



Chaminade University

LIVE 2020-2021 Catalog DO NOT TOUCH

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Academic Calendar

Academic Year 2020-2021

| Date | Event |
|----------------|---|
| MAY | |
| Mon, May 18 | Day Undergraduate (DUG) Summer Session I begins |
| Mon, May 25 | Memorial Day holiday observed (no classes; offices closed) |
| Mon, May 25 | Online and Military Base Summer UG/GR Program registration begin |
| Tue, May 26 | Online and Military Base Spring UG/GR deadline to Withdraw from classes. Withdrawal requests must be submitted by 4:30 p.m. (close of business) |
| JUNE | |
| Thurs, June 11 | Kamehameha Day holiday (no day undergraduate classes on campus; offices closed on campus) |
| Fri, June 12 | Graduate Summer Institute ends |
| Sat, June 13 | Graduate Program ends |
| Mon, June 15 | Online and Military Base Spring UG Program ends |
| Thurs, June 18 | Graduate Program grades due |

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| Fri, June 19 | Online and Military Base Spring UG Program grades due |
| Fri, June 26 | DUG Summer Session I ends |
| Mon, June 29 | DUG Summer II Session begins |
| JULY | |
| Thurs, July 2 | DUG Summer Session I grades due |
| Fri, July 3 | 4th of July holiday observed for DUG/Online and Military Base Undergraduate |
| Mon, July 6 | Online and Military Base Summer UG & Graduate Program Programs begin |
| Tues, July 14 | Online and Military Base Summer UG & Graduate Program registration ends |
| Wed, July 22 | Online and Military Base Summer UG deadline to Withdraw without Record (WNR). Withdrawal requests must be submitted by 4:30 pm. (close of business) |
| AUGUST | |
| Fri, Aug 7 | DUG Summer Session II ends |
| Tue-Wed, Aug 18-19 | New Students Move-In (Hawaii and Pacific Islands) |

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| Tue-Wed, Aug 18-19 | Faculty Institute |
| Thurs, Aug 20 | New Faculty Orientation |
| Thurs-Fri, Aug 20-21 | New Student Move-In (Mainland and International) |
| Thurs-Sun, Aug 20-23 | New Student Orientation |
| Fri, Aug 21 | Last day of regular registration for day undergraduate classes on campus |
| Sat-Sun, Aug 22-23 | Returning students begin moving into residence halls |
| Mon, Aug 24 | Day Undergraduate Classes begin |
| Mon, Aug 24 | Online and Military Base Summer UG & Graduate Program deadline to withdraw from classes. Withdrawal requests must be submitted by 4:30 pm. (close of business) |
| Mon-Tues, Aug 24- Sept 1 | Add-drop period for day undergraduate classes on campus |
| Fri, Aug 28 | Fall Spiritual Convocation |
| Mon, Aug 31 | Online and Military Base Fall UG & Graduate Program registration begins |

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| Mon, Aug 31 | Fall Chuuk term begins |
| SEPTEMBER | |
| Mon, Sept 7 | Labor Day holiday for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |
| Tue, Sept 15 | ONLINE AND MILITARY BASE Summer UG Program ends |
| Thurs, Sept 17 | Summer Graduate Program grades due by noon |
| Mon, Sept 21 | ONLINE AND MILITARY BASE Summer UG Program grades due by noon |
| Thurs, Sep 24 | 90 Day Deadline for Incomplete Grades for 2019SS1 |
| Fri, Sept 25 | DUG Fall deadline to Withdraw without Record (WNR) |
| OCTOBER | |
| Mon, Oct 5 | ONLINE AND MILITARY BASE Fall UG & Graduate Program begin |
| Mon, Oct 12 | Discoverers' Day holiday for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |
| Tues, Oct 13 | ONLINE AND MILITARY BASE Fall UG & Graduate Program registration ends |
| Mon, Oct 19 | Seniors Pre-registration for Spring Day 2021 semester |

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| Wed, Oct 21 | ONLINE AND MILITARY BASE Fall UG deadline to Withdraw without Record (WNR). Withdrawal requests must be submitted by 4:30 pm. (close of business) |
| Mon, Oct 26 | Juniors Pre-registration for Spring Day 2021 semester |
| NOVEMBER | |
| Mon, Nov 2 | Open Pre-registration for Spring Day 2021 semester |
| Thurs, Nov 5 | 90 Day Deadline for Incomplete Grades for 2020SS2 |
| Fri, Nov 6 | Deadline to withdraw from Fall classes and last day to apply for credit/no credit option for Day Undergraduate on campus and Chuuk programs |
| Sat, Nov 7 | PSYD Fall Doctoral Withdrawal Deadline |
| Wed, Nov 11 | Veterans' Day holiday (no Day Undergraduate classes on campus; offices closed) |
| Wed, Nov 18 | Interfaith Thanksgiving Services |
| Mon, Nov 23 | ONLINE AND MILITARY BASE Fall UG Graduate Program deadline to withdraw from classes. Withdrawal requests must be submitted by 4:30 pm. (close of business) |
| Mon, Nov 23 | Winter Graduate Program registration begins |
| Wed, Nov 25 | Last day for day undergraduate classes on campus. |

| DECEMBER | |
|------------------|--|
| Tues, Dec 1 | Residence Halls close for the Winter |
| Wed, Dec 2 | ONLINE AND MILITARY BASE Winter UG registration begins |
| Fri, Dec 4 | 2020FA DUG Grades Due |
| Sun, Dec 6 | Baccalaureate Mass |
| Fri, Dec 11 | 90 Day Deadline for Incomplete Grades for 2020SSM |
| Sat, Dec 12 | Fall Graduate Program ends |
| Sat, Dec 12 | Virtual Commencement |
| Sun, Dec 13 | PSYD Fall Doctoral Term Ends |
| Thurs, Dec 17 | ONLINE AND MILITARY BASE Fall UG Program ends |
| Thurs, Dec 17 | Chuuk program Fall term ends |
| Thurs, Dec 17 | Fall Doctoral and Graduate Program grades due by noon |
| Thurs, Dec 17 | 90 Day Deadline for Incomplete Grades for 2020SSE |

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| Sat-Sun, Dec 19- Jan 3 | Campus offices close and re-open on January 4, 2021 |
| Wed, Dec 23 | ONLINE AND MILITARY BASE Fall UG Program grade due by noon |
| Wed, Dec 23 | 2020FA Chuuk grades due by noon |
| JANUARY | |
| Mon, Jan 11 | PSYD Doctoral Spring Classes begin |
| Mon, Jan 11 | ONLINE AND MILITARY BASE Winter UG & Graduate Programs begin |
| Mon, Jan 18 | Fr. Chaminade/Martin Luther King Day for UG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |
| Tues, Jan 19 | ONLINE AND MILITARY BASE Winter UG & Graduate Program registration ends |
| Tues, Jan 19 | Chuuk programs spring term begins |
| Wed, Jan 20 | Marianist Founders' Day Mass |
| Tues- Wed, Jan 26-27 | Faculty Institute |

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| Tues- Wed, Jan 26-27 | Move-In for new students (by appointment) |
| Wed, Jan 27 | ONLINE AND MILITARY BASE Winter UG deadline to Withdraw without Record (WNR). Withdrawal requests must be submitted by 4:30 pm (close of business) |
| Thurs- Sun, Jan 28-31 | Move-In for returning students (by appointment) |
| Fri, Jan 29 | New Student Orientation |
| Sun, Jan 31 | Last day of regular registration for day undergraduate classes on campus |
| FEBRUARY | |
| Mon, Feb 1 | Day Undergraduate Spring Classes begin |
| Mon-Tues, Feb 1-9 | Add-drop period for day undergraduate classes on campus |
| Fri, Feb 5 | Deadline to submit Petition for May 2020 Graduation |
| Mon, Feb 15 | Presidents' Day holiday for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes: offices closed) |
| Wed, Feb 17 | Ash Wednesday Lenten Service at 12:30 pm |
| Mon, Feb 22 | ONLINE AND MILITARY BASE Winter UG & Graduate Program deadline to withdraw from classes. Withdrawal requests must be submitted by 4:30 pm (close of business) |

| MARCH | |
|---------------|---|
| Mon, Mar 1 | ONLINE AND MILITARY BASE Spring UG & Graduate Program registration begins |
| Thurs, Mar 4 | 90 Day Deadline for Incomplete Grades for DUG 2020FA |
| Fri, Mar 5 | DUG Spring deadline to Withdraw without Record (WNR) |
| Fri, Mar 12 | 90 Day Deadline for Incomplete Grades for 2020FM |
| Wed, Mar 17 | Open registration for Summer Semester Sessions (DUG) |
| Fri, Mar 19 | Celebration of Service Learning |
| Sat, Mar 20 | ONLINE AND MILITARY BASE Winter UG & Graduate Programs end |
| Mon, Mar 22 | Seniors Pre-registration for Fall Day 2021 semester |
| Wed, Mar 24 | Juniors Pre-registration for Fall Day 2021 semester |
| Thurs, Mar 25 | ONLINE AND MILITARY BASE Winter UG & Graduate Program grades due at noon |
| Fri, Mar 26 | Prince Kuhio Day holiday (no classes for day undergraduate classes on campus; offices closed) |
| Mon, Mar 29 | Open Pre-registration for Fall Day 2021 semester |
| Mon, Mar 29 | PSYD Spring Doctoral Withdrawal Deadline |

| APRIL | |
|---------------------------|--|
| Thurs, Apr 1 | Holy Thursday (no evening/graduate classes on campus after 5:00 pm) |
| Fri, Apr 2 | Good Friday (no day undergraduate classes; no evening/graduate classes on campus until after 5:00 pm; offices closed) |
| Mon, Apr 5 | Deadline to withdraw from spring classes and last day to apply for credit/no credit option for day undergraduate on campus; |
| Mon, Apr 12 | ONLINE AND MILITARY BASE Spring UG & Graduate Programs begin |
| Mon, Apr 12 | Chuuk programs spring withdrawal deadline |
| Fri, Apr 16 (tentative) | Na Liko Na'auao – Celebration of Student Scholarship |
| T u e , Apr 20 | ONLINE AND MILITARY BASE Spring UG & Graduate Program registration ends |
| Wed, April 28 | ONLINE AND MILITARY BASE Spring UG deadline to Withdraw without Record (WNR). Withdrawal requests must be submitted by 4:30 pm (close of business) |
| Fri, Apr 30 | Last day of instruction for day undergraduate classes on campus |
| MAY | |
| Sun, May 2 | PSYD Doctoral Spring Term Ends |
| Mon- Thurs, May 3-6 | Final Examinations for day undergraduate classes on campus |

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| Fri, May 7 | Residence halls close at noon for everyone except graduating seniors and students remaining for the summer session |
| Fri, May 7 | Baccalaureate Service |
| Sat, May 8 | Spring Commencement |
| Mon, May 10 | PSYD Summer I term begins |
| Tues, May 11 | Residence halls close at noon for graduating seniors |
| Wed, May 12 | 2020SP DUG grades due at 12pm noon |
| Fri, May 14 | Chuuk programs spring term ends |
| Mon, May 17 | DUG Summer Session I begins |
| Mon, May 24 | ONLINE AND MILITARY BASE Summer UG & Graduate Program registration begin |
| Mon, May 24 | Chuuk program Summer I begins |
| Wed, May 26 | ONLINE AND MILITARY BASE Spring UG & Graduate Program deadline to withdraw from classes. Withdrawal requests must be submitted by 4:30 pm (close of business) |

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|----------------|---|
| Mon, May 31 | Memorial Day holiday for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |
| JUNE | |
| Fri, June 11 | Kamehameha Day holiday (no day undergraduate classes on campus; offices closed) |
| Tues, June 15 | Chuuk programs summer I withdrawal deadline |
| Thurs, June 17 | PSYD Summer I Doctoral withdrawal deadline |
| Fri, June 18 | 90 Day Deadline for Incomplete Grades for Graduate & ONLINE AND MILITARY BASE Undergraduate 2020SP/2020WM |
| Sat, June 19 | ONLINE AND MILITARY BASE Spring UG & Graduate Programs end |
| Thus, June 24 | ONLINE AND MILITARY BASE Spring UG & Graduate Program grades due at noon |
| Fri, June 25 | DUG and Chuuk programs Summer Session I ends |
| Mon, June 28 | DUG and Chuuk programs Summer II Session begins |
| JULY | |
| Fri, July 2 | PSYD Summer I Doctoral term ends |
| Mon, July 5 | 4 th of July holiday observed for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |

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| Mon, July 5 | Summer Graduate Program begins |
| Tues, July 6 | ONLINE AND MILITARY BASE Summer UG Program begins |
| Tues, July 20 | Chuuk programs Summer II withdrawal deadline |

Revised 1.26.21

The Undergraduate academic year consists of two regular semesters, each approximately 16 weeks, and two summer sessions, each six weeks long. Fall semester extends from late August to mid-December and spring semester from early January to mid-May. The first summer session starts in mid-May and the second in early July.

The Online & Military Base Undergraduate program courses are offered in 10-week terms beginning in January, April, July, and October. Prior to each semester or term, a schedule of courses is published listing the instructor and time for courses offered. During regular semesters, classes meet for 150 minutes each week; during Online & Military Base Undergraduate terms, classes meet for 250 minutes each week. Some course offerings lend themselves to intensive study and may be scheduled within two, three, or four week periods. All courses meet for an equivalent of 15 class hours per credit; studio art classes including environmental + interior design studios meet for 30 hours per credit; laboratory sections meet for 45 hours per credit.

Mission Statement

Mission Statement

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The University offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

Statement of Core Commitments

From our Mission flow the following Core Commitments that both amplify and specify the Mission. We understand our Core Commitments as guiding both the service we offer and the formation of our education community:

Commitments to Service

To offer quality academic programs, both those leading to a degree and those focused on continuing education, in a manner responsive to the needs of our students and communities

To graduate students who are recognized for their liberal arts learning, preparation for professional careers, facility in the use of information and communication technologies, interest in life-long learning, appreciation of diversity, sense of ethical responsibility, and commitment to leadership through service to affect positively individual lives and the common good

To be a community that looks beyond itself and engages in public service, that enriches the life of the wider community

To exhibit a strong social consciousness that expressly permeates all curricula

To engage in partnerships with the Hawaii community, our Pacific Island neighbors, the church and those with whom we share Marianist sponsorship

To explore critically the intersections of faith and culture and, consistent with our identity, engage our students in this dialogue and participate in the processes of public learning and policy formulation and the building of a more just and peaceful society.

Commitments to the Character of Our Education Community

To be a unified education community where members are committed to our common mission and their self development

To be a faculty and staff with a primary focus on student learning and the development of the whole person

To hold an extensive view of hospitality, meaning cordiality to the ideas and talents of

others; to listen with an open mind that enhances our integrity and reasserts our humanity

To nurture a culture which honors and promotes open inquiry, reflection, critical dialogue with peers on and beyond the campus and the dissemination of our scholarship

To be a scholarly community which explores and encourages connections between disciplines and provides the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students

To foster an excellent multi-cultural learning environment drawing on our unique Pacific Island location

To conduct ourselves with personal integrity, perhaps the most powerful education tool we possess; to serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner

To be a community which stays the course through the difficult periods. Patience, self-discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties

Foundation and History

Foundation and History

Father William Joseph Chaminade

Chaminade University is named for Father William Chaminade (1761–1850), a French Catholic priest who lived through the French Revolution and the rise and fall of Napoleon. During the Revolution, Catholic churches and land were taken over by the state; clergy who did not cooperate were frequently executed. In the aftermath, Father Chaminade faced a new apostolic challenge: ignorance of the faith, religious indifference, and the abandonment of Christian life and the structural ruin of the Church. Aiming to dedicate the rest of his life to the renewal of the Church, he realized that new means were required for his times: new institutions, new methods and even a new kind of missionary.

Father Chaminade understood the rich creative possibilities of a Christian community for apostolic service. Such a community could bear the witness of a people of saints, showing that the gospel could still be lived in all the force of its letter and spirit. A community could thus become the great means to Christianize France. Within the lay Christian communities he initiated, some expressed the desire to follow Christ as vowed religious. Thus, in 1816, Father Chaminade, in collaboration with Adele de Batz de Trenquellion, founded the Daughters of Mary Immaculate (Marianist Sisters). In 1817, he founded the Society of Mary (Marianist Brothers and Priests). He saw in these two religious congregations the means to animate and extend the network of communities and works founded through his inspiration.

The life of Father Chaminade reveals a deep sense of Providence. Filled with a compelling awareness of the Church's mission, he was ready to adapt to ever-new situations, eager to respond to the Lord's indications and deeply sensitive to the needs of the times. He was gifted with tenacity of purpose, a profound spirit of prayer and keen ability to discern God's will. He wished to impress these traits on Marianists of all times.

Like social reformers before and after him, Father Chaminade saw schools as a principal means for transforming society. During his lifetime he founded over forty schools, including three teacher-training institutions. In explaining his efforts to Pope Gregory XVI, he said that by opening schools, especially for those classes of people most numerous and most abandoned, and by engaging in teacher training, he sought to counteract the anti-Christian spirit ushered in by the French Revolution and the religious indifference that resulted from it. Consistent with his fundamental apostolic insight, Father Chaminade desired that Marianist schools be true communities concerned for the education of the whole person, respecting both faith and reason as means to the truth, and preparing its graduates for both

Chaminade University

success in their careers and life and committed to service. Chaminade University is grateful to have received such a legacy and strives to be the educational community envisioned by Father Chaminade.

The Marianists in Hawaii

The Marianists in Hawaii

The Marianists first arrived in Hawaii in 1883 to assume responsibility for Saint Louis School in Honolulu, in subsequent years, they founded Saint Anthony's School in Wailuku, Maui, and Saint Joseph's School in Hilo. In September 1955, the Marianists opened Saint Louis Junior College on the Saint Louis School Campus. Under the direction of the Reverent Robert R. Mackey, S.M., it provided a two-year liberal arts program. Two years later the college expanded its programs and became a four-year coeducational college with the name of Chaminade College of Honolulu. In 1967, Chaminade established an evening program to serve adult learners. A decade later, with the institution of graduate programs, Chaminade College of Honolulu became Chaminade University and "of Honolulu" was added in 1981.

Sister Universities

Sister Universities

Chaminade University has close relations with two sister universities located on the U.S Mainland. The University of Dayton, founded by the Marianists in 1850, has approximately 11,000 students and is the largest independent university in Ohio. Saint Mary's University, founded by the Marianists in San Antonio, Texas in 1852, has approximately 4,000 students. Students at any of the three universities can take a portion of their studies at any of the other institutions.

Marianist Educational Values

Marianist Educational Values

The Characteristics of Marianist Universities are a concise statement of ways Marianist universities, including Chaminade University of Honolulu, distinguish the education they provide. The Characteristics of Marianist University are:

- Educate for Formation in Faith
- Educate in Family Spirit
- Provide an Integral, Quality Education
- Educate for Service, Justice, Peace and the Integrity of Creation
- Educate for Adaptation and Change

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and culture, as well as from those who may have no religious faith at all.

Provide an Integral, Quality Education

In the Marianist approach to education, excellence includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws all in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity. This is possible because of the acceptance and love of a community that gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, Peace and the Integrity of Creation

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote dignity, rights and responsibilities of all people.

Educate for Adaptation and Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New Times call for new methods” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy and on the other fully aware that in order for that philosophy to remain vibrant in changing times, adaptations need to be met.

Selected from Characteristics of Marianist Universities: A Resource Paper Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.

Symbols

Symbols

Chaminade University's colors are blue and white. The flaming sword on the Chaminade seal symbolizes the twofold "sword." First it is the Word of God, Christ, the life of the soul. And second, the word of the person, the life of the mind. It also represents the dual purpose of Chaminade: to guide students toward truth and faith and toward the aesthetic, cultural, and scientific truths of the human race, producing Christian men and women endowed with a sense of their rich cultural heritage.

The University seal includes the words Vita in Verbo "Life in the Word." Chaminade is also identified with the rare silversword plant, indigenous to Hawaii and found on Haleakala (a dormant volcano on the Island of Maui). The flowers of this local plant are said to resemble the Cross, the symbol of the Christian faith. Chaminade's athletic teams bear the name "Silverswords."

The University logo depicts the Mystical Rose Oratory, a central part of campus life. It is the site for worship and Christian community - a place to nurture a maturing relationship with God and humankind.

Chaminade University of Honolulu

Chaminade University of Honolulu

Address: 3140 Waialae Avenue

Honolulu, Hawaii 96816

Phone Number: 808-735-4711

Website: www.chaminade.edu

Chaminade University is located on a hillside in Honolulu, approximately two miles above the ocean and the beach at Waikiki. From the campus there is a spectacular view of the Pacific extending from Lēahi (Diamond Head) to downtown Honolulu. This commanding site is only minutes away from the central city and its cultural and recreational activities. At any one time some 2,500 to 2,800 students are enrolled at Chaminade, the majority are residents of Hawaii or from the U.S. mainland. Chaminade also attracts many students from the islands of the Pacific: Samoa, Guam, Micronesia, Marianas, Marshall Islands, and other nations.

Accreditation

Accreditation

Since February 1960, Chaminade University has been accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, the nationally recognized agency for accreditation of postsecondary institutions in its area of the United States. The current accreditation report by the Western Association of Schools and Colleges may be reviewed during business hours in the Sullivan Family Library.

Western Association of Schools and Colleges Accrediting Commissions for Senior Colleges & Universities

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone Number: 510-748-9001

Fax Number: 510-748-9797

Email: wascsr@wascsenior.org

Website: www.wascweb.org

State Authorization

State Authorization

Hawaii Post-Secondary Education Authorization Program (HPEAP) HPEAP was created in 2013 by Act 180 to provide regulatory oversight of certain post-secondary educational institutions that have a physical presence in the state. A student or former student of the University may file a complaint concerning the institution at which the student is or was enrolled with HPEAP.

Additional Information:

Can I file a complaint against an authorized post-secondary educational institution?

You must exhaust all administrative remedies available at the institution first; provided that if the complaint involves a violation of state or federal criminal law, this requirement shall not apply. A student or former student of the University of Hawaii system, a private college or university, seminary, or religious training institution may file a complaint concerning the institution at which the student is or was enrolled. The HPEAP may investigate complaints based on possible violations of this chapter or rules. HPEAP cannot consider complaints that infringe on the academic or religious freedom or, or question the curriculum content of an education institution.

Can I file a claim against a private college or university for cessation of operations?

A student or enrollee, or a parent or legal guardian of the student or enrollee, who claims loss of tuition or fees as a result of cessation of operation may file a claim if the claim results from an act or practice that violates a provision of this chapter. This shall apply only to those students enrolled in the private college or university at the time ceases operation. A seminary or religious training institution shall not be subject to these requirements.

If a student wishes to file a complaint, they may do so with:

Hawaii Post-Secondary Education Authorization Program Department of Commerce and Consumer Affairs

335 Merchant Street

Room 310

Honolulu, HI 96813

Website: <http://cca.hawaii.gov/hpeap/>

Memberships

Memberships

American Association of Collegiate Registrars and Admissions Officers

American Association of Higher Education

American College of Education

American Montessori Society

American Assembly of Collegiate Schools of Business Association of Catholic Colleges and Universities

Association of Governing Boards Association of Graduate Programs in Ministry

Association of Marianist Universities Campus Compact Catholic College Admissions

Association CIC Network for Vocation in Undergraduate Education Council for Advancement and Support of Education

Council for Higher Education Accreditation Council of Independent Colleges

Faculty Resources Network of New York University Hawaii

Association of College Admissions Counselors Hawaii

Association of Independent Schools International Assembly for Collegiate Business Education

The Leadership Alliance National Association of College Admissions Counselors

National Collegiate Athletic Association

National Catholic Education Association

Western Association of Schools and Colleges Western College Association

Notice of Nondiscriminatory Policy

Notice of Nondiscriminatory Policy

Harassment and discrimination are specifically prohibited by state and federal law and any instance of harassment or discrimination may result in both civil and criminal liability on the part of the individual harasser as well as the University.

Specifically, the University is committed to comply with the Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the 1972 Education Amendments, the Equal Pay Act of 1963, Executive Order 11246, as amended the Age Discrimination Act of 1975, Titles VII and VIII of the Public Health Services Act, as amended, the Rehabilitation Act of 1973, the Equal Opportunities Employment Act of 1972, the Vietnam Era Veteran's Assistance Act of 1974, the Americans with Disabilities Act of 1990 and Hawaii Revised Statutes, Chapters, 76, 78, and 378.

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Chaminade University reserves the right to withdraw or modify courses of instruction at any time. Review of academic, financial, and other considerations may lead to changes in the policies, rules, and regulations applicable to students. The University therefore reserves the right to make changes at any time. These changes may affect such matters as tuition and all other fees, degrees, and programs offered (including the modification or possible elimination of degrees, tracks within degrees, and programs), degree and other academic requirements (such as prerequisites), academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students.

While every effort has been made to ensure that this catalog is accurate and up-to-date, it may include typographical or other errors.

Changes are periodically made to this publication and will be incorporated in supplements and/or new editions.

Admissions to Chaminade University of Honolulu

Admissions to Chaminade University

Applicants to Chaminade University's undergraduate, online undergraduate, non-degree and certificate programs should visit chaminade.edu to submit an online application for admission. Admission to Chaminade's undergraduate and online undergraduate degree programs require an applicant to submit the online application, application fee and supporting documents. Please see the details below or contact the admissions office for further information on the admissions process. Detailed information can also be found at www.chaminade.edu.

Admissions Office

Chaminade University of Honolulu
3140 Waialae Avenue
Honolulu, HI 96816-1578
Phone Number: 808-739-8340
Fax Number: 808-739-4647
Toll-free Phone Number: 800-735-3733
Email: admissions@chaminade.edu
Website: www.chaminade.edu

Undergraduate First-Year and Transfer Admission

Undergraduate First-Year and Transfer Admission

While the Admissions Office operates on a “rolling” admission basis, the following dates are recommended to ensure adequate time for receipt and processing of all admissions documents: Semester Date Fall May 1 Spring December 1

All undergraduate applicants should have or will have earned a high school diploma or the equivalent. Adequate preparation typically includes:

- 4 years of English
- 3 years of Social Studies
- 3 years of Mathematics
- 2 years of Science
- 4 years of College Preparatory Electives

First-Year Applicants

- Have official high school transcripts submitted to the Admissions Office. High school seniors should request a supplemental transcript upon completion of the senior year and acceptance by the University.
- Arrange to complete either the College Entrance Examination Board Scholastic Aptitude (SAT) or the American College Test (ACT) and have the official results sent to the Admissions Office. Information on these tests may be obtained for SAT from College Board National Office, 45 Columbus Avenue, New York, New York 10023-6992 or from their website at www.collegeboard.org or for the ACT from Registration Unit, Box 168, Iowa City, Iowa 52243-0168 or from their website at www.act.org

Additional documentation may be required at the request of the Admissions Office. Applicants accepted for admission will be required to submit a non-refundable tuition deposit of \$150 on a specified date prior to registration.

Home-schooled first-year applicants are required to complete and pass the General Educational Development Test with a minimum score of 410 on each of the five tests and an average scaled score of 450 or higher in the total battery test.

Transfer Applicants

Chaminade University

Applicants from 2 or 4-year regionally accredited colleges may enroll during the fall, spring or summer semesters. Transfer applicants who have earned more than 24 semester hours of college credit are required to submit the following credentials:

- Official transcripts from all post-secondary institutions attended. Upon completion of work in progress, a final transcript must be sent to the Admissions Office.
- Veteran's and other eligible beneficiaries are required to provide transcripts of previous education and training for Chaminade to evaluate.
- If the applicant has completed less than 24 semesters hours of college credits, high school transcripts and official SAT/ACT scores are required.

Applicants accepted for admission will be required to submit a non-refundable tuition deposit of \$150 on a specified date prior to registration.

Conditional Admissions Offer

Under some circumstances, students may be offered admission on a conditional basis. Policies governing conditional admission will be communicated to the applicant with the official offer of admission. Students on conditional admission are not able to compete in NCAA Division II sports during their first year at Chaminade University.

Provisional Acceptance

Students applying for admission but unable to provide official transcripts and documents can be accepted on a provisional basis provided they have unofficial copies of their transcripts and documents. Students on provisional acceptance are required to provide the university with official documents during their first semester of attendance.

International Students

International Students

Chaminade University regularly admits students from other countries and welcomes the international representation they bring to the student body. It is recognized, however, that students from other countries may have special needs with regard to language, finances, living arrangements, and other matters pertaining to college or personal life. Assistance with these concerns and with immigration and visa requirements is available in the Record's Office.

Applicants who are citizens of a country other than the United States must present the official credentials required for admission as a first-year or transfer student as well as the following:

- Official records for at least the last four years of secondary school study and any university level or post-secondary course work that has been completed or attempted. These records must list all subjects taken, grades earned, or examination results in each subject, and all diplomas and certificates.
- Applicants whose native language is not English are required to submit official results from either the Test of English as a Foreign Language (TOEFL), minimum score on the TOEFL –IBT is 79. (www.toefl.org). Ilets, minimum score is 6.5 (www.ielts.org) PTE, minimum score is 53 (www.pearsonpte.com) STEP EIKEN, minimum score of Pre 1 (<https://www.eiken.or.jp/eiken/en/eiken-tests/>)
- Apply for an evaluation of an undergraduate college transcript to a member of the following organization: National Association of Credential Evaluation Services (<http://www.naces.org/>)
- All international students must provide evidence of financial capacity for the cost of their education, including tuition, fees, course materials and living expenses.

Online and Military Base Undergraduate Program 2

Online and Military Base Undergraduate Program

Chaminade University offers evening, weekend, and online programs for members of the armed forces, their families, and other working adults that wish to pursue degrees or take courses of interest. Accelerated courses are offered in four terms beginning January, April, July and October. Each term is 10 weeks long, with a large selection of online classes available.

The following Education programs are offered through the online program:

- Bachelor of Science Elementary Education with Kindergarten to 6th Grade Licensure
- Bachelor of Science Secondary Education (Social Studies, English, Science, and Mathematics Licensure)
- Bachelor of Science in Special Education 3 + 1 Program for Leeward Community College (K-12, PK-3, K-6, 6-12)
- Associate and Bachelor of Science in Early Childhood Education
- Bachelor of Science in Early Childhood Education with Montessori Credential

Students interested in a program offered through the Online and Military Base Undergraduate program should complete an online application form.

Online and Military Base Undergraduate Application Requirements

There are four terms in an academic year:

- Winter term (January to March)
- Spring term (April to June)
- Summer term (July to September)
- Fall term (October to December)

The application priority deadline is 30 days prior to the start date of the term. Applications received after the priority deadline will be considered on a case-by-case basis.

Our programs are designed to accommodate the needs of working and non-traditional students. Courses are offered on campus, online, and in a hybrid mode combining on-campus and online meetings. On-campus courses are normally conducted on our military bases, once a week during the evenings or occasionally on Saturdays.

APPLICATION PROCEDURE

- Review Catalog: Choose your degree, degree concentration, and start term
- Apply Online at www.chaminade.edu
- Pay Application Fee
- Submit official transcript(s)

OFFICIAL TRANSCRIPT(S):

Submit at least one (1) official transcripts from a previously attended institution. While only one (1) official transcript is required for admission, please send official transcripts from all previously attended institutions in order to be considered for maximum transfer credit. Transcripts may be submitted by any of the following options:

- Option 1: Request the transcript to be mailed directly to the Admissions Office, from the Institution.
- Option 2: Mail or hand-deliver official transcripts to the Admissions Office in a sealed envelope from the Institution.
- Option 3: Institutions that utilize secured electronic transcript services, such as eScrip-Safe, should email the transcript access information to graduate@chaminade.edu

Transcripts from Institutions outside of the U.S. must be evaluated by a member of the National Association of Credential Evaluation Services, and sent directly from the member organization to the Admissions Office.

- National Association of Credential Evaluation Services: <http://www.naces.org/>

INTERNATIONAL APPLICANTS

All visa-related issues are handled by the Enrollment Specialist or Registrar, who can be reached at (808) 739-8554. This office issues I-20 Forms, required to obtain an F-1 Student Visa in the student's country of citizenship (to be done before arrival in the U.S.). At registration, students must provide a copy of his or her passport/visa. The student will then be issued an updated I-20 that will change from "pending" to "continued attendance at this school". To maintain student visa status while in the United States, all international students must:

1. Have a valid passport
2. Attend the school that the student is authorized to attend
3. Carry the equivalent of a full course study of at least 9 credits per term for undergraduate students
4. Apply for extension of stay when necessary
5. Obtain prior approval each time the student leaves to travel outside of the United States from the Enrollment Specialist
6. Follow procedures to continue from one education level to another and/or transfer
7. Obtain authorization prior to accepting any employment
8. Report immediately any change of residence to the Enrollment Specialist

Chaminade University

In addition to regular admission requirements, international applicants whose native language is not English must submit either:

- Test of English as a Foreign Language (TOEFL), minimum score on the TOEFL –IBT is 79. (www.toefl.org).
- IELTS, minimum score is 6.5 (www.ielts.org)
- PTE, minimum score is 53 (www.pearsonpte.com)
- Apply for an evaluation of all post-secondary transcripts from the following organization: National Association of Credential Evaluation Services (<http://www.naces.org/>)

All International students must provide a statement from a banking association of available financial resources to cover tuition, room and board, books, and other expenses while attending school.

Proof of U.S. provider accepted health insurance is required for international students.

Students must submit proof of a clear TB test or chest X-ray, given and read less than one year prior to the start of the school semester. TB tests or chest X-rays are required by law by the State of Hawai'i. International students must submit a chest X-ray, which may be taken in their country of citizenship if desired.

HOW TO SUBMIT

Official transcripts may be mailed to:

Chaminade University of Honolulu
Attention: Online Undergraduate Programs
3140 Waialae Avenue
Honolulu, HI 96816

Institutions that utilize from secured electronic transcript services such as eScrip-Safe, should email the transcript access information to graduate@chaminade.edu

Military Students

If you are a military or veteran applicant (or family member), please visit our Military Students section for more information specific to military students and their families.

Accepted Students

Your application will be reviewed for admission once all documents have been received by the Office of Admissions. You will be notified of the admissions decision by email and mail.

Health Requirements & Student Health Form

Students planning to attend on-ground courses must submit a Student Health Form prior to the first day of instruction. Tuberculosis clearance is necessary for class registration. All

Chaminade University

students born after 1957 are also required to show proof of immunization for measles, mumps, and rubella (MMR). Please download and print the health requirements form and submit your tuberculosis and MMR clearance to Chaminade University's Student Services.

Note: Students who do not reside on the island of Oahu and plan to enroll in online courses are exempt from this policy.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>

Visiting Students

Visiting Students (unclassified students)

Applicants wishing to enroll in university classes but not in a degree program may apply for admission as unclassified students. They must still meet the University's admission standards. Application for change to classified status must be made after the completion of 15 semester credits at Chaminade. This requirement does not apply to students participating in the Marianist University Exchange Program.

Intent to Return

Intent to Return

Students who have not been in attendance for a semester or more must file a returning student application reflecting current address and personal data. Returning student applications are processed by the Office of Advising & Career Services.

Prior Learning Credit

Prior Learning Credit

International Baccalaureate (IB)

The International Baccalaureate Diploma or individual IB courses are accepted for credit if the student scores at least a 5 on the higher level examinations.

Advanced Placement (AP)

Advanced placement courses are accepted for credit if the student scores 3 or better on the AP exams.

Enrollment for High School Students

High school sophomores, juniors and seniors from the Saint Louis High School and the Sacred Hearts Academy in Honolulu may enroll in designated credit-bearing courses during the fall and spring semesters. Interested students may register online by visiting the admissions site. Students from other high schools may register for summer semester classes by visiting the admissions site,

Apply - GR

When and How to Apply

There are four terms in an academic year:

- Winter term (January to March)
- Spring term (April to June)
- Summer term (July to September)
- Fall term (October to December)

The application priority deadline is 30 days prior to the start date of the term. Applications received after the priority deadline will be considered on a case-by-case basis.

There are four opportunities for entry throughout the year for the following programs:

- Master of Business Administration (MBA)
- Master of Education (MED)
- Master of Teaching (MAT)
- Master of Criminal Justice Administration (MSCJA)
- Master of Counseling Psychology (MSCP)
- Master of Pastoral Theology (MPT)

Our programs are designed to accommodate the needs of working and non-traditional students. Courses are offered on campus, online, and in a hybrid mode combining on-campus and online meetings. On-campus courses are normally conducted once a week during the evenings or occasionally on Saturdays.

APPLICATION PROCEDURE

- Review Catalog: Choose your degree, degree concentration, and start term
- Apply Online at www.chaminade.edu
- Pay Application Fee
- Submit official transcript(s)

OFFICIAL TRANSCRIPT(S):

Submit official transcripts from all previously attended Institutions using the following:

- Option 1: Request the transcript to be mailed directly to the Admissions Office.
- Option 2: Mail or hand-deliver official transcripts to the Admissions Office in a sealed envelope from the Institution.
- Option 3: Institutions that utilize secured electronic transcript services, such as eScrip-Safe, should email the transcript access information to gradserv@chaminade.edu

Chaminade University

If you received your undergraduate degree through Chaminade, you do not need to request or pay for transcripts to be sent. Chaminade University transcripts will be sent directly to the Admissions Office from the Records Office.

Transcripts from Institutions outside of the U.S. must be evaluated by a member of the National Association of Credential Evaluation Services and sent directly from the member organization to the Admissions Office.

- National Association of Credential Evaluation Services: <http://www.naces.org/>

LETTERS OF RECOMMENDATION

MBA, MEd, MAT, MSCJA and MSCP

Applicants to the MBA, MEd, MAT and MSCP are required to provide the contact information for three academic and/or professional references on their application for admission.

MPT

One letter of recommendation. Formats and information on how to submit the letter can be found on the online graduate application.

INTERVIEW

Upon receipt of the completed graduate application, applicants to the MSCP are required to participate in a formal interview either on campus or virtually. Interviews are scheduled after the receipt of all admissions documents.

SPECIAL REQUIREMENTS

MBA

Entering students are expected to be computer literate, and to have graduate-level writing skills and math skills at the college algebra level. Typically students have two or more years of full-time work experience. Generally the Graduate Management Admissions Test (GMAT), letters of reference and interviews are not required, but may be included by an applicant if they choose to supplement required application materials. The MBA Program Office may ask for additional supporting material including an interview to strengthen the case of application of an applicant who do not meet one or more admission standards. Applicants must also submit answers to the following questions.

- Describe how your work experience has prepared you for future graduate study in the MBA Program
- Describe in detail the long-range career goals you have at this time relative to the MBA Program.

MAT

Writing Sample: 200 to 300 words essay on the topic of: "Why you want to pursue a master's program at this point in your life". The essay can be included in the online graduate

application for admission.

MPT

Letter of intent: “Why do you want a MPT degree and how do you plan to use it?” (200-300 words)

Article Reflection Essay: Read the article “Eating with Honor: The Corinthian Lord’s Supper in Light of Voluntary Association Meal Practices”. The article can be found on the online application linked in the Admission Requirement section. Explain why Paul deplored the honor of shame code of the Corinthian cultural environment in relation to Eucharist. According to Rachel McRae, how does Paul reconfigure the behaviors of the Mediterranean world for the followers of Christ as the Lord’s Supper?

INTERNATIONAL APPLICANTS

All visa-related issues are handled by the Enrollment Specialist or Registrar, who can be reached at (808) 739-8554. This office issues I-20 Forms, required to obtain an F-1 Student Visa in the student’s country of citizenship (to be done before arrival in the U.S.). At registration, students must provide a copy of his or her passport/visa. The student will then be issued an updated I-20 that will change from “pending” to “continued attendance at this school”. To maintain student visa status while in the United States, all international students must:

1. Have a valid passport
2. Attend the school that the student is authorized to attend
3. Carry the equivalent of a full course study of at least 6 credits per term for graduate students
4. Apply for extension of stay when necessary
5. Obtain prior approval each time the student leaves to travel outside of the United States from the Enrollment Specialist
6. Follow procedures to continue from one education level to another and/or transfer
7. Obtain authorization prior to accepting any employment
8. Report immediately any change of residence to the Enrollment Specialist

In addition to regular admission requirements, international applicants whose native language is not English must submit either:

- Test of English as a Foreign Language (TOEFL), minimum score on the TOEFL –IBT is 79. (www.toefl.org).
- IELTS, minimum score is 6.5 (www.ielts.org)
- PTE, minimum score is 53 (www.pearsonpte.com)
- Apply for an evaluation of post-secondary transcripts from the following organization: National Association of Credential Evaluation Services (<http://www.naces.org/>)

Chaminade University

All international students must provide a statement from a banking association of available financial resources to cover tuition, room and board, books, and other expenses while attending school.

Proof of U.S. provider accepted health insurance is required for international students.

Students must submit proof of a clear TB test or chest X-ray, given and read less than one year prior to the start of the school semester. TB tests or chest Xrays are required by law by the State of Hawai'i. International students must submit a chest X-ray, which may be taken in their country of citizenship if desired.

HOW TO SUBMIT

Official transcripts, official test scores, and letters of recommendation may be mailed directly to the following address: Chaminade University of Honolulu

Attention: Graduate Programs

3140 Waialae Avenue

Honolulu, HI 96816

Institutions that utilize from secured electronic transcript services such as eScrip-Safe, should email the transcript access information to gradserv@chaminade.edu

Additional Requirements- GR

Additional Admission Requirements

GPA

Degree seeking students applying for our programs should have completed an undergraduate degree from an accredited institution with a GPA for the following:

- Cumulative GPA of 3.0 or better for the MBA, MSCP, MSCJA, MAT programs
- Cumulative GPA of 2.75 or better for the MEd program
- Cumulative GPA of 2.5 or better for the MPT

This should not discourage an applicant from applying if your GPA does not meet the listed standard. There are opportunities to be provisionally accepted.

ADDING OR CHANGING DEGREE PROGRAMS

Applicants wishing to apply to more than one program must complete a separate application for each program. Only one set of transcripts is required. Current students wishing to change to a different graduate program must complete a new application. The application fee may be waived for the additional program. Additional requirements for either case vary by program.

STUDENT STATUS

Accepted students fall into the following three categories:

Classified

Degree-seeking students, or students who are working toward certificates in the concentrations in either program, who are seeking full classified status. These are students who meet all admission requirements including the minimum GPA requirements. Classified graduate students must have a bachelor's degree awarded by an institution accredited by one of the regional institutional accrediting bodies recognized by the Council of Higher Education Accreditation (CHEA). Those students who have bachelor's degree awarded by other institutions may enter the university as provisional graduate students. Provisional students can then be admitted as a classified student, once successfully completing the program specific requirements listed below.

Provisional

Degree-seeking students, or students who are working toward any of the graduate certificates in either program. These are students who show promise, but do not meet the GPA requirement.

MBA, MED, MAT programs

The Dean may admit applicants on a provisional basis with approval. These students may enroll, but must satisfy requirements such as:

- Supplying any missing documents. The admission requirements must be met within the first 12 semester hours of graduate work in order to continue enrollment.
- Earning a “B” or better or “Credit” in all classes for at least the first two terms of enrollment. A provisional student earning a “C” or below or “Credit” in any class may be withdrawn from the program.

During the first 12 semester hours of graduate work, the student must make reasonable progress toward completion of the remaining application requirements and should maintain a cumulative GPA of 3.0 or higher. The decision to grant provisional admission is based on the student’s potential contributions to the field and is offered at the discretion of the Program Director.

MSCP program

Degree-seeking applicants must submit an application and fee, official transcripts, and the contact information for three academic or professional references noted on the application. Applicants must participate in a personal/virtual interview with a designated member of the MSCP faculty as part of the admissions process. Applicants whose undergraduate GPA is below 3.0 may be considered for acceptance on Provisional status for six credits. While on Provisional status, the student must earn grade of “B” or better. While on Provisional status, the student may take a maximum of two courses per term until the student has met the requirement and is fully accepted. No student will be allowed to enter Practicum without being fully classified.

MSCJA program

Provisional Status-Degree-seeking applicants must submit an application and fee, official transcripts, and the contact information for three academic/professional references. An applicant who has submitted all application materials but does not satisfactorily meet the classified admission requirements may be granted provisional status. Provisional status may be granted to applicants who show potential for successful completion of the MSCJA degree requirements. The status of those students who are granted provisional acceptance will be re-examined upon the completion of six credit hours in the MSCJA Program. In order for the provisional student to continue within the MSCJA program, the student must attain classified status upon the successful completion (“A” or “B” grades) of six credit hours. If a provisional student receives a grade of “C” or “F” in any class during the designated time frame, the student will be dismissed from the MSCJA Program.

Unclassified

Non-degree seeking students may be admitted as unclassified students and are allowed to take a certain amount of credits in the program as long as the prerequisites have been met

and Director has approved. These are students who meet admission requirements, but are not pursuing a degree or certificate. After completing 12 semester hours for the MEd, MAT, MSCP and MSCJA programs or 9 semester hours for the MBA program, unclassified students must apply for degree candidacy or cease taking graduate courses. They would then be expected to complete an application for the degree program or one of the certificate programs. Graduate students must be registered for course to maintain student status.

PSYD Admissions

Admissions

When and How to Apply

There are three terms in an academic year at The Hawai'i School of Professional Psychology at Chaminade University of Honolulu

- Fall term (16 weeks August to December)
- Spring term (16 weeks January to April)
- Summer term (8 weeks May to July)

The program starts once a year in the fall term. The program is run in a cohort format that begins in late August or early September each year. No other entry terms are available.

The application period is September through April, prior to the fall term. Priority deadline is January 15. Those interested in applying for the Hawai'i School of Professional Psychology at Chaminade University of Honolulu may contact PsyD@chaminade.edu for specific instructions and deadlines.

PsyD courses are held on-campus. Courses are normally conducted once a week during weekdays and occasionally early evening. First year PsyD students can expect to be on-campus 2-3 days a week. PsyD courses are not offered in an online or hybrid format. PsyD courses are not offered on the weekend.

APPLICATION PROCEDURE

- Review Catalog: Choose your degree and start term
- Apply Online at www.chaminade.edu
- Pay Application Fee

OFFICIAL TRANSCRIPT(S):

Submit official transcripts from all previously attended Institutions using the following:

- Option 1: Request the transcript to be sent directly to the PsyD Department, from the Institution.
- Option 2: Submit official transcripts to the PsyD Department in a sealed envelope from the Institution.
- Option 3: Institutions that utilize secured electronic transcript services, such as eScrip-Safe, should email the transcript access information to PsyD@chaminade.edu

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If you received your undergraduate or graduate degree through Chaminade, you do not need to request or pay for transcripts to be sent. Chaminade University transcripts will be sent directly to the PsyD Department from the Records Office.

