the computer labs and all other Windward computing resources” (Acrobat Professional, Contribute, Dreamweaver, Illustrator, and several other locations around campus. The software and Management of Information Technology Resources” (hawaii.edu/infotech/policies/itpolicy.html).

Further information about the computing resources available to students is posted on the college Web site at windward.hawaii.edu/computing.

Math Lab
The Math Lab, located in Hale Mana’opono, Room 113, is open daily. Services include drop-in tutorial assistance in math, access to math lab resources and references, and assessment/advising in math.

The Testing Center (TTC)
The Testing Center located in Alaka‘i 106, is open Monday through Friday. Services include administration of tests including placement testing for Math and English.

Fujio Matsuda Technology Training and Education Center
The Office of Continuing and Community Education administers the Fujio Matsuda Technology Training and Education Center which was established in 1985 to serve as a technological education center for the Windward O‘ahu community. The Center, supported by a generous contribution of $1 million over a 5-year period from a group of donors, provides a “high tech, high touch” approach to computer education and training.

The Matsuda Center offers personal advising, a wide range of non-credit courses and workshops, and follow-up activities to individuals who wish to learn about computers in a friendly, low anxiety, high touch environment. The Center is an accessible and valuable community resource which meets the educational and training needs of individuals and businesses in Windward O‘ahu. For additional information on the Matsuda Center, please call 808-235-7433.

Aerospace Exploration Lab
The AEL also sponsors teacher workshops and offers consultation to students and teachers on aerospace education and science projects.

The goals of the CAE are to:
• generate greater interest in careers in science and help facilitate the successful transition of students from high school to post-secondary institutions; and,
• increase the number of underserved students entering college who choose to major in science, technology, engineering and mathematics (STEM) and have the skills necessary to successfully complete their higher education.

For more information, contact Prof. Joseph Cotati at 808-236-9111 or visit the web site at aerospace.wcc.hawaii.edu.

Aerospace Exploration Lab (AEL), which is managed by the college’s Center for Aerospace Education (CAE), provides instructional materials and services in astronomy, astrophysics, and atmospheric science. The AEL also houses a library of aerospace books, magazines, videos, posters, curricular programs, and demonstration models. School tours of the Aerospace Exploration Lab are available on a reservation basis. Visitors can explore the world of science at the Discovery Pad—a hands-on exploratorium, as well as view numerous displays depicting air and space exploration from early flight to the future.

The AEL is located in Hale ‘Ilimo‘a, Room 135 (Science Building). All services are free of charge. For inquiries and reservations call Kristie Kelly at 808-235-7321, or visit aerospace.wcc.hawaii.edu/AEL.html.

Hawai‘i Space Grant Consortium—Windward
Windward Community College is a participating member of the Hawai‘i Space Grant Consortium (HSGC), which promotes student involvement in space science education. Each semester, a limited number of stipends are available to college students engaged in space-related projects. Students choose a topic under the guidance of a faculty mentor with whom they work throughout the semester. Past projects have included space science curriculum development, astronomical observations, remote sensing of the earth, space art, and zero-gravity research through the NASA Reduced Gravity Student Flight Opportunities Program on-board its KC-135A aircraft. WCC Space Grant students are currently engaged in Cassini/AR/ISS/UAT/UPL projects involving high powered rocketry and payload probe design and construction, while others are pursuing astronomy internships at the Lihuealihoi Observatory and Imaginarium. Each semester, students have the opportunity present their work at the HSGC Fellowship Symposium. HSGC—Windward is located in Hale ‘Ilimo‘a 112 and managed by the college’s Center for Aerospace Education (CAE). Contact Prof. Joseph Cotati for further information at 808-236-9111 or visit the web site at aerospace.wcc.hawaii.edu/HSGC.html.
Hōkūlani Imaginarium

The Hōkūlani Imaginarium is a high-tech, multi-media planetarium and scientific visualization theater under the management of the college’s Center for Aerospace Education (CAE). Dedicated in October 2001, the Imaginarium supports the college’s astronomy and Polynesian navigation curricula and community outreach efforts. The theater includes a full-domed digital projector system with over 80 additional special effects projectors. Its 66 seats are equipped with interactive buttons for audience participation. This facility is available for K-12 visits as well as group and public shows. For school tours call 808-235-7321. For public shows contact the college’s Office of Continuing Education at 808-235-7433. An admission fee is charged for shows. For general information, call Mary Beth Laychak, Imaginarium Manager, at 808-236-9350 or visit the web site at aerospace.wcc.hawaii.edu/imagination.html.

Laniloa Observatory

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

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

The Laniloa Observatory is available for daytime school tours and to the general public after evening Imaginarium shows. There is no charge to visit this facility. To schedule school tours, contact 808-235-7321. Jovian and solar radio data collected through NASA’s radio Jove project are archived at pajp.jpl.nasa.gov and animal Mrs. Hana Hana’s Imaginarium.

NASA Flight Training Aerospace Education Laboratory

NASA Flight Training Aerospace Education Laboratory (AEL) was dedicated in 2002 in partnership with NASA’s Glenn Research Center. Managed by the college’s Center for Aerospace Education (CAE), this facility houses computer simulators designed for exploring careers in aerospace. Included are a research-grade wind tunnel, a zero-gravity drop tower, and a flight simulator. Located in Hale ‘Imiloa, Room 112, the NASA Flight Training AEL supports the college’s astronomy curriculum, other STEM–related programs, and Hawai‘i Space Grant students, and serves as a community outreach resource for students of all ages and above. There is no charge for this venue. For school tours, contact 808-235-7321. For general information, contact Dr. Jacob Hudson at 808-347-8246 or visit aerospace.wcc.hawaii.edu/NASAaer.html.

Hoa‘aina RS/GIS Center for Environmental Monitoring

The Hoa‘aina RS/GIS Center for Environmental Monitoring serves to facilitate WCC’s undergraduate curriculum in Remote Sensing (RS), Geographic Information Systems (GIS) and Global Positioning System (GPS). This center, managed under the Pacific Center for Environmental Studies (PaCES), further serves as a resource to researchers, educators and community members whose work can benefit from the application of these advanced technologies. Current applications involve coral reef monitoring in Kane‘ohe Bay, identifying the geographic distribution of introduced species, stream mapping in the Windward O‘ahu watershed, and documenting Hawaiian fishpond restoration. The Hoa‘aina RS/GIS Center for Environmental Monitoring is designated as a NASA Center of Excellence in the Training and Applications of Remote Sensing and Geographic Information System to Environmental Monitoring. For further information, contact either Dr. David Krupp at 808-236-9121 or Prof. Floyd McCoy at 808-236-9115 or visit the Web site at hoa‘aina.wcc.hawaii.edu/mainmenu/menu.htm.

Bioprocessing Medicinal Garden Complex

The Bioprocessing Medicinal Garden Complex is located across from Hale ‘Imiloa. It was dedicated on June 18, 2007. It consists of three facilities: the medicinal garden (containing plants from Asia, the Pacific, and America), the aquaponic system, and the bioprocessing facility. The complex is supported and managed through the grants from USDA-NIFA (National Institute of Food and Agriculture) and USDA SPEC (US, Department of Agriculture – Secondary and Two-year Post secondary Agriculture Education Challenge). The greenhouse is specially grown organically in the garden and in the aquaponic system: these processes are integral components in the bioprocessing facility. For more information, contact Dr. Ingelia White at 808-236-9102.

Climate-Controlled Greenhouse

The climate-controlled greenhouse is located next to Hale ‘Imiloa. It was acquired through a grant from the Pacific Center for Advanced Technology Training (PCATT), and was dedicated on October 3, 2001. The greenhouse provides a controlled atmosphere for mericlones and seedlings to thrive out of their post-in vitro culture. It also houses orchid species for identification purposes. Contact Dr. Ingelia White for further information at 808-236-9102.

Kuli‘u Le‘a Tropical Plant and Orchard Identification Facility

The Kuli‘u Le‘a – Tropical Plant and Orchard Identification Facility: Inouye and Ríflas Collection is located in Hale ‘Imiloa, Room 112A. It was dedicated on February 9, 2000. The facility provides a free plant identification service, focusing on plants of Hawai‘i, tropical plants of Asia and the Pacific, and orchids. Fresh samples of branches, flowers or fruits can be sent to the facility for identification. Information regarding plant names and ethnobotanical uses will be mailed to the sender within a week. For further information, contact Dr. Ingelia White at 808-236-9102.

Tissue Culture and Plant Biotechnology Laboratory

The laboratory is located in Hale ‘Imiloa 101A. It is supported through the grants from USDA–NIFA (National Institute of Food and Agriculture), and was dedicated on February 5, 2003. The Tissue Culture and Plant Biotechnology Laboratory is an aspiric room used for in vitro culture and gene transformation operations. Contact Dr. Ingelia White at 808-236-9102.

Coral Disease Laboratory

The Coral Disease Lab, a Windward Community College facility operated in partnership with the Hawai‘i Institute of Marine Biology and the Palahānānaukūiae Marine National Refuge, is managed by the Pacific Center for Environmental Studies (PaCES). Located in Hale ‘Imiloa, the Lab conducts collaborative research and education projects whose goals are to understand the occurrence of disease in coral reef organisms. Students may participate in these projects for credit by enrolling in undergraduate independent study courses through the Marine Option Program or through PaCES. Paid internships may be available (pending funding) from the Pacific Center for Environmental Studies. For additional information, contact either Prof. Floyd McCoy at 808-236-9115 or Prof. David Krupp at 808-236-9116.

Pacific Center for Environmental Studies (PaCES)

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

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

Along with providing support for the College’s environmental studies courses, PaCES also integrates and coordinates WCC’s Academic Subject Certificate in Bio-Resources Development and Management, the Marine Option Program, the Ho‘a‘aina RS/GIS Center for Environmental Monitoring, and Coral Disease Laboratory. For more information, contact either Prof. David Krupp at 808-236-9121 or Prof. Floyd McCoy at 808-236-9115, or visit the Web site at wcc.hawaii.edu/paces/.

Arts Resources

Gallery ‘Iolani

Gallery ‘Iolani is recognized as one of the finest exhibition sites in the state of Hawai‘i, showing work from local, national and international venues. It is the mission of Gallery ‘Iolani to promote exhibitions of cultural and educational significance. The gallery also serves as a classroom for students studying gallery design and management at WCC. Gallery ‘Iolani is located adjacent to Palikū Theatre in the Hale Palikākū complex. For more information about the gallery and/or opportunity to study in the gallery design class, contact art professor and Gallery director Toni Martin at 808-236-9150, or visit gallery.wcc.hawaii.edu.

Palikū Theatre

Palikū Theatre—the jewel of Windward O‘ahu—is a state-of-the-art, 300-seat theatre that provides theatrical opportunities to students, faculty and the community, while promoting cultural diversity in an educational setting. Palikū Theatre has been in operation since July, 2002 and offers a unique, flexible and affordable performance venue for students and members of the community to showcase their talents. The theatre is also home to an in-house production company, which has successfully staged such popular productions as Fiddler on the Roof, My Fair Lady, Big River, South Pacific, Miss Saigon, and Oklahoma! The facility is also used as a venue for lectures, seminars and special speaking engagements as part of the college’s educational and community service programs. For more information, you may contact theatre manager Tom Holowach at 808-235-7330, or visit wcc.hawaii.edu/paliku.
Although advisory services are provided and students are encouraged to take advantage of them, students themselves are ultimately responsible for following the proper procedures and completing the work required in courses and programs.

Academic Advising
Academic advisors are available to help students develop a program of study to meet their educational objectives. In meeting with an academic advisor, students will have an opportunity to develop an individualized educational plan along with a program of academic support throughout their college experience. Students will also receive guidance in academic planning through assistance in course selection. Academic advising sessions are conducted throughout the registration period and may be arranged on an appointment basis by phoning Student Affairs.

Personal Counseling
Student Affairs counselors are available to assist students with personal or college-related problems and to help assess personal and college development. Student Affairs counselors are available to assist students with special needs to make their college experience successful. The program provides remedial/developmental coursework, academic advising, counseling services, and free tutorial assistance for students who meet the federal government eligibility criteria. Students are encouraged to visit the TRIO Student Support Services office located in Hale Na'auao 146, or to call 808-235-7487, for further information.

Student Activities and Organizations
The Associated Students of the University of Hawai‘i at Windward Community College (ASUH-WCC) have an organized student government to develop a program of activities for students and members of the community. ASUH-WCC administers the use of student activity fees. Last year ASUH-WCC sponsored the College newspaper, Ke‘ohana, the College literary magazine, Rain Bird, and other educational, cultural, and social activities. Elections for ASUH-WCC seats are held each semester. Interested students are invited to participate in these activities.

Student Participation in College Governance
Students at Windward Community College are encouraged to participate in institutional policy making and in implementing the program of activities offered. A number of College committees invite student participation in policy making. Students may also serve as instructors for non-credit courses, lab assistants, and as assistants in the development of a public services program.

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

Interested students are invited to contact a member of the ASUH-WCC or the Student Affairs Office staff. To contact the ASUH-WCC, E-mail them at wcasuch@hawaii.edu or call 808-235-7390. Students are also encouraged to participate in campus clubs and organizations.

Honor Society
Students who have earned 12 credits with a cumulative grade point average of 3.5 are invited to join the Phi Theta Kappa National Honor Society each semester. The campus chapter is actively involved in sponsoring events for intellectual and scholarly growth and provides opportunities for service, social activities, and developing friendships for its members.

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

TRIO Student Support Services (formerly STAAAR)
Windward Community College, in association with the federal government, has developed a program to assist students with special needs to make their college experience successful. The program provides remedial/developmental coursework, academic advising, counseling services, and free tutorial assistance for students who meet the federal government eligibility criteria. Students are encouraged to visit the TRIO Student Support Services office located in Hale Na'auao 146, or to call 808-235-7487, for further information.

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Lost and Found

Articles which are lost and found are taken to or held at the Business Office in Hale Alaka'i, Room 114.

Housing

The College has no dormitories and does not assist students in locating housing.

Attendance

Regular class attendance is expected of all students. Students who stop attending classes or never attended classes are likely to receive an F grade and responsible for any tuition/fees. To avoid this, official withdrawal must be made by the deadline. Refer to the Academic Calendar or Schedule of Classes for drop/withdrawal dates.

Electronic Channels for Communicating with Students

UH E-mail is the official means of communication within the University/College. Students are responsible for checking their E-mail account frequently and consistently to remain current with the University/College communications. Students are expected to monitor and manage their E-mail storage quota to ensure that their mailboxes are not saturated and are able to receive new messages.

Student Conduct

The University of Hawai'i Windward Community College has a Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct, since upon enrollment at UH Windward Community College the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Student Conduct Committee. The Committee has developed procedures for hearing allegations of misconduct. Copies of the Student Conduct Code are available in the Office of the Vice Chancellor of Student Affairs.

Impermissible Behavior

The Board of Regents of the University of Hawai'i has established a policy on impermissible behavior which applies to students at Windward Community College. Students alleged to have violated this policy are subject to the disciplinary procedures of the College. Copies of the hearing procedures are available in the Office of the Vice Chancellor of Student Affairs, Vice Chancellor of Instruction, and the library.

Academic Dishonesty

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

Cheating

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

Plagiarism

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

Student Academic Grievance Procedures

The College has adopted the University of Hawai'i Policy and Procedures for Student and Applicant Complaints and Grievances. Copies of the procedures are available in the Office of the Vice Chancellor of Student Affairs. Students may also file complaints of discrimination with: The Office of Civil Rights U.S. Department of Education Old Federal Building 50 United Nations Plaza, Rm. 239 San Francisco, California 94102 Phone: 415-556-7035 Students having concerns about educational and civil rights matters are encouraged to contact: Vice Chancellor of Student Affairs Windward Community College 45-720 Kealahau Road Kāne'ohe, Hawai'i 96744 Phone: 808-235-7466 Student Grievance Procedures

The College maintains formal procedures for resolving complaints and grievances brought by students who believe a faculty member has acted improperly or in a manner inconsistent with the student's customary academic expectations. These procedures are contained in the WCC Policy Guidelines Manual, No. 4-6. The manual is available in the Office of the Vice Chancellor of Student Affairs, the Office of the Vice Chancellor of Instruction, and the library. The following is a general summary of the steps in resolving a complaint. Students who have a complaint are urged to consult Policy No. 4-6 for more information if they wish to go beyond Step 2 below.

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

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

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

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

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

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

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

The process of addressing allegations of discrimination are described in the procedures for Handling Impeccissible Behavior and the Academic Grievance Procedures and in CCM No. 2210, UH Community College Procedure and Guidelines Relating to Complaints of Discrimination. Copies are available at the Office of the Vice Chancellor of Student Affairs.

Students may also file complaints of discrimination with the Office of Civil Rights, Region IX, Henry M. Jackson Federal Building, 915 Second Avenue, Rm. 3310, Seattle, WA 98174-1099. Phone: 206-220-7900, FAX: 206-220-7887.

Educational Rights and Privacy of Students

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

Students have a right to inspect, review and receive copies of their academic records.
1. It is the policy of Windward Community College to sub-
scribe 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.
2. The rights of students under the Act include the following,
subject to conditions and limitations specified in the Act:
   a. The right to inspect and review education records.
   b. The right to request to amend education records.
   c. The right of protection from disclosure by Windward
Community College of personally identifiable information
contained in education records without permission of the
student involved.
   d. The right to file complaints concerning alleged failure by
Windward Community College to comply with the Act.
3. Students are advised that institutional policy and procedures
required under the Act have been published as Administrative
Procedure A7.022, Procedures Relating to Protection of the
Educational Rights and Privacy of Students. Copies of A.P.
A7.022 may be obtained from The Office of the Vice Chancellor
of Student Affairs of Windward Community College.
4. Directory Information: Students are advised that certain
personally identifiable information listed below is considered
by the College to be directory information and, in response to
public inquiry, may be disclosed in conformance with State law,
by the College to be directory information and, in response to
personally identifiable information listed below is considered
of Student Affairs of Windward Community College.

A7.022 may be obtained from The Office of the Vice Chancellor
Educational Rights and Privacy of Students. Copies of A.P.
Procedure A7.022, Procedures Relating to Protection of the
Educational Rights and Privacy Act. The SSN will not be
mandates, Taxpayer’s Relief Act of 1997, Immigration and
requirements (e.g. for financial aid, Internal Revenue Service
admission and financial aid, to determine residency for tuition
will be used in activities, including but not limited to, matching
identification number upon enrollment, which will be used as
individuals associated with the University. In the normal practice
of conducting official University business, the University collects
and maintains confidential information relating to its students,
including a student’s Social Security Number (“SSN”). The
University requests that a student provide a SSN at the time of
application to the University. The SSN is not required for
enrollment, however, the University is required by federal law
to report to the Internal Revenue Service (“IRS”) the SSN and
other information for tuition-paying students. Federal law also
requires the University to obtain and report to the IRS the
SSN for any person to whom compensation is paid. Due to the
practical administrative difficulties which the University
would encounter in maintaining accurate student records and
processing financial transactions without the SSN, the University
will continue to collect SSNs as permitted by law for official use
within the University system. Providing the University with your
SSN ensures that University programs and services are available
with the least delay.

Students will be assigned a University generated student
identification number upon enrollment, which will be used as the
primary identifier. The SSN will not be used as the primary
identifier of students associated with the University. The SSN
will be used in activities, including but not limited to, matching
and reconciling documents in order to determine eligibility for
admission and financial aid, to determine residency for tuition
purposes, to comply with federal and/or state law reporting
requirements (e.g. for financial aid, Internal Revenue Service
mandates, Taxpayer’s Relief Act of 1997, Immigration and
Naturalization Service mandates) and in accordance with the Family
Educational Rights and Privacy Act. The SSN will not be
disclosed to any persons outside the University system, except
as allowed by law or with permission from the individual. This
policy does not preclude, if a primary means of identification
is unavailable, the University from using the SSN as needed to
certify official University business.

Definition of Terms Used by Windward Community College

Cancelling Classes
Coursese are subject to cancellation (e.g. low enrollment). There is a
100% tuition/refund for cancelled classes. Students are notified
via mail, E-mail, phone call, or posted on classroom door.

Change In Registration
All changes in registration (adds, drops, withdrawals) must be
officially recorded by the deadlines. If drops and withdrawals are
not officially recorded, students are subject to receiving a failing
grade. Changes can be made via MyHPU portal, or by visiting
the academic counselor, or the Admissions & Records Office.
Once the semester begins, there is a fee for in-person add/drop
transaction charged to students. Additional tuition and fees may
be applicable when adding a class. Once the semester begins,
complete withdrawal from ALL courses must be made in person
at the student’s home campus.

Change of Home Institution
Students that want to change institution after submitting an
admissions application or enrolled at a CC campus must complete
a Change of Home Institution form instead of a UH System wide
application (excluding 4-year UH campuses).

Class Size
Classes at the College normally range in size from 15 to 35
students; WI classes are usually limited to no more than 20
students.

Classified Students
Students who are enrolled for credit in an officially declared
prescribed program leading to a degree or certificate (AA, CA, CC, CD).

Commencement
A public ceremony and celebration held at the end of the
academic year in which student degrees and certificates are recognized.

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

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

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

Distance Education
Working collaboratively, the UH Community Colleges now provide
courses that allow Hawai’i students to earn a degree through cable
TV, Internet, and interactive television.

Erase Period
During this time students dropping a course will have the class
erased from their registration file. See current Academic Calendar
or Schedule of Classes for deadlines.

Full-time Student
A student carrying twelve (12) or more credit hours in a semester
or six (6) credits or more in a 6-week Summer session where
full-time status is for only the 6-week session. A third party
sponsor may have a different definition of full-time status used
in determining their benefits (e.g. VA, financial aid).

Part-time Student
A student carrying 11 or fewer credit hours in a semester.

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

Returnring Students
Students who have missed (stopped-out) a semester (Fall/Spring)
may reapply for admissions if they wish to return to the College.

Semester
A time span of fifteen weeks within a four and one-half month
period during which courses are offered and completed. Some
courses are also scheduled for 13-week. There are usually two
semesters in one academic year: fall semester and spring semester.
There may be several “accelerated terms” within each semester
(e.g. 8-week, 5-week).

Summer Session
The College usually offers two sessions during the summer. Tuition
and fees for the summer session differ from those of the Fall/
Spring. Students who are enrolled for the Spring semester may
register for the summer session without applying for summer. New/Returning summer students are required to apply for the
Fall semester if the students want to continue for the upcoming
semester.

Unclassified Students
Students who are not pursuing a degree or certificate but are
taking courses for upgrading or enrichment.
Transfer of Credits from Other Institutions

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

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

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

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

Evaluation of Transfer Credits

A request must be made by the student to have an official evaluation of transfer credits. The request for transcript evaluation is processed after three weeks into the start of the semester. The student must be currently enrolled, in a declared degree/certificate program at Windward Community College (exception – applying for graduation). The evaluation request form is available in the Admissions and Records Office.

Transcripts from institutions outside of the UH system must be sent directly to the Admissions & Records Office and are maintained for one year. For transcripts from other UH campuses, it is not longer necessary to request that transcripts be sent. UH system transcripts will be viewed electronically by the transcript evaluator. Academic Regulations

Advanced Placement Examination (AP)

The Advanced Placement Examinations are administered in high schools by the Educational Testing Service for the College Entrance Examination Board for students who have completed specific college-level courses in high school. For the University’s credit policy, students should consult the Student Affairs Office.

College Level Examination Program (CLEP)

Any student at Windward Community College is eligible to apply for the College Level Examination Program (CLEP). A passing score on a CLEP examination is recorded as CR (credit) and the credit is entered as “Advanced Standing” credit on the student’s transcript. Only students achieving CLEP examination scores at or above specified levels of achievement are awarded the number of credits indicated for each examination. Students interested in applying for CLEP examinations must make their own arrangements at the University of Hawai‘i at Mānoa.

Grade Point Average

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

Repeating Courses

A student may repeat any course taken at the College but will receive additional credit only if the course description in the catalog states that the course may be repeated for additional credit. With the exception of courses which specifically allow repeating for additional credit, credit will be allowed only once for a course, and the student will receive the higher grade and grade point. The lower grade, however, shall remain on the student’s record.

Dean’s List

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

Credit By Examination

Windward Community College students who present evidence of having achieved course objectives through prior experience may apply for credit by exam. Credit by exam is not available for all courses. Students are advised to check with individual instructors and the Department Chairperson on a course-by-course basis. Students must be officially enrolled in at least one course (other than the course the student is attempting to receive credit by exam) during the semester in which credit by exam is attempted. Credit by examination forms must be filed with the Admissions & Records Office prior to the end of the late registration period. Students will be charged for credit by exam courses at the prevailing tuition and fees rate.

Credit/No Credit Option

The Credit/No Credit option is maintained to encourage students to broaden their education by taking courses outside of major requirements without affecting their grade point averages. No grade points are given for courses taken under this option.

Grading

Letter grades and grade points are awarded to students to reflect their level of achievement of the objectives of a course. At the College, the letter grades which can be awarded include the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent achievement</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above average achievement</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average achievement</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Minimal passing achievement</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Less than minimal passing achievement</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Achievement of objectives of course at C level or higher</td>
<td>4</td>
</tr>
<tr>
<td>NC</td>
<td>Used to denote achievement of objectives of the course</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>W³</td>
<td>Official withdrawal from course</td>
<td>0</td>
</tr>
<tr>
<td>L</td>
<td>Audited Course</td>
<td>0</td>
</tr>
<tr>
<td>CE</td>
<td>Credit by exam</td>
<td>2</td>
</tr>
<tr>
<td>NCE</td>
<td>No Credit by exam</td>
<td>0</td>
</tr>
</tbody>
</table>

³W grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

³W grade is applicable to students who have failed to complete a course because of circumstances beyond their control. The student is expected to complete the course by the designated deadline for the succeeding semester if the course is not dropped, the “W³” grade is reconverted to the original grade. Academic Regulations

Dean’s List

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

Credit By Examination

Windward Community College students who present evidence of having achieved course objectives through prior experience may apply for credit by exam. Credit by exam is not available for all courses. Students are advised to check with individual instructors on a course-by-course basis. Students must be officially enrolled in at least one course (other than the course the student is attempting to receive credit by exam) during the semester in which credit by exam is attempted. Credit by examination forms must be filed with the Admissions & Records Office prior to the end of the late registration period. Students will be charged for credit by exam courses at the prevailing tuition and fees rate.

Credit/No Credit Option

The Credit/No Credit option is maintained to encourage students to broaden their education by taking courses outside of major requirements without affecting their grade point averages. No grade points are given for courses taken under this option.
Academic Regulations

grading option. Course credit is awarded for courses completed at Windward Community College with certain restrictions. This grading option is not offered in all courses and students majoring in a particular program are not permitted to take a major required course with the CR/NC grading option. The student should consult the instructor’s course outline to determine if this option is available in a particular course. If this option is available, the student must submit the completed CR/NC Option form to the Admissions and Records Office by the deadline. Once the CR/NC Option is submitted, the CR/NC cannot be changed. Refer to the Academic Calendar or Schedule of Classes for deadline date.

Auditing

No credit is given for an audited course. The grade of “L” will be recorded for the course on the student’s transcript. Auditors must complete all admission and registration requirements and procedures, including the payment of tuition and fees. Students are permitted to audit certain classes with the written consent of the instructor. Students who want to audit a course must submit the completed Auditor Request Form to the Admissions and Records Office by the deadline. Refer to the Academic Calendar or Schedule of Classes for deadline date.

Grade Reports

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

Academic Probation Policy

Further details of the policy are available in the Office of the Vice Chancellor of Student Affairs, Hale ‘Ākoakoa 202, 808-235-7466. A cumulative GPA of 2.0 is required to remain on satisfactory academic progress at Windward Community College. Students who do not meet this minimum GPA at the end of any semester will receive a warning of unsatisfactory academic progress. If satisfactory progress is not made in ensuing semesters, the student will be placed on academic probation and eventually suspended or dismissed from the college. All students notified of unsatisfactory academic progress are required to meet with an academic counselor prior to registration.

Warning

Students may be placed on academic warning at the end of any semester in which their cumulative GPA falls below 2.0. A warning is not noted on the permanent academic record. Warned students may continue to attend Windward Community College under the following terms:

• they will be allowed to enroll only in courses approved by an academic counselor
• they will meet regularly thereafter with that counselor to review progress
• they must earn a semester GPA of 2.0 in each probationary semester
• they will remain on probation until their cumulative GPA is raised to 2.0 or higher

Failure to meet these conditions will result in academic suspension.

Suspension

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

Dismissal

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

Removal from Probation

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

Appeals

A student may appeal a decision regarding academic probation, suspension or dismissal by filing a formal petition with the Office of the Vice Chancellor of Student Affairs in Hale ‘Ākoakoa 202. Appeals must be filed as soon as notification is received, and prior to the first day of instruction of the following semester. Appeals are heard by the following individuals: the Associate Dean for Curriculum and Instructional Programs, the Dean of Student Affairs, and the Vice President for Student Affairs.

Academic Probation

A student will be placed on academic probation and eventually suspended or dismissed from the college.

Probation

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

• they will be allowed to enroll only in courses approved by an academic counselor
• they will meet regularly thereafter with that counselor to review progress
• they must earn a semester GPA of 2.0 in each probationary semester
• they will remain on probation until their cumulative GPA is raised to 2.0 or higher

Degrees and Certificates

Degrees and Certificates offered at Windward Community College

Liberal Arts

(Associate in Arts Degree program)

Agricultural Technology: Plant Landscaping and/or Agricultural Technology

(Certificate of Completion)

Landscaping Maintenance

Turfgrass Maintenance

Agricultural Technology: Subtropical Urban Tree Care

(Certificate of Completion)

Arborist Focus

Tree Worker Focus

Art: Drawing and Painting

(Academic Subject Certificate)

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

(Academic Subject Certificate)

Business

(Academic Subject Certificate)

Geographic Information System/Global Positioning System

(Certificate of Competence)

Hawaiian Studies

(Academic Subject Certificate)

Language

History/Culture

Science

Information Computer Science: Applied Business & Information Technology

(Certificate of Competence)

Information Computer Science: Web Support

(Certificate of Competence)

Psycho-Social Developmental Studies

(Academic Subject Certificate)

Veterinary Assisting

(Certificate of Achievement)

The Instructional Program

The instructional program at Windward Community College recognizes that people differ in interest, motivation, ability, and learning styles. Thus, alternatives are stressed in the kinds, levels, and ways in which courses are offered. Courses offered are intended to meet the needs of individuals:

• intending to earn an Associate in Arts degree in the liberal arts;
• intending to earn a Certificate of Achievement in a vocational program;
• intending to earn a Certificate of Completion or Certificate of Competence in a vocational program;
• intending to transfer to a four-year college to earn a bachelor’s degree;
• interested in taking courses for personal enrichment;
• interested in acquiring skills and knowledge needed for employment in selected occupational fields;
• interested in reinforcing basic learning and study skills, e.g., reading, writing, note taking, memory/concentration skills;
• interested in updating skills and knowledge for employment in certain vocational fields.

Modes of instruction also vary and students may enroll in group-learning, lecture-oriented classes, highly individualized classes, or independent study projects. A few classes take an interdisciplinary approach to a topic or problem. Some coordinated studies packages are also offered. Here, instructors offering interrelated courses integrate their courses and provide students with a team of professionals who are concerned with all the learning activities of the student. Pkgbypkg courses are also offered. In some of these courses, where self-instructional materials are used, students can opt to meet the objectives of different courses, working at their own rate of speed and proceeding to a second level within the term, depending on their own abilities.

A pre-test may also be given in some classes. This is intended to help identify the knowledge and skills already possessed by students, thus enabling instructors to tailor the instruction to meet the special needs or interests of the class. (Pre-tests are not used in grading students.)

Associate in Arts Degree

The Associate in Arts degree is awarded to students who complete a general program of liberal arts courses which may be applied to meet baccalaureate degree requirements at a four-year college or to fulfill the general education interests of the student. Students who plan to transfer to other institutions, including the University of Hawai‘i at Mānoa, should work closely with a counselor to help ensure that courses taken for the A.A. degree are also applicable at their next campus. Effective Fall 1994, students who have earned an articulated Associate in Arts (A.A.) degree from a University of Hawai‘i
Degrees & Certificates

Community College shall be accepted as having fulfilled the general education core requirements at all other University of Hawai‘i campuses.