Transcripts from Institutions outside of the U.S. must be evaluated by one of the following organizations and sent to the PsyD Department directly from the following organization:

- National Association of Credential Evaluation Services: <http://www.naces.org/>

Admissions requirements are:

- Possess a bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- Possess an undergraduate degree grade point average of at least 3.0 (on a scale of 4.0) or a graduate grade point average of 3.25 (on a scale of 4.0)
- Complete the online program application and pay the \$50 fee
- Submit a personal/professional goal statement with a self-appraisal of qualifications for the profession
- Submit a current résumé (or career summary)
- Submit three applicant recommendation letters
- Submit official transcripts from all post-secondary schools attended
- Complete an in-person (or web-based) interview with members of the faculty

Unclassified Student Status

Some applicants may be admitted as unclassified students, which allows them to take up to five 3-credit courses in the program. The selection of courses for unclassified students is limited, but if the student is later admitted as a classified student, those courses may be transferred into the doctoral program. Unclassified students do not qualify for financial aid. Unclassified students who wish to become degree seeking students, should apply as such later in the Spring semester, after completing enough class time to adequately demonstrate their abilities as a graduate student. Unclassified students have a period of one year to take the maximum five courses.

Foundation Courses

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu requires applicants to successfully complete, five undergraduate (with a C or better) or graduate (with a B or better) courses that serve as a basic foundation for coursework in clinical psychology. Foundation courses must be completed prior to starting the program. Several of these courses serve as direct prerequisites to the HSPP courses. The following undergraduate or graduate courses are required:

Chaminade University

- Introduction to psychology or general psychology (this course may be waived if the applicant has completed a Bachelor's or Master's degree in Psychology)
- Abnormal psychology, psychopathology, or maladaptive behavior
- Statistics or research methods
- Two additional courses in the field of psychology

INTERNATIONAL APPLICANTS

All visa-related issues are handled by the Enrollment Specialist or Registrar, who can be reached at 808-739-8554. This office issues I-20 Forms, required to obtaining an F-1 Student Visa in the student's country of citizenship (to be done before arrival in the U.S.). At registration, students must provide a copy of his or her passport/visa. The student will then be issued an updated I-20 that will change from "pending" to "continued attendance at this school". To maintain student visa status while in the United States, all international students must:

1. Have a valid passport
2. Attend the school that the student is authorized to attend
3. Carry the equivalent of a full course study of at least 6 credits per term for graduate students
4. Apply for extension of stay when necessary
5. Obtain prior approval each time the student leaves to travel outside of the United States from the Enrollment Specialist
6. Follow procedures to continue from one education level to another and/or transfer
7. Obtain authorization prior to accepting any employment
8. Report immediately any change of residence to the Enrollment Specialist

In addition to regular admission requirements, international applicants whose native language is not English must submit either:

- Test of English as a Foreign Language (TOEFL), minimum score on the TOEFL –IBT is 79. (www.toefl.org).
- IELTS, minimum score is 6.5 (www.ielts.org)
- PTE, minimum score is 53 (www.pearsonpte.com)
- Apply for an evaluation of undergraduate college transcript to the following organization: National Association of Credential Evaluation Services (<http://www.naces.org/>)
- Provide a statement from a banking association of available financial resources to cover tuition, room and board, books, and other expenses while attending school.

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Health insurance that is accepted by U.S. providers is required for international students. Students must submit proof of a clear TB test or chest X-ray, given and read less than one year prior to the start of the school semester. TB tests or chest Xrays are required by law by the State of Hawai'i. International students must submit a chest X-ray, which may be taken in their country of citizenship if desired.

HOW TO SUBMIT

Official transcripts, resume, statement and letters of recommendation may be mailed directly to PsyD@chaminade.edu and/or mailed to the following address:

Hawaii School of Professional Psychology at Chaminade University
Attention: PsyD Department
3140 Waialae Avenue
Honolulu, HI 96816

Institutions that utilize from secured electronic transcript services such as eScrip-Safe, should email the transcript access information to PsyD@chaminade.edu

Financial Aid and Scholarships

Financial Aid

The Financial Aid Office manages the process for distribution of federal and institutional aid to eligible day and online undergraduate students. Please review the detailed information below or contact the Financial Aid Office at [finaid.chaminade.edu/808-735-4780](mailto:finaid@chaminade.edu) to speak with a counselor. Walk-in counseling is available Monday-Friday from 8:30am to 4:00pm. The Financial Aid Office is located at Ching Hall, 3140 Waialae Ave. Honolulu, HI 96816.

Federal Financial Aid

Students enrolled in a degree-seeking program may be eligible for Federal Pell, FSEOG or TEACH grants, unsubsidized loans, subsidized loans and/or work-study based on submission of the Free Application for Federal Student Aid (FAFSA). The FAFSA can be filed online beginning October 1 at www.fafsa.ed.gov. The FAFSA calculates the “Estimated Family Contribution” (EFC), which is the amount the family/independent student is expected to contribute toward the cost of attendance. The “Cost of Attendance” (COA) includes tuition, fees, room and board, books, supplies, personal expenses and transportation. To qualify for federal financial aid, students must be United States citizens or eligible non-citizens, have not defaulted on a prior student loan or owe a refund on a previous educational grant, and have registered with the selective service (generally applied to United States males ages 18 to 25). Continued eligibility for federal financial aid is based on submission of the Free Application for Federal Student Aid (FAFSA) annually and maintaining satisfactory academic progress.

Institutional Merit-Based Scholarships and Need Grants

First-year and transfer applicants admitted to a full-time degree-seeking program will automatically be considered for a merit-based scholarship. Scholarships range in value and are awarded based on the student’s academic profile. The institutional scholarships are renewable each year provided the student meets the criteria for satisfactory academic progress. First-year admitted applicants with demonstrated financial need may qualify for a need-based institutional grant. The needbased grants are renewable each year provided the student meets the criteria for satisfactory academic progress. If the student’s demonstrated financial need changes based on data provided by the submission of the FAFSA, the value of the grant may be increased or decreased accordingly.

Chaminade University Religious Scholarships

First-year applicants admitted to a full-time degree program may be eligible to receive a Parish, Catholic, Diocese of American Samoa or Marianist Scholarship. The Religious Scholarships are based on academic achievement and other criteria which may include a nomination from a parish priest/deacon, college counselor or a high school principal. Recipients are eligible for a 50% to 75% tuition scholarship and are expected to fully participate in community service activities for a minimum of 20 hours per semester. The Religious Scholarships are renewable annually if the recipient maintains satisfactory academic progress and meets the community service requirement. Applicants are strongly encouraged to submit the Free Application for Federal Student Aid (FAFSA) annually at www.fafsa.ed.gov

Native Hawaiian Scholarships

First-year applicants admitted to a full-time degree program may be eligible for a need-based 50% tuition scholarship through the Office of Native Hawaiian Partnership (ONHP). Admitted applicants of Native Hawaiian ancestry will automatically be considered for the ONHP scholarship which is renewable annually based on satisfactory academic progress and submission of the Free Application for Federal Student Aid (FAFSA).

Ho'oulu Scholarship

In partnership with the Kamehameha Schools and Scholarship Program, Chaminade selects Ho'oulu Scholars based on the applicant's academic profile, anticipated major and demonstrated financial need. Admitted first-year and transfer applicants must submit an online Ho'oulu Scholarship application and submit their supporting credentials. This full-tuition scholarship gives preference to applicants of Native Hawaiian ancestry to the extent permitted by law. The scholarship is renewable if the recipient maintains a satisfactory academic progress, meets all of the requirements of the program and submits the Free Application for Federal Student Aid (FAFSA) annually at www.fafsa.ed.gov

NSF STEM Scholarship

This prestigious national scholarship program is funded by a National Science Foundation award to Chaminade University, recognizing our exceptional ability to prepare the next generation of scientists and leaders for Hawai'i and the Pacific region. Admitted first-year applicants to Chaminade's Bachelor's of Science degrees (BS) in Biology, Biochemistry, Environmental Studies or Data Science, Analytics and Visualization must submit an online application to be considered for the \$10,000 scholarship. The scholarship is renewable if the recipient maintains satisfactory academic progress and submits the Free Application for Federal Student Aid (FAFSA) annually at www.fafsa.ed.gov.

Donor Funded Merit and Need-Based Scholarships

Donor-funded endowed and restricted scholarships range in value and are awarded to eligible degree-seeking undergraduate and graduate students. In addition to the student's academic profile, other criteria for receiving a donorfunded scholarship may vary based on the wishes of the individual donor. Scholarships are awarded on a year-to-year basis based on funding and the recipients continued eligibility. Recipients of a need-based donor scholarship must file the Free Application for Federal Student Aid (FAFSA) annually. Scholarship recipients may be eligible to renew their scholarship by submitting an application to the Scholarships Manager in the Advancement Office.

Athletic Scholarships - NCAA Division II Sports

Scholarships are available for the following NCAA II Sports and are awarded by the respective coach of each team:

- Basketball: Men's and Women's
- Soccer: Men's and Women's
- Cross Country: Men's and Women's
- Volleyball: Women's
- Softball: Women's
- Tennis: Women's
- Golf: Men's

Scholarships for Full-time Day Undergraduates

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP)

Chaminade undergraduate students who are recipients of federal financial aid must maintain satisfactory academic progress which includes a cumulative grade point average (GPA) of a 2.0 while making satisfactory progress toward the completion of their degree requirements. The Satisfactory Academic Progress policy contains a quantitative component, meaning that students are required to make steady progress toward their degree by completing at least 67% of their attempted credit hours. A copy of this policy is available for review at the Financial Aid Office.

If you are receiving federal financial aid and do a self-initiated drop during the ADD/DROP period that places you at less than half time status you are required to notify the Financial Aid Office.

other Charges

Tuition Charges

| | |
|---|----------------------|
| 2020-2021 | |
| Full time Day per Semester (12 - 19 credits) | \$13,400 |
| Part time Day per SCH (1-11 or 20 + credits) | \$894/credit hour |
| Part time SUMMER day per SCH | \$565/credit hour |
| Summer Workshop CJ 480/680 | \$670/credit hour |
| Credit by Examination | \$894/exam |
| Credit Granted for Experiential Learning | \$894/exam |
| Independent/Individualized Studies | \$894/credit hour |
| Online and Military Base Undergraduate - Military Active Duty | \$250/credit hour |
| Online and Military Base Undergraduate - Military Non-Active & DoD ID & VA per SCH | \$435/credit hour |
| Online and Military Base Undergraduate - Other | \$565/credit hour |
| Online and Military Base Undergraduate - BOH | \$440/credit hour |

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|--|------------------------|
| Auditing course and any level | 50% rate |
| Summer Success Bridge | \$205/credit hour |
| Nursing Program - Full Day per Semester (12-19 credits) | \$16,580 |
| Nursing Program - Part time Day (1 - 11 or 20 + credits) | \$1,106/credit hour |
| Nursing Program - Independent/Individualized Studies | \$1,106/credit hour |

Note: Students who have paid full-time tuition for fall or spring semester may enroll in a combination of day undergraduate and Online and Military Base Undergraduate classes up to a total of 19 semester hours. Full-time tuition for the Fall semester will cover enrollments in the fall day undergraduate and the fall Online and Military Base Undergraduate program term. Full term tuition for the spring semester will cover enrollments for the spring day undergraduate and the Winter Online and Military Base Undergraduate program term.

Students taking 12 to 19 semester hours of course work in the 16 week session or any combination of 16 week and 10 week courses, in the above listed terms, will pay full-time Day undergraduate tuition. Any semester hours over 19 will be charged at the day undergraduate rate per semester hour.

Under this policy, students may add Online and Military Base Undergraduate program classes during the registration periods applicable to each term. More than 19 semester hours of concurrent enrollment must have the approval of the academic advisor and the Provost. Approval is rarely granted. Once enrolled in 19 semester hours, students may not withdraw from a class and subsequently add an Online and Military Base Undergraduate program course or weekend course without paying additional tuition.

Student Account Billing

Student Account Billing

Chaminade University prepares all student account billing in an Electronic format. When an eBill is generated, a notice will be sent to your Chaminade Student Email account. You will have the option to print a hard copy of your statement when viewing your eBill statement.

You are reminded that you may also view your account balance anytime by selecting “Financial Information”, then “Account Summary” from the main Student menu in the Web Advisor at www.chaminade.edu. It is the student’s responsibility to check their account before the start of every term to ensure that all financial obligations have been satisfied. If registering after the start of the term, financial clearance must be achieved at the time of registration. Enrollment during the add/drop period requires payment immediately.

You will continue to have access to your account to view any balances and make payments 24/7, via the Chaminade Web Portal. This means you will not need to wait for your eBill notification before making your payment.

All University communications will be sent to your CUH email account. It is imperative that you check your CUH email account regularly. Some communications may be time sensitive and require immediate response.

Financial Responsibility

Tuition, fees, fines, room and board must be paid in full prior to the start of the semester. Financial clearance may be achieved by the settlement of all semester charges through one or more of the following methods:

- Payment in full of net amount due
- Enrollment in a tuition payment plan via your web portal at www.chaminade.edu
- Financial aid awards and/or loans (for more information regarding tuition support, please refer to the Financial Aid section)
- Military Education Benefits (including Tuition Assistance or VA Benefits)
- Tuition Waivers
- Third party payment

For Military Education Benefits, Tuition Waivers, and Third Party payments; please ensure official verification is submitted to the Business Office, to your Chaminade Program Coordinator, or the Chaminade School Certifying Official, prior to the first day of the term. If

you are entitled to military education benefits with GoArmy, please complete your registration via the GoArmy website at www.goarmyed.com.

If financial clearance is not made prior to the first day of the term, a 100 dollar late payment fee will be assessed, and the Business Office hold will be placed on your account. Any unpaid balances after the term ends may result in unenrolled of preregistration. For the Online and Military Base Undergraduate program, you will be unregistered from your courses. Fees are not refundable. If you would like to be reinstated into your courses after being unregistered, all tuition, fees, and any prior balance must be paid in full, along with the 100 dollar reinstatement fee.

Other Charges

2020-2021

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| OTHER CHARGES | |
| Tuition-Surcharges/Special Rate | |
| Online course fee | \$93 |
| Hybrid course fee | \$40 |
| Nursing - Preparation Fee - Per Course (NUR 200) | \$600 |
| Nursing - Preparation Fee - Per Course (NUR 204,207,302,303,306,307,401,402,405,499) | \$200 |
| Nursing - Simulation & Lab Fee - Per Course (NUR 207,204,302,303,306,307,401,402,405,499) | \$100 |
| Nursing - End of Program Expenses - Per Semester - (NUR 490) | \$200 |
| | |
| Course/Lab Fee | |
| Per course - art studio (AR255, 355, 455) | \$75 |
| Per course - art studio (AR103, AR111) | \$60 |
| Per course - art studio (AR360, AR460,AR399,AR499) | \$65 |
| Per course - art, ceramics & sculpture (AR250,350,450) | \$100 |
| Per course - business | \$10 |
| Per course - environmental & interior design - 100 or 200 level courses | \$150 |

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| Per course - environmental & interior design - 300 or 400 level courses | \$150 |
| Per course - biology & environmental studies - base rate - all 100 & 200 level courses with L notation | \$100 |
| Per course - environmental studies - base rate - all 300 & 400 level courses with L notation | \$100 |
| Per course - biology - BI210L, BI495, BI499, all 300 & 400 level courses with L notation, and all materials intensive courses indicated in the catalog with or without L notation | \$110 |
| Per course - chemistry/biochemistry - base rate - all BC or CH 100 & 200 level courses courses with L notation | \$100 |
| Per course - chemistry & biochemistry - BC/CH 499, all 300 & 400 level courses with L notation, and all materials intensive courses indicated in the catalog with or without L notation | \$110 |
| Per course - forensic sciences - base rate - all 100 & 200 level course with L notation FS courses with L notation | \$100 |
| Per course - forensic sciences - all 300 & 400 level courses with L notation, and all materials intensive courses with or without L notation indicated in the catalog | \$110 |
| Per course - physics - base rate - all courses with L notation) | \$100 |
| Per course - undergraduate O&P- Education | \$55 |
| Per course - music, art & creative movement (ED 450) | \$55 |
| Per course - computer science - base rate (all upper division courses) | \$100 |
| Per course - COM 350 & 450 | \$75 |

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| Per course - COM 200, 250/250L, 274, 320, 325, 330, 370, 371L, 375, 378, 387, 430, 431, 433, 437L, 440, 471L & 476L | \$35 |
| Per course - CS203L,CS204L | \$100 |
| Per course - Data Science (DS100,CS200,DS301, DS400) | \$100 |
| Per course - Data Science (DS401,DS402,DS404,DS495,DS403,DS302) | \$100 |
| | |
| Individualized performance courses- per credit | |
| MU 185, 285, 385, 485, 490 & THR 490 | \$270 |
| | |
| Application fee and late charges | |
| Undergraduate - Unclassified | \$50 |
| Undergraduate - Classified | \$50 |
| Web application- (apply online) - Undergraduate | \$50 |
| Late registration fee (Day students only) | \$100 |
| Late payment fee (Day students only) | \$100 |
| | |
| Deposits | |
| Tuition Deposit (apply toward tuition payment) (non-refundable) | \$150 |
| Housing Deposit: new student (non-refundable) | \$300 |
| Housing Renewal Deposit: returning student (non-refundable) | \$150 |
| Housing Dorm Damage Deposit | \$300 |
| | |
| Graduation Fee | |

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|---|--------|
| Undergraduate | \$215 |
| Undergraduate w/Two Degrees | \$320 |
| | |
| Returned Check Fees | |
| Checks returned for insufficient funds | \$25 |
| | |
| Transcript Requests | |
| eTranscript | \$7 |
| Hard copy mailed | \$11 |
| In-person pick up | \$20 |
| | |
| Library Fee- Overdue | |
| Per book, per day | \$0.25 |
| Per reserve item per day | \$5.00 |
| Per video per day | \$1.00 |
| | |
| Library Fee- Lost | |
| Average Replacement cost | Cost |
| | |
| Parking Fees | |
| Fall & Spring Campus per semester (car) | \$200 |
| Fall & Spring Campus & residence hall-on-campus per semester (car) | \$240 |
| Fall & Spring Campus & residence hall-off-campus per semester (car) | \$265 |
| Fall & Spring on campus per semester (motorcycles) | \$80 |

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| Fall & Spring on campus & residence hall-off-campus per sem. (motorcycles) | \$115 |
| Mopeds | \$40 |
| | |
| ROOM AND BOARD | |
| Housing Cost | |
| Double (Kieffer or Lokelani) | \$3,850/semester |
| Triple (Kieffer or Lokelani) | \$2,925/semester |
| Single (Kieffer- 205-215 or Lokelani) | \$5,080/semester |
| Standard, 5 person suite (Pohaku) | \$3,850/semester |
| Apartment suite, double (Pokaku) | \$4,770/semester |
| Apartment suite, single (Pokaku) | \$6,220/semester |
| Apartment suite, double (Waialae) | \$4,770/semester |
| Apartment suite, single (Waialae) | \$6,220/semester |
| Apartment suite, one-bedroom (Waialae) | \$5,995/semester |
| | |
| Residence Hall Rates During School Breaks | |
| Before or after regular semester and Guest - per day rate per person | \$100 |
| Winter break:same daily rate as in regular semester of 110 days | daily rate |
| Summer session: double room - per day rate per person | \$60 |
| Summer session: single room - per day rate per person | \$105 |
| | |

| Meal Plan | |
|--|----------|
| per semester | |
| Hula plan (plan A: 10 meals/week + \$150 debit dollars + 2 guest meals) | \$2,544 |
| Mahalo plan (plan B: 14 meals//week + \$150 debit dollars + 2 guest meals) | \$3,415 |
| Aloha plan (plan C: unlimited meals + \$150 debit dollars + 5 guest meals) | \$3, 595 |
| 80 block plan (plan D: + \$150 debit dollars) | \$1,145 |
| 55 block plan (plan 1: +\$20 debit dollars) | \$600 |
| 45 block plan (plan 2: + \$40 debit dollars) | \$545 |
| 25 block plan (plan 3: +65 debit dollars) | \$365 |
| Spring Break | \$150 |

Payment Options

Payment Options

Credit Card/Debit Card payments can be made through the Web Portal only at www.chaminade.edu – all major credit cards are accepted. There is a non-refundable 2.75 percent service fee per transaction (4.25 percent for international transactions). You may also do an online payment with Electronic Check. Check payments can be mailed to the following address: Chaminade University of Honolulu, Business Office, 3140 Waialae Avenue, Honolulu, HI 96816-1578. All checks and money orders should be made payable to Chaminade University of Honolulu in US Dollars and include your student ID number. A 25 dollar fee will be charged for each returned check.

You may also pay in person, at the Chaminade Business Office located in the Clarence T.C. Ching Hall, from 8:30 am to 4:30 pm., Monday through Friday (except holidays), cash or check only. Hawaii banks have a six working day holding period on out-of-state checks.

To cover books and expenses for the first month, students should bring U.S Postal Service money orders or traveler's checks in denominations of 100 dollars or less. International students should establish a relationship with a financial institution prior to arriving in Honolulu. Students receiving financial aid should bring with them sufficient funds to cover books and living expenses while forms are being processed.

Tuition Payment Plan

Enrollment in a tuition payment plan is completed via the Web Portal at www.chaminade.edu. This plan allows students to pay tuition on a monthly basis. There is a non-refundable enrollment fee of 55 dollars per term, but no monthly finance charges.

For Day Undergraduate Students, the payment plan for the fall term is from August thru November. The payment plan for the Spring term is from January thru April. There is no payment plan offered for the Summer terms.

For Online and Military Base Undergraduate program, the payment plan will be divided into three equal payments over the course of each term. First payment must be made at the time the Tuition Payment Plan is created along with the 55 dollar enrollment fee. Payments must be made by the first day of the term, at the latest, and following payments must be made exactly one month apart from each start date.

There are four terms in an academic year for the Online and Military Base Undergraduate program:

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- Winter term (January to March)
- Spring term (April to June)
- Summer term (July to September)
- Fall term (October to December)

For more information on tuition payment plans, please contact the Business Office at 808-735-4756 or 808-735-4898.

Family Discount

When a first member of a family pays full-time undergraduate tuition, additional family members who are concurrently enrolled in the undergraduate program may receive a tuition discount up to 10 percent. However, if one family member is enrolled in the Nursing Program and the other family member is enrolled in the Day Undergraduate program, the discount will apply to the student with the lesser tuition in the Day Undergraduate Program. Family is defined as parents, siblings, and dependent children or spouse. For details of this and other possible discounts, please contact the Business Office at 808- 739-4634.

Chaminade University offers a 10 percent tuition discount to concurrently enrolled students of the same family in the Online and Military Base Undergraduate Program. Family members of military students who are charged the military tuition may not receive the family discount. Please check with one of our program coordinators for eligibility when registering.

Delinquent Accounts Policy

It is the policy of Chaminade University to report all students with outstanding balances to the credit bureau beginning when charges are 300 days past due and continuing until the balance is paid in full.

Withdrawal Credit Policy

Withdrawal Credit Policy

If a student officially withdraws from the University, the student's account will be credited for a return of tuition in accordance with the following schedules. This credit will first be applied to any unpaid charges. If the credit exceeds the unpaid charges, the excess will be refunded to the student, by check, within two weeks of the withdrawal. Fees are not refundable.

Undergraduate students who drop from full-time to part-time during the first three weeks of the session will be refunded the applicable percentage rate of semester hours dropped between 12 semester hours and their part-time hours. For example, a student dropping from 15 to 9 semester hours during the second week of school, after add/drop period, would receive a refund of 50 percent of the tuition for the 3 semester hours only ($12 - 9 = 3$ semester hours).

Exceptions to the withdrawal credit policy are made for first semester freshmen according to federal regulations.

| WITHDRAWAL | REFUND |
|---|---------------|
| REFUND POLICY | |
| Day Undergraduate | |
| Prior to the first day of the semester | 100% |
| During the add/drop period | 100% |
| 2nd week of instruction | 50% |
| 3rd week of instruction | 25% |
| 4th week of instruction and thereafter | no refunds |
| | |
| Evening/Online Undergraduate & Graduate Programs | |
| Prior to the first day of instruction | 100% |
| During the add/drop period | 100% |
| 2nd week of instruction | 25% |
| 3rd week of instruction and thereafter | no refunds |

Aid & Federal Programs- GR

Aid & Federal Programs

The Financial Aid Office manages the process for distribution of federal aid to eligible graduate students. Chaminade also awards a limited number of donor sponsored scholarships to new and continuing graduate students. In addition to the student's academic profile, other criteria for receiving a donor sponsored scholarship may vary based on the wishes of the donor. Donor sponsored scholarships are awarded on a year-to-year basis based on funding and the recipients continued eligibility. An application is required for consideration after the initial donor sponsored award is granted.

Please review the detailed information below or contact the Financial Aid Office at [finaid.chaminade.edu/808-735-4780](mailto:finaid@chaminade.edu) to speak with a counselor. Walk-in counseling is available Monday-Friday from 8:30am to 4:00pm. The Financial Aid Office is located at Ching Hall, 3140 Waialae Ave. Honolulu, HI 96816.

Federal Programs

Loans

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Graduate PLUS Loan
- Alternative educational loans are available through private lenders

Tuition Reduction Programs

- Employee Discount
- Full-Time Employee Education Benefit

WHO IS ELIGIBLE

To qualify for federal financial aid, students must be United States citizens or eligible non-citizens, have not defaulted on a prior student loan or owe a refund on a previous educational grant, and have registered with the selective service (generally applied to United States males ages 18 to 25). Continued eligibility for federal financial aid is based on submission of the Free Application for Federal Student Aid (FAFSA) annually and maintaining satisfactory academic progress.

Satisfactory Academic Progress (SAP) - GR

Satisfactory Academic Progress- Graduate Students

Chaminade undergraduate students who are recipients of federal financial aid must maintain satisfactory academic progress which includes a cumulative grade point average (GPA) of a 3.0 while making satisfactory progress toward the completion of their degree requirements. The Satisfactory Academic Progress policy contains a quantitative component, meaning that students are required to make steady progress toward their degree by completing at least 50% of their attempted credit hours. A copy of this policy is available for review at the Financial Aid Office. If you are receiving federal financial aid and do a self-initiated drop during the ADD/DROP period that places you at less than half time status you are required to notify the Financial Aid Office.

Tuition & Fees- GR

Tuition Charges

| | |
|------------------|---|
| 2020-2021 | |
| General tuition | \$1,030/credit hour and independent study courses |
| MEd & MAT | \$825/credit hour and independent study courses |
| MBA | \$1,065/credit and independent study courses |
| Psy.D. | \$1,230/credit hour |

Fees

| | |
|--|-------|
| Online | \$93 |
| Hybrid | \$40 |
| Transcribing Fee (MED 499/CJA599/PSY699, PREL Workshops) per SCH | \$90 |
| ED 725 - Environmental Education with lab | \$55 |
| PSY 720 - Psychology & Educational Testing | \$50 |
| PSY 606 - Psychological Tests & Measurements | \$10 |
| Per course - forensic sciences - all materials intensive courses indicated in the catalog including the following (FS540L, FS550L, FS625L, FS630L, FS634L, FS638L, FS642L, FS660L) | \$110 |
| Per course - graduate O&P- Education | \$55 |
| Assessment fee (PP 7370, 7371, 7372, 8646) | \$50 |
| | |
| Application fee and late charges | |
| Graduate and Doctor in Psychology | \$50 |
| Reinstatement fee | \$100 |
| | |
| Graduation fee | |
| Graduate | \$215 |
| | |
| Returned Check Fees | |
| Checks returned for insufficient funds | \$25 |

Payment Options- GR

Payment Options

Credit Card/Debit Card payments can be made through the Web Portal only at www.chaminade.edu – all major credit cards are accepted. There is a non-refundable 2.75 percent service fee per transaction (4.25 percent for international transactions). Check payments can be mailed to the following address: Chaminade University of Honolulu, Business Office, 3140 Waialae Avenue, Honolulu, HI 96816-1578. All checks and money orders should be made payable to Chaminade University of Honolulu in US Dollars and must include your student ID number. A 25 dollar fee will be charged for each returned check.

You may also pay in person, at the Chaminade Business Office located in the Clarence T.C. Ching Hall, from 8:30 am to 4:30 pm, Monday through Friday (except holidays), cash or check only. Hawai'i banks have a six working day holding period on out-of-state checks.

To cover books and expenses for the first month, students should bring U.S Postal Service money orders or traveler's checks in denominations of 100 dollars or less. International students should establish a relationship with a financial institution prior to arriving in Honolulu. Students receiving financial aid should bring with them sufficient funds to cover books and living expenses while forms are being processed.

Tuition Payment Plan

Enrollment in a tuition payment plan is completed via the Web Portal at www.chaminade.edu. This plan allows students to pay tuition on a monthly basis. There is a non-refundable enrollment fee of 55 dollars per term, but no monthly finance charges.

For Graduate programs, the payment plan will be divided into three equal payments over the course of each term. First payment must be made at the time the Tuition Payment Plan is created along with the \$55 enrollment fee. Payments must be made by the first day of the term, at the latest, and following payments must be made exactly one month apart from each term start date.

There are four terms in an academic year for the Graduate program:

- Winter term (January to March)
- Spring term (April to June)
- Summer term (July to September)
- Fall term (October to December)

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For Doctorate of Psychology Students, the first payment must be made at the time of the Tuition Payment Plan is created along with the \$55 enrollment fee. Payments must be made by the first day of the term, at the latest, and following payments must be made exactly one month apart from each state date.

Tuition Payment Plan for Doctoral program:

- Spring term (January to April)
- Fall term (August to November)

No payment plan offered for Summer terms.

For more information on tuition payment plans, please contact the Business Office at 808-735-4756 or 808-735-4898.

Delinquent Accounts Policy

It is the policy of Chaminade University to report all students with outstanding balances to the credit bureau beginning when charges are 300 days past due and continuing until the balance is paid in full.

Student Account Billing- GR

Student Account Billing

Chaminade University prepares all student account billing in an Electronic format. When an eBill is generated, a notice will be sent to your Chaminade Student Email account. You will have the option to print a hard copy of your statement once viewing your eBill statement. You are reminded that you may also view your account balance anytime by selecting "Financial Information", then "Account Summary" from the main Student menu in the Web Advisor at www.chaminade.edu. It is the student's responsibility to check their account before the start of every term to ensure that all financial obligations have been satisfied. If registering after the start of the term, financial clearance must be achieved at the time of registration. You will continue to have access to your account to view any balances and make payments 24/7, via the Chaminade Web Portal. This means you will not need to wait for your eBill notification before making your payment. All University communications will be sent to your CUH email account. It is imperative that you check your CUH email account regularly. Some communications may be time sensitive and require immediate response.

Financial Responsibility

Tuition, fees, and room and board must be paid in full prior to the start of the semester. Financial clearance may be achieved by the settlement of all semester charges through one or more of the following methods:

- Payment in full of net amount due (see Payment Options below)
- Enrollment in a tuition payment plan via your web portal at www.chaminade.edu or Financial aid awards and/or loans (for more information regarding tuition support, please refer to the Financial Aid section)
- Military Education Benefits (including Tuition Assistance or VA Benefits)
- Tuition Waivers
- Third party payment

For Military Education Benefits, Tuition Waivers, and Third Party payments; please ensure official verification is submitted to the Business Office, to your Chaminade Program Coordinator, or the Chaminade School Certifying Official, prior to the first day of the term. If you are entitled to military education benefits with GoArmy, please complete your registration via the GoArmy website at www.goarmyed.com. Registration is not complete until payment is made. Payment is due prior to the first day of class, and students who have an outstanding balance with the University by the second week of class will be administratively dropped from all classes. Students administratively dropped from classes

may not be reinstated during that same term. Financial assistance that is still “pending” will not be considered as payment on an account. To prevent being administratively dropped, students will need to make financial aid arrangements early enough so that funds will be received in students’ account prior to the first day of class.

Reinstatement

Reinstatement

Once a student has been deregistered from a course due to non-payment, the following requirements must be met for course reinstatement:

- The course must be a requirement for graduation in the current term, or the course is not offered during the next term.
- The student should not have previously submitted a reinstatement request.
- The tuition, fees, and any prior account balance must be paid in full.
- The student must pay a reinstatement fee of 100 dollars.

The request for reinstatement and fulfillment of all the above requirements must be completed within the week of the course deregistration.

Withdrawal Credit Policy- GR

Withdrawal Credit Policy

If a student officially withdraws from the University, the student's account will be credited for a return of tuition in according with the following schedules. This credit will first be applied to any unpaid charges. If the credit exceeds the unpaid charges, the excess will be refunded to the student, by check, within two weeks of the withdrawal. **Fees are not refundable.**

| | |
|---|-------------|
| Prior to the first day of instruction | 100% refund |
| During the first week of instruction | 100% refund |
| During the second week of instruction | 25% refund |
| During the third week of instruction and thereafter | No refunds |

*The add drop person is posted in the schedule of each term.

Academic Calendar

Academic Year 2020-2021

| Date | Event |
|----------------|---|
| MAY | |
| Mon, May 18 | Day Undergraduate (DUG) Summer Session I begins |
| Mon, May 25 | Memorial Day holiday observed (no classes; offices closed) |
| Mon, May 25 | Online and Military Base Summer UG/GR Program registration begin |
| Tue, May 26 | Online and Military Base Spring UG/GR deadline to Withdraw from classes. Withdrawal requests must be submitted by 4:30 p.m. (close of business) |
| JUNE | |
| Thurs, June 11 | Kamehameha Day holiday (no day undergraduate classes on campus; offices closed on campus) |
| Fri, June 12 | Graduate Summer Institute ends |
| Sat, June 13 | Graduate Program ends |
| Mon, June 15 | Online and Military Base Spring UG Program ends |
| Thurs, June 18 | Graduate Program grades due |

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|--------------------|---|
| Fri, June 19 | Online and Military Base Spring UG Program grades due |
| Fri, June 26 | DUG Summer Session I ends |
| Mon, June 29 | DUG Summer II Session begins |
| JULY | |
| Thurs, July 2 | DUG Summer Session I grades due |
| Fri, July 3 | 4th of July holiday observed for DUG/Online and Military Base Undergraduate |
| Mon, July 6 | Online and Military Base Summer UG & Graduate Program Programs begin |
| Tues, July 14 | Online and Military Base Summer UG & Graduate Program registration ends |
| Wed, July 22 | Online and Military Base Summer UG deadline to Withdraw without Record (WNR). Withdrawal requests must be submitted by 4:30 pm. (close of business) |
| AUGUST | |
| Fri, Aug 7 | DUG Summer Session II ends |
| Tue-Wed, Aug 18-19 | New Students Move-In (Hawaii and Pacific Islands) |

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| Tue-Wed, Aug 18-19 | Faculty Institute |
| Thurs, Aug 20 | New Faculty Orientation |
| Thurs-Fri, Aug 20-21 | New Student Move-In (Mainland and International) |
| Thurs-Sun, Aug 20-23 | New Student Orientation |
| Fri, Aug 21 | Last day of regular registration for day undergraduate classes on campus |
| Sat-Sun, Aug 22-23 | Returning students begin moving into residence halls |
| Mon, Aug 24 | Day Undergraduate Classes begin |
| Mon, Aug 24 | Online and Military Base Summer UG & Graduate Program deadline to withdraw from classes. Withdrawal requests must be submitted by 4:30 pm. (close of business) |
| Mon-Tues, Aug 24- Sept 1 | Add-drop period for day undergraduate classes on campus |
| Fri, Aug 28 | Fall Spiritual Convocation |
| Mon, Aug 31 | Online and Military Base Fall UG & Graduate Program registration begins |

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|-------------------|--|
| Mon, Aug 31 | Fall Chuuk term begins |
| SEPTEMBER | |
| Mon, Sept 7 | Labor Day holiday for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |
| Tue, Sept 15 | ONLINE AND MILITARY BASE Summer UG Program ends |
| Thurs, Sept 17 | Summer Graduate Program grades due by noon |
| Mon, Sept 21 | ONLINE AND MILITARY BASE Summer UG Program grades due by noon |
| Thurs, Sep 24 | 90 Day Deadline for Incomplete Grades for 2019SS1 |
| Fri, Sept 25 | DUG Fall deadline to Withdraw without Record (WNR) |
| OCTOBER | |
| Mon, Oct 5 | ONLINE AND MILITARY BASE Fall UG & Graduate Program begin |
| Mon, Oct 12 | Discoverers' Day holiday for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |
| Tues, Oct 13 | ONLINE AND MILITARY BASE Fall UG & Graduate Program registration ends |
| Mon, Oct 19 | Seniors Pre-registration for Spring Day 2021 semester |

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| Wed, Oct 21 | ONLINE AND MILITARY BASE Fall UG deadline to Withdraw without Record (WNR). Withdrawal requests must be submitted by 4:30 pm. (close of business) |
| Mon, Oct 26 | Juniors Pre-registration for Spring Day 2021 semester |
| NOVEMBER | |
| Mon, Nov 2 | Open Pre-registration for Spring Day 2021 semester |
| Thurs, Nov 5 | 90 Day Deadline for Incomplete Grades for 2020SS2 |
| Fri, Nov 6 | Deadline to withdraw from Fall classes and last day to apply for credit/no credit option for Day Undergraduate on campus and Chuuk programs |
| Sat, Nov 7 | PSYD Fall Doctoral Withdrawal Deadline |
| Wed, Nov 11 | Veterans' Day holiday (no Day Undergraduate classes on campus; offices closed) |
| Wed, Nov 18 | Interfaith Thanksgiving Services |
| Mon, Nov 23 | ONLINE AND MILITARY BASE Fall UG Graduate Program deadline to withdraw from classes. Withdrawal requests must be submitted by 4:30 pm. (close of business) |
| Mon, Nov 23 | Winter Graduate Program registration begins |
| Wed, Nov 25 | Last day for day undergraduate classes on campus. |

| DECEMBER | |
|------------------|--|
| Tues, Dec 1 | Residence Halls close for the Winter |
| Wed, Dec 2 | ONLINE AND MILITARY BASE Winter UG registration begins |
| Fri, Dec 4 | 2020FA DUG Grades Due |
| Sun, Dec 6 | Baccalaureate Mass |
| Fri, Dec 11 | 90 Day Deadline for Incomplete Grades for 2020SSM |
| Sat, Dec 12 | Fall Graduate Program ends |
| Sat, Dec 12 | Virtual Commencement |
| Sun, Dec 13 | PSYD Fall Doctoral Term Ends |
| Thurs, Dec 17 | ONLINE AND MILITARY BASE Fall UG Program ends |
| Thurs, Dec 17 | Chuuk program Fall term ends |
| Thurs, Dec 17 | Fall Doctoral and Graduate Program grades due by noon |
| Thurs, Dec 17 | 90 Day Deadline for Incomplete Grades for 2020SSE |

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|------------------------------|---|
| Sat-Sun, Dec 19- Jan 3 | Campus offices close and re-open on January 4, 2021 |
| Wed, Dec 23 | ONLINE AND MILITARY BASE Fall UG Program grade due by noon |
| Wed, Dec 23 | 2020FA Chuuk grades due by noon |
| JANUARY | |
| Mon, Jan 11 | PSYD Doctoral Spring Classes begin |
| Mon, Jan 11 | ONLINE AND MILITARY BASE Winter UG & Graduate Programs begin |
| Mon, Jan 18 | Fr. Chaminade/Martin Luther King Day for UG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |
| Tues, Jan 19 | ONLINE AND MILITARY BASE Winter UG & Graduate Program registration ends |
| Tues, Jan 19 | Chuuk programs spring term begins |
| Wed, Jan 20 | Marianist Founders' Day Mass |
| Tues- Wed, Jan 26-27 | Faculty Institute |

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|-----------------------------|---|
| Tues- Wed, Jan 26-27 | Move-In for new students (by appointment) |
| Wed, Jan 27 | ONLINE AND MILITARY BASE Winter UG deadline to Withdraw without Record (WNR). Withdrawal requests must be submitted by 4:30 pm (close of business) |
| Thurs- Sun, Jan 28-31 | Move-In for returning students (by appointment) |
| Fri, Jan 29 | New Student Orientation |
| Sun, Jan 31 | Last day of regular registration for day undergraduate classes on campus |
| FEBRUARY | |
| Mon, Feb 1 | Day Undergraduate Spring Classes begin |
| Mon-Tues, Feb 1-9 | Add-drop period for day undergraduate classes on campus |
| Fri, Feb 5 | Deadline to submit Petition for May 2020 Graduation |
| Mon, Feb 15 | Presidents' Day holiday for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes: offices closed) |
| Wed, Feb 17 | Ash Wednesday Lenten Service at 12:30 pm |
| Mon, Feb 22 | ONLINE AND MILITARY BASE Winter UG & Graduate Program deadline to withdraw from classes. Withdrawal requests must be submitted by 4:30 pm (close of business) |

| MARCH | |
|---------------|---|
| Mon, Mar 1 | ONLINE AND MILITARY BASE Spring UG & Graduate Program registration begins |
| Thurs, Mar 4 | 90 Day Deadline for Incomplete Grades for DUG 2020FA |
| Fri, Mar 5 | DUG Spring deadline to Withdraw without Record (WNR) |
| Fri, Mar 12 | 90 Day Deadline for Incomplete Grades for 2020FM |
| Wed, Mar 17 | Open registration for Summer Semester Sessions (DUG) |
| Fri, Mar 19 | Celebration of Service Learning |
| Sat, Mar 20 | ONLINE AND MILITARY BASE Winter UG & Graduate Programs end |
| Mon, Mar 22 | Seniors Pre-registration for Fall Day 2021 semester |
| Wed, Mar 24 | Juniors Pre-registration for Fall Day 2021 semester |
| Thurs, Mar 25 | ONLINE AND MILITARY BASE Winter UG & Graduate Program grades due at noon |
| Fri, Mar 26 | Prince Kuhio Day holiday (no classes for day undergraduate classes on campus; offices closed) |
| Mon, Mar 29 | Open Pre-registration for Fall Day 2021 semester |
| Mon, Mar 29 | PSYD Spring Doctoral Withdrawal Deadline |

| APRIL | |
|---------------------------|--|
| Thurs, Apr 1 | Holy Thursday (no evening/graduate classes on campus after 5:00 pm) |
| Fri, Apr 2 | Good Friday (no day undergraduate classes; no evening/graduate classes on campus until after 5:00 pm; offices closed) |
| Mon, Apr 5 | Deadline to withdraw from spring classes and last day to apply for credit/no credit option for day undergraduate on campus; |
| Mon, Apr 12 | ONLINE AND MILITARY BASE Spring UG & Graduate Programs begin |
| Mon, Apr 12 | Chuuk programs spring withdrawal deadline |
| Fri, Apr 16 (tentative) | Na Liko Na'auao – Celebration of Student Scholarship |
| T u e , Apr 20 | ONLINE AND MILITARY BASE Spring UG & Graduate Program registration ends |
| Wed, April 28 | ONLINE AND MILITARY BASE Spring UG deadline to Withdraw without Record (WNR). Withdrawal requests must be submitted by 4:30 pm (close of business) |
| Fri, Apr 30 | Last day of instruction for day undergraduate classes on campus |
| MAY | |
| Sun, May 2 | PSYD Doctoral Spring Term Ends |
| Mon- Thurs, May 3-6 | Final Examinations for day undergraduate classes on campus |

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|--------------|---|
| Fri, May 7 | Residence halls close at noon for everyone except graduating seniors and students remaining for the summer session |
| Fri, May 7 | Baccalaureate Service |
| Sat, May 8 | Spring Commencement |
| Mon, May 10 | PSYD Summer I term begins |
| Tues, May 11 | Residence halls close at noon for graduating seniors |
| Wed, May 12 | 2020SP DUG grades due at 12pm noon |
| Fri, May 14 | Chuuk programs spring term ends |
| Mon, May 17 | DUG Summer Session I begins |
| Mon, May 24 | ONLINE AND MILITARY BASE Summer UG & Graduate Program registration begin |
| Mon, May 24 | Chuuk program Summer I begins |
| Wed, May 26 | ONLINE AND MILITARY BASE Spring UG & Graduate Program deadline to withdraw from classes. Withdrawal requests must be submitted by 4:30 pm (close of business) |

| | |
|----------------|---|
| Mon, May 31 | Memorial Day holiday for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |
| JUNE | |
| Fri, June 11 | Kamehameha Day holiday (no day undergraduate classes on campus; offices closed) |
| Tues, June 15 | Chuuk programs summer I withdrawal deadline |
| Thurs, June 17 | PSYD Summer I Doctoral withdrawal deadline |
| Fri, June 18 | 90 Day Deadline for Incomplete Grades for Graduate & ONLINE AND MILITARY BASE Undergraduate 2020SP/2020WM |
| Sat, June 19 | ONLINE AND MILITARY BASE Spring UG & Graduate Programs end |
| Thus, June 24 | ONLINE AND MILITARY BASE Spring UG & Graduate Program grades due at noon |
| Fri, June 25 | DUG and Chuuk programs Summer Session I ends |
| Mon, June 28 | DUG and Chuuk programs Summer II Session begins |
| JULY | |
| Fri, July 2 | PSYD Summer I Doctoral term ends |
| Mon, July 5 | 4 th of July holiday observed for DUG/ONLINE AND MILITARY BASE Undergraduate (no classes; offices closed) |

| | |
|------------------|---|
| Mon, July 5 | Summer Graduate Program begins |
| Tues, July 6 | ONLINE AND MILITARY BASE Summer UG Program begins |
| Tues, July 20 | Chuuk programs Summer II withdrawal deadline |

Revised 1.26.21

The Undergraduate academic year consists of two regular semesters, each approximately 16 weeks, and two summer sessions, each six weeks long. Fall semester extends from late August to mid-December and spring semester from early January to mid-May. The first summer session starts in mid-May and the second in early July.

The Online & Military Base Undergraduate program courses are offered in 10-week terms beginning in January, April, July, and October. Prior to each semester or term, a schedule of courses is published listing the instructor and time for courses offered. During regular semesters, classes meet for 150 minutes each week; during Online & Military Base Undergraduate terms, classes meet for 250 minutes each week. Some course offerings lend themselves to intensive study and may be scheduled within two, three, or four week periods. All courses meet for an equivalent of 15 class hours per credit; studio art classes including environmental + interior design studios meet for 30 hours per credit; laboratory sections meet for 45 hours per credit.

Credit Hour Policy

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Information Technology Resources

Information Technology Resources

Computer Labs

The public computer lab on campus is located on the central floor of the Sullivan Family Library. This computer lab features PC desktops as well as MACs with a variety of software and provides an ideal environment for students and faculty to reference materials for research, as well as work assignments. For use of specialized computer labs in Environmental + Interior Design and Communications, please seek approval from the respective department.

Getting Help with Technology Issues

The Client Services Department is located on the ground floor of the Sullivan Family Library Building. They provide assistance to faculty and students with computer and technology issues, such as software installation and minor hardware repair.

Chaminade ID Cards

All currently enrolled students (Day/ Online & Military Base Undergraduate Program/Graduate) need to have a Chaminade ID card. This ID is used to access many University functions as well as certain services on campus. The process takes approximately 5 to 10 minutes. To expedite the process, please have photo identification, your 7 digit Chaminade ID number, and proof of your current class schedule.

International Student Services

International Student Services

This University is responsible to the United States Citizenship and Immigration Services (USCIS) for meeting reporting requirements every semester regarding non-immigrant students attending Chaminade University. For this purpose, all students who fall under this classification are required to submit during registration a copy of the I-20 form, which is considered a permanent record to be used for all USCIS official transactions and for subsequent re-entries to the United States.