General Education Student Learning Outcomes
1. Understand the importance of ethical conduct and practice it in their daily lives.
2. Communicate through speaking, writing and listening effectively, individually and in teams.
3. Think critically and solve problems by finding, analyzing and evaluating information and engaging in informed debate.
4. Use technology to access, maintain, and analyze data and information.
5. Make choices for a healthy mind, body, and spirit.
6. Pursue a life-long learning and share learning with others.
7. Apply specialized skills for employment.
8. Appreciate and/or express themselves artistically, creatively, and culturally.
9. Contribute to the community through active participation and support.
10. Develop life skills to fulfill their personal and professional potential. 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. Students are advised to visit one of the academic counselors on campus to review a program sheet for the specific degree being sought, e.g., Bachelor of Arts, Bachelor of Business Administration, Bachelor of Education, etc. College catalogs are published every two years and do not always reflect the most recent campus actions involving core courses. For the most recent information, contacting core courses, students should check with their advisors.

A.A. Degree Student Learning Outcomes
Learning experiences in the Associate in Arts degree program are designed to assist the student in realizing the following outcomes:
1. Draw on knowledge from the liberal arts to succeed in upper division courses.
2. Recognize and respond to the wonders and challenges of the natural environment.
3. Use research and technology skills to access information from multiple sources; use critical thinking and problem-solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions.
4. Express ideas clearly and creatively in diverse ways through the fine and performing arts, speech and writing.
5. Recognize one’s role in community and global issues with a respect for diverse cultures and differing views while embracing one’s own cultural values and heritage.
6. Engage in civic activities with a sense of personal empowerment.
7. Enter and perform effectively in the work force.
8. Develop skills that improve personal well-being and enhance professional potential.
9. Use knowledge and skills to maintain and improve mental and physical well-being.

Certificate Programs
The College offers certificate-level programs within the Associate in Arts degree (Academic Subject Certificate) and certificate-level programs (Certificate of Achievement, Certificate of Completion, and Certificate of Competence) which are designed to prepare students for entry-level employment or upgrading of work skills in several vocational fields.

In the vocational area, certificates are offered in Plant Landscaping, Subtropical Urban Tree Care, Veterinary Assisting, Global Information System/Global Positioning System, Applied Business and Information Technology, and Web Support.

In the Associate in Arts degree, most credits completed in certificate-level programs (Academic Subject Certificate) may be applied to meet the Associate in Arts degree program requirements.

Certificate of Achievement (CA)
A college credential for students who have successfully completed designated medium-term technical-occupational-professional education credit course sequences which provide them with entry-level skills or job upgrading. These course sequences shall contain 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 that the student must earn a GPA of 2.0 or better for all courses required in the certificate.

Certificate of Completion (CC)
A college credential for students who have successfully completed designated short-term technical-occupational-professional education credit course sequences which 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 that the student must earn a GPA of 2.0 or better for all courses required in the certificate.

Certificate of Competence (CC)
A college credential for students who successfully complete designated short-term credit or non-credit courses which provide them with job upgrading or entry-level skills. The issuance of a Certificate of Competence requires that the student must have earned and determined to be satisfactory. Credit course sequences shall be at least 4 but less than 10 credits. In a credit course sequence the student must earn a GPA of 2.0 or better of all courses required in the certificate.

Academic Subject Certificate (ASC)
A college credential for students who have successfully completed a specific sequence of credit courses from the Associate in Arts (A.A.) curriculum. The sequence must fit within the structure of the A.A. degree, may not extend the credits required for the A.A. degree, and shall be at least 12 credit hours. The issuance of the Academic Subject Certificate requires that the student must earn a GPA of 2.0 or better for all courses required in the certificate.

Additional Offerings

Military Science Courses
Military science and air science courses are offered through the University of Hawai‘i at Mānoa. Windward students making satisfactory academic progress may enroll in these courses as concurrent students. For further information, contact the military departments at the Mānoa campus.

Independent Studies
This program offers students the opportunity to participate in the college at various levels; if academic learning experiences designed to meet individual needs, interests, aptitudes and desired outcomes. It is intended to serve the student, who after completing the requirements for the Associate in Arts degree, may wish to complete an in-depth study of a particular topic or issue previously covered, or who may wish to reinforce understanding of concepts or relationships covered.

A student at the College, under faculty supervision, may design an independent study project at any of three levels: Vocational (199) or Academic (199/299). An independent study project could take the form of directed reading, research, or field work experience. Students are encouraged to develop original projects and the project must be appropriate to the student’s program of study, related to the existing college curriculum, and in the area of the supervising instructor’s and/or co-advisor’s expertise.

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

Cooperative Education
No more than 12 credits in any combination of independent study or co-operative education can be applied to meet the Associate Degree requirements. Procedural details may be obtained through an advisor or the Vice Chancellor of Academic Affairs’ Office. The deadline for registration in an independent study course is the end of the Add Period for the second 8-week session.

Service Learning
Service Learning is a learning option in designated courses at Windward Community College. Students who opt for service learning earn partial course credit by actively applying the skills and perspectives taught in academic courses in ways that benefit the community. Students work with instructors and the service-learning office to select approved community sites. Service-learning enhances the academic experience by incorporating a real-world component to the curriculum, as well as fostering civic responsibility, career exploration, and community involvement in students.

Cooperative Education
This program offers students opportunities to participate in career related experiences designed to reinforce skills learned in different areas and to apply these skills in actual job situations. Cooperative Education experiences are offered in Agriculture and Social Sciences, and are being planned in other disciplines. See each subject area and/or the department for eligibility requirements, prerequisites and information on procedures for setting up such a course.

Distance Learning
Distance Education provides classes to students outside of the classroom, through cable, interactive television, and the internet. For complete list of available courses throughout the UH System, go to http://hawaii.edu/dl/courses/.

Online Learning
Online learning takes place primarily on the internet, although students may be required to do outside activities and to take tests at official proctoring sites. To take an online class, a student must have access to a computer, the internet, and a UH email account. Online courses require the use of Laulima, University of Hawaii's online learning system (http://laulima.hawaii.edu). The instructor will provide students with a list of software that will be needed, which should be purchased and/or downloaded before the first day of class. Students should actively participate in the online discussions forums, chats, and other forms of online interaction in their course to maximize learning. Communication, time management, and other skills crucial to success in the online learning environment are discussed at WCC's online information page http://windward.hawaii.edu/online. Here, one can also find useful webpages and other relevant information.

Degrees & Certificates

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Degrees & Certificates

Transferring to Another College

Many Windward Community College students transfer to other colleges and universities to complete their studies. Each college or university sets its own rules concerning the credits that they will accept and the requirements for transferring students. Therefore, students should read the catalogs from prospective colleges carefully and consult with a counselor for full information.

Generally speaking, students earn 60 credits of courses with numbers of 100 and above before transferring to another institution. (Courses numbered below 100 are usually not accepted in transfer by four-year colleges.) The number of credits that you should take at the College depends on the rules of the institution that you want to transfer to, as well as the major field that you wish to study.

When to Apply for a Transfer

Students should plan to apply at least one semester before they plan to enroll at a new school. Some colleges have early deadlines; specific information can be found in college catalogs and websites. Deadline dates pertain to the admissions application form and require receipt of official transcripts from all colleges previously attended by that date.

Transferring Credits

The transfer school will evaluate transcripts and determine which credits will be accepted as part of the degree that you are seeking there. There is no physical transfer of actual credits; your permanent academic record at Windward Community College always remains here. Normally, courses numbered 100 and above are transferable if you are going to a four-year college, but not all of the courses 100 and above will meet the basic requirements (some will be elective).

Transferring to the UH-Mānoa Campus

It's important to observe deadlines when applying to UH-Mānoa. Send for official transcripts from other colleges in plenty of time to reach Mānoa by the published application deadlines. Mānoa accepts credits that have been completed in transfer by four-year colleges. See a counselor at Windward Community College for help in planning to meet the specific requirements for a bachelor's degree at Mānoa. Students are encouraged to visit the Mānoa Advising Center for degree requirement and advising at Mānoa.

To enter the UH-Mānoa campus as a transfer student, at least 24 credits of college-level work (courses numbered 100 and above), with a grade point average of 2.0 or better are required. Students may have more than 24 credits, but they still need to have a 2.0 or better grade point average. If a student wishes to enter the Mānoa campus with fewer than 24 credits, she or he will need to provide SAT (or ACT) test scores and their high school grades.

Auto Admission and Reverse Transfer

Automatic admission and reverse transfer are two University of Hawai'i System initiatives designed to better serve students who transfer between the two year and four year campuses. The admissions standards at UH remain unchanged, but these procedural changes will expedite a student's ability to enroll and to finish a degree program. Automatic admission will admit a graduate from one of the seven community colleges to one of the three baccalaureate campuses. For community college students who transfer before receiving a degree, reverse transfer will lead to a credit review to determine if they have earned their associate's degree. See a counselor for more information.

Transferring to Institutions Other than UH-Mānoa

Students planning to transfer to a college outside the UH System are urged to review college catalogs and website information and to consult a counselor early in their college career so that a planned program can be arranged to meet the general education and admissions requirements of the college to which they plan to transfer. It is the student's responsibility to obtain accurate information from any college or university that is being considered for transfer.

Application for Graduation

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

Students who intend to file for graduation must have a graduation certification done by a counselor prior to filing a graduation application form by the deadline with Admissions and Records Office. The graduation fee of $15 is payable upon submission of the application for graduation.

Scholastic Standards

A cumulative 2.0 grade point average is required for graduation with the Associate in Arts degree. At least 12 of the credits for the A.A. degree must be earned at Windward Community College. Students completing certificate program requirements must successfully complete credits in specified fields and maintain a cumulative grade point average of 2.0. At least 50% of the required courses in the major area must be earned at the College. Under certain circumstances, this requirement may be waived upon a request made to the Vice Chancellor of Student Affairs.

Associate in Arts Degree

The Associate in Arts (A.A.) degree is a two-year transfer liberal arts degree consisting of at least 60 semester credits at the 100 and 200 levels. To earn an A.A. Degree, Windward Community College students must complete 60 credits in courses numbered 100 or above with a grade-point average of at least 2.0. Students who are awarded an A.A degree from a UH Community College must have a Community College cumulative GPA of 2.0 or higher for all course work taken in fulfillment of A.A. degree requirements.

Graduation Requirements
At least 12 of the credits for the A.A. degree must be earned at Windward Community College. No more than 12 credits in any combination of independent study or cooperative education may apply to the degree requirements. Credits must be earned in the required areas. Underlined courses are infrequently offered.

Students who have a break in enrollment will need to submit the system application form for readmission with the established regulations. Students who are readmitted will be subject to the requirements in effect at the time of readmission.

Written and Oral Communications

Individuals need various modes of expression. These areas provide for the development of clear and effective written and oral communication skills.

| REQUIREMENT: | Three credits in English 100 and three credits selected from Speech 151, Speech 181, Speech 251 or Speech 251. |

Symbolic Reasoning

Symbolic Reasoning courses expose students to the beauty and power of formal systems, as well as their clarity and precision; courses will not focus solely on computational skills. Students learn the concept of proof as a chain of inferences. They learn to apply formal rules or algorithms; engage in hypothetical reasoning; and traverse a bridge between theory and practice. In addition, students develop the ability to use appropriate symbolic techniques in the context of problem solving and to present and critically evaluate evidence.

| REQUIREMENT: | Three credits from selected math courses numbered 100 or above, Philosophy 110, or ICS 141 (beginning Fall 2010). |

Global and Multicultural Perspectives

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

| REQUIREMENT: | Six credits must come from two different groups. |

Arts and Humanities

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

| REQUIREMENT: | A total of 6 credits selected from two of three groups. |

Natural Sciences

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

| REQUIREMENT: | Minimum of 6 credits. Must include a biological science course, a physical science course, and a laboratory/field trip course. |

Social Sciences

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

| REQUIREMENT: | A total of 6 credits made up of two or more courses from two different subject areas. |

Writing Intensive Courses

Writing Intensive (WI) Courses are part of a University of Hawai‘i systemwide movement to incorporate more writing in courses from all disciplines. A WI course is a discipline-specific course in which writing plays a major integrated role. Students who are readmitted will be subject to the requirements in effect at the time of readmission.

| REQUIREMENT: | Minimum of 6 credits. Must include at least one component of the WI requirement. |

Math

Students must have placement into Math 100, or successfully complete Math 25 or higher with a grade of “C” or better.
Associate in Arts Degree

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

To earn an Associate in Arts (A.A.) Degree, Windward Community College students must complete 60 credits in courses numbered 100 or above with a grade-point average of at least 2.0. Students who are awarded an Associate in Arts degree from a UH Community College must have a Community College cumulative GPA of 2.0 or higher for all course work taken in fulfillment of A.A. degree requirements.

At least 12 of the credits for the A.A. degree must be earned at Windward Community College. No more than 12 credits in any combination of independent study or cooperative education may apply to the degree requirements. Credits must be earned in the required areas. Underlined courses are infrequently offered. See course descriptions for prerequisites.

Graduation Requirements:

Writing Intensive (WI) (Required: A total of 2 courses)
Placement into Math 100 or complete Math 25 or higher with a grade of “C” or better.

Oral Communication (OC)
Required: A total of 3 credits
SP 151, 181, 231, 251

Foundations Requirements:

Written Communication (FW)
Required: A total of 3 credits
ENG 100

Global & Multicultural Perspectives (FG)
Required: A total of 6 credits from two different groups.
Group A: HIST 151
Group B: HIST 152
Group C: REL 150 (If taken at WCC Fall 2008 or after)

Symbolic Reasoning (FS)
Required: A total of 3 credits
ICS 141 (If taken at WCC Fall 2010 or after)
MATH 100, 103, 112, 135, 140, 203, 205
PHL 110

Diversification Requirements:

Arts, Humanities and Literature
Required: A total of 6 credits, each course selected from two different groups.

Arts (DA)
ENG 204A
HWST 130, 131, 135, 136, 222
HUM 100, 269V*
SP 151, 231, 251
THEA 101, 211, 221, 222, 240, 260

*Any combination that totals 3 credits will be considered the equivalent of one semester course.

Humanities (DH)
ART 269V, 270, 280
HWST 107, 115, 255, 270, 275, 275L, 285
HIST 231, 232, 241, 242, 281, 282, 284
LING 102
MUS 106, 107, 166
PHEL 100, 101, 102, 211, 213
REL 150 (up to and including Spring 2008) 151, 201, 202, 205, 207

Literature (DL)
ENG 209, 270, 271, 272

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

Note: BOLD TEXT denotes Natural Science courses that fulfill both a lecture (as DB or DP) and a lab (DY) requirement simultaneously.

Biological Sciences (DB)
AG 120
ANSC 142, 151, 251, 262
AQUA 106, 201
BIOL 100, 101, 124, 171, 172, 200, 265, 275
BOT 101, 130, 160, 205, 210
FISH 185
IS 201
MICR 130
OCN 220
SCI 123
Zool 101, 106, 107, 141, 142, 200, 254

Physical Sciences (DP)
ASTR 110, 130, 180, 181, 250, 281, 294V
CHEM 100, 151, 152, 161, 162, 272
GEOG 101
GIS 101, 103, 166
MET 101
OCN 201
PHYS 122, 151, 152, 170, 272

Natural Sciences Lab (DY)
ANSC 142L, 151L, 152L
AQUA 106L, 201L
ASTR 110L, 250L
BIOL 100L, 101L, 124L, 171L, 172L, 200L, 265L, 275L
BOT 101L, 130L, 205L, 210L
CHEM 100L, 151L, 152L, 161L, 162L, 272L
GEOG 101L
GIS 101L, 210, 211, 212, 213, 214
IS 201L, 260L
MET 101L
MICR 140
NREM 250
OCN 201L
PHYS 122L, 151L, 152L, 170L, 272L
SCI 123
Zool 101L, 107, 141L, 142L, 200L

Social Sciences (DS)
Required: A total of 6 credits from 2 different subject areas.
ANTH 100, 175 and 175L, 200
BOT 105
ECON 120, 130, 131
FAMR 230
GEOG 102, 122, 151
GIS 150
ICS 100
POLIS 110, 120, 130, 180, 243
PSY 100, 170, 202, 224, 240, 250, 260, 270
SOC 100, 218, 231, 250, 251
SOC 200
WS 151, 200, 202

Note: Generally, any one course can fulfill only one area, e.g., SP 151, SP 231, SP 251 can fulfill either OC or DA, but not both.

Certain natural science courses can fulfill both DP and DY requirements.
Certificate of Achievement
Veterinary Assisting

The Certificate of Achievement in Veterinary Assisting is designed to provide students with the basic knowledge and skills required to perform effectively as an assistant in a veterinarian’s office, animal shelter or animal research facility. The two-semester program includes coursework in the physical and life sciences as well as hands-on experience through internships at local veterinary clinics.

Upon successful completion of this certificate, students will be able to:
- Effectively communicate with clients and veterinary staff
- Schedule appointments and generate invoices
- Demonstrate proper patient restraint and safety procedures
- Conduct routine physical exams and obtain patient histories
- Assist with surgical procedures and dental cleanings
- Calculate dosages and administer medications
- Collect blood samples and perform diagnostic laboratory tests

Required Courses (31 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 141</td>
<td>Introduction to Veterinary Technology</td>
<td>3</td>
</tr>
<tr>
<td>ANSC 142</td>
<td>Anatomy and Physiology of Domestic Animals</td>
<td>3</td>
</tr>
<tr>
<td>ANSC 142L</td>
<td>Anatomy of Domestic Animals Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ANSC 151</td>
<td>Clinical Laboratory Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ANSC 151L</td>
<td>Clinical Laboratory Techniques Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ANSC 152</td>
<td>Companion Animal Diseases and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ANSC 152L</td>
<td>Companion Animal Nursing</td>
<td>1</td>
</tr>
<tr>
<td>BUSN 191</td>
<td>Veterinary Office and Computer Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>HLT 125</td>
<td>Survey of Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>MATH 101</td>
<td>Mathematics for Veterinary Assisting</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Survey of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SP 151</td>
<td>Personal and Public Speech</td>
<td>3</td>
</tr>
</tbody>
</table>

See course descriptions for prerequisites.

Certificate of Completion
Agricultural Technology: Plant Landscaping and/or Agricultural Technology

At the conclusion of the program, students will be able to:
- Describe common plant and insect life cycles; understand basic plant nutritional requirements and plant propagation techniques
- Demonstrate landscape maintenance skills or turfgrass maintenance skills
- Recommend common controls for plant pests
- Properly manage soil for plant growth
- Operate common landscape and turfgrass equipment

Required courses for both Certificates (7 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 20 OR AG 120</td>
<td>Plant Science</td>
<td>3</td>
</tr>
<tr>
<td>AG 32B/C/D OR</td>
<td>Plant Disease &amp; Pest Control</td>
<td>3</td>
</tr>
<tr>
<td>AG 132</td>
<td>Integrated Pest Management</td>
<td>3</td>
</tr>
<tr>
<td>AG 36</td>
<td>Pesticide Safety</td>
<td>1</td>
</tr>
</tbody>
</table>

Plant Landscaping (CCPL)

Additional requirements for Certificate of Completion
Required courses (5 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 45 OR AG 235</td>
<td>Irrigation Principles &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>AG 93V</td>
<td>Cooperative Education</td>
<td>1</td>
</tr>
<tr>
<td>AG 100</td>
<td>AG Orientation: Careers</td>
<td>1</td>
</tr>
</tbody>
</table>

Area of Specialization:
Select one (1) of the two (2) pairs of classes below (4 credits)

Landscape Maintenance
- AG 44 Landscape Equipment (1)
- AG 80 OR AG 180 Landscape Maintenance (3)

Turfgrass Maintenance:
- AG 40 Turfgrass Equipment (1)
- AG 83 OR AG 182 Turfgrass Management (3)

Agricultural Technology

Additional Requirements for Certificate of Completion
Required course (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 49 OR AG 149</td>
<td>Plant Propagation</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives: Select from the list below. (5 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 45 OR AG 235</td>
<td>Irrigation Principles &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>AG 52 OR AG 152</td>
<td>Orchid Culture</td>
<td>3</td>
</tr>
<tr>
<td>AG 92</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>AG 93V</td>
<td>Cooperative Education</td>
<td>3</td>
</tr>
<tr>
<td>AG 100 AG</td>
<td>Orientation: Careers</td>
<td>1</td>
</tr>
</tbody>
</table>

The curriculum is designed for students desiring entry-level employment or to enhance their skills in the field of plant landscaping (landscape maintenance, turfgrass maintenance, nursery operations, and/or retail plant outlets). All courses are taught with a “hands-on, learn-by-doing” philosophy. Students are expected to make sound decisions about real life horticultural and environmental situations. The Certificate of Completion in Plant Landscaping consists of 16 credits. Students must complete 12 credits of required courses and select a 4-credit area of specialization (Landscape Maintenance and/or Turfgrass Maintenance).

The Certificate of Completion in Agricultural Technology consists of 15 credits. Students must complete 10 credits of required courses and select 5 credits of electives. See course descriptions for prerequisites.
Certificate of Completion
Agricultural Technology: Subtropical Urban Tree Care

The Certificate in Subtropical Urban Tree Care is a 12–14-credit educational program for people who want to learn more about tree care and get involved in an emerging green industry. This is hands-on education with lots of tree touching. Completion of this program will help prepare students for the International Society of Arboriculture certification exams. See course descriptions for prerequisites.

Windward Community College has the only accredited educational program to learn how to care for our Island trees. Graduates can start earning between $11 and $25 per hour for helping to protect some of our island assets and enhancing our environment.

After completing the Arborist program, students will be able to:
- Describe tree anatomy and physiology
- Identify and characterize tree species on the Hawai’i ISA list
- Recommend tree preservation techniques during construction
- Use ISA pruning standard ANSI A300
- Apply ANSI Z133.1 and OSHA safety standards
- Assess trees for risk
- Select and use tree pruning and felling equipment
- Climb a tree with rope and saddle

Required Courses

**Arborist Focus**

- AG 20 / AG 120 - Plant Science (3 credits)
- AG 32B/C/D OR Plant Disease and Pest Control (3 credits total)
- AG 132 - Integrated Pest Management (3)
- AG 93V - Cooperative Education (1 credit)
- AG 155 - Subtropical Arboriculture (3 credits)
- AG 156 - Tree Risk Assessment (3 credits)
- AG 158 - Tree Pruning and Felling Equipment (1 credit)

**Tree Worker Focus**

- AG 20 / AG 120 - Plant Science (3 credits)
- AG 32B/C/D OR Plant Disease and Pest Control (3 credits total)
- AG 132 - Integrated Pest Management (3)
- AG 93V - Cooperative Education (1 credit)
- AG 155 - Subtropical Arboriculture (3 credits)
- AG 158 - Tree Pruning and Felling Equipment (1 credit)
- AG 159 - Tree Climbing (1 credit)

Certificate of Completion
Marine Option Program (through University of Hawai’i–Mānoa)

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

A certificate issued by the University of Hawai’i at Mānoa is awarded to students who successfully complete at least 10 credit hours of marine-related courses (1-credit OCN 101, 3-credits OCN 201 or ZOOL 200, 6 credits marine electives) and the MOP skill project. The unique MOP skill project (2 or more credits, e.g., Academic Independent Study 199) allows students to design and conduct an independent aquatic project related to their academic field of interest or educational goals. At WCC, MOP is managed by the Pacific Center for Environmental Studies (PaCES).

For information about the program, contact the Windward MOP Coordinator at 808-235-9118 or visit the MOP Office in Hale ‘Imiloa, Room 118, or E-mail wccmop@hawaii.edu, or visit the Web site: wcc.hawaii.edu/MOP/.
**Academic Subject Certificate**

**Art: Drawing and Painting**

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

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

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

### Required Courses

- **ART 111** Introduction to Drawing (3)
- **ART 114** Introduction to Color (3)
- **ART 115** Introduction to 2D Design (3)
- **ART 123** Oil Painting (3)
- **ART 213** Intermediate Drawing (3)
- **ART 214** Introduction to Life Drawing (3)
- **ART 223 OR** Intermediate Painting (3)
- **ART 224** Painting from Life (3)

*In addition, the drawing and painting faculty strongly recommend that the student complete:

- **ART 101** Introduction to the Visual Arts (3)
- **ART 113** Introduction to Watercolor Painting (3)
- **ART 270** Introduction to Western Art (3)

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

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

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

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**Academic Subject Certificate**

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

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

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

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

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

### Required Courses (14 credits)

- **BIOL 101** Biology and Society (4)
- **GEOG 101** The Natural Environment (3)
- **IS 201** Introduction to Information Science (3)
- **BIOL 124** Environment and Ecology (3)
- **BIOL 124L** Environment and Ecology Lab (1)

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

**Elective Set 1 (6 credits)**

#### Technology, Utilization, and Management

- **AQUA 106** Small Scale Aquaculture (3)
- **AQUA 106L** Small Scale Aquaculture Laboratory (1)
- **AQUA 201** The Hawaiian Fishpond (3)
- **AQUA 201L** The Hawaiian Fishpond Lab (1)
- **BOT 105** Ethnobotany (3)
- **CHEM 151/151L** Introduction to Geology/Lab (4)
- **ENC 199/299** Independent Study (1-4)
- **GIS 150** Introduction to GIS/GPS (3)
- **NREM 250** GIS Application in Environmental Science and Natural Resource Management (2)
- **OCN 220** Hawaii Fisheries (3)
- **ZOO 105** Hawaiian Use of Fish & Aquatic Invertebrates (3)

#### Elective Set 2 (6 credits)

#### Environment and Ecology

- **BIOL 200** Coral Reefs (3)
- **BIOL 208** Coral Reefs Lab and Field Studies (1)
- **BIOL 265/265L** Ecology and Evolutionary Biology/Lab (4)
- **BOT 130** Plants in the Hawaiian Environment (4)
- **ENVST 199/299** Independent Study (1-4)
- **GEOG 101** The Natural Environment (3)
- **GEOG 201** The Ahupua’a (3)
- **IS 201** Introduction to Information Science (3)
- **NREM 250** GIS Application in Environmental Science and Natural Resource Management (2)
- **OCN 200** Science of the Sea (3)
- **ZOOL 106** Hawaiian Marine Invertebrates (3)
- **ZOOL 107** Identification of Hawaiian Fishes (3)
- **ZOOL 200** Marine Biology (3)
- **ZOOL 200** Marine Biology Laboratory (1)

*BIOL 265/265L and GEOG 101 are highly recommended for those students intending to enroll in a baccalaureate-level environmental science program.*
The Academic Subject Certificate in Bio-Resources and Technology: Plant Biotechnology will prepare students for careers in biotechnology and qualify them to transfer to Bachelor of Science degree programs. Knowledge in plant biotechnology will be an asset in bioproduct manufacturing, assuring safe food/medicine products.

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

• Cultivate and maintain plant growth.
• Identify plants.
• Achieve fluency in aseptic culture.
• Perform biotech lab activities (generic engineering, DNA analysis).
• Conduct pharmaceutical and neuraceutical research.
• Apply technology, management, and marketing skills to become a bioprocessing entrepreneur.
• Follow standard ethics and regulations of the biotech profession, biosecurity, and intellectual property rights.

• This Certificate consists of 26 credits. See course descriptions for prerequisites.

### Required Courses (16 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 101</td>
<td>General Botany</td>
<td>4</td>
</tr>
<tr>
<td>BOT 160</td>
<td>Identification of Tropical Plants</td>
<td>3 OR</td>
</tr>
<tr>
<td>BOT 130</td>
<td>Plants in the Hawaiian Environment</td>
<td>4</td>
</tr>
<tr>
<td>BOT 210</td>
<td>Phytobiotechnology</td>
<td>4 OR</td>
</tr>
<tr>
<td>BOT 205</td>
<td>Ethnobotanical Pharmacognosy</td>
<td>4</td>
</tr>
<tr>
<td>MICRO 130</td>
<td>General Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>MICRO 140</td>
<td>General Microbiology Lab</td>
<td>2</td>
</tr>
</tbody>
</table>

### Electives (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 149</td>
<td>Plant Propagation</td>
<td>3</td>
</tr>
<tr>
<td>AG 152</td>
<td>Orchid Culture</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 275</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 275L</td>
<td>Cell and Molecular Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BOT 105</td>
<td>Ethnobotany</td>
<td>3</td>
</tr>
<tr>
<td>BOT 130</td>
<td>Plants in the Hawaiian Environment</td>
<td>4</td>
</tr>
<tr>
<td>BOT 198/299</td>
<td>Independent Study or Summer Field Study Abroad</td>
<td>1-4</td>
</tr>
<tr>
<td>BOT 205</td>
<td>Ethnobotanical Pharmacognosy</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 151 or CHEM 161</td>
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<tr>
<td>CHEM 152 or CHEM 162</td>
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<tr>
<td>CHEM 151L or CHEM 161L</td>
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<td></td>
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<tr>
<td>CHEM 152L or CHEM 162L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSHN 185</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>GIS 130</td>
<td>Introduction to GIS/GPS</td>
<td>3</td>
</tr>
</tbody>
</table>
The ASC in Hawaiian Studies prepares students for careers in education, the visitor industry, or in fields requiring expertise in Hawaiian subject matter.

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

- Access sources of Information about Hawai‘i and Hawaiian Studies.
- Critically analyze information about Hawai‘i and Hawaiian Studies.
- Communicate, applying correct Hawaiian pronunciation, spelling, basic phrase and sentence patterns.
- Apply a firm foundation to continued Hawaiian language acquisition.
- Demonstrate a basic understanding of Hawai‘i, its natural and social history, and its Hawaiian heritage.
- Identify Hawaiian environmental and community issues and ways to contribute to Hawai‘i by applying information and understanding gained from the ASC in Hawaiian Studies.
- Understand, appreciate, articulate, and safeguard Hawai‘i’s unique heritage and identity through having attained the ASC in Hawaiian Studies.

This certificate consists of a minimum of 25 total credits with three different areas of emphasis: Language, History/Culture, and Science. See course descriptions for prerequisites.

### Recommended Electives for Science Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 110</td>
<td>Introduction to Astronomy (3)</td>
</tr>
<tr>
<td>BIOL 200</td>
<td>Coral Reefs (3)</td>
</tr>
<tr>
<td>BOT 130</td>
<td>Plants in the Hawaiian Environment (4)</td>
</tr>
<tr>
<td>BOT 181</td>
<td>Plant Sea Life (4)</td>
</tr>
<tr>
<td>GG 103</td>
<td>Geology of the Hawaiian Islands (3)</td>
</tr>
<tr>
<td>OCEAN 201</td>
<td>Science of the Sea (3)</td>
</tr>
<tr>
<td>ZOOL 107</td>
<td>Identification of Hawaiian Fishes (3)</td>
</tr>
</tbody>
</table>

Electives (5-8 credits)

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

- AQUA 201: The Hawaiian Fishpond (3)
- AQUA 201L: The Hawaiian Fishpond Lab (1)
- ART 189: Ka Ulu‘u Pa‘a—Introduction to Hawaiian Art & Design (3)

### Required Core Courses for ALL Areas of Emphasis (11 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW 101</td>
<td>Elementary Hawaiian I (4)</td>
</tr>
<tr>
<td>HAW 102</td>
<td>Elementary Hawaiian II (4)</td>
</tr>
<tr>
<td>HWST 107</td>
<td>Hawai‘i: Center of the Pacific (3)</td>
</tr>
</tbody>
</table>

### Required Courses for Area of Emphasis (6-9 credits)

(Select one Area of Emphasis)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language (10 credits)</td>
<td></td>
</tr>
<tr>
<td>HAW 201</td>
<td>Intermediate Hawaiian I (4)</td>
</tr>
<tr>
<td>HAW 202</td>
<td>Intermediate Hawaiian II (4)</td>
</tr>
</tbody>
</table>

### Recommended Elective for Language Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 130</td>
<td>Hula Opa‘a: Traditional Hawaiian Dance (3)</td>
</tr>
</tbody>
</table>

### History/Culture (6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 224/284</td>
<td>History of Hawai‘i (3)</td>
</tr>
<tr>
<td>HWST 270</td>
<td>Hawaiian Mythology (3) OR REL 205 Understanding Hawaiian Religion (3)</td>
</tr>
</tbody>
</table>

### Recommended Electives for History/Culture Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 130</td>
<td>Hula Opa‘a: Traditional Hawaiian Dance (3)</td>
</tr>
<tr>
<td>IS 160</td>
<td>Polynesian Voyaging &amp; Seamanship (3)</td>
</tr>
<tr>
<td>IS 260</td>
<td>Polynesian Voyaging &amp; Stewardship (3)</td>
</tr>
</tbody>
</table>

Science (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 105</td>
<td>Ethnobotany (3)</td>
</tr>
<tr>
<td>IS 160</td>
<td>Polynesian Voyaging &amp; Seamanship (3)</td>
</tr>
<tr>
<td>IS 250</td>
<td>Polynesian Voyaging &amp; Stewardship (3)</td>
</tr>
</tbody>
</table>

### Academic Subject Certificate

#### Psycho-Social Developmental Studies

The ASC in Psycho-Social Developmental Studies provides pre-professional training for students planning careers in human services (social work, counseling, education, correctional, psychology, and human development). The curriculum combines existing liberal arts courses and cooperative education at designated field sites in partnership with a social service agency or hospital. This certificate is unique because of the linkage and collaboration with liberal arts courses (interdisciplinary).

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

- Communicate effectively via writing, speaking and non-verbal cues.
- Manage a group by supervising, negotiating, evaluating others, fostering teamwork and open communication.
- Operate a computer to manage records, communicate, and gather information.
- Interact effectively and ethically one-on-one or in a group, show good listening skills, empathy, and problem-solving.

To earn the PSDS Academic Subject certificate, students must complete a total of 27 credits with a cumulative grade point average of 2.0 or better for all required courses. Twelve credits, including SSCI 193V and SSCI 293V must be taken at Windward Community College. See course descriptions for prerequisites.

#### Required Courses (24 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PST 100</td>
<td>Survey of Psychology (3)</td>
</tr>
<tr>
<td>PST 170</td>
<td>Psychology of Adjustment (3) OR SOC 218 Introduction to Social Problems (3) OR SOC 231 Introduction to Juvenile Delinquency (3)</td>
</tr>
<tr>
<td>PST 224</td>
<td>Abnormal Psychology (3)</td>
</tr>
<tr>
<td>PST 240</td>
<td>Developmental Psychology (3) OR FAMR 230 Human Development</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Survey of General Sociology (3)</td>
</tr>
<tr>
<td>SOC 251</td>
<td>Introduction to Sociology of the Family (3)</td>
</tr>
<tr>
<td>SSCI 193V</td>
<td>Cooperative Arts &amp; Science Education (3)</td>
</tr>
<tr>
<td>SSCI 293V</td>
<td>Cooperative Arts &amp; Science Education (3)</td>
</tr>
</tbody>
</table>

Electives (3 credits)

Select one course from the list below:

- ANTH 200: Cultural Anthropology (3)
- BOT 105: Ethnobotany (3)
- ICS 100: Computing Literacy and Applications (3) OR POLS 180: Introduction to Hawaiian Politics (3)
Certificate of Competence

Business Technology

The Certificate of Competence in Business Technology provides students with a certificate that combines career-search skills with basic clerical skills, allowing graduates to qualify for entry-level clerical positions. This five-credit certificate responds to the newly-common business practice of requiring job applicants to apply online, or to download or E-mail applications. It also provides students with basic computer and telephone skills common to contemporary clerical work. Upon completing the certificate, students will be able to use current and emerging technologies effectively to create and manage documents; communicate clearly and effectively through oral and written interactions, complying with standard office etiquette; and apply appropriate strategies to secure employment.

Required Courses:
- BUSN 121 Introduction to Word Processing (3)
- BUSN 160 Telephone Techniques and Communications (1)
- BUSN 166 Professional Employment Preparation (1)

Certificate of Competence

Information Computer Science: Applied Business and Information Technology

The Certificate of Competence in Applied Business and Information Technology (ABIT) is a competency based program designed for the novice or professional information worker. This certificate is appropriate for upgrading the information skills of industry members or for administrative support professionals.

Upon successful completion of this certificate, students will be able to:
- Develop advanced skills in Industry-standard computer programs
- Integrate Web technologies into business applications to modernize information technology skills
- Integrate design elements in publications and Web projects

The Certificate can be earned separately or In conjunction with the Business Academic Subject Certificate at Windward Community College. Students who choose to obtain a four-year degree can transfer to UH Maui College for upper division coursework to obtain a bachelor’s degree in Applied Science (B.A.S.)

Required Courses (9 credits)
- ICS 101 Digital Tools for the Information World (3)
- ICS 115 Microcomputer Applications (3)
- ICS 214 Fundamentals of Design for Print and Web (3)

See course descriptions for prerequisites.

Certificate of Competence

Geographic Information System and Global Positioning System

GIS/GPS certifies that a student has successfully completed two GIS/GPS courses. These courses will provide a student with job entry level skills in GIS/GPS, or an opportunity for job upgrading. Upon successful completion of this certificate, students will be able to:
- Use basic ArcGIS desktop software functions such as displaying, modifying, and analyzing maps
- Independently plan, organize, and present a GIS research project
- Use a GPS unit to find locations, and import obtained GPS data into ArcGIS for further investigation

Required Courses (5 credits)
- GIS 150 Introduction to GIS/GPS (3)
- NRM 250 GIS application in Environmental Science and Natural Resource management (2)
- OR GIS/NREM 199/299 Independent Study (2)

See course descriptions for prerequisites.

Certificate of Competence

Information Computer Science: Web Support

The Certificate of Competence in Web Support is a competency based program designed for the novice or professional information worker who has little to no experience in Web support. This certificate is appropriate for upgrading the Web skills of industry members or for administrative support professionals.

Upon successful completion of this certificate, students will be able to:
- Design a professional website with Web tools
- Upload the website with interactive components
- Modify and update the website and add new components as needed
- Develop and produce a published product

Required Courses (9 credits)
- ICS 107 Web Site Development (3)
- ICS 123 Introduction to Audio and Video Editing (3)
- ICS 214 Fundamentals of Design for Print and Web (3)

See course descriptions for prerequisites.
Course Descriptions

Each course is designated by an abbreviation which stands for the subject area of the course, followed by a number. A number ending in -99 is generally not applicable for credit toward a baccalaureate degree but some are applicable to certificates. Courses numbered from 1-99 are generally not applicable for credit toward a baccalaureate degree, although some are applicable to certificates. Courses numbered from 100-199 are initial or introductory courses. Courses numbered from 200-299 are generally second-year courses in a sequence or development within a field, and are experimental courses and will be offered for only one year on this basis. Courses ending in -99 are independent study courses such as directed reading, research, or field work experience.

The following pages list courses of instruction. Courses may not be offered every semester; students should refer to the Schedule of Classes prior to registration. Changes, additions, or deletions may be necessary, and when possible, advance notice will be given.

Credit
The number of credits of each course is indicated by a number in parentheses following the title of each course. The number of credits of each course is indicated by a number in parentheses following the title of each course. The number of credits of each course is indicated by a number in parentheses following the title of each course. The number of credits of each course is indicated by a number in parentheses following the title of each course. The number of credits of each course is indicated by a number in parentheses following the title of each course. The number of credits of each course is indicated by a number in parentheses following the title of each course. The number of credits of each course is indicated by a number in parenth...
Course Descriptions

AG 80 Landscape Maintenance (3)
Application of horticultural principles and practices to the maintenance of plants in the landscape. Emphasis on trees, shrubs, and annuals. (2 hours lecture, 2 hours laboratory)
Prerequisite: Credit for AG 20 or AG 120 or equivalent or consent of instructor
The student learning outcomes are:
• Sketch a landscape plan.
• Install and maintain plants in a landscape.
• Identify common plants found in a landscape.
AG 82 Turfgrass Management (3)
Identification, planting, and maintenance of turfgrass for home, park, and golf areas. Discusses watering, fertilizing, insects, disease, and weed control in turfgrasses. (2 hours lecture, 2 hours laboratory)
Prerequisite: Credit for AG 20 or AG 120 or equivalent or consent of instructor
The student learning outcomes are:
• Select the proper turf for a site.
• Describe and perform maintenance practices in a golf course situation.
AG 92V Special Topics (1)
This course covers current agricultural topics. The course is designed to have variable credits to coincide with the rigor of the topics. A student may enroll and receive credit for this course more than one time for different topics. A specific course description will be printed in the schedule of classes. (1 hour seminar, 1 hour lecture/lab) Prerequisite: Determined by course.
The student learning outcomes are:
• To be determined by the instructor.
AG 93V Cooperative Education (1)
This course provides college credit for compensated work experience to reinforce knowledge and skills learned in coursework for the Agricultural Technology Program. Related instruction may be provided as appropriate. Seventy-five hours of work per semester is required for each credit earned. Repeatable to a total of 4 credits that may be applied to the AA degree, 1 credit applicable toward Certificate of Completion. Prerequisite: Open to Agriculture majors only. Instructor's permission is required.
The student learning outcomes are:
• Demonstrate the utilization of course work in the field.
AG 100 Agriculture Orientation: Careers (1)
Familiarizes students with different agricultural operations in Hawai'i through lectures, guest speakers and fieldtrips. (1 hour lecture)
The student learning outcomes are:
• Describe various careers in agriculture.
• Identify positive and negative aspects of various agriculture careers.
AG 120 Plant Science (3)
The study of plant science, morphology, anatomy, physiology classification, growth, growth regulators, and propagation. Students are required to write a 10 to 15 page research report. (2 hours lecture, 2 hours laboratory)
Prerequisite: Credit for AG 20 or AG 120 or equivalent or consent of instructor
DB
The student learning outcomes are:
• Describe and explain general plant structure and function in relation to growth and development.
• Demonstrate knowledge of horticultural principles in the cultivation of plants.
• Examine commercial agricultural enterprises for to become familiar with employment opportunities and the impact of horticulture on our lives.
• Research and report on a horticultural plant.
AG 132 Integrated Pest Management (3)
Strategies of integrated pest management; biological and cultural pest controls, weed control, disease control, insect control. (3 hours lecture)
The student learning outcomes are:
• Identify major insects, weeds, diseases that are detrimental to the horticulture industry in Hawaii.
• Define Integrated Pest Management and develop an IPM plan.
• Understand and use economic thresholds.
• Identify common predators and parasites.
• Identify management strategies to reduce pest pressures on plants.
AG 149 Plant Propagation (3)
Introduction to the principles and practices of propagation of fruit, vegetable, and ornamental crops by seed, cuttings, grafting, budding, layering and division. (3 hours lecture)
Recommended Preparation: 12th Grade reading level.
The student learning outcomes are:
• Describe basic plant growth.
• Relate the principles of plant growth to the solution of everyday problems in plant production.
• Understand the influence of environmental factors on plant growth.
• Propagate plants by various methods.
• Determine the best form of propagation for a selected plant.
AG 152 Orchid Culture (3)
An extensive study of orchid identification, breeding, growth, and culture. Students are required to write a 10 to 15 page research report. (3 hours lecture)
The student learning outcomes are:
• Identify orchid species, hybrids and trace their pedigrees.
• Provide cultural requirements for each genus, including temperature, light intensity, humidity, watering, fertilizing, media composition, and pest or disease control and reporting.
• Perform traditional and in vitro propagation techniques.
• Perform orchid breeding and discuss its economic importance.
• Conduct research and submit research paper.
AG 155 Subtropical Arboriculture (3)
The study of arboriculture and the care of community trees. This is a balanced course of practical skills and scientific tree care. (3 hours lecture)
Prerequisite: Credit for AG 20 or AG 120 or equivalent or consent of instructor
The student learning outcomes are:
• Identify and describe the characteristics of tree species on the Hawaii Island. (1 hour laboratory)
• Describe tree anatomy and physiology.
• Recommend techniques of tree preservation during construction.
• Use ISA standards (ANSI A300) when pruning trees.
AG 156 Tree Risk Assessment (3)
This is an introductory course in the evaluation of hazard trees. It is recommended for those interested in pursuing careers in arboriculture. (3 hours lecture)
Recommended Preparation: AG 132
The student learning outcomes are:
• Perform tree risk inspections.
• Perform tree inspections.
• Document tree risk hazards.
AG 158 Tree Pruning and Felling Equipment (3)
An introduction to the arboriculture uses of pruning and felling equipment. Safety and efficient use are emphasized. (2 hours lecture/laboratory)
The student learning outcomes are:
• Operate a chain saw using ISA ANSI Z133.1 standards.
• Select the correct tool for the task.
AG 159 Tree Climbing (1)
An introduction to tree climbing using ropes and tree maintenance equipment in and around trees. (3 hours laboratory)
Prerequisite: Credit for AG 133 or consent of instructor. Physical and mental strength to climb trees using ropes.
The student learning outcomes are:
• Ascend a tree with ropes to a minimum of 15 feet.
• Use ISA standards to prune a tree while attached to a rope.
AG 180 Landscape Maintenance (3)
Application of horticultural practices to the maintenance of plants in the landscape. Emphasis on trees, shrubs, and annuals. Students are required to write a 10 to 15 page research report. (2 hours lecture, 2 hours laboratory)
Prerequisite: Credit for AG 20 or AG 120 or consent of instructor
The student learning outcomes are:
• Sketch a landscape plan.
• Install and maintain plants in a landscape.
• Identify common plants found in a landscape.
• Research and report on a landscape topic.
AG 182 Turfgrass Management (3)
Identification, planting, and maintenance of turfgrass for home, park, and golf course areas. Discusses irrigation, fertilization, cultivars, and pest control. Students are required to write a 10 to 15 page research report. (2 hours lecture, 2 hours laboratory)
Prerequisite: Credit for AG 20 or AG 120 or consent of instructor
The student learning outcomes are:
• Identify turf grasses found in Hawai'i.
• Select the proper turf for a site.
• Describe and perform maintenance practices in a golf course situation.
Research and report on a turf grass topic.
AG 192V Special Topics in Agriculture (1)
Topics related to diversified agriculture chosen by the Instructor. Course content may vary. May be repeated. (1 to 4 hours lecture) The student learning outcomes are:
• Identify the important concepts and facts presented for the topic(s) under examination.
• Make inferences and draw conclusions from the topic(s) under discussion.
• Develop skills appropriate to the topic(s) under discussion.
• Gain a higher appreciation for the human endeavor of agriculture.
• Gain a higher awareness of the potential career paths that this special topic course in agriculture covers.
AG 235 Irrigation Principles and Design (3)
Fundamentals of irrigation principles, plant, soil, water relationships, soil moisture sensing devices, delivery systems, set up of drip, sprinkler, and surface irrigation systems. Use of chemigation. (3 hours lecture) Recommended Preparation: Math 22 or higher
The student learning outcomes are:
• Determine water requirements for plant growth.
• Describe soil water concepts.
• Select the appropriate irrigation method and components for the situation.
• Design a basic drip and sprinkler irrigation system.
• Troubleshoot irrigation problems.

Animal Sciences
ANSC 141 Introduction to Veterinary Technology (3)
This course introduces students to the field of veterinary technology and describes the responsibilities and expectations for students enrolled in the program. Topics include: roles of the veterinary team members, legal and ethical aspects of veterinary practice, breeds of companion animals, safety, sanitation and waste disposal protocols, and career fields in veterinary medicine. (3 hours lecture) The student learning outcomes are:
• Identify selected breeds of companion animals and livestock.
• Describe the roles and legal boundaries of veterinary health care team members and discuss the legality of the veterinary-client patient relationship.
• Create and maintain facility records and maintain compliance with appropriate regulatory agencies.
• Identify and describe common workplace hazards, including zoonotic diseases.
Course Descriptions

• Establish and maintain appropriate sanitation, nosocomial, and waste-disposal protocols.
• Identify selected breeds of companion animals and livestock.

ANSC 142 Anatomy and Physiology of Domestic Animals (3)
Introduction to the anatomy and physiology of domestic animals. Compares the anatomy and function of major body systems for the cat, dog and horse, with lesser emphasis on birds, reptiles and amphibians. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. (3 hours lecture)
Prerequisite: Credit for or registration in ANSC 142L.
DB
The student learning outcomes are:
• Discuss the chemical building blocks of major biological molecules.
• Describe the link between cells, tissues, organs, and organ systems.
• Contrast the structure and function of major body systems (e.g., skeletal, circulatory, respiratory, and reproductive) among companion animals and selected livestock species.
• Explain how disease and disorders disrupt the homeostasis of each of the above body systems and discuss how common veterinary medical treatments are used to restore homeostasis.

ANSC 142L Anatomy of Domestic Animals Laboratory (1)
Lab to accompany ANSC 142. This course is designed to acquaint the student with the body systems of common domestic species (e.g., cats, dogs, horses and birds) through dissections, examinations of models, laboratory exercises, and other hands-on activities. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. (3 hours laboratory)
Prerequisite: Credit for or registration in ANSC 142.
DB
The student learning outcomes are:
• Identify and describe the anatomy of the major body systems for cats, dogs and horses using prepared slides, skeletons, models and dissections.
• Use standard anatomical terms to describe body directions, regions and sectioning planes.
• Recognize common domestic breeds of cats and dogs.
• Identify major anatomical landmarks used to assess patient health during clinical exams.
• Demonstrate proficiency at the use of the microscope as a clinical instrument.

ANSC 151 Clinical Laboratory Techniques (3)
Provides students with the background knowledge needed to perform and interpret laboratory techniques commonly used in veterinary practice. Topics include: Homeostatic relationships, cytology, histology, parasitology and clinical physiology of major body and waste-disposal systems. Includes a discussion of common-disease affecting major body systems and the techniques used for diagnosis. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. (3 hours lecture)
Prerequisite: Credit for ANSC 142 and 142L, and credit for or registration in ANSC 151L.
DB
The student learning outcomes are:
• Discuss the procedures for safely collecting specimens from domestic animals.
• Identify internal and external parasites common to domestic animals.
• Discuss the procedures used to culture and identify common strains of bacteria.
• Discuss clinical tests used to access function of the above body systems.
• Compare the technologies used by automated hematology and blood chemistry machines and discuss their impacts on the accuracy and reliability of test results.
• Recognize accurate vs. erroneous results in order to provide maximum diagnostic benefit.

ANSC 151L Clinical Laboratory Techniques Lab (1)
Laboratory to accompany ANSC 151. Provides students with the knowledge and skills necessary to perform common veterinary lab tests including urinalysis, hematology, blood chemistry, cytology and parasitology. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. (3 hours laboratory)
Prerequisite: Credit for ANSC 142 and 142L, credit for or registration in ANSC 151.
DY
The student learning outcomes are:
• Properly package, handle and store specimens for laboratory analysis.
• Demonstrate proficiency in the use of veterinary lab equipment (e.g. microscopes, blood chemistry analyzers, centrifuges, and refractometers).
• Determine proper maintenance and quality control procedures necessary to ensure accurate results.
• Properly carry out analysis of laboratory specimens, including urinalysis, CBC, blood chemistry and common cytological and parasitological procedures.
• Use critical thinking to analyze and interpret clinical data to determine if need exists for additional laboratory tests that will provide useful diagnostic information.

ANSC 152 Companion Animal Diseases and Nutrition (3)
An introduction to the husbandry and medical care of companion animals. Topics include canine and feline life cycles (including breeding, pregnancy and parturition), housing and nutritional needs, exam procedures and medical recording, nursing and wound management, and identification and treatment of common diseases in companion animals and pet birds. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. (3 hours lecture)
Prerequisite: Credit for ANSC 142 and 142L.
The student learning outcomes are:
• Demonstrate proper patient restraint and safety procedures.
• Determine the breed and sex of patient and obtain a patient history.
• Properly collect venous blood samples from multiple collection sites (e.g., ephal and jugular veins) for a minimum of two species.

ANSC 252 Diagnostic Imaging for Veterinary Technicians (4)
This course trains students to safely and effectively use X-Ray technology to obtain diagnostic radiographs of the skeletal- and soft-tissue systems of domestic animals. Students are also given an overview of alternative imaging techniques (ultrasound, CT Scans, and digital radiography) as well as an introduction to the radiography of large animals and exotics. This course is intended for students entering veterinary technology, veterinary assisting or other animal-related fields. (3 hours lecture, 3 hours laboratory)
Prerequisite: Credit for or registration in ANSC 142 and 142L, or consent of instructor.
The student learning outcomes are:
• Prove simplest and safest ways to place a patient in position for a radiograph.
• Be able to make projections for the chest, abdomen, and extremities.
• Identify the proper manipulation of the body during the radiographic exposure.
• Determine the appropriate number of films to be taken.
• Be able to expose and develop diagnostic radiographs from a variety of imaging systems.

ANSC 252L Diagnostic Imaging for Veterinary Technicians Lab (1)
Prerequisite: Credit for ANSC 142 and 142L. Students enrolling in ANSC 252 are required to show proof of current health insurance and sign a liability waiver.
Recommened Preparation: Credit for ANSC 190.
The student learning outcomes are:
• Describe the use and functioning of various types of medical imaging equipment.

Course Descriptions

• Obtain objective patient data (e.g., temperature, pulse, respiration rate, hydration status, and auscultate heart/hunch).
• Sterilize instruments and supplies using appropriate methods.
• Provide surgical assistance.
• Safely and effectively produce diagnostic radiographic and non-radiographic images.
The student learning outcomes are:

Introduction to the care and use of laboratory animals. Includes ANSC 263  Laboratory Animal Procedures (3) (3 hours lecture, 3 hours laboratory)

• Develop a small-scale aquaculture husbandry and management plan.
• Evaluate the economic feasibility of developing a small-scale aquaculture system.

AQUA 106L  Small Scale Aquaculture Laboratory (1)
Comparison laboratory to AQUA 106, Small Scale Aquaculture. Practical, hands-on experiences in small scale aquaculture. Laboratory/field trip class. (3 hours laboratory)
Prerequisite: Credit for or registration in AQUA 106

AQUA 101  The Hawai‘i Fishpond (3)
An introduction to the history, development, biology and ecology, management, restoration, and future of Hawaiian fishponds. This course will study traditional Hawaiian fishponds, merging traditional knowledge with the principles of modern Western science. (3 hours lecture)
Recommended Preparation: Registration in AQUA 201L

The student learning outcomes are:
• Construct and operate different kinds of small-scale aquaculture systems.
• Identify and classify common species of aquaculture organisms.
• Identify anatomical (internal and external) features of aquaculture organisms.
• Operate a small-scale aquaculture system to successful harvest of target aquaculture organisms.
• Monitor culture conditions (physical, chemical and biological) in small-scale aquaculture systems.
• Demonstrate techniques for the cultivation of live food cultivation.
• Demonstrate techniques for the reproduction of aquaculture species.

AQUA 106  Small Scale Aquaculture (3)
Survey of possibilities of small scale aquaculture. Application of basic biological and ecological concepts and theories to the selection, planning and design of small scale aquaculture systems. (3 hours lecture)
Recommended Preparation: Registration in AQUA 106L

The student learning outcomes are:
• Develop a small-scale aquaculture husbandry and management plan.
• Evaluate the economic feasibility of developing a small-scale aquaculture system.

ANTH 150 Human Adaptation (3)
Human variation, physical and cultural, examined for its adaptiveness. Alternative explanations of human behavior, with implications for the future. (3 hours lecture)

The student learning outcomes are:
• Demonstrate an understanding and basic knowledge of environmental and cultural factors affecting the development of surfing in Polynesia, surfing’s integration into Hawaiian culture, decline due to Western influence, and its revitalization as a modern recreational activity.
• Demonstrate an understanding of the principles of anthroplogy as they apply to the creation and shaping of surfing culture, especially on O‘ahu.
• Coherently address modern social and legal issues relating to surfing.

ANTH 200 Cultural Anthropology (3)
Nature of culture, introduction to basic concepts for analyzing cultural behavior, patterning, integration, and dynamics of culture, culture and the individual. (3 hours lecture)

The student learning outcomes are:
• Explain how anthropologists study and talk about economic, kinship, political, gender, and religious systems, and cultural change.
• Apply the concept of culture to analyze cross-cultural issues in Hawaii, the US, and the world.
• Identify cross-cultural differences and similarities in (multicultural societies such as Hawaii).
• Describe patterns of culture in societies which utilize various strategies of adaptation to their environments, including subsistence patterns, political organization, social organization, and stratification.
• Carry out ethnographic fieldwork in a subculture on O‘ahu and produce a written description of the culture.
• Argue anthropological perspectives and research methods to careers and research outside of the discipline.
• Examine his/her own life and culture in a more critical manner in relation to the lives of people in other cultures.

AQUA 201L  Small Scale Aquaculture Laboratory (1)
Provides students with an understanding of surf culture in the Pacific Basin. Environmental and cultural factors are assessed in relation to surfing’s development in Polynesia, integration into Hawaiian culture, decline due to Western influence, and revitalization as a modern recreational activity. The modern surfing industry is also assessed through a cultural perspective that analyzes business practices utilized by surfing organizations today. (3 hours lecture)

The student learning outcomes are:
• Demonstrate an understanding and basic knowledge of environmental and cultural factors affecting the development of surfing in Polynesia, surfing’s integration into Hawaiian culture, decline due to Western influence, and its revitalization as a modern recreational activity.
• Demonstrate an appreciation for the diversity of the Order Primates, in terms of biology and behavior.
• Trace the evolutionary record from human ancestors to contemporary humans.
• Demonstrate an appreciation for the diversity of the Order Primates, in terms of biology and behavior.
• Trace the evolutionary record from human ancestors to contemporary humans.

ANTH 175 Polynesian Surf Culture (3)
Provides students with an understanding of surf culture in the Pacific Basin. Environmental and cultural factors are assessed in relation to surfing’s development in Polynesia, integration into Hawaiian culture, decline due to Western influence, and revitalization as a modern recreational activity. The modern surfing industry is also assessed through a cultural perspective that analyzes business practices utilized by surfing organizations today. (3 hours lecture)

The student learning outcomes are:
• Demonstrate an understanding and basic knowledge of environmental and cultural factors affecting the development of surfing in Polynesia, surfing’s integration into Hawaiian culture, decline due to Western influence, and its revitalization as a modern recreational activity.
• Demonstrate an appreciation for the diversity of the Order Primates, in terms of biology and behavior.
• Trace the evolutionary record from human ancestors to contemporary humans.

AQUA 106 Small Scale Aquaculture Laboratory (1)
Provides students with an understanding of surf culture in the Pacific Basin using O‘ahu as a model for understanding ancient and modern surfing culture in Hawaii. Field activities include surfing demonstrations and instruction, opportunities to speak with local cultural informants, and fieldtrips to various museums to learn about Hawai‘i’s surfing heritage. A coastal tour of O‘ahu will be made to study the effects of several major surf breaks. (3 hours laboratory)
Prerequisite: Credit for or registration in ANTH 175.

The student learning outcomes are:
• Demonstrate an understanding and basic knowledge of environmental and cultural factors affecting the development of surfing in Polynesia, surfing’s integration into Hawaiian culture, its decline due to Western influence, and its revitalization as a modern recreational activity.
• Demonstrate an understanding of the principles of anthropology as they apply to the creation and shaping of surfing culture, especially on O‘ahu.
• Coherently address modern social and legal issues relating to surfing.

ANTH 200 Cultural Anthropology (3)
Nature of culture, introduction to basic concepts for analyzing cultural behavior, patterning, integration, and dynamics of culture, culture and the individual. (3 hours lecture)

The student learning outcomes are:
• Explain how anthropologists study and talk about economic, kinship, political, gender, and religious systems, and cultural change.
• Apply the concept of culture to analyze cross-cultural issues in Hawaii, the US, and the world.
• Identify cross-cultural differences and similarities in (multicultural societies such as Hawaii).
• Describe patterns of culture in societies which utilize various strategies of adaptation to their environments, including subsistence patterns, political organization, social organization, and stratification.
• Carry out ethnographic fieldwork in a subculture on O‘ahu and produce a written description of the culture.
• Argue anthropological perspectives and research methods to careers and research outside of the discipline.
• Examine his/her own life and culture in a more critical manner in relation to the lives of people in other cultures.

AQUA 106 Small Scale Aquaculture (3)
Survey of possibilities of small scale aquaculture. Application of basic biological and ecological concepts and theories to the selection, planning and design of small scale aquaculture systems. (3 hours lecture)
Recommended Preparation: Registration in AQUA 106L

The student learning outcomes are:
• Develop a small-scale aquaculture husbandry and management plan.
• Evaluate the economic feasibility of developing a small-scale aquaculture system.

AQUA 106L  Small Scale Aquaculture Laboratory (1)
Comparison laboratory to AQUA 106, Small Scale Aquaculture. Practical, hands-on experiences in small scale aquaculture. Laboratory/field trip class. (3 hours laboratory)
Prerequisite: Credit for or registration in AQUA 106

The student learning outcomes are:
• Construct and operate different kinds of small-scale aquaculture systems.
• Identify and classify common species of aquaculture organisms.
• Identify anatomical (internal and external) features of aquaculture organisms.
• Operate a small-scale aquaculture system to successful harvest of target aquaculture organisms.
• Monitor culture conditions (physical, chemical and biological) in small-scale aquaculture systems.
• Demonstrate techniques for the cultivation of live food cultivation.
• Demonstrate techniques for the reproduction of aquaculture species.

AQUA 201  The Hawai‘i Fishpond (3)
An introduction to the history, development, biology and ecology, management, restoration, and future of Hawaiian fishponds. This course will study traditional Hawaiian fishponds, merging traditional knowledge with the principles of modern Western science. (3 hours lecture)
Recommended Preparation: Registration in AQUA 201L

The student learning outcomes are:
• Explain the process and philosophical basis of scientific inquiry.
• Distinguish between the types of traditional Hawaiian fishponds, the history of their construction and use throughout the Hawaiian Islands, how and where they were constructed, their operation and management, their characteristics, and their biota.
• Describe the oceanography, biology and ecology of Hawaiian fishponds.
• Describe the basic principles of aquaculture, including pond dynamics, feeding regimes, cultivated species propagation and growth, disease management, production, harvesting and maintenance.
• Discuss the status of Hawaiian fishponds in modern times, including their restoration and their future.

AQUA 201L  The Hawai‘i Fishpond Lab (1)
An introduction to the history, development, biology and ecology, management, restoration, and future of Hawaiian fishponds. This course will study traditional Hawaiian fishponds, merging traditional knowledge with the principles of modern Western science. (3 hours laboratory)

The student learning outcomes are:
• Develop a small-scale aquaculture husbandry and management plan.
• Evaluate the economic feasibility of developing a small-scale aquaculture system.

ANTH 150 Human Adaptation (3)
Human variation, physical and cultural, examined for its adaptiveness. Alternative explanations of human behavior, with implications for the future. (3 hours lecture)

The student learning outcomes are:
• Demonstrate an understanding and basic knowledge of environmental and cultural factors affecting the development of surfing in Polynesia, surfing’s integration into Hawaiian culture, decline due to Western influence, and its revitalization as a modern recreational activity.
• Demonstrate an understanding of the principles of anthropology as they apply to the creation and shaping of surfing culture, especially on O‘ahu.
• Coherently address modern social and legal issues relating to surfing.

ANTH 200 Cultural Anthropology (3)
Nature of culture, introduction to basic concepts for analyzing cultural behavior, patterning, integration, and dynamics of culture, culture and the individual. (3 hours lecture)

The student learning outcomes are:
• Explain how anthropologists study and talk about economic, kinship, political, gender, and religious systems, and cultural change.
• Apply the concept of culture to analyze cross-cultural issues in Hawaii, the US, and the world.
• Identify cross-cultural differences and similarities in (multicultural societies such as Hawaii).
• Describe patterns of culture in societies which utilize various strategies of adaptation to their environments, including subsistence patterns, political organization, social organization, and stratification.
• Carry out ethnographic fieldwork in a subculture on O‘ahu and produce a written description of the culture.
• Argue anthropological perspectives and research methods to careers and research outside of the discipline.
• Examine his/her own life and culture in a more critical manner in relation to the lives of people in other cultures.