To maintain student visa status while in the United States, all international students must:

1. Have a valid passport
 2. Attend the school that the student is authorized to attend
 3. Carry the equivalent of a full course study of at least 12 credits for undergraduate students and 6 credits per term for graduate students
 4. Apply for extension of stay when necessary
 5. Obtain prior approval each time the student leaves to travel outside of the United States from the Enrollment Specialist
 6. Follow procedures to continue from one education level to another and/or transfer
 7. Obtain authorization prior to accepting any employment
 8. Report immediately any change of residence to the Enrollment Specialist
- Once enrolled, all concerns having to do with immigration and other legal matters should be directed to the Record's Office. For other concerns, such as adjustment and cultural issues, assistance is available through the Student Affairs Division.

Instructional Support

Instructional Support

Instructional support services are available to support all on-ground, hybrid, and online courses. Services include assistance with instructional design, graphics, and some video and audio support. Assistance and training for Canvas, the University's Official Learning Management System along with associated tools for instructional technology purposes are available.

Library

Library

Sullivan Family Library provides support to curricular programs and extracurricular interests of students. The library holdings include books and journals in both paper and electronic formats and a media collection of DVDs and CDs. The library also subscribes to a large number of research databases, including academic film collections available online.

Electronic format resources are available on- or off-campus with proper authentication as a Chaminade student, faculty, or staff member. The library provides computer workstations equipped with a variety of software programs, as well as wireless network access. Laptops are available for use in the library. Study rooms are available for group use.

Veterans Affairs

Veterans Affairs

The Chaminade school certifying officials, under the guidance of the Department of Veterans Affairs, certify enrollment for all students eligible to receive educational benefits under Chapters 30, 31, 33 and 35 of Title 38, U.S.C. and Chapters 1606 & 1607 of Title 10, U.S. C. To request enrollment certification, VA students must submit form CUH 29A for each term/semester that the student is enrolled in.

General Education Requirements

General Education Requirements

Foundation Skills (22-23 semester hours)

The foundational skills ensure that students meet the general competencies associated with written and oral communication, critical thinking, information literacy, quantitative reasoning, and knowledge of beauty and creativity. These are the fundamental skills needed by students for successful careers, citizenship, and further educational endeavors.

The major and minor fields of study differ in mathematics requirements. Some majors require a single course; others require a sequence.

MA102 is a developmental mathematics course and does not satisfy the terminal mathematics requirement for any major at Chaminade either online or on-ground.

Track A: General Mathematics. Terminal Requirement: MA 100

This track will satisfy the requirements in most areas in Humanities and Social Sciences and provides a basis in symbolic reasoning essential to descriptions of relationships and patterns in nature. This track will satisfy the math prerequisite required for the baccalaureate degrees in Nursing, Criminology and Criminal Justice, English, Historical and Political Studies, Environmental + Interior Design, Psychology, Religious Studies, Environmental Studies and Social Studies. Consult specific program requirements.

Track B: Algebra preparation for non-science majors. Terminal Requirement: MA 103

This track will satisfy the math general education requirement for the baccalaureate degrees in Accounting, Business Administration, Management, Behavioral Sciences and Environmental Studies.

Track C: Early Childhood & Elementary Education. Terminal Requirement: MA 105

This track will satisfy the requirements for teaching of mathematics at the Early Childhood and Elementary Education level and provides a basis in symbolic reasoning essential to descriptions of relationships and patterns in nature. Consult requirements for Education programs.

Track D: Calculus series for science majors. Terminal Requirement: MA 210 or MA331.

Students whose majors require this terminal course should follow a sequence of MA104, MA110, MA210. Environmental Science students may elect MA210 or MA331 as their terminal mathematics requirements.

MA210 will satisfy the general education mathematics requirement in Biology, Biochemistry, Data Science and Forensic Sciences. These majors require additional mathematics courses to graduate. In addition to MA210, MA 211 is required for Biology, Biochemistry or Chemistry majors. In addition to MA210, MA211 or MA331 is required for Forensic Science students (students should consult their advisor to select the correct path based on career and graduate school planning). In addition to MA210, Data Science students are required to take MA331. Majors may have other mathematics or statistical requirements and students should consult the catalog.

Values (19 semester hours)

It is important that students leave Chaminade University with more than educational skills. Development of the whole person requires a values-based education. The Chaminade General Education program achieves this through six values based courses that intentionally align to the Marianist educational values and mission.

Capstone (3 semester hours)

The General Education capstone course enables students to solidify mastery of the foundational skills, Marianist and Native Hawaiian values and global awareness through a project based learning approach.

Core Curriculum Integrative Capstone (3 semester hours)

Total General Education Requirements: 44-45 semester hours

Course Numbering System

Course Numbering System

The following summarizes the number system:

Course Numbers Less than 100

Pre-college level, designed to support underprepared students and prepare them to succeed at college level courses. Available to those conditionally admitted to the University.

Course Numbers 100 to 299

Lower division level, designed specifically for Freshman or Sophomores. Available to any student; normally for Freshman and Sophomores.

Course Numbers 300 to 499

Upper level courses, designed for Juniors and Seniors. Must have completed both English 102 (EN-102) and Communication 101 (COM-101) with a C or better in order to register for any upper level course. Normally available to Juniors and Seniors.

Course Numbers 500 or above

Graduate level courses. Students must have earned a baccalaureate degree from an accredited institution and be admitted to a program.

Dean's List

Dean's List

At the end of the fall and spring semesters, a list of those full-time students who have attained a grade point average of at least 3.51 is published. Students in the Online and Military Base Undergraduate program terms carrying 12 or more semester hours for the combined summer/fall sessions or winter/spring sessions are eligible for inclusion on this list.

Degree Requirements

Degree Requirements

Consistent with its mission as a Catholic, Marianist institution, Chaminade University assists students to prepare themselves for life, service, and successful careers. The Chaminade experience assists each student to develop fully through a course of study grounded in the liberal arts. Chaminade students are prepared for a lifetime of learning about themselves, each other, and the world they live in through challenging discourse and exercise in diverse methods of inquiry, moral guidance and spiritual exploration and participation in the University's multicultural community. Undergraduate study at Chaminade University is structured in two parts:

1. A general education core of basic skills development and liberal arts inquiry foundational skills, values, and a capstone; and
2. Intensive study in a chosen field of concentration (the major).

All baccalaureate degrees require a minimum of 120 credits hours of course work with a minimum of 45 hours in upper division courses. Within these basic guidelines, the individual student, with the help of an advisor, selects a program of study appropriate to personal aspirations and interests. Chaminade University is committed to a broad liberal education for its students because such an education provides the foundation for lifelong personal growth, a foundation for a career which may include many job changes as the workplace changes, and the background which will allow students to rise to leadership positions in their chosen professional fields and in their communities. Outstanding professional training at Chaminade is complemented by continued reflection on questions of meaning, purpose, and value.

Core Curriculum Requirements

Basic Skill Requisite for University Dialogue

Certain fundamental skills deserve particular attention in the first year and throughout the curriculum. Entering students may be required to take placement tests to determine their competency in reading, composition, and mathematics. According to placement test scores SAT/ACT and high school grades, students are guided to the appropriate level in a sequence of English composition courses or to required developmental courses in reading and mathematics. All students are required to enroll in composition and speech courses until they have completed English 102 and Communication 101 with a grade of "C" or better. EN 102 and COM 101 are prerequisites for all upper division courses. The University-wide writing standards assure that students learn to write for a variety of disciplines and practice

and refine their writing skills throughout their years at Chaminade. The exercise of critical thought, practice in oral and written expression, as well as exploration of moral and spiritual issues is integrated into all programs of study.

Writing Proficiency

Writing is an integral part of academic life at Chaminade. Students are expected to write prose that is correct and appropriate to their purpose and audience. Furthermore, by the time of graduation, students are expected to be able to demonstrate competency in communicating in writing to both specialists in their field and to the general public. To this end, all appropriate courses at Chaminade have writing requirements. The sequence of writing courses is designed to assure that all Chaminade students meet these degree requirements.

The University requires all students to do the following:

- Complete EN 102, Expository Writing, with a grade of “C” or better.
- Complete additional writing requirements specified by faculty in their major discipline.

All students entering Chaminade are placed in the appropriate level of the composition sequence. Students then progress through the composition series until they have completed EN 102.

Exemption from EN 102 may be granted to those who have completed a college-level English composition course at a previous college with a “C” or better, and the course has clearly included, as evidenced by catalog description, research techniques and the completion of a research paper. Either the catalog description or copy of an acceptable graded research paper must be presented for evaluation within the first semester at Chaminade. If this requirement has not been met, EN 102 must be taken within the first two semesters at Chaminade.

General Education

The General Education program at Chaminade University has been thoughtfully crafted to enhance foundational skills and values so that students leave Chaminade ready for successful lives, service, and careers. The program gives students the foundational skills needed to be competitive in an everchanging world while also developing the whole person who is grounded in values that prepare them for life, service, and successful careers. These skills and values will allow students to discern essential problems through a variety of disciplinary lenses, develop core educational competencies, and values that engender productive and collaborative exchanges with a diverse body of actors.

There are three main elements of the Chaminade General Education requirements, including Foundational Skills, Values, and the Capstone course. General Education requirement courses must be taken for a letter grade and a minimum of 3 credits each, with the exception of lab courses which are one credit courses (but must be taken alongside the 3

credit course). The total credit units required for the Chaminade General Education is 44-45 credits. The General Education program at Chaminade has been thoughtfully crafted to enhance foundational skills and values so that students leave Chaminade ready for successful lives, service, and careers.

Students who entered Chaminade prior to the Fall 2020 term are subject to the general education requirements outlined in prior catalog years. Transfer students who come to Chaminade with an associate or bachelor degree OR who have otherwise completed general education requirements from an accredited institution will receive a waiver of Chaminade General Education requirements. Note that all students must still meet a minimum of 120 credits in order to satisfy bachelor's degree requirements (some programs require more than 120 credits) or 60 credits to satisfy associate's degree requirements. Courses taken for fulfillment of the General Education may also count towards major requirements.

The Undergraduate Major

Chaminade students choose a major program of study from 24 different fields. All majors require a minimum of 24 credit hours in upper division courses. Some degrees require considerably more. Such in-depth study prepares students for meaningful careers and graduate work in the field. At least half of the courses required in the major must be completed in residence at Chaminade University.

Electives

A student's liberal education continues through the undergraduate program by elective courses outside the major discipline. These elective courses may be as varied as students' interests or may be concentrated into a second major or a minor program.

Minor

A minor may be earned in a variety of disciplines. To earn a minor, at least half of the requirements for the minor must be earned in residence at Chaminade University.

General Education Requirements for Associate Degrees

| FOUNDATION SKILLS - 22 CREDITS | | |
|--------------------------------|---------|---|
| Life Skills & College Success | CUH 100 | 1 |
| Writing | EN 100 | 6 |
| | EN 102 | |

| | | |
|---|---|-----|
| Quantitative Skills | MA 100, 103, 104, 105 | 3 |
| Oral Communication | COM 101 | 3 |
| Quantitative Reasoning | CS 201, 202, DS 101, ENV 115/L, ENV 201/L, BI 110/L, 131/L, 250, MA 305 | 3-4 |
| Critical Thinking | AN 200, EN 256, ENV 100, GEO 102, 103, HI 151, PH 100, POL 111, 112 RE 103 | 3 |
| Knowledge of Beauty & Creativity | AR 103, 201, 202, 250, 255, EID 216, ENV 400, PAR 201, 205, 210, | 3 |
| VALUES (STUDENTS MUST TAKE 2 COURSES FROM ANY OF THE CATEGORIES BELOW) - 6 CREDITS | | |

| | | |
|---|--|------------------------------|
| Education for Adaptation & Change | COM 205/L, 310, EN 201, 255, ENV 400, HI 151, 201, 202 | |
| Education for Service, Justice & Peace | COM 200, ENV 400, SO 200, ENV/RE 431, RE 390 | |
| Education in the Family Spirit | BU 200, PSY 458 | |
| Integral (Holistic Education/Global Awareness | AN 200, COM 310, GEO 102, 103, HI 151, RE 460, RE 357 | |
| Education for Formation in Faith | RE 301, 308, 314, 326, 338, 346, 371 | |
| Catholic Intellectual Tradition | RE 205, 211 | |
| TOTAL | | 28 semester hours |

Associate of Arts (A.A.)

The Associate of Arts degree requires the completion of a minimum of 60 semester hours of credit with a GPA of at least 2.0 (C) for all work completed at Chaminade. The degree also requires completion of the general education core for Associate's degrees. At least 15 semester hours of course work must be completed at Chaminade; if there is a concentration

then at least half of the courses in the concentration must be taken at Chaminade. Students who intend to go on to the baccalaureate degree should select electives which fulfill pre-major and general education requirements which prepare the student to satisfy the additional requirements for the higher degree. Areas of emphasis are offered in Business Administration, Environmental + Interior Design, and Liberal Arts.

Associate of Science (A.S.)

The Associate of Science degree requires the completion of a minimum of 60 semester hours of credit with a GPA of at least 2.0 (C) for all work completed at Chaminade. The degree also requires completion of the general education core for all Associate degrees. At least 15 semester hours of course work must be completed at Chaminade; if there is a concentration then at least half of the courses in the concentration must be taken at Chaminade. At least 50 percent of the science concentration credits must be taken at Chaminade. Students who intend to go on to the baccalaureate degree should select electives which fulfill pre-major and general education requirements which prepare the student to satisfy the additional requirements for the higher degree. Areas of emphasis are offered in Criminology and Criminal Justice, Early Childhood Education, and Natural Sciences.

Early Alert

Early Alert

By the fourth week of instruction or the equivalent, early alert reports are issued for students who are officially registered but not attending class or are not doing satisfactory work. A student who has received an early alert has the option of withdrawing from the course without grade penalty provided the withdrawal occurs within established deadlines.

Fulfilling Multiple Requirements

Fulfilling Multiple Requirements

Using a single course to fulfill more than one requirement

The following policies address if a single course is permitted or prohibited to fulfill more than one requirement.

Lower Division Courses and Major/Minor Prerequisites

Chaminade's general education requires a variety of lower level courses. In some cases more than one course fulfills the requirement. In such a case the major and/or minor fields of study may specify an option as a prerequisite and it fulfills both the pre-major/minor requirement and the core curriculum requirement. Example: The Environmental + Interior Design Major may specify AR 201 Survey of Art I, or AR 202 Survey of Art II as a pre-major requirement. Students who take this course will also fulfill the three hours of the Fine Arts requirement.

Upper Division Courses and Major/Minor Requirements

It is likely that certain courses required for a particular major will also satisfy a general education requirement. Students may use such classes as requirements for their general education in addition to major or minor requirements.

Grading

Grading

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

| LETTER | DESCRIPTION |
|--------|---|
| A | Outstanding scholarship and an unusual degree of intellectual initiative |
| B | Superior work done in a consistent and intellectual manner |
| C | Average grade indicating a competent grasp of subject matter |
| D | Inferior work of the lowest passing grade, no satisfactory for fulfillment of prerequisite course work |
| F | Failed to grasp the minimum subject matter; no credit given |
| W | Withdrawl before published deadline |
| I* | Issuance is not automatic. At the discretion of the faculty member. May be assigned to a student who has successfully completed with at least a passing grade, a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. |
| IP | In progress; primarily used for thesis completion or practicum completion |
| AU | Audit |
| CR** | Credit |
| NC | No credit |

***Incomplete Coursework**

When submitting a grade the “I” must be accompanied by the alternative grade that will automatically be assigned after 90 days. These include IB, IC, ID, and IF. If only an “I” is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term. This limit may not be extended.

****Credit/No Credit**

The credit/no credit option enable students to elect courses of interest without grade penalty. This option applies only to elective courses. General education requirements may not be fulfilled by courses taken credit/no credit. Some major requirements are delivered as credit/no credit. In cases such as required practicum and these courses that are usually graded Credit/No Credit, a student may request to be graded. This option is allowed if the student requests the graded option prior to taking the class and the teacher responsible for the grade agrees to the student proposal. One course per semester may be elective on Credit/No Credit for a maximum of eight courses. This election is an addition to courses where only that option is available. Since credit will be given for the lower passing grade of D, most institutions will not accept these courses taken on Credit/No Credit on transfer. The deadline for applying for the Credit/No Credit option is listed in the University Calendar. Instructors are not notified when a student has exercised this option.

GRADE REPORT

Grades will be made available online at Chaminade’s website, portal.chaminade.edu, at the end of each semester or Online and Military Base Undergraduate program term. Questions about a particular grade should be addressed to the instructor. Any suspected error in the grade should be reported to the Records Office as soon as possible. The time limit for any grade change is six months from the end of the semester. Each semester hour for which an A is earned carries four grade points; a B carries three grade points; a C carries two grade points; and a D carries one grade point.

GRADE POINT AVERAGE

The student’s academic standing is indicated by a grade point average, determined by dividing the total number of grade points earned by the total number of credit hours the student has attempted at Chaminade. Courses taken on a Credit/No Credit basis are not included in the grade point average computation. If a course is repeated to improve a grade, the highest grade is used in calculating the grade point average.

REPEATING A COURSE

A student may repeat a course regardless of the previous grade(s) received. All grades will be recorded on the student’s transcript. The best grade will be used in computing the grade point average. Credit is awarded only once. The Credit/No Credit option is not allowed for repeated courses.

Graduation

Graduation

CLEARANCE FOR GRADUATION

Clearance for Graduation is due one year prior to the desired graduation date. The clearance is not official until it has been reviewed and approved by the Records Office. Undergraduate students should obtain clearance for graduation at least two semesters prior to the intended graduation date. Students in the Online and Military Base Undergraduate program should obtain clearance for graduation preferably within three semesters but no later than two semesters prior to the intended graduation date.

To be cleared for graduation, a student must have a minimum cumulative GPA of 2.0 and the necessary GPA required in the major. Some majors require a GPA higher than 2.0 for courses taken in the major.

PETITION FOR GRADUATION

A petition for graduation must be filed at the Records Office no later than the deadline specified in the current academic calendar. A clearance for graduation form must be completed before the petition and graduation fees are accepted.

Attendance at commencement is optional. A petition must be filed and the graduation fee must be paid before the degree will be conferred or a diploma issued.

COMMENCEMENT

Commencement exercises are held in May of each academic year. Conferral of your degree is contingent upon the successful completion of all graduation requirements as noted in the catalog. In order to participate in the commencement exercises, the student must have earned the requisite credits or be currently enrolled in their remaining required courses immediately prior to Commencement. Please note, for May Commencement, students may be enrolled in Spring Evening and/or Summer 1 Day semester to complete requirements.

HONORS

Candidates for a bachelor's degree who have completed at least 60 semester hours with letter grades at Chaminade University may be awarded the following honors at graduation: Cum Laude with a cumulative GPA of 3.51, Magna Cum Laude with a cumulative GPA of 3.76, and Summa Cum Laude with a cumulative GPA of 3.96.

Candidates for a bachelor's degree who have completed 30 but less than 60 semester hours with letter grades at Chaminade University and who have cumulative GPA at least 3.51 may be graduated with Distinction. Normally, courses such as Student Teaching are conducted

on a Credit/No Credit basis; however, students wishing to have these credits included for Honors consideration may opt to have these courses conducted on a graded basis. The election to have these courses graded must be made prior to the beginning of the semester and be approved by the instructor.

For candidates to be announced at Commencement as having received an academic honor, they must have met the requirements indicated in the paragraphs above prior to the time Commencement arrangements are finalized. Grades or credits anticipated in the semester in which one is enrolled immediately prior to Commencement or which one will complete after Commencement are excluded from consideration for the purposes of determining the announcement of honors at Commencement. The transcript of a graduate will reflect the official record of any academic honors.

AWARDS

Outstanding Student awards are presented to graduating seniors on the basis of leadership, scholarship, and service. Special awards and departmental awards for outstanding scholarship are presented at the semi-annual Awards Ceremony conducted during commencement week.

Registration

Registration

Registration of new students takes place after acceptance and concludes during the week prior to the beginning of instruction. Advance registration is conducted for currently enrolled students in the preceding semester. Late registration is permitted only during the first week of instruction and may be subject to a late registration fee. Registration is not complete until all fees and tuition have been paid, and health clearance requirements are met.

PROGRAM APPROVAL

Prior to registration, students must obtain an advisor's approval for their selected courses. Students who have officially declared a major obtain program approval from their designated program advisors. Other students obtain approval from an assigned advisor through the Office of Advising and Career Development.

ADD/DROP

The add/drop period for each semester is posted in the academic calendar online and in the Chaminade University catalog. It is generally during the first week and a half for the fall and spring day semesters, and during the first week for Online & Military Base Undergraduate semesters. Students can add and drop courses through the Chaminade University portal during the add/drop period, or by visiting an advisor. Day Undergraduate students are welcome in the Office of Advising and Career Development in Clarence T.C. Ching Hall, Room 252, for any advising and registration questions. Online undergraduate students including those enrolled in Chaminade classes on a military base may seek guidance from the on-campus advising team or the advisor located on either the Pearl Harbor, Schofield or Tripler base office. If you are receiving federal financial aid and drop below full time during the add/drop period you are required to notify the financial aid office.

MAXIMUM STUDENT LOAD

The maximum student load per term is 7 semester hours for a 6-week summer session, 13 semester hours for a 10-week term, and 19 semester hours for a regular 16-week undergraduate semester or concurrently when sessions overlap. This load includes all courses taken concurrently at Chaminade and other institutions. On the recommendation of the student's advisor, any student with a minimum 3.0 GPA may request an exception to this rule from the Provost.

PREREQUISITE COURSES

Prerequisite courses are those courses which are required to be completed prior to enrollment in more advanced courses in order to afford reasonable expectation of student

preparation for successful attainment of course objectives. A grade of “C” or above is required to satisfy prerequisite courses. In some cases students may have attained sufficient preparation for success through other life learning and may petition the division dean, academic advisor or class instructor for a prerequisite waiver. Students should be fully prepared to provide the instructor with compelling evidence of such prior preparation. In order for students without documentation of the required prerequisite course work to register for more advanced courses, they must initiate a prerequisite waiver through the Office of Advising and Career Development, located in Clarence T.C. Ching Hall, Room 252. This prerequisite waiver needs to be approved by Instructor, Dean, and Provost. If all approve, the Records Office will register the student for the requested course pending enrollment availability. Please note, the prerequisite being waived may still need to be completed in the future, depending on your degree requirements.

DAY UNDERGRADUATE ENROLLMENT FOR ONLINE & MILITARY BASE UNDERGRADUATE COURSES

DUG students wishing to enroll in Online and Military Base Undergraduate program courses must complete a registration form through the Office of Advising and Career Development. Immediate registration is permitted in Online and Military Base Undergraduate program courses provided the undergraduate student is a graduating senior or required classes for financial aid purposes. All other eligible undergraduate students will be permitted to register per the following:

- For Online and Military Base Undergraduate program fall and winter terms, day undergraduate students may register for classes one business day before the start of the Online and Military Base Undergraduate program term. DUG Advisor and Online and Military Base Undergraduate program approvals are needed for these terms.
- For Online and Military Base Undergraduate program spring and summer terms, day undergraduate students may register at the start of the Online and Military Base Undergraduate program registration period. DUG Advisor and Online and Military Base Undergraduate program approvals are needed for these terms.

ENROLLMENT AT OTHER INSTITUTIONS

On the recommendation of the student’s advisor, a student may be authorized to enroll concurrently at another institution. Each institution may impose conditions on Chaminade students enrolling concurrently. Generally students must meet application deadlines and qualify for admission as unclassified students. Online and Military Base Undergraduate program students must obtain written authorization from the Registrar.

AUDITORS

Classified and unclassified students desiring to audit classes must obtain the written permission of the instructor. With the instructor’s consent, auditors may participate in class

discussion and submit assignments, but no credit for the course will be given. Auditors pay half the tuition and the same fees as other students. Forms for this purpose are available from the Records office.

Students who wish to change enrollment from audit to credit may do so within the add/drop period of the term. Students who wish to change enrollment from credit to audit may do so until the deadline for withdrawal, provided they have their instructor's permission.

INDIVIDUALIZED STUDY

An Individualized Study is an existing, approved course offered by a faculty member for one student. The material covered in the Individualized Study is identical to that covered in the course when it is presented in the traditional manner. A student may request an Individualized Study only when there is a need to fulfill graduation requirements and the course is not offered in the regular schedule due to insufficient enrollment or other extenuating circumstances. An Individualized Study must have the approval of the Provost. If the student is paying full tuition for a regular day semester, the tuition will cover one such course without additional payment.

DIRECTED STUDY

A Directed Study is study of or research on a topic of special interest to the student electing the directed study. A faculty member in the appropriate discipline who agrees to be the student's mentor in the work is the director for the study. The material covered in a directed study is not covered by any existing, approved course. The Provost must approve a directed study.

Student Classification

Student Classification

- Unclassified students, although registered for credit, are not candidates for a degree.
- First Year students are those who have completed fewer than 30 semester hours.
- Sophomores are those who have completed 30 to 59 semester hours.
- Juniors are those who have completed 60 to 89 semester hours.
- Seniors are those who have completed at least 90 semester hours.
- Auditors are qualified students who are permitted to attend classes with the written permission of the instructor. Auditors receive no credit and may participate in class discussions only within prior permission of instructors

Full-time undergraduate students are those who are enrolled in the 16-week day sessions for 12 or more semester hours or are enrolled in a combination of 16-week day session classes and Online & Military Base Undergraduate classes for 12 or more semester hours. Full-time Online & Military Base Undergraduate students are those who are enrolled exclusively in the 10-week sessions for 9 or more semester hours.

Part-time undergraduate students are those who are enrolled in the 16-week day sessions for 11 or fewer semester hours, or are enrolled in a combination of 16-week session classes and Online & Military Base Undergraduate classes for 11 or fewer semester hours. Part-time Online & Military Base Undergraduate students are those who are enrolled exclusively in the 10- week sessions for 8 or fewer semester hours.

Classified students follow an organized program of study leading to a degree and are subject to regulations and requirements of the program of study.

FULL-TIME STATUS

Full-time students are those who are enrolled in the 16-week day sessions for 12 or more semester hours or are enrolled in a combination of 16-week day session classes and Online & Military Base Undergraduate classes for 12 or more semester hours. In the Online & Military Base Undergraduate program, full-time students are those enrolled in the 10-week term for 9 or more semester hours.

Transcript

Transcript

A transcript of the student's permanent record is issued only with the written and signed authorization of the student or through court order.

Each transcript includes the student's complete academic record at Chaminade. Therefore, official transcripts of credit earned at other institutions become a part of the student's permanent file and are not given or released to any other person or institution. A student may be allowed to view a transcript of their permanent record from another university or college; however, no paper copies or photos will be allowed.

A transcript is official only if it bears the signature of the registrar. Transcripts issued directly to the student will bear the statement "Issued to Student".

Students who have not satisfied their financial obligations (including tuition, traffic and parking fines, library fines, laboratory breakage charges, etc.) may be denied further registration, release of their diploma, or transcripts of their records.

Withdrawals

Withdrawals

WITHDRAWALS FROM COURSES

Withdrawals prior to the established deadline for each semester may be made without grade penalty. The notation “W” is recorded. The student is ultimately responsible for withdrawing from class when appropriate and can do so by emailing the Records Office at records@chaminade.edu from their Chaminade email. Student should indicate their intent to withdraw, their name, Chaminade ID number, and specific course(s) they wish to be withdrawn from.

Students in the Undergraduate Program may Withdraw without Record from a course until the last day of week 5 of a 15 to 16 week semester. Students in the Online and Military Base Undergraduate program may Withdraw without Record until Wednesday of week 3 of a 10-week term. In the case of undergraduate courses of other lengths, the last date of withdrawal will be set at the corresponding point of the term, that is, when the course is approximately 25 percent complete. If a student withdraws by this date, the course does not appear on the student’s official transcript. The deadline for withdrawal will be listed in the term schedule of courses.

Only when the student presents written evidence such as military orders or other reasonable justifying documentation for post-deadline withdrawal will the request be approved. If the withdrawal is requested for medical reasons, the student will be referred to the Dean of Students.

WITHDRAWALS BY NURSING PROGRAM STUDENTS

Nursing majors may only withdraw from a nursing course one time and then must successfully complete the course with a grade of C or better to progress in the Program. Individual circumstances may be subject to review by the Office of the Dean for additional considerations.

WITHDRAWALS BY INSTRUCTOR

Students who miss two consecutive weeks of class, prior to the withdrawal deadline, may be withdrawn by the instructor. The instructor may initiate the administrative withdrawal for the student by emailing the Records Office at records@chaminade.edu from their Chaminade email. Instructors should indicate the name of the student to be withdrawn, the student’s Chaminade ID number, and specific course(s) they wish the student to be withdrawn from. Withdrawals are only effective for tuition refunds when initiated by the

student during the refund periods and in accordance with the appropriate refund schedule. The student must obtain written permission from the instructor to be re-enrolled in a class from which the student has been withdrawn.

WITHDRAWALS BY UNIVERSITY ADMINISTRATION

If the instructor does not confirm that the student is academically engaged in a course by the fourth week of class, the person claiming the federal tax deduction, if known, will be notified of the situation. If the situation is not resolved by the end of the fifth week, the student will be administratively removed from the class. Please note that this will have the same effect on financial aid as a voluntary withdrawal.

WITHDRAWALS FROM THE UNIVERSITY

Complete withdrawal from the University for Day Undergraduate students may be initiated through the Office of the Dean of Students, the Office of Advising and Career Development, or the Records Office. A University Withdrawal form will need to be completed and an exit interview with the Dean of Students is required. The University Withdrawal form can be found on the Chaminade Portal under “Student Forms” or a hard copy may be picked up in any of the aforementioned offices on the main campus. Withdrawal from the university becomes official only after the student has submitted a completed Withdrawal form, signed by the appropriate personnel, to the Records Office. Withdrawals past the allowed University deadline will be permitted only for serious reasons, and with the approval of the Provost. Refer to the current Academic Calendar for these dates.

WITHDRAWALS FROM THE UNIVERSITY FOR MEDICAL REASONS

Medical withdrawals from the University are intended to allow a student sufficient time away from campus for a sustained recovery and/or stability and for activities that contribute to a successful return.

A student may request and be considered for a medical withdrawal from the University due to physical and/or mental health reasons from the University during any period in an enrolled semester when a condition prevents a student from continuing his/her studies. If approved, a complete withdrawal is granted for a minimum of one full semester or term. A student who medically withdraws in good standing will be re-admitted following the procedures below with the approval of the Dean of Students. The student must complete and submit a Withdrawal from the University form, to be approved by the Dean of Students. Please note that the medical withdrawal process does not dismiss/waive any legal, disciplinary, housing, meal plan, or other student responsibilities to the university.

Undergraduate and graduate students receiving any financial aid or scholarships should consult with staff in the Office of Financial Aid about the potential financial impact of withdrawing.

Documentation

Documentation of the serious nature of the medical and/or mental health condition must be provided to the Dean of Students from a licensed or board certified physician, psychologist, and/or psychiatrist. This assessment or letter must support the student's claim that the medical/mental health condition precludes class attendance and performance of academic work.

Documentation must be dated concurrent with the semester in which the Medical Withdrawal is being requested. When it is for a mental health reason, a recommendation from Chaminade University's Counseling Center may also be required by the Dean of Students.

To be considered for a medical withdrawal, a student must submit all required documentation within 30 days of the original request.

If a medical withdrawal is granted before the end of add/drop and/or withdrawal periods, the course withdrawal policy will apply. If the medical withdrawal occurs past the withdrawal period, a W will be recorded unless the student is willing and able to negotiate completing the courses using another modality such as online courses.

Financial Implications

Room and board refunds for Medical Withdrawals during the semester will be in accordance to the University's Refund Policy listed in the Student Handbook. Fees are non-refundable per University policy.

Exceptions to the Refund Policy will be assessed and a decision may be made by Dean of students in consultation with the Financial Aid and Business Offices. No tuition refunds will be granted if the student earns any amount of credit(s) for the semester.

Re-admission Process

The student must apply for re-admission through the Office of the Dean of Students. The student must submit a completed Medical Leave Re-admission Packet or other required documentation as stated in the letter to the student upon withdrawal. The Packet can be obtained through the Office of the Dean of Students and contains the following:

1. Student Questionnaire which must be completed by the student and submitted to the Dean of Students.
2. Healthcare Provider Report which must be completed by and received directly from a licensed or board certified physician, psychiatrist, and/or psychologist 30 prior to the student's/client's requested re-entry date to the University

Advising and Career Development

Advising and Career Development

The Office of Advising and Career Development is responsible for:

- Assisting first-year students in bridging the gap between high school & college, and assisting transfer students to easily transition into a different university and different experience
- Assisting students with course registration, adding or dropping classes during the add/drop period of each semester, and withdrawing from classes when appropriate
- Providing information and assistance to students regarding their academic progress
- Assisting students with exploring career options, declaring a major field of study, and developing the skills necessary to lead successful careers
- Providing alumni with resources and assistance to determine and reach their career goals
- Proactive outreach and advising for students who are struggling academically, and referring them to resources that will help them succeed
- Providing free tutoring services, both in-person and online, for current CUH students
- Fostering the development of the students' global perspectives by providing opportunities for students to participate in Study Abroad experiences
- Supporting students in their personal development through workshops and one-on-one advising

Tutoring Servies

Tutoring Services

All Chaminade undergraduate students are eligible to receive free tutoring through Kōkua Ike: Center for Student Learning. Kōkua Ike. Provides in-person tutoring with student or professional tutors. Appointments are scheduled via an online appointment system. Students seeking more information and wanted to schedule appointments should stop by Kōkua Ike, located in the Student Services Building, call the Tutor Coordinator at 808-735-8305 or email tutoring@chaminade.edu. Graduate students are also eligible for tutoring in certain subject areas. Please call 808-735-8305 for further information.

All Chaminade students have access to Smarthinking, an online tutoring resource. Students may access Smarthinking through the university's learning management system. Please call 808-735-8305 for further information.

New Student Orientation

New Student Orientation

New Student Orientation is an opportunity to be introduced to the Chaminade University community and campus. Sessions and activities target first-year, transfer, and exchange students and are designed to provide a foundation for a student's academic & social success by linking individuals to campus services and resources. Orientation programs begin four days prior to the start of classes in the fall and spring semesters. All incoming students entering in the fall semester are charged a matriculation fee to help defray the costs of activities and meals during orientation, and full participation is mandatory. Failure to attend may result in missing out on important information critical to your success at the University. For more information, please email advising@chaminade.edu.

Campus Ministry

Campus Ministry

Through its Campus Ministry Program, Chaminade University seeks to preserve and foster the Catholic, Marianist values that are part of our history and tradition. It does this in the ecumenical spirit articulated by the Roman Catholic Church in Vatican II.

These values are fostered through the involvement of students, faculty, and staff in its programs. Programs include opportunities for a full liturgical and sacramental life, prayer, social outreach, community service, retreats, spiritual counseling, and a deeper involvement with the issues facing the human community. Through all its programs, Campus Ministry promotes a spirit of faith and service.

Early Childhood Montessori Lab School

Early Childhood Montessori Lab School

The L. Robert Allen Montessori Laboratory School on campus brings to life Father Chaminade's vision of a Christian education "from the cradle to the grave." The school serves as a laboratory providing intern experiences for the Montessori and teacher Education programs as well as research opportunities for faculty and students in other programs.

Experiential Honors Program

Experiential Honors Program

At Chaminade, we believe those words—written by celebrated Marianist educator Father Domingo Lazaro more than a century ago—stand true today. In fact, Chaminade’s Experiential Honors Program, debuting in 2020, was built on the theory that hands-on learning, with real-world experiences that challenge and inspire, are the lessons we truly grow from.

And that goes for all types of learning, including learning to be an environmental policy ambassador, an entrepreneur, a healthcare innovator or a civic leader— the four Experiential Honors tracks we offer exceptional students who are selected for this competitive, space-limited program based on their strong academic and extracurricular records.

| 4 HONORS TRACKS, 1 HONORS PROGRAM | | |
|---|--|--|
| Environmental Sustainability: Ambassadors track | | |
| Hogan Entrepreneurship: Fellows track | | |
| Healthcare Innovation: Scholars track | | |
| Civic Leadership: Advocates track | | |

This honors program is about helping students to make positive change in the world. Our dynamic, interdisciplinary curriculum ensures you’ll be putting your learning into action with:

- Field experiences and rigorous research projects
- Fully sponsored study trips overseas meant to broaden your perspectives
- Mentorships and collaborations with leading experts, community stakeholders and senior executives
- Priority registration to ensure your schedule allows for optimal planning of your coursework
- A dedicated academic advisor and career development mentor

First Year Experience Seminar (CUH 100)

First Year Experience Seminar (CUH 100)

Chaminade University realizes the importance of supporting students in their transition from high school to college. Therefore, all first-year students entering in the fall semester are enrolled in CUH 100. This is an incoming student only, one-semester-hour seminar course, which provides an introduction to the nature of a university education, the distinctive features of Chaminade, and a general orientation to the functions and resources of the University. The course is designed to help new students adjust to the university, gain a better understanding of the learning process, develop critical thinking skills, and focus on career exploration. The course provides a support group in this critical first year by examining problems common to this type of student population. CUH 100 is conducted in small groups by either faculty or administrative personnel accompanied by a peer mentor

Honor Societies

Honor Societies

Delta Eta Chapter of Pi Lambda Theta, founded in 1910, is an international honor society and professional association in education that honors excellence and fosters leadership skills and values. Membership is open to students and professionals who have met specific academic requirements (3.5 GPA) or who have achieved certification by the National Board for Professional Teaching Standards. Members can draw on a network of colleagues for professional support and friendship before graduation, throughout a career, and after retirement.

Gamma Chapter of Delta Delta Epsilon, an international honor society for students of the forensic sciences, The activities of this society are designed to stimulate academic achievement, promote community understanding, and advance the fields of forensic science. Membership is open to students enrolled in the forensic sciences degree program that have completed 45 credits toward this degree, have a minimum 3.3 GPA, and rank in the top 35 percent of their class.

Iota Gamma Chapter of Alpha Phi Sigma, a national honor society for criminal justice, recognizes exceptional scholarly ability among students who have declared a major or minor in a criminology or criminal justice discipline. To be eligible, a candidate must have completed one-third of the credit hours required for graduation with a minimum of four courses in criminology and criminal justice, a 3.2 GPA, and rank in the top 35 percent of his or her class.

Iota Xi Chapter of Sigma Tau Delta, the national English honor society, has as its motto, "Sincerity, Truth, Design, "bespeaking purposeful dedication in life to the attainment of excellence. To be eligible, students must show excellence in written expression, have declared a major or minor in English, express through written work the ideals of truth and beauty, and rank in the upper third of their class.

Lambda Phi Chapter of Phi Alpha Theta, a national honor society for men and women majoring in history, recognizes and encourages excellence in the study of history. To be eligible, students must have junior standing or better, must rank in the upper 35 percent of their class, and must have had at least 12 semester hours in history with an average of B-plus in history courses and an average of B in two-thirds of their other courses.

Psi Alpha Chapter of Gamma Sigma Epsilon, a national honor society in chemistry, recognizes superior scholastic achievement of students (3.25 overall GPA and 3.50 GPA in Chemistry courses) majoring in Biochemistry, Forensic Sciences, Biology, and Pre-Med. In

order to be eligible, students are required to have completed a minimum of 16 credit hours in chemistry courses. Chaminade University has been a member of the chapter since 2007.

Psi Chi International Honor Society, in Psychology recognizes superior scholastic achievement of students majoring in Psychology. Membership is awarded to undergraduate students of good character who have declared their major in Psychology, have completed three semesters of study, completed nine credits in Psychology beyond PSY 101 and PSY 200 for a total of 15 credits, have a cumulative GPA of 3.0, a Psychology GPA of 3.5 and have completed a minimum of ten hours of verified community service or service-learning prior to Induction.

Sigma Theta Tau International, the honor society of Nursing, provides leadership, scholarship, and excellence in practice, education, and research to enhance the health of all people. The organization, founded in 1922, supports the learning and professional development of members who strive to improve patient care worldwide. Membership is conferred upon undergraduate and graduate nursing students who have met or exceeded rigorous academic standards and upon nurse leaders who have demonstrated exceptional achievements in nursing.

Internship Programs

Internship Programs

All fields of study at Chaminade encourage their students to apply their academic study to on-the-job experience. Faculty may ask students to work with a specific organization or students may develop internship possibilities on their own. Policies of each discipline as confirmed by faculty advisors determine the suitability of an internship and the amount of academic credit to be granted within the following University guidelines:

Purpose and Objectives:

- To provide an opportunity for students to apply their knowledge and skills in a professional environment
- To provide an opportunity for students to perform professional duties
- To provide students with professional supervision and criticism
- To provide an opportunity for students to develop contacts and references for future careers

Advising

Students in the internship program will have both a faculty advisor and a professional supervisor. The faculty advisor confers with the professional supervisor and determines the grade for the internship. While the specific duties of each internship will vary, the faculty advisor is responsible for ensuring the academic value of the work performed. The professional supervisor ensures that the student works in a professional atmosphere. The supervisor also guides, advises, and evaluates the intern's work, attitude, skills, knowledge, and training.

Prerequisites

Policies of each discipline as confirmed by the faculty advisor will determine the necessary prerequisites for a particular internship. Normally the intern should have at least junior level standing, but in special cases sophomores will be considered. Because each student who enters the internship program represents Chaminade in the community, the faculty advisor ensures that students who participate in the program have the academic training and dispositions necessary for the positions they will fill.

Minimum Requirements

Policies of each discipline as confirmed by the faculty advisor will determine the minimum requirements for an internship, including the number of on-duty internship hours. Generally, students who participate in the program for academic credit will be expected to analyze their experience in a paper or journal and have regular meetings with their faculty advisor.

Academic Credit

Policies of each discipline as confirmed by the faculty advisor decide the number of on-the-job hours required for academic credit. Also depending on the policies of each discipline as confirmed by the faculty advisor, the internship may be completed for a grade or for a Credit/No Credit option. Depending on the organization with which they work, students may or may not receive a salary for their internship experience.

Setting up an Internship

Students interested in Chaminade's Internship program should contact their program advisor or the internship coordinator in the Advising and Career Preparation Office.

Office of Alumni Relations

Office of Alumni Relations

The Office of Alumni Relations of Chaminade University continues lifelong relationships with graduates. The department serves the alumni of Chaminade by planning and implementing programs to connect with alumni through a variety of interest and activities. The annual reunion is one way for our alumni to come together with classmates and rekindle friendships and reminisce on memories. Alumni are also encouraged to share their career experiences and opportunities through Career Fairs and Career Services. The Office of Alumni Relations also serves the alumni by communicating through the university publications the goals and missions of the University.

Pre-Professional Programs

Pre-Professional Programs

Most professional schools such as law, medicine, or dentistry, recommend that applicants acquire a broad background in liberal arts subjects emphasizing critical thinking as a preparation for specialized study. For the areas of law, medicine, and dentistry, most of the students admitted to professional schools have completed a bachelor's degree. Students intending to apply to a specific school should tailor their programs to meet the entrance requirements of that school. Faculty members of the various disciplines can be of great assistance in the choice of courses. It is advisable for students to work toward the completion of a bachelor's degree in the event that they are not successful in gaining entry to a professional school.

Publications

Publications

Produced through the Office of University Communications and Marketing, *Chaminade Quarterly* exists as a way to highlight University endeavors, programs, faculty, students and alumni. For a hardcopy subscription contact Chaminade Quarterly at the following address: 3140 Waialae Avenue, Kieffer Hall, Honolulu, HI 96816 or email ucm@chaminade.edu. Copies may also be picked up on campus at the Office of University Communications and Marketing.

Aulama is a Chaminade literacy and art magazine written, edited, and illustrated by students under the direction of members of the English faculty.

Silversword is a student electronic newspaper. It is written, edited, and produced by students under the direction of members of the Communication faculty and is intended to give an in-depth focus on issues of student interest specifically.

Service Learning

Service Learning

Service learning helps to bridge the “real world” and the classroom. Research shows that service-learning is effective; it helps improve students’ grades, test scores, attendance, and self-confidence. It builds critical thinking and communication skills and fosters civic engagement, while allowing students to test and apply what they are learning in the classroom. Service-Learning is Chaminade’s Mission Statement in action. We seek to grow into Jesus’ spirit of service; His life was one of service to all humankind, with the imperative to love one another.

Key Elements at Chaminade, service learning is:

- Thoughtfully organized to address true needs in the community

- Offered through specific courses

- Integrated into the academic curriculum of a course, illuminating the practical applications of the material

- Includes structured means for reflection on the service experience

- Encourages active student involvement in the learning process

- Includes 10+ service hours, although grades/course points should be earned for the learning demonstrated through reflection (not simply for hours served)

<http://servicelearning.chaminade.edu/>

Study Abroad

Study Abroad

At Chaminade, we believe that studying in a foreign country is a highly desirable part of a 21st century education. Chaminade offers study abroad programs in over 20 different countries to students through various partnerships. Locations include but are not limited to: Argentina, Australia, China, England, France, India, Italy New Zealand, South Africa and Spain. Students can choose from either summer or semester programs. Minimum qualifications for students include: complete at least 30 credits prior to departure, maintain a cumulative GPA of at least 2.75 (GPA requirements may differ depending upon program), must be a current full-time CUH student (need to complete at least one semester at CUH prior to departure), and be in good personal standing (must not have any outstanding judicial issues). The costs vary depending on the program, and financial aid may be available. For further information, contact the Office of Advising and Career Development in Clarence T.C. Ching Hall, Room 252.

Study at Chaminade's Sister Universities

Study at Chaminade's Sister Universities

Chaminade University students have the opportunity to study for a semester at either of the other Marianist universities in the United States: the University of Dayton in Ohio or St. Mary's University in San Antonio, Texas.

Students wishing to study at the University of Dayton or St. Mary's University are responsible for meeting those universities' registration requirements and paying the home institution's tuition and fees. Chaminade's Institutional scholarship is portable when used at the University of Dayton in Dayton, Ohio or St. Mary's in San Antonio, Texas. Chaminade will give full credit for approved courses taken at the University of Dayton or St. Mary's University. Courses taken at the University of Dayton or St. Mary's University will be counted as Chaminade resident hours and included in the GPA calculations. Chaminade students must obtain course approvals in advance from their academic advisors at Chaminade to ensure that courses will count toward their majors and/or graduation requirements.

Advising- GR

Academic Advising

Upon acceptance into the graduate programs, new graduate students must schedule an advising appointment to meet with an assigned program Academic Advisor. An academic advising plan will be designed for the graduate student to follow. Any changes to the academic advising plan must be supported by the division academic advising office for approval.

Grading- Graduate and Doctoral

Graduate

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

| LETTER | DESCRIPTION |
|--------|---|
| A | Outstanding scholarship and an unusual degree of intellectual initiative |
| B | Superior work done in a consistent and intellectual manner |
| C | Average grade indicating a competent grasp of subject matter |
| D | Inferior work of the lowest passing grade, no satisfactory for fulfillment of prerequisite course work |
| F | Failed to grasp the minimum subject matter; no credit given |
| W | Withdrawal before published deadline |
| I* | Issuance is not automatic. At the discretion of the faculty member. May be assigned to a student who has successfully completed with at least a passing grade, a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. |
| IP | In progress; primarily used for thesis completion or practicum completion |
| AU | Audit |
| CR** | Credit |
| NC | No credit |

Final grades are issued at the end of each term. Address specific grade disputes directly with the instructor, preferably within six months. Any authorized grade changes must be submitted to the Records office to become official.