AQUA 106 Small Scale Aquaculture (3)
Survey of possibilities of small scale aquaculture. Application of basic biological and ecological concepts and theories to the selection, planning and design of small scale aquaculture systems. (3 hours lecture)
Recommended Preparation: Registration in AQUA 106L

The student learning outcomes are:
• Develop a small-scale aquaculture husbandry and management plan.
• Evaluate the economic feasibility of developing a small-scale aquaculture system.
The student learning outcomes are:

- Use the scientific method of inquiry to study a Hawaiian fishpond.
- Apply the concepts learned in AQUA 201 to an experimental and hands-on observational setting.
- Use analytical tools and instruments to study the oceanography, biology and ecology of Hawaiian fishponds.
- Collect, reduce, and interpret data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Identify and classify common fishpond species.
- Design a Hawaiian fishpond.
- Manage all aspects of a Hawaiian fishpond.

**Art**

**ART 101 Introduction to the Visual Arts (3)**

Art 101 is an introductory course that focuses on the question “What is the nature of visual art?” and the forms and conditions under which art is expressed. Projects will be required. Independent field trips to art galleries may be required. (3 hours lecture)

**DA**

The student learning outcomes are:

- Identify how an appreciation of the visual arts influences the quality of life.
- Analyze how the elements of form and principles of design work together with the creative process to produce a work of art.
- Describe individual art disciplines, media, and specific methods of making art.
- Define major historical and contemporary movements in art and discuss how art reflects its time and culture.
- Execute studio art projects in order to experience visual concepts, art disciplines and media in each of the following:
  - Maintain a comprehensive sketchbook demonstrating observation.
  - Develop 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 105B Ceramics Studio Handbuilding I (3)**

Studio experience mainly for non-majors. An introduction to clay as an art medium. Emphasis on basic handbuilding techniques, three-dimensional concepts in clay, glazing, decorating and firing kilns.

**NOTE:** Art Majors: ART 105B and ART 105C must both be taken to receive equivalency at UH LM Mānoa as an art elective. Liberal Arts Students: ART 105B or ART 105C will transfer to fulfill the Humanities DA core requirements. (6 hours lecture/lab)

**DA**

The student learning outcomes are:

- Demonstrate through finished ceramic objects a basic understanding of the hand building techniques.
- Comprehend and sensibly 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.
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- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.

**ART 105C Ceramics Studio Wheelthrowing I (3)**

Studio experience mainly for non-majors. Introduction to the potter’s wheel. Emphasis on techniques of forming basic wheelthrown shapes on the electric or kick wheel. Emphasis also on decorating, glazing, and firing of ceramic pieces.

**NOTE:** Art Majors: ART 105B and ART 105C must both be taken to receive equivalency at UH LM Mānoa as an art elective. Liberal Arts Students: ART 105B or ART 105C will transfer to fulfill the Humanities DA core requirements. (6 hours lecture/lab)

**DA**

The student learning outcomes are:

- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
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- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.

**ART 108 Elementary Studio: Drawing and Painting (3)**

Art 108 is a studio course, which includes drawing and an introduction to acrylic painting techniques, with an emphasis on acrylic painting. Course content will also emphasize composition and color theory. Six credits may be applied to the AA degree. (6 hours lecture/lab)

**DA**

The student learning outcomes are:

- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
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- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.

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

Studio experience mainly for non-majors. An introduction to black and white photography emphasizing a variety of picturing techniques. Assignments and field trips. Student must have film camera and must provide portable speed and aperture settings. (6 hours lecture/lab)

**DA**

The student learning outcomes are:

- Operate your camera to obtain correctly focused and exposed negatives, and use aperture and shutter speeds to create an intended image.
- Develop black and white film and make contact prints.
- Develop and print your own black and white negatives, and enhance and communicate an intended image.
- Process and present photographic prints that aesthetically express your feelings, ideas and/or concepts.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
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- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.
- Complete the creative problem-solving process from planning and discovery to implementation and evaluation.

**ART 106D Introduction to Printmaking/Screen Printing (3)**

Studio experience mainly for non-majors. Introduction to the techniques and concepts of screen printing. Six credits may be applied to the AA degree. (6 hours lecture/lab)

**DA**

The student learning outcomes are:

- Demonstrate an awareness of historic and contemporary color theory and color problems.
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- Demonstrate an awareness of historic and contemporary color theory and color problems.
- Demonstrate an awareness of historic and contemporary color theory and color problems.

**ART 111 Introduction to Watercolor Painting (3)**

Art 111 is an introduction to watercolor painting materials and techniques. Six credits may be applied to the AA degree. (6 hours lecture/lab)

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

**DA**

The student learning outcomes are:

- Complete assignments that reflect the use of watercolor techniques and design principles in watercolor composition.
- Use and care properly for watercolor painting tools.
- Discuss watercolor painting concepts and techniques.
- Critique work based on watercolor concepts and techniques.
- Identify historic references within the theory and practice of design.
Course Descriptions

- Organize a portfolio of works that demonstrate aesthetic understanding of the principles of design, elements of form, and appropriate presentation of art.

**ART 116 Introduction to Three-Dimensional Composition (3)**
Focuses on building three-dimensional structures and basic sculptural forms using various approaches and materials, as well as the designing of creative environments. The student's awareness of the natural order and the aesthetic aspect of design is broadened and the student learns the correlation of color, temperature, proportion, space, time and movement in a three-dimensional form.

- 6 hours lecture/lab

**DA**

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

**ART 123 Introduction to Oil Painting (3)**
ART 123 is an introduction to the materials and techniques of oil painting. Classical painting techniques will be emphasized. Six credits may be applied to the AA degree. (6 hours lecture/lab)

**Recommended Preparation:** ART 101, 113 and 114.

**DA**

The student learning outcomes are:
- Execute paintings using traditional painting techniques.
- Complete the technical process from preparation of the ground (canvas) to the completion of a painting.
- Execute underpainting, grisaille and limited palette painting techniques.
- Apply the visual elements of line, shape, light and shadow, color, texture and space as well as the design principles of balance, rhythm, focal points, implied movement and unity to a painting.
- Discuss oil painting concepts and techniques.
- Critique work based on oil painting concepts and techniques.

**ART 189 Ka Unu Pa’a—Introduction to Hawaiian Art and Design (3)**
An integrated beginning studio art course which offers students the opportunity to understand and express Hawaiian cultural perspective through contemporary visual arts activities. (6 hours lecture/lab)

**Recommended Preparation:** HAW 101 or one semester high school Hawaiian.

**DA**

The student learning outcomes are:
- 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 art making as a means of contemporary notation, conceptualization and visual organization.
- Develop an appreciation of Hawaiian art, the variety and richness of its art forms and the cultural significance inherent in its production.
- Demonstrate how the Hawaiian language informs the process of art making and offers insights into the metaphorical nature intrinsic in Hawaiian art.
- Use various art making techniques and processes to explore personal imagery.
- Collaborate with others to make creative decisions.

**ART 207 Intermediate Photography: Techniques and Aesthetics of Photography (3)**
Basic techniques and aesthetics of black and white photography: the camera as a tool for communication and self-expression. Student must have a film camera with adjustable shutter speeds and aperture settings. Up to 6 credits applicable toward A.A. degree. (2 hours lecture and 4 hours studio)

**Prerequisite:** Credit for ART 107 or consent of instructor.

**DA**

The student learning outcomes are:
- Conceptualize an idea and translate it photographically into a visual form.
- Use different black and white films and development procedures to convey and express different photographic aesthetics.
- Express through refined photographic techniques your ideas, feelings and/or concepts.
- Produce photographic prints that require proficient skill in darkroom techniques.

**ART 208 Intermediate Photography: Color Studio (3)**
Color in photography emphasizing communication and self-expression. Lectures, demonstrations and projects. Student must have film camera with adjustable shutter speeds and aperture settings. (2 hours lecture and 4 hours studio)

**Prerequisite:** Credit for ART 107, 107, or consent of instructor.

**DA**

The student learning outcomes are:
- Conceptualize an idea and translate it photographically into a visual form.
- Use different color films and development procedures to convey and express different photographic aesthetics.
- Execute through refined photographic techniques your ideas, feelings and/or concepts.
- Produce photographic prints that require proficient skill in darkroom techniques.

**ART 213 Intermediate Drawing (3)**
ART 213 is a continuation and development of drawing ideas and skills introduced in ART 113. A variety of materials, techniques and concepts are explored, particularly pertaining to drawing concepts unique to the 20th century. Portraiture will also be introduced. Repeatable once for a total of 6 credits that may be applied to the AA degree. (6 hours lecture/lab)

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

**DA**

The student learning outcomes are:
- Exhibit a continued development of the skills and craft of drawing, as introduced in ART 113.
- Use perspective traditionally as well as in imaginative and creative ways.
- Draw portraits from life.
- Execute drawing concepts unique to the 20th century.
- Use drawing skills necessary to visually express creative ideas.

**ART 214 Introduction to Life Drawing (3)**
ART 214 is an introductory figure drawing course. Anatomical construction, light, space, diagrammatic analysis, and thematic content will be studied through the drawing process. Six credits may be applied to the AA degree. (6 hours lecture/lab)

**Prerequisite:** Credit for ART 113 or consent of instructor.

**Recommended Preparation:** ART 101 and 213.

**DA**

The student learning outcomes are:
- Draw the human figure accurately and expressively.
- Investigate drawing through the invention of structure, anatomy, design and expression, as it relates to the figure as a visual form.
- Demonstrate an understanding of the relationship between the internal structure of the figure and its effects on topography.
- Discuss figure drawing concepts and techniques.
- Critique works by figure drawing concepts and techniques.

**ART 220 The Windward Atelier (Intensive Study in Drawing and Painting) (6)**
ART 220 is an intensive course of study in the classical techniques of drawing and painting. Cast drawing, portraiture and figure painting will be the focus of instruction. The Windward Atelier is designed primarily for those students who have some prior studio experience in drawing. (34 hours lecture/lab for 6 weeks)

**Prerequisite:** Acceptance through a drawing portfolio which demonstrates evidence of skills in observational drawing.

The student learning outcomes are:
- Make accurate drawings and paintings from observation.
- Perceive and record values accurately and use various sighting techniques in order to develop observational drawing and painting skills.
- Draw from classical plaster casts using mapping, memory and sighting techniques.
- Execute the painting process from canvas preparation to the completion of a painting.
- Execute representational, grisaille and limited palette painting techniques.
- Properly care for brushes and wooden palette, stretch and prepare a canvas, and make the Maroger Medium.

**ART 223 Intermediate Painting (3)**
Survey of late 19th and early 20th century studio practice. Completion of paintings which concentrate on historical styles as well as on a more personal direction. (6 hours lecture/lab)

**Prerequisite:** Credit for ART 123.

**DA**

The student learning outcomes are:
- Create paintings that exhibit a working knowledge of recent developments in the pictorial structure of paintings.
- Understand and use the dynamic organization of pattern, two and three dimensional space and rhythmic demands of the “flat” picture plane.
- Confidently paint shapes, edges, color relationships and space with increased sensitivity.
- Develop original and personal concepts and techniques.
- Demonstrate an understanding of the technical aspect of the painting process.
- Develop the language skills in the critical evaluation of paintings.

**ART 224 Painting from Life (3)**
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. Six may be applied to the AA degree. (6 hours lecture/lab)

**Prerequisite:** Credit for ART 123 and 214, or consent of instructor.

**DA**

The student learning outcomes are:
- Create paintings that exhibit a working knowledge of the figurative tradition of painting from the Renaissance to the present.
- Paint the human figure accurately and expressively.
- Sensitive apply the visual elements of line, shape, light and shadow, color, texture and space, and the design principles of balance, rhythm, focal points, implied movement and unity to figure painting projects.
- Execute the painting process from canvas preparation to the completion of a painting.
- Create limited palettes, and execute color harmony and balance within a painting.
- Use art terminology to evaluate paintings.
- 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 cast drawing, portraiture and figure painting projects.
- Discuss classical drawing and painting concepts and techniques. Critique work based on classical drawing and painting concepts and techniques.
Course Descriptions

ART 243 Ceramics Studio Wheelthrowing II (3)
Development of wheelthrowing techniques, vessel and structural concepts, surface treatment and glazing. Six credits may be applied to the AA degree.
NOTE: Art Majors: ART 243 and 244 must both be taken to receive equivalency at UH Mānoa as ART 242, Introduction to Ceramics. (6 hours lecture/lab)
Prerequisite: Credit for ART 105 or consent of instructor.
Recommended Preparation: ART 101, 116
DA

The student learning outcomes are:
• Demonstrate an understanding of the three basic handbuilding 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 ceramics 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 Ceramics Studio Wheelthrowing II (3)
Development of wheelthrowing techniques, vessel and structural concepts, and surface treatment and glazing. Six credits may be applied to the AA degree.
NOTE: Art Majors: ART 243 and 244 must both be taken to receive equivalency at UH Mānoa as ART 242, Introduction to Ceramics. (6 hours lecture/lab)
Prerequisite: Credit for ART 105C or consent of instructor.
DA

The student learning outcomes are:
• 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 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 253 Figure Modeling (3)
Modeling the human figure in clay, with emphasis on the basic skeletal structure and muscles in relation to surface modulation, proportion, volume and gesture. Six credits may be applied to the AA degree. (6 hours lecture/lab)
DA

The student learning outcomes are:
• Demonstrate through finished sculpture, an understanding of figure and portrait modeling, mold-making, fabrication, and the casting process and materials.
• Demonstrate an understanding of drawing as a tool for conceptualization and documentation of personal imagery.
• Demonstrate an awareness of historic and contemporary examples of sculpture.
• Perceive and sculpt volume and mass with increased sensitivity and personal confidence.
• Trust one’s own decisions, insights, and perceptions during the creative problem-solving process.
• Demonstrate an ability to articulate the concepts and intent of a finished sculptural work.

ART 260 Gallery Design and Management (3)
Design theory and techniques for presentation of art work and mounting an exhibition. Six credits may be applied to the AA degree. (6 hours lecture/lab)
DA

The student learning outcomes are:
• Plan and install an art display using the appropriate skills and techniques of gallery design and management.
• Evaluate spatial relationships, design principles and color theory as related to gallery displays and discover the role intuition plays in the arts and gallery design.
• Critique and evaluate works of art and presentation by using art terminology.
• Prepare publicity related to gallery practice to include press releases and gallery invitations.
• Generate a portfolio documenting art exhibitions in our local community.

ART 269C Study Abroad: Japanese Cultural Tour—Ceramic Pottery and Kilns (4)
An on-site study of Japanese pottery and kilns, using clay and sumi brush to analyze, understand and appreciate the development of Japanese Ceramic Art.
Prerequisite: Credit for ART 105B or 105C or consent of instructor.

The student learning outcomes are:
• Understand the development of Japanese ceramic art.
• Use clay and sumi brush as a tool to analyze, understand and appreciate and appraise Japanese ceramic form and structure.
• Execute the following pots or sculpture through handbuilding and wheel throwing ceramic techniques, glazing, and firing kilns: vases, bottles, bowls, plates and sculpture.
• Through the use of drawing, writing and photography, understand the evolution of space, color and design in Japanese pottery and sculpture.

ART 269V Study Abroad (Designated Region, Variable Credit) (1)
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. (30 hours lecture/lab per credit trip total)
Prerequisite: Meet with instructor for approval.
DH

The student learning outcomes are:
• Become more informed about the peoples and culture of the designated locations visited.
• Become aware of Internationalism and an interdependency of cultures.
• Understand the development of ceramic art and architecture of the designated locations visited.
• Use group discussions, essays and examinations, and a visual studio process as a tool to analyze, understand and sensitively appreciate and appraise forms and structures of the art studied.

ART 270 Introduction to Western Art (3)
The study of major developments in Western art from prehistory to the present. (3 hours lecture)
Recommended Preparation: ART 101 or consent of instructor.
DH

The student learning outcomes are:
• Think and act with intellectual integrity to access, critically evaluate and synthesize information from scholarly resources to make or express critical judgments about historical and contemporary issues in Western art.
• Demonstrate understanding that art is a visible manifestation of cultural values, which mirror its time period.
• Incorporate writing as a tool for analyzing art forms.
• Make a critical comparison of the past and present in Western art.
• Analyze style both descriptively and comparatively.

ART 280 Introduction to Eastern Art (3)
Major developments in the Arts of Asia. (3 hours lecture)
Prerequisite: Credit for ART 101 or consent of instructor.
DH

The student learning outcomes are:
• Identify the art works of India, China and Japan.
• Compare and contrast the different artistic preferences in styles, forms and meanings of the above visual arts based on cultural, historical and contemporary assumptions of those particular periods.
• Discuss the historical development of the cultures, basic ideas, beliefs and attitudes that shaped these unique artistic creations.

Astronomy

ASTR 110 Introduction to Astronomy (3)
Introduction to the astronomical universe for non-science students. (3 hours lecture)
DP

The student learning outcomes are:
• Outline the development of astronomy from ancient times to present and explain the role of the scientific method in this context.
• Describe and explain the apparent motions of the celestial bodies, especially as related to naked-eye observations.
• Identify the appropriate instruments used by astronomers to understand the universe.
• Outline the origins of our solar system and appraise the loading cosmological theories of the origin of the universe.
• Describe the physical and chemical properties of the objects in our solar system and apply the concept of comparative planetology.
• Describe the physical and chemical nature of stars, and especially our sun, and apply the astronomical techniques used to measure stellar properties.
• Outline the evolutionary stages in a star’s life and compare and contrast the structure of our Milky Way and other galaxies.
• Apply astronomical concepts to the search for extraTerrestrial life.

ASTR 110L Introduction to Astronomy Laboratory (1)
Demonstration of astronomical principles through laboratory observations and analysis of astronomical data. Not required for ASTR 110. (3 hours laboratory)
Prerequisite: Credit for or registration in ASTR 110 or consent of instructor.
DY

The student learning outcomes are:
• Apply the scientific method to a selected group of topics in astronomy.
• Collect, report and analyze data obtained in a laboratory and/or observatory setting in a manner exhibiting organization, proper documentation and critical thinking.
• Demonstrate a basic understanding of the use of standard astronomical instruments.
• Perform image analysis, especially as related to astronomical photographic data.
• Identify environmental factors, which affect the outcome of an experiment or observation and apply basic error analysis techniques.
• Demonstrate a working knowledge of computer on-line and Internet astronomical programs.
Course Descriptions

ASTR 130 Introduction to Archeoastronomy (3)
A study of the interdisciplinary study of cultures and astronomy for non-science majors. Topics include naked-eye astronomy, myths and rituals, calendar systems, architectural alignments and navigation. (3 hours lecture)
Recommended Preparation: ASTR 110.
DP
The student learning outcomes are:
• Describe and explain the observable daily motions of celestial bodies.
• Identify the phases of the moon and explain what causes them.
• List some cultural associations of the planets.
• Identify and use measurement tools for determining astronomical alignments.
• Illustrate how astronomical knowledge can be used in navigation.
• Compare and contrast how different cultures use astronomical knowledge.
• Assess the strengths and weaknesses of an interpretation of evidence from an archæoastronomy site.
• Explain how culture and science are interrelated.

ASTR 180 Planetary Astronomy (3)
A survey of modern solar system astronomy with emphasis on the underlying physical principles. Topics discussed include the celestial sphere and aspects of the night sky, the structure and evolution of the Sun’s planetary system, comparative planetology, and theories of the formation of planetary systems. Intended for science majors and prospective science teachers. (3 hours lecture)
Recommended Preparation: The student should have a good operational familiarity with high school algebra.

DP
The student learning outcomes are:
• Outline the development of planetary astronomy from ancient times to present and explain the role of the scientific method in this historic context.
• Describe the major geological and atmospheric features of the objects in our Solar System.
• Describe the physical and chemical properties of the objects in our solar system and apply the concept of comparative planetology.
• Outline the origins of our Solar System and formulate models that explain the different physical and chemical characteristics of objects within the Solar System.
• Describe the properties of our Sun and their effects on objects in the Solar System.
• Outline techniques for discovering extrasolar planets and extraterrestrial life.

ASTR 181 Stellar Astronomy (3)
A survey of modern stellar, galactic, and extragalactic astronomy, with emphasis on the underlying physical principles. Topics covered include stellar structure, interstellar environments and the formation of stars, stellar evolution and death, the structures of galaxies, and cosmology. Intended for science majors and prospective science teachers. The student should have a good operational familiarity with high school algebra. (5 hours lecture)

Recommended Preparation: The student should have a good operational familiarity with high school algebra, trigonometry, and/or ASTR 180.

DP
The student learning outcomes are:
• Use appropriate celestial charts and astronomical time system to identify and locate celestial objects, such as stars, nebulae, galaxies, planets, satellites and asteroids.
• Describe the fundamental topics and telescopic observations.
• Operate and make observations with optical, radio and cosmic ray telescopes.
• Apply the techniques of astrophotography and spectrometry.
• Use appropriate techniques to analyze astronomical data.

ASTR 250 Observational Astronomy (3)
An introduction to the tools and techniques of observational astronomy: astronomical time and coordinate systems, photometric systems and magnitudes, principles of telescopes and their operation, introduction to modern astronomical instruments, analysis of astronomical data. Includes planetary, solar and stellar observations. (3 hours lecture)
Recommended Preparation: ASTR 110 or ASTR 180 and ASTR 181 Recommended Preparation:
Recommended Preparation: Student should have operational familiarity with high school algebra and basic trigonometry.

DP
The student learning outcomes are:
• Outline the characteristics and origins of objects in our solar system, including the sun, planets, moons, meteoroids, asteroids and comets.
• Compare and contrast terrestrial and jovian worlds and apply geological and atmospheric concepts to comparative planetology.
• Explain the affects and implications of collisional impacts on planetary surfaces.
• Apply the laws of planetary motion and celestial mechanics.
• Outline the historical development of manned and unmanned space flight.
• Identify and describe the appropriate instruments, detectors and space probes used by astronomers and space scientists to explore the solar system, especially in the area of remote sensing.
• Discuss the future of space colonization and exploitation.
• Discuss the nature and origin of life on earth and apply the astronomical concepts related to the search for extraterrestrial life.

ASTR 281 Space Explorations (3)
Current topics in planetary exploration, extraterrestrial life, and space resources and colonization. (3 hours lecture)
Recommended Preparation: Credit for ASTR 110 or consent of instructor.

DP
The student learning outcomes are:
• Use appropriate techniques to analyze astronomical data.
• Use appropriate celestial charts and astronomical time system to identify and locate celestial objects, such as stars, nebulae, galaxies, planets, satellites and asteroids.
• Describe the primary functions of an astronomical telescope and major detectors, such as spectrometers and photometers.
• Apply basic principles in planetary remote sensing and image processing.
• Outline astronomical techniques involved in observing planetary and stellar objects, such as variable stars, asteroids and the Sun and Moon.
• Compare and contrast the research involved in optical, radio, infrared and cosmic ray astronomy.
• Use appropriate techniques to analyze astronomical data.

ASTR 294V Special Topics in Astronomy (1)
This course covers current topics in astronomy. The course is designed to have variable credit to coincide with the rigor of the topic. A student may enroll and receive credit for this course more than one time (for different topics). A course description will be presented in the schedule of classes (1 to 4 hours lecture)
Recommended Preparation: Credit for or registration in BIOL 100 or equivalent preparation or consent of instructor.

DP
The student learning outcomes are:
• Identify the major concepts and facts presented for the topic under examination.
• Make inferences and draw conclusions from the special topics under discussion.
• Apply skills appropriate to the topic under discussion.
• Evaluate the science and technology of astronomy and space science.

Biology

BIOL 100 Human Biology (3)
Introduction to structure and functions of cells, tissues, organs, and systems of the human body. Topics related to physical fitness, nutrition, health, and disease. Not intended for science majors. Students who have received credit for or are currently enrolled in ZOOL 101 may not receive credit for BIOL 100. (3 hours lecture)
Prerequisite: Grade of “C” or better in ENG 21, or placement into ENG 22 or higher.

DB
The student learning outcomes are:
• Explain the process and philosophical basis of scientific inquiry.
• Distinguish between living things and inanimate objects.
• Describe the chemical architecture of living things and the functions of the major groups of biological molecules.
• Describe the parts, their structure and functions, of cells, diversity of cell types, cell metabolism, cell communication, and cell division processes (mitosis and meiosis).
• Solve problems in Mendelian genetics.
• Describe the processes whereby genes are expressed as the characteristics of the whole organism.
• Explain the role of nutrition and fitness in human health.
• Describe the hierarchical architecture of the human body and how the organism achieves this organization (human development).
• Describe the anatomy and physiology of the systems that make up the human body, including skeletal, integumentary, muscular, circulatory, digestive, respiratory, excretory, nervous, endocrine, immune, and reproductive systems.
• Discuss current debates regarding human evolution, its mechanisms and history.
• Describe the interrelationships between humans and their environments.

BIOL 100L Human Biology Laboratory (1)
Laboratory to accompany BIOL 100. Emphasizes the application of the scientific method, basic laboratory methods and procedures in biology, and facts and principles of human anatomy and physiology. (3 hours laboratory)
Prerequisite: Credit for or registration in BIOL 100 or equivalent preparation or consent of instructor.

DP
The student learning outcomes are:
• Use the scientific method of inquiry to investigate biological phenomena.
Course Descriptions

BIOL 101 Biology and Society (4)
Historical development of scientific concepts, characteristics, and interaction of science and society from the perspective of biological sciences. (3 hours lecture, 3 hours laboratory)

Eligibility for placement in ENG 100, or consent of instructor.

Recommended Preparation: High school chemistry or college chemistry and registration in BIOL 171L.

Corequisite: BIOL 172L.

Course Descriptions

The student learning outcomes are:

- Distinguish science as a way of knowing from other epistemological systems.
- Discuss the historical development of the discipline of biology into what it is today, relating the contributions made by significant individuals and concepts of the past to modern biology.
- Explain the major integrating principles of biology.
- Explain the origin and organization of the diversity of life on Earth.
- Describe how living systems function, relating structure to function, at all levels within the hierarchy of life from molecules to the biosphere.
- Solve problems in inheritance and genetics.
- Present informed, rational and objective opinions on biologically-related issues important to human society.
- Use the scientific method of inquiry to investigate biological phenomena.
- Apply the concepts learned to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the environmental, such as microscopes, scales, spectrophotometers, and other analytical tools.
- Apply the standard analytical procedures needed to study human biology, such as dissection, separation of biological compounds, microbiological examination of cells and tissues, membrane transport mechanisms, energy metabolism, genetics, digestion and nutrition, excretion, skeletal muscle physiology, cardiovascular function, nervous system function, respiration, and blood analyses.
- Recognize and identify basic human tissue types and their distinguishing characteristics.
- Demonstrate basic knowledge of anatomy (structure) and physiology (function) of the fetal pig (using preserved specimens) and human body (using models and figures).

BIOL 124 Environment & Ecology Laboratory (1)
Companion laboratory class to BIOL 124, Environment and Ecology. This class, providing hands-on experience in the laboratory and in the field, enhances the student’s understanding of basic environmental science and ecological concepts presented in BIOL 124. (3 hours lecture)

Prerequisite: Credit for or registration in BIOL 124 or consent of instructor.

Course Descriptions

The student learning outcomes are:

- Use the scientific method of inquiry to investigate environmental phenomena.
- Apply the concepts learned in BIOL 124 to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the environmental scientist, such as microscopes, scales, spectrophotometers, and other analytical tools.
- Apply the standard analytical procedures needed to study the environment, such as soil analyses, water quality determinations, stream bioassessments, and quantitative resource inventories.
- Conduct experiments that evaluate environmental factors affecting living organisms.

BIOL 171D General Biology Lab I (1)
Laboratory to accompany BIOL 171. (3 hours laboratory)
Prerequisite: Credit for or registration in BIOL 171.
Recommended Preparation: High school chemistry or college chemistry.

DY

Course Descriptions

The student learning outcomes are:

- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, and other analytical tools.
- Apply the standard analytical procedures needed to study the environment, such as soil analyses, water quality determinations, stream bioassessments, and quantitative resource inventories.
- Conduct experiments that evaluate environmental factors affecting living organisms.

BIOL 200 Coral Reefs (3)
Introduction to the biology, ecology and geology of stony corals and the reef structures they build. Topics include, but not limited to, the following: photobiology, biochemistry, physiology, reproduction, ecology, biomineralization, and evolution of stony corals. Contributions made by other members of the coral reef community, such as fish, sea urchins, and other invertebrates, are also discussed.

Recommended Preparation: High school biology and college level reading and writing skills.

DB

Course Descriptions

The student learning outcomes are:

- Demonstrate the characteristics, systematics, and biology of viruses, prokaryotes, protists, and fungi.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, and other analytical tools.
- Apply the standard analytical procedures needed to study the environment, such as soil analyses, water quality determinations, stream bioassessments, and quantitative resource inventories.
- Conduct experiments that evaluate environmental factors affecting living organisms.

Course Descriptions

The student learning outcomes are:

- Explain the process and philosophical basis of scientific inquiry.
- Describe the basic principles of ecology, including population ecology, community ecology, and ecosystem function.
- Describe the characteristics of the major biomes and ecosystems of the Earth.
- Discuss the interrelationships between land, sea, the atmosphere and the living things that occupy these environments.
- Discuss the role that humans play in affecting the characteristics of the environment.
- Evaluate current environmental issues and problems including the solutions and management practices that have been used or offered to address these issues and problems.

Recommended Preparation: High school chemistry or college chemistry.

DY

Course Descriptions

The student learning outcomes are:

- Apply standard analytical procedures for the comparative study of plants and animals, such as the handling of living and preserved materials for study, dissection procedures, preparation of materials for microscopic examination, and use of dichotomous keys.
- Identify the diagnostic anatomical features of organisms representing major groups of plants and animals.
- Identify the major systematic groups to which specimens of plants and animals belong.

Recommended Preparation: High school biology and college level reading and writing skills.

DB

Course Descriptions

The student learning outcomes are:

- Use the scientific method of inquiry to investigate biological phenomena.
- Apply the concepts learned in BIOL 171 to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, and other analytical tools.
- Apply the standard analytical procedures needed to study the environment, such as soil analyses, water quality determinations, stream bioassessments, and quantitative resource inventories.
- Conduct experiments that evaluate environmental factors affecting living organisms.

Course Descriptions

The student learning outcomes are:

- Identify the major systematic groups to which specimens of living things belong.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools and methods of the biological scientist, such as microscopes, scales, spectrophotometers, computers, dissection dichotomous keys, and other analytical tools.
- Identify the major systematic groups to which specimens of living things belong.

BIOL 124 Environment & Ecology Laboratory (1)
Companion laboratory class to BIOL 124, Environment and Ecology. This class, providing hands-on experience in the laboratory and in the field, enhances the student’s understanding of basic environmental science and ecological concepts presented in BIOL 124. (3 hours laboratory)

Prerequisite: Credit for a registration in BIOL 124 or consent of instructor.

DY

Course Descriptions

The student learning outcomes are:

- Apply the concepts learned in BIOL 172 to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, and other analytical tools.
- Apply the standard analytical procedures needed to study the environment, such as soil analyses, water quality determinations, stream bioassessments, and quantitative resource inventories.
- Conduct experiments that evaluate environmental factors affecting living organisms.

Recommended Preparation: High school biology and college level reading and writing skills.

DB

Course Descriptions

The student learning outcomes are:

- Distinguish between the major groups of higher plants by recognizing the anatomical, morphological, developmental features, and life cycles defining these groups.
- Describe the biology of animals, including the following concepts: adaptations to terrestrial versus aquatic life styles, endosymbiotic behavior, and the anatomy and physiology of animal organ systems (i.e., digestion, respiration, circulation, osmoregulation, thermoregulation, immunity, reproduction, nervous, and reproductive systems)
- Describe the basic principles of ecology, including population ecology, community ecology, and ecosystem function.
- Describe the characteristics of the major biomes and ecosystems of the Earth.
- Discuss the interrelationships between land, sea, the atmosphere and the living things that occupy these environments.