Students are required to maintain a program GPA of at least 3.0. Students whose GPA falls below 3.0 are placed on academic probation, and they have two terms to bring up their GPA or they may face dismissal from the program.

GRADE REPORT

Grades will be made available online at Chaminade's website, webportal.chaminade.edu, at the end of each semester or Online and Military Base Undergraduate program term. Questions about a particular grade should be addressed to the instructor. Any suspected error in the grade should be reported to the Records Office as soon as possible. The time limit for any grade change is six months from the end of the semester.

GRADE POINT AVERAGE

The student's academic standing is indicated by a grade point average, determined by dividing the total number of grade points earned by the total number of credit hours the student has attempted at Chaminade. Courses taken on a Credit/No Credit basis are not included in the grade point average computation. If a course is repeated to improve a grade, the highest grade is used in calculating the grade point average.

WITHDRAWALS FROM COURSES

Withdrawals prior to the established deadline for each semester may be made without grade penalty. The notation "W" is recorded. The student is ultimately responsible for withdrawing from class.

Students who fail to attend or log into classes in which they are enrolled may be dropped from the classes after the first week of the term. Drops are only effective for tuition refunds when initiated by the student during the add/drop period. Students who miss two consecutive weeks of class prior to the withdrawal deadline may be withdrawn by the instructor. A student seeking a post deadline withdrawal must do so in writing and provide written evidence, such as military orders, a doctor's signed statement, or other appropriate documentation of the extenuating circumstances warranting approval. Only when such evidence has been provided will such requests be approved.

To request to be withdrawn, students can simply email the records office, records@chaminade.edu from their Chaminade email, indicating the specific course(s) and term to be withdrawn from. If the student is unable to email from their Chaminade email, withdrawal forms may be obtained from the program office or the records office.

Doctoral

Chaminade University

Grades are calculated from students' daily work, class participation, quizzes, tests, presentations, reports, and final exams. Grade point equivalents (and grading scale values) and grade descriptors are presented below.

| LETTER | GRADE POINTS | GRADE SCALE VALUES |
|--------|--|---------------------------------|
| A | 4.00 | 93-100 |
| A- | 3.67 | 90-92 |
| B+ | 3.33 | 88-89 |
| B | 3.00 | 83-87 |
| B- | 2.67 | 80-82 |
| C | 2.00 | 70-79 (Failed- No credit given) |
| F | 0.00 | >69 (Failed- No credit given) |
| W | Withdrawal before published deadline | |
| I | Incomplete; The issuance of an "I" is at the discretion of the instructor. The grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 90 days). | |
| CR | Credit; Course is passed. | |
| PR | Progressing; Progress is being made toward the completion of the course (i.e., Practicum, CRP, Internship) requirements. Credit (CR) is given only when all requirements of the course have been met. | |
| NC | No Credit; Course is failed. | |

Students who fail a course (i.e., receive a grade of C, F, or NC) must repeat the course within twelve months and receive a CR or a grade of B or higher. If the failed course is an elective, the student must repeat that specific elective course. If that elective course is not offered, the student must pass an alternative elective course determined by the faculty.

Students will be dismissed after at least one of the following:

- Receiving two failing grades in the same course
- Receiving two failing grades in the same semester
- Receiving three failing grades throughout their course of study

As the doctoral coursework of the program is intensive, students are expected to attend every class. Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Graduation- GR

Graduation

CLEARANCE FOR GRADUATION

A graduation clearance is an agreement between the student, the student's faculty advisor, and the Registrar showing the courses needed to complete a degree. A minimum GPA of 3.0 is required. A clearance should be completed approximately one year, but no less than three terms, prior to graduation.

PETITION FOR GRADUATION

A petition for graduation must be filed at the Records Office no later than the deadline specified in the current academic calendar to avoid additional fees. A clearance for graduation form must be completed before the petition and graduation fees are accepted.

Attendance at commencement is optional. A petition must be filed and the graduation fee must be paid before the degree will be conferred or a diploma issued.

COMMENCEMENT

Commencement exercises are held in May of each academic year. Conferral of your degree is contingent upon the successful completion of all graduation requirements as noted in the catalog. In order to participate in the commencement exercises, the student must have earned the requisite credits or be currently enrolled in their remaining required courses immediately prior to Commencement.

Leave of Absence- GR

Leave of Absence

When circumstances require that a student interrupt his/her studies for two or more consecutive terms, the student must request a formal leave of absence from the program. The student must complete and submit the Leave of Absence form to their advisor or Program Director for approval. The student will be notified in writing of the decision. The student must notify the program office two months prior to resuming their studies to reactivate their records and schedule a meeting with their advisor. The time away from the program does not extend the maximum time frame of five years to complete the degree.

With approval, students are given up to 12 months or four consecutive terms leave of absence. An absence longer than 12 months will require the student to reapply. If readmitted, the student must fulfill any additional requirements of the new program. Re-admission includes: the online application, application fee, and two letters of recommendation.

If a formal leave of absence is not submitted, and the student wishes to resume the program after not taking classes for two or more consecutive terms, the student must reapply to the program following all application procedures.

Reapplication

REAPPLICATION AFTER DROPPING PROGRAM

Students who have not taken classes for two or more terms, and who did not request a leave of absence but wish to continue in the program, must submit a new application and all application components as posted on the Online and Military Base Undergraduate program webpage, along with a letter to the Director indicating the reason for the absence from the program and their intent to return to complete their degree. If accepted, returning students are subject to current program curriculum and requirements.

REAPPLICATION AFTER DISMISSAL

Students who have been dismissed from the program and wish to reapply may do so no sooner than one year after being dismissed and must submit an application, all application components as posted on the Online and Military Base Undergraduate program webpage, and substantiation of having met the terms of a remediation contract, if applicable. When the required documents have been received, the student must meet/interview with his/her advisor. After the interview, the faculty will meet to determine re-admittance. The student will be notified of the decision by letter. If accepted, returning students are subject to current program curriculum and requirements.

Registration- GR

Registration

The Graduate program on and off campus consists of four accelerated semester of approximately 10 weeks each, beginning in January, April, July, and October.

Prior to each semester or term, a schedule of courses is published listing the instructor and time for courses offered. During Online and Military Base Undergraduate program terms, classes meet for 250 minutes each week. Some course offerings lend themselves to intensive study and may be scheduled within two, three, or four week periods. All regular courses meet for an equivalent of 15 class hours per credit and laboratory sections meet for 45 hours per credit.

The standard for one credit hour is four hours per week, consisting of one hour of lecture and three hours of study or three hours of laboratory. Therefore, a three-credit course would normally require twelve hours of effort per week for the standard 15-week period, three hours of lecture, and nine hours of study. Courses offered in accelerated terms and online require the same level of student effort.

Course Load

Generally two courses, 6 credit hours, each 10 week term is a full course load and is considered the maximum. For financial aid purposes, student teaching and some full-time internships are considered full-time regardless of credit load. Because of the accelerated nature of Chaminade graduate terms, students need to realize the demanding nature of course work and adjust employment responsibilities accordingly.

If a graduate student desires to take more than 6 credits per term, a written request must be submitted to the appropriate Program Director for approval.

Full-Time

Full-time is considered to be 6 credits per 10 week term, or 9 credits per 15 week term.

Part-Time

Part-time is considered to be less than 6 credits per 10 week term, or less than 9 credits per 15 week term.

International Student Services

Chaminade University

This University is responsible to the United States Citizenship and Immigration Services (USCIS) for meeting reporting requirements every semester regarding non-immigrant students attending Chaminade University. For this purpose, all students who fall under this classification are required to submit during registration a copy of the I-20 form, which is considered a permanent record to be used for all USCIS official transactions and for subsequent re-entries to the United States.

To maintain student visa status while in the United States, all international students must:

1. Have a valid passport
2. Attend the school that the student is authorized to attend
3. Carry the equivalent of a full course study of at least 6 credits per term for graduate students
4. Apply for extension of stay when necessary
5. Obtain prior approval each time the student leaves to travel outside of the United States from the Enrollment Specialist
6. Follow procedures to continue from one education level to another and/or transfer
7. Obtain authorization prior to accepting any employment
8. Report immediately any change of residence to the Enrollment Specialist.

Once enrolled, all concerns having to do with immigration and other legal matters should be directed to the Enrollment Specialist. For other concerns, such as adjustment and cultural issues, assistance is available through the Student Affairs Division.

Individualized Study

An Individualized Study is an existing, approved course offered by a faculty member for one student. The material covered in the Individualized Study is identical to that covered in the course when it is presented in the traditional manner. A student may request an Individualized Study only when there is a need to fulfill graduation requirements and the course is not offered in the regular schedule due to insufficient enrollment or other extenuating circumstances. An Individualized Study must have the approval of the Provost.

Directed Study

A Directed Study is study of or research on a topic of special interest to the student electing the directed study. A faculty member in the appropriate discipline who agrees to be the student's mentor in the work is the director of the study. The material covered in a directed study is not covered by any existing, approved course. The Provost must approve a directed study.

Transcript- GR

Transcript

A transcript of the student's permanent record is issued only with the written and signed authorization of the student or through court order.

Each transcript includes the student's complete academic record at Chaminade. Therefore, official transcripts of credit earned at other institutions become a part of the student's permanent file and are not given or released to any other person or institution. A student may be allowed to view a transcript of their permanent record from another university or college; however, no paper copies or photos will be allowed.

A transcript is official only if it bears the signature of the registrar. Transcripts issued directly to the student will bear the statement "Issued to Student".

Students who have not satisfied their financial obligations (including tuition, traffic and parking fines, library fines, laboratory breakage charges, etc.) may be denied further registration, release of their diploma, or transcripts of their records.

Online and Military Base Undergraduate Program 2

Online and Military Base Undergraduate Program

Chaminade University offers evening, weekend, and online programs for members of the armed forces, their families, and other working adults that wish to pursue degrees or take courses of interest. Accelerated courses are offered in four terms beginning January, April, July and October. Each term is 10 weeks long, with a large selection of online classes available.

The following Education programs are offered through the online program:

- Bachelor of Science Elementary Education with Kindergarten to 6th Grade Licensure
- Bachelor of Science Secondary Education (Social Studies, English, Science, and Mathematics Licensure)
- Bachelor of Science in Special Education 3 + 1 Program for Leeward Community College (K-12, PK-3, K-6, 6-12)
- Associate and Bachelor of Science in Early Childhood Education
- Bachelor of Science in Early Childhood Education with Montessori Credential

Students interested in a program offered through the Online and Military Base Undergraduate program should complete an online application form.

Online and Military Base Undergraduate Application Requirements

There are four terms in an academic year:

- Winter term (January to March)
- Spring term (April to June)
- Summer term (July to September)
- Fall term (October to December)

The application priority deadline is 30 days prior to the start date of the term. Applications received after the priority deadline will be considered on a case-by-case basis.

Our programs are designed to accommodate the needs of working and non-traditional students. Courses are offered on campus, online, and in a hybrid mode combining on-campus and online meetings. On-campus courses are normally conducted on our military bases, once a week during the evenings or occasionally on Saturdays.

APPLICATION PROCEDURE

- Review Catalog: Choose your degree, degree concentration, and start term
- Apply Online at www.chaminade.edu
- Pay Application Fee
- Submit official transcript(s)

OFFICIAL TRANSCRIPT(S):

Submit at least one (1) official transcripts from a previously attended institution. While only one (1) official transcript is required for admission, please send official transcripts from all previously attended institutions in order to be considered for maximum transfer credit. Transcripts may be submitted by any of the following options:

- Option 1: Request the transcript to be mailed directly to the Admissions Office, from the Institution.
- Option 2: Mail or hand-deliver official transcripts to the Admissions Office in a sealed envelope from the Institution.
- Option 3: Institutions that utilize secured electronic transcript services, such as eScrip-Safe, should email the transcript access information to graduate@chaminade.edu

Transcripts from Institutions outside of the U.S. must be evaluated by a member of the National Association of Credential Evaluation Services, and sent directly from the member organization to the Admissions Office.

- National Association of Credential Evaluation Services: <http://www.naces.org/>

INTERNATIONAL APPLICANTS

All visa-related issues are handled by the Enrollment Specialist or Registrar, who can be reached at (808) 739-8554. This office issues I-20 Forms, required to obtain an F-1 Student Visa in the student's country of citizenship (to be done before arrival in the U.S.). At registration, students must provide a copy of his or her passport/visa. The student will then be issued an updated I-20 that will change from "pending" to "continued attendance at this school". To maintain student visa status while in the United States, all international students must:

1. Have a valid passport
2. Attend the school that the student is authorized to attend
3. Carry the equivalent of a full course study of at least 9 credits per term for undergraduate students
4. Apply for extension of stay when necessary
5. Obtain prior approval each time the student leaves to travel outside of the United States from the Enrollment Specialist
6. Follow procedures to continue from one education level to another and/or transfer
7. Obtain authorization prior to accepting any employment
8. Report immediately any change of residence to the Enrollment Specialist

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In addition to regular admission requirements, international applicants whose native language is not English must submit either:

- Test of English as a Foreign Language (TOEFL), minimum score on the TOEFL –IBT is 79. (www.toefl.org).
- IELTS, minimum score is 6.5 (www.ielts.org)
- PTE, minimum score is 53 (www.pearsonpte.com)
- Apply for an evaluation of all post-secondary transcripts from the following organization: National Association of Credential Evaluation Services (<http://www.naces.org/>)

All International students must provide a statement from a banking association of available financial resources to cover tuition, room and board, books, and other expenses while attending school.

Proof of U.S. provider accepted health insurance is required for international students.

Students must submit proof of a clear TB test or chest X-ray, given and read less than one year prior to the start of the school semester. TB tests or chest X-rays are required by law by the State of Hawai'i. International students must submit a chest X-ray, which may be taken in their country of citizenship if desired.

HOW TO SUBMIT

Official transcripts may be mailed to:

Chaminade University of Honolulu
Attention: Online Undergraduate Programs
3140 Waialae Avenue
Honolulu, HI 96816

Institutions that utilize from secured electronic transcript services such as eScrip-Safe, should email the transcript access information to graduate@chaminade.edu

Military Students

If you are a military or veteran applicant (or family member), please visit our Military Students section for more information specific to military students and their families.

Accepted Students

Your application will be reviewed for admission once all documents have been received by the Office of Admissions. You will be notified of the admissions decision by email and mail.

Health Requirements & Student Health Form

Students planning to attend on-ground courses must submit a Student Health Form prior to the first day of instruction. Tuberculosis clearance is necessary for class registration. All

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students born after 1957 are also required to show proof of immunization for measles, mumps, and rubella (MMR). Please download and print the health requirements form and submit your tuberculosis and MMR clearance to Chaminade University's Student Services.

Note: Students who do not reside on the island of Oahu and plan to enroll in online courses are exempt from this policy.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>

Student Responsibility

Student Responsibility

The student is responsible for knowing the information presented in the Chaminade University Catalog, course schedules, and Student Handbook, and for observing all regulations and procedures relating to the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of, or contends that he/she was not informed of, the regulations or procedures.

A student must satisfy the requirements of the catalog in force at the time that he or she is admitted to and begins course work in a degree program, or the student may, with the consent of the program advisor, graduate under a subsequent catalog provided the student complies with all the requirements of the later catalog.

RESPONSIBILITY FOR FOLLOWING ALL POLICIES AND MEETING ALL REQUIREMENTS AND DEADLINES FOR GRADUATION RESTS WITH THE STUDENT.

Academic Credit

Academic Credit

Resident Credit

Credit earned in courses offered by Chaminade University in its undergraduate and Online and Military Base program sessions, on campus and off campus, is considered resident credit for the purpose of meeting the residence requirement for graduation. Credit earned at the University of Dayton or St. Mary's University as part of the exchange program shall also be accepted as Chaminade resident hours. Credit earned by examination or granted for experiential learning may not be used to fulfill this requirement. At least 30 semester hours of resident credit for the bachelor's degree and 15 semester hours for the associate degree are required for graduation.

Transfer Credit

Credit courses earned at other colleges or universities, completed with a grade of "C" or better (GPA of 2.0 to 4.0), not "C minus", may be applied toward undergraduate degrees at Chaminade University under the following provisions:

1. Up to 90 semester hours of credit may be transferred toward any baccalaureate degree. Up to 45 semester hours of credit may be transferred toward any associates degree. However, only credit necessary for the completion of the degree program selected by the student will be accepted for application to the degree.
2. The college or university where credits were earned is accredited by the accrediting division of one of the following regional associations: Middle States Association of Colleges and Schools, New English Association of Schools and Colleges, North Central Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges.
3. Courses completed with a grade of "CR" or "P" are not transferable to Chaminade unless these grade are equivalent to a grade of C or better (GPA of 2.0 to 4.0).
4. Courses were completed within 10 years prior to date of entry to Chaminade. Courses completed more than 10 years before enrollment at Chaminade may be accepted for general education requirements and electives after the student has satisfactorily completed 15 hours at Chaminade for an associate degree or 30 hours at Chaminade for a baccalaureate degree. To satisfy the general education requirements in the sciences, however, transfer credits may not in any case be more than 15 years old. Transfer credits over 10 years old intended to fulfill requirements in the pre-major/major field of concentration must be evaluated by an advisor in that discipline.
5. Transfer students who come to Chaminade with an associate or bachelor degree OR who

have otherwise completed general education requirements from an accredited institution will receive a waiver of Chaminade General Education requirements.

6. Courses are appropriate and applicable to the program and degree sought at Chaminade.

7. Courses were not of a remedial, technical, vocation, or professional nature.

Exceptions to the above policy may be made on a course-by-course basis as follows: credit earned at institutions in foreign countries verified by a certified English translation of transcripts and those accredited by agencies other than the regional associations in the United States mentioned above. 6. Courses were not of a remedial, technical, vocation, or professional nature.

Transfer credit is only accepted for students accepted as classified degree seeking students. Unclassified students may not receive an official evaluation or acceptance of transfer credit. Accepted transfer credits will be posted to the Chaminade transcript with a grade of "TR" to designate that the credits earned are transfer credits. Transfer credits are not used in the calculation of a student's grade point average at Chaminade.

Credit for successful completion of college level correspondence courses from regionally accredited colleges and universities may be applied to all degrees offered at Chaminade, provided grades of "C" or better were received. Acceptance will be determined on a course-by-course basis. Applications for such credit should be made through the Records Office.

Advanced Placement (AP)

Applicants who have completed advanced work in secondary schools and who have taken the Advanced Placement Tests administered by the College Entrance Examination Board and scored three or higher on the test may apply for credit by submitting a request in writing to the Transcript Specialist in the Records Office. A maximum of 30 semester hours or credit may be granted.

Credit by Examination

Any student who presents evidence that he/she possesses a thorough grasp of the content of some courses listed in this catalog may apply for credit by examination. Any credits granted will be charged regular tuition. The examination is administered by the faculty and designed to be the scholastic equivalent of the course. It is comprehensive and of longer duration than a final examination. Grading is on a pass/fail basis. Inquiries about credit by examination should be made to the Dean of the School or Division under which the respective course is held. The criteria for approving an application for credit by examination are:

1. The applicant must be a currently registered Chaminade student in good standing.
2. The student may not earn credit by examination for introductory courses when credit has already been received for an advanced course.

3. A student may attempt the examination only once.
4. Until one calendar year has passed, the student may not earn credit by examination for a course previously failed.

College-Level Examination (CLEP)

Students may also earn credit toward graduation by successfully completing examinations in the College-Level Examination Program (CLEP) provided the subject matter of the examination has not been covered by a previous course. To be considered for credit, examinations must be completed with the American Council on Education (ACE) recommended score, based on national norms for college sophomore taking the CLEP examinations. CLEP general examinations must be taken in the first year of study. A maximum of 30 semester hours may be granted toward any associate and/or bachelors program at Chaminade.

| CLEP EQUIVALENCIES | |
|---------------------------------------|---|
| Financial Accounting | AC 201 (Lower Division) (3) |
| American Literature | EN 201 (Lower Division) (3) |
| Analyzing and Interpreting Literature | EN 201 (Lower Division) (3) |
| College Composition | EN 101 (Lower Division) (3) & Elective (Lower Division) (3) |
| College Composition Modular | EN 101 (Lower Division) (3) |
| English Literature | EN 201 (Lower Division) (3) |
| Humanities | Fine Arts Lower Division (3) |
| French Language, Level 1* | FR 101 (Lower Division) (3) & FR 102 (Lower Division) (3) |

| | |
|---|---|
| French Language, Level 2** | FR 101 (Lower Division) (3), FR 102 (Lower Division) (3), & FR 201 (Lower Division) (3) |
| German Language, Level 1* | FL 101 (Lower Division) (3) & FL 102 (Lower Division) (3) |
| German Language, Level 2** | FL 101 (Lower Division) (3), FL 102 (Lower Division) (3), & FL 201 (Lower Division) (3) |
| Spanish Language, Level 1* | SPN 101 (Lower Division) (3) & SPN 102 (Lower Division) (3) |
| Spanish Language, Level 2** | SPN 101 (Lower Division) (3), SPN 102 (Lower Division) (3), & SPN 201 (Lower Division) |
| *Level 1 – equivalent to the first two semesters or six semester hours of college level world language coursework | |
| **Level 2 – equivalent to the first three semesters or nine semester hours of college level world language coursework | |
| American Government | POL 211 (Lower Division) (3) |
| History of the U.S I: Early Colonization to 1877 | HI 201 (Lower Division) (3) |
| History of the U.S II: 1865 to Present | HI 202 (Lower Division) (3) |

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|---|--|
| Human Growth and Development | PSY 200 (Lower Division) (3) |
| Introductory Psychology | PSY 101 (Lower Division) (3) |
| Introductory Sociology | SO 200 (Lower Division) (3) |
| Principles of Macroeconomics | EC 201 (Lower Division) (3) |
| Principles of Microeconomics | EC 202 (Lower Division) (3) |
| Social Sciences and History | History (Lower Division) (3) & Elective (Lower Division) (3) |
| Western Civilization I: Ancient Near East to 1648 | HI 221 (Lower Division) (3) |
| Western Civilization II: 1648 to Present | HI 222 (Lower Division) (3) |
| Biology | NS Lect (Lower Division) (6) |
| Calculus | NS Lect (Lower Division) (6) |
| Chemistry | CH 203 (Lower Division) (3); CH 204 (Lower Division) (3); IF CH 203L is required for your program, a course waiver will need to be submitted. If CH 204L is required, you will need to fulfill this requirement. |

| | |
|---------------------|--|
| College Algebra | MA 103 (Lower Division) (3) |
| College Mathematics | MA 100 (Lower Division) (3) & Elective (Lower Division) (3) |
| Natural Sciences | NS Lect (Lower Division) (3) & NS Lab (Lower Division) (1) |
| Precalculus | MA 110 (Lower Division) (3) |

Military Credit

Students who are serving or who have served in the armed forces of the United States may be granted college credit for military service school training and evaluated and verified Military Occupational Specialty as recommended by the Center for Adult Learning and Education Credentials (CALEC), American Council on Education. Such credit granted must be relevant to the program of studies chosen and is limited to 30 semester hours.

Police Academy Credits

Students enrolling who are actively employed in law enforcement may receive up to 18 credit hours for their academy instruction based on an examination of the academy curriculum. The curriculum of the HPD academy is approved by the Commission on Accreditation for Law Enforcement Agencies (CALEA), based on national standards and in consultation with Chaminade faculty. This is not a “life experience” substitution but rather recognition that HPD has courses in their academy curriculum comparable to the following in content and hours of study. There is a time factor of 10 years. Any academy training prior to that time would be dated and unacceptable. Those students who are Honolulu Police Department, Maui Police Department, and Hawaii Police officers will receive credit for the following courses:

Four Lower Level courses

CJ 151 - Criminal Justice Systems
CJ 220 - Criminal Investigation
CJ 223 - Introduction to Law
CJ 270 - Supervision and Management

Two Upper Level courses

CJ 423 - Criminal Law
CJ 432 - Law Enforcement

Life Experiences

Credit for experiential learning through work and life experiences may be granted toward meeting requirements for all undergraduate degrees. Such learning completed since high school must be validated by documentation or examinations. These experiences must be appropriate to the degree and the student's major program. Technical, vocational, and professional training is not usually acceptable. A student applying for life experience credit must file with the Enrollment Specialist a portfolio documenting experiential learning. There must be evidence of learning. Evidence may include written or oral examinations, tapes, projects, demonstrations, and performances. Verification of employment and certificates of completion of training should be included where applicable. A personal interview and examination, written or oral, may be required, especially when life experience credit is to be applied to major requirements. In general, life experiences are equated with the learning expected from a formal course in the Chaminade General Catalog. Final approval of credit rests with the Provost. An evaluation fee is charged whether or not credit is eventually granted. Credit granted for life experiences does not become a permanent part of the student's record until at least 24 semester hours have been earned at Chaminade University. For life experience credit to be applied to general education, pre-major, and major requirements, a validating examination, written or oral, is required. Credit for life experiences is limited to 30 semester hours.

Academic Grievance

Academic Grievance

Concerns of Academic Issues Questions regarding the conduct of a course, including grading, should be directed to the instructor of the course. If the issue cannot be resolved in discussion with the instructor, the student should invoke the additional steps outlined below. The following three items of an academic nature have specific procedures to address concerns:

1. Course content that veers significantly and substantively from the content and requirements as set forth in a course syllabus
2. Demonstrably arbitrary/unfair evaluation of student produced coursework
3. Accusations of plagiarism or other forms of academic dishonesty

Course Content that veers significantly and substantively from the Content and Requirements as set forth in a Course Syllabus

Deviation from the syllabus will be considered a grievable situation only if the student can show that significant material, vital to future courses for which this course is a prerequisite, has been eliminated, or the expectation of student performance has significantly changed.

Students who have a grievance about major deviations, additions or changes to a course's syllabus are encouraged to first, take up the issues with the course instructor. Significant reasons may have developed and such a major discovery which necessitates changes in the course content or contextual developments which change the way the course may be delivered or evaluated, to warrant such changes in the curriculum.

In the event the student is unable to resolve the issues with the instructor, the student may speak with the Division Dean, Graduate Dean, or Program Director. If the Dean or Graduate Program Coordinator is the instructor in question, the concern should be directed to the Provost. If the Provost is the instructor in question, the concern should be directed to the President. The purpose of these meetings is primarily informational, although if there is evidence that the course did not generally match with the basic description provided in the college catalog, remedies may be offered to the student, including, but not limited to, re-offering the course to the student, providing an opportunity for mentored independent study, or extending the option of course withdrawal.

These meetings must be initiated by the student prior to the end of the semester of the course in question, as this process exists for review of course content and not as an avenue for soliciting review of grades. Grievances initiated after the end of the semester will be treated as grade appeals.

Demonstrably Arbitrary and Unfair Evaluation of Student Produced Course Work

Students have a right to expect fair and consistent issuance of course grades. The grading policy employed in each class, including the comparative weight of each component used to determine the final grade, is outlined in each course syllabus. It is the student's responsibility to read and comply with the grading policy outlined in that syllabus.

Students who have questions about grades on projects, tests or final grades for the semester are encouraged to meet with their instructor and review the grades. In the case of a final grade only, if the student still does not understand the basis for the grade or believes that the composition of the semester grade conflicts with the grading policy stated in the syllabus, he or she may request an additional meeting with the instructor and the Division Dean or Graduate Program Director. If the Dean or Graduate Program Director is the instructor in question, the concern should be directed to the Provost. If the Provost is the instructor in question, the concern should be directed to the President. This meeting must be requested within two weeks of receipt of the final grade, and must take place 30 days of the beginning of the next semester.

At this meeting, the student will be asked to provide evidence to substantiate the claim that the grade was either arbitrary or unfair. The role of the Program Dean or Graduate Program Director is to facilitate communication, and clarify understandings. At the instructor's sole prerogative, the final grade may be modified, although no grade may be lowered as a result of these meetings, or the assigned grade may be sustained. If the dispute is regarding the accuracy of a grade assignment, this meeting is the final step of the review process.

If, in the opinion of the Dean or Graduate Program Director, significant discrepancies exist between the grading policy stated on the syllabus and the actual process used to assign a final grade, one last step may be utilized. The Dean or Graduate Program Director may recommend a review of the grading process by the Provost. This person does not have the authority to change the final grade, but can extend to the student the opportunity to retroactively withdraw from the course, if sufficient evidence warrants such as recommendation. The grade appeal process is not designed to address accusations of discrimination or harassment. If such concerns are the premise upon which the appeal is made, the student is directed to use the processes established by the University to resolve discrimination or harassment charges.

Accusations of Plagiarism or Other Forms of Academic Dishonesty

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.

2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work, however freely given or purchased, the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty, such as plagiarism, cheating, claiming work not done by the student, or lying, where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. If the Dean or Graduate Program Director is the instructor in question, the concern should be directed to the Provost. If the Provost is the instructor in question, the concern should be directed to the President. If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

In either case, the Dean or Graduate Program Director may choose to resolve the matter through a meeting with both the student and the faculty member, or refer the matter to the Provost. The findings, in either case, are final.

Academic Standing

Academic Standing

To continue attending Chaminade University, students must make satisfactory progress toward completing the program of studies for which they are enrolled.

Good Academic Standing

Good academic standing is defined as having both a cumulative and term GPA at 2.0 or above. However, it is important to note that some majors may require a higher GPA in order to remain in good standing with the major or to graduate. Students should check with their faculty advisor for additional information.

Academic Warning

Students whose semester or term GPA falls below 2.0 but continue to have a cumulative GPA of 2.0 or higher will receive a warning of unsatisfactory progress. Students who fail to complete sufficient credits each year may be in danger of losing financial aid. For additional information, please refer to “Academic Progress” in the financial aid section of this catalog.

Academic Probation

Full-time students whose cumulative GPA falls below 2.0 at the end of any semester or term will be placed on probation the subsequent semester. Part-time students will be placed on probation if their cumulative GPA remains below 2.0 after completion of 12 credit hours. Students on probation must achieve a term GPA of 2.0 or higher to remain eligible to continue enrollment. Students on probation must raise their cumulative GPA to 2.0 to achieve good academic standing. If a student on probation achieves a term GPA of 2.0 or higher while the cumulative GPA remains below 2.0, their status in the following semester will be *continued academic probation*.

While on probation, a Day Undergraduate student’s enrollment is limited to no more than 13 credit hours. Online and Military Base undergraduates are limited to 6 credits. Exception may be granted to Online and Military Base Undergraduate program students allowing up to 9 credits, but only when/if the failed courses are to be repeated.

Students on academic probation or continued academic probation will not be able to participate in intercollegiate athletics and will be ineligible for federal work study funds during their probationary semesters. This remains in effect until the student has achieved good academic standing.

Academic Suspension

Students who fail to meet the requirements to be removed from probation will be placed on academic suspension.

Suspension shall be for the full fall or spring day following the semester in which the above scenario occurs. Day students who are suspended due to their performance in a spring term, will be able to complete courses in the Summer 1, if and only if they were already registered. If this is the case, suspension will be applied from Summer 2 through Fall. After one full 15 week semester, Fall or Spring, of suspension, students may apply for re-admission.

Suspension for Online and Military Base Undergraduate program students shall be for a full term following the semester in which the above applicable scenario occurs.

Academic Dismissal

Students who are re-admitted after a period of suspension from Chaminade and fail to meet the requirements to be removed from probation are subject to dismissal from Chaminade and are ineligible to return for 1 full year after which they may apply for re-admission.

Part-time Students

Academic standing for part-time students will be determined after 12 semester hours of courses have been attempted. The applicable standards will be those set out above for full-time students.

Probation after 6 credits if the GPA is below 1.0 with notification that the student will be suspended if the GPA is not raised to above 1.0 by the time the student has attempted 12 credits.

Warning with a GPA below 2.0 with 6 credits attempted with notification that the student will be placed on probation if the student's GPA is not raised above 2.0 upon attempting 12 credits and suspension should the student's GPA fall below 1.0.

Students on probation must maintain a semester GPA of 2.0 to be continued on probation until attaining a 2.0 overall GPA. Failure to attain a term GPA of 2.0 would result in Academic Suspension. Student on suspension must submit a request for re-admittance on special academic probation from the Provost for the Undergraduate Program for undergraduate students or the Director of the Online and Military Base Undergraduate Program for Online and Military Base Undergraduate program students. Re-admitted students must maintain a term GPA of 2.0 to be continued on probation. Failure to maintain the 2.0 minimum GPA will result in Academic Dismissal.

Extenuating Circumstances

Students who are suspended or dismissed may appeal their suspension or dismissal if their academic performance was the result of documented illness or other extraordinary or extenuating circumstances.

Appeals from any of the above actions must be submitted in writing to the Provost within 30 days of the date the student received notification of suspension or dismissal action, and no later than one week prior to the beginning of the following term, in cases where the length of time between notification of academic action and the beginning of the next term is less than 30 days. The Academic Action Appeals committee will consider the appeal and make a recommendation to the Provost.

Academic Action Appeals Committee

The Academic Action Appeals Committee meets on an as-needed basis to review written appeals sent to the Provost. Appeals of academic actions must be submitted in writing to the Provost within 30 days of the date the student received notification of suspension or dismissal action and no later than one week prior to the beginning of the following term, in cases where the length of time between notification of academic action and the beginning of the next term is less than 30 days. Documentation of extenuating circumstances or medical issues must accompany the written appeal. Verbal appeals will not be considered.

Graduate

Academic Standing

To continue attending Chaminade University, students must make satisfactory progress toward completing the program of studies for which they are enrolled.

Academic Probation and Repeating a Course

All students must maintain a minimum cumulative GPA of 3.0 or higher while in the program. Students whose GPA falls below 3.0 will be placed on academic probation and are given a time limit to bring their cumulative GPA up to a 3.0. Failure to meet the required GPA of 3.0 within that time may result in the student being dismissed from the program.

The time limit for a student to bring their cumulative GPA up to a 3.0 for the MBA, MEd, MAT, MSCJA, MSCP, and MPT program is two terms.

A passing grade for all courses, regardless of program, is a "B" or better. Students are placed on probation if they receive a "C" or "F" grade. If the "C" or "F" grade is for a core course, the student must repeat the course the next time it is offered and pass with a grade of "B" or better. If a student does not achieve a grade of "B" or better in the second attempt at a core or elective course, they may be dismissed from the program. Students are allowed to repeat a course only once. All students are allowed to repeat a maximum of two courses. A student who receives three grades of "C" or less on their academic record may result in dismissal from the program.

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Students with a non-passing grade may take a maximum of two courses per term, including the retake course, until the nonpassing grade has been corrected. In repeating a course, the higher grade will be factored into the student's GPA.

Academic Honesty

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

Admissions Record Retention Policy

Admissions Record Retention Policy

The following application materials are retained indefinitely in electronic format only:

- Application
- Essays
- Official transcripts
- Standardized test reports

Letters of recommendation are maintained only until an admissions decision has been made.

Attendance

Attendance

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Graduate Program Attendance

Graduate programs are presented in 10 week accelerated semesters. Classes are usually held evenings and Saturday mornings. Each class meets three hours and forty five minutes once each week during the term. With the exception of Thanksgiving Day, graduate classes meet even on holidays.

Where class schedules are interrupted for some reason, the instructor will arrange to make up the missing meeting. In general, University policy requires students to attend all class meetings of courses for which they are registered. If an emergency prevents attending, the instructor should be informed. Because graduate terms are accelerated, no more than one class absence can be allowed.

Attendance Policy

We recognize that professional obligations may require flexible schedules. However, achieving the objectives of the program requires consistent preparation and participation.

Students are expected to attend all classes and be on time for courses in which they are registered. Since our courses are offered on accelerated semesters, a student who misses more than one class has missed a substantial portion of the material presented. Missing more than one class session in a term is a basis for failure of the course. In the case of an emergency, inform your instructor of your absence.

Students must follow the attendance policy as stipulated in the syllabus of their Graduate Program Division courses. Penalties for not meeting the attendance requirements may result in the lowering of a final grade, withdrawal from the course, or failing the course.

Students with disabilities who have obtained accommodations from the Chaminade University ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors.

Excused Absences

- Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness with verification by a doctor, or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification to the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- In cases where excused absences constitute a significant portion of a course's meetings (e.g. more than 20% of course meetings, or a significant portion of online or hybrid courses) the instructor should refer the case to the Dean with a recommendation on how the case should be handled, whether that be by withdrawal or incomplete.

Unexcused Absences

Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the final grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules as described below:

1. On-ground courses. Unexcused absences totaling more than 10% of the number of classes will result in lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
2. Accelerated Semester Classes (10 classes): More than one absence lowers the final grade by one letter. Missing more than two classes results in failure or withdrawal.
3. Hybrid courses (online combined with 2 or more on-ground meetings). One absence from on-ground classes lowers final grade by one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course, the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
4. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. Unless otherwise specified, missing one week will drop the student one letter grade.
5. If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Records Office via their Chaminade email account and the student will be withdrawn from the course.
6. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

Classroom Policies

Classroom Policies

While each instructor has their own policies regarding classroom conduct and requirements, the following University policies apply to all classes:

- Smoking and alcoholic beverages are prohibited in all classrooms, whether or not class is in session.
- No pets are allowed in class. Exceptions will be made in the case of a seeing-eye dog.
- Radio, CD players, headsets, televisions, and other personal audiovisual equipment not pertinent to the class are prohibited during class.
- Cellular telephone use is also prohibited during class except in extenuating circumstances approved in advance by the professor.
- The use of any camera or video devices while in class, restrooms, locker rooms, or in any situation not normally considered public or where users of the facility may reasonably expect privacy is prohibited. Such devices shall include but are not limited to those in mobile telephones, computers, electronic organizers, or other more surreptitious equipment, and which are capable of capturing either still or moving image.
- A dress code requiring footwear and appropriate attire, to be worn in classrooms, as well as in the library, cafeteria and administrative offices. No beachwear is allowed.

Laboratories have additional requirements. Please note that it is the instructor's sole prerogative to determine whether a student is:

- In a fit condition to perform classroom work (e.g., is not under the influence of alcohol or drugs, and is not sleeping).
- Working on assignments for that particular class (rather than working on projects for other classes or engaging in activity unrelated to school work).
- Distracting other students as to impair the learning environment.

If the instructor finds a student in violation of any of these provisions, or the policies outlines in the course syllabus, he or she may require the student to leave the classroom and may subsequently mark the student absent, which could eventually affect the student's final grade. Failure on the part of the student to honor the instructor's request to leave the classroom may result in removal of the student by the University security personnel and initiation of the University disciplinary process.

Declaration of Major

Declaration of Major

Students who have completed 45 semester hours should declare a major before registering for the next term. The only exceptions to this policy are students on probation who must raise their GPA to a minimum 2.0 before discipline faculty officially accept them as students in a major program. Students will be assigned to a faculty advisor for guidance once they have officially declared a major.

Change Of Major

A student may change his/her major at any time, as long as the student meets the minimum requirements of the major the student is seeking to declare. Day Undergraduate students can find assistance and the appropriate forms in the Office of Advising and Career Development, located in Clarence T. C. Ching Hall, Room 252.

FERPA

Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day Chaminade University of Honolulu (CUH) receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the school to amend a record should right the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to an appeal regarding the request for amendment. All appeals will go to the Executive Director for Compliance who will consider the appeal and relevant information before issuing a written decision.
3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Chaminade University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Chaminade who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional

responsibilities for the School.

4. The right to file a complaint with the U.S Department of Education concerning alleged failures by CUH to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

FERPA permits the disclosure of PII from student's education records, without consent of the student, if the disclosure meets certain conditions found in Section 99.31 of the FERPA regulations. Except for disclosure to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, Section 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. Eligible students have a right to inspect and review the record disclosures.

CUH may disclose appropriately designated "directory information" without written consent, unless you have advised CUH to the contrary in accordance with CUH procedures. The primary purpose of directory information is to allow CUH to include this type of information from your education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture athletic uniforms or create publications for the university.

If you do not want CUH to disclose directory information from your education records without your prior written consent, you must notify the Registrar in writing. All request are to be sent to the following address:

Records Office
3140 Waialae Avenue
Honolulu, HI 96816

All requests for withholding information are effective for one academic year. You will have to submit a new request each year. Requests must be submitted by the last day of the Add/Drop period of the fall semester. If you are an incoming student in the spring semester, you must make a request to withhold your information for the spring semester you are first enrolled in by the last day of the Add/Drop period for that spring semester and then by the last day of the Add/Drop period of every fall semester thereafter.

CUH designates the following categories of directory information:

- Name, address, CUH email address, telephone number, dates of attendance, enrollment status, and class standing such as Freshman, Sophomore, Junior, Senior, or Graduate.
- Previous institutions attended, major fields of study, awards, honors (includes Dean's List,

degrees conferred including dates), and scholarship awards.

- Past and Present participation in officially recognized sports and extracurricular activities, physical factors such as height and weight, date and place of birth, and photographs.

Additionally, if you make a request to forward your education records to another post-secondary institution, CUH will forward your records without prior notification.

Final Examinations

Final Examinations

Final examinations are required in all courses except such courses as directed reading, research, or seminars. The schedule of final examinations is published by the Records Office with the Schedule of Courses prior to each registration period. Except for emergency situations, students must take the final examination during final exam week. Examinations other than laboratory examinations are not scheduled during the week prior to final examinations. Research papers and projects should be completed prior to the last week of instruction.

[Spring Final Exam Schedule \(.pdf\) >>](#)

Teach Out Plan

Teach Out Plan

In the event that one of Chaminade's degree programs is suspended or cancelled, the University will take the following steps:

- All students enrolled in the program will be notified via email and by mail that the program has been terminated. In the case of undergraduate day programs, classes will be offered for three years or six semesters allowing students the opportunity to complete the program. In the case of Online and Military Base Undergraduate program, classes will be offered for two years or eight terms allowing current students the opportunity to complete the program.
- Program coordinators in conversation with the student will complete a Memorandum of Understanding (MOU) that ensures the student has every opportunity to complete a degree. The MOU will be signed by both the student and program coordinator.
- Program coordinators will develop a schedule indicating which courses need to be offered over the teach-out period and when those courses will be offered. Again, both via email and mail the students will be notified of this schedule.
- If a student is unable to complete the program within the time frame outlines in the MOU and provides acceptable documentation of mitigating circumstances, the program coordinator, the program dean, and the Provost will decide if there is any possible way to help the student achieve his or her degree. This is done on a case-by-case basis.

Time Limit

Time Limit on Completion of Degrees

UNDERGRADUATE

It is expected that all degree requirements be completed within a 10-year period. Students may be asked to repeat courses taken more than 10 years before graduation when those courses have changed greatly in content or standards.

GRADUATE

The time limit to complete all program requirements is five years. Students who do not complete all requirements in the five years may be dismissed from the program and must apply for re-admission to continue their studies. Taking a leave of absence does not extend the five year program completion time frame. If re-admitted, the student will have to adhere to the current catalog, all degree requirements, and any conditions of re-admission.

Exceptions to this policy are contingent upon the circumstance (e.g. serious illness, military service, etc.) and must be approved by the Director and Provost via a written request and appropriate documentation from the student and the student's advisor.

Title 38

Title 38 United States Code Section 3679(e)

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code was amended.

Effective August 1, 2019, the State approving agency, or the Secretary when acting in the role of the State approving agency, shall disapprove a course of education provided by an educational institution that has in effect a policy that is inconsistent the areas below:

NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

- Chaminade University of Honolulu policy permits any covered individual to attend or participate in the course of education during a term beginning after the date on which the individual provides a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 - The date on which payment from VA is made to the institution.
 - 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Chaminade University of Honolulu’s policy ensures that no penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.
- Any tuition and fees incurred by a student in excess of the annual VA cap which are not covered by the yellow ribbon program are the responsibility of the student.

Campus Security

Campus Security

Campus Security at the University is under contract with Securitas Security Services, USA, Inc. The Campus Security Officers are uniformed, unarmed, and not deputized. Their authority to arrest is the same power as that of any private citizen.

The University enforces local, state and federal laws and University regulations. Securitas Security and/or the Honolulu Police Department investigate all criminal incidents. Since Securitas Security personnel are not deputized, they maintain a close relationship with and rely on local law enforcement to respond when called.

University Security has jurisdiction over the campus. Officers are present 24 hours a day, seven days a week. Contact Security by dialing (808) 735-4792 from an outside phone, or dial 4792 from any campus phone. Immediately report all crimes and incidents to the Security staff. Resident Assistants have radios and cellphones to contact Campus Security Officers to assist students who have security needs.

Carlson Fitness Center

Carlson Fitness Center

The Carlson Fitness Center, located in Kieffer Hall, features an array of universal machines as well as over 2,500 pounds of free weights. Three ellipticals and a stationary bike machine round out the 4,500 square foot facility. The Center is also used as a training area for student athletes. All students, faculty, staff, as well as Chaminade alumni are welcome to use the facility during scheduled hours. Proper ID, attire, and a towel are required. The Carlson Fitness Center is open Monday thru Friday from 6:30 am to 10 am & 3 pm to 8 pm. The center is open from 10 am to 4 pm on Saturday. The Fitness Center is closed on Sundays, all observed university holidays, & winter break. During the summer, the center is open from 12 pm to 6 pm. Hours of operation may be subject to change & without notice. For more information, please call 808-735-4790.

Counseling Services

Individual/Couples Counseling

All Chaminade students are eligible for individual and/or couples counseling as long as all participants are currently enrolled at the university. Issues could include, but are not limited to, relationships, substance abuse, family concerns, self-esteem, depression, anxiety, etc. To schedule an appointment, please call the Chaminade Counseling Center, 808-735-4845, or stop by the office in the Student Support Services Building, Room 101.

Dining Services

Dining Services

There are three locations on the Chaminade University campus to enjoy a meal or a snack. The P.O.D. Market at Henry Hall provides hot breakfast entrees, hot entrees for lunch and dinner, and is a place for a quick snack or a grab and go meal. The P.O.D. Market also offers weekly specials for the Chaminade community to enjoy. The P.O.D. Market also has a self-serve smoothie machine and an entire wall of your favorite beverages. The P.O.D. Market accepts cash, credit cards, and debit dollars.

The Silversword Café, located in Tredtin Hall, provides a more traditional residential dining experience and is open for service seven days a week for lunch, brunch on weekends, and dinner. The dining program features an “all you care to eat” self-serve fresh salad bar and sandwich bar, as well as hot entrees and made-to-order grill comfort foods. In addition, there is a “Live Action” station featuring fresh made-to-order meals. A variety of meal plans are available for purchase to all students (those living in on-campus residence halls have a meal plan minimum requirement) and students may also add Debit Dollars to their CUH ID card. The Silversword Café also accepts cash and credit cards.

The Boba Cart is located in between the Sullivan Library and Eiben Hall. The cart offers iced tapioca (boba) drinks and includes a selection of grab-and-go snacks, bottled drinks, and hot coffee.

For hours of operation for all locations, visit the Chaminade Dining Services website at chaminade.campusdish.com.