Recommended Preparation: High school biology and college level reading and writing skills.

DB

Course Descriptions

The student learning outcomes are:

- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, and other analytical tools.
- Apply the standard analytical procedures needed to study the environment, such as soil analyses, water quality determinations, stream bioassessments, and quantitative resource inventories.
- Conduct experiments that evaluate environmental factors affecting living organisms.

Recommended Preparation: High school biology and college level reading and writing skills.

DB

Course Descriptions

The student learning outcomes are:

- Explain the process and philosophical basis of scientific inquiry.
- Describe the basic principles of ecology, including population ecology, community ecology, and ecosystem function.
- Describe the characteristics of the major biomes and ecosystems of the Earth.
- Discuss the interrelationships between land, sea, the atmosphere and the living things that occupy these environments.
- Discuss the role that humans play in affecting the characteristics of the environment.
- Evaluate current environmental issues and problems including the solutions and management practices that have been used or offered to address these issues and problems.

Recommended Preparation: High school biology and college level reading and writing skills.

DB

Course Descriptions

The student learning outcomes are:

- Identify the major systematic groups to which specimens of living things belong.
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools and methods of the biological scientist, such as microscopes, scales, spectrophotometers, computers, dissection dichotomous keys, and other analytical tools.
- Identify the major systematic groups to which specimens of living things belong.

BIOL 124 Environment & Ecology Laboratory (1)
Companion laboratory class to BIOL 124, Environment and Ecology. This class, providing hands-on experience in the laboratory and in the field, enhances the student’s understanding of basic environmental science and ecological concepts presented in BIOL 124. (3 hours laboratory)

Prerequisite: Credit for a registration in BIOL 124 or consent of instructor.

DY
such as algae, invertebrates, fish, sea turtles, sea birds, and marine mammals. Familiarity with coral morphology, corals as resources for human utilization and the impacts of human activities upon reefs throughout the world. Emphasis will be on Hawaii’s coral reefs, but comparisons will be made among reefs from other areas.

(3 hours lecture)

The student learning outcomes are:

- Identify the coral reefs and the physical processes that create and shape them.
- Describe the resources that coral reefs provide, especially to Pacific island nations and states.
- Describe the impacts of human activities on coral reefs and the significance of these impacts to Pacific island nations and states.

BIOL 200L Coral Reef Laboratory and Field Studies (1)

Laboratory and field studies of the biology, ecology, and geology of stony corals and the reef structures they build; companion course to BIOL 200. (3 hours laboratory)

Prerequisite: Credit for or registration in BIOL 200 or consent of instructor.

Recommended Preparation: High school biology and algebra.

The student learning outcomes are:

- Use the scientific method of inquiry to investigate biological phenomena.
- Apply the concepts learned in BIOL 200 to an experimental and hands-on observational setting.
- Collect, reduce, and interpret biological data.
- Prepare written reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, computers, and other analytical tools.
- Demonstrate the use of specialized tools and methods frequently used in the study of corals and coral reefs.

BIOL 265L Ecology and Evolutionary Biology Lab (3)

Laboratory to accompany BIOL 265. (3 hours laboratory)

Corequisite: BIOL 265, or consent of the instructor.

Recommended Preparation: ICS 107 or ICS 303B-E, or familiarity with spreadsheets, word processing, and Internet browsers.

DY

The student learning outcomes are:

- Use the scientific method of inquiry to investigate ecological and evolutionary phenomena.
- Apply the concepts learned in BIOL 265 to an experimental and hands-on observational setting.
- Apply standard analytical procedures for the study of evolution and ecology. These include the following areas of study: experimental design and set-up; descriptive statistics and hypothesis testing; age structure of a natural population; sampling and describing population attributes; sampling, describing, and quantifying the flora, fauna, and relevant abiotic characteristics of a reef site; plant competition; optimal foraging theory; sampling and describing community characteristics and functions, primary productivity, natural selection; colonization and adaptive radiation of Hawaiian flora and fauna; taxonomy, phylogeny, and biogeography. Collect, reduce, and interpret ecological and evolutionary data.
- Prepare written objective reports describing and interpreting experimental and observational results.

BIOL 275L Cell and Molecular Biology Lab (1)

Laboratory for cell and molecular biology. (3 hours laboratory)

Corequisite: BIOL 275L or consent of the instructor.

Recommended Preparation: ICS 107 or ICS 303B-E, or calculus or algebra.

DY

The student learning outcomes are:

- Operate equipment used in cell and molecular biology laboratory.
- Conduct experiments involving DNA/RNA/protein extraction and electrophoresis, enzyme kinetics, ELISA, RFLP, PCR, gene expression.
- Produce lab reports using the standard scientific format.

Botany

BOT 101 General Botany (4)

Introduction to plant structure, function, reproduction, and evolution; plants in relation to the environment and human activities. Lecture/laboratory/field trip course. (3 hours lecture, 3 hours laboratory)

Recommended Preparation: High school biology.

DY

The student learning outcomes are:

- Describe basic concepts of plant morphology, anatomy, physiology, cytology, taxonomy, and genetics.
- Discuss life cycles of division in Thallophyta, Bryophyta, and Phanerogama.
- Discuss interrelationship between plants and animals, and socio-economic importance of plants on humans.
- Discuss plant biotechnology.
- Operate dissecting and compound microscopes.
- Perform traditional and in vitro propagations.

BOT 105 Ethnobotany (3)

The scientific study of the interaction between human culture and plants, including the interrelationship of botany, socio-economics, belief systems and history that have shaped the cultural uses of plants in Hawaii, as well as Asia or the Pacific. Lecture/field trip course with service-learning option. (3 hours lecture)

The student learning outcomes are:

- Discuss the economic aspects of Plant Biotechnology. Topics include micropropagation techniques, such as plant tissue culture, and proteolysis culture: DNA-based technologies, such as DNA
Course Descriptions

 extraction, DNA sequencing, PCR, and methods of plant genetic engineering. This course is designed to train students for careers in advanced agriculture technology and industry. (3 hours lecture, 3 hours laboratory) Prerequisites: Credit for registration in BOT 101, or AG 152, or MICR 130 and MICR 140, or BIOC 171 and 171L, placement into MATH 25 or higher. Recommended Preparation: High school biology or chemistry, MATH 32.

BUSN 121 Introduction to Word Processing (3) This course is designed to give the student the proper keyboarding techniques, word processing concepts (Microsoft Word), and document formatting of letters, memos, tables, reports, and e-mail. Basic file management and operating system functions are included. Keyboarding speed and accuracy are emphasized. (3 hours lecture) Recommended Preparation: Credit for ENG 21 or higher.

The student learning outcomes are:
- Key by touch (typing in formation (alphabetic, numeric, and symbolic), using proper techniques with accuracy.
- Use the computer’s operating system to manage documents and folders.
- Produce business documents using word processing software.
- Produce basic mailable business documents in a timely manner using word processing software.

BUSN 123 Word Processing for Business (3) This course is designed to give the student the proper keyboarding techniques, word processing concepts (Microsoft Word), and document formatting of letters, memos, tables, reports, and e-mail. Basic file management and operating system functions are included. Keyboarding speed and accuracy are emphasized. (3 hours lecture) Recommended Preparation: Credit for ENG 21 or higher.

The student learning outcomes are:
- Key by touch (typing in formation (alphabetic, numeric, and symbolic), using proper techniques with accuracy.
- Use the computer’s operating system to manage documents and folders.
- Produce business documents using word processing software.
- Produce basic mailable business documents in a timely manner using word processing software.

BUSN 166 Professional Employment Preparation (1) This course is designed to prepare students for a job interview preparation techniques into a live interview. The student learning outcomes are:
- Identify/locate laboratory safety equipment and apply laboratory safety procedures.
- Identify knowledge of an industry-standard veterinary software program (e.g. veterinary software program) and use it to verify fundamental chemistry principles in everyday life.
- Apply knowledge of a specific chemical concept to a current environmental, health, industrial, or technological issue or condition by writing a short research paper.

CHEM 100 Chemistry in Society (3) Provides a survey of basic concepts and applications of chemistry with an emphasis on the role of chemistry in the real world. This is suitable for students who have little or no background in chemistry and serves to fulfill a general education physical science core course for the non-science major or as a preparatory course for CHEM 151. (3 hours lecture)

DP The student learning outcomes are:
- Describe the relationship between properties and structure of matter.
- Name chemicals, balance chemical and nuclear equations.
- Solve problems involving mole and mass ratios in chemical reactions.
- Identify the types of chemical reactions (e.g. acid-base, redox, nuclear) and their applications to everyday lives.
- Explain the chemistry of household chemicals, and the composition of air and water.
- Apply knowledge of a specific chemical concept to a current environmental, health, industrial, or technological issue or condition by writing a short research paper.

CHEM 101L Chemistry in Society Laboratory (1) Experiments in everyday chemistry. (3 hours laboratory) Prerequisite: Credit for or registration in CHEM 100.

DY The student learning outcomes are:
- Identify the use of laboratory equipment and apply laboratory safety procedures.
- Construct molecular models to determine molecular shape and properties.
- Demonstrate apparatus and perform common laboratory techniques to verify fundamental chemistry principles in everyday life.
- Make and record accurate observations and precise quantitative measurements.
- Synthesize conclusions based on observations and data in a formal laboratory report.
- Identify sources of error in laboratory experiments.
Course Descriptions

CHEM 151 General Survey of Chemistry I
(3)

Prerequisite: Credit for or registration in CHEM 151. Provides the student with an adequate background in the fundamentals of chemistry. Covers the basic language and quantitative relationships of chemistry, including atomic structure, chemical bonding, structure-property relationships, chemical reactions. Pre-requisite to CHEM 152 for majors in medical technology and nursing and other allied health and science-related fields, or can be taken as a prerequisite for CHEM 161. (3 hours lecture)

Prerequisite: Credit for MATH 24 or higher and grade of “C” or better in ENG 21 or placement in ENG 22 or higher.

The student learning outcomes are:

- Develop an appreciation for the methods of scientific inquiry through computer-based laboratory experiments showing real-time data.
- Apply knowledge to determine molar mass of unknown substance using freezing point depression data of solution.
- Calculate chemical reaction rate and constant using graphing analysis.
- Predict the effects of concentration and temperature changes on equilibrium mixtures using Le Chatelier’s principle.
- Determine whether equilibrium is established and calculate equilibrium concentrations and cell potentials.
- Apply and articulate the scientific method by preparing lab reports using the standard scientific format. Express writing core chemistry principles, results of experiments and critical thinking by synthesizing conclusions based on observations and data.

CHEM 272 Organic Chemistry I
(3)

This is the first semester course in organic chemistry intended for science majors. Topics to be covered include structure, properties, nomenclature, reactions, reaction mechanisms, stereochemistry and spectroscopy of alkanes, alkenes, alkynes, alcohols and their applications to biology. (5 hours laboratory)

Prerequisite: A grade of “C” or better in CHEM 162 or consent of instructor.

DP

The student learning outcomes are:

- Discuss the bonding and structure of organic compounds.
- Name various organic compounds using IUPAC rules and diagram their structures.
- Use stereochemical concepts in understanding physical and chemical properties.
- Identify chemical structure and physical chemical properties.
- Explain the relationship between structure and physical chemical properties of organic compounds.
- Predict reaction products, deduce starting materials and diagram reaction mechanism.
- Use applications and important role of organic reactions in biology.

CHEM 272L Organic Chemistry Laboratory I
(2)

Laboratory principles of Organic Chemistry I, the first semester course in organic chemistry intended for science majors. Topics to be covered include structure, properties, nomenclature, reactions, reaction mechanisms, stereochemistry and spectroscopy of alkanes, alkenes, alkynes, alcohols and their applications to biology. (5 hours laboratory)

Prerequisite: A grade of “C” or better in CHEM 272 or consent of instructor.

DP

The student learning outcomes are:

- Perform and develop skills in organic chemistry laboratory methods and techniques used in separation and purification.
- Determine the chemical identity of some organic chemicals through their properties.
The student learning outcomes are:

- Translate important macroeconomic terms and theories into various forms. Skills needed to achieve this outcome:
  - Writing ability, ability to translate economic terms into their own words.
  - Mathematical ability, ability to translate and interpret economic theories in a two-dimensional graphical space.
  - Identify, explore and analyze macroeconomic concepts using economic analysis and research skills. Skills needed to achieve this outcome:
    - Research skills
    - Writing skills
    - Ability to formulate a thesis statement
    - Ability to back up arguments using published research and to cite that research appropriately.

The student learning outcomes are:

- Translate important microeconomic terms and theories into various forms. Skills needed to achieve this outcome:
  - Writing ability, ability to translate economic terms into their own words.
  - Mathematical ability, ability to translate and interpret economic theories in a two-dimensional graphical space.
  - Explain specific tools for microeconomic analysis (e.g., opportunity cost, trade, markets, supply and demand, elasticity, cost-benefit analysis and externalities).
  - Analyze, assess and predict the outcome of selected social issues (Globalization, Environment, The Family, Personal Finance, etc.) through the application of specific tools for microeconomic analysis (e.g., opportunity cost, trade, markets, supply and demand, elasticity, cost-benefit analysis and externalities).

The student learning outcomes are:

- Translate important macroeconomic terms and theories into various forms. Skills needed to achieve this outcome:
  - Writing ability, ability to translate economic terms into their own words.
  - Mathematical ability, ability to translate and interpret economic theories in a two-dimensional graphical space.
  - Explain the basic underpinnings of consumer and producer behavior. Skills needed to achieve this outcome:
    - Research skills
    - Writing skills
    - Ability to formulate a hypothesis
    - Ability to use the scientific method.

The student learning outcomes are:

- Incorporate newly-learned vocabulary into reading, writing and oral communication activities.
  - Apply literal, interpretive, and critical reading skills to comprehend and analyze various types of reading material.
  - Produce clear, concise, grammatical sentences.
  - Apply appropriate study and learning strategies to support learning and success.

The student learning outcomes are:

- Apply various study skills, such a time management, textbook notetaking, and lecture notetaking.
  - Apply various study skills strategies such as a reading-study system to understand and retain information in informative material, time management, and lecture and textbook notetaking strategies.

The student learning outcomes are:

- Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
  - Apply the principles of effective business writing in composing business messages.
  - Adapt a business message to its context, audience, and purpose.
  - Write short stories or novels.
  - Conduct classroom research and presentations.
  - Prepare and make effective use of presentation software.
  - Present information from various sources.

The student learning outcomes are:

- View the world as a writer, with an eye for detail and an ear for dialogue.
  - Exercise the imagination as a tool for creation.
  - Gain and deliver useful writing feedback.

The student learning outcomes are:

- Understand the nature and functions of business and managerial writing.
  - Apply the principles of effective business writing in composing business messages.
  - Adapt a business message to its context, audience, and purpose.
  - Prove business reports, including a research report involving gathering and analyzing information, making recommendations, and documenting sources.
  - Produce and edit business writing for grammatical, spelling, punctuation and mechanical errors.
  - Prepare and make effective use of presentation software.
  - Compose an effective resume and employment letters.

- Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
  - Apply the principles of effective business writing in composing business messages.
  - Adapt a business message to its context, audience, and purpose.
  - Write short stories or novels.
  - Conduct classroom research and presentations.
  - Prepare and make effective use of presentation software.
  - Present information from various sources.

The student learning outcomes are:

- Apply the principles of effective business writing in composing business messages.
  - Adapt a business message to its context, audience, and purpose.
  - Prove business reports, including a research report involving gathering and analyzing information, making recommendations, and documenting sources.
  - Produce and edit business writing for grammatical, spelling, punctuation and mechanical errors.
  - Prepare and make effective use of presentation software.
  - Compose an effective resume and employment letters.
Course Descriptions

ENG 270 Introduction to Literature: Literary History (3)
This course studies the study of significant works of literature in selected historical periods. Emphasis is on discussion of and writing about characteristics and themes of the works. A student may enroll in this course more than one time (for different historical periods); however, only three credits will be applied toward degree. (3 hours lecture)
Prerequisite: A grade of "C" or better in ENG 100.
DL

The student learning outcomes are:
• Use concepts and terminology particular to literary study to analyze and interpret imaginative literary works orally and in writing.
• Respond to a work of literature as an expression of a culture's values and compare those values with the student's own.
• Enjoy a more creative, enlightened, and fulfilled life through an appreciation of Literature's social, cultural, political, and philosophical themes and techniques.
• Exhibit knowledge about selected writers and their characteristic themes and techniques.

Family Resources
FAMR 230 Human Development (3)
This course provides students with theories of biological, cognitive, and psychosocial development from infancy to adulthood and with similarities and differences among individuals and their cultures. (3 hours lecture)
Recommended Preparation: PSY 100.
DS

The student learning outcomes are:
• Compare and contrast the various theories of human development and behavior.
• Describe biological, cognitive, and psychosocial development for each life-span period.
• Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their cultures.
• Apply human development theories and concepts to personal, social, educational, and occupational experiences.

Food Science and Human Nutrition
FSHN 185 Human Nutrition (3)
An introductory level biological science course which integrates basic concepts of science with the study of human nutrition. Designed for students who want an introduction to nutrition, as well as those who later choose to major in it. (3 hours lecture)
Prerequisite: Placement into ENG 100 and MATH 235 or higher, or consent of instructor.
DB

The student learning outcomes are:
• Describe the six categories of nutrients and evaluate the nutrient adequacy of a diet.
• Identify factors influencing eating habits.
• Correctly interpret and evaluate information on food labels, packages and product advertising based on generally accepted scientific methods and standards.
• Define various types of malnutrition and discuss their causes, cures, and associated health effects.
• Discuss current issues related to the safety of the food supply, using concepts from toxicology.
• Describe physiological changes that occur during the life cycle and explain the changes in nutrient needs that accompany these changes.
• Discuss various environmental and ecological conditions, which interact with human nutrition, both locally and globally.

GIS 150 Introduction to GIS/GPS (3)
An introductory course in the applications of geographic information systems (GIS) with a special emphasis on using ArcView GIS. Includes database construction and techniques for spatial data manipulation, analysis and display. Students will also gain basic experience with the use of Global Positioning System (GPS). Application will be cross-disciplinary in nature, including such fields as the environmental sciences, business marketing, geopolitical demography, health/epidemiology, and real estate management. (3 hours lecture)
Recommended Preparation: Familiarity with basic computer operations and databases.
DS

The student learning outcomes are:
• Use basic ArcGIS desktop software functions such as displaying, modifying, and analyzing maps.
• Independently plan, organize, and present a GIS research project.
• Use a GPS unit to find locations, and import obtained GPS data into ArcGIS for further investigations.

Geography
GEOG 101 The Natural Environment (3)
Survey of the natural environment, distribution and interrelationships of climates, vegetation, soil, and land forms. (3 hours lecture)
DS

The student learning outcomes are:
• Describe the components (inputs, processes (actions) and resulting spatial patterns (outputs) of the physical environment (atmosphere, hydrosphere, lithosphere and biosphere) as a system.
• Apply the scientific method, and theories and concepts of geography to explain a physical environment.
• Explain critically the interaction of humans and the physical environment.
• Illustrate how his/her views of the physical environment have (or have not) changed.

GEOG 101L The Natural Environment Laboratory (1)
Analysis of the use of maps, air photos, field and laboratory observation, and experimentation. Emphasis on Hawai‘i and on human modification of environment. Required field trips during regular class hours. (2 hours laboratory)
Prerequisite: Credit for or registration in GEOG 101.
DY

The student learning outcomes are:
• Describe and map major themes in human society and culture: population, economy, politics, language, religion, customs, and conflict.
• Apply scientific method, and theories and concepts of geography to explain the nature, history, and diffusion of the major themes.
• Synthesize cross-cultural perspectives on current issues in the major themes.
• Communicate the achievement in written form and/or in other artistic expressions such as photograph.

GEOG 102 World Regional Geography (3)
This course introduces students to the study of the major cultural regions. Environmental, cultural, political, and economic characteristics of each region and regional interactions are explored from a geographic perspective. (3 hours lecture)
DS

The student learning outcomes are:
• Demonstrate knowledge of basic geographic terms, locations, concepts, theories, and methodology.
• Demonstrating an understanding of historical, social and environmental processes shaping the world's major cultural regions.
• Apply the knowledge of basic geographic terms, locations, concepts, theories, and methodology to critically explain current world events and issues and daily events.

GEOG 122 Geography of Hawai‘i (3)
This course is designed to acquaint the student with basic geographic principles and aid in understanding and appreciating the Hawaiian environment. Fundamental concepts of physical and cultural geography are presented with emphasis on Hawai‘i's volcanic land forms, coastal features, climate, and vegetation. Geographic aspects of population, settlement, agriculture economics, and land use are also investigated. (3 hours lecture)
DS

The student learning outcomes are:
• Describe the physical, biological and cultural elements and processes responsible for Hawai‘i's current environment applying theories and concepts of geography.
• Compare and contrast the Hawaiian environment with that of a middle latitude region, such as the US mainland, Europe and East Asia.
• Evaluate the Hawaiian environment in terms of how the student would survive on a pre-human Hawaiian island.

GEOG 151 Geography and Contemporary Society (3)
Elements of population geography and urban studies, economic geography and resource management; application to current problems of developed and underdeveloped countries. (3 hours lecture)

DS

The student learning outcomes are:
• Describe and map major themes in human society and culture: population, economy, politics, language, religion, customs, and conflict.
• Apply scientific method, and theories and concepts of geography to explain the nature, history, and diffusion of the major themes.
• Synthesize cross-cultural perspectives on current issues in the major themes.
• Communicate the achievement in written form and/or in other artistic expressions such as photograph.
The student learning outcomes are:

- Understand the importance of plate tectonics in creating, modifying and recycling the surface of the earth.
- Understand the structure of the earth and how that is known, and its relationship to geophysical, geological, atmospheric and oceanographic processes.
- Comprehend the vastness of geological and how time is measured thus the time-scale known, in addition to the history recorded in rocks of geological/atmospheric/oceanographic processes in conjunction with those that influenced the organic evolution of life.
- Realize geological hazards and the mitigation of those hazards, as well as the politics of managing a changing landscape.
- Describe the formation of mineral deposits and hydrocarbon accumulations, with an appreciation of their immanence as resources.
- Know formational processes, types and uses of soils, minerals, fossils and rocks.
- Understand the rock cycle, its driving mechanisms, rates of cycling, and understand how understanding the history of the Hawaiian Islands is illustrating the 1.5 billion years of earth history, and applying that knowledge towards predicting the planet’s future.
- Explain the relevance of geology and geophysics to human needs, including those appropriate to Hawaii, and be able to discuss issues related to geology and its impact on society and planet Earth.
- Apply technical knowledge of relevant computer applications, laboratory methods, and field methods to solve real-world problems in geology and geophysics.
- Use the scientific method to define, critically analyze, and solve a problem in earth science.
- Reconstruct, clearly and ethically, geological knowledge in both oral presentations and written reports.
- Evaluate, interpret, and summarize the basic principles of geology and geophysics, including the fundamental tenets of the sub-disciplines, and their context in relationship to other core sciences, to explain complex phenomena in geology and geophysics.

GG 211 Maui Field Geology (1)
A four-day field trip on the island of Maui. A survey of Hawaiian volcanology and geomorphology illustrated by field studies of Haleakala and West Maui volcanoes. Students are responsible for air and ground transportation, meals, and lodging.
Prerequisite: Credit for GG 101, GG 103, or consent of instructor. Must have medical clearance.

DY
The student learning outcomes are:

- Understand through field observation, with field and laboratory exercises, geological processes that construct, modify, and destroy the Hawaiian landscape.
- Realize the hazards, mitigation of these hazards and benefits of Hawaiian volcanism, and its relationship to island culture(s).
- Appreciate current research and studies of Hawaiian volcanism through visits to appropriate museums and research laboratories.
- Understand the vastness of geologic time applied to Hawaii, and how time is measured thus the time-scale known.

GG 213 Moloka’i, Lana’i, and Kaho’olawe Field Geology (1)
A four-day field trip on the islands of Molokai and Lanai. Field studies of East Molokai, West Molokai, Makanalu (Kalapapa) and Lanai volcanoes, and directed reading on Kaho’olawe volcano. Students are responsible for air and ground transportation, meals, and lodging.
Prerequisite: Credit for or registration in GG 101, GG 103, or consent of instructor. Must have medical clearance.

DY
The student learning outcomes are:

- Understand through field observation, with field and laboratory exercises, geological processes that construct, modify, and destroy the Hawaiian landscape.
- Realize the hazards, mitigation of these hazards and benefits of Hawaiian volcanism, and its relationship to island culture(s).
- Appreciate current research and studies of Hawaiian volcanism through visits to appropriate museums and research laboratories.
- Understand the vastness of geologic time applied to Hawaii, and how time is measured thus the time-scale known.
HAW 101 Elementary Hawaiian I (4)
An elementary course in the Hawaiian language which focuses on rules of grammar, pattern drills, the building of an adequate vocabulary to facilitate conversation, and reading of selected texts. (4 hours lecture, 1 hour laboratory)
The student learning outcomes are:
• Recognize and reproduce the correct pronunciation of consonants, vowels, vowel sounds, and words in Hawaiian.
• Demonstrate the ability to comprehend and respond to simple directions, requests, questions, and answers.
• Demonstrate the ability to generate basic phrases and sentences for everyday situations with a vocabulary of 400-500 Hawaiian words, plus idiomatic expressions.
• Demonstrate the ability to read and write Hawaiian sentences at an elementary level on subject matter covered in class.

HAW 102 Elementary Hawaiian II (4)
Continuation of HAW 101 with emphasis on increasing proficiency in use of major sentence patterns in reading, writing, conversation, and translation. (4 hours lecture, 1 hour laboratory)
Prerequisite: Credit for HAW 101 or consent of instructor.
The student learning outcomes are:
• Demonstrate the ability to comprehend and respond to sentences of greater length and complexity on a variety of topics.
• Demonstrate the ability to understand, comprehend, speak, and write at the intermediate level with a vocabulary of some 1,500 words, plus idiomatic expressions.
• Write original expositions and communicate on a variety of topics within the student's experience.

HAW 201 Intermediate Hawaiian I (4)
Continuation of HAW 102 with emphasis on increasing proficiency in use of major sentence patterns in reading, writing, conversation, and translation. (4 hours lecture, 1 hour laboratory)
Prerequisite: Credit for HAW 102 or consent of instructor.
The student learning outcomes are:
• Demonstrate the ability to comprehend and respond to sentences of greater length and complexity on a variety of topics.

HAW 202 Intermediate Hawaiian II (4)
Continuation of HAW 201. Further refinement of basic language skills including vocabulary development beyond the 201 level. Increased control over structures and idioms. Includes readings about history, culture, and diverse forms of literature. (4 hours lecture, 1 hour laboratory)
Prerequisite: Credit for HAW 201 or consent of instructor.
The student learning outcomes are:
• Demonstrate the increased ability to comprehend and respond to basic directions, requests, questions, and answers.
• Demonstrate the ability to generate basic phrases and sentences for everyday situations with a vocabulary of 1,500-2,000 words, plus idiomatic expressions.
• Develop the ability to read and write Hawaiian sentences at an elementary level on subject matter covered in class.

HAWST 107 Hawaiian Studies
An introduction to Hawaiian and Hawaiian culture in the context of the larger Pacific, including Hawaiian origins, settlement, language, land, history, society, religion and the arts. (3 hours lecture)
The student learning outcomes are:
• Compare and contrast cultures and histories of Pacific Island peoples in relation to their languages, religious traditions, artistic expressions, material culture, and political and economic development.
• Identify places and personal names that reflect Hawaiian and Pacific origins.
• Describe the interaction of land in Hawaiian culture and the historic changes in the relationship between people and land through written and oral communication.
• Describe aspects of Hawaiian relationship with other groups of people in and outside of Hawai‘i.
• Identify, access, and evaluate major Hawaiian studies sources.
• Implications of the relationships and develop proposals for possible ways to affect positive change.

HAWST 115 Mo‘oku‘auhau: Hawaiian Genealogies (3)
This five-day intensive course will introduce students to the centrality of genealogy to Hawaiian culture, and family. Students of any ancestry or background will gain value in learning about a central aspect of Hawaiian culture, and in doing research that is geared toward either their own family genealogy or the researching of the genealogies of public figures, or historical figures. Students will be guided through a research process and set of research methodologies for vital statistics, land, tax, census, historical material, and online resources. Students will also learn and be challenged by genealogical evidence of Hawai‘i, which is a Hawaiian method through which some of the history of Hawai‘i is also explored. By completion of the semester, students will be expected to assemble a genealogy and family history beyond what they might already have completed before enrollment in this course for either themselves or a public figure cleared by the instructors of this course. (3 hours lecture)
The student learning outcomes are:
• Demonstrate knowledge of the centrality and importance of genealogy to Hawaiian culture.
• Show how genealogy is important to Hawaiian culture.
• Demonstrate the ability to conduct research in public and private institutions in Hawai‘i, and through the use of internet genealogy web sites.
• Show that they are able to research and construct a genealogy and family history.

HAWST 130 Hula ‘Ōlapa: Traditional Hawaiian Dance (3)
This class will explore hula as a traditional art form, and the role of the hula dancer. Students will be taught the basic form and the hand gestures of traditional hula accompanied by chanting. (1 hour lecture) Students are expected to assemble a genealogy and family history beyond what they might already have completed before enrollment in this course for either themselves or a public figure cleared by the instructors of this course. (3 hours lecture)
The student learning outcomes are:
• Learn to work with wood in an effective and safe manner.
• Learn to plan and create wood working projects of Hawaiian cultural relevance or significance.
• Gain a deeper understanding of Hawaiian cultural use of wood.
• Perform several hula demonstrating the relationship between movements and the significance of lyrical content in mele.

HAWST 131 Hula ‘Ōlapa ‘Elua: Traditional Hawaiian Dance (3)
Continuation of HAWST 130. In this second class students will learn intermediate hula interpretations. Foot work and hand gestures of traditional hula will be reinforced accompanied by chanting. (1 hour lecture) Students are expected to assemble a genealogy and family history beyond what they might already have completed before enrollment in this course for either themselves or a public figure cleared by the instructors of this course. (3 hours lecture)
The student learning outcomes are:
• Learn to plan and create wood working projects of Hawaiian cultural relevance or significance.
• Gain a deeper understanding of Hawaiian cultural use of wood.
• Perform several hula demonstrating the relationship between movements and the significance of lyrical content in mele.

HAWST 135 Kālai Lā‘au: Hawaiian Woodwork and Wood Carving (3)
This is a Hawaiian cultural woodwork and wood carving project class. This class will involve the development of two to three introductory woodworking projects of Hawaiian cultural significance or ceremonial use. Through this class the students will develop both the skills needed to work effectively and safely with wood, and the cultural knowledge important to the pieces developed. As a project class, there will be specific projects and themes set by the instructor of general Hawaiian cultural art. Students will be expected to have a basic understanding of carving upon entering the class and will spend the time learning and working on a larger scale. Through this class students will develop skills and techniques with more advanced tools needed to work effectively and safely with wood, bone, and/or stone, and students will acquire the cultural knowledge important to the pieces developed. Students will be required to have some tools needed for use in the class. (6 hours lecture/lab)
The student learning outcomes are:
The student learning outcomes are:

- Students will plan and complete carving projects using advanced tools on wood, stone, and bone in an effective and safe manner.
- Students will research and analyze Hawaiian cultural use of wood, bone, and stone.
- Students will be able to design, forge and finish a tool for use in carving projects.

HWST 222 Ma'awea No'ea: Hawaiian Fiber Work (3)

This is a Hawaiian cultural fiber arts project class. This class will involve the development of skill to four introductory fiber arts projects of Hawaiian cultural significance or ceremonial use. Through this class students will learn how to procure the materials needed to complete various fiber arts projects, including learning related protocol and methods for gathering, understanding of Native Hawaiian gathering rights, and the type of environments in which specific materials grow. Students will develop the skills needed to work effectively and safely with various fiber arts materials on introductory projects, and students will learn the cultural knowledge important to the pieces created. As a project class, there will be specific projects and themes set by the instructor of general Hawaiian cultural interest. (6 hours lecture/lab)

DH

The student learning outcomes are:

- Plan, create, and finish, in a safe and effective manner, fiber arts projects of Hawaiian cultural relevance or significance.
- Explain issues and history of fiber material use in Hawaiian culture and, observing cultural protocols, apply these to gathering materials for a fiber arts project.

HWST 255 Introduction to the Hawaiian Kingdom (3)

This course covers the origins and features of the Hawaiian state. Starting with Hawai'i's roots as a navigator society, this course explores the island kingdoms of Kaua'i, O'ahu, Maui and Hawai'i island. Detailed interaction between Hawaiians and navigators from other countries around the world such as Cook and Vancouver is discussed. Detailed interaction between Hawaiians and navigators from other countries around the world such as Cook and Vancouver is discussed. Students will analyze Hawaiian mythology as it applies to various cultural traditions, and the type of environments in which Hawaiian culture is observed. (3 hours lecture)

DH

The student learning outcomes are:

- Identify and analyze key narratives, historical figures and events in the discovery and settlement of the Hawaiian Islands.
- Identify and analyze key historical figures and events in the formation and development of the Hawaiian nation and state through the 19th century.
- Describe and analyze the historical interaction between Hawaiian and European values, ideas and technology as they relate to political systems.

HWST 270 Hawaiian Mythology (3)

A survey of gods, womanhood, mythical heroes, heroines and their kūlōnā as the basis of traditional Hawaiian metaphor. (3 hours lecture)

Prerequisite: Credit for HWST 107 or HWB 102

DH

The student learning outcomes are:

- Analyze and evaluate the relationships between Hawaiian mō'olōlo, Hawaiian religion, and Hawaiian social structure.
- Analyze how Hawaiian mō'olōlo illustrate and set precedents for Hawaiian cultural values.
- Compare and contrast Hawaiian and Western concepts of history and myth.
- Identify and access major written and oral sources for Hawaiian mō'olōlo.
- Recount with details at least one Hawaiian mō'olōlo and illustrate similarities with others.
- Describe and classify different characters from Hawaiian mō'olōlo.

HWST 275 Wahi Pana: Mythology of the Hawaiian Landscape (3)

Wahi Pana: Mythology of the Landscape, is designed to illuminate Hawaiian intelligence regarding the geographic features of these islands. Students will undertake a basic study of the natural sciences from a Western/modern perspective. They will then look at various Hawaiian chants and epic tales to explore the connections with indigenous knowledge forms found in a Hawaiian worldview. Cross-cultural comparisons are made with the goal of bringing forth specific, physical information about important Hawaiian places. Students will gain cultural awareness of their surroundings through the bridging of geography and the mythological studies, thus creating a more Hawaiian sense-of-place in our community. (3 hours lecture)

Prerequisite: Grade of "C" or better in HWST 107, or HWST 270

Recommended Preparation: RES 205

The student learning outcomes are:

- Students will compare and contrast landscape descriptions, mythology, and human behavior from different cultural perspectives.
- Students will analyze Hawaiian mythology as it applies to Hawaiian place names, Native Hawaiian social history, and Native Hawaiian relationship to the natural environment.
- The student will explain the importance of place in the island ecosystem and the values of environmental sustainability.

HWST 275L Wahi Pana: Mythology of the Hawaiian Landscape Field Lab (1)

This field lab supports HWST 275. Together, they illuminate Hawaiian intelligence regarding the geographic features of these islands. The course highlights the Ko'olau districts (Waimānalo to Waimānalo to O'ahu or O'ahu as a living classroom resource where the Wahi Pana (sacred places) and mythology of the landscape can be seen and appreciated. Students will explore connections between the social and natural sciences, and indigenous knowledge forms found in a Hawaiian worldview from observing their physical surroundings.

Cross-cultural comparisons are made with the goal of bringing forth specific, physical information about important Hawaiian places. (3 hours laboratory)

Prerequisite: Enrollment or credit in HWST 275 lecture component

DH

The student learning outcomes are:

- Students will examine the physical properties of the geographic landscape to identify their place in Hawaiian myths.
- Students will observe the physical properties of the geographic landscape and describe them from a Hawaiian worldview.

HWST 285 L’au Lapa’u: Hawaiian Medicinal Herbs (4)

In this class students will learn the basic philosophy and traditions surrounding Hawaiian healing herbs. Students will also learn how to identify, grow, harvest, prepare, and use these herbs for various human ailments. (3 hours lecture, 3 hours laboratory)

Prerequisite: Credit for HWST 107 or BOT 103

DH

The student learning outcomes are:

- Learn Hawaiian and introduced medicinal herbs and be able to identify them by name, color, smell, taste, and sight.
- Learn the beliefs and practices of Hawaiian herbal healing.
- Learn planting, growing and harvesting techniques used to raise traditional Hawaiian herbal healing plants.
- Prepare, use and store Hawaiian herbal remedies.

Health

HLTH 125 Survey of Medical Terminology (1)

HLTH 125 familiarizes the student with medical terminology used in both human and animal medicine through analysis of prefixes, suffixes, and word roots. This course covers the process of root word spelling, and definitions of selected medical words dealing with mammalian body systems. Commonly used medical abbreviations and pharmacological terms are also discussed. (1 hour lecture)

Prerequisite: Grade of "C" or better in ENG 21 or placement into ENG 22 or higher.

The student learning outcomes are:

- Analyze and compare the development of medical language, and the history of medical language.
- Apply knowledge of root words, prefixes and suffixes to identify and access major written and oral sources for Hawaiian mo'olelo.
- Recognize and define common medical and pharmacological abbreviations.

History

HIST 152 World Civilization II (3)

A survey covering the historical development of selected areas of the world from the 16th century to the present. Emphasis placed on analysis of the impact of industrialization, East-West interaction, and the rise of nationalism. (3 hours lecture)

FGA

The student learning outcomes are:

- Identify important individuals, events, places, organizations and concepts in modern world history.
- Analyze, in chronological order, significant events in world history.
- Describe and analyze global processes from prehistory to 1500 C.E. (e.g. human migration, ecological forces, imperialism, decolonialism, industrialism, nationalism, globalization).
- Explain cause and effect relationships in history.
- Compare and contrast historical experiences across cultures and time.
- Relate historical events to contemporary issues and events.

HIST 231 Modern European Civilization I (3)

HIST 231 is a survey of European history from 1500 to 1800. Focus is given to the political evolution and the major economic, social, and cultural developments in the European States. (3 hours lecture)

Prerequisite: Credit for ENG 100

Recommended Preparation: HIST 131 and 132

DH

The student learning outcomes are:

- Identify important individuals, events, places, organizations and concepts in modern European history.
- Arrange, in chronological order, significant events in modern European history.
- Describe and analyze the processes that both allowed Europe to transform into a modern state and play a dominant role in the world (e.g., overseas exploration, trade, cross-cultural interactions, colonialism, capitalism, etc.).
- Explain cause and effect relationships in history.
- Relate historical events to contemporary issues and events.

HIST 232 Modern European Civilization II (3)

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 (1800) to the present. (3 hours lecture)
The student learning outcomes are:

- Identify important individuals, events, places, organizations and concepts in modern European history.
- Arrange, in chronological order, significant events in modern European history.
- Describe and analyze the processes that shaped modern Europe (e.g., industrialization, nationalism, cross-cultural interactions, imperialism, colonialism, migration, decolonialism, etc.).
- Explain cause and effect relationships in history.
- Relate historical events to contemporary issues and events.

HIST 241 Civilizations of Asia (3)
A survey course covering the development of the major civilizations of East Asia, South and Southeast Asia, and historical persons and events from the earliest periods to the 1500's. (3 hours lecture)

DH

The student learning outcomes are:

- Identify important individuals and events in premodern Asian history, i.e., demonstrate historical literacy.
- Describe cause and effect relationships in Asian history.
- Order chronologically significant events in Asian history.
- Describe major Asian historical processes (e.g., the agricultural revolution, the rise and spread of religions, the development of political institutions, etc.)
- Acquire a sense of historical perspective.
- Demonstrate an understanding of historical concepts as they relate to premodern Asian historical issues and events.

HIST 242 Civilizations of Asia II (3)
A survey course focusing on the changes/development of the major civilizations of East Asia, South and Southeast Asia from the Sixteenth Century to the present. Particular emphasis placed on an analysis of representative Asian societies, the Asian response to the West, and Asian nationalism. (3 hours lecture)

DH

The student learning outcomes are:

- Identify important individuals and events in modern Asian history, i.e., demonstrate historical literacy.
- Describe cause and effect relationships in history.
- Order chronologically significant events in modern Asian history.
- Describe modern Asian historical processes (e.g., the agricultural revolution, the rise and spread of religions, the development of political institutions, etc.)
- Acquire a sense of historical perspective.
- Demonstrate an understanding of historical concepts as they relate to historical issues and events in Asia during the past five centuries.

HIST 281 Introduction to American History I (3)
An introduction to American history covering significant events in U.S. history from the colonial to Civil War period. (3 hours lecture)

DH

The student learning outcomes are:

- Describe, analyze and interpret the major themes in American history from the pre-Columbian period, through the colonial era, the American Revolution, early 19th century and the Civil War period.
- Identify important individuals and events in American history through the Civil War.
- Critically analyze primary sources.
- Make connections between contemporary events and American history.

HIST 282 Introduction to American History II (3)
Continuation of HIST 281, focusing on significant events in American history from Reconstruction to the present. (3 hours lecture)

DH

The student learning outcomes are:

- Describe, analyze and interpret the major themes in American history from Reconstruction through the 20th century to the present.
- Identify important individuals and events in American history from Reconstruction to the present.
- Critically analyze primary sources.
- Make connections between contemporary events and American history.

HIST 284 History of Hawai‘i (3)
A general study of the social, political and economic development of Hawai‘i from the ancient Hawaiians to the present. (3 hours lecture)

DH

The student learning outcomes are:

- Describe, analyze and interpret the major themes in history of Hawai‘i from the pre-contact period to the present.
- Critically analyze primary sources.
- Identify important individuals and events in the history of Hawai‘i.
- Make connections between contemporary events and Hawai‘i’s history.

HIST 285 Environmental History of Hawai‘i (3)
The course investigates human interactions with the natural world in the Hawaiian Islands. It is interdisciplinary, drawing on insights from history, geography, anthropology, the natural sciences. Topics covered will include island biogeography and evolution, the natural and human histories of Hawai‘i, Hawaiian and American attitudes toward the environment, the effects of introduced diseases, plants and animals in Hawai‘i. (3 hours lecture)

Prerequisite: Credit for HIST 151 or HST 152 or consent of the instructor.

The student learning outcomes are:

- Describe cause and effect relationships in the interaction between humans and their environment.
- Understand global processes as humans, plants, animals and diseases move around the world.
- Investigate traditional Hawaiian attitudes toward nature.
- Understand the evolution of American attitudes toward nature.
- Apply outcomes 1 through 4 to historical events specific to Hawai‘i and the Windward side of O‘ahu.
- Acquire a sense of historical perspective for current environmental problems.

Humanities

HUM 100 Introduction to Humanities (3)
HUM 100 is for making a multicultural integration of the arts. It is a global, historical and comparative exploration of music, art, literature, drama, philosophy, religion, architecture and related artistic expressions. It is designed to deepen awareness of how human beings symbolize essential ideas. (3 hours lecture)

DA

The student learning outcomes are:

- Describe the similarities and differences between Eastern and Western art forms.
- Explain how the arts symbolize cultural identity.
- Trace the historical development of an area of the humanities (art, music, literature, architecture, drama, dance, philosophy or religion).

HUM 269V Study Abroad (Designated Region) (1)
An on-site study of designated society's values, arts and culture. (30 hours lecture/laboratory per credit trip total)

Prerequisite: Meet with instructor for approval.

DA

The student learning outcomes are:

- Demonstrate understanding of and sensitivity to the peoples and culture of the designated location(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, in ways in which the humanities enrich daily life in the societies visited, and in his or her own society.

Information and Computer Sciences

ICS 50 Basic Computer Skills (3)
In this introductory computer course, students will learn basic file management, e-mail, word processing, and presentation software. Students will learn to find and evaluate information found on the Web. This course is recommended for students with few or no computer skills. (3 hours lecture)

The student learning outcomes are:

- Use e-mail to send and receive messages with attachments.
- Navigate a computer’s file management system and perform basic file management tasks.
- Create, edit, format and print word processing documents and presentations.
- Identify what information is needed for a given situation; find and evaluate information.

ICS 101 Digital Tools for the Information World (3)
Hands-on computer class with emphasis on producing professional-level documents, presentations, databases, and web pages for problem solving. Includes concepts, terminology, and a contemporary operating system. Meets requirement for College of Business (UH Mānoa and UH Hilo) and UH Mānoa’s Biology and Botany Department (3 hours lecture)

Recommended Preparation: College algebra.

The student learning outcomes are:

- Utilize the appropriate computer applications to produce professional-level documents, spreadsheets, presentations, database, and web pages for effective communication.
- Produce documents in a variety of formats.
- Create, edit, and import electronic spreadsheets using formulas, functions, and charts.
- Utilize a database with queries and reports that display required data.
- Create and organize a variety of electronic slides using templates, background styles, graphics, photos, and animation effects.
- Create web pages that contain hyperlinks and images that are suitable for publication.
- Utilize operating system interfaces to manage computer resources effectively.
- Extract and synthesize information from available Internet resources using intelligent search and discrimination.
ICS 107 Web Site Development (3)
This course presents concepts for creating web sites from design through publishing. Hands-on activities will include working with graphics and other multimedia elements, and developing professional web sites. Web pages will be designed for marketing, providing news, showing information, and sharing opinions. A variety of Internet resources will be demonstrated and subsequently explored by students. Design, usability, accessibility, web markup language, and integrating other elements will be emphasized. (3 hours lecture)
Recommended Preparation: Basic computing skills.

The student learning outcomes are:
• Demonstrate the Web development cycle of defining, planning, building, testing, publishing, and maintenance.
• Recognize the differences between browsers, monitor size and resolutions, and other aspects which affect web site design.
• Evaluate and utilize Web development software tools.
• Create an effective Web site incorporating usability and ADA accessibility standards and utilizing appropriate multimedia elements.
• Describe ethical issues involved in the development and use of websites.

ICS 111 Introduction to Computer Science (4)
This is an introductory course for students intending to major in computer science and requiring a computer programming course. Emphasis will be on problem solving, algorithmic/design/code development, structured programming, computer language coding, implementation and debugging/testing. Students will develop applications in an IBM microcomputer/DOS/Windows operating system environment. Students will be taught to develop appropriate programs using accepted standards and methodologies. Actual programming is a part of this course. (3 hours lecture, 1 hour laboratory)
Prerequisite: Credit for MATH 103 or higher; or consent of instructor.

The student learning outcomes are:
• Use an appropriate computing environment to design, code, compile, run and debug computer programs.
• Demonstrate basic problem solving skills: analyzing problems, modeling a problem as a system of objects, creating algorithms, and implementing models and algorithms in an object-oriented computer language (classes, objects, methods with parameters, abstract classes, interfaces, inheritance and polymorphism).
• Illustrate basic programming concepts such as program flow and syntax of a high-level general purpose language.
• Identify relationships between computer systems programming and programming languages.
• Demonstrate working with primitive data types, strings and arrays.

ICS 113 Database Fundamentals (3)
This course examines file organization and the use of computer databases. It also examines the handling of information through its organization, management and control. A substantial part of the course develops an understanding of the data processing building blocks: files, records and fields. Techniques to report and maintain data are also covered. (3 hours lecture)
Prerequisite: ICS 300 or placement in MATH 24 or higher.
The student learning outcomes are:
• Show conversion of computer files into a database system by creating a simple database.
• Compare a relational database to a flat database.
• Dissect a database into tables, records, fields, keys, views and relationships.
• Demonstrate the normalization process.
• Find records using Structured Query Language (SQL) in a database.
• Create reports with specific records.

ICS 115 Advanced Microcomputer Applications (3)
Expands the concepts of computing introduced in ICS 101 or ICS 100. Develops greater proficiency in creating and modifying word processing documents, spreadsheets, database queries, reports, forms and presentation software. Broadens knowledge of the above packages by integrating the applications with one another and utilizing timely Internet Web technologies with each. Web technologies will include creating online blogs, dynamic Web spreadsheets, basic Web pages, Web podcasts, and videos. (3 lectures hours)
Prerequisite: ICS 300 or ICS 101, placement into Math 25.
The student learning outcomes are:
• Define technical terminology relating to application packages and their relationship with Web 2.0 tools.
• Demonstrate file management competency in a networked environment.
• Use backup and recovery programs necessary to safeguard user data files in a networked environment.
• Use a word processor to produce a desktop publishing document.
• Use a spreadsheet to analyze and present dynamic interactive numeric information, graphs and charts.
• Use a database program to create forms, queries and reports that can retrieve Web-based data.
• Use a presentation graphics program with appropriate audio and visual components that can be viewed on the Web.
• Use integration tools for sharing information between different applications programs.
• Use data acquisition tools such as scanners, optical character recognition, and Internet searching to retrieve data.

ICS 120 Spreadsheet Fundamentals (3)
Students who complete this course will be able to accomplish the following: Simulate “what if” scenarios; Create spreadsheet templates; Design worksheets to solve complex tasks; Develop spreadsheet workbooks composed of several related worksheets; Minimize redundant data by linking information among worksheets; Use complex spreadsheet functions to solve problems; Use

ICS 121V Microcomputer Topics (1)
This course covers current microcomputer topics. The course is designed to have variable credits to coincide with the rigor of the topic. A student may enroll and receive credit for this course more than one time for different topics. A course description will be on record to designate the various topics for a student’s transcript. (1-4 lecture hours)
Prerequisite: Credit for ICS 100 or ICS 101 or consent of instructor.
Prerequisite for specific courses will be announced. (See department chair/constructor.)
The student learning outcomes are:
• Study a computer topic offered at WCC.
• Produce a final project to demonstrate knowledge of the computer topic.

ICS 123 Introduction to Audio and Video Editing (3)
This is an introductory computer class covering digital audio and video editing. This introduction to digital software includes principles of recording, editing, and publishing to the Web. Subjects include basic editing functions, customizing settings, capturing video and audio, trimming techniques and final output. (3 hours lecture)
Recommended Preparation: Basic computer skills including file management.
The student learning outcomes are:
• Use audio and visual editing terminology.
• Contrast differences between digital and analog terminology.
• Apply media principles in recording, editing and printing to video.
• Incorporate different editing components to develop an effective product.
• Compare and contrast the different modes of capturing data and various file formats.
• Apply ethical practices in the use of multimedia.

ICS 135 Elementary Operating Systems (3)
This course covers a variety of different operating systems used on computers. Comparisons of graphics user interface and command user interface operating systems will be made. Students will work with the Windows and UNIX systems. Other systems will be researched. (3 hours lecture)
Recommended Preparation: ICS 100 or ICS 101.
The student learning outcomes are:
• Identify and utilize current popular operating systems and interactions.
• Describe and evaluate hardware, software and operating system in meeting user objective.
• Describe the processes of installing, configuring and troubleshooting software program.
• Demonstrate effective file management and develop backup strategies.
• Illustrate network interconnectivity.

ICS 140 Cooperative Education/Internship/Practicum (1)
Cooperative program between the student, an employer, and the College that integrates classroom learning with supervised practical experience. The data reflects the student’s major interest area and availability of job assignments. Offers the opportunity to develop workplace employability skills dependent on job assignments and course of study. (1-3 hours each)
Prerequisite: Various as determined by the particular course of study and placement of the cooperative education/internship practicum in the sequence of courses.

ICS 141 Discrete Mathematics for Computer Science I (3)
This course covers logic, sets, functions, matrices, algorithmic concepts, mathematical induction, counting techniques, and probability theory. (3 hours lecture)
Prerequisite: Grade of “C” or better in MATH 103 or placement into MATH 155 or higher, or consent of instructor.

The student learning outcomes are:
• Upon completion of ICS 141, the student will be able to analyze issues and apply mathematical problem solving skills to plan courses of action in decision-making situations, using basic mathematical formal logic, proofs, recursion, analysis of algorithms, sets, combinatorics, relations, functions, matrices and probability.

ICS 163 Desktop Publishing (3)
Upon completion of this introductory desktop publishing course, the student will be able to do the following: Demonstrate an understanding of the relationship between typography, text and space. Describe the concepts of color theory. Demonstrate the ability to operate a desktop publishing software program to layout business cards, flyers, ads, brochures, and multi-page documents. Demonstrate the ability to operate a desktop publishing software program to edit clipart and photos; Demonstrate the steps to scan a photo or line drawing. Analyze and produce a final project for a target group. Demonstrate the ability to create a file to take to a printer. (3 credit hours)
Recommended Preparation: Basic computing skills.
The student learning outcomes are:
• Produce documents and other projects for a target audience, using desktop publishing software and applying creative and aesthetic elements.
• Use the computer’s operating system to manage documents and folders, print hard copies, and scan graphics.

ICS 193V Cooperative Education/Internship/Practicum (1)
Cooperative program between the student, an employer, and the College that integrates classroom learning with supervised practical experience. The data reflects the student’s major interest area and availability of job assignments. Offers the opportunity to develop workplace employability skills dependent on job assignments and course of study. (1-3 hours each)
Prerequisite: Various as determined by the particular course of study and placement of the cooperative education/internship practicum in the sequence of courses.
Course Descriptions

The student learning outcomes are:
- Complete computer assignments in a job that is cooperatively supervised by the employer and College.
- Demonstrate the skills in the above assignments to both the College and the employer.

ICS 211 Introduction to Computer Science II (3) Reinforce and strengthen problem solving skills using more advanced features of programming languages and algorithms such as recursion, pointers, and memory management. Emphasize the use of data structures such as arrays, lists, stacks and queues. (3 hours lecture)

Prerequisite: A grade of "C" or better in ICS 111 or consent of instructor.

The student learning outcomes are:
- Recognize the use of arrays, lists, stacks, queues, and other data structures.
- Select the appropriate searching and sorting algorithm based on the algorithm's behavior.
- Develop recursive algorithms and programs.
- Select appropriate data structure for a given application.
- Use advanced object-oriented programming techniques (polymorphism, inheritance, and encapsulation) and standard libraries.
- Produce robust programs using exception handling and extensive program testing.
- Create simple graphical user interface (GUI) programs.

ICS 214 Fundamentals of Design for Print and Web (3) Discusses development concepts related to graphic design terminology, tools and media, and layout and design concepts. Topics include integration of type, images and other design elements, developing computer-based design programs, and study of design development pertaining to color terminology, tools and media, and layout and design concepts.

Prerequisite: Placement in ENG 22 or higher or consent of instructor.

The student learning outcomes are:
- Use the tools, techniques, methods, procedures, processes, skills, and resources for academic success.
- Describe the various programs and services of a post-high school institution.
- Identify short and long term goals post WCC, and prepare an educational plan to meet those goals.
- Use college-level note taking, critical reading, test taking, memory, and concentration techniques.
- Use time management, personal organization, stress management and study skills.
- Communicate effectively in writing and in speech.
- Find information from library, Internet, and other sources.
- Use strategies to complete out of class work efficiently and effectively.

IS 103 Introduction to College (3) This course is designed to orient first-time students to a college setting. Students will learn (1) the tools, techniques, methods, procedures, processes, skills, resources, and attitudes for success; (2) the programs and services of a postsecondary institution of higher education; and (3) to design a personal, comprehensive, postsecondary academic plan. (3 hours lecture)

Prerequisite: Placement in ENG 22 or higher or consent of instructor.

The student learning outcomes are:
- Recognize the use of arrays, lists, stacks, queues, and other data structures.
- Use planning and appropriate processes in web site design, and then apply to the design and creation of web pages.
- Use planning and appropriate processes in publication designing, and then apply to the design and creation of web pages.
- Present information based on work done for projects.
- Create animated graphics, designing interactive elements, add sound and integrate movies into web sites.

Interdisciplinary Studies

IS 103 Introduction to College (3) This course is designed to orient first-time students to a college setting. Students will learn (1) the tools, techniques, methods, procedures, processes, skills, resources, and attitudes for success; (2) the programs and services of a postsecondary institution of higher education; and (3) to design a personal, comprehensive, postsecondary academic plan. (3 hours lecture)

Prerequisite: Placement in ENG 22 or higher or consent of instructor.

The student learning outcomes are:
- Use the tools, techniques, methods, procedures, processes, skills, and resources for academic success.
- Describe the various programs and services of a post-high school institution.
- Identify short and long term goals post WCC, and prepare an educational plan to meet those goals.
- Use college-level note taking, critical reading, test taking, memory, and concentration techniques.
- Use time management, personal organization, stress management and study skills.
- Communicate effectively in writing and in speech.
- Find information from library, Internet, and other sources.
- Use strategies to complete out of class work efficiently and effectively.

IS 105B Career Decision Making (2) An introductory course designed to prepare students to make more focused career/five decisions through self analysis and world of work examinations. (2 hours lecture)

Recommended Preparation: Placement in ENG 22 or higher.

The student learning outcomes are:
- Describe the career development process, current labor market trends, and issues related to work self-sufficiency.
- Identify personal, family, cultural, and financial influences that relate to their career and educational decisions.
- Apply career management by exploring their interests, skills, values, personality traits.
- Illustrate how their career search relates to job shadowing and service learning activities choices.
- Evaluate the effectiveness of the career decision making process by keep a journal and responding to evaluations of the instructor.

IS 105C Professional Employment Preparation (1) Facilitates employment search by emphasizing professional techniques and standards in the preparation of application forms, resumes, cover letters, and employment interviews. (Cross-listed as BUSN 166) (1 hour lecture)

Recommended Preparation: Credit for ENG 22 or Higher, keyboarding skills, and knowledge of computers and technology.

The student learning outcomes are:
- Integrate job interview preparation techniques into a live presentation.
- Utilize resources needed to find a job.
- Assemble a career portfolio for ongoing career development.

IS 152 The Common Book (1) The Common Book Program encourages students, faculty and staff at the College to read a single book and participate in a semester-long discussion of different themes that are raised. The course will offer a sustained engagement with the Common Book program. Additional readings and course design will be designed to enrich the appreciation of the book. (1 hour lecture)

The student learning outcomes are:
- Identify and describe several important themes in the Common Book.
- Clearly explain and evaluate how one important theme in the Common Book is addressed by different academic disciplines.
- Examine and interpret social, political and moral issues through the Common Book.
- Relate at least three diverse academic disciplines to themes in the Common Book.
- Carefully justify one’s own interpretation of the Common Book.

IS 160A Polynesian Voyaging and Seamanship (3) This course focuses on the fundamentals of voyaging and seamanship by blending the traditions of Polynesian culture, history and skills with modern science and technology. An interdisciplinary approach is used in treating topics in Hawaiian studies, astronomy, geography, oceanography, meteorology, marine biology, ethnobotany and archaeology of Polynesia and Hawaii. (3 hours lecture)

The student learning outcomes are:
- Apply both traditional Polynesian skills and modern scientific methods when engaged in sailing and environmental exploration activities.
- Apply basic sailing and navigational skills to prepare and carry out a sailing plan.
- Apply basic safety skills.
- Conduct basic canoe operations, including rigging, sailing and maintenance.
- Identify Polynesian-introduced plants and native plants that are valuable for voyaging and discuss their value as food source, medicine, building material, and cordage.

Recommended Preparation: BUS 101 or BUS 124 or similar preparation.

DB DY

IS 160B Polynesian Voyaging and Seamanship (3) This course focuses on the fundamentals of voyaging and seamanship by blending the traditions of Polynesian culture, history and skills with modern science and technology. An interdisciplinary approach is used in treating topics in Hawaiian studies, astronomy, geography, oceanography, meteorology, marine biology, ethnobotany and archaeology of Polynesia and Hawaii. (3 hours lecture)

Recommended Preparation: Credit for ENG 22 or Higher, keyboarding skills, and knowledge of computers and technology.

The student learning outcomes are:
- Integrate job interview preparation techniques into a live presentation.
- Utilize resources needed to find a job.
- Assemble a career portfolio for ongoing career development.
- Explain the basic principals in wayfinding (non-instrument navigation).

Discuss Polynesian migration as gleaned from archaeological findings.

Discuss Polynesian mythology and cosmology, especially as related to voyaging.

Apply the basic concepts in geography, especially of the Pacific Ocean.

Discuss fundamentals of weather forecasting as related to the Pacific Ocean.

Identify native and Hawaiian plants, especially those used in voyaging.

IS 160L Polynesian Voyaging and Seamanship Lab (1) Laboratory trip course designed to acquire seamanship skills and apply knowledge of astronomy, geology, oceanography, meteorology, marine biology, ethnobotany and archaeology through sailing and environmental exploring activities. Optional coastal and/or inter-island voyaging field trips may be offered. (Students will be responsible for fees for each activity.) (3 hours laboratory)

Prerequisite: 1. Minimum water skills and survival requirements; Pass the following water survival tests, which will be administered by the second lab: ability to swim a minimum of 500 yards in the open ocean using any strokes, ability to tread water for 30 minutes in the open ocean. 2. Health clearance: A written statement must be signed by a medical physician certifying that the student is physically capable of participating in the sailing activities scheduled for the lab. Health clearance must be submitted by the date of the first sailing lab.

Corequisite: IS 160B DH

The student learning outcomes are:
- Apply both traditional Polynesian skills and modern scientific methods when engaged in sailing and environmental exploring activities.
- Apply basic sailing and navigational skills to prepare and carry out a sailing plan.
- Apply basic safety skills.
- Conduct basic canoe operations, including rigging, sailing and maintenance.
- Identify Polynesian-introduced plants and native plants that are valuable for voyaging and discuss their value as food source, medicine, building material, and cordage.

Recommended Preparation: BUS 101 or BUS 124 or similar preparation.

IS 201 The Ahupua’a (3) Study of the traditional Hawaiian approaches to natural resource development, utilization, exploitation, and management. The ahupua’a, the traditional Hawaiian microcosm of land and sea sub-division, beginning in the upland forests, stretching across lower elevations, past the shoreline to the edge of the reef, will be evaluated as a microcosm of an integrated ecosystem and as a model for natural resource management and sustainability. (2 hours lecture, 3 hours laboratory and fieldwork)

Recommended Preparation: BUS 101 or BUS 124 or similar preparation.

DB DY

The student learning outcomes are:
- Describe the basic principles of wayfinding (non-instrument navigation).
- Discuss Polynesian migration as gleaned from archaeological findings.
- Discuss Polynesian mythology and cosmology, especially as related to voyaging.
- Apply the basic concepts in geography, especially of the Pacific Ocean.
- Discuss fundamentals of weather forecasting as related to the Pacific Ocean.
- Identify native and Hawaiian plants, especially those used in voyaging.
The student learning outcomes are:
• Describe how Hawaiian and Polynesian geological formation affects its sustainable natural resources.
• Describe how the ancient migration begins to affect the management of natural resources and the socio-political fabric of the "new land."
• Describe the agri-spiritual relationship between plant and mah`a`a; and the fish and the lawai`a.
• Discuss the ancient and present management value of water.
• Discuss and assist in the reconstruction of i`oli`oko and loko`a.
• Describe and discuss the current resources management practices, which augment or negate ancient practices.
• Research and replicate an artifact of his or her choice.

IS 204 Themes in Popular Culture (3)
An interdisciplinary study of a specific event, person, idea, or process in popular culture which will bring together various methodologies and conceptual tools to create a complex analysis. Topics covered will include the concept of culture; however, elements of popular culture are created and circulated, how elements of popular culture connect to historical, political, social, symbolic and intellectual history, how different groups in society are related to the elements of popular culture, and how popular culture plays a role in the lives of individuals. (3 hours lecture)

The student learning outcomes are:
• Identify the connection between the theme in popular culture with larger political, social, and intellectual patterns in society.
• Analyze the connection between the theme in popular culture and other themes, either contemporary or historical.
• Participate effectively in group discussions, given evidence of thoughtfulness and an engagement with other people’s positions.
• Connect local elements of popular culture to global economic and political systems.
• Explain and apply an evaluation of the role of popular culture in the student’s life.