For more information on meal plans and other questions, please call 808-735-4621 or visit our website at chaminade.campusdish.com.

Intercollegiate Athletics

Intercollegiate Athletics

Chaminade University competes at the NCAA Division II level. The institution is a member of the Pacific West Conference, a twelve team league representing institutions from Hawaii and California. Intercollegiate sports include men's basketball, cross-country, golf and soccer and women's volleyball, basketball, cross-country, soccer, softball and tennis. Chaminade hosts the popular Maui Jim Maui Invitational Basketball Tournament each November on Maui, at which perennial collegiate basketball powerhouses compete for an early season title in what is known as "the best basketball tournament in the country outside of March Madness".

Athletic scholarships are available. Chaminade's intercollegiate athletic programs strive to enhance the spirit, attitude and work ethic of all participants for a well-rounded student-athlete experience.

Residence Life

Residence Life

Developing friendships and experiencing communal living with fellow students in a stimulating community setting is an important source of personal growth during the college years. Chaminade provides residence halls on and off campus as one means of bringing together students from Hawaii, the Mainland, other Pacific Islands, and countries from around the world. These settings offer an opportunity for social, cultural, and intellectual exchange that enhance and expand upon the classroom experience.

| RESIDENCE HALLS INCLUDE THE FOLLOWING: | |
|--|--|
| On Campus: | |
| Hale Lokelani | All first year, co-ed, double and tripled person furnished suites |
| Hale Pohaku | First year and upper-class, co-ed, five person furnished suites |
| Kieffer Hall | First year and upper-class female, tripled, double and single furnished rooms (respectively) |
| Off Campus: | |
| Waialae Avenue | Upper-class, co-ed, two and three person furnished apartments |
| | |

Through hall activities and residence hall governance, the residence life experience is far more than simply a place to live- it is a valuable aspect of the overall education process.

For students who desire non-Chaminade off-campus rentals, Residence Life maintains a listing of accommodations available to students. These listings are updated frequently and are usually for rooms and apartments located in areas close to the main campus.

New students who desire University housing are encouraged to apply on-line and submit a non-refundable \$300 housing deposit once they are accepted to Chaminade University. Students submitting a housing contract, health forms and deposit by June 15th will be guaranteed university housing. After June 15th, space is assigned on a first come, first served

basis. All students living in residence halls must show proof of health insurance before being assigned housing. For current residents who wish to reapply for housing, the housing renewal process for the next academic year occurs in the spring semester. For more information, please contact the Office of Residence Life, at 808-739-4648 or by email at reslife@chaminade.edu

Student Activities and Leadership

Student Activities and Leadership

The Office of Student Activities and Leadership (OSAL) is committed to offering a broad range of co-curricular and extracurricular events, activities, and programs that encourage leadership, celebrate our diverse student body, inspire friendships, and develop connection to the University. In the spirit of our Marianist Characteristics of Education for Adaptation and Change and Education for Service, Justice, and Peace, OSAL seeks to provide transformative programming that challenges and supports students, while assisting the over 30 registered Student Clubs and Organizations in their programming, member recruitment, and community service they perform each semester. If you are interested in becoming one of the visible student leaders that have an immeasurable impact on our campus community, please contact the office at 808-739- 8556.

Student Clubs and Organizations

Clubs and Organizations offer Chaminade University students the opportunity to pursue their interests and extend their learning beyond the classroom. There are over 30 active student clubs for you to get involved with at Chaminade. The clubs and organizations range from academic and educational to cultural and special interests. If you are looking for a group to celebrate your cultural heritage, share your passion for different hobbies, or just looking to meet new people, it's easy to find a community that will become your 'Ohana while at Chaminade. We find that clubs and organization are laboratories of innovation and leadership development and provide real-life opportunities to translate concepts learned in the classroom into practice. To view a list of Chaminade student clubs and organizations visit online at <https://osal.chaminade.edu/studentclubs/> or <https://chaminade.presence.io>.

Student Government

The Chaminade Student Government Association (CSGA) serves the student community in multiple ways. CSGA is the voice of the students and operates in the best interest of the general student body. CSGA is responsible for expanding and coordinating student involvement and advocacy. CSGA aims to develop interest and support for educational, social, cultural, and recreational programs, and facilitate communication within the Chaminade community. CSGA consists of the Executive Board and the Legislature, which includes two chambers; the elected Student Senate and the House of Representatives. CSGA also includes two main functional boards, the Programming Board (CSPB) and Allocations Board (CSAB). If you are interested in getting involved, please contact the CSGA office by phone at 808-739-8378 or email csga@chaminade.edu or visit the office located just outside the Vi & Paul Loo Student Center.

Student Conduct

Student Conduct

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Student Health

Student Health

In the overall scope of student development, health care is a vital element for physical development and well-being. Because Chaminade University does not have a health center on campus, we offer free alternative means of transportation for residence students to and from several local public clinics and area hospitals. Please visit <https://studentaffairs.chaminade.edu/counseling-center/health-services/> for more information.

Chaminade supports health requirements that complement the goals of maintaining a healthy, safe campus. These requirements are based upon laws of the State of Hawaii and therefore are strictly enforced. Failure to comply will result in being prohibited from registering for classes and/or moving into residence halls.

The following information is required:

1. Day Undergraduate Student Health Form: available online through the Chaminade Portal under “Student Forms”. Please follow the guidelines provided therein.
2. A Negative Tuberculin (TB) Risk Screen, Negative Test (TB skin, test, T-Spot or Quantiferon Gold In-Tube) or Positive TB test and Negative Chest X-ray administered within 12 months of attending State of Hawaii postsecondary schooling OR on/after the 16th birthday. The lab results of this test must be signed by an MD, DO, APRN, or PA with a note certifying immunity. TB clearance not needed for students taking classes entirely online and who do not anticipate ever taking classes on any of the University campuses or satellite programs.
3. Proof of immunity to Measles, Mumps, and Rubella with one of the following:
 - a. Records showing dates for a series of two doses of the MMR Vaccine
 - b. Positive MMR blood titers (blood test). The lab results of this test must be signed by the MD, DO, APRN, or PA with a note certifying immunity.
4. Proof Health Insurance: All Residence Hall Students, Intercollegiate Athletes, and International Students are required to submit a copy of their current health insurance card to Chaminade Counseling Center. Students should ensure that current insurance will cover any medical needs in the state of Hawaii for the duration of their tenure at Chaminade University of Honolulu.

For More information on student health insurance options, please go to <https://studentaffairs.chaminade.edu/counselingcenter/health-services/>.

Wellness Programs

Wellness Programs

The Chaminade University of Honolulu wellness program Live Pono – Chaminade Blue Zones Project is a campus-wide wellness initiative to help our Chaminade ‘Ohana to achieve their full potential by expanding positive qualities and embracing healthier lifestyles. The Office of Student Activities & Leadership (OSAL) collaborates and coordinates various health and wellness programs to encourage Chaminade students, faculty and staff to live a healthy lifestyle. OSAL provides intramural sports and recreational activities open to all members of the Chaminade community. Past intramural activities have included volleyball, beach volleyball, basketball, soccer, kickball, and flag football. Indoor recreational activities have included table tennis, pool tournaments, self-defense and video game tournaments. Previous and current outdoor activities have included surfing, hiking, yoga, and zumba. In addition, we have hosted workshops focused on improving sleep and reducing stress. OSAL also rents recreational equipment, including snorkeling gear, camping gear, basketballs, footballs, etc. free of charge. These various programs are geared to promote healthy lifestyles through physical fitness, social engagement, skill development and competition. To view a list of health and wellness programs offered by OSAL please visit online at <https://osal.chaminade.edu/health-wellness/>.

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Board of Regents

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Administration

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| Dean, Humanities and Fine Arts | Cheryl Edelson, Ph.D. |
| Dean, Natural Sciences and Mathematics | Gail Grabowsky, Ph.D. |
| Dean, School of Business and Communication | William Rhey, Ph.D. |
| Dean, School of Nursing | Rhoberta Haley, Ph.D. |
| Director, M.S.C.P. | Robert Santee, Ph.D. |

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|--|-----------------------|
| Director, M.B.A. | Elizabeth Stone, J.D. |
| Director, Library | Sharon LePage |
| Director, Undergraduate Research and Pre-Professional Programs | Amber Noguchi, Ph.D. |
| Director, Office of Advising and Career Development | Danielle Masuda |
| | |
| INFORMATION SERVICES | |
| Dean, Information Technology & Support Services | TBD |
| Director, Systems Integration | Steven Hee |
| Director, Network and Desktop Services | Eddie Pang |
| Director, Client Services | Debbie Murayama |
| | |
| STUDENT AFFAIRS | |
| Director, Athletics | Tom Buning, Ed.D. |
| Director, Counseling Center | Sharolyn Tani, Psy.D. |
| Director, Student Activities & Leadership | Joseph Granado |
| Director, Residential Life | Venus Ituralde |
| Director, Food Services | Dickson Alvarado |
| | |
| FINANCE AND BUSINESS SERVICES | |
| Vice President, Finance and Facilities | Aulani Kaanoi |
| Director, Finance | Choong Lim |
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| | |
|---|------------------|
| FACILITIES OPERATIONS & MAINTENANCE SERVICES | |
| Director, Physical Plant | Julieann Tupuola |
| | |
| ENROLLMENT MANAGEMENT | |
| Vice President, Enrollment Management | Edward Devine |
| Director, Financial Aid | Amy Takiguchi |
| | |
| INSTITUTIONAL ADVANCEMENT | |
| Vice President, Advancement | Gary Cordova |
| Director, Annual Funds | Kendra Sia |
| | |

Faculty

Faculty

Bogart, Louise

Emerita Associate Professor of Education (1984) B.A., Kansas State University

M.Ed., College of Notre Dame

Ph.D., University of Hawaii

Brodey, Vivana

Emerita Professor of Spanish (1988)

B.A. Hunter College, CUNY

M.A., Columbia

Ph.D., University of California Berkeley

Carey, Richard

Emeritus Professor of History (1980)

B.G.S., Chaminade College of Honolulu

M.A., Ph.D., University of Hawaii

Goff, M. Lee

Emeritus Professor of Forensic Sciences (2001) B.S., University of Hawaii at Manoa

M.S., California State University, Long Beach

Ph.D., University of Hawaii

James, Jon H.

Emeritus Associate Professor of English (1969) B.A., University of Notre Dame

M.A., University of California, Los Angeles

Klauser, Jack E.

Chaminade University

Emeritus Professor Economics (1973)

B.S., Columbia University

M.A., Ph.D., New York University

Kop, Melba E.

Emerita Associate Professor of Communication (1966)

B.A., M.A., University of Hawaii

Lawes, Robert B.

Emeritus Professor of Business (1984)

B.S., University of Southwestern Louisiana

M.I.M., American Graduate School of International Management

Lum, Albert W.H.

Emeritus Professor of English (1962)

B.A., M.A., Ph.D., University of Notre Dame

Mori, Arthur L.

Emeritus Professor of Chemistry (1971)

B.E., Yale University

Ph.D., University of Hawaii

Sarber, Eileen H.

Emerita Associate Professor of Spanish and ESL (1967)

B.A., St. Olaf College, Minnesota

M.A., University of Iowa

Smith, Mi-Soo Bae

Emerita Professor of Mathematics (1985)

B.S., Kyungpook University, Korea

M.S., Ph.D., Yale University

Chaminade University

Yablonsky, Jude

Emerita Professor of Communication (1984) B.S.E., Youngstown State University

M.A., University of Notre Dame Ph.D., The Ohio State University

Yee, Daniel J.W.

Emeritus, Associate Professor of Mathematics and Science (1965)

B.S., University of Dayton

M.Ed., University of Hawaii

Ranked Faculty

***Note:** Date shown in parenthesis is the year of initial appointment*

Allen, Joseph

Associate Professor of Criminology & Criminal Justice (2004)

B.A., M.A., Ph.D., University of Hawaii

Bailey, Frank

Assistant Professor of History (1998)

B.A., Chaminade University of Honolulu

M.A., Ph.D., University of Hawaii

Baker, Johnathan

Assistant Professor of Biology (2017)

B.S., University of Wisconsin

M.A., Arizona State University

Ph.D., University of Hawaii

Becker, Ronald

Professor of Criminology & Criminal Justice (2002) B.Sc., Sam Houston State University

M.Ed., Texas A & M University

J.D., St. Mary's University, San Antonio

Chaminade University

Bieberly, Clifford

Associate Professor of Communication (2002)

B.A., M.A., Ph.D., Wichita State University

Bordner, Richard M.

Professor of Anthropology (1983)

B.A., University of Oregon

M.A., Ph.D., University of Hawaii

Bradach, Carol

Assistant Professor of Nursing (2019)

B.A., The College of Saint Scholastica

M.A., The College of Saint Scholastica

Brownlow, Maria

Assistant Professor of Computer Information Systems (2011)

M.B.A., Ph.D. Polytechnic University of Szczecin, Szczecin, Poland

Callahan, Caryn Ann

Professor of Finance (1989)

B.A., Colby College

M.B.A., University of California, Los Angeles

M.A., Ph.D., Harvard University

Carlson, Brooke

Assistant Professor of English (2013)

B.A. Bowdoin College

M.A., Ph.D., University of Southern California

Carney, Timothy F.

Associate Professor of Music (2000)

Chaminade University

B.A., Hamilton College

M.Mus., University of Tennessee, Knoxville

D.Mus., University of Illinois at Urbana-Champaign

Carter, David O.

Associate Professor of Forensic Sciences (2012)

B.S., University of Idaho

M.Sc., Bournemouth University

Ph.D., James Cook University

Castle, Lilia

Professor in History and Philosophy (1999)

Ph.D., St. Petersburg University, Russia

Cha, Eurina

Associate Professor of Nursing (2011)

M.S.N., Ph.D., CRRN, RN Walden University

Chun, Hans

Assistant Professor in Education (2016) M.A., Ed.D., University of the Pacific

Cochran, Matthew

Assistant Professor of Physics (2010)

B.A., Grinnell College

M.S., Ph.D., University of Washington

Cogbill, Jolene

Assistant Professor of Biology (2009) B.S., University of California, Irvine

M.S., Ph.D., University of Hawaii

Coleman, David L.

Professor of Religious Studies (1984) B.A., M.A., University of Hawaii

Chaminade University

M.A., University of San Francisco

Ph.D., University of Hawaii

Coleman, Valerie M.

Librarian IV (1989)

B.A., M.L.I.S., University of Hawaii

Cooper, Denise

Assistant Professor of Nursing (2012) B.S., M.S.N., RN-BC, Anna Maria College

Creekmore, Jeremy

Assistant Professor of Nursing (2019) B.S., Hawaii Pacific University

Dohm, Michael

Associate Professor of Biology (2005) B.S., University of Washington

M.S., Ph.D., University of Wisconsin

Dohm, Sheryl

Senior Lecturer of Mathematics (2011) B.S., University of Tennessee, Knoxville M.Ed., Chaminade University of Honolulu

Edelson, Cheryl

Professor in English (2006)

B.S., University of California, Riverside M.A., University of California, Irvine

Ph.D., University of California, Riverside

Fryxell, Dale R.

Professor of Psychology (1998)

B.A., University of Minnesota

M.A., University of St. Thomas

M.A., Ph.D., University of Hawaii

Galli, Tom

Chaminade University

Senior Lecturer of Communication (2004) B.A., M.A., Northeast Louisiana University

Gao, Guanlin

Assistant Professor of Economics (2017)

Grabowsky, Gail Gl.

Professor of Environmental Studies (1997) B.S., M.A., Ph.D., Duke University

Gutierrez-Ayala, Carlos

Lecturer of Forensic Sciences (2017)

M.S., Chaminade University of Honolulu

Hackman, Denise

Associate Professor of Nursing (2014) B.S., M.S.N., RN, University of Phoenix

Halston Abby

Assistant Professor of Psychology (2017) B.S., Portland State University

M.S., Chaminade University

Ed.D., University of Southern California

Hill, Richard

Associate Professor of English (2010) Ph.D., University of Edinburgh U.K.

Hoffmeyer, Tiffanie

Associate Professor of Nursing (2011) B.S., M.S.Ed., Ph.D., RN, Capella University

Iwamoto, Darren

Associate Professor of Psychology (2013) B.A., University of Hawaii

M.S., Chaminade University

Ed.D., Capella University

Jensen, Janet S.

Senior Lecturer of Chemistry (2001)

B.S., University of California, Santa Barbara M.S., University of California, Los Angeles

Chaminade University

Jensen, Sharon

Assistant Professor of Nursing (2018)

B.S., Michigan State University

M.S.N., University of Washington

Kandel, Frederique

Assistant Professor of Biology (2017)

B.S., North Carolina State University

M.S., University of Hawaii Ph.D., University of Hawaii

Kawakami, Joel

Professor of Chemistry (2006)

B.S., Ph.D., University of Hawaii

Kido, Richard

Associate Professor of Accounting (2002)

B.A., Michigan State

M.B.A., University of Hawaii

Kraus, James

Professor of English (1985)

B.A., M.A., Ph.D., University of Hawaii

Kuriyama, Carolyn

Senior Lecturer of Communication (2001)

B.A., University of Washington

M.A., Harvard University

Lau, Collin K.C.

Lecturer of Criminology & Criminal Justice (1997) B.Ed., J.D., University of Hawaii

LePage, Sharon

Chaminade University

Librarian III (2002)

B.A., M.L.I.Sc., University of Hawaii

Li, Wei

Assistant Professor of Nursing

M.S., Swansea University (2005)

Lockard, Elizabeth

Associate Professor of Environmental & Interior Design (2011)

B.A., University of New Hampshire

M. of Architecture, Yale University

Ph.D., University of Hawaii

Magpantay-Monroe, Edna

Professor of Nursing (2017)

M.S., University of Maryland, Baltimore

Ed.D., University of Phoenix

Man, Bryan D.Y.

Professor in Sociology (1980)

B.A., M.A., University of Hawaii

Ph.D., University of California, Los Angeles

Maruyama, S.M., Bro. Robert K.

Assistant Professor of Computer Science (1998) B.S., M.S., University of Notre Dame

M.S., University of Dayton

McNally, Christopher

Professor of Political Economy (2011)

B.A., University of California, Berkeley

M.A., Ph.D., University of Washington

Chaminade University

Milnes, Faith

Assistant Professor of Interior Design (2002)

B.F.A., M.F.A., University of Hawaii

Morris, S.M., Bro. Gary

Associate Professor in Drama, in Residence (2003) B.A., University of Dayton

M.A., San Francisco State University

Moseley, Bryan

Associate Professor of Education (2008)

B.A., University of California, San Diego

Ph.D., University of California, Santa Barbara

Mukina, Travis

Assistant Professor of Education (2017)

B.S., Slippery Rock University

Ph.D., Oklahoma State University

Naeole, Chrystie

Assistant Professor of Biology (2012)

B.S., Ph.D., University of Hawaii

Nakahodo, Koreen

Senior Lecturer of English (2010)

B.A., M.A., University of Hawaii

Ozaki, Yukio

Professor of Fine Arts (1986)

B.A., Gakushuin University, Tokyo

M.F.A., University of Hawaii

Park, Elizabeth

Chaminade University

Assistant Professor of Education (2006)

B.S., University of California, Los Angeles

M.S., Pratt Institute

M.Ed., Chaminade University

Ph.D., University of Hawaii at Manoa

Paynter, Allison E.

Professor in English (2003)

B.A., University of California, Berkeley

M.A., Ph.D., Washington University in St. Louis

Perrault, Katelynn

Assistant Professor of Forensic

Sciences and Chemistry (2017)

Ph.D., University of Technology Sydney

Pfeiffer, Regina

Associate Professor of Theology (1999)

B.A., University of Hawaii

M.A., St. Mary-of-the-Woods

D.Min., Graduate Theological Foundation

Ragasa, Dustyn

Assistant Professor of Religious Studies (2019)

B.A., Chaminade University of Honolulu

M.A.T., Dominican School of Philosophy & Theological Ph.D., Graduate Theological Union

Ramocki, Lorin

Assistant Professor of Nursing (2017)

D.N.P., University of Massachusetts Amherst

Chaminade University

Riggs, Joan

Associate Professor of Interior Design (2004)

B.A., B.S., M.S., Southern Illinois University

Rosado, Julieta

Associate Professor of Nursing (2013)

B.S., University of the State of New York

M.S., Syracuse University

M.B.A., Ph.D., University of Hawaii at Manoa

Roseler, Katrina

Assistant Professor of Education (2015)

B.S., Humboldt State University

M.S., Walden University

Ph.D., Florida State University

Santee, Robert G.

Professor of Psychology (1994)

B.A., M.A., M.Ed., Ph.D., University of Hawaii

Smith, Mary

Assistant Professor of Education (2005)

B.A., Fairfield University

M.S., Wagner College

Ph.D., University of Virginia

Speck, Mark

Assistant Professor of Data Science (2019)

B.S., The State University of New Jersey, Rutgers

M.S., University of Hawaii at Manoa

Chaminade University

Ph.D., University of Hawaii at Manoa

Steelquist, John A.

Professor in Business (1984)

B.S., Baylor University

M.S., Ph.D., Texas A & M University

Steiger, Peter

Associate Professor of Philosophy & Religion (2005) B.A., The Ohio State University

M.A., University of Dayton

Ph.D., The Catholic University of America

Suh, Junghwa

Associate Professor of Interior Design (2012)

B.S., Gonzaga University

M.A., Washington State University

D.Arch., University of Hawaii

Takeda, Walter N.

Professor of Fine Arts (1970)

B.A., M.A., University of Hawaii

Tanna, Wayne M.

Professor of Accounting (1992)

B.A., University of Hawaii

J.D., Northwestern School of Law,

Lewis & Clark College

L.L.M., McGeorge School of Law, University of the Pacific

Terem, Bulent

Professor of Chemistry (1988)

Chaminade University

B.S., Robert College of Istanbul, Turkey

M.Sc., Ph.D., University of East Anglia, U.K.

Teruya, Lynette

Librarian I (2015)

B.A., M.A., University of Hawaii at Manoa

Trapido-Rosenthal, Henry

Associate Professor of Biology (2010)

B.S., University of Southern California

Ph.D., University of California, Santa Barbara

Treece, Kelly

Assistant Professor of Criminology & Criminal Justice (2018)

B.S., Mount Senario College of Wisconsin

M.S., University of Wisconsin Platteville

Ph.D., Walden University

Trevorrow, Tracy

Professor of Psychology (1997)

B.S., Bethany College

M.S., San Diego State University

Ph.D., University of Hawaii

Turner, Helen

Professor of Biology (2007)

B.Sc., (Hons), University of York, U.K.

Ph.D., University of London, U.K.

Unni, Chitha R.

Professor of Philosophy (1996)

Chaminade University

B.A., M.A., University of Madras, India

M.A., Ph.D., University of Hawaii

Washburn-Repollo, Eva

Associate Professor of Communication (2017)

B.A., M.A., Silliman University, Philippines

M.S., Southern Connecticut State University

Ph.D. University of Hawaii

Weaver, Deacon Michael E.

Lecturer of History and Political Science (2013)

B.A., Gonzaga University

M.Ed., University of Hawaii

M.P.T., Chaminade University of Honolulu

Weichaus, Michael

Assistant Professor of Biology (2014)

Ph.D., Robert Gordon University, U.K.

Williamson, Aaron

Assistant Professor of Business and Communications M.S., University of Baltimore (2007)

Wong, Chock Y.

Associate Professor of Mathematics (1989)

B.S., Guangzhou Teachers College, China

M.A., Ph.D., University of Hawaii

Wong, Sr. Malia

Senior Lecturer in Religious Studies (2012)

B.S., Chaminade University of Honolulu

M.A., University of San Francisco

Chaminade University

D.Min., University of Creations Spirituality

Wright, Claire

Associate Professor of Biology (2011)

B.S., University of Westminster

M.S., University of London

Ph.D., The Open University

Wyble, Justin

Senior Lecturer in English (2009)

B.A., University of Florida

M.A., C.Phil., University of California, San Diego

Yamasaki, Mitch

Professor of History (1988)

B.A., M.A., Ph.D., University of Hawaii

General Education Requirements

General Education Requirements

Foundation Skills (22-23 semester hours)

The foundational skills ensure that students meet the general competencies associated with written and oral communication, critical thinking, information literacy, quantitative reasoning, and knowledge of beauty and creativity. These are the fundamental skills needed by students for successful careers, citizenship, and further educational endeavors.

The major and minor fields of study differ in mathematics requirements. Some majors require a single course; others require a sequence.

MA102 is a developmental mathematics course and does not satisfy the terminal mathematics requirement for any major at Chaminade either online or on-ground.

Track A: General Mathematics. Terminal Requirement: MA 100

This track will satisfy the requirements in most areas in Humanities and Social Sciences and provides a basis in symbolic reasoning essential to descriptions of relationships and patterns in nature. This track will satisfy the math prerequisite required for the baccalaureate degrees in Nursing, Criminology and Criminal Justice, English, Historical and Political Studies, Environmental + Interior Design, Psychology, Religious Studies, Environmental Studies and Social Studies. Consult specific program requirements.

Track B: Algebra preparation for non-science majors. Terminal Requirement: MA 103

This track will satisfy the math general education requirement for the baccalaureate degrees in Accounting, Business Administration, Management, Behavioral Sciences and Environmental Studies.

Track C: Early Childhood & Elementary Education. Terminal Requirement: MA 105

This track will satisfy the requirements for teaching of mathematics at the Early Childhood and Elementary Education level and provides a basis in symbolic reasoning essential to descriptions of relationships and patterns in nature. Consult requirements for Education programs.

Track D: Calculus series for science majors. Terminal Requirement: MA 210 or MA331.

Students whose majors require this terminal course should follow a sequence of MA104, MA110, MA210. Environmental Science students may elect MA210 or MA331 as their terminal mathematics requirements.

MA210 will satisfy the general education mathematics requirement in Biology, Biochemistry, Data Science and Forensic Sciences. These majors require additional mathematics courses to graduate. In addition to MA210, MA 211 is required for Biology, Biochemistry or Chemistry majors. In addition to MA210, MA211 or MA331 is required for Forensic Science students (students should consult their advisor to select the correct path based on career and graduate school planning). In addition to MA210, Data Science students are required to take MA331. Majors may have other mathematics or statistical requirements and students should consult the catalog.

Values (19 semester hours)

It is important that students leave Chaminade University with more than educational skills. Development of the whole person requires a values-based education. The Chaminade General Education program achieves this through six values based courses that intentionally align to the Marianist educational values and mission.

Capstone (3 semester hours)

The General Education capstone course enables students to solidify mastery of the foundational skills, Marianist and Native Hawaiian values and global awareness through a project based learning approach.

Core Curriculum Integrative Capstone (3 semester hours)

Total General Education Requirements: 44-45 semester hours

General Education Course Alignment

General Education Course Alignment

| COMPONENT | COURSE | CREDITS |
|-------------------------------|--|---------|
| Life Skills & College Success | CUH 100 First Year Experience Seminar | 3 |
| Writing | EN 101 Introduction to Expository Writing EN 102 Expository Writing | 6 |
| Quantitative Skills | BA 254 Personal Finance MA 100 Quantitative Reasoning & Math Skills MA 103 College Algebra MA 104 College Algebra for Calculus Track MA 105 Math for Elementary Teachers I | 3 |
| Oral Communication | COM 101 Introduction to Communication | 3 |

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|------------------------|--|-----|
| Quantitative Reasoning | BI 110/L People & Nature: Oceans and Human Health BI 131/L Human Nutrition BI 216/L Cellular and Organismal Biology II BI 250 People & Microbes: Microbiology & Cell Biology BU 254 Personal Finance CS 201 Programming in R CS 202 Programming in Python DS 101 Data Structures, Data Analytics, and Data Life cycle EC 201 Principles of Macroeconomics ENV 115/L: Marine Environmental Science ENV 201/L Conservation Bio & Ecology MA 305 Math for Elementary Teachers II | 3-4 |
| Critical Thinking | AN 200 Cultural Anthropology CIS 471 Cyberspace & Cyber security Essentials EN 256 Poetry and Drama ENV 100 Introduction to Environmental Issues GEO 102 World Regional Geography GEO 103 Human Geography HI 151 World Civilizations I PH 100 Introduction to Philosophy POL 111 Comparative Government & Politics POL 211 American Government & Politics PSY 101 General Psychology RE 103 World Religions | 3 |

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| Knowledge of Beauty and Creation | AR 111 Drawing AR 201 Survey of Art I AR 202 Survey of Art II AR 250 Beginning Ceramics AR 255 Beginning Sculpture EID 216 Design Principles and Interior Composition PAR 201 Introduction to Motion Pictures PAR 210 Fundamentals of Theatre PAR 205 Acting I | 3 |
| Education for Adaptation & Change | BU 254 Personal Finance COM 250/L: Introduction to Video Production COM 310 Intercultural Communication EN 201 Types of Literature ENV 400: Current Global Environmental Issues HI 151 World Civilizations I HI 201 America Before the Civil War HI 202 America Since the Civil War | 3 |
| Education for Service, Justice, & Peace | COM 200 Introduction to Mass Communication EN 255 Short Story and Novel ENV 400 Current Global Environmental Issues ENV/RE 431 Environmental Ethics RE 390 Transformational Leadership SO 200 Introductory Sociology | 3 |

| | | |
|--|--|---|
| Education in the Family Spirit | BU 200 Introduction to Business PSY 458 Psychology of Relationships | 3 |
| Integral (Holistic) Education for Global Awareness | AN 200 Cultural Anthropology COM 310 Intercultural Communication EID/PSY 336 Unpacking the Home: The Landscape of Modern Family and Culture GEO 102 World Regional Geography GEO 103 Human Geography HI 151 World Civilizations I RE 460 Buddhism RE 357 Christians & Buddhists in Dialogue | 3 |
| Education for Formation in Faith | RE 301 Jesus: God and Man RE 308 Christian Ethics RE 314 Hebrew Scriptures RE 326 Christian Prayer RE 338 Religion, Philosophy & Social Ethics RE 346 Influential Women in Christianity RE/NUR 371 Nursing: Ethics and Spirituality | 3 |
| Catholic Intellectual Tradition | RE 205 Christian God and Human Experience RE 211 The Bible as Controversy | 3 |
| Capstone | built in AY 20-21 | 3 |

General Education Learning Outcomes

General Education Learning Outcomes

Students who have successfully completed the various portions of the General Education curriculum will demonstrate competencies in written and oral communication, critical thinking, information literacy, quantitative reasoning, and Marianist values. Specific learning outcomes for the General Education follow.

Foundation Skills

Life Skills & College Success

1. Students will evaluate their level of academic and social & emotional readiness for their university experience.

Writing

1. The students will explore and articulate reading and writing strategies, produce written texts, and engage diverse textual situations, so as to participate creatively, collaboratively, and critically in their local communities.
2. The students will build on their experience in EN 101 in order to write from sources, write critically and creatively as a process, and produce a research paper that allows them to be critical and creative voices for social justice.

Quantitative Skills & Reasoning

1. Students will apply basic mathematical principles needed to function effectively and develop mathematical reasoning and problem-solving skills.
2. Students will analyze and interpret quantitative data.

Oral Communication

1. The student will effectively develop and deliver informative and persuasive speeches, and engage in dialogue and small group discussions to support the conveyance of meaning and connection with the audience.

Critical Thinking

1. Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.

Knowledge of Beauty & Creativity

Chaminade University

1. Students will build skill sets and explore creative methods of discovering, discerning and/or expressing beauty through art forms and fields of inquiry.

Information Literacy

1. Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

Values

Students must take two values courses as part of their General Education for the associate degree. Courses can be taken from any of the values categories.

Education for Formation in Faith

1. The student will integrate faith and reason as complementary methods to explore questions of ultimate reality, leading to enhanced social awareness and service for peace and justice.

Integral (Holistic) Education/Global Awareness

1. Students will integrate their experience with global awareness in the context of the particular course and field/discipline within a diverse community of learners.

Education in the Family Spirit

1. Students will collectively contribute to, and individually reflect upon, the building and sustaining of community.

Education for Service, Justice and Peace

1. Students will evaluate and articulate the social, environmental and ethical dimensions of service, justice, and peace in the context of their particular course and field or discipline of study.

Education for Adaptation and Change

1. Students will evaluate the ways in which adaptation and change are essential to understanding the past, analyzing the present, and applying critical thinking to meet future challenges and needs.

Catholic Intellectual Tradition

1. The student will explain faith and reason as integral to developing a Catholic sacramental perspective of the cosmos that leads to responsible action supporting social justice.

Capstone

1. Students will present mastery of foundational skills, Marianist and Native Hawaiian values and a global awareness through a project-based learning approach.

Anthropology Program Page

ANTHROPOLOGY

Program Advisor: Dr. Richard Bordner

Anthropology is within the Behavioral Science program. While a separate major is not offered in anthropology, the B.S. degree in Behavioral Science is strongly grounded with Anthropology course offerings.

Anthropology as a synthesizing discipline examines the lifestyles, values, and world view of other peoples, including topics such as ethnic identity in varied cultural settings and cultural change in past and contemporary cultures. All of the anthropology courses address one or more of the following goals of the Behavioral Science program:

1. The scientific method and its application in the field of anthropology and sociology
2. The diversity of peoples and cultures—other ways of seeing and understanding the world
3. How social forces shape our individual perception and behavior
4. The relationship between self-examination and the nature of the group and of group dynamics.

Anthropology Minor

Anthropology Minor

Anthropology Minor: Students who major in any discipline involving cross-cultural interaction, such as Asian studies, communications, criminology and criminal justice, international studies, management political science and Psychology should consider a minor in anthropology to complement their primary area of study.

Pre-minor requirements: AN 200 and SO 200 or PSY 101.

Minor requirements: 12 semester hours of upper division courses in anthropology.

Upon completion of the Anthropology minor, students will be able to:

1. Identify some of the key concepts, principles, and overarching themes in anthropology.
2. Apply the scientific method and critical thinking to evaluate anthropological research.
3. Exhibit effective writing skills within the context of the field of anthropology.

Art Program Page

ART

Program Advisors: Walter Takeda and Yukio Ozaki

Studio art courses offer students of every discipline unique opportunities for self-expression different in character from the normal lecture presentation. All works of art produced are the property of the student. Also offered are several lecture courses in art appreciation and art history.

Art Learning Outcomes

Learning Outcomes for Art

Students successfully completing the minor will be able to:

1. Confidence and skill in the application of their personal creativity and perspective to their projects
2. Responsibility through their projects' working process and timely completion of requirements
3. An understanding of the value of the process of creation rather than merely the value of the finished product
4. An appreciation of the fine arts as an essential part of human culture that enriches their lives

Assessment

Each course in the program is linked to the program learning outcomes and will provide data related to the realization of the outcomes. Students who minor in Fine Arts are required to maintain a developmental portfolio with a digital record of their work during the program which is submitted and evaluated as part of the graduation clearance process.

For program description, please see Fine Arts.

Program Assessment Individual Course Assessment

Each course in the program is linked to each of the program learning outcomes and will provide data related to the realization of the outcomes. Individual progress through a course is assessed by at least two processes. First, faculty may use a pre-test during the first class session and a post-test during the last class session, or they may embed their assessment activities within the class activities and exams. Questions, activities and projects are constructed to cover the areas listed in the course syllabus for which the student should be able to demonstrate competence. The second mechanism of testing is more traditional, focusing on student projects and presentations that apply the knowledge and skill sets linked to the program outcomes. Fine Arts courses may also have regular written quizzes and a final examination and/or final major paper. A variety of formats for written exams may be used including both objective and essay exams.

Cumulative Program Assessment

Students who minor in fine arts are required to maintain a developmental portfolio which is submitted and assessed as part of the graduation clearance process. The portfolio will have the following:

1. A digital record of their work during the program; (P.L.O. 1 and 2)
2. Projects examples and analysis demonstrating personal uniqueness in the design or project content; (P.L.O. 1 and 3)
3. Projects and accompanying analysis which demonstrate developmental of technical expertise and skill sets linked to program learning outcomes; (P.L.O. 1 and 3)
4. An essay demonstrating the student's understanding of art appreciation and the arts as an essential dimension of human culture. (P.L.O. 4)

Art Minor

Minor in Fine Arts

A minor in Fine Arts with a concentration in studio art is offered. A student interested in the minor should make this known to the program advisor early in his or her college career so that timely sequence of studio courses can be scheduled.

Pre-minor requirements for studio art: AR 250 and AR 255.

Minor requirements: 12 semester hour credits of upper division studio art courses chosen with the approval of the program advisor.

Program Learning Outcomes for Fine Arts Minors

Upon completion of the Fine Arts – Studio Art minor, students will be able to:

1. Demonstrate the application of skills related to a particular artistic methodology in order to create a project.
2. Articulate steps necessary to the process of creating works of art.
3. Describe and define the ways in which fine arts are an essential part of human culture that enriches their lives.

Assessment

Each course in the program is linked to the program learning outcomes and will provide data related to the realization of the outcomes. Students who minor in Fine Arts are required to maintain a developmental portfolio with a digital record of their work during the program which is submitted and evaluated as part of the graduation clearance process.

For program description, please see Fine Arts.

Program Assessment Individual Course Assessment

Each course in the program is linked to each of the program learning outcomes and will provide data related to the realization of the outcomes. Individual progress through a course is assessed by at least two processes. First, faculty may use a pre-test during the first class session and a post-test during the last class session, or they may embed their assessment activities within the class activities and exams. Questions, activities and projects are

constructed to cover the areas listed in the course syllabus for which the student should be able to demonstrate competence. The second mechanism of testing is more traditional, focusing on student projects and presentations that apply the knowledge and skill sets linked to the program outcomes. Fine Arts courses may also have regular written quizzes and a final examination and/or final major paper. A variety of formats for written exams may be used including both objective and essay exams.

Cumulative Program Assessment

Students who minor in fine arts are required to maintain a developmental portfolio which is submitted and assessed as part of the graduation clearance process. The portfolio will have the following:

1. A digital record of their work during the program; (P.L.O. 1 and 2)
2. Projects examples and analysis demonstrating personal uniqueness in the design or project content; (P.L.O. 1 and 3)
3. Projects and accompanying analysis which demonstrate developmental of technical expertise and skill sets linked to program learning outcomes; (P.L.O. 1 and 3)
4. An essay demonstrating the student's understanding of art appreciation and the arts as an essential dimension of human culture. (P.L.O. 4)

Behavioral Sciences Program Page

BEHAVIORAL SCIENCES

Dean: Dr. Dale Fryxell

Faculty: Dr. Richard Bordner and Dr. Bryan Man

We live in a time of change. Social networks, organizations, corporations all appear to change constantly. Societies and groups find themselves trying to both hold onto traditional values and norms while adapting to the changing world around them. The Behavioral Sciences Program is centered on the examination of societies, ethnic groups and organizations.

Exposing students to the disciplines of anthropology, geography and sociology gives them the intellectual tools to understand the dynamics of social change and how to effectively implement social policy. Subject matter ranging from cross-cultural interaction, social and individual identity, diasporic ethnic groups, issues of gender, age, and socio-cultural status are all included in the major. The program emphasizes flexibility and encourages students to bring in course material from other institutions to individually tailor their program to fit their intellectual and career goals.

Integration with the Marianist Mission

The primary goal of the Behavioral Sciences Program is to provide students with the tools they need to provide leadership roles and the ability to become agents of social policy in a complex diverse world. This explicitly ties into the Marianist mission by educating students from a point of view which celebrates diversity and the openness of mind, which is critical to making a difference in the modern world and developing the true servant-leader as an agent of social change.

The Program works toward this goal by two specific techniques:

1. The material covered in anthropology, geography, psychology and sociology, both in readings and discussions, explicitly reflects the Marianist and Chaminade University goal of building collaborative learning communities from students of diverse backgrounds since the material is by definition cross-cultural and focuses on the diversity of human societies.
2. By virtue of being a multi-disciplinary program and thus explicitly incorporating the viewpoints and perspectives of varying disciplines, we provide an intellectual model of cross-discipline understanding and synthesis for our students to follow, based on our

role as mentors and role models in praxis both within and outside the classroom (in service-learning, community service projects and faculty research projects for example).

Consistent with the Marianist education goal to foster community-based relationships and the application of service, the Behavioral Sciences Program requires a senior research project. For many of our majors this consists of a structured internship project (frequently within social services agencies and schools). This achieves the following several goals simultaneously:

1. It sensitizes our students to the reality that the culturally diverse world outside the university is the real basis and goal of their education, and forces them to relate and apply the course material in the design and implementation of social policy.
2. The senior research is based explicitly on student-generated research, based on their personal interests and career goals. It requires that they develop the research questions (hypothesis), collect the field data and analyze the results within the intellectual framework of their research questions. This exposes them to real-world issues of self-discipline, data collection, ethics, and focusing on goals;
3. The Behavioral Sciences faculty provide a role model for our students with our involvement in community activities and social policy that take advantage of our training and expertise. This models for the students the importance of praxis, of professional involvement in service, and the relationship of academic professionals and the larger community within the context of servant-leadership.

Behavioral Sciences Requirements

Behavioral Sciences

| | | |
|------------------------------------|---------|-----------------------------------|
| DEGREE REQUIREMENTS | | |
| Pre-Major courses | | |
| (9 credits) | PSY 101 | General Psychology |
| | AN 200 | Cultural Anthropology |
| | SO 200 | Introductory Sociology |
| Foundation courses | | |
| (12 credits) | PSY 200 | Life Span Development |
| | SO 302 | Theory in the Behavioral Sciences |
| | PSY 321 | Psychology of Personality |
| | PSY 322 | Social Psychology |
| Sociology and Social Policy | | |
| Social Issues | | |
| (9 credits) | AN 341 | Virtual Worlds, Digital Realities |
| | SO 308 | Social Problems |
| | SO 311 | Marriage and Family |
| | SO 407 | Society and Mental Disorders |
| Cross-Cultural Interaction | | |

| | | |
|---|---------|---|
| (12 credits) | AN 340 | Contemporary Peoples of Hawaii |
| | AN 350 | Cultures of Oceania |
| | AN 357 | East Asian Societies |
| | SO 331 | Asian American Communities |
| | SO 360 | Sociology & Philosophy of Gender |
| | SO 401 | Race and Ethnic Relations |
| Pre-Professional Course | | |
| (3 credits) | SO 327* | Career Development in the Behavioral Sciences |
| Research Skills & Senior Thesis | | |
| (7 credits) | SO 317 | Social Research Methods and Evaluation |
| | SO 494* | Senior Thesis Research |
| | SO 498* | Senior Thesis |
| Specialty courses from other universities may be substituted for major requirements with the approval of the faculty advisor. | | |
| * must be completed at Chaminade University | | |

Behavioral Sciences Learning Outcomes

Behavioral Sciences Learning Outcomes

Upon completion of the B.A. undergraduate program in Behavioral Sciences, students will be able to:

1. The student will apply intellectual frameworks and models to interpret social interaction from the Behavioral Sciences perspective.
2. The student will apply research approaches from anthropology and Sociology.
3. The student will apply anthropological and sociological concepts related to social justice to current problems and issues in society.
4. The student will assess contemporary social issues through the lens of cultural diversity.

Behavioral Science Course Sequence

Example Course Sequence

Freshman Year – Year 1

Fall Sequence - 14 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| EN 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| PSY 101 | 3 | PMR |
| MA 103 | 3 | FOU |
| FREE | 4 | FOU |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| COM 101 | 3 | FOU |
| SO 200 | 3 | PMR |
| EN 102 | 3 | FOU |
| FREE | 3 | FOU |
| FREE | 3 | VAL |

Sophomore Year – Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| SO 302 | 3 | PMR |
| PSY 200 | 3 | MR |
| AN 200 | 3 | PMR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--|----------------|-----------------|
| SO 317 | 3 | PMR |
| AN 341, SO 308, SO 311, or SO 407 | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| AN 340, AN 350, AN 357, SO 331, or SO 360 | 3 | MR |

Junior Year – Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--|----------------|-----------------|
| AN 341, SO 308, SO 311, or SO 407 | 3 | MR |
| AN 340, AN 350, AN 357, SO 331, or SO 360 | 3 | MR |
| PSY 321 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--|----------------|-----------------|
| AN 340, AN 350, AN 357, SO 331, or SO 360 | 3 | MR |
| AN 341, SO 308, SO 311, or SO 407 | 3 | MR |
| PSY 322 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Senior Year – Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---|----------------|-----------------|
| SO 327 | 3 | MR |
| AN 340, AN 350, AN 357, SO 331, or SO 360 | 3 | MR |
| SO 494 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| SO 498 | 1 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**PSY 101 will satisfy the Critical Thinking Foundations requirement and is a prerequisite for PSY 321 & PSY 322

***MA 103 will satisfy the Quantitative Skills Foundations requirement and is a required prerequisite for SO 317

****SO 200 will satisfy the Education for Service, Justice, & Peace Values requirement and is a prerequisite for SO 327

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|----------|-----------------------|---|------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 30 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 37 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 15 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 20 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 15 |
| | | Total Credits | 120 |

BIOCHEMISTRY

Disciplines Coordinator: Dr. Bulent Terem

Major Program Advisor: Dr. Bulent Terem **Minor Program Advisor:** Dr. Bulent Terem

Program Faculty: Dr. Jolene Cogbill, Dr. Michael Dohm, Janet Jensen, M.S., Dr. Joel Kawakami, Dr. Katelynn Perrault, Dr. Henry Trapido-Rosenthal, Dr. Helen Turner, Dr. Michael Weichaus, Dr. Claire Wright.

Pre-health professions advisor: Patricia Lee-Robinson, M.S., M.Ed. Divisional Research

Internship Coordinator: Dr. Jolene Cogbill

Biochemistry Mission Statement

Biochemistry is the study of the living organism at the molecular level. It draws on techniques from a broad spectrum of specialized branches of chemistry to study the molecular basis of vital processes. The mission of the Biochemistry Major program at Chaminade is to deliver an excellent education in biological chemistry, preparing students to be innovative, rigorous and well-trained scientists, educators or health practitioners. The biochemistry degree program recognizes that chemistry is “the central science” and that biochemical processes are essential to all life on our planet. The biochemistry major is composed of sophisticated intellectual content and practical experiences. Students will be exposed to contemporary ideas in biology, a challenging range of chemistry courses and rigorous laboratory courses involving modern techniques and advanced instrumentation. Application of the scientific method, statistical and presentation skills, and critical evaluation of data are foundational to the course progression in the major, which culminates in a capstone research experience. Our undergraduate students experience an education that reflects the research interests and expertise of the faculty, specifically targeting the areas of natural products, synthetic and computational chemistry, cell and molecular biology, signal transduction, genetics and genomics, and integrative biology. The curriculum is synthesized with a rich program of available development activities including internships, conference attendance and preparation activities for the health professions and graduate school.

The vision of the Biochemistry major is linked to key components of the Chaminade educational experience. Our close-knit faculty fosters education in the family spirit, and the rapid progress in techniques and ideas that hallmark biology and chemistry drive our determination to prepare students who can adapt and change. Ultimately, the goal of science is to understand the mysteries of nature and improve the human condition, while recognizing the crucial hierarchy of all organisms within multi-level ecosystems. In

particular, the goal of modern biochemistry is to develop novel molecules that address global problems, such as innovative therapies for disease, novel energy sources, and new biomaterials.