IS 205 Advanced Career Seminar (3)
This course is designed to serve the needs of the adult learner and worker with life and/or work experience. Topics such as career assessment and planning, career transition, work alternatives and personal marketing will be covered. The course will be taught using a combination of seminar style group meetings and independent studies. (3 hours lecture)
Prerequisite: Placement into ENG 100.

The student learning outcomes are:
• Describe the career development process for adults and returning students, concerns of dislocated workers, current labor market trends affecting career transition, and issues related to economic self-sufficiency.
• Identify cultural influences, personal values, relevance of life stages, and financial factors influencing career needs of adults in transition.
• Apply information related to concerns and needs of adults in transition by exploring skills, values, personality traits, and participating in relevant service learning activities.
• Illustrate how their career exploration is part of an on-going and life-long process.
• Evaluate the effectiveness of their career decision making process by designing a journal and responding to evaluations of the instructor.

IS 260A Polynesian Voyaging and Stewardship (3)
This course focuses on the fundamentals of voyaging and the impact of human activity on the environment of Hawai`i, with emphasis on Kane`ohe Bay and the Windward coast. An interdisciplinary approach is used in blending the traditions of Polynesian culture, history and skills with modern science and technology. Topics covered include Hawaiian studies, astronomy, geography, oceanography, meteorology, marine biology, ethnobotany and archaeology of Polynesia and Hawai`i. (3 hours lecture)
Prerequisite: Credit for IS 160E or IS 160B or consent of instructor.

DH

The student learning outcomes are:
• Identify the remaining two of the four recognized star lines used for navigation.
• Contrast and compare wayfinding, celestial navigation and GPS.
• Discuss and explain the lunar phases and the causes and effects of tides.
• Explain and apply the physics of sailing, as related to Bernoulli’s principle and Newtonian physics.
• Discuss the settlement of Hawai`i with emphasis on the Kane`ohe Bay area, including place names and voyaging chiefs.
• Apply the basic concepts in oceanography and meteorology, especially of the Pacific area.
• Apply basic sailing and navigational skills to prepare and carry out a sail plan.

IS 260B Polynesian Voyaging and Stewardship (3)
This course focuses on the fundamentals of voyaging and the impact of human activity on the environment of Hawai`i, with emphasis on Kane`ohe Bay and the Windward coast. An interdisciplinary approach is used in blending the traditions of Polynesian culture, history and skills with modern science and technology. Topics covered include Hawaiian studies, astronomy, geography, oceanography, meteorology, marine biology, ethnobotany and archaeology of Polynesia and Hawai`i. (3 hours lecture)
Prerequisite: Credit for IS 160B or consent of instructor.

Course Descriptions
Course Descriptions

**Linguistics**
LING 102 Introduction to Language (3)
An investigation of the nature and function of language, its sounds, structures and semantics, oral and written expression, acquisition and change. General linguistic principles applicable to all languages will be covered. We will learn ways of talking about language that will enable us to discuss language and understand what linguists do and say. (3 hours lecture)
Prerequisite: Credit for ENG 22 or higher or consent of instructor.

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MATH 103 College Algebra (4)
Linear equations, inequalities, systems of equations, polynomial, functions, fractional expressions and equations, exponents, powers, roots, quadratic equations and functions, rational, exponential and logarithmic functions. (4 hours lecture)
Prerequisite: Grade of “C” or better in MATH 25 or equivalent, satisfactory math placement test score, or consent of instructor.
FS

The student learning outcomes are:

• Demonstrate proficiency in writing math expressions into different forms.
• Employ algebraic techniques to find the solutions to equations and/or inequalities, using complex numbers where appropriate.
• Use algebraic techniques to analyze and solve applied problems.
• Interpret equations geometrically and use geometrical information to obtain the equation of lines and circles.
• Utilize introductory function concepts and draw the graphs of selected functions.
• Use the definition of a logarithm and the properties of logarithms to simplify logarithmic expressions or to solve logarithmic and exponential equations.
• Demonstrate proficiency in solving systems of linear and second degree equations and inequalities.
• Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

MATH 111 Mathematics for Elementary Teachers (3)
Math 111 is the first of a two-course sequence designed to give prospective elementary education majors the depth of understanding necessary to teach mathematics in the elementary classroom. Topics include number (natural numbers, integers, fractions, and real numbers), operations, sets, patterns, functions and algebra. Emphasis will be on communication, connections and problem solving, representations, and reasoning and proof. (3 hours lecture)
Prerequisite: Grade of “C” or better in MATH 25 or equivalent, satisfactory math placement test score, or consent of instructor.
FS

The student learning outcomes are:

• Demonstrate proficiency in graphing, statistical data, calculating measures of central tendency, measures of variation, percentiles, correlation coefficients, and regression line.
• Interpret statistical information in real world situations, in summary measures (central tendency, dispersion, percentile), and in the correlation coefficient.
• Solve probability problems involving compound events, independent events, mutually exclusive events, and conditional probability.
• Calculate and interpret probabilities for normal or binomial distributions, including the use of the Central Limit Theorem.
• Demonstrate the use of inferential statistics.
• Utilize appropriate statistical terminology and mathematical symbols to effectively communicate mathematics in written and/or oral form.

MATH 112 Mathematics for Elementary Teachers II (3)
Math 112 is the second of a two-course sequence designed to give prospective elementary education majors the depth of understanding necessary to teach mathematics in the elementary classroom. Topics include the representation of and operations on the natural numbers and properties of those operations. Emphasis will be on communication, connections and problem solving, representation and reasoning. (3 hours lecture)
Prerequisite: Grade of “C” or better in MATH 111.
FS

The student learning outcomes are:

• Communicate about arithmetic operations using set theory and counting in written and/or oral form.
• Explain the relationship between addition and subtraction, and between multiplication and division.
• Represent operations of addition and multiplication using translations along a line and composition of translations.
• Interpret new functions created by magnification and reflection.
• Discuss primes and their relationship to composite numbers.
• Interpret a rational number as a ratio when connected to probabilities, or as a rate such as speed and averages.
• Use dimensional analysis to help solve a problem.
• Define an irrational number and explain the significance of specific irrational numbers such as pi.

MATH 115 Statistics (3)
An introduction to topics in statistics, with a brief look at elementary probability. This is a valuable course for business, natural science, social science, health science and computer science majors. (3 credits lecture)
Prerequisite: Grade of “C” or better in MATH 25 or equivalent, satisfactory math placement test score, or consent of instructor.
FS

The student learning outcomes are:

• Use appropriate symbolic techniques to analyze and solve applied problems.
• Apply formal rules or algorithms by demonstrating proficiency in performing operations with trigonometric expressions and equations.
• Utilize symbolic forms to represent, model, and analyze mathematical situations to solve problems.
• Communicate mathematical ideas verbally, in writing, and through mathematical representations to various audiences.

MATH 135 Pre-Calculus: Elementary Functions (3)
Analysis of elementary functions. A study of polynomial, rational, exponential and logarithmic functions. Topics also include graphing techniques, transformations, applications and related topics. Emphasis is placed on topics which will prove useful to students planning to take calculus and also to those who are interested in pursuing math-related careers. (3 hours lecture)
Prerequisite: Grade of “C” or better in MATH 115 or equivalent, satisfactory math placement test score, or consent of instructor.
FS

The student learning outcomes are:

• Demonstrate proficiency in writing math expressions into different forms and finding the solutions to an equation and inequality using complex numbers where appropriate, by applying formal rules or algorithms.
• Use appropriate symbolic techniques (such as algebraic techniques) to analyze and solve applied problems, and in the critical evaluation of evidence.
• Interpret equations geometrically and use geometrical information to obtain the equation of lines and circles.
• Utilize function concepts.
• Draw the graphs of functions utilizing behavior information and/or transformations.
• Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.
• Use calculus techniques to analyze and solve applied problems.
• Use derivatives to analyze graphs and sketch graphs.
• Demonstrate proficiency in determining antiderivatives and integrals.
• Utilize integration in applied problems.
• Utilize techniques of differentiation with functions of several variables.

MATH 205 Calculus I (4)
Basic mathematical concepts, topics in differentiation, and introductory integration of algebraic, exponential and logarithmic functions. Applications of differentiation and integration will be demonstrated. (4 hours lecture)
Prerequisite: Grade of “C” or better in MATH 140 or equivalent, satisfactory math placement test score, or consent of instructor.
FS

The student learning outcomes are:

• Understand and use the intuitive definitions of limits and apply them in limit calculations and in determining continuity.
• Demonstrate proficiency in determining derivatives and apply different interpretations of the derivative.
• Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.
• Use calculus techniques to analyze and solve applied problems.
• Use derivatives to analyze graphs and sketch graphs.
• Demonstrate proficiency in determining antiderivatives and integrals.
• Utilize integration in applied problems.
• Utilize techniques of differentiation with functions of several variables.
• Use appropriate symbolic techniques to analyze and solve applied problems.
• Apply formal rules or algorithms by demonstrating proficiency in performing operations with trigonometric expressions and equations.
• Utilize symbolic forms to represent, model, and analyze mathematical situations to solve problems.
• Communicate mathematical ideas verbally, in writing, and through mathematical representations to various audiences.

MATH 205 Calculus I (4)
Basic mathematical concepts, topics in differentiation, and introductory integration of algebraic, exponential and logarithmic functions. Applications of differentiation and integration will be demonstrated. (4 hours lecture)
Prerequisite: Grade of “C” or better in MATH 140 or equivalent, satisfactory math placement test score, or consent of instructor.
FS

The student learning outcomes are:

• Understand and use the intuitive definitions of limits and apply them in limit calculations and in determining continuity.
• Demonstrate proficiency in determining derivatives and apply different interpretations of the derivative.
• Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.
• Use calculus techniques to analyze and solve applied problems.
• Use derivatives to analyze graphs and sketch graphs.
• Demonstrate proficiency in determining antiderivatives and integrals.
• Utilize integration in applied problems.
• Utilize techniques of differentiation with functions of several variables.
MATH 206 Calculus II (4)
Introduction and integration of concepts of trigonometric, exponential, logarithmic and hyperbolic functions. Integration implements, infinite series, and applications of derivatives and integrals are also included. (4 hours lecture)
Prerequisite: Grade of “C” or better in MATH 205 or equivalent or consent of instructor.
The student learning outcomes are:
• Analyze limits, derivatives, and integrals to inverse functions, logarithmic, exponential, hyperbolic, and inverse trigonometric functions.
• Utilize various techniques of integration.
• Determine whether a sequence or series converges.
• Use concepts from the course to solve problems.
• Solve differential equations.
• Utilize precise mathematical language and symbols to effectively communicate mathematics in written and/or oral form.

MATH 231 Calculus III (3)
Vector-oriented study of functions of several variables; partial differentiation and line integrals; multivariable integrals. (3 hours laboratory)
Prerequisite: Grade of “C” or better in MATH 206 or equivalent or consent of instructor.
The student learning outcomes are:
• Analyze and apply principles, concepts, and properties from algebra, geometry, trigonometry, and calculus to solve problems.
• Apply concepts and calculus properties of Cartesian space coordinates and vectors.
• Apply principles and concepts from calculus to multivariable functions.
• Use various strategies from this course to solve problems.
• Utilize precise mathematical language and symbols and effectively communicate in written and/or oral form.

Meteorology
METH 101L Introduction to Meteorology Lab (1)
Introduction to Meteorology Lab is an introductory lab intended for non-science majors and prospective science teachers. This lab includes exercises with meteorological data and measurement systems. Characteristics of Hawaiian winds, temperatures, and rainfall will be covered. (3 hours laboratory)
Prerequisite: Credit for or registration in METH 101.
DY
The student learning outcomes are:
• Apply the scientific method to study Earth’s atmosphere. Define a problem for a study, gather and record data, analyze the data, arrive at appropriate conclusions, and report the findings in written or other appropriate form.
• Use various meteorological data, such as satellite imagery, radar imagery, Stuev diagrams and surface pressure maps, to analyze the atmosphere and forecast weather.
• Use the metric system, scientific notation, graphs, and meteorological and basic statistical measurements.
• Write a lab report using the standard scientific format.

Microbiology
MICR 130 General Microbiology (3)
Fundamentals of microbiology, growth, development, and classification of bacteria, viruses, protozoa, fungi and algae; roles of microorganisms in the environment and human affairs: medical microbiology, immunology, and applied microbiology for food sanitation and public health. (3 hours lecture)
DB
The student learning outcomes are:
• Describe the main morphological characteristics, growth, reproduction and classification of algae, bacteria, fungi, protozoa and viruses, and their role and effects on human health.
• Discuss etiologies, reservoirs of infection, modes of transmission, signs, symptoms, and treatments and/or methods of prevention of common infections and diseases of humans.
• Describe the basic principles of molecular genetics as they relate to cell division, mutation, genetic engineering, protein synthesis, bacterial virulence, and antibiotic resistance.
• Describe pathogenicity, immunity and allergies.

MICR 140 General Microbiology Laboratory (2)
Laboratory course illustrating fundamental techniques and concepts of microbiology, such as microscopic observations, aseptic transfers, microorganism classification and identification, environmental factors influencing microorganisms, biochemistry of microorganisms, ecological microbiology, and medical microbiology. This course is designed to complement MICR 130. Primarily for students in nursing, dental hygiene and nutrition. Science laboratory course. (4 hours laboratory)
Prerequisite: Credit for or registration in MICR 130; placement into MATH 24 or higher.
DY
The student learning outcomes are:
• Operate equipment used in microbiology laboratory.
• Prepare growth media.
• Perform aseptic transfer.
• Identify microorganisms using morphological and physiological tests.
• Follow bioassay procedures.
• Produce lab reports using the standard scientific format.

Music
MUS 101 Music Sightreading (1)
Individualized computer-assisted instruction/practice in rhythmic sight-reading, pitch identification, and ear training. Student will complete ten quizzes for each of the eight modules at either beginning or advanced level. Students taking Music 114, 121B, 122B, 121-122C, or 221-222C are encouraged to also register for MUS 101. Students progress through four levels (8 modules, 16 quizzes for each module) successively with the MusicLab Melody system. Four credits may be applied to the AA degree. (2 hours lecture and studio)
DA
The student learning outcomes are:
• Identify and write the basic components of Western music notation.
• Apply basic theoretical components of Western music notation to written examples of music.
• Noteate and read melodic and rhythmic patterns in both simple and compound meters.
• Use the components of music in both the performance and creation of music.
• Compose and harmonize two melodies of at least 32 measures.

MUS 114 College Chorus (1)
Rehearsal and performance of classical, popular, and Polynesian/ ethnic choral literature. Elementary Polynesian dance may be included as part of performance. Open to all students. No previous choral experience required. Extra curricular concert attendance required. Student will complete one level of MusicLab Melody (modules of 10 quizzes each) up to 7 credits applicable toward A.A. degree. (3 hours rehearsal)
DA
The student learning outcomes are:
• Read pitch and rhythmic notation in simple choral parts.
• Learn choral parts using basic music elements.
• Demonstrate the importance of ensemble singing in terms of musicianship and performance practice by learning all choral parts thoroughly and attending all rehearsals and performances.
• Experience the transformative nature of choral performance in the human experience.

MUS 121B Voice 1 (2)
Performance class designed for students with little or no vocal experience. Deals with vocal production and literature for voice. Student will complete one level of MusicLab Melody (8 modules of 10 quizzes each). May be repeated up to 4 credits; only 2 credits applicable towards the AA degree. (3 hours lecture and studio)
DA
The student learning outcomes are:
• Describe 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 contributes to the development of a music culture.
• Affirm the validity of other music traditions.
• Contrast compare one’s own music within the broader context of other music traditions.
The student learning outcomes are:
- Demonstrate basic vocal techniques of physical alignment, breath support, breath control, and tone production in performances of several songs.
- Apply basic concepts of rhythm and pitch accuracy in performances.
- Employ basic concepts of sight reading in learning music for performance.
- Perform in class and the semester recital with some confidence.

MUS 121C Piano 1 (2)
Basic principles of performance. Relevant problems in piano literature at elementary level. MUS 121C, 122C must be taken in sequence. Student will complete one level of MusiLab Melody (8 modules of 10 quizzes each). May be repeated up to 4 credits; only 2 credits applicable towards the AA degree. (1 hour lecture, 2 hours lecture/lab)

The student learning outcomes are:
- Identify and write the basic concepts of music notation.
- Demonstrate knowledge of basic concepts in music performances.
- Demonstrate knowledge of the history of piano development.
- Perform in class and the semester recital with some confidence.

MUS 121D Beginning Classical Guitar (2)
Basic principles of classical guitar performance; relevant problems in literature. Repeatable to a total of 2 credits that may be applied to the AA degree. (1 hour lecture, 2 hours lecture/lab)

DA

The student learning outcomes are:
- Identify and write the basic concepts of music notation.
- Demonstrate knowledge of basic concepts in music performances.
- Demonstrate knowledge of the history of classical guitar development.
- Perform with growing confidence in class performances.

MUS 121F Beginning Slack Key Guitar (1)
Basic principles of performance; relevant problems in literature. Student learns to play two G tunings. This course is intended for students with little or no background in this style of guitar playing. Ability to read music is not required. (2 hour lecture/lab)

DA

The student learning outcomes are:
- Demonstrate knowledge of the history of slack key guitar development.
- Apply knowledge of basic concepts in accurate performances.
- Use knowledge of slack key techniques and music concepts (music theory) to complete in-class recitals.
- Perform with growing confidence in class performances.

MUS 122 Intermediate Slack Key Guitar I (1)
Intermediate Slack Key guitar: level I. Student learns to play solos in C tunings and intermediate solos at level I in tunings learned in the elementary class. (2 hours lecture/lab)

Prerequisite: Credit for MUS 121F or consent of instructor.

DA

The student learning outcomes are:
- Incorporate additional theoretical concepts in the performance of slack key music.
- Demonstrate knowledge of intermediate level concepts on performances.
- Sight read tablature notation with increasing accuracy and musicianship.
- Exhibit greater confidence in performing level-two repertoire.

MUS 122F Intermediate Slack Key Guitar I (1)
Intermediate Slack Key guitar: level I. Student learns to play solos in C tunings and intermediate solos at level I in tunings learned in the elementary class. (2 hours lecture/lab)

Prerequisite: Credit for MUS 121F or consent of instructor.

DA

The student learning outcomes are:
- Demonstrate knowledge of the history of ukulele development.
- Apply knowledge of basic concepts in accurate performances.
- Strum chords for three (3) Hawaiian songs (in different keys) that demonstrate an understanding of major scale (music theory) applications.
- Perform with growing confidence in class performances.

MUS 122E Voice 2 (2)
Performance class designed for students with previous vocal experience or training. Deals with vocal production and literature for voice. Student will complete one level of MusiLab Melody (8 modules of 10 quizzes each). May be repeated up to 4 credits; only 2 credits applicable towards the AA degree. (1 hour lecture, 2 hours lecture/lab)

Prerequisite: Credit for MUS 121B or consent of instructor.

DA

The student learning outcomes are:
- Analyze repertoire for articulation, phrasing and fingering difficulties.
- Incorporate intermediate level theoretical and technical concepts in the performance of chosen repertoire.
- Sight read tablature notation with greater accuracy and musicianship.
- Exhibit confidence in performing intermediate-level repertoire.

MUS 122F Voice 2 (2)
Performance class designed for students with previous vocal experience or training. Deals with vocal production and literature for voice. Student will complete one level of MusiLab Melody (8 modules of 10 quizzes each). May be repeated up to 4 credits; only 2 credits applicable towards the AA degree. (1 hour lecture, 2 hours lecture/lab)

Prerequisite: Credit for MUS 121B or consent of instructor.

DA

The student learning outcomes are:
- Incorporate additional theoretical concepts in the performance of slack key music.
- Demonstrate knowledge of intermediate level concepts on performances.
- Sight read tablature notation with increasing accuracy and musicianship.
- Exhibit greater confidence in performing level-two repertoire.

MUS 130F Slack Key Guitar Ensemble (1)
Continuation of Music 122F. Increased emphasis on slack key literature, techniques, and tunings. Advanced intermediate techniques of slack key guitar as applied to ensemble playing. (4 hours lecture/lab)

Prerequisite: Credit for MUS 122F.

DA

The student learning outcomes are:
- Identify and discuss important events and personalities in the evolution of Hawaiian music.
- Discuss the composition, recording, production, and commercialization of Hawaiian music.

MUS 122C Piano 2 (2)
Designed for further study of principles and basic skills of piano performance established in first semester piano. Continues the group participation choir approach with greater emphasis on ensemble playing and improvisation. MUS 121C and 122C must be taken in sequence. Student will complete one level of MusiLab Melody (8 modules of 10 quizzes each). (1 hour lecture, 2 hours lecture/lab)

Prerequisite: Credit for MUS 121C.

DA

The student learning outcomes are:
- Demonstrate knowledge of the history of slack key guitar development.
- Apply knowledge of basic concepts in accurate performances.
- Use knowledge of slack key techniques and music concepts (music theory) to complete in-class recitals.
- Perform with growing confidence in class performances.

MUS 122D Piano 2 (2)
Designed for further study of principles and basic skills of piano performance established in first semester piano. Continues the group participation choir approach with greater emphasis on ensemble playing and improvisation. MUS 121C and 122C must be taken in sequence. Student will complete one level of MusiLab Melody (8 modules of 10 quizzes each). (1 hour lecture, 2 hours lecture/lab)

Prerequisite: Credit for MUS 121C.

DA

The student learning outcomes are:
- Analyze repertoire for articulation, phrasing and fingering difficulties.
- Incorporate intermediate level theoretical and technical concepts in the performance of chosen repertoire.
- Sight read tablature notation with greater accuracy and musicianship.
- Exhibit confidence in performing intermediate-level repertoire.

MUS 166 Popular Music in America (3)
A survey of Pop Music (including Blues, Jazz, Rock and Folk), in the United States in the twentieth century. Activities will include listening to recordings, writing lyrics and tunes and learning various aspects of the business of music. Field trips and concert attendance required. (3 hours lecture)

DH

The student learning outcomes are:
- Analyze and discuss the variety of music in different communities.
- Describe and compare the distinctive aural features and music aesthetics of the various style of popular music.
- Describe the historical, religious, social and political aspects of a society that contribute to the development of diverse musical styles.
- Compare/contrast different styles of popular music.

MUS 177 Introduction to Hawaiian Music (3)
A survey of Hawaiian music from Polynesian origins and pre-contact historical forms to acculturated and contemporary forms and expressions including vocal, instrumental and dance music in their social, cultural and religious contexts. (3 hours lecture)

The student learning outcomes are:
- Identify and define the basic concepts, terminology and distinguishing features of Western European and Hawaiian music.
- Identify if the distinguishing features of indigenous Hawaiian music, (b) the musical instruments indigenous to Hawai‘i, (c) acculturated Hawaiian music, and (d) acculturated musical instruments.
- Explain or discuss the functions of music in pre-contact Hawaiian society and in contemporary Hawai‘i.
- Discuss the interplay of Hawaiian music and Hawaiian dance performance.
- Identify and discuss important events and personalities in the evolution of Hawaiian music.
- Discuss the composition, recording, production, and commercialization of Hawaiian music.

MUS 122C Piano 2 (2)
Designed for further study of principles and basic skills of piano performance established in first semester piano. Continues the group participation choir approach with greater emphasis on ensemble playing and improvisation. MUS 121C and 122C must be taken in sequence. Student will complete one level of MusiLab Melody (8 modules of 10 quizzes each). (1 hour lecture, 2 hours lecture/lab)

Prerequisite: Credit for MUS 121C or consent of instructor.

DA

The student learning outcomes are:
- Analyze repertoire for articulation, phrasing and fingering difficulties.
- Incorporate intermediate level theoretical and technical concepts in the performance of chosen repertoire.
- Sight read tablature notation with greater accuracy and musicianship.
- Exhibit confidence in performing intermediate-level repertoire.

MUS 122C Piano 2 (2)
Designed for further study of principles and basic skills of piano performance established in first semester piano. Continues the group participation choir approach with greater emphasis on ensemble playing and improvisation. MUS 121C and 122C must be taken in sequence. Student will complete one level of MusiLab Melody (8 modules of 10 quizzes each). (1 hour lecture, 2 hours lecture/lab)

Prerequisite: Credit for MUS 121C or consent of instructor.

DA

The student learning outcomes are:
- Analyze and discuss the form, articulation, harmonic rhythm, and phrasing of performance repertoire.
- Provide logical fingering for repertoire pieces when needed.
- Apply advanced theoretical and technical concepts to performance of chosen repertoire.
- Perform with poise and confidence in front of an audience.

MUS 240 Introduction to Digital Music Production (3)
Introduction to digital music and sound production on the Macintosh platform: music notation, MIDI sequencing, audio recording, editing, mixing and mastering; preparing audio files for CD, video and web applications; sound synthesis and programming using virtual instruments. (3 hours lecture)

Prerequisite: MUS 108, 121 (alpha) or 253, or consent of instructor.
Course Descriptions

The student learning outcomes are:

- Use MIDI sequencing and audio recording software, and/or notation software, as tools for music composition, arranging, and performance.
- Apply basic skills in MIDI sequencing and editing, and digital audio recording and editing to audio mixing and mastering projects.
- Prepare audio files for CD burning, and video and web applications.
- Apply understanding of sound synthesis to create original sounds for music projects.
- Transfer skills to other MIDI sequencing and digital audio software programs across PC and Mac platforms.

MUS 241 Digital Music Production II (3)
Continuation of principles and skills introduced in MUS 240. Digital music composition and audio production on the Macintosh platform with emphasis on advanced MIDI and mixing techniques, audio editing, sound synthesis, and programming of virtual instruments and effects. (3 hours lecture)
Prerequisite: MUS 240 or consent of instructor.

MUS 253 Elementary Music in Action (3)
Develop an emphasis on applying the basic techniques of music to daily life. (3 hours lecture)
Prerequisite: MUS 252.

MUS 253L Elementary Music in Action Lab (3)
This is a lab designed to run concurrently with MUS 253. The lab is intended for students in education or related fields. (3 hours laboratory)
Prerequisite: Consent of instructor.

Oceanography
OCN 101 Introduction to the Marine Option Program (1)
This course provides an overview of statewide issues and organizations involved with ocean and freshwater activities, including management, education, research and business. It also provides an orientation to the Marine Option Program (MOP) and reviews the requirements of the MOP certificate. The course explores opportunities for internships, projects and careers related to water environments. The course will prepare students to apply principles and strategies in order to apply advanced skills in ocean sciences. (1 hour lecture)
Recommended Preparation: Grade of "C" or better in ENGL 21, higher MATH 24.

Oceanography
OCN 201 Oceanography (3)
An introductory course to oceanography covering the dimensions of the science of oceanography, the physical and chemical properties of sea water, waves, tides, currents, life in the ocean, and the geologic structure of the ocean floor, environmental concerns, and human use of the oceans. (3 hours lecture)
DP
The student learning outcomes are:
- Understand the scientific method, how research is conducted, and how it differs from other ways of acquiring knowledge.
- Understand the relationship between the Earth and the ocean.
- Identify key areas of research in oceanography and their impacts on coastal areas, including erosion and beach loss.
- Identify the major pathways of chemicals to the oceans and their impacts on marine life.
- Describe the major processes that cause the deep and shallow circulation of water in the ocean.

OCN 201L Oceanography Laboratory (1)
Designed to run concurrently with OCN 201. The course provides an overview of ocean and freshwater activities, including management, education, research, and business. It also provides an orientation to the Marine Option Program (MOP) and reviews the requirements of the MOP certificate. The course explores opportunities for internships, projects, and careers related to water environments. The course will prepare students to apply principles and strategies in order to apply advanced skills in ocean sciences. (1 hour lecture)
Recommended Preparation: Grade of "C" or better in ENGL 21, higher MATH 24.

OCN 260L O'ahu Surf Science and Technology Lab (3)
OCN 260L is a lab designed to run concurrently with OCN 260, Pacific Surf Science and Technology. The course presents the surfing world through laboratory and field activities, including surfing demonstrations and instruction, learning water safety techniques, studying board design at surfboard manufacturing shops, and speaking with local industry professionals. Meteorology and surf forecasting techniques are covered throughout the course of observation activities, and physical processes involving shaped waves as they approach a shoreline will be examined through several coastal studies. (3 hours lecture)
Prerequisite: Consent of registration in OCN 260.

Pharmacology
PHRM 203 General Pharmacology (3)
Cover a wide range of drugs with emphasis on sites and mechanisms of action, toxicity, fate and uses of major therapeutic agents. This course is intended for students in nursing and allied health fields. (3 hours lecture)
Prerequisite: Grade of "C" or better in JDOL 141 and ZOOL 142.

Recommended Preparation: College level chemistry.

The student learning outcomes are:
- Describe the basic mechanisms of drug action.
- Demonstrate knowledge of the terminology and special concepts useful in the study of pharmacology.
- Compare and contrast differences between individuals govern their response to drugs.
- Define how drugs are processed and biotransformed by the body.
- Compare and contrast past and present surfing and board modification techniques.
- Describe differences in the use of surfboards and surfboards related to surfing.
- Describe the major processes that cause the deep and shallow circulation of water in the ocean.

OCN 260 Pacific Surf Science and Technology (3)
Pacific Surf Science and Technology is a lecture-based course that showcases scientific and industry aspects of the surfing world for surfers and non-surfers. The course takes a scientific approach to understanding the natural processes that create and influence waves and surf conditions, while also introducing many safety concepts related to the environment and ocean conditions around O'ahu.

Recommended Preparation: Ability to access information from the Internet.

The student learning outcomes are:
- Describe the basic principles of meteorology, oceanography, and geology as they apply to the creation and shaping of waves and surf conditions.
- Identify frequent complications and side effects associated with the major drug classes.
- Describe significant interactions between drugs.
- Describe the major processes that cause the deep and shallow circulation of water in the ocean.

Philosophy
PHIL 100 Introduction to Philosophy: Survey of Problems (3)
Great philosophical issues, theories, and controversies. Course will focus on such issues as the problem of determinism, the problems of induction, the problem of subjective justice, the problem of the
The student learning outcomes are:
• Recognize the fundamentals and principles upon which the scientific method is based.
• Apply the basic concepts of physics and chemistry.
• Apply the concept of conservation laws in problem solving.
• Apply basic mathematical tools to problems in physics and chemistry.
• Define the common terms used in the physical sciences.
• Assess the limitations of the scientific method and apply error analysis.
• Recognize the physical science principles as applied to everyday situations.

PHYS 151L College Physics Laboratory I (3)
Experiments in statics, mechanics, energy, waves, and friction. (3 hours laboratory)
Prerequisite: Credit for or registration in PHYS 151.

The student learning outcomes are:
• Apply the scientific method to a selected group of topics in physics and chemistry.
• Collect, report, and analyze data obtained in a laboratory setting in a manner exhibiting organization, proper documentation and critical thinking.
• Manipulate data and apply quantitative techniques, such as graphical and statistical analysis.
• Demonstrate a basic understanding of the standard instruments used in physics.
• Identify environmental factors, which affect the outcome of an experiment or observation and apply basic error analysis techniques.

PHYS 152 College Physics II (3)
A noncalculus, one-semester course for pre-professional or nonengineering majors. Study of the basic concepts of physics, including the fundamental principles and theories in electricity, magnetism, optics, and modern physics. (3 hours lecture)
Prerequisite: Credit for PHYS 151 or equivalent, or consent of instructor.
Concurrent: PHYS 152L.

The student learning outcomes are:
• Demonstrate a general understanding of the underlying philosophy of the physics, including the scientific method.
• Apply the basic concepts of physics, including thermodynamics, static and dynamic laws of electricity and magnetism, circuit analysis, electromagnetic radiation, optical systems, and the fundamentals of atomic and nuclear physics.
• Apply the concept of conservation laws in problem solving.
• Apply basic algebraic and graphical analysis techniques to physics problems.
• Compare and contrast macroscopic and microscopic systems in physics.
• Define quantitatively and qualitatively the common terms used in physics.

PHYS 152L College Physics Laboratory II (1)
Experiments in statics, mechanics, energy, waves, and friction. (1 hour laboratory)
Prerequisite: Credit for or registration in PHYS 151L.

The student learning outcomes are:
• Apply the fundamental principles and philosophy upon which the scientific method is based.
• Apply the basic concepts of physics and chemistry.
• Apply the concept of conservation laws in problem solving.
• Apply basic mathematical tools to problems in physics and chemistry.
• Define the common terms used in the physical sciences.
• Assess the limitations of the scientific method and apply error analysis.
• Recognize the physical science principles as applied to everyday situations.
PHYS 152L College Physics Laboratory II (1)
Experiments in electricity, magnetism, optics, and modern physics.
(3 hours laboratory)
Prerequisite: Credit for or registration in PHYS 152.
DY
The student learning outcomes are:
• Apply the scientific method to physical science systems involving thermodynamics, static and dynamic laws of electricity and magnetism, electronic and electrical circuit analysis, electromagnetic radiation, optical systems, and the fundamentals of atomic and nuclear physics.
• Collect, report, and analyze data obtained in a laboratory setting in a manner exhibiting proper documentation and critical thinking.
• Manipulate data and apply quantitative techniques, such as graphing and statistical analysis.
• Demonstrate a basic understanding of the standard instruments used in physics.
• Identify environmental factors, which affect the outcome of an experiment or observation and apply basic error analysis techniques.

PHYS 170 General Physics I (4)
This is the first of a rigorous, calculus-based course in physics for the professional or engineering majors. The study of the concepts of physics including the fundamental principles and theories of mechanics, energy, waves and thermodynamics. (4 hours lecture)
Prerequisite: Credit for MATH 206 or higher or equivalent and a grade of "C" or better in PHYS 170 or consent of instructor.
Corequisite: PHYS 170L and credit for or registration in MATH 206 or higher or equivalent, or consent of instructor.
DP
The student learning outcomes are:
• Demonstrate a solid conceptual understanding of kinematics, dynamics, wave phenomena, and thermodynamics.
• Solve applicable problems using differential calculus and vector analysis.
• Apply the laws of physics to computational problems in electricity, magnetism, and wave phenomena.

PHYS 272L General Physics II Laboratory (1)
This laboratory course is a rigorous, calculus-based study for professional or engineering majors. Laboratory exercises are designed to reinforce the fundamental concepts of electricity, magnetism, light and optical theory. (3 hours laboratory)
Prerequisite: Credit for or registration in PHYS 272.
DY
The student learning outcomes are:
• Demonstrate a solid conceptual understanding of electricity, magnetism, light, and optical theory.
• Solve applicable problems using calculus and vector analysis.
• Apply the laws of physics to computational problems in electricity, magnetism, and wave phenomena.

PHYS 272L General Physics II Laboratory (1)
This laboratory course is a rigorous, calculus-based study for professional or engineering majors. Laboratory exercises are designed to reinforce the fundamental concepts of electricity, magnetism, light and optical theory. (3 hours laboratory)
Prerequisite: Credit for or registration in PHYS 272.
DY
The student learning outcomes are:
• Demonstrate a solid conceptual understanding of electricity, magnetism, light, and optical theory.
• Solve applicable problems using calculus and vector analysis.
• Apply the laws of physics to computational problems in electricity, magnetism, and wave phenomena.

Political Science
POLS 110 Introduction to Political Science (3)
Introduction to politics as a human activity. Discusses theories, ideologies, systems, and processes of politics. (3 hours lecture)
DS
The student learning outcomes are:
• Identify and describe the structure of political issues and political relationships.
• Clearly explain and evaluate complex political thought and the positions of several thinkers in political theory.
• Examine and interpret contemporary political issues through the application of political theory.
• Relate media, technology, and language to the formation and maintenance of the political order.
• Carefully justify one’s own political position.

POLS 120 Introduction to World Politics (3)
Power economics and world politics from cross-national perspectives. Discussion of U.S. foreign policy since 1945. (3 hours lecture)
DS
The student learning outcomes are:
• Identify and describe the narrative and compositional structure of film.
• Clearly explain and evaluate the political thoughts, assumptions and implications of several key films.
• Examine and interpret contemporary political issues in film through the application of political thought.
• Relate media, technology, and language to the formation and maintenance of the political order.
• Carefully justify one’s own political position.

POLS 180 Introduction to Hawaiian Politics (3)
Introduction to the study of political institutions, processes, and issues in Hawai’i. (3 hours lecture)
DS
The student learning outcomes are:
• Explain basic terms, concepts, and principles of politics.
• Analyze political processes, institutions, and issues.
• Apply basic terms, concepts, and principles to everyday life.
• Assess his or her personal effectiveness in the American political process.

POLS 243 Introduction to Politics and Film (3)
The course introduces students to the analysis of the relationship between politics and film. Topics covered in the course will include the impact of films and the film industry on politics, the impact of politics on film, and methods for understanding the representational practices of film. (3 hours lecture)
DS
The student learning outcomes are:
• Articulate and illustrate an understanding that psychological gender differences are typically small.
• Identify and discuss important areas of culture where women are less visible than men.
• Demonstrate understanding that people react differently to men and women.
• Compare and contrast the wide variations among women.

PSY 224 Abnormal Psychology (3)
Concepts and principles used in clinical practice: dynamics, diagnosis, and treatment of abnormal behavior. Compares and contrasts the different patterns of abnormal behavior. Examines the differences in the theoretical models for understanding maladaptive behavior. (3 hours lecture)
Recommended Preparation: PSY 100.
DS
The student learning outcomes are:
• Compare and contrast historical and current theories of abnormal behavior.
• Identify and describe different types of abnormal behavior and the "best practice" therapies associated with each type.
• Apply the principles of psychology to their own thoughts and feelings.
• Illustrate understanding of the role of culture, ethnicity, and socio-economic factors in defining abnormal behavior.
Course Descriptions

PSY 240 Developmental Psychology (3)
This course examines the emotional, mental, physical, and social development of individuals from infancy to adulthood with special attention to interests, abilities and critical issues at successive developmental stages. (3 hours lecture)
Prerequisite: Credit for PSY 100 or consent of instructor.

DS The student learning outcomes are:
• Recognize the study of psychology as a science.
• Discuss the biological and environmental basis of human behavior.
• Integrate the basic perspectives, concepts, principles, and general information comprising the field of developmental psychology.
• Utilize the various developmental psychology models and concepts in explaining human behaviors.

PSY 250 Social Psychology (3)
This course will provide students with an understanding of the relationship of social roles on human behaviors and how interpersonal relationships, attribution theories, attitudes, group behaviors, and stereotypes affect human behaviors. (3 hours lecture)
Prerequisite: Grade of “C” or better in PSY 100.

The student learning outcomes are:
• Recognize the study of social psychology as a science.
• Integrate the basic perspectives, concepts, principles, and general information comprising the field of social psychology.
• Utilize the various social psychology models and concepts in explaining human behaviors.

PSY 260 Psychology of Personality (3)
An introduction to the basic theoretical approaches to personality, how they are developed, changed and analyzed. (3 hours lecture)
Prerequisite: Credit for PSY 100.

DS The student learning outcomes are:
• Recognize the study of personality psychology as a science.
• Discuss the basic perspectives, concepts, principles, and general information comprising the field of personality psychology.
• Utilize the various personality psychology models and concepts in explaining human behaviors.

PSY 270 Introduction to Clinical Psychology (3)
This course will provide students with an understanding of the history, theories and current developments in clinical psychology and different methods of assessment, forms of intervention and types of psychological problems. (3 credits lecture)
Prerequisite: Grade of “C” or better in PSY 100.

DS The student learning outcomes are:
• Critique the foundation of knowledge, skills, professional attitudes and values associated with clinical psychology.
• Integrate the basic perspectives, concepts, principles, practices and general information comprising the field of clinical psychology.
• Utilize the various clinical psychology models and concepts in explaining human behaviors.

Religion
REL 150 Introduction to World’s Major Religions (3)
Introduction to the world’s major religions: Primitive, Hinduism, Buddhism, Shinto, Confucianism, Taoism, Judaism, Christianity, and Islam. Field trips may be required outside classtime. (3 hours lecture)
F GC DH

The student learning outcomes are:
• Identify the following elements or dimensions: origin, doctrines, ethics, sacred literature, important figures/founders, rituals, worship, and institutions for each of the world’s major religious traditions.
• Identify the similarities and differences between two or more religions on the basis of the aforementioned dimensions.
• Examine the relationship between religion and culture/society.
• Question and think critically.

REL 151 Religion and the Meaning of Existence (3)
Introduction to basic issues of the question of the meaning of human existence. Emphasis is placed on the student analyzing his/her own beliefs and exploring alternative answers. (3 hours lecture)
DH

The student learning outcomes are:
• Identify the various understandings of experience, existence, and/or the Ultimate/Absolute Reality in the world’s religious traditions.
• Compare and contrast the similarities and differences between these meanings of existence in two or more religions.
• Identify the rituals, myths, and symbols/art that shape these worldviews.
• Analyze their belief systems.

REL 201 Understanding the New Testament (3)
Analysis of the origin and development of the early Christian message as set forth in the New Testament. Special attention will be given to the message of Jesus and Paul and its relevance to the modern world. (3 hours lecture)
DH

The student learning outcomes are:
• 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 modern society and human understanding of self.

REL 202 Understanding Indian Religions (3)
This course will provide the teaching and practices of the major religions of India. (3 hours lecture)
Prerequisite: Placement in ENG 100, or consent of instructor.
Recommended Preparation: REL 150 or 151.

DH

The student learning outcomes are:
• Identify the myths, histories, doctrines, and practices of Hinduism, Jainism, Buddhism, and Sikhism.
• Identify each religion’s understanding of the human condition, ethics, knowledge, death, the afterlife, and conceptions of the divine.
• Identify common themes within the religions studied.
• Interpret primary sources (such as epics, devotional poetry, mystical instruction, myths, and hymns).
• Examine the relationship between religion and culture/society.
• Question and think critically.

REL 205 Understanding Hawaiian Religion (3)
Major Hawaiian religious teachings and practices from ancient times to the present. Investigation of cultural influence of Hawaiian religious beliefs; analysis of religious texts and relation to other traditions. This course may be applied to the B.A. language/culture core requirements at UH at Mānoa. (3 hours lecture)
DH

The student learning outcomes are:
• Identify and access major sources on Hawaiian religion.
• Express thoughts on Hawaiian religion in oral and written form.
• Identify the myths, histories, doctrines, and practices of Hawaiian religion.
• Interpret thoughts, histories, doctrines, and practices of Hawaiian religion in oral and written form.
• Compare and contrast elements of the Hawaiian religious experience with others or with their own.
• Identify ways in which Hawaiian religious thought and practice continues in the present.
• Interpret some symbolism of Hawaiian religious ritual and poetry.

REL 207 Understanding Buddhism (3)
Survey of major forms and practices of Buddhism. (3 hours lecture)
Recommended Preparation: ENG 100 and either REL 150 or REL 151.

DH

The student learning outcomes are:
• Identify the myths, histories, doctrines, and practices of the major schools of Buddhism.
• Identify each school’s understanding of the human condition, ethics, knowledge, death, the afterlife, and conceptions of the divine.
• Interpret primary sources.
• Examine the relationship between religion and culture/society.
• Question and think critically.

REL 296 Special Topics in Religion (3)
Students will investigate important topics in the study of religion such as Sacred Places, Religion and the Media, or Religion and Politics. A specific course description will be printed in the schedule of classes. (3 hours lecture)
Recommended Preparation: REL 150 or REL 151

The student learning outcomes are:
• Identify important concepts and facts associated with the topic under examination.
• Explain cause and effect relationships in connection to the topic discussed.
• Compare and contrast various religions’ ideas of the topic.
• Relate the topic to contemporary events.

Social Sciences
SSCI 193V Cooperative Arts and Science Education (CASE) (3)
A work-study course providing opportunities to reinforce skills learned in the Social Science areas and to apply those skills in actual job situations. Six credits may be applied to the AA degree.
Prerequisite: Minimum of 12 credit hours of general curricula.

The student learning outcomes are:
• Integrate the foundations of knowledge, skills, professional attitudes and values associated with a career field in the helping and human resource professions.
• Discuss the dynamics and multiple causes of interpersonal, family, and organizational dysfunction.
• Utilize a range of helping strategies and skills appropriate for prevention and early intervention work in a variety of settings.
• Apply the basic knowledge and practice of counseling and problem solving skills.

SSCI 200 Social Science Research Methods (3)
Focus on various ways social scientists undertake research. The course introduces the student to decision making with statistics research design methods and computers to assist analysis. (3 hours lecture)
Prerequisite: Successful completion of one social science course at 100 level, and placement in MATH 24 or consent of instructor.

DS The student learning outcomes are:
• Critique the foundation of knowledge, skills, professional attitudes and values associated with research design and application.
• Apply current research methods and interpretation of research findings.
• Utilize a range of strategies and skills appropriate for gathering and analyzing research data.
• Write a research project using the basic knowledge and practice research.

SSCI 293V Cooperative Arts and Science Education (1)
A work-study course providing opportunities to upgrade and diversify knowledge and skills learned in the behavioral and social sciences, and to apply these in job situations. (Practicum)
Prerequisite: SSCI 193V

The student learning outcomes are:
• Integrate the foundations of knowledge, skills, professional attitudes and values associated with a career field in the helping and human resource professions.
Sociology

SOC 100 Survey of General Sociology (3)
This course is an introduction to the scientific discipline of sociology. It will focus on key concepts, main theoretical perspectives, and research findings used by sociologists to explain the social world and social interaction. The course examines the fundamental components and institutions that make up the structure of human societies as well as the basic processes and direction of social change. (3 hours lecture)

The student learning outcomes are:

- Summarize and distinguish the three main theoretical perspectives in sociology.
- Analyze and apply specific sociological theories and perspectives to human behavior and social issues.
- Explain and evaluate how society and culture affect our beliefs, values, behavior, and social patterns.
- Express and communicate ideas and opinions clearly in writing.

DS

SOC 218 Introduction to Social Problems (3)
This course is a theoretical and substantive survey of the nature and causes of social problems; selected topics may vary from semester to semester. The course examines the fundamental concepts of sociology in the area of race relations are presented with emphasis on Hawai'i’s unique potential “melting pot” social environment and the development of an “unorthodox race doctrine” for Hawai'i. Sociological aspects of the various cultural contributions by the ethnic groups to Hawai'i including values, concepts, practices, history, and language are also investigated. (3 hours lecture)

The student learning outcomes are:

- Demonstrate an understanding of the historical factors that affect inter-ethnic relationships in Hawai'i.
- Describe how the structure of inter-ethnic relationships functions, and how it affects the lives of Hawai'i residents.
- Explain the various factors that develop, maintain, and weaken inter-ethnic relationships in Hawai'i.
- Identify the changes in inter-ethnic relations in Hawai'i through time.

DS

SOC 251 Introduction to Sociology of the Family (3)
SOC 251 is the study of human relationships within courtship, marriage, and the family as influenced by culture and society. It is designed to challenge students to re-examine assumptions regarding behavior, decisions, choices, and motivations in interpersonal relationships. The course places particular emphasis on diverse family forms, and the changing nature of how we define family. (3 hours lecture)

The student learning outcomes are:

- Identify, describe, and analyze major trends in the family from a sociological perspective.
- Describe and analyze the connections between individual family experiences and larger social institutions.
- Display a critical awareness of contemporary social and political issues and how they affect the family.
- Detail and evaluate proposed solutions to social problems.

DS

Spanish Language

SPAN 101 Beginning Spanish I (4)
Introduction to basic structures of the Spanish language emphasizing speaking, writing, listening and reading. Oral communication emphasized to provide students with the right pronunciation, vocabulary and the control of basic grammar. Introduction to Hispanic culture. (4 hours lecture, 1 hour laboratory)

The student learning outcomes are:

- Use appropriate pronunciation, structure and vocabulary to communicate orally with speakers of Spanish, answering questions or making simple descriptions.
- Read and understand authentic documents in Spanish for cultural information.
- Write simple texts (shopping lists, descriptions, postcards, forms) using knowledge of vocabulary, culture and basic grammatical structures.

DS

SPAN 103 Beginning Spanish II (4)
Continues SPAN 101 through reading, speaking, writing and listening. Emphasis is on an unorthodox race doctrine for Hawai'i. Includes videos, stories and songs. Deals with Hispanic culture and the basic knowledge of the history, geography, and the traditions of Spanish-speaking countries. (4 hours lecture, 1 hour laboratory)

Prerequisite: Credit for SPAN 101 or consent of instructor.

The student learning outcomes are:

- Use appropriate pronunciation, structure and vocabulary to communicate orally with speakers of Spanish with greater proficiency, using role playing to create dialogues based on real-life situations.
- Read and understand authentic documents in Spanish (simple articles, poems, newspaper articles) for cultural information with greater proficiency.
- Write simple texts (letters, diaries, simple essays) using knowledge of vocabulary, culture and basic grammatical structures with greater proficiency.
- Analyze oral, written and visual sources (dialogues, articles, film clips, Internet sites) of information about Hispanic culture and compare and contrast with what the students know of their own culture.

DS

SPAN 101 Intermediate Spanish I (3)
Continuation of SPAN 102. Further refinement of basic language skills. Increased control over structures and idioms in written and oral expression. Reading about Hispanic culture, society, history and literature. (3 hours lecture)

Prerequisite: Credit for SPAN 102 or consent of instructor.

The student learning outcomes are:

- Choose and narrow a topic appropriately for the audience and occasion.
- Communicate the thesis/specification purpose in a manner appropriate for audience and occasion.
- Provide appropriate supporting materials based on the audience and occasion.
- Use an organizational pattern appropriate to topic, audience, occasion, and purpose.
- Use language that is appropriate to the audience, occasion, and purpose.
- Use vocal variety in rate, pitch, and intensity to heighten and maintain interest.
- Use pronunciation, grammar, and articulation appropriate to the designated audience.
- Use physical behaviors that support the verbal message.

DS

SPAN 102 Intermediate Spanish II (3)
Continuation of SPAN 101. Further refinement of basic language skills including vocabulary development beyond the 201 level. Increased control over structures and idioms. Includes reading about literature, culture and society. (3 hours lecture)

Prerequisite: Credit for SPAN 101 or consent of instructor.

The student learning outcomes are:

- Analyze situations in terms of communication models, identifying perspective and perception.
- Demonstrate improvement in utilizing skills in a variety of interpersonal contexts. (3 hours lecture)

Prerequisite: Placement in ENG 21 or Higher.

The student learning outcomes are:

- Discuss the dynamics and multiple causes of interpersonal, family, and organizational dysfunction.
- Utilize a range of helping strategies and skills appropriate for prevention and early intervention work in a variety of settings.
- Apply the basic knowledge and practice of counseling and problem solving skills.
The student learning outcomes are:
• Articulate and project the voice well.
• Devise and execute pantomimes and improvisations unselfconsciously.
• Explore dramatic one- and two-person scenes.
• Identify, analyze and critically evaluate the technique and believability of dramatic performances.

THEA 240 Introduction to Stagecraft (3)
Introduction to the technical process of theatre including scenery, lighting, sound and stage management. Students will focus on the range of skills needed to work in theatrical space. Six credits may be applied to the AA degree. (3 hours lecture)
DA
The student learning outcomes are:
• Demonstrate competence with the use of theatrical equipment to the instructor.
• Identify key theatrical terms and concepts.
• Critically evaluate a theatrical event.
• Work effectively in a theatrical environment.

THEA 241 Advanced Stagecraft (3)
Advanced techniques of the technical process of theatre including lighting, sound, and rigging. Students will focus on the range of skills needed to work in convention, theatrical, concert, and dance applications. Six credits may be applied to the AA degree. (3 hours lecture)
Prerequisite: Credit for THEA 240 or consent of instructor.
DA
The student learning outcomes are:
• Identify key theatrical terms and concepts.
• Critically evaluate a theatrical event.
• Work effectively in a theatrical environment.
• Critically evaluate a theatrical event.
• Identify key theatrical terms and concepts.
• Work effectively in a theatrical environment.
• Critically evaluate a theatrical event.
• Work effectively in a theatrical environment.

WS 151 Introduction to Women’s Studies (3)
This interdisciplinary introductory course looks at gender roles and relationships, historically and in contemporary societies. The course examines the social, cultural, historical, and political influences on the status of women. It presents women’s experiences from diverse backgrounds, social structures, and cultures. (3 hours lecture)
DS
The student learning outcomes are:
• Show an understanding of the difference between sex as a biological category and gender as a social category.
• Analyze the ways in which gender is taught, how gender is reflected in written and visual images, and how gender influences the operation of major social institutions and human relationships.
• Describe the historical changes in both gender roles and the status of women in the United States.
• Explain similarities and differences of women’s roles across cultural, racial, social, and economic lines.

WS 200 Culture, Gender and Appearance (3)
This course explores the social construction of gender within culture and its visual expression through appearance. An analysis of role, identity, conformity, and deviance in human appearance is emphasized. (3 hours lecture)
DS
The student learning outcomes are:
• Identify and describe relationships between the social body and physical bodies.
• Describe the links between clothing and culture.
• Describe the role appearance plays in gender development.
• Interpret the communicative nature of appearance and expressions of identity.
• Synthesize concepts and theories to describe the role of individual choice in appearance.

Zoology
ZOOL 101 Principles of Zoology (4)
Introduction to zoology. Topics include living animals, physiology, anatomy, development, reproduction, ecology, and evolutionary relationships. Lecture/laboratory course. (3 hours lecture, 3 hours laboratory)
Recommended Preparation: High school biology.
DB, CR
The student learning outcomes are:
• 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.
Course Descriptions

- Zoology 141L Human Anatomy and Physiology Lab I (3)
  The first semester of a two-semester course in human anatomy and physiology which includes a study of human embryology, gross anatomy, microanatomy, physiology, pathology, and homeostatic relationships. This course is intended for students entering health care or medically related fields such as nursing, physical therapy and medical technology. (3 hours lecture)
  Prerequisite: High school chemistry or equivalent preparation or consent of instructor.
  Recommended Preparation: High school biology, BIOC 100, BIOC 101 or ZOOL 101; registration in ZOOL 141L.
  DB

The student learning outcomes are:
- Discuss the major chemical elements found in the human body and describe the different ways in which these elements combine to form molecules and compounds.
- Understand the functions of cellular organelles, and be able to trace the path of protein manufacture in the cell.
- Compare and contrast the physical, chemical, and biological factors governing the transport of materials across the cell membrane.
- Discuss the link between cells and tissues and describe how tissue structure determines its suitability for secretion, absorption, support, or protection.
- Use standard medical terminology to describe body positions and the orientations.
- Describe the anatomy and function of the integumentary, skeletal, muscular, and nervous systems, and discuss how these systems maintain homeostasis in the human body.
- Discuss how negative feedback maintains homeostasis in the human body.
- Explain how negative feedback maintains homeostasis in the human body.
- Explain how disease and disorders disrupt the homeostasis of each of the above body systems and discuss how common medical treatments and drugs are used to restore homeostasis.
- Write a research paper on a disease affecting one of the body systems using primary and secondary scientific literature.

Zoology 141L Human Anatomy and Physiology Lab I (1)
Laboratory to accompany ZOOL 141. Reinforces the facts and concepts of human anatomy and physiology discussed in ZOOL 141 through dissections, examination of models, laboratory activities, and other hands-on experiences. This course is intended for students entering health care or medically related fields such as nursing, physical therapy and medical technology. (1 hour laboratory)
Prerequisite: Credit for or registration in ZOOL 142 or equivalent preparation or consent of instructor.
DY

The student learning outcomes are:
- Use the scientific method to design and conduct a clinical research study.
- Discuss the anatomy of the endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems from prepared slides, models, and real and virtual animal dissections.
- Use basic laboratory equipment (microscopes, slides, and dissecting tools) to observe and characterize human tissues.
- Use critical thinking to analyze and interpret clinical data.
- Prepare an oral presentation and written summary of lab activities using the scientific method.

Zoology 142 Human Anatomy and Physiology I (3)
The second semester of a two-semester course in human anatomy and physiology which includes a study of human embryology, gross anatomy, microanatomy, physiology, pathology, and homeostatic relationships. This course is intended for students entering health care or medically related fields such as nursing, physical therapy and medical technology. (3 hours lecture)
Prerequisite: Credit for ZOOL 141 or equivalent preparation or instructor's consent.
Recommended Preparation: Registration in ZOOL 142L.
DB

The student learning outcomes are:
- Describe the link between cells and tissues and describe how tissue structure determines its suitability for secretion, absorption, support, or protection.
- Use standard medical terminology to describe body positions and the orientations.
- Describe the anatomy and function of the integumentary, skeletal, muscular, and nervous systems, and discuss how these systems maintain homeostasis in the human body.
- Describe the link between the anatomy of human tissues and organs and their functions within the human body.
- Discuss how negative feedback maintains homeostasis in the human body.
- Explain how disease and disorders disrupt the homeostasis of each of the above body systems and discuss how common medical treatments and drugs are used to restore homeostasis.
- Write a research paper on a disease affecting one of the body systems using primary and secondary scientific literature.

Zoology 142L Human Anatomy and Physiology Lab II (1)
Laboratory to accompany ZOOL 142. Reinforces the facts and concepts of human anatomy and physiology discussed in ZOOL 142 through dissections, examination of models, laboratory activities, and other hands-on experiences. This course is intended for students entering health care or medically related fields such as nursing, physical therapy and medical technology. (1 hour laboratory)
Prerequisite: Credit for or registration in ZOOL 142 or equivalent preparation or consent of instructor.
DY

The student learning outcomes are:
- Use the scientific method to design and conduct a clinical research study.
- Discuss the anatomy of the endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems from prepared slides, models, and real and virtual animal dissections.
- Use basic laboratory and medical equipment (microscopes, sphygmomanometers, stethoscopes, ECG apparatus, and respiratory equipment) to evaluate functions of the above body systems.
- Use critical thinking to analyze and interpret clinical data.
- Prepare an oral presentation and written summary of lab activities using the scientific method.

Zoology 200L Marine Biology Laboratory (1)
Comparison laboratory to ZOOL 200, Marine Biology. Practical, hands-on experiences in marine biology. Laboratory/field trip class. (3 hours laboratory)
Prerequisite: Credit for or registration in ZOOL 200 or consent of instructor.
DB

The student learning outcomes are:
- Collect, reduce, and interpret biological data.
- Prepare written objective reports describing and interpreting experimental and observational results.
- Demonstrate the use of some of the standard tools of the biological scientist, such as microscopes, scales, spectrophotometers, computers, and other analytical tools.
- Demonstrate the use of specialized tools and methods frequently used in the study of the marine environments and the organisms that live in these environments.

Course Descriptions

- Zoology 254 Exercise Therapy (3)
  This course introduces selected concepts, principles and practices of physical activity that affect human wellness and fitness throughout all stages of life. Particularly, the concepts of exercise specificity, adaptation, and remediation are presented as they affect human growth and development, and the aging process. The clinical concept of hypokinetic disease (under activity) is presented and its counterpart, clinical exercise therapy (Rx dosage) for purposes of preventative health application and remediation. Comparative study of both Western and Eastern exercise regimens are included in the context of their clinical contribution to wellness. (3 hours lecture)
  Recommended Preparation: BIOC 100 or ZOOL 101 or ZOOL 141 and ZOOL 142.
  DB

The student learning outcomes are:
- Define basic terms, concepts and principles of exercise, fitness, and wellness.
- Describe the fundamental classification of exercise biology and its underlying processes.
- Discuss the relationships between exercise and health.
- Explain the specificity of exercise and its multiple modes of application and related responses.
- Describe guidelines for assessing and planning a fitness and wellness program.
- Comprehend the professional literature and correctly interpret and categorize new developments/approaches in the field.
- Apply scientific logic to the selection and application of the many commercial products and procedures inundating the field.
- Contrast Western and Eastern approaches to wellness.
For a current listing of Faculty and Staff go to the WCC Website at http://windward.hawaii.edu/Directory/
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Joseph O’Brien
Instructor, CC, Facilities Maintenance
Shelley Okiawa
Bookstore Manager
B.A., Pacific University
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B.A., University of Hawaii
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Graphic Designer/Photographer
B.A., Sarah Lawrence College
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Asst. Professor, CC, Psychology
M.S., Chaminade University; B.A., University of Hawaii—West Oahu; A.A., Windward Community College
Lara Kong
Office Assistant, Admissions & Records

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B.S., University of Hawaii
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M.B.A., Santa Clara University; B.S., University of Hawaii
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Web Administrator, Instructor Developer
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M.A., University of Hawaii; B.A., University of Hawaii
Tara Severs
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Clerical & Maintenance

Ivan Aberilla
General Laborer
Christine Akiona
Office Assistant, Student Affairs
Crescencia Antonio
Janitor
Dawrin Baquiring
Building Maintenance Worker
Edwin Bruno
Janitor
Sandie Carmichael
Office Assistant, Media Production Center
Avelina Corpuz
Janitor, Supervisor
Freddie Gamayo
General Laborer
Elizabeth Hale
Office Assistant, Admissions & Records
Laura Hashimoto
Administrative Assistant, TRIO-Educational Talent Search
Lara Kong
Secretary to the Dean for Division II
Shannon Lono
Cashier, Business Office
Theresa Lum
Janitor

Dolores Mall
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Sophia Malufau
Janitor
Elaine Manuel
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Secretary to the Vice Chancellor of Academic Affairs
James McMcumber
Building Maintenance Supervisor
Genevieve Mero
Library Technician
Gertrude Miyaji
Library Assistant
Dorene Niihau
Secretary to the Chancellor
Steven Pulawa
Janitor
Karen Puu
Office Assistant, Admissions and Records
Denica Rita
Office Assistant, Financial Aid
Aileen Salvador
Office Assistant, Admissions and Records

Kawai Shapiro
Clerk, Business Office
Noriko Shibuya
Janitor
Kaealani Tani
Secretary to the Vice Chancellor of Administrative Services
Chris Tano
General Laborer
Derrick Taniya
Janitor
Colleen Watanabe
Clerk-Steno, Office of Academic Affairs
Faye Watanabe
Account Clerk, Business Office
Wendy Yamamoto
Office Assistant, Career & Community Education
Carl Yokogawa
Groundskeeper
Dhaliya Young
Cashier Clerk, VCE, OCCE
UNIVERSITY OF HAWAI‘I Average Graduation and Persistence Rates, Fall Cohorts
First-time Full-time Degree-seeking Undergraduates

Graduation rates for the most recent cohort are 50% at UH Mānoa and 33% at UH Hilo for the Fall 2004 cohort six years after entry, and at the UH community colleges for the Fall 2007 cohort completing within 150% of normal time to completion: 16% overall, 21% at Hawai‘i CC, 11% at Honolulu CC, 17% at Kapi‘olani CC, 21% at Kaua‘i CC, 12% at Leeward CC, 26% at Maui College, and 9% at Windward CC.

Retention rates for the most recent cohort are 7% at UH Mānoa and 9% at UH Hilo for the Fall 2004 cohort six years after entry, and at the UH community colleges for the Fall 2007 cohort still enrolled after 150% of normal time to completion: 20% overall, 17% at Hawai‘i CC, 16% at Honolulu CC, 24% at Kapi‘olani CC, 27% at Kaua‘i CC, 21% at Leeward CC, 18% at Maui College, and 21% at Windward CC.

UH West O‘ahu began admitting first-time students effective Fall 2007, and is not included here since graduation and persistence data are not yet required or available.

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

Windward Community College Crime Statistics Reporting Summary

<table>
<thead>
<tr>
<th>Cases reported (per calendar year)</th>
<th>Murder</th>
<th>Rape</th>
<th>Sex Assault Forcible / Non-forcible</th>
<th>Robbery</th>
<th>Assault</th>
<th>Burglary</th>
<th>Auto Theft</th>
<th>Liquor Law*</th>
<th>Drug*</th>
<th>Weapons*</th>
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</tbody>
</table>

* Note: the totals for Liquor Law, Drug, and Weapons are cases reported, while arrests are in parentheses. The full report is available at windward.hawaii.edu/Security.