Biochemistry Program Features:

The biochemistry program is supervised collaboratively between the Biology and Chemistry faculty at Chaminade University. Two degree programs are supported by the Biology discipline, the BS in Biology and the BS in Biochemistry. Two tracks are available within the BS in Biology, emphasizing Cellular and Molecular Biology and Integrative and Organismal Biology, respectively. When selecting a major program, students should be aware that the individual curricula are tailored to specific post-graduate preparation for careers. These are outlined below.

B.S. in Biochemistry

Is there an undergraduate research requirement?

One semester Second semester elective

Is there an internship requirement?

Optional*

What are the target post-graduate destinations for which this degree is designed?

Health Professions (MD, Pharm.D, etc.); Graduate School in Chemistry/Biochemistry/Biomedical Sciences/Pharmacology; Pharmaceutical Industry; Biotechnology Industry

B.S. in Biology: Cellular & Molecular Track

Is there an undergraduate research requirement?

One semester Second semester elective

Is there an internship requirement?

Optional*

What are the target post-graduate destinations for which this degree is designed?

Health Professions (MD, Pharm.D, etc.); Graduate School in Biological/Biomedical Sciences; Pharmaceutical Industry; Biotechnology Industry

B.S. in Biology: Integrative and Organismal Track

Is there an undergraduate research requirement?

Optional as one semester elective

Is there an internship requirement?

Yes*

What are the target post-graduate destinations for which this degree is designed?

Health Professions (MD, Pharm.D, etc.); Graduate School in Biology; Biotechnology Industry; State and Federal Agencies

B.S. in Biochemistry and B.S. in Biology (both tracks)

Is this program suitable for students who seek to enter medical or other health professional schools?

Yes-specifically pre-med seminar series, other enrichment activities and candidacy for Medical and other health professions Early Admissions Program. *Students who intend to apply for medical, dental, veterinary or other professional schools are encouraged.

Within the B.S. program in biochemistry, it is possible to elect the “pre-med” area of emphasis. Here, students are enrolled in a seminar series and other activities that specifically prepare for standardized tests such as MCAT, and for entry into professional areas such as medicine, dentistry, pharmacy, physical therapy and others. In addition, this election admits the student to candidacy for the Chaminade Medical School Early Admissions Program. Here students may be guaranteed seats at medical schools including Western University College of Osteopathic Medicine, A.T. Stills College of Medicine and Boston University School of Medicine, following the successful completion of a specific course of study at Chaminade. Interested students should contact a pre-health advisor at their earliest opportunity to discuss the program.

B.S. in Biochemistry

All students enrolled in the Biochemistry Degree Program must complete the Core Curriculum for Track D as listed in their respective catalog.

Pre-major requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|--------------------------|---|---------------------|
| BI 100 | First Year Science Seminar: Science | 1 semester hours |
| MA 110 | Pre-Calculus | 3 semester hours |
| MA 210 | Calculus I | 4 semester hours |
| MA 211 | Calculus II | 4 semester hours |
| BI 215 | Cellular and Organismal Biology I | 3 semester hours |
| BI 215L | Cellular and Organismal Biology I Laboratory | 1 semester hours |
| BC/CH203 | General Chemistry I | 3 semester hours |
| BC/CH 203L | General Chemistry I Laboratory | 1 semester hours |
| BI 307 | Molecular Biology I Genes and Genetics | 3 semester hours |
| BI 307L | Molecular Biology I Laboratory Genes and Genetics | 1 semester hours |

Major requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|--------------------------|--------------------|----------------|
|--------------------------|--------------------|----------------|

| | | |
|------------|--|---------------------|
| BI 104 | Digital Science | 1 semester hours |
| BI 216 | Cellular and Organismal Biology II | 3 semester hours |
| BI 216L | Cellular and Organismal Biology II Laboratory | 1 semester hours |
| BI 308 | Molecular Biology II Genomics and Epigenomics | 3 semester hours |
| BI 308L | Molecular Biology II Laboratory Genomics and Epigenetics | 1 semester hours |
| BC/CH 204 | General Chemistry II | 3 semester hours |
| BC/CH 204L | General Chemistry II Laboratory | 1 semester hours |
| BC/CH 323 | Organic Chemistry I | 3 semester hours |
| BC/CH 323L | Organic Chemistry I Laboratory | 1 semester hours |
| BC/CH 324 | Organic Chemistry II | 3 semester hours |
| BC/CH 324L | Organic Chemistry II Laboratory | 1 semester hours |
| BC/CH 334 | Analytical Chemistry | 3 semester hours |

| | | |
|------------|--|---------------------|
| BC/CH 334L | Analytical Chemistry Laboratory | 1 semester hours |
| PHY 251 | University Physics I | 4 semester hours |
| PHY 251L | University Physics I Laboratory | 1 semester hours |
| PHY 252 | University Physics II | 4 semester hours |
| PHY 252L | University Physics II Laboratory | 1 semester hours |
| BI 300 | Science Writing | 1 semester hours |
| BI 302 | Science Writing – Bioethics and Professional Conduct | 1 semester hours |
| BC/CH 360 | Biochemistry I | 3 semester hours |
| BC/CH 360L | Biochemistry I Laboratory | 1 semester hours |
| BC/CH 362 | Biochemistry II | 3 semester hours |
| BC/CH 362L | Biochemistry II Laboratory | 1 semester hours |
| BI 320 | Developmental Biology | 3 semester hours |

| | | |
|------------|---|---------------------|
| BI 320L | Developmental Biology Laboratory | 1 semester hours |
| BI 410 | Advanced Human Physiology I Metabolism and Nutrition | 3 semester hours |
| BI 410L | Advanced Human Physiology I Laboratory Metabolism and Nutrition | 1 semester hours |
| BI 420 | Systems Biology | 3 semester hours |
| BI/BC 495 | Research I | 3 semester hours |
| BC/CH 420 | Fundamentals of Physical Chemistry | 3 semester hours |
| BC/CH 430L | Instrumental Analysis | 2 semester hours |
| BC/CH 490 | Research | 3 semester hours |

and two upper division electives chosen from:

| COURSE NUMBER | COURSE NAME | CREDITS |
|--------------------|--------------------------------|---------------------|
| CH 440 | 440L Natural Product Chemistry | 3 semester hours |
| with or without | | |

| | | |
|---------|---|------------------|
| CH 440L | 440L Natural Product Chemistry Laboratory | 1 semester hours |
| CH 403 | Inorganic Chemistry | 3 semester hours |
| BI 430 | Microbiology | 3 semester hours |
| BI 411 | Advanced Human Physiology II – Neurophysiology | 3 semester hours |
| and | | |
| BI 411L | Advanced Human Physiology II Laboratory – Neurophysiology | 1 semester hours |
| BI 321 | Advanced Human and Comparative Anatomy | 3 semester hours |
| and | | |
| BI 321L | Advanced Human and Comparative Anatomy laboratory | 1 semester hours |
| CH 447 | Pharmacology | 3 semester hours |
| BI 435 | Cancer Biology | 3 semester hours |

Recommendations for upper division outside the major (UDOM) requirement: The following courses are recommended for Biochemistry majors to consider as fulfilling this requirement: 400 level ENV courses. Students should discuss with their Program Advisor the choice of their UDOM and Interdisciplinary courses.

Biochemistry Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BI 100 | 1 | PMR |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| FREE | 3 | FOU |
| BC 203/L | 4 | PMR |
| BI 215/L | 4 | PMR |

Spring Sequence - 18 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BC 204/L | 4 | MR |
| MA 110 | 3 | PMR |
| BI 104 | 1 | MR |
| BI 216/L | 4 | MR |
| COM 101 | 3 | FOU |
| EN 102 | 3 | FOU |

Sophomore Year – Year 2

Fall Sequence - 20 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BC 323/L | 5 | MR |
| BI 307/L | 4 | PMR |
| MA 210 | 4 | PMR |
| FREE | 4 | FOU |
| FREE | 3 | FOU |

Spring Sequence - 19 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BC 324/L | 5 | MR |
| BI 308/L | 4 | MR |
| MA 211 | 4 | PMR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Junior Year – Year 3

Fall Sequence - 19 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| BC 360/L | 4 | MR |
| BI 300 | 1 | MR |
| PHY 251/L | 5 | MR |
| FREE | 3 | FOU |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Spring Sequence - 18 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| BC 362/L | 4 | MR |
| BC 334/L | 4 | MR |
| BI 302 | 1 | MR |
| PHY 252/L | 5 | MR |
| BI 320/L | 4 | MR |

Senior Year – Year 4

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|---|----------------|-----------------|
| BI 410/L | 4 | MR |
| BI 420 | 3 | MR |
| BC 420 | 3 | MR |
| CH 403, CH 440 (with or without CH 440L), CH 447, BI 321/L, BI 411/L, BI 430, BI 435 | 4 | MR |
| FREE | 3 | VAL |

Spring Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|---|----------------|-----------------|
| BC 430L | 2 | MR |
| BC 490 | 2 | MR |
| BC 495 | 3 | MR |
| CH 403, CH 440 (with or without CH 440L), CH 447, BI 321/L, BI 411/L, BI 430, BI 435 | 4 | MR |
| FREE | 3 | VAL |
| FREE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 76 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 24 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 23 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 144 |

Biochemistry Learning Outcomes

Biochemistry Learning (BC) Outcomes

Upon completion of the B.S. undergraduate program in Biochemistry, students will be able to:

1. Appraise and articulate biochemical processes based on the fundamentals of organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, and biology as part of their integral and quality education.
2. Construct and employ effective and safe laboratory skills utilizing modern scientific instrumentation and techniques.
3. Analyze, compare, and formulate an interpretation of biochemical data and problems as applied to living organisms and environment.
4. Assemble and assess biological data and compose a scientific analysis report or presentation.

Biochemistry Minors

Biochemistry Minors

| COURSE NUMBER | COURSE NAME | CREDITS |
|---|--------------------------------------|---------|
| BC 360 | Biochemistry I | 3 |
| and | | |
| BC 360L | Biochemistry I Laboratory | 1 |
| BC 362 | Biochemistry II | 3 |
| BC 362L | Biochemistry II Laboratory | 1 |
| BC 490 | Chemistry Seminar I | 2 |
| and one upper division elective chosen from | | |
| BC 334 | Analytical Chemistry | 3 |
| and | | |
| BC 334L | Analytical Chemistry Laboratory | 1 |
| BC 420 | Physical Chemistry | 3 |
| CH 447 | Pharmacology | 3 |
| CH 440 | Natural Product Chemistry | 3 |
| with or without | | |
| CH 440L | Natural Product Chemistry Laboratory | 1 |

Upon completion of the Biochemistry minor, students will be able to:

1. Appraise and articulate biochemical processes based on the fundamentals of organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, and biology as part of an integral and quality education.
2. Construct and employ effective and safe laboratory skills utilizing modern scientific instrumentation and techniques.

BIOLOGY

Discipline coordinator: Dr. Michael Dohm Biology Minor Program Advisor: Dr. Michael Dohm

Biology Major Program Advisors: Dr. Jolene Cogbill, Dr. Michael Dohm, Dr. Frederique Kandel, Dr. Chrystie Naeole, Dr. Henry Trapido-Rosenthal, Dr. Helen Turner, Dr. Michael Weichhaus, Dr. Claire Wright

Pre-health advisor: Patricia Lee-Robinson, M.S., M. Ed. Divisional Research Internship Coordinator: Dr. Jolene Cogbill

Biology Mission Statement

Biology is the study of living organisms and is an increasingly dynamic and wide-ranging discipline. The mission of the Biology Major program at Chaminade is to deliver an excellent education in the biological sciences, preparing students to be innovative, rigorous and well-trained scientists, educators or health practitioners. The biology degree program recognizes that sophisticated intellectual content and practical experiences are central to the goal of equipping tomorrow's scientists.

Students will be exposed to contemporary ideas in biology and challenging laboratory courses involving modern techniques and advanced instrumentation. Application of the scientific method, statistical and presentation skills, and critical evaluation of data are foundational to the course progression in the major, which can culminate in a capstone research experience. Reflecting the research interests and expertise of the faculty, our undergraduate students experience an education specifically targeting the areas of cell and molecular biology, signal transduction, genetics and genomics, and interactive biology. Undergraduate students are fully integrated in research activities and participate directly in the process of discovery. The curriculum is synthesized with a rich program of available development activities including internships, conference attendance and preparation activities for the health professions and graduate school.

The vision of the Biology major is linked to key components of the Chaminade educational experience. Our close-knit faculty fosters education in the family spirit, and the rapid progress in techniques and ideas that hallmarks biology drives our determination to prepare students who can adapt and change. Ultimately, the goal of science is to understand the mysteries of nature and improve the human condition, and so our program prepares students to serve society and promote justice.

Biology Program Features:

The Biology and Biochemistry curricula at Chaminade University were intentionally designed to align to national expectations from The American Association for the Advancement of Science, the American Association of Medical Colleges, Howard Hughes Medical Institute, and the National Science Foundation. Two degree programs are supported by the Biology discipline, the BS in Biology and the BS in Biochemistry. Two tracks are available within the BS in Biology, emphasizing Cellular and Molecular Biology and Integrative and Organismal Biology, respectively. The BS in Biochemistry is supervised collaboratively between the Biology and Chemistry faculty at Chaminade University. When selecting a major program, students should be aware that the individual curricula are tailored to specific post-graduate preparation for careers.

These are outlined below.

B.S. in Biochemistry

Is there an undergraduate research requirement?

One semester Second semester elective

Is there an internship requirement?

Optional*

What are the target post-graduate destinations for which this degree is designed?

Health Professions (MD, Pharm.D, etc.); Graduate School in Chemistry/Biochemistry/Biomedical Sciences/Pharmacology; Pharmaceutical Industry; Biotechnology Industry

B.S. in Biology: Cellular & Molecular Track

Is there an undergraduate research requirement?

One semester Second semester elective

Is there an internship requirement?

Optional*

What are the target post-graduate destinations for which this degree is designed?

Health Professions (MD, Pharm.D, etc.); Graduate School in Biological/Biomedical Sciences; Pharmaceutical Industry; Biotechnology Industry

B.S. in Biology: Integrative and Organismal Track

Is there an undergraduate research requirement?

Optional as one semester elective

Is there an internship requirement?

Yes*

What are the target post-graduate destinations for which this degree is designed?

Health Professions (MD, Pharm.D, etc.); Graduate School in Biology; Biotechnology Industry; State and Federal Agencies

B.S. in Biochemistry and B.S. in Biology (both tracks)

Is this program suitable for students who seek to enter medical or other health professional schools?

Yes-specifically pre-med seminar series, other enrichment activities and candidacy for Medical and other health professions Early Admissions Program. *Students who intend to apply for medical, dental, veterinary or other professional schools are encouraged.

Pre-Medical area of emphasis. Within the BS programs in biology and biochemistry, it is possible to elect the “pre-med” area of emphasis. Here, students are enrolled in a seminar series and other activities that specifically prepare for standardized tests such as MCAT, and for entry into professional areas such as medicine, dentistry, pharmacy, physical therapy and others. In addition, this election admits the student to candidacy for the Chaminade Medical School Early Admissions Program. Chaminade University offers an early acceptance program to select partner universities for students interested in pursuing health professions degrees. Students must meet specific requirements to be eligible. Qualified applicants will have the opportunity to be pre-selected to a graduate program in their desired health profession before graduating from Chaminade. Interested students should contact a pre-health advisor at their earliest opportunity to discuss this program.

Cellular and Molecular Track

Cellular and Molecular Track

BS in Biology Major Requirements

All students enrolled in the Biology Degree Program must complete the Core Curriculum for Track D as listed in their respective Catalog.

Pre-major: BI 100, MA 110, MA 210, MA 211, BI 215, BI 215L, CH 203, CH 203L, CH 323, CH 323L, CH 324, CH 324L.

Major: BI 104, BI 210L, BI 216, BI 216L, BI 307, BI 307L, BI 308, BI 308L, CH 204, CH 204L, PHY 251, PHY 251L, PHY 252, PHY 252L, BI 300, BI 302, BI 311, BI 312, BI 320, BI 320L, BI 321, BI 321L, BI 410, BI 410L, BI 411, BI 411L, BI 420, BI 495 and two upper division elective Biology courses. Recommended courses include: BI 430/L, BI 360/L, BI 435, BI 450, BI 499, CH 447.

Cellular and Molecular Track example schedule

1st year

Fall Pre-major courses: BI 100, BI 215/L, CH 203/L, MA 110

Spring Major courses: BI 104, BI 210L, BI 216/L, CH 204/L

2nd year

Fall Pre-Major Courses: MA 210 Fall Major Courses: BI 307/L

Spring Pre-Major Courses: MA 211 Spring Major Courses: BI 308/L

3rd year

Fall Pre-Major Courses: CH 323/L

Fall Major Courses: BI 300, BI 311, BI 321/L, PHY 251/L

Spring Pre-Major Courses: CH 324/L

Spring Major Courses: BI 302, BI 312, BI 320/L, PHY 252/L

4th year

Fall Major Courses: BI 410/L, BI 420, BI 495

Spring Major Courses: BI 411/L

And two upper division electives (see above for list of acceptable classes).

Biology: Cellular and Molecular Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BI 100 | 1 | PMR |
| BI 215/L | 4 | PMR |
| CH 203/L | 4 | PMR |
| MA 110 | 3 | PMR |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| BI 210L | 1 | PMR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BI 104 | 1 | MR |
| BI 216/L | 4 | MR |
| CH 204/L | 4 | MR |
| EN 102 | 3 | FOU |
| COM 101 | 3 | FOU |

Sophomore Year - Year 2

Fall Sequence - 19 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BI 307/L | 4 | MR |
| CH 323/L | 5 | PMR |
| MA 210 | 4 | PMR |
| FREE | 3 | FOU |
| FREE | 3 | FOU |

Spring Sequence - 19 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BI 308/L | 4 | MR |
| CH 324/L | 5 | PMR |
| MA 211 | 4 | PMR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Junior Year - Year 3

Fall Sequence - 19 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| BI 300 | 1 | MR |
| BI 311 | 3 | MR |
| BI 321/L | 4 | MR |
| PHY 251/L | 5 | MR |
| FREE | 3 | FOU |
| FREE | 3 | VAL |

Spring Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| BI 302 | 1 | MR |
| BI 312 | 3 | MR |
| BI 320/L | 4 | MR |
| PHY 252/L | 5 | MR |
| FREE | 4 | FOU |

Senior Year - Year 4

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|--|----------------|-----------------|
| BI 410/L | 4 | MR |
| BI 420 | 3 | MR |
| BI 495 | 3 | MR |
| BI 360/L, BI 430/L, BI 435, BI 450, BI 499, or CH 447 | 4 | MR |
| FREE | 3 | VAL |

Spring Sequence - 17 Credits

| Course | Credits | Category |
|--|----------------|-----------------|
| BI 411/L | 4 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| BI 360/L, BI 430/L, BI 435, BI 450, BI 499, or CH 447 | 4 | MR |
| FREE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 66 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 30 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 23 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 140 |

Cellular & Molecular Track Learning Outcomes

Cellular & Molecular Track Learning Outcomes

Upon completion of the B.S. undergraduate program in Biology, students will be able to:

1. Apply the scientific method in the design and testing of hypotheses
2. Transform and display, statistically evaluate, validate, and interpret scientific data and communicate the results of such analyses effectively both orally and in writing
3. Acquire, summarize, and synthesize information from published scientific literature, databases and bioinformatics software to extract and interpret biological data
4. Recognize the chemical and physical principles that underlie all life forms, and the biological organization at the molecular, cellular, tissue, organ, organism, and system levels that emerge from these principles
5. Define the components and processes of genetic and epigenetic information transmission, and their determinant effects on the adaptive and evolutionary processes that they drive
6. Evaluate the etiology of major human disease burden in terms of, pathophysiological mechanisms, epidemiology within populations and possible therapeutic approaches
7. Integrate an awareness of bioethical issues to positively influence the application of science to service, justice and peace in the solution of societal problems

Integrative and Organismal Track

Integrative and Organismal Biology Track

BS in Biology Major Requirements

All students enrolled in the Biology Degree Program must complete the Core Curriculum for Track D as listed in their respective Catalog.

Pre-major: BI100, MA 110, MA210, MA 211, BI 215, BI 215L, CH 203, CH 203L, CH 323, CH 323L, CH 324, CH 324L

Major: BI 104, BI210L, BI 216, BI 216L, BI 307, BI 307L, BI 308, BI 308L, CH 204, CH 204L, PHY 251, PHY 251L, PHY 252, PHY 252L, BI 300, BI 302, BI 311, BI 312, BI 320, BI 320L, BI 321, BI 321L, BI 410, BI 410L, BI 411, BI 411L, BI 420, BI 471, BI 471L and two upper division elective Biology or Environmental Studies courses. Recommended courses include: BI 430/L, BI 360/L, BI 362/L, BI 435, BI 450, BI 499, CH 440/L, CH 447, ENV 300, ENV 310/L, ENV 313, ENV 400, ENV 401.

Integrative and Organismal Biology Track example schedule

1st year

Fall Pre-Major Courses: BI 100, BI 215/L, CH 203/L, MA 110

Spring Major Courses: BI 104, BI 210L, BI 216/L, CH 204/L

2nd year

Fall Pre-Major Courses: CH 323/L, MA 210

Fall Major Courses: BI 307/L

Spring Pre-Major Courses: CH 324/L, MA 211

Spring Major Courses: BI 308/L

3rd year

Fall Major Courses: BI 300, BI 311, BI 321/L

Spring Major Courses: BI 302, BI 312, BI 320/L

4th year

Fall Major Courses: BI 410/L, BI 420, PHY 251/L

Spring Major Courses: BI 411/L, BI471/L, PHY 252/L

And two upper division electives (see above for list of acceptable classes).

Biology: Integrative & Organismal Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BI 100 | 1 | PMR |
| BI 215/L | 4 | PMR |
| CH 203/L | 4 | PMR |
| MA 110 | 3 | PMR |
| BI 210L | 1 | PMR |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| COM 101 | 3 | FOU |
| BI 104 | 1 | MR |
| EN 102 | 3 | FOU |
| BI 216/L | 4 | MR |
| CH 204/L | 4 | MR |

Sophomore Year - Year 2

Fall Sequence - 19 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| MA 210 | 4 | PMR |
| BI 307/L | 4 | MR |
| CH 323/L | 5 | PMR |
| FREE | 3 | FOU |
| FREE | 3 | FOU |

Spring Sequence - 19 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| MA 211 | 4 | PMR |
| BI 308/L | 4 | MR |
| CH 324/L | 5 | PMR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Junior Year - Year 3

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| BI 300 | 1 | MR |
| BI 311 | 3 | MR |
| BI 321/L | 4 s | MR |
| FREE | 4 | FOU |
| PHY 251/L | 5 | MR |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| BI 302 | 1 | MR |
| BI 312 | 3 | MR |
| BI 320/L | 4 | MR |
| PHY 252/L | 5 | MR |
| FREE | 3 | VAL |

Senior Year - Year 4

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|---|----------------|-----------------|
| BI 410/L | 4 | MR |
| BI 420 | 3 | MR |
| BI 360/L, BI 430/L, BI 435, BI 450, BI 499, CH 440/L, CH 447, ENV 300, ENV 310/L, ENV 313, ENV 400, or ENV 401 | 4 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Spring Sequence - 18 Credits

| COURSE | CREDITS | CATEGORY |
|--|----------------|-----------------|
| BI 411/L | 4 | MR |
| BI 471/L | 4 | MR |
| FREE | 3 | VAL |
| BI 360/L, BI 430/L, BI 435, BI 450, BI 499, CH 440/L, CH 447, ENV 300, ENV 310/L, ENV 313, ENV 400, or ENV 401 | 4 | MR |
| FREE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level)

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|----------|-----------------------|---|------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 67 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 30 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 23 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 141 |

Cellular & Molecular Track Learning Outcomes

Cellular & Molecular Track Learning Outcomes

Upon completion of the B.S. undergraduate program in Biology, students will be able to:

1. Apply the scientific method in the design and testing of hypotheses
2. Transform and display, statistically evaluate, validate, and interpret scientific data and communicate the results of such analyses effectively both orally and in writing
3. Acquire, summarize, and synthesize information from published scientific literature, databases and bioinformatics software to extract and interpret biological data
4. Recognize the chemical and physical principles that underlie all life forms, and the biological organization at the molecular, cellular, tissue, organ, organism, and system levels that emerge from these principles
5. Define the components and processes of genetic and epigenetic information transmission, and their determinant effects on the adaptive and evolutionary processes that they drive
6. Evaluate the etiology of major human disease burden in terms of, pathophysiological mechanisms, epidemiology within populations and possible therapeutic approaches
7. Integrate an awareness of bioethical issues to positively influence the application of science to service, justice and peace in the solution of societal problems

Biology Minor

Biology Minor

Minor: 12 semester hours of upper division including either BI 321/L or BI 410/L and two other lecture/laboratory courses.

Upon completion of the Biology minor, students will be able to:

1. Student will synthesize the study of life on the cellular, organismal and ecosystem level.
2. Student will use the scientific method to generate data, evaluate its significance, and draw conclusions.

Business Program Page

Business

Accounting Program Advisors: Richard Kido, Wayne Tanna and Aaron Williamson

Business Administration Program Advisors: Dr. Caryn Callahan, Dr. John Steelquist, Dr. Barbara Poole-Street, Wayne Tanna, and Dr. Maria Brownlow

Economics Program Advisor: Dr. Guanlin Gao

Our mission in providing undergraduate business programs at Chaminade is to prepare students to enter careers in industry, government, and not-for-profit organizations. These graduates will integrate into businesses in Hawaii as competent employees who are able to contribute to their organization's success and to the community good.

Students hone their skills to work with others effectively in professional settings and become skilled in technology use and information resources to make organizationally sound and socially responsible decisions at work. Business students gain an understanding of the functions that make organizations run effectively (accounting, finance, marketing) as well as the composition (structure and culture) and processes (operations and strategic management) of organizations that facilitate their success. Students broaden their awareness of the economic, social and political issues that impact how business is conducted and prepare for careers in business generally (or in the accounting field, depending on choice of major.) Service-Learning is built into the business curriculum, giving students multiple opportunities during their course of study to apply classroom topics to real world situations. This includes structured means for reflection on the service experience and helps to foster civic and corporate responsibility.

The programs are practice-oriented, focused on providing knowledge and skills essential for working in real-world organizations. Opportunities for hands-on learning are provided through "living" case studies, internships, community-based service projects, and involvement with professional associations. Additionally, the business programs augment students' technical knowledge with the professional abilities needed for standout job performance and career advancement. Business course work builds on the liberal arts core curriculum to further skills in critical thinking, using theory for taking action, and communicating with impact. The programs actively engage Marianist values that prepare students to lead with integrity and meaningfully contribute to their organizations nestled within communities. Outstanding graduates may complete their MBA at Chaminade with an additional year of full-time study beyond the bachelor's degree.

DEGREE PROGRAMS

Chaminade offers the following degree programs in Business in the Undergraduate Program. Click to visit:

ASSOCIATE OF ARTS

- Business Administration

BACHELOR OF ARTS

- Business Administration
- Business Administration, Marketing
- Management

BACHELOR OF SCIENCE

- Accounting

The University also offers a business-related major in International Studies with a focus on Trade and Finance (details of this program are found in the International Studies listing in this catalog).

Associate of Arts (A.A.) in Business Administration

Associate of Arts (A.A.) Business Administration

The Associate of Arts degree program with an emphasis in Business Administration is offered for students who need to acquire a basic knowledge of business processes to enhance their career options.

Required Courses:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|------------------------------|---------|
| BU 200 | INTRODUCTION TO BUSINESS | 3 |
| AC 201 | PRINCIPLES OF ACCOUNTING I | 3 |
| AC 202 | PRINCIPLES OF ACCOUNTING II | 3 |
| BU 224 | APPLIED BUSINESS STATISTICS | 3 |
| EC 201 | PRINCIPLES OF MACROECONOMICS | 3 |
| EC 202 | PRINCIPLES OF MICROECONOMICS | 3 |

Business Administration (A.A.) Learning Outcomes

Business Administration (A.A.) Learning Outcomes

Upon completion of the AA undergraduate degree in Business Administration, students will be able to:

1. Identify the functional areas of business, and the major tasks associated with each.
2. Apply appropriate quantitative tools and knowledge of Accounting principles and procedures in business practice.
3. Explain and predict impacts of changes in the domestic and international economic environment upon business.
4. Use business skills to promote service, justice and peace within community organizations.

Bachelor of Arts (B.A.) in Business Administration

Business Administration (B.A.)

The major in Business Administration leading to the Bachelor of Arts degree prepares graduates to have a broad understanding of business operations as elaborated in the program learning outcomes section for the Bachelor of Arts in Business Administration program.

Pre-major requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|------------------------------------|---------|
| BU 200 | Introduction to Business | 3 |
| BU 224 | Applied Business Statistics | 3 |
| AC 201 | Principles of Accounting I | 3 |
| AC 202 | Principles of Accounting II | 3 |
| EC 201 | Principles of Macroeconomics | 3 |
| EC 202 | Principles of Microeconomics | 3 |
| CIS 103 | Computers and Application Software | 3 |

Note: EC 201 will satisfy the Social Science general education requirement MA 103 is a required prerequisite for AC 201 and EC 202

Major requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|----------------------|---------------------------------------|----------------|
| FIN 301 | Principles of Finance | 3 |
| MKT 301 | Principles of Marketing | 3 |
| MGT 305 | Management of Information Resources | 3 |
| MGT 306 | Management of Human Resources | 3 |
| BU 308 | Professional Writing and Presentation | 3 |
| BU 324 | Quantitative Methods in Business | 3 |
| BU 362 | Legal and Ethical Issues in Business | 3 |
| BU 402 | International Business | 3 |
| MGT 407 | Operations Management | 3 |
| BU 416 | Career Development | 3 |
| BU 469 | Business Strategy | 3 |
| BU 470 | Senior Field Project | 3 |

Business Sample Plan of Study

Sample 4-Year Plan

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| BU 200 | 3 | PMR |
| CIS 103 | 3 | PMR |
| COM 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| MA 103 | 3 | FOU |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| EC 201 | 3 | PMR |
| EN 102 | 3 | FOU |
| FREE | 3 | VAL |
| FREE | 3 | FOU |
| FREE | 3 | VAL |

Sophomore Year - Year 2

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| AC 201 | 3 | PMR |
| BU 224 | 3 | PMR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | FOU |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| AC 202 | 3 | PMR |
| EC 202 | 3 | PMR |
| B 324 | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | FOU |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------------------------|----------------|-----------------|
| BU 402 | 3 | MR |
| FIN 301 | 3 | MR |
| BU 308 | 3 | MR |
| FREE | 3 | ELE |
| FREE (300-400 level outside of major) | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------------------------|----------------|-----------------|
| MGT 305 | 3 | MR |
| MKT 301 | 3 | MR |
| MGT 306 | 3 | MR |
| FREE | 3 | ELE |
| FREE (300-400 level outside of major) | 3 | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------------------------|----------------|-----------------|
| BU 362 | 3 | MR |
| BU 416 | 3 | MR |
| BU 469 | 3 | MR |
| FREE | 3 | ELE |
| FREE (300-400 level outside of major) | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------------------------|----------------|-----------------|
| MGT 407 | 3 | MR |
| BU 470 | 3 | MR |
| FREE (300-400 level outside of major) | 3 | ELE |
| FREE | 3 | ELE |
| CAPSTONE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper-division (300-400 level) courses.

**BU 200 will satisfy the Education in the Family Spirit Values requirement

*** MA 103 is a required prerequisite for AC 201 and EC 202

****EC 201 will satisfy the Quantitative Reasoning Foundations requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | CAPSTONE | THIS COURSE FULFILLS THE GENERAL EDUCATION CAPSTONE REQUIREMENT | 3 |
| ELE | ELECTIVE | THESE COURSES FULFILL OVERALL CREDIT REQUIREMENTS | 9 |
| MR | MAJOR REQUIREMENT | THESE COURSES FULFILL MAJOR COMPETENCIES REQUIREMENTS | 51 |
| PMR | PRE-MAJOR REQUIREMENT | THESE COURSES FULFILL PROGRAM COMPETENCIES REQUIREMENTS | 21 |
| FOU | FOUNDATIONAL SKILLS | THESE COURSES FULFILL CRITICAL FOUNDATIONAL SKILLS REQUIREMENTS | 19 |
| VAL | VALUES | THESE COURSES FULFILL CRITICAL VALUE REQUIREMENTS | 15 |
| | | TOTAL CREDITS | 121 |

Business Administration (B.A.) Learning Outcomes

Business Administration (B.A.) Learning Outcomes

Upon completion of the B.A. undergraduate program in Business Administration, students will be able to:

1. Communicate effectively regarding business related tasks, in both oral and written modes.
2. Select and use the appropriate quantitative tools for decision-making.
3. Undertake analysis, perform tasks, and develop strategies using the central concepts of each functional area of business.
4. Assess and create business strategy appropriate for organizations in specified business environments, including global and domestic markets.
5. Discuss the legal obligations of organizations and the ethical dilemmas they face, along with appropriate frameworks for addressing these dilemmas.
6. Discuss the distinctive features and challenges of conducting business internationally.
7. Serve as an effective individual contributor to a group process and deliverable
8. Use business skills to promote service, justice and peace within community organizations.

Bachelor of Arts (B.A.) in Management

Bachelor of Arts (B.A.) Management

In the management major, students develop their ability to work with others effectively in professional settings and become skilled in using technology and information resources to make organizationally sound, socially responsible decisions at work. Management students gain an understanding of the functions that make organizations run effectively (accounting, finance, marketing), as well as the composition (structure and culture), human resource management systems, and leader behavior influence the effectiveness of individuals, groups, and systems at work. Students broaden their awareness of the economic, social, and political issues that impact management decision making.

The management major is only offered for students in the Online and Military Base Undergraduate program.

Pre-major requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|------------------------------------|---------|
| BU 200 | Introduction to Business | 3 |
| BU 224 | Applied Business Statistics | 3 |
| AC 201 | Principles of Accounting I | 3 |
| AC 202 | Principles of Accounting II | 3 |
| EC 201 | Principles of Macroeconomics | 3 |
| EC 202 | Principles of Microeconomics | 3 |
| CIS 103 | Computers and Application Software | 3 |

Note: EC 201 will satisfy the Social Science general education requirement MA 103 is a required prerequisite for AC 201 and EC 202

Major requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|----------------------|---------------------------------------|----------------|
| MGT 301 | Organizational Behavior | 3 |
| MGT 305 | Management of Information Resources | 3 |
| MGT 311 | Organizational Design | 3 |
| MGT 312 | Organizational Leadership | 3 |
| MGT 306 | Management of Human Resources | 3 |
| BU 308 | Professional Writing and Presentation | 3 |
| BU 362 | Legal and Ethical Issues in Business | 3 |
| MGT 420 | Team Building & Process Management | 3 |
| MGT 421 | Negotiation & Conflict Resolution | 3 |
| MGT 422 | Professional Development | 3 |
| MGT 425 | Strategic Project Management | 3 |

Accounting Course Sequence

Sample 4-Year Plan

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| BU 200 | 3 | PMR |
| CIS 103 | 3 | PMR |
| COM 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| MA 103 | 3 | FOU |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| BU 224 | 3 | PMR |
| EN 102 | 3 | FOU |
| FREE | VARIES | FOU |
| FREE | VARIES | VAL |
| FREE | 3 | FOU |

Sophomore Year - Year 2

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| AC 201 | 3 | PMR |
| EC 201 | 3 | PMR |
| FREE | 3 | VAL |
| BU 308 | 3 | MR |
| FREE | 3 | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| FREE | 3 | VAL |
| BU 324 | 3 | MR |
| AC 202 | 3 | PMR |
| EC 202 | 3 | PMR |
| FREE | VARIES | VAL |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| AC 301 | 3 | MR |
| FIN 301 | 3 | MR |
| MGT 305 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| AC 302 | 3 | MR |
| MGT 306 | 3 | MR |
| MKT 301 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| AC 303 | 3 | MR |
| AC 404 | 3 | MR |
| AC 408 | 3 | MR |
| AC 362 | 3 | MR |
| BU 469 | 3 | MR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| AC 306 | 3 | MR |
| AC 416 | 3 | MR |
| AC 405 | 3 | MR |
| BU 470 | 3 | MR |
| CAPSTONE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper-division (300-400 level) courses.

**BU 200 will satisfy the Education in the Family Spirit Values requirement

*** MA 103 is a required prerequisite for AC 201 and EC 202

****EC 201 will satisfy the Quantitative Reasoning Foundations requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | CAPSTONE | THIS COURSE FULFILLS THE GENERAL EDUCATION CAPSTONE REQUIREMENT | 3 |
| ELE | ELECTIVE | THESE COURSES FULFILL OVERALL CREDIT REQUIREMENTS | 9 |
| MR | MAJOR REQUIREMENT | THESE COURSES FULFILL MAJOR COMPETENCIES REQUIREMENTS | 51 |
| PMR | PRE-MAJOR REQUIREMENT | THESE COURSES FULFILL PROGRAM COMPETENCIES REQUIREMENTS | 21 |
| FOU | FOUNDATIONAL SKILLS | THESE COURSES FULFILL CRITICAL FOUNDATIONAL SKILLS REQUIREMENTS | 19 |
| VAL | VALUES | THESE COURSES FULFILL CRITICAL VALUE REQUIREMENTS | 15 |
| | | TOTAL CREDITS | 121 |

Management (B.A.) Learning Outcomes

Management (B.A.) Learning Outcomes

In completing a major in management, a graduating student will be able to:

1. Identify and apply major concepts, statistical tools, and information technology in business and management decision making.
2. Develop appropriate project plans and use effective communication skills to accomplish strategic business goals.
3. Explain how management styles and organizational designs impact the individual and team effectiveness and assist organizations to select the most appropriate organizational design.
4. Analyze the external environment including legal, ethical, economical, and HR situations and assist organizations to adapt, change and advance.

Bachelor of Science (B.S.) in Accounting

Bachelor of Science (B.S.) Accounting

Pre-major requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|------------------------------------|---------|
| BU 200 | Introduction to Business | 3 |
| BU 224 | Applied Business Statistics | 3 |
| AC 201 | Principles of Accounting I | 3 |
| AC 202 | Principles of Accounting II | 3 |
| EC 201 | Principles of Macroeconomics | 3 |
| EC 202 | Principles of Microeconomics | 3 |
| CIS 103 | Computers and Application Software | 3 |

Note: EC 201 will satisfy the Social Science general education requirement MA 103 is a required prerequisite for AC 201 and EC 202

Major requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|----------------------|---------------------------------------|----------------|
| MGT 305 | Management of Information Resources | 3 |
| MGT 306 | Human Resource Management | 3 |
| AC 301 | Intermediate Accounting I | 3 |
| AC 302 | Intermediate Accounting II | 3 |
| AC 303 | Managerial Accounting | 3 |
| AC 306 | Tax Concepts Principles of Taxation | 3 |
| BU 324 | Quantitative Methods in Business | 3 |
| BU 308 | Professional Writing and Presentation | 3 |
| MKT 301 | Principles of Marketing | 3 |
| FIN 301 | Principles of Finance | 3 |
| BU 362 | Legal and Ethical Issues in Business | 3 |
| BU 416 | Career Development | 3 |
| AC 408 | Governmental Accounting | 3 |
| AC 404 | Auditing I | 3 |
| AC 405 | Auditing II | 3 |
| BU 469 | Business Strategy | 3 |
| BU 470 | Senior Field Project | 3 |

Accounting Course Sequence

Sample 4-Year Plan

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| BU 200 | 3 | PMR |
| CIS 103 | 3 | PMR |
| COM 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| MA 103 | 3 | FOU |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| BU 224 | 3 | PMR |
| EN 102 | 3 | FOU |
| FREE | VARIES | FOU |
| FREE | VARIES | VAL |
| FREE | 3 | FOU |

Sophomore Year - Year 2

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| AC 201 | 3 | PMR |
| EC 201 | 3 | PMR |
| FREE | 3 | VAL |
| BU 308 | 3 | MR |
| FREE | 3 | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| FREE | 3 | VAL |
| BU 324 | 3 | MR |
| AC 202 | 3 | PMR |
| EC 202 | 3 | PMR |
| FREE | VARIES | VAL |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| AC 301 | 3 | MR |
| FIN 301 | 3 | MR |
| MGT 305 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| AC 302 | 3 | MR |
| MGT 306 | 3 | MR |
| MKT 301 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| AC 303 | 3 | MR |
| AC 404 | 3 | MR |
| AC 408 | 3 | MR |
| AC 362 | 3 | MR |
| BU 469 | 3 | MR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| AC 306 | 3 | MR |
| AC 416 | 3 | MR |
| AC 405 | 3 | MR |
| BU 470 | 3 | MR |
| CAPSTONE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper-division (300-400 level) courses.

**BU 200 will satisfy the Education in the Family Spirit Values requirement

*** MA 103 is a required prerequisite for AC 201 and EC 202

****EC 201 will satisfy the Quantitative Reasoning Foundations requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | CAPSTONE | THIS COURSE FULFILLS THE GENERAL EDUCATION CAPSTONE REQUIREMENT | 3 |
| ELE | ELECTIVE | THESE COURSES FULFILL OVERALL CREDIT REQUIREMENTS | 9 |
| MR | MAJOR REQUIREMENT | THESE COURSES FULFILL MAJOR COMPETENCIES REQUIREMENTS | 51 |
| PMR | PRE-MAJOR REQUIREMENT | THESE COURSES FULFILL PROGRAM COMPETENCIES REQUIREMENTS | 21 |
| FOU | FOUNDATIONAL SKILLS | THESE COURSES FULFILL CRITICAL FOUNDATIONAL SKILLS REQUIREMENTS | 19 |
| VAL | VALUES | THESE COURSES FULFILL CRITICAL VALUE REQUIREMENTS | 15 |
| | | TOTAL CREDITS | 121 |

Accounting (B.S.) Learning Outcomes

Accounting (B.S.) Learning Outcomes

Upon completion of the B.S. undergraduate degree in Accounting, students will be able to:

1. Apply the technical aspects of financial accounting and reporting
2. Apply operational and managerial accounting skills
3. Distinguish the differences between governmental accounting and reporting principles and those of financial reporting for for-profit entities
4. Explain the key concepts of auditing and attestation services
5. Compile federal and state income tax returns for individuals
6. Demonstrate critical thinking and problem solving skills and utilize communication and group collaboration skills
7. Recall the fundamentals of traditional ethical concepts and principles, identify ethical issues, utilize skills in making ethical judgments and summarize current knowledge of professional standards and legal issues.
8. Understand the value of community service and service learning through experiential projects.

MASTER OF BUSINESS ADMINISTRATION (MBA) Overview

Mast of Business Administration (MBA)

Since 1975, Chaminade University's MBA (Master of Business Administration) program has educated for life, service, and successful careers. We build professional competence, moral character, and a strong social conscience. We promote ethical responsibility, personal integrity, a commitment to leadership and public service, engaged global citizens, and aloha. Within this context, MBA students:

Develop business skills in:

- Economics
- Accounting
- Finance
- Marketing
- Management
- Operations
- Strategy

Acquire interpersonal skills in:

- Teamwork
- Leadership
- Ethics
- Communications
- Negotiation

Build an entrepreneurial mindset:

- Identify opportunities
- Innovate
- Devise dynamic responses
- Utilize global perspectives
- Combine business & social enterprise

Our curriculum provides practical knowledge on how successful organizations conduct business and develop skills needed to manage people, projects, and systems. Graduates with Chaminade MBA degrees play leading roles in many industries in Hawai'i, on the mainland, and internationally. We provide small classes, an engaging learning atmosphere and

Chaminade University

practical faculty guidance. Our crossroads location offers cross-cultural, multi-national business opportunities. Our Pacific cultures, East and West, combine to create a unique cosmopolitan atmosphere, extraordinary diversity, and a global perspective.

Program Accreditation

Chaminade University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas, USA.

| SCHEDULING | |
|-------------------|--|
| Online | MBA- General |
| | MBA-Graduate Certificate in Business Administration |
| | MBA-Healthcare Administration Concentration |
| | MBA- Science and Technology Innovation Concentration |
| Campus- Based | MBA-General |
| | MBA Accounting Concentration |
| | MBA-Not-For-Profit Concentration |
| | MBA-Island Business |

Division Contact

MBA Program Manager

Website: mba@chaminade.edu

Phone Number: (808) 739-4612

Fax Number: (808)-440-4249

MBA Program Kieffer Hall

Chaminade University of Honolulu

3140 Waialae Ave.

Honolulu, Hawaii 96816 USA

MBA Requirements

MBA Requirements

Foundation Courses

Accounting and quantitative skills are prerequisites for the MBA program. These prerequisites may be waived for students who have completed undergraduate course work in financial and managerial accounting (two accounting courses) and a quantitative methods or statistics course with a grade of “B” or better. Transcripts of applicants to the MBA program are reviewed to determine whether these prerequisites have been met.

Chaminade offers three foundation courses for entering students who have not completed the required courses in accounting and quantitative methods:

| | |
|---------|-----------------------------------|
| MBA 510 | Financial Accounting for Managers |
| MBA 520 | Analytical Skills for Managers |
| MBA 530 | Business Foundations |

Students should complete foundation course work during their first two terms in the MBA program.

Core Courses

Eight core courses are required. The core courses provide the common knowledge essential to preparation for management and leadership roles.

| | |
|-----------------------|--|
| MBA 600 | Leading People in Organizations |
| MBA 601 | Economic Analysis for Managers |
| MBA 602 | Managerial Ethics and Decision Making |
| MBA 610 | Managerial Accounting |
| MBA 611 | Managerial Finance |
| MBA 612 or MBA 730 | Managerial Marketing Services Marketing |
| MBA 613 or MBA 617 | Human Resource Management Operations Management |
| MBA 800 | Strategic Management |

Students with a substantial academic background in a core area (normally a major at the undergraduate level) are encouraged to request substituting a more advanced course for the core course.

Elective Courses

Four elective courses are required for students who do not declare a concentration. Elective courses enable students to develop specialized knowledge and skills in one or more areas of interest. Electives may be focused in one area or may cover a variety of topics. Where a core course area offers a choice (e.g. MBA 613 or MBA 617), a student may take both and use one course to fulfill core requirements and the other to fulfill elective requirements. Foundation courses MBA 510 and MBA 520 must be taken or waived before enrolling in elective courses.

Students may select any four electives from the following list of regular course offerings. Special topics courses (MBA 780) are also offered regularly, providing additional elective choices. Students may also engage in internships (MBA 798) or directed studies (MBA 799) to fulfill elective units from the following:

| | |
|----------------------------------|-------------------------------------|
| General Business | |
| MBA 701 | Entrepreneurship |
| MBA 702 | Business Law |
| MBA 708 | International Business Management |
| MBA 722 | Information Technology |
| MBA 730 | Services Marketing |
| Finance | |
| MBA 752 | Financial Analysis and Applications |
| MBA 754 | Investment Management |
| MBA 756 | International Finance |
| Leadership | |
| MBA 707 | Negotiation and Conflict Resolution |
| MBA 761 | Leading Organizational Change |
| MBA 762 | Project Management |
| MBA 763 | Professional Development |
| Not-for-profit Management | |
| MBA 739 | Not-for Profit Organizations |
| MBA 740 | Social Enterprise Management |
| MBA 741 | Government Relations |
| MBA 764 | Strategic Issues in Philanthropy |

Concentrations

The MBA program offers five concentrations: Accounting, Island Business, Not-for-Profit Management, Healthcare Administration, and Science and Technology Innovation. If a concentration is chosen, it must be declared with the program office and will be noted on the student's permanent record. Twelve credits within the concentration course work must be completed.

Not-for-profit Management Concentration

The Not-for-Profit MBA concentration prepares students for management and leadership positions in not-for-profit enterprises such as charities, hospitals, and churches. Acquiring funding and delivering services requires managers and leaders who bring business knowledge and skills to these social enterprises.

The program of study for students with a Not-for-Profit Management concentration includes the following course work:

| | |
|-----------------------|--|
| MBA 600 | Leading People in Organizations |
| MBA 601 | Economic Analysis for Managers |
| MBA 602 | Managerial Ethics and Decision Making |
| MBA 610 | Managerial Accounting |
| MBA 611 | Managerial Finance |
| MBA 612 or MBA 730 | Managerial Marketing Services Marketing |
| MBA 613 or MBA 617 | Human Resource Management Operations Management |
| MBA 739 | Not-for-Profit Organizations |
| MBA 740 | Social Enterprise Management |
| MBA 741 | Government Relations |
| MBA 764 | Strategic Issues in Philanthropy |
| MBA 800 | Strategic Management |

Accounting Concentration

The Accounting MBA is designed for students who have completed undergraduate degrees in accounting and who need additional course work to fulfill the academic requirements for taking the CPA Exam and achieving CPA certification. The concentration fulfills both the CPA requirements and requirements for an MBA. Incoming MBA students who do not have an undergraduate degree in accounting may pursue an accounting concentration but will need to complete additional undergraduate level accounting course work before taking advanced MBA accounting courses. Students may take non-accounting MBA courses while completing the undergraduate accounting courses.

Prerequisite Undergraduate Accounting Courses

The following Chaminade undergraduate accounting courses, or equivalent from another accredited college or university, are required before taking advanced graduate accounting courses. Entering students with an undergraduate accounting major will have typically fulfilled the following requirements in their undergraduate program:

| | |
|--------|-----------------------------|
| AC 201 | Principles of Accounting I |
| AC 202 | Principles of Accounting II |
| AC 301 | Intermediate Accounting I |
| AC 302 | Intermediate Accounting II |
| AC 306 | Tax Concepts |
| AC 404 | Auditing |

The program of study for students with an Accounting concentration include the following course work:

| | |
|---------|---------------------------------------|
| MBA 600 | Leading People in Organizations |
| MBA 601 | Economic Analysis for Managers |
| MBA 602 | Managerial Ethics and Decision Making |
| MBA 611 | Managerial Finance |
| MBA 612 | Managerial Marketing |
| MBA 613 | Human Resource Management |
| MBA 616 | Not-for-Profit Accounting |
| MBA 770 | Accounting Information Systems |
| MBA 776 | Advanced Financial Accounting |
| MBA 778 | Corporate and Partnership Taxation |
| MBA 779 | Advanced Accounting Theory |
| MBA 800 | Strategic Management |

Island Business Concentration

Stories in the news daily alert us to the challenges facing Hawai'i...its land, people and economy. Waste dispersal threatens the environment, the cost of living challenges our communities, and reliance on external resources challenges our economy, for example. Current business models, often reflecting continental perspectives and approaches, exacerbate these challenges. The Island Business concentration at Chaminade is designed to build on core MBA course work and prepare students to do business in and contribute, to a mature, thriving Hawai'i or other island setting.

The program of study for students with an Island Business concentration include the following coursework:

| | |
|-----------------------|---|
| MBA 600 | Leading People in Organizations |
| MBA 601 | Economic Analysis for Managers |
| MBA 602 | Managerial Ethics and Decision Making |
| MBA 610 | Managerial Accounting |
| MBA 611 | Managerial Finance |
| MBA 612 | Managerial Marketing |
| MBA 613 or MBA 617 | Human Resource Management or Operations Management |
| MBA 786 | Island Business and Aina |
| MBA 787 | Island Business and Maka'ainana |
| MBA 788 | Island Business and Kuleana |
| MBA 789 | Island Business and Po'okela |
| MBA 800 | Strategic Management |

Healthcare Administration Concentration

The program of student for students with a Healthcare Administration concentration include the following coursework:

| | |
|---------|---|
| HCM 700 | Determinants of Health in Individuals and Populations |
| HCM 701 | Healthcare Informatics, Data and Biostatistics |
| HCM 702 | Healthcare Ethics |
| HCM 703 | Healthcare Policy and Economics |
| HCM 704 | Healthcare Systems Design and Leadership |
| HCM 705 | Healthcare Finance and Payment Models |

Science and Technology Innovation Concentration

The program of study for students with a Science and Technology Innovation concentration include the following coursework:

| | |
|---------|--|
| STM 601 | The S&T Endeavor: Science, technology, society and the biosphere |
| STM 602 | Data Visualization and Analytics for Innovation and Business Development |
| STM 603 | Regulatory and Legal Environment for S&T |
| STM 604 | Technology Commercialization |

Online MBA Courses

Chaminade University MBA students may now complete their entire MBA program on campus, online, or through a combination of on-campus, and online course work. All core MBA courses are offered online at least once each academic year. Many, but not all, MBA elective courses are also offered online throughout the year. Students may take both online and on-ground classes in the program. They do not have to choose only one format. Please work with the MBA Program Manager to ensure that you are able to complete your program of study with your preferred course format(s).

Transfer Credit Policy

A maximum of six credit hours may be transferred or substituted for the 36 credit hours required for the MBA degree. Students requesting to transfer or substitute credits should submit a written request to the MBA program Manager for consideration of transfer or substitution credit hours, and should include a course syllabus for each course to be

evaluated. All transfer or substitution credit hours must have been earned from an accredited university or college at the graduate level with a letter grade of "B" or higher and must be approved by the MBA Program Director.

Attendance Policy

Our attendance policy allows one absence per course without penalty. Students are expected to make up work. A second absence, if permitted by the instructor, requires additional work to be completed as arranged with the instructor. A third or subsequent absence is not acceptable, the course will need to be repeated if there are three or more absences.

Master of Business Administration Learning Outcomes

Master of Business Administration Learning Outcomes

A graduate with a Masters of Business Administration degree will be able to:

1. Use financial tools and analysis to inform organizational decisions utilizing a knowledge of the issues central to financial management of an organization.
2. Use concepts and processes of marketing and management to inform organizational decisions that enhance value creation.
3. Use the appropriate framework to analyze ethical dilemmas and inform organizational decisions.
4. Use economic data and knowledge of domestic and global economic environments to inform organizational decisions.
5. Identify appropriate leader actions for enhancing individual, group and organization effectiveness in accordance with principles of leadership dynamics.
6. Assess and create strategy for organizations in specified business environments in accordance with central components and processes of strategic management.
7. Develop and present a strategic plan for an organization organizations promoting service, justice and peace within the community;

In addition to the program learning outcomes identified for all MBA students, a graduate with the the Accounting concentration will be able to:

1. Understand the principles of not-for-profit accounting and able to read and analyze not-for-profit financial statements.
2. Perform accounting research based on an understanding of GAAP and international financial reporting systems.
3. Prepare corporate and partnership income tax returns and develop a familiarity with applicable tax laws and principles.
4. Analyze financial statements for consolidated corporate and partnership entities and be familiar with related accounting principles.
5. Comprehend the principles of accounting information systems with emphasis on developing, documenting, and analyzing accounting systems.
6. Develop and present a strategic plan to benefit a community organization requesting assistance .

In addition to the program learning outcomes identified for all MBA students, a graduate with the the Healthcare Administration concentration will be able to:

1. Articulate the social political physical and metal determinants of health and the processes that lead to health inequity.
2. Use economic and health informatics data to inform business and healthcare decision making within local, regional and national healthcare economic environments.
3. Develop strategies for healthcare advocacy and policy-making, taking into account the legal, ethical, policy and regulatory issues that impact our rapidly changing healthcare environment.
4. Apply specialized knowledge and an integrated understanding of the healthcare system in a client-directed project related to a contemporary issue in healthcare.

In addition to the program learning outcomes identified for all MBA students, a graduate with the the Island Business concentration will be able to:

1. Discuss the roots of the current ecological, social, and economic challenges in Hawai'i.
2. Apply the law and principles of Aloha to business decision-making and actions.
3. Apply systems thinking to local and global island business issues, identifying the features of healthy living systems.
4. Engage sustainability principles in developing business strategies that foster sustainability in island environments.

In addition to the program learning outcomes identified for all MBA students, a graduate with the Not-for-Profit concentration will be able to:

1. Explain the distinguishing elements of not-for-profit organizations and their impact on organizational functions, operations, and strategy.
2. Explain the types of funding sources available to not-for-profit organization and how to effectively engage social enterprise models, government and philanthropic organizations to develop sources of revenue.

In addition to the MBA core, a graduate with a concentration in science and Technology Innovation will be able to:

1. Discuss the Science and Technology endeavor, through frameworks of the domain sciences, desirable impacts on society and opportunities for business development.
2. Describe the local, regional, and national S&T environments and the ecosystem of programs that seek to empower business in this sector.
3. Use advanced data analytics and visualization to support all aspects of business development.

4. Identify each stage on the S&T continuum and design appropriate operational approaches to use cases derived from each of these stages, with particular focus on the process of technology commercialization.

Business Administration Certificate

Graduate Certificate in Business Administration

To provide continuing graduate education in business, Chaminade offers a Graduate Certificate in Business Administration for professionals who want to develop a new area of expertise. The Certificate Program provides an efficient way to advance your knowledge and skills, enhance your professional network, and advance your marketability and career prospects.

The certificate requires completing 12 credits, maintaining a minimum grade point average of 3.0, and completing required course work (and any required prerequisite course work) within three years. The Graduate Certificate in Business Administration is offered with specializations in Finance, Island Business, Leadership, and Not-for-Profit Management. You may also design a customized program of study in consultation with the MBA Program Manager.

Credits earned in the Graduate Certificate Program will fulfill Chaminade MBA Program requirements should a Certificate student decide to pursue a MBA degree.

Application to the Graduate Certificate Program follows the same process as application to the MBA Program (see How to Apply). Prospective Certificate students are admitted to the Program using the same criteria as used in evaluating MBA Program applicants.

Below is a list of current certificate specializations, with associated courses. Students may choose alternate appropriate courses to include in a specialization in consultation with the MBA Program Manager.

| GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION WITH FINANCE SPECIALIZATION* | |
|---|-------------------------------------|
| MBA 611 | Managerial Finance |
| MBA 752 | Financial Analysis and Applications |
| MBA 754 | Investment Management |
| MBA 756 | International Finance |

| | |
|---|----------------------------------|
| *This specialization requires prerequisite course work in Accounting and Quantitative Methods which may be fulfilled while in the Certificate Program or through prior course work completed. | |
| | |
| GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION WITH ISLAND BUSINESS SPECIALIZATION | |
| MBA 786 | Island Business and Aina |
| MBA 787 | Island Business and Maka'ainana |
| MBA 788 | Island Business and Kuleana |
| MBA 789 | Island Business and Po'okela |
| | |
| GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION WITH LEADERSHIP SPECIALIZATION | |
| MBA 600 | Leading People in Organizations |
| MBA 761 | Leading Organizational Change |
| MBA 762 | Project Management |
| MBA 763 | Professional Development |
| | |
| GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION WITH NOT-FOR-PROFIT MANAGEMENT SPECIALIZATION | |
| MBA 739 | Not-for-Profit Organizations |
| MBA 740 | Social Enterprise Management |
| MBA 741 | Government Relations |
| MBA 764 | Strategic Issues in Philanthropy |
| | |

Business Minors

Business Minors

Minor in Economics

A Minor in Economics is offered. Twelve upper-division credits in economics courses are required.

Pre-minor requirements: MA 103, EC 201 and EC 202

The Economics minor is designed to provide essential knowledge and skills in the use of economics concepts, tools and way of thinking to aid decision-making and problem-solving in a wide range of fields.

The Economics minor is for undergraduate students of all majors. The Economics minor will provide students with data-analytic and critical thinking skills required to investigate and make decisions about real-world issues. Hands-on application of economic tools in the classroom is stressed throughout the curriculum, culminating with a capstone applies research project. Students can apply economic competencies in a wide variety of settings, including both private and public sectors, to improve outcomes through better decision-making. The Economics minor can also provide a path to graduate studies in areas including economics, business, law, and public policy or administration.

Upon completion of the Economics minor, students will be able to:

1. Apply analytical tools to evaluate natural resource and environmental issues in an economic approach.
 2. Evaluate and solve real-world economic situations using game theory techniques.
 3. Understand and analyze domestic and global macroeconomic fluctuations and trends in a systematic way.
 4. Conduct research and analyze real-world situations using quantitative techniques and use effective written, oral and nonverbal messages to convey ideas, information, and intentions.
-

Minor in Marketing

A Minor in Marketing is offered. Twelve upper-division credits in marketing courses beyond MKT 301 are required.

Pre-minor requirements: MKT 301

Minor Requirements: MKT 436, MKT 437/L, MKT 440 and one of the following: MKT 431, MKT 432, or COM 360

The Marketing minor is designed to provide students knowledge and skills related to the multifaceted role of marketing in an organization, whether the organization is small or large, domestic or global.

The Marketing minor will provide students an understanding of the language of marketing as well as the common tools and practices used by successful marketers. Furthermore, the analytical, customer-focused mindset that guides effective strategic marketing planning is nurtured in students. Students with a marketing minor will be prepared to seek entry-level employment in such areas as brand management, professional sales, market research and customer service. Students are also well equipped to pursue graduate studies in business or marketing.

Upon completion of the minor in Marketing, students will be able to:

1. Explain the foundation activities performed by the marketing function in business referred to as the “4 Ps: Product, Price, Place, Promotion”.
2. Analyze consumer markets on both a micro (individual /family) and macro (Market segmentation and targeting) level and use marketing research methods to inform marketing decisions.
3. Use branding and positioning techniques to achieve sustainable differentiation.
4. Apply marketing concepts and practices to real organizational situations, identifying ethical issues present in the situation.

Minor in Business Administration

Students majoring in other fields may choose to minor in Business Administration as an enhancement to their program of study. Students majoring in Accounting may not complete a minor in Business Administration.

Pre-minor requirements: BU 200, AC 201, AC 202, and EC 202.

Minor requirements: BU 362, MGT 305, MKT 301, and FIN 301. Other 300 or 400 level business courses may be substituted with business faculty advisor approval.

Students seeking a minor in Business Administration should choose EC 201 to fulfill their Social Science general education requirement.

Upon completion of the AA undergraduate degree in Business Administration, students will be able to:

1. Identify the functional areas of business, and the major tasks associated with each.
2. Apply appropriate quantitative tools and knowledge of Accounting principles and procedures in business practice.
3. Explain and predict impacts of changes in the domestic and international economic environment upon business.
4. Use business skills to promote service, justice and peace within community organizations.

Minor in Accounting

Students majoring in other fields may choose to minor in Accounting as an enhancement to their program of study.

Pre-minor requirements: BU 200, AC 201, AC 202, and EC 202

Minor requirements: AC 301, AC 302, AC 303, and one additional upper-division accounting course as approved by an accounting program faculty advisor.

Students seeking a minor in Accounting should choose EC 201 to fulfill their Social Science education requirement.

Upon completion of the Accounting minor, students will be able to:

1. Read and analyze financial statements and understand the basic accounting principles inherent in their preparation.
2. Utilize accounting data to prepare managerial accounting reports and communicate the results.
3. Recognize the unique technical terminology of accounting and its applicability to the business world.

CHEMISTRY

Discipline coordinator: Dr. Bulent Terem Chemistry Minor Advisor: Dr. Joel Kawakami

Program Faculty: Janet Jensen, M.S., Dr. Joel Kawakami, Dr. Katelynn Perrault, Dr. Bulent Terem

Chemistry Mission Statement

Chemistry has justifiably been labeled 'The Central Science'. Training in this discipline is essential for all citizens of the modern world. All materials in the universe are made up of chemicals; a knowledge of chemistry is indeed a knowledge of ourselves.

The mission of this program is to:

- Promote molecular literacy (i.e. awareness of the importance of understanding physical, chemical and biological changes on the atomic and molecular scale)
- Provide hands-on laboratory training using modern chemical techniques and instrumentation
- Engage students in an undergraduate research program
- Enable students to integrate knowledge of the physical world
- Educate about the entry requirements, career pathways, and progression into advanced education in the chemical sciences

Chemistry

Requirements for the major in Chemistry

Note: EN 102 and COM 101 are prerequisites for all upper division courses

Pre-major requirements: CH 203, CH 203L, CH 204, CH 204L, PHY 251, PHY 251L, PHY 252, PHY 252L, MA 210, and MA 211.

Major requirements: BI 300, BI 302, BI 420, CH 323, CH 323L, CH 324, CH 324L, CH 334, CH 334L, CH 360, CH 360L, CH 362, CH 362L, CH 403, CH 422, CH 423, CH 423L, CH 430L, CH 440, CH 440L, CH 447, CH 490, CH 495, and two upper division electives. Recommended electives are BI 499 or BI 450 and one other upper division science course. Any two upper division Forensic Sciences, Biology, Data Science or Environmental Studies courses may fulfill the upper division elective requirements.

Chemistry Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| CH 203/L | 4 | PMR |
| MA 103 | 3 | FOU |
| CUH 100 | 1 | FOU |
| FREE | 4 | FOU |
| EN 101 | 3 | FOU |
| FREE | 3 | FOU |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| CH 204/L | 4 | PMR |
| MA 110 | 3 | ELE |
| COM 101 | 3 | FOU |
| EN 102 | 3 | FOU |
| FREE | 3 | FOU |

Sophomore Year - Year 2

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| CH 324/L | 5 | MR |
| CH 334/L | 4 | MR |
| MA 211 | 4 | PMR |
| FREE | 3 | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| PHY 251/L | 5 | PMR |
| BI 300 | 1 | MR |
| FREE | 3 | VAL |
| CH 360/L | 4 | MR |
| CH 403 | 3 | MR |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| PHY 252/L | 5 | PMR |
| BI 302 | 1 | MR |
| CH 362/L | 4 | MR |
| FREE | 3 | VAL |
| CH 430L | 2 | MR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| PHY 252/L | 5 | PMR |
| BI 302 | 1 | MR |
| CH 362/L | 4 | MR |
| FREE | 3 | VAL |
| CH 430L | 2 | MR |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| CH 422 | 3 | MR |
| BI 420 | 3 | MR |
| CH 440/L | 4 | MR |
| CH 447 | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | MR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| CH 423/L | 4 | MR |
| CH 490 | 2 | MR |
| CH 495 | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | CAP |

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 3 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 57 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 26 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 23 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 130 |

Chemistry Learning Outcomes

Chemistry Learning Outcomes

Upon completion of the B.S. undergraduate program in Chemistry, students will be able to:

1. Apply the scientific method as it is used in organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, and molecular sciences
2. Recognize and explain chemical theory as it applies to the physical world
3. Visualize, evaluate, validate and interpret results of chemical analyses as part of an integral and quality education (This PLO is a link to our Marianist Values of to provide an integral, quality education)
4. Solve problems using analytical reasoning, professional resources, professional conduct, and ethical behavior
5. Communicate chemical information effectively in oral and written formats

Chemistry Minor

Chemistry Minor

Requirements for the minor in Chemistry

Pre-minor requirements: CH 203/CH 203L, CH 204/CH 204L, MA 110.

Minor requirements: CH 360/CH 360L, CH 334/CH 334L, and CH 490 or *one upper division elective chosen from* CH 403, CH 420, CH 430L.

Upon completion of the Chemistry minor, students will be able to:

1. Apply the scientific method as it is used in organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, and molecular sciences
2. Recognize and explain chemical theory as it applies to the physical world
3. Visualize, evaluate, validate and interpret results of chemical analyses as part of an integral and quality education.

Communication BA

Communication

Program Advisor: Dr. Clifford Bieberly, Dr. Margaret Friedman, Tom Galli, Carolyn Kuriyama, Dr. Eva Washburn-Repollo

Mass Communication Sequence Advisors: Dr. Clifford Bieberly

Marketing Communication Sequence Advisors: Dr. Clifford Bieberly, Dr. Margaret Friedman

Communication Department offers a well-balanced, multifaceted, liberal arts-based curriculum to help students achieve their personal and professional goals. The department's mission is to prepare students to be effective in social, cultural and interpersonal settings as well as for work in media professions or for further study. Service-Learning opportunities are built into the communication curriculum, giving students multiple opportunities to apply classroom topics to real world situations. This includes structured means for reflection on the service experience while helping foster civic and corporate responsibility. Two areas of focus are offered: mass media (broadcasting or print journalism) and integrated marketing (advertising and public relations). The department also offers a minor option. In completing a major in communication, a graduating student will be able to competently demonstrate:

- An understanding of and the ability to apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
- An understanding of the history and role of professionals and institutions in shaping communication
- An understanding of the diversity of groups in a global society in relationship to communication to target audiences
- An understanding of concepts, theories and applications in the use and presentation of images and information
- An understanding of professional ethical principles and the ability to work ethically in the pursuit of truth, accuracy, fairness and diversity

- An understanding of the processes of client and media relations
- The ability to evaluate research by methods appropriate to the communication professions for which they are preparing
- The ability to write correctly and clearly in forms and styles appropriate for the various communication professions, audiences and purposes they serve
- The ability to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- The ability to apply tools and technologies appropriate for the communications professions in which they work
- An understanding of the connections between academic work and real-life situations as a result of the Service-Learning experiences

Students who have completed the mass media track will be also be able to demonstrate:

- Technical skill in video production and group collaboration in a television studio environment
- The ability to understand and apply advanced camera theory and operation
- The ability to critique and analyze use of media

Students who have completed the integrated marketing track will be able to demonstrate:

- An understanding of how to use and evaluate research methods employed for understanding diverse consumer groups in a global society
- An understanding of the concepts, theories, and tools of marketing and strategic marketing decision making
- An understanding of the tools of integrated marketing communication and the ability to use them to address specified marketing objectives

Majors can finish the program with internships and participation in a communication practicum.

Requirements

Program Prerequisites

Prerequisites for declaring a major or minor in communication are EN 101, COM 101 and COM 190. Additionally, faculty will conduct entrance interviews with each student and give guidance for program planning given the student's career interests.

Pre-major Requirements

Pre-major requirements must be fulfilled with grades of "C" or better. Moreover, majors must submit to the program advisor a portfolio of their work in the major to petitioning for graduation.

| COURSE | TITLE |
|------------------|------------------------------------|
| COM 200 | Introduction to Mass Communication |
| COM 250/COM 250L | Intro to Video Production |
| COM 274 | Writing for Mass Communication |

Major Requirements

A total of at least 40 semester hours in upper division course work is required for communication majors. The following are required courses in the major.

| COURSE | TITLE |
|---------------|-----------------------------------|
| COM 320 | Professional Presentations |
| COM 325 | Photography for Social Change |
| COM 433 | Media Law and Ethics |
| COM 370 | News Writing |
| COM 371/L | Communication Practicum |
| COM 375 | Public Relations |
| COM 378 | Graphic and Publication Design |
| COM 387 | Communication Internship (1 to 3) |

In addition, students add focused competencies in Integrated Marketing or Mass Media by taking the following courses:

Mass Media (Broadcast and Journalism)

| COURSE | TITLE |
|---------------|-------------------------------|
| COM 330/L | Intermediate Video Production |
| COM 350/L | Studio Video Production |
| COM 430/L | Advanced Video Production |
| COM 450/L | Studio Video Production II |
| COM 471/L | Communication Practicum |

Integrated Marketing Communication

| COURSE | TITLE |
|-----------|------------------------------------|
| MKT 301 | Principles of Marketing |
| COM 431 | Integrated Marketing Communication |
| COM 437/L | Consumer Research |
| COM 440 | Marketing Strategy |
| COM 476/L | Integrated Campaigns |

Communication minor requirements: 12 semester hours of upper division courses as directed by the faculty advisor.

Academic Advising for Post-Baccalaureate Work or Study

Students will be advised to take various courses to fulfill remaining upper division credits required for graduation, depending on their interests and plans after earning their bachelor's degree. They may take other communication courses not included in their concentration, or opt to declare a minor in another discipline of their choice.

Students planning to attend graduate school for thesis/dissertation-type post baccalaureate studies are advised to take the following courses to be introduced to research methodologies and theories related to communication: AN/SO 317, MA 331, PH 310, PH 405, PH 415, PSY 315, PSY 316, PSY 322, PSY 411, PSY 434 and PSY 436.

Communication students are advised to select from the following courses to provide additional background in their concentration.

For mass media students interested in broadcasting, the following courses will provide them with additional background in media and technology: EN 362, HI 407, HI/POL 475 and/or PH 310.

For mass media students interested in print journalism, the following courses offer additional background in various writing styles, online publishing and the legal and philosophical framework of mass communication: CJ 430, EN 302, EN 303, EN 362, EN 402, EN 403, HI/POL 401, HI/POL 402, HI 407, PH 310, PH 405 and PH 415.

For mass Integrated Marketing students, the following courses provide additional background in integrated media and corporate communication: BU 200, BU 224, BU 308, BU 362, BU 402, MKT 301, and EN 362.

Bachelor of Arts (B.A.) in Communication

Program Prerequisites

Prerequisites for declaring a major or minor in communication are EN 101, COM 101 and COM 190. Additionally, faculty will conduct entrance interviews with each student and give guidance for program planning given the student's career interests.

Pre-major Requirements

Pre-major requirements must be fulfilled with grades of "C" or better. Moreover, majors must submit to the program advisor a portfolio of their work in the major to petitioning for graduation.

| COURSE | TITLE |
|------------------|------------------------------------|
| COM 200 | Introduction to Mass Communication |
| COM 250/COM 250L | Intro to Video Production |
| COM 274 | Writing for Mass Communication |

Major Requirements

A total of at least 40 semester hours in upper division course work is required for communication majors. The following are required courses in the major.

| COURSE | TITLE |
|---------------|-----------------------------------|
| COM 320 | Professional Presentations |
| COM 325 | Photography for Social Change |
| COM 433 | Media Law and Ethics |
| COM 370 | News Writing |
| COM 371/L | Communication Practicum |
| COM 375 | Public Relations |
| COM 378 | Graphic and Publication Design |
| COM 387 | Communication Internship (1 to 3) |

In addition, students add focused competencies in Integrated Marketing or Mass Media by taking the following courses:

Mass Media (Broadcast and Journalism)

| COURSE | TITLE |
|---------------|-------------------------------|
| COM 330/L | Intermediate Video Production |
| COM 350/L | Studio Video Production |
| COM 430/L | Advanced Video Production |
| COM 450/L | Studio Video Production II |
| COM 471/L | Communication Practicum |

Integrated Marketing Communication

| COURSE | TITLE |
|-----------|------------------------------------|
| MKT 301 | Principles of Marketing |
| COM 431 | Integrated Marketing Communication |
| COM 437/L | Consumer Research |
| COM 440 | Marketing Strategy |
| COM 476/L | Integrated Campaigns |

Communication minor requirements: 12 semester hours of upper division courses as directed by the faculty advisor.

Academic Advising for Post-Baccalaureate Work or Study

Students will be advised to take various courses to fulfill remaining upper division credits required for graduation, depending on their interests and plans after earning their bachelor's degree. They may take other communication courses not included in their concentration, or opt to declare a minor in another discipline of their choice.

Students planning to attend graduate school for thesis/dissertation-type post baccalaureate studies are advised to take the following courses to be introduced to research methodologies and theories related to communication: AN/SO 317, MA 331, PH 310, PH 405, PH 415, PSY 315, PSY 316, PSY 322, PSY 411, PSY 434 and PSY 436.

Communication students are advised to select from the following courses to provide additional background in their concentration.

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For mass Integrated Marketing students, the following courses provide additional background in integrated media and corporate communication: BU 200, BU 224, BU 308, BU 362, BU 402, MKT 301, and EN 362.

Communication Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 14 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| COM 101 | 3 Semester Hours | FOU |
| COM 190 | 1 Semester Hour | PMR |
| CUH 100 | 1 Semester Hour | FOU |
| EN 101 | 3 Semester Hours | FOU |
| FREE | 3 Semester Hours | FOU |
| FREE | 3 Semester Hours | FOU |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--------|------------------|----------|
| EN 102 | 3 Semester Hours | FOU |
| FREE | 4 Semester Hours | FOU |
| FREE | 3 Semester Hours | FOU |
| FREE | 3 Semester Hours | VAL |
| FREE | 3 Semester Hours | VAL |

Sophomore Year - Year 2

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| COM 200 | 3 Semester Hours | PMR |
| COM 250/L | 4 Semester Hours | PMR |
| COM 274 | 3 Semester Hours | PMR |
| FREE | 3 Semester Hours | VAL |
| FREE | 3 Semester Hours | VAL |

Spring Sequence - 15-16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------|--------------------|-----------------|
| COM 325 | 3 Semester Hours | MR |
| See Competency List | 3-4 Semester Hours | MR |
| COM 378 | 3 Semester Hours | MR |
| FREE | 3 Semester Hours | ELE |
| FREE | 3 Semester Hours | ELE |

Junior Year - Year 3

Fall Sequence - 16-17 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------|--------------------|-----------------|
| COM 320 | 3 Semester Hours | MR |
| COM 371/L | 4 Semester Hours | MR |
| See Competency List | 3-4 Semester Hours | MR |
| FREE | 3 Semester Hours | ELE |
| FREE | 3 Semester Hours | ELE |

Spring Sequence - 15-16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------|--------------------|-----------------|
| COM 433 | 3 Semester Hours | MR |
| COM 370 | 3 Semester Hours | MR |
| See Competency List | 3-4 Semester Hours | MR |
| FREE | 3 Semester Hours | ELE |
| FREE | 3 Semester Hours | ELE |

Senior Year - Year 4

Fall Sequence - 13-15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------|--------------------|-----------------|
| COM 375 | 3 Semester Hours | MR |
| See Competency List | 3-4 Semester Hours | MR |
| FREE | 3 Semester Hours | ELE |
| FREE | 3 Semester Hours | ELE |
| FREE | 3 Semester Hours | ELE |

Spring Sequence - 13-14 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------|--------------------|-----------------|
| COM 387 | 1 Semester Hour | MR |
| See Competency List | 3-4 Semester Hours | MR |
| FREE | 3 Semester Hours | ELE |
| FREE | 3 Semester Hours | ELE |
| FREE | 3 Semester Hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**Recommended: COM 310 to satisfy the Integral (Holistic) Education for Global Awareness Values requirement

***COM 200 will satisfy the Education for Service, Justice, & Peace Values requirement and is a prerequisite for COM 370, COM 375, COM 378, & COM 433

**** COM 250/L will satisfy the Education for Adaptation & Change Values requirement and is a prerequisite for COM 350/L

*****Additional elective required to meet 120+ total credits in Integrated Marketing Communication competency

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 30 – 33 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 40 – 43 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 11 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 23 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 12 |
| | | Total Credits | 122 |

Communication Learning Outcomes

Communication Learning Outcomes

Upon completion of the B.A. undergraduate program in Communication, students will be able to:

1. Communicate effectively, persuasively and ethically using oral, written, and technological platforms in interpersonal, small group, public, intercultural, and technological settings.
2. Apply the principles and laws of freedom of speech and press, including the right to monitor and criticize power, in order to promote service, justice and peace.
3. Actualize professional ethical principles in the pursuit of truth, accuracy, and diversity.
4. Locate, evaluate, incorporate, and properly cite multiple resources in visual and oral performances, papers, and communication campaigns.

Students in the Integrated Marketing track will also be able to:

1. Research and create an integrated marketing campaign using appropriate technologies and symbol systems for local, national, and global clients.

Students in the Mass Media track will also be able to:

1. Use contemporary technologies and methodologies to critique, analyze, and produce media for distribution via traditional, current, and emerging communication platforms.

Communication Minor

Communication Minor

Communication minor requirements:

12 semester hours of upper division courses as directed by the faculty advisor.

Upon completion of the Communication minor, students will be able to:

1. Apply knowledge of communication theory to diverse audiences.
2. Adapt and use communication tools appropriate to individual differences.
3. Analyze the history, values, commitments, and ethics of the communication profession.

Community and Public Health Overview

Community and Public Health

Dean: Dean: Dr. Rhoberta Haley

Program Description

The Bachelor of Science Community and Public Health (BSCPH) degree prepares students for careers in community and public health education and programming, health-related research, and public health policy in a variety of organizations and settings. Graduates will be able to conduct needs assessments; plan, create, implement and evaluate wellness programs and health education related activities. Graduates will be prepared to conduct research and scholarly activities related to health education; administer and manage programs, and create resources to promote health and wellness. The program offers four specialization tracks: Community Health Worker, Data Analytics, Environment and Health, and Non Profit.

Program Goals

The goals of the BSCPH program are congruent with the University's academic vision and are as follows:

1. Provide a program of study that leads to a Bachelor of Science degree in Community and Public Health, in which students are able to achieve the knowledge, skills, and Marianist values necessary for effective health care professionals.
2. Ensure an educational foundation in the biological, physical, and social sciences and humanities that are essential for health care professionals.
3. Foster an attitude of intellectual and critical inquiry that promotes evidence-informed practice.
4. Provide an educational experience that emphasizes engagement of students through active learning.
5. Create a collegial environment that fosters professional development of students including life-long learning scholarship, and leadership.
6. Prepare students for health care roles in a variety of dynamic health care settings.
7. Prepare students for the Certified Health Education Specialist (CHES) examination.
8. Provide a foundation for graduate study in a variety of graduate degree pathways.

Community and Public Health Requirements

Community and Public Health Requirements

Community Health Worker track

Pre-Major: COM 101, CUH 100, EN 101, EN 102, EN 305/HI 452/HI 406/PH 388/PH 360/RE 347

Major: AN 340, BI 105/L, BI 131/L, BI 300, BI 302, BI 312, BI 387, BI 495/ENV 485/HC 495, DS 401, ENV 100, HC 100, HC 200, HC 201, HC 202/L, HC 203, HC 300, HC 301, HC 302, HC 303, HC 304, HC 305, HC 399, MA 103, PSY 101, PSY 200, PSY 315, PSY 451

Data Analytics Track

Pre-Major: COM 101, CUH 100, EN 101, EN 102, EN 305/HI 452/HI 406/PH 388/PH 360/RE 347

Major:

AN 340, BI 105/L, BI 131/L, BI 300, BI 302, BI 312, BI 387, BI 495/ENV 485/HC 495, CS 202, DS 101, DS 401, Data Science Elective, ENV 100, HC 100, HC 200, HC 201, HC 202/L, HC 203, HC 300, MA 103, HC 305, HC 399, PSY 200, PSY 315

Environment and Health Track

Pre-Major: COM 101, CUH 100, EN 101, EN 102, EN 305/HI 452/HI 406/PH 388/PH 360/RE 347

Major: AN 340, BI 105/L, BI 131/L, BI 300, BI 302, BI 312, BI 387, BI 495/ENV 485/HC 495, DS 401, DS 407, ENV 100, ENV 400, ENV 301, ENV 401, HC 100, HC 200, HC 201, HC 202/L, HC 203, HC 306, HC 399, MA 103, PSY 101, PSY 200, PSY 315

Non Profit Track

Pre-Major: COM 101, CUH 100, EN 101, EN 102, EN 305/HI 452/HI 406/PH 388/PH 360/RE 347

Major: AN 340, BI 105/L, BI 131/L, BI 300, BI 302, BI 312, BI 387, BI 495/ENV 485/HC 495, BU 200, DS 401, ENV 100, HC 100, HC 200, HC 201, HC 202/L, HC 203, HC 300, HC 305, HC 399, MA 103, MGT 301, MGT 312, MGT 425, PSY 101, PSY 200, PSY 315

Community and Public Health 4-Year Plan

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| HC 100 | 3 | MR |
| COM 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| BI 105/L | 4 | PMR |
| PSY 101 | 3 | FOU |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| EN 102 | 3 | FOU |
| ENV 100 | 3 | PMR |
| BI 131/L | 4 | PMR |
| MA 103 | 3 | FOU |
| PSY 200 | 3 | PMR |

Sophomore Year - Year 2

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|-----------------------|---------|----------|
| AN 340 | 3 | MR |
| HC 200 | 3 | MR |
| Specialization Course | 3 | MR |
| GEN ED | 3 | FOU |
| HC 202L | 4 | MR |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| HC 201 | 1 | MR |
| PSY 315 | 3 | MR |
| BI 312 | 3 | MR |
| HC 203 | 3 | MR |
| GEN ED | 3 | VAL |
| GEN ED | 3 | VAL |

Junior Year - Year 3

Fall Sequence - 13 Credits

| COURSE | CREDITS | CATEGORY |
|-----------------------|---------|----------|
| BI 300 | 1 | MR |
| MAJ Elective | 3 | PMR |
| Specialization Course | 3 | MR |
| GEN ED | 3 | VAL |
| GEN ED | 3 | VAL |

Spring Sequence - 13 Credits

| COURSE | CREDITS | CATEGORY |
|-----------------------|---------|----------|
| BI 302 | 1 | MR |
| DS 401 | 3 | MR |
| Specialization Course | 3 | MR |
| GEN ED | 3 | VAL |
| GEN ED | 3 | VAL |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--------------------------------|----------------|-----------------|
| Specialization Course | 3 | MR |
| BI 495/ENV 485/HC 495 | 3 | MR |
| HC 399 | 3 | MR |
| Elective/Specialization Course | 3 | ELE |
| Elective (300-400 level) | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--------------------------|----------------|-----------------|
| BI 387 | 3 | MR |
| HC 305 | 3 | MR |
| HC 399 | 0 | MR |
| Elective | 3 | ELE |
| Elective (300-400 level) | 3 | ELE |
| CAPSTONE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**BI 131/L will satisfy the Quantitative Reasoning Foundations requirement

***PSY 101 will satisfy the Critical Thinking Foundations requirement and is a prerequisite for PSY 451

****MA 103 will satisfy the Quantitative Skills Foundations requirement and is a prerequisite for CS 202

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 9-12 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 49 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 26-29 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 13 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 121 |

Community and Public Health Learning Outcomes

Community and Public Health Learning Outcomes

Program Learning Outcomes

Upon completion of the BSCPH program, the student will be able to:

1. Assess factors affecting community health and develop a strategic plan based on evidence.
2. Utilizing the Marianist value of service, justice and peace; evaluate outcomes of policies, programs and/or services and implement strategies for quality improvement, utilizing evidence and public health informatics.
3. Collaborate with individuals, groups and organizations utilizing leadership and communication skills to defend programs/policies and/or resources that improve community health, incorporating the Public Health Code of Ethics.
4. Develop and evaluate strategies for communicating information to influence behavior and improve health, utilizing behavioral theories.

COMPUTER INFORMATION SYSTEMS

Program Advisor: Dr. Maria Brownlow

A Minor in Computer Information Systems (CIS) is offered. Twelve upper division credits in CIS courses are required.

The CIS Minor is for undergraduate students of all majors. Understanding and effectively using and managing information technology and systems is essential for personal and professional success in any endeavor. Organizations seek candidates who can use, manage and adapt information systems to create opportunities and competitive advantages. Effectively managing databases creates business intelligence from which strategic decisions are made. Understanding cybersecurity is mandatory for managing risk to organizations and their stakeholders because data and networks are linked. From marketing a product or yourself, to securely accounting for purchases or just sharing interests, information technology and systems affect every aspect of modern life.

Countries and economies compete in the cyber world. As a result, employers demand information technology skills, knowledge and competence from their employees. The CIS Minor is an excellent foundation for further growth in a skill set the job market expects in today's generation.

Computer Information Systems Learning Outcomes

Computer Information Systems (CIS) Program Learning Outcomes

In completing a minor in computer information systems, a graduating student will be able to:

1. An integrated understanding of contemporary computer organization and operating systems architecture, networks, internet and web technologies, and database systems
2. The ability to analyze and evaluate, design and test, finally implement a reliable and secure application while effectively using information technology processes and procedures for the benefit of digital organizations
3. An understanding of the regulatory and ethical issues pertinent to computer information systems
4. An understanding of cybersecurity vulnerabilities, the integration of cybersecurity strategies into system development and the ability to implement best practices to maintain secure systems and networks

Computer Information Systems Learning Outcomes

Computer Information Systems (CIS) Program Learning Outcomes

In completing a minor in computer information systems, a graduating student will be able to:

1. An integrated understanding of contemporary computer organization and operating systems architecture, networks, internet and web technologies, and database systems
2. The ability to analyze and evaluate, design and test, finally implement a reliable and secure application while effectively using information technology processes and procedures for the benefit of digital organizations
3. An understanding of the regulatory and ethical issues pertinent to computer information systems
4. An understanding of cybersecurity vulnerabilities, the integration of cybersecurity strategies into system development and the ability to implement best practices to maintain secure systems and networks

CRIMINOLOGY AND CRIMINAL JUSTICE

Director: Ronald Becker, J.D.

Program Advisors: Joseph Allen, Ph.D., Kelly Treece, Ph.D., Collin Lau, J.D.

Degrees offered are Associate of Science (A.S.) and Bachelor of Science (B.S.).

The associate and baccalaureate degrees are designed to prepare the undergraduate student academically for careers in administration, criminal justice, criminology, law enforcement, probation and parole, and public safety. The Criminology and Criminal Justice major emphasizes the development of knowledge, critical thinking, as well as oral and written communication skills. Students are encouraged to examine the American justice system pertaining to its function, equality, and effectiveness from social, ethical, and political perspectives.

Mission

The Bachelor of Science degree in Criminology and Criminal Justice is designed to educate, within the context of Marianist educational values, students in both theoretical and applied aspects of criminology and criminal justice for the purpose of assisting them in adapting in various, interrelated environments and to educate for service, justice and peace.

Assessment

The skills and competencies for the program student learning outcomes are developed and assessed in the courses and are known as Student Learning Outcomes. These are part of all syllabi. The specific program learning outcomes are cumulative in nature and assessed at the end of the program in CCJ 490. This is a capstone course that collaboratively explores the relationship between the core and elective Criminology and Criminal Justice courses for students majoring in Criminology and Criminal Justice. This course guides students toward developing an understanding of the interrelationship of course material and professional expectations. Students complete a Likert survey that examines the relationship between the field of Criminology and Criminal Justice and the five Marianist values. At the end of the course students sit for a Criminology and Criminal Justice program Comprehensive Exam that covers all CCJ course content.

Advising

All students who declare Criminology and Criminal Justice as their major are encouraged to meet with their assigned Criminology and Criminal Justice faculty advisor. A course work plan will be designed for the student and this plan will be updated and revised as the student progresses within the program.

Federal Law Enforcement Recommended Courses:

Federal law enforcement agencies are more specialized than other law enforcement agencies in their recruitment requirements. Hence, students interested in pursuing a career in federal law enforcement should consider elective courses in business, including the following courses: AC 201, AC 202, AC 306, FIN 301, and BU 362.

Recommended Minor for Law Enforcement: Forensic Science:

Forensic science has become an integral part of all law enforcement activities within Federal, State, County and City agencies. Therefore, students considering law enforcement as career perspectives should consider a minor in Forensic Science.

Internship criteria for Criminology and Criminal Justice students

The following minimum standards have been established for acceptance into the Internship Program:

1. The student must have completed a minimum of 24 resident credit hours at Chaminade
2. The student must have completed a minimum total of 90 credit hours
3. The student must be a major or minor in Criminology and Criminal Justice
4. The student must have a minimum GPA of 2.75 for all Criminology and Criminal Justice course work
5. The student is subject to an interview with the Internship Coordinator and a participating agency representative to determine acceptance and placement by both
6. The student may not be currently employed by the agency with which the student proposes to do the internship, subject to the approval of the Internship Coordinator
7. The student must meet any specific qualifications as determined by the participating agency
8. Student must successfully complete the following Criminology and Criminal Justice courses or their equivalents prior to being considered for an internship opportunity: CJ 151, CJ 270, CJ 375, CJ 423, CJ 424, and PSY 315. Equivalent substitutions must be approved by the Program Director and/or Internship Coordinator
9. The student must successfully complete the following general education courses or their equivalents prior to being admitted to the internship program: EN 101, EN 102, COM 101, three credits of a 100 or 200- level history course, and three credits of a natural science course.

Police Academy Credit

Students enrolling who are **actively** employed in law enforcement **may** receive up to 18 credit hours for their academy instruction based on an examination of the academy curriculum.

The curriculum of the Honolulu Police Department (HPD) academy is approved by the Commission on Accreditation for Law Enforcement Agencies (CALEA), based on national standards and in consultation with Chaminade faculty. This is not a “life experience” substitution but rather recognition that HPD has courses in their academy curriculum comparable to the following in content and hours of study. There is a time factor of 10 years. Any academy training prior to that time would be dated and unacceptable.

Those students who are Honolulu Police Department, Maui Police Department, and Hawaii Police officers will receive credit for the following courses:

Four lower level courses

| COURSE NUMBER | COURSE NAME |
|----------------------|--------------------------|
| CJ 151 | Criminal Justice Systems |
| CJ 220 | Criminal Investigation |
| CJ 223 | Introduction to Law |
| CJ 270 | Supervision and |

Two upper level courses

| COURSE NUMBER | COURSE NAME |
|----------------------|--------------------|
| CJ 423 | Criminal Law |
| CJ 432 | Law Enforcement |

Pre-Law Curriculum

Pre-law studies are designed to provide a broad liberal arts background which will expand the student’s knowledge base and develop the analytical skills necessary for success in law school. The recommended curriculum consists of courses in criminal justice,

communication, English, history, philosophy, and political science. A student in this program will be challenged to develop his or her critical thinking, research, and oral and written communications skills.

The pre-law student will select a major field of study in any of the majors offered University wide. All majors require electives and those electives can be chosen in areas other than the student's major field of study. Students who choose a pre-law path would select courses with the assistance of their pre-law advisor from the following list:

Pre-law Courses

Freshmen courses

| COURSE NUMBER | COURSE NAME |
|----------------------|--------------------------------|
| COM 274 | Writing for Mass Communication |
| CJ 223 | Introduction to Law |
| PH 103 | Critical Thinking |

Sophomore courses

| COURSE NUMBER | COURSE NAME |
|----------------------|------------------------------|
| COM 320 | Professional Presentations |
| CJ 435 | Ethics and Criminal Justice |
| EN 302 | Creative Writing |
| ENV 300 | Environmental Policy and Law |

Junior courses

| COURSE NUMBER | COURSE NAME |
|---------------|--------------------------------------|
| BU 362 | Legal and Ethical Issues in Business |
| CJ 315 | Behavioral Science Statistics |
| EN 362 | Advanced Expository Writing |
| PH 325 | Philosophy of Law |
| POL 374 | International Law |

Senior courses

| COURSE NUMBER | COURSE NAME |
|---------------|--|
| CJ 423 | Criminal Law |
| CJ 424 | Criminal Procedure |
| CJ 426 | Courtroom Advocacy in Criminal Justice |
| CJ 430 | Legal Research and Writing |
| HI 401 | U.S. Constitution I |
| HI 402 | U.S. Constitution II |
| POL 403 | American Diplomacy |

Note: Courses that are strongly recommended: CJ 223, PH 103, COM 320, CJ 435, EN 302, EN 362, PH 325, POL 374, CJ 426, CJ 430, HI 401, HI 402

Associate of Science (A.S.)

Associate of Science

The Associate of Science degree requires the completion of a minimum of 60 semester hours of credit with a cumulative grade point average of at least 2.0 (C) for all course work completed at Chaminade. The degree also requires completion of the general education core. At least 15 semester hours of course work must be completed at Chaminade.

Associate of Science Degree Requirements

The following Criminology and Criminal Justice courses must be completed for an Associate of Science degree in Criminology and Criminal Justice:

| |
|--------|
| CJ 151 |
| CJ 201 |
| CJ 220 |
| CJ 223 |
| CJ 270 |
| CJ 291 |

At least 9 semester hours of course work must be completed at Chaminade.

Criminal Justice Associate of Science (A.S.) Learning Outcomes

Criminal Justice Associate of Science (A.S.) Learning Outcomes

Upon completion of the Criminal Justice Associates Degree students will be able to:

1. Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2. Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3. Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

Bachelor of Science (B.S.)

Bachelor of Science (B.S.)

The Bachelor of Science degree requires the completion of a general education core as well as a major field of concentration. The B.S. degree requires the completion of a minimum of 120 semester hours of credit. A cumulative grade point average of 2.1 (C) or better must be earned for all courses completed at Chaminade. A cumulative grade point average of 2.0 (C) or better is also required in the major. One year of residence, normally the senior year (30 semester hours), is required. At least half of the upper division credits required for the major must be completed at Chaminade.

Students graduating with a Bachelor of Science in Criminal Justice will demonstrate an understanding of:

1. The inherent complexities and day-to-day operations of the American criminal justice system
2. Criminal justice research
3. Basic rights guaranteed to each individual by both state and federal constitutions and laws
4. Race, gender and social class and the causes of crime
5. Forensic science and prosecutorial law in criminal investigations

Bachelor of Science Degree Requirements

The following Criminology and Criminal Justice courses must be completed for a Bachelor of Science degree in Criminology and Criminal Justice:

Students must complete the pre-major requirements of: CJ 151, CJ 201, CJ 220, CJ 223, CJ 270, and CJ 291. Students must also complete the major requirements of: CJ 315, CJ 321, CJ 375, CJ 423, CJ 424, CJ 432, CJ 451, CJ 490, CJ 491; and one of the following: PSY 321, PSY 424, SO 401, or SO 407. Behavioral Sciences Division Requirement: CJ 327. Prerequisite: CJ151

Criminology & Criminal Justice Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| COM 101 | 3 semester hours | FOU |
| CJ 151 | 3 semester hours | PMR |
| CUH 100 | 1 semester hour | FOU |
| EN 101 | 3 semester hours | FOU |
| FREE | 3 semester hours | VAL |
| FREE | 3 semester hours | FOU |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--------|------------------|----------|
| FREE | 3 semester hours | FOU |
| CJ 201 | 3 semester hours | PMR |
| CJ 270 | 3 semester hours | PMR |
| EN 102 | 3 semester hours | FOU |
| FREE | 4 semester hours | FOU |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| CJ 220 | 3 semester hours | PMR |
| CJ 223 | 3 semester hours | PMR |
| FREE | 3 semester hours | VAL |
| FREE | 3 semester hours | VAL |
| FREE | 3 semester hours | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| CJ 291 | 3 semester hours | PMR |
| CJ 375 | 3 semester hours | MR |
| FREE | 3 semester hours | ELE |
| FREE | 3 semester hours | FOU |
| FREE | 3 semester hours | VAL |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| CJ 315 | 3 semester hours | PMR |
| CJ 423 | 3 semester hours | MR |
| CJ 327 | 3 semester hours | MR |
| FREE | 3 semester hours | VAL |
| FREE | 3 semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| CJ 321 | 3 semester hours | MR |
| CJ 451 | 3 semester hours | MR |
| FREE | 3 semester hours | ELE |
| FREE | 3 semester hours | ELE |
| FREE | 3 semester hours | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| CJ 424 | 3 semester hours | MR |
| CJ 491 | 3 semester hours | MR |
| FREE | 3 semester hours | ELE |
| FREE | 3 semester hours | ELE |
| FREE | 3 semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---|------------------|-----------------|
| CJ 432 | 3 semester hours | MR |
| CJ 490 | 3 semester hours | MR |
| PSY 321, PSY 424, SO 401, SO 407 | 3 semester hours | MR |
| FREE | 3 semester hours | ELE |
| FREE | 3 semester hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses.

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 27 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 30 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 21 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 23 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 122 |

Criminology & Criminal Justice Learning Outcomes

Criminology and Criminal Justice Learning Outcomes

Upon completion of the B.S. undergraduate program in Criminology & Criminal Justice, students will be able to:

1. Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2. Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3. Evaluate social, cultural, and technological change and its impact on the criminal justice system.
4. Assess social inequities in crime and criminal justice processes by race, social class, gender, region and age.
5. Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions.
6. Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

Master of Science in Criminal Justice Administration (MSCJA) Overview

Master of Science in Criminal Justice Administration (MSCJA) Overview

The Master of Science in Criminal Justice Administration program at Chaminade University of Honolulu is designed to prepare individuals to assume leadership and management positions by providing students with a sound foundation in management, personnel administration, program evaluation and research methods.

HONOR SOCIETIES

ALPHA PHI SIGMA HONOR SOCIETY

Alpha Phi Sigma is the national honor society for criminal justice. The society recognizes scholastic excellence by undergraduate and graduate students in the criminal justice sciences. Students who have completed 12 credit hours of MSCJA courses, have a cumulative 3.4 GPA, and are recommended by a local chapter advisor or faculty member, qualify for membership.

| SCHEDULING | |
|--------------|--|
| Online | MSCJA- General |
| Campus-Based | MSCJA-Generalist Track |
| | MSCJA-Law Enforcement Track |
| | MSCJA- Correctional Track |
| | MSCJA-Forensic Laboratory Management Track |

DIVISION CONTACT

Assistant to the Director

Master of Science in Criminal Justice Administration

Phone Number: (808) 735-4703

Master of Science in Criminal Justice Administration (MSCJA) Requirements

Master of Science in Criminal Justice Administration (MSCJA) Requirements

MSCJA Programs and Concentrations

The MSCJA degree requires a total of 36 credit hours.

MASTER OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION

The goals of the Master of Science in Criminal Justice Administration (MSCJA) program are to enable the student to develop critical thinking skills, the ability to review, analyze, and disseminate applied and theoretical knowledge pertaining to criminal justice administration. In addition, the MSCJA program prepares the student for instructional positions within the academic community as well as admission to other graduate programs.

The MSCJA degree is recommended for those individuals who are pursuing careers or furthering their education in the following:

- Federal, State, County, and Municipal Law Enforcement
- Homeland Security and leadership development
- Private Security and Investigation
- Probation, parole, and community corrections
- Law School

MSCJA Online Program

The MSCJA Online program is designed to meet the educational needs of all individuals who are unable to attend classes on the main campus of Chaminade University of Honolulu. The MSCJA Online degree requires a total of 36 credit hours of course work. The curriculum for the MSCJA Online program is as follows:

| | |
|---------|--|
| CJA 602 | Agency Administration |
| CJA 604 | Constitutional Law |
| CJA 605 | Criminology |
| CJA 606 | Research Methods |
| CJA 610 | Law Enforcement |
| CJA 708 | Terrorism and Justice |
| CJA 740 | Community Corrections, Probation and Parole |
| CJA 766 | Ethics in Criminal Justice and Public Administration |
| CJA 770 | Hostage Negotiations |
| CJA 780 | Criminal Evidence |
| CJA 790 | Survey Research Methods and Statistics |
| CJA 791 | Capstone |

The MSCJA Online program is offered in a ten-week format, with a minimum of two classes offered per term. Students participating exclusively in the MSCJA Online program are required to successfully complete the online curriculum described above.

MSCJA Campus-Based Tracks

GENERALIST TRACK

The Generalist Track is a composite of courses designed to give the interested student a look into the inter-workings of the entire criminal justice system including law enforcement and corrections.

LAW ENFORCEMENT TRACK

The Law Enforcement Track, with a leadership and management curriculum, is designed for those working in law enforcement on the federal, state, and local level and for those seeking advancement into leadership positions within those agencies.

CORRECTIONAL TRACK

The Correctional Track is primarily directed toward meeting the needs of the Department of Public Safety as well as Federal, State, and County correctional personnel.

FORENSIC LABORATORY MANAGEMENT TRACK

The Forensic Laboratory Management Track is designed for those working or intending to work in a supervisory position within a crime laboratory.

MSCJA TRACK CORE COURSES The core courses are structured to provide strong foundations in legal systems, criminal justice management, research methods, and program planning and evaluation.

| REQUIRED CORE COURSES | |
|--|--|
| The MSCJA program is offered in a ten-week format. The below core courses apply only to the following concentrations: Generalist track, Law Enforcement track, and Correctional track. | |
| CJA 602 | Agency Administration |
| CJA 604 | Constitutional Law |
| CJA 605 | Criminology |
| CJA 606 | Research Methods |
| CJA 766 | Ethics in Criminal Justice and Public Administration |
| CJA 770 | Hostage Negotiations |
| CJA 790 | Survey Research Methods and Statistics |
| CJA 791 | Capstone |
| | |
| MSCJA GENERALIST TRACK (18 CREDIT HOURS) | |
| CJA 610 | Law Enforcement |

| | |
|---|--|
| CJA 706 or CJA 708 | Managing Criminal Investigations Terrorism & Justice |
| CJA 722 | Inmate Rights |
| CJA 740 or CJA 760 | Community Corrections, Probation, & Parole Contemporary Issues in Corrections |
| CJA 780 or CJA 781 | Criminal Evidence Courtroom Evidence |
| MSCJA LAW ENFORCEMENT TRACK (12 CREDIT HOURS) | |
| CJA 610 | Law Enforcement |
| CJA 706 | Managing Criminal Investigations |
| CJA 708 | Terrorism & Justice |
| CJA 780 | Criminal Evidence |
| MSCJA CORRECTIONAL TRACK (12 CREDIT HOURS) | |
| CJA 612 | Correctional Management & Administration |
| CJA 722 | Inmate Rights |
| CJA 740 | Community Corrections, Probation, & Parole |
| CJA 760 | Contemporary Issues in Corrections |
| MSCJA FORENSIC LABORATORY MANAGEMENT TRACK (39 CREDIT HOURS) | |
| CJA 602 | Agency Administration |
| CJA 604 | Constitutional Law |

| | |
|---------|--|
| CJA 706 | Managing Criminal Investigations |
| CJA 766 | Ethics in Criminal Justice and Public Administration |
| CJA 780 | Criminal Evidence |
| CJA 791 | Capstone |
| FS 600 | Forensic Sciences I |
| FS 601 | Forensic Sciences II |
| FS 620 | Laboratory Management |
| FS 650 | Forensic Anthropology |
| FS 675 | Management of Chemical Instrumentation and Analysis |
| MBA 600 | Leading People in Organizations |
| MBA 602 | Managerial Ethics and Decision Making |

TRANSFER CREDIT POLICY

A maximum of six credit hours may be accepted as transfer or substitution for the 36 credit hours for the MSCJA degree. Students must submit a written request to the MSCJA Program Director for consideration of transfer or substitution credit hours. The student must also submit a course syllabus for each course to be evaluated. All transfer or substitution credit hours must be from an accredited university or college graduate program and must be approved by the Program Director. All transfer or substitution credit must be at the graduate level. Only graduate course work in which the student received a letter grade of “B” or higher may be considered for acceptance as valid transfer or substitution credit hours, including those from any other Chaminade University Graduate program.

PROGRAM CHANGE

A student must receive advisor approval and, upon approval, a new advising sheet will be generated, and will follow the program from the time the requested change in the program or emphasis was approved.

PROVISIONAL ACCEPTANCE

To obtain provisional admission, the applicant must meet the minimum graduate admission requirements as well as one of the following (1) a cumulative undergraduate GPA of 2.8 or

higher (2) an undergraduate GPA of 3.20 or higher in the last 45 hours of course work; or (3) a cumulative graduate GPA of 3.0 or higher. In addition, provisional status may be granted (at the discretion of the Program Director) based on the applicant's work experience and exceptional accomplishments within a criminal justice or military profession.

ACADEMIC DISHONESTY

CONSEQUENCES REMEDIES AVAILABLE TO INSTRUCTORS:

A single instance of academic dishonesty may result in the instructor not counting that exercise as part of the semester grade, which can result in failure of the course.

A single instance of academic dishonesty may result in the student receiving a grade of "F" for the submitted work, which can result in failure of the course.

REMEDIES AVAILABLE TO THE MSCJA PROGRAM DIRECTOR:

An aggravated instance of academic dishonesty supported by evidence provided by the instructor may result in the student being dropped from the course.

A single instance of serious academic dishonesty supported by evidence provided by the instructor may result in dismissal from the MSCJA Program.

A second instance of academic dishonesty supported by evidence provided by the instructor will result in a final dismissal from the MSCJA Program.

All actions taken in response to a breach of academic integrity (academic dishonesty) are subject to the appellate process described in the Graduate Student Handbook.

Master of Science in Criminal Justice Administration Learning Outcomes

Master of Science in Criminal Justice Administration Learning Outcomes

Upon completion of the M.S. in Criminal Justice Administration, students will be able to:

1. Apply the primary concepts and assumptions of the traditional and contemporary theories of addressing crime.
2. Identify and critique efficient criminal justice standards while recognizing basic rights guaranteed to each individual both by state and federal constitutions and laws.
3. Examine the problems associated with ethical administrative decision-making.
4. Integrate issues of race, ethnicity, gender, age, and social class and identify how they affect the criminal justice system in terms of understanding social causes of crime.
5. Develop and apply research methods as used in the social sciences, with a particular emphasis on the basic skills necessary to conduct (and direct) research in criminal justice agencies.
6. Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

Criminology and Criminal Justice Minor

Criminology and Criminal Justice Minor

A minor in Criminology and Criminal Justice requires CJ 151 or CJ 201, CJ 315 and a minimum of 12 additional hours of upper division Criminology and Criminal Justice courses. A cumulative grade point average of 2.0 (C) or better is required for this minor.

Recommended Interdisciplinary Course: Criminology and Criminal Justice majors are encouraged to take CJ/RE 435 as their upper division interdisciplinary course.

Upon completion of the Criminology & Criminal Justice minor, students will be able to:

1. Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2. Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions.

Data Science, Analytics and Visualization Program Page

Data Science, Analytics and Visualization

Program Director: Dr. Rylan Chong

Program Faculty: Dr. Laura Tipton, Dr. Mark Speck, Dr. Matthew Cochran, Dr. Alexander Stokes, Mr. Johnny Aldan MPH, Dr. Michael Dohm, and Dr. Helen Turner

Data Science, Analytics and Visualization Mission Statement

The design of the DSAV curriculum is stakeholder driven and reflects Chaminade's mission and values. Part of the CUH mission is to serve our community and State, and the development of economic potential both at the individual level (empowering individuals with qualifications that promote access to high-paying jobs and social mobility), and at the population level (providing a workforce that supports the technology sector and creates jobs through increasing capacity of extant organizations or the development of start-up businesses) serves this mission. The program also has connectivity to Catholic Social Teaching and our Marianist Education Values. For example, the fundamental social justice issues that confront Hawai'i (health inequity, food insecurity, climate insecurity, wealth gaps) require both economic development and data science as components of their solutions. Agency over data supports self-determination of under-served and under-privileged communities and, in the hands of community organizations and individuals, supports elements of Catholic Social Teaching such as the dignity of persons (rights to food, healthcare, preferential option for the poor, economic empowerment) and our Marianist values of education for service and justice, and adaptation to change. The Chaminade DSAV graduate or certificate holder will have excellent interdisciplinary technical skills coupled with an understanding of the ethical framework in which data are transformed to knowledge.

Data Science, Analytics and Visualization Requirements

Data Science, Analytics and Visualization (DS)

All students enrolled in the DSAV Degree Program must complete the Core Curriculum for Track D as listed in their respective catalog.

Major required courses:

Math sequence:

MA 210, MA 331

Foundational courses:

DS 100 and DS 101

Domain courses:

Completion of one domain course from BI 215/L, ENV 100, or BU 200.

Data ethics course:

DS 200

Programming courses:

CS 200, CS 201, CS 202, CS 203L, CS 204L

Upper division core (prerequisites are CS 200, CS 201, **CS 202**, **CS 203L**, CS 204L):

DS 300, DS 301, DS 302, DS 303, DS 400, DS 401, DS 402, DS 403

Specialization courses (any three from the following):

DS 404, DS 405, DS 406, DS 407, MA 401

Capstone course:

DS 495

Data Science, Analytics, & Visualization Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| DS 100 | 3 | PMR |
| CS 200 | 3 | PMR |
| DS 200 | 3 | PMR |
| MA 110 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| DS 101 | 3 | PMR |
| CS 201 | 3 | PMR |
| MA 210 | 4 | PMR |
| EN 102 | 3 | FOU |
| COM 101 | 3 | FOU |

Sophomore Year - Year 2

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------------------|---------|----------|
| CS 202 | 3 | PMR |
| MA 331 | 3 | PMR |
| BI 215/L, ENV 100, or BU 200 | 3 | PMR |
| FREE | 4 | FOU |
| FREE | 3 | FOU |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| CS 203L | 2 | PMR |
| CS 204L | 2 | PMR |
| FREE | 3 | FOU |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Junior Year - Year 3

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---|----------------|-----------------|
| DS 300 | 1 | MR |
| DS 302 | 3 | MR |
| DS 404, DS 405, DS 406, DS 407, or MA 401 | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| DS 303 | 3 | MR |
| DS 400 | 3 | MR |
| DS 401 | 3 | MR |
| DS 402 | 3 | MR |
| FREE | 3 | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---|----------------|-----------------|
| DS 301 | 3 | MR |
| DS 403 | 3 | MR |
| DS 404, DS 405, DS 406, DS 407, or MA 401 | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | ELE |

Spring Sequence - 12 Credits

| COURSE | CREDITS | CATEGORY |
|--|----------------|-----------------|
| DS 404, DS 405, DS 406, DS 407, or MA 401 | 3 | MR |
| DS 495 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses,

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 12 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 34 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 32 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 23 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 122 |

Data Science, Analytics and Visualization

Learning Outcomes

Data Science, Analytics and Visualization (DS) Learning Outcomes

Upon completion of the undergraduate B.S. program in Data Science, Analytics & Visualization, students will be able to:

1. Source, describe and curate large data sets ('Big Data') that may not be amenable to traditional hardware and software, and conventional statistical analysis including domain and file specific metadata and the tools built around alternatives to tabular relations that allow the use of multimodal data;
2. Identify, describe and apply foundational mathematical and statistical concepts and operations, including the application of tools such as R, SQL and Python languages, that underlie data sourcing, management, analysis and interpretation;
3. Develop and implement approaches for effective data translation, dissemination and communication between domains, stakeholders and the public;
4. Identify and apply basic data modeling, predictive models and visualizations to support decision-making;
5. Integrate an awareness of ethical issues and collective standards to positively influence the application of data science to service, justice and peace in working towards solutions for societal problems;
6. Explain, plan and execute data science tasks within multidisciplinary teams;
7. Execute a domain-specific capstone project addressing a stakeholder-generated use case.

Data Science, Analytics and Visualization Minor

Data Science, Analytics and Visualization (DS) Minor

Data Science Analytics and Visualization Minor Requirements:

Requirements (8 courses)

DS 100, DS 101, CS 201 or CS 202, MA 331, plus 12 upper division semester hours in Data Science selected in consultation with program advisor.

Upon completion of the Data Science, Analytics & Visualization minor, students will be able to:

1. Identify, describe and apply foundational mathematical and statistical concepts and operations, including the application of tools such as R, SQL and Python languages, that underlie data sourcing, management, analysis and interpretation.
2. Integrate an awareness of ethical issues and collective standards to positively influence the application of data science to service, justice and peace in working towards solutions for societal problems.
3. Explain, plan and execute data science tasks within multidisciplinary teams.

Data Science, Analytics and Visualization Certificate

Certificate in Data Science, Analytics and Visualization

Requirements (6 courses)

DS 100, DS 101, CS 201 or CS 202, MA 331, and any two upper division courses in Data Science selected in consultation with program advisor.

EDUCATION

Undergraduate Program Advisor: Kevin Mikami

Online and Military Base Undergraduate Program Advisor: Joseph “Keahi” Carrero

Mission

The Education Division’s mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practices, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Program Information

All Chaminade University teacher licensure programs have been approved by the Hawaii Teacher Standards Board (HTSB). Licenses granted by HTSB are recognized in many other states through reciprocal agreements outlined by the National Association of State Directors of Teacher Education and Certification. Specific information about licensure requirements for

Hawaii is found in the section below titled: Additional Licensure Requirements. To begin student teaching, candidates must have passing scores on Praxis II or have met subject-credit eligibility requirements per HSTB Guidelines. Information regarding Praxis exams can be found on the ETS website: www.ets.org/praxis/hi/requirements. Complete information about Hawaii State Approved Licensure can be found on the HTSB website: www.hawaiiteacherstandardsboard.org. For further information about all Chaminade Education Division programs, please visit the Division website: <https://chaminade.edu/academics/education-behavioral-sciences/>.

Degree Options

- Bachelor of Science Elementary Education with Kindergarten to 6th Grade Licensure (Day Undergraduate Program)
- Five-Year Integrated Bachelor And Master Of Arts In Teaching Program (MAT)
- Bachelor of Arts in Elementary Education for Oceania
- Online and Military Base Undergraduate Program

[Information for Licensure Programs for Elementary, Secondary, and Special Education](#)

Additional Licensure Requirements (Hawaii Teacher Standards Board Programs)

Note: Praxis requirements are subject to change; visit the HTSB website at www.hawaiiteacherstandardsboard.org for the latest information.

Praxis Requirements can be found at the following website: (www.ets.org/praxis/hi)

The Hawaii Teacher Standards Board (HTSB) licensure programs require that all applicants must:

- Pass the Praxis II Exam or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines before being placed for student teaching.

Field Experience Policies

Field experience is an integral part of the preparation of Chaminade teacher candidates, and involves a gradual induction into classrooms, first through Service Learning and Observation and Participation (O&P) activities and ultimately through student teaching in the candidate's final semester. Field experience is designed and evaluated in the alignment with the Hawaii Teacher Standards Board (HTSB) and professional standards for O&P and student teaching. In order to participate in field experiences, teacher candidates must meet all academic requirements, and must demonstrate the professional dispositions aligned with HTSB standards.

Observation & Participation

Selected pedagogical methods courses include up to 72 hours of Observation and Participation (O&P), which are required hours outside of the CUH classroom. These hours are required to be completed by the Chaminade student in an assigned public/private school classroom setting. The Chaminade student is responsible, upon registering for any course containing O&P, to submit all documentation so that he/she may be placed in an approved educational setting by the Field Services Director.

Required Documents

- Observation and Participation Request Form
- Criminal Background Check through the Hawaii Department of Education
- Membership in the Student National Education Association (NEA) Program
- Tuberculosis (TB) Clearance (valid within 2 years)
- Completed Questionnaire for Field Experience Manual

- Chaminade Student Identification Card (Except for Online & Military Base Undergraduate Program students)

Service Learning

Some education courses may add a field component to their class in the form of a Service Learning requirement rather than O&P. The details of a course's service learning requirement will be found in the course syllabus.

Student Teaching

Unless otherwise approved by the Director of Field Experiences, student teaching is offered twice a year (July/August to December or January to May/June) and is aligned with the public schools' teachers' calendars. Student teaching is full-time, and completed under the supervision of a Cooperating Teacher and a University Supervisor in a public or private school. Candidates do not get paid for student teaching, but with the Director of Field Experiences and participating school approval, may be hired as a regular classroom teacher. Eligibility to student teach is dependent on the quality of course work and student dispositions over the duration of the program, and adherence to all HTSB and DOE requirements. Only teachers that are contracted full time are allowed to be paid during their student teaching practicum.

Note: Student teaching is equivalent to full time employment as a teacher; as such any outside commitments (athletics, outside employment, etc.) which will compromise a student's ability to meet the time and work requirements of student teaching are strongly discouraged.

Student teaching requirements include:

- Completion of all course requirements, including O&P assignments
- Excellent O&P evaluations, including professional dispositions
- A minimum of a 3.0 GPA in all Education program courses (including required Math and Psychology courses) and an overall GPA of 3.00
- Student teaching application, including 3 recommendations from education faculty
- Passing Praxis II scores or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines
- Proof of Fingerprinting clearance
- Proof of TB clearance
- Membership in the Student National Educational Association (NEA) program

- Submission of a Graduation Clearance form

Academic Policies Advising

Students interested in majoring in Education are encourage to meet with an Education Division Advisor during their freshmen year. A course work plan will be designed for the student and this plan will be revised and updated according to the student's needs. Any changes to the academic plan should be approved by the Education Division Advisor according to the student's classified program.

Schedule

Students must follow the approved plan prepared with the Education Division Advisor. Any changes to the plan should be approved by the Education Division Advisor according to the student's classified program.

Grades

Education students are required to maintain an overall GPA of 3.00. Students are allowed to repeat a course once, and may only repeat two courses during their program. Failure to maintain a satisfactory GPA may result in academic probation, suspension, or withdrawal from the program.

Licensure Recommendation

Recommendation for licensure is not guaranteed after acceptance into the Education program. Licensure recommendation is based on a student's overall performance in the classroom and in the field.

Prerequisites

Prerequisites can be waived on a course-by-course basis with prior approval from the Instructor, Dean and Provost.

Course Substitutions

If a student has already taken a course at another institution that he/she feels is equivalent to a required course in Education, then a course substitution form may be filled out and submitted to the Dean for approval. A copy of the syllabus of the course being substituted must accompany the substitution form when it is submitted.

Catalog for Students to Follow

Students are required to meet the Education program requirements in the Catalog at the time of Declaration of Major. However, the Education Division reserves the right to make necessary and desirable changes, especially with reference to assuring that teacher candidates meet all Hawaii and professional licensure standards.

Knowledge/Skill/Disposition (KSD) Referral System

Any instructor can initiate a Knowledge/Skill/Disposition referral to the Dean at any time and for any candidate taking an education course where there is a documented need for remediation that would prevent a candidate from completing the licensure program. Upon referral, the candidate will meet with the Dean of Education to set up a remediation plan. Monitoring will be ongoing until the remediation is completed to the satisfaction of the Dean and referring instructor.

Bachelor of Science Elementary Education

Bachelor of Science Elementary Education with Kindergarten to 6th Grade Licensure (Day Undergraduate Program)

The Bachelor of Science in Elementary Education with Kindergarten to 6th Grade Licensure follows the traditional 15-week semester offered under Chaminade's Undergraduate Program.

| SAMPLE 4-YEAR PLAN | LEARNING OUTCOMES |
|--------------------|-------------------|
|--------------------|-------------------|

Application & Admission Requirements (Undergraduate Program)

Chaminade students who are interested in applying for the education Division undergraduate programs must complete the Declaration of Major form with the Office of Advising and Career Development.

Additional admission requirements include:

For the Undergraduate Program

- A minimum GPA of 3.00 upon application to the program

Pre-major Requirements: AN 340, COM 310, ED 220, GE 102, MA 105, MA 305, and PSY 202.

Major Requirements: ED 221, ED 222, ED 223, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, ED 326 ED 404, ED 408, ED

420, ED 490, ED 494, Passing Scores for Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and 72 hours of observation and practice (O&P)

- ED 100 is required for first year students who enter in the fall semester
- Field Experience/Observation & Participation: See Field Experience Policies section.

Elementary Education Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| COM 101 | 3 Semester hours | FOU |
| CUH 100 | 1 Semester hours | FOU |
| EN 101 | 3 Semester hours | FOU |
| PSY 101 | 3 Semester hours | FOU |
| MA 105 | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| EN 102 | 3 Semester hours | FOU |
| PSY 202 | 3 Semester hours | PMR |
| ED 220 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 221 | 3 Semester hours | MR |
| ED 222 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | VAL |
| COM 310 | 3 Semester hours | PMR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 223 | 3 Semester hours | MR |
| GE 102 | 3 Semester hours | PMR |
| MA 305 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | VAL |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 320 | 3 Semester hours | MR |
| ED 322 | 3 Semester hours | MR |
| ED 324 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 321 | 3 Semester hours | MR |
| ED 323 | 3 Semester hours | MR |
| ED 325 | 3 Semester hours | MR |
| ED 326 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| AN 340 | 3 Semester hours | PMR |
| ED 404 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| ED 408 | 3 Semester hours | MR |
| ED 420 | 3 Semester hours | MR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 490E | 3 Semester hours | MR |
| ED 494 | 9 Semester hours | MR |
| FREE | 3 Semester hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**PSY101 will satisfy the Critical Thinking Foundations requirement and is a prerequisite course for PSY 202

***MA 105 will satisfy the Quantitative Skills Foundations requirement and is a prerequisite for MA 305

****COM310 will satisfy the Education for Adaptation & Change Values requirement

*****GE 102 will satisfy the Integral (Holistic) Education for Global Awareness requirement

*****MA 305 will satisfy the Quantitative Reasoning Foundations requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 18 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 51 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 18 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 19 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 12 |
| | | Total Credits | 121 |

Elementary Education Learning Outcomes

Elementary Education Learning Outcomes

Upon completion of the undergraduate B.S. program in Elementary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Bachelor of Science in Secondary Education (Online & Military UG)

Bachelor of Science in Secondary Education (English, Social Studies, Science, and Math Licensure) (Online & Military Base Undergraduate Program)

The B.S. in Secondary Education is offered only through the Online and Military Base Undergraduate program. Students may choose among four licensure tracks: English, Social Studies, Science and Mathematics. Graduates of the Secondary Education program are licensed to teach grades 7 through 12.

In addition to the courses listed below, students must complete additional licensure requirements (please see Additional Licensure Requirements.)

- **Pre-Major Requirements:** PSY 304, ED 201, ED 220, ED 221, ED 222, Upper Division Education Elective-ED 421 or ED 462.
- **Major Requirements:** ED 326, ED 404, ED 408, ED 423, ED 427, ED 490, and ED 495, and passing scores for the Praxis Secondary Education test or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines respective to the student's selected licensure track (English Language Arts, Mathematics, General Science, or Social Studies).

Note: Student teaching must start within two terms of the completion of ED 423.

Secondary Education Learning Outcomes

Secondary Education Learning Outcomes

Upon completion of the undergraduate B.S. program in Secondary Education,, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Bachelor of Science in Special Education (Online & Military UG)

Bachelor of Science in Special Education 3 + 1 Program for Leeward Community College (K-12, PK-3, K-6, 6-12) (Online & Military Base Undergraduate Program)

Students transferring from Leeward Community College will have completed a prescribed set of courses totaling 90 credits before transferring to Chaminade. During their senior year at Chaminade, students in this program will complete 33 credits which includes 18 credits in their major and 15 credits of upper division coursework. This will be a cohort program run through the Online and Military Base Undergraduate program and is delivered online. Graduates of this program can be licensed to teach Special Education K-12, PK-3, K-6, or 6-12.

- **Major Requirements to be taken at Chaminade:** Upper Division Outside of Major (9 credits); Interdisciplinary Course (3 credits); 300 level Religion Course (3 credits); ED 405 (3 credits); ED 465 (3 credits); ED 490: Student Teaching Seminar (3 credits); ED 468: Student Teaching SPED (9 credits); Meet content knowledge requirement through passing scores for Praxis II or subject-credit eligibility requirements per HTSB guidelines.

Special Education Learning Outcomes

Special Education Learning Outcomes

Upon completion of the undergraduate B.S. program in Special Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for SPED students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for SPED students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for SPED students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

BS Early Childhood Education w Montessori Credential & PK-K Licensure

Bachelor of Science in Early Childhood Education with Montessori Credential and PK-K Licensure (Online & Military Base Undergraduate Program)

This program prepares candidates interested in working with young children ages 2 ½ through six years in public and private schools and other education environments. This major meets MACTE accreditation standards and state registry requirements for ECE. Students successfully completing this program meet the requirements to be recommended for the American Montessori Society (AMS) credential at the Early Childhood Level as well as Hawaii State licensure at the PK-K level. Prior to taking any early childhood courses, it is required that the student take the one credit, ED 101 Introduction to Chaminade Early Childhood Education Course. In addition to the courses below, candidates must complete additional licensure requirements (please see Additional Licensure Requirements).

- **Pre-Major Requirements:** PSY 202, ED 101, ED 215, ED 217, ED 233.
- **Major-Requirements:** ED 222, ED 431, ED 432A, ED 432B, ED 440, ED 445, ED 461, ED 466, ED 474, ED 479, ED 493A, ED 493B, ED 497A and ED 497B
- **Note:** Student Teaching and Seminar must be taken after completion of academic courses. Ed 493A and ED 497A must be taken concurrently in the fall student teaching term and ED 493B and ED 497B must be taken in the following spring student teaching term.

Early Childhood Education Learning Outcomes

Early Childhood Education Learning Outcomes

Upon completion of the undergraduate B.S. program in Early Childhood Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Early Childhood (ages 2 ½ to 6 years old) students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Early Childhood (ages 2 ½ to 8 years old) students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (ages 2 ½ to 8 years old) students.
4. Analyze the values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Bachelor of Arts in Elementary Education for Oceania

Bachelor of Arts in Elementary Education for Oceania

The program is the first Bachelor of Arts program in Elementary Education to be offered through online distance education in Chuuk. It builds on the various Associates level degrees that are available for teacher preparation through the Chaminade

University of Honolulu and the College of Micronesia. It will focus on building a high quality community of teachers for the public and parochial school for life, service and successful careers serving the people of Chuuk and the larger FSM community.

- **Pre-major Requirements:** MA 102, PSY 202, ED 220, ED 221, ED 222.
- **Major-Requirements:** MA 305, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, ED 326, ED 404, ED 408, ED 420, ED 492, & ED 494

Elementary Education Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| COM 101 | 3 Semester hours | FOU |
| CUH 100 | 1 Semester hours | FOU |
| EN 101 | 3 Semester hours | FOU |
| PSY 101 | 3 Semester hours | FOU |
| MA 105 | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| EN 102 | 3 Semester hours | FOU |
| PSY 202 | 3 Semester hours | PMR |
| ED 220 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 221 | 3 Semester hours | MR |
| ED 222 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | VAL |
| COM 310 | 3 Semester hours | PMR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 223 | 3 Semester hours | MR |
| GE 102 | 3 Semester hours | PMR |
| MA 305 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | VAL |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 320 | 3 Semester hours | MR |
| ED 322 | 3 Semester hours | MR |
| ED 324 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 321 | 3 Semester hours | MR |
| ED 323 | 3 Semester hours | MR |
| ED 325 | 3 Semester hours | MR |
| ED 326 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| AN 340 | 3 Semester hours | PMR |
| ED 404 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| ED 408 | 3 Semester hours | MR |
| ED 420 | 3 Semester hours | MR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| ED 490E | 3 Semester hours | MR |
| ED 494 | 9 Semester hours | MR |
| FREE | 3 Semester hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**PSY101 will satisfy the Critical Thinking Foundations requirement and is a prerequisite course for PSY 202

***MA 105 will satisfy the Quantitative Skills Foundations requirement and is a prerequisite for MA 305

****COM310 will satisfy the Education for Adaptation & Change Values requirement

*****GE 102 will satisfy the Integral (Holistic) Education for Global Awareness requirement

*****MA 305 will satisfy the Quantitative Reasoning Foundations requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 18 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 51 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 18 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 19 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 12 |
| | | Total Credits | 121 |

Elementary Education for Oceania Learning Outcomes

Elementary Education for Oceania Learning Outcomes

Upon completion of the undergraduate B.A. program in Elementary Education for Oceania, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students in Oceania.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students in Oceania.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students in Oceania.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Master Of Arts In Teaching Program

Five-Year Integrated Bachelor and Master of Arts in Teaching Program (MAT)

Students will be able to complete a program of student leading to the conferral of a Bachelor degree in their chosen field along with a Minor in Education which qualifies them to apply for the Chaminade Master of Arts in Teaching (MAT) program. Successful completion of the Minor in Education allows students to have up to 3 of the required MAT graduate program courses waived enabling a student to complete the MAT program and be recommended for a teaching license in as little as one year. Note: Students must have a grade of B or higher in order to have any of the graduate courses waived. They also must have taken and passed EDUC 630.

Education Learning Outcomes

Education Learning Outcomes

Upon completion of the M.A. in Teaching, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Upon completion of the M.A. in Teaching, Secondary Education, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
3. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
4. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Upon completion of the M.A. in Teaching, Special Education, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for SPED students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for SPED students.

3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for SPED students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Masters of Arts in Teaching (MAT) Overview

Master of Arts in Teaching (MAT)

The mission of the Education Division of Chaminade University is to foster the professional development of teachers and educational leaders through programs based in the liberal arts tradition, Catholic Marianist values, current research, and best practice.

The Master of Arts in Teaching provides state-approved teacher education programs leading to initial licensure for teachers in the state of Hawai'i in five areas: Elementary, Secondary, Special Education, Prekindergarten to Kindergarten (PK-K), and Prekindergarten to Grade 3 (PK-3).

If not seeking a Hawai'i state teaching license, teacher candidates may want to find out the teaching requirements for their state of choice.

Program Accreditation

The Hawai'i Teacher Standards Board (HTSB) has approved Chaminade's teacher licensure programs in Elementary, Secondary, Special Education, PK-K, and PK-3. Hawai'i State Licensure is recognized in 48 other states through reciprocal agreements.

| SCHEDULING | |
|--------------|--|
| Online | MAT-Elementary Education with Licensure (Kindergarten to 6 th grade) |
| | MAT-Special Education with Licensure (Kindergarten to 12th grade) |
| | MAT-Secondary Education with Licensure (6th grade to 12th grade) |
| Campus-Based | MAT-Early Childhood Education Montessori with Licensure (PK-K) |
| | MAT-Early Childhood Education with Licensure (PK-3) |

In teaching licensure programs, students have required field experiences at school sites.

Division Contact

Phone Number: (808) 739-4684

Fax Number: (808) 739-4607

Email: edu-advising@chaminade.edu

Praxis Requirement

This requirement applies only to Master of Arts in Teaching Programs. It does not apply to Master of Education Programs. The Hawai'i Teacher Standards Board (HTSB) requires that all applicants must successfully pass the PRAXIS I Exam or complete a Bachelor's Degree from a regionally accredited institution before being admitted into any State Approved Teacher Education Program (SATEP). Test information and passing scores can be found on the HTSB website at www.hawaiiteacherstandardsboard.org.

In order to verify that you have completed PRAXIS I, an official score report must be submitted to our Division office. Our institution code for PRAXIS is 4105, Chaminade University of Honolulu. If you need PRAXIS I information, please contact an Education Division advisor, or you can register for the test online by visiting www.ets.org/praxis/hi/requirements.

Elementary, Secondary, and Special Education teacher candidates must take the PRAXIS II required exams or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines prior to student teaching. The Special Education Praxis is in Mild and Moderate Disabilities.

For more information on PRAXIS and Hawai'i state licensure requirements, please visit www.ets.org and www.hawaiiteacherstandardsboard.org to view state requirements, test information, and materials.

Field Experience/Observation & Participation

Various methods courses require an Observation and Participation (O&P) practicum in an approved educational setting. These field experiences are arranged through the Field Services Director. (See the course descriptions for O&P courses) All education course work including O&P hours must be completed prior to student teaching. Please refer to the Field Experiences Manual on the Education Division website at www.chaminade.edu/education.

Placement for all Observation and Participation field experiences are contingent upon the following:

1. Registration for O&P course(s)
2. Contact Field Services for information pertaining to your placement for O&P
3. Submit the following documents:

- The completed Field Experience Manual FAQ sheet
- Observation and Participation Request form
- TB Clearance
- Active SNEA Membership (liability insurance)
- Criminal History Check

Student Teaching

Student teaching is offered twice a year (July/August to December or January to May/June). Student teaching semester dates are set by Chaminade University's Education Division, Field Services, and coincide with the Hawai'i State Department of Education calendar. Student teaching is full-time, unpaid work completed under the supervision of a Cooperating Teacher and a University Supervisor in a public or private school. Eligibility to student teach is dependent on the quality of course work and student disposition over the duration of the program. As student teaching is equivalent to full time employment as a teacher; any outside commitments (athletics, outside employment, etc.) which will compromised a student's ability to meet the time and work requirements of student teaching are strongly discouraged.

Student Teaching requirements include:

- Student teaching application
- Three student teaching recommendations from education faculty
- Completion of all course requirements, including O&P assignments
- Excellent O&P evaluation from all methods courses
- No student disposition problems reported by course instructors
- At least a 3.0 GPA in all courses (course grades below "B" must be repeated)
- Verification of passing PRAXIS I or a Bachelor's degree, and either passing PRAXIS II scores or have met subject credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines
- Submission of Graduation Clearance form
- TB Clearance
- Criminal History Check
- Active SNEA Membership
- No active KSD referrals that are unresolved

School Placement

The Field Services Director, in conjunction with local principals, makes and confirms all placements for field experiences. Students are not to seek their own placements. Listed below are the criteria used by Field Services for placement.

Candidate Criteria

1. Verify PRAXIS requirements (or equivalent) are met before placement
2. All required documents are submitted (see Forms section)
3. Verify previous placements; Identify upper/lower grade level (Elementary/SPED) and subject area (Secondary); Ensure varying SES and cultural diversity; Student was given ample opportunities to observe and participate in each classroom setting (Student and teacher O&P Evaluations)
4. Collaboration with principals and school districts
5. O&P Teacher qualifications are met

Cooperating Teacher Criteria

1. Recommendation by the principal as an effective teacher as indicated by the state measurement of student performance
2. Recommendation by the principal as a capable mentor (or receiving mentor training)
3. Have a minimum of licensure and a BS/BA degree in the applicable teaching area
4. Have a minimum of three years of experience

Off-Island Placement

The Chaminade University policy statement regarding placements via another University is as follows:

1. CUH student inquires with the Field Services Director about placement on the mainland.
2. The student will find a University with an accredited Teacher Education Program willing to supervise and place the student as a courtesy. If the University will not do a courtesy placement, the student will seek out an acceptable placement by directing his/her inquiry to the school district desired.
3. The student reports the results of the findings and gives contact information to Field Services.
4. Upon approval of meeting placement requirements for the pre-service teacher, the student completes all placement requirements at the given school and may have to pay tuition at the host university covering any additional costs for supervision.
5. The University and mentors must meet all requirements expected of them for placement which will include taking responsibility for the evaluation of the pre-service teacher's performance and professional behavior.
6. Upon completion of the placement, the university and/or mentor teacher submits the evaluation of the student's performance and dispositions to CUH Field Services.
7. Student is responsible for acquiring video recording devices and taping performances in the classroom, and will submit to CUH for review and approval.
8. A fee payable to Chaminade may apply in order to participate in placements on the mainland. See Field Services for details.

Neighbor Island Placement

Students requesting placement on a neighbor island, follow the same procedures of applying for placement off island. In addition, students may be responsible for:

1. Attendance for all on-ground on hybrid course(s) offered on Oahu
2. Additional fees associated with compensation for mentor teacher and/or supervision

Currently Employed Teacher Placement

Licensure candidates who are currently employed as full-time classroom teachers in a public or private school may submit a request for validation/in-service student teaching. To be considered, candidates must have been teaching in their concentration area for at least one

entire semester (six months) and have approval from the school principal and Chaminade University. An application and all requirement materials are still required for those who are applying for validation/in-service student teaching by the due date posted.

Portfolio

During student teaching, a student teaching seminar course will also take place, and teacher candidates will finalize a portfolio that documents achievement of specific skill competencies aligned with Hawai'i State Teacher Performance and Licensing Standards. Successful completion of student teaching is contingent upon successful completion of the seminar and review of the portfolio.

Master of Arts in Teaching (MAT) Program Requirements

Master of Arts in Teaching (MAT) Program Requirements

MAT ELEMENTARY EDUCATION WITH LICENSURE (39 CREDITS) (K to 6)

The Master of Arts in Teaching in Elementary Education provides teacher candidates with the opportunity to develop skills in practice theory, leadership, scholarship, and communications skills as applied to the K-6 learner. In addition to the courses below, candidates must complete additional licensure requirements (For additional information on Hawai'i State Licensure requirements please visit www.hawaiiteacherstandardsboard.org).

| MAT ELEMENTARY REQUIRED COURSE WORK | | CREDITS |
|--|--|----------------|
| EDUC 630 | History and the Profession of Education | 3 |
| EDUC 631 | Psychological Foundations of Education and Development | 3 |
| EDUC 632 | Learning Environments | 3 |
| EDUC 633 | Diverse Learners | 3 |
| EDUC 610 | Elementary Language Arts Methods | 3 |
| EDUC 612 | Elementary Science Methods | 3 |
| EDUC 614 | Elementary Math Methods | 3 |
| EDUC 618 | Elementary Social Studies Methods | 3 |
| EDUC 686 | Teaching Seminar: Elementary | 3 |
| EDUC 687 | Elementary Student Teaching | 6 |
| | 2 Education Division electives | 6 |

*Candidates must pass the PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines in their licensure area prior to the student teaching application deadline.

MAT SECONDARY EDUCATION WITH LICENSURE (39 CREDITS) (7 to 12)

The Master of Arts in Teaching in Secondary Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship, and communication skills as applied to the learner in grades 7 to 12. In addition to the courses below, candidates must complete additional licensure requirements (For additional information on Hawai'i State Licensure requirements please visit www.hawaiiteacherstandardsboard.org).

Note: Teacher candidates in the MAT Secondary Program must select a concentration area in Math, English, Science or Social Studies.

| MAT SECONDARY REQUIRED COURSE WORK | | CREDITS |
|---|--|----------------|
| EDUC 630 | History and the Profession of Education | 3 |
| EDUC 631 | Psychological Foundations of Education and Development | 3 |
| EDUC 632 | Learning Environments | 3 |
| EDUC 633 | Diverse Learners | 3 |
| EDUC 621 | Secondary Math Methods | 3 |
| EDUC 622 | Secondary English Methods | 3 |
| EDUC 624 | Secondary Methods I: Science | 3 |
| EDUC 625 | Secondary Methods I: Social Studies | 3 |
| EDUC 627 | Secondary Methods II | 3 |
| EDUC 628 | Secondary Methods III | 3 |
| EDUC 684 | Teaching Seminar Secondary | 3 |
| EDUC 685 | Secondary Student Teaching | 6 |
| | 3 Education Division electives | 9 |

*Candidates take one of these 4 courses depending on their subject concentration

**Candidates must pass the PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines in their licensure area prior to the

student teaching application deadline

MAT SPECIAL EDUCATION (MILD/MODERATE) WITH LICENSURE (39 CREDITS) (K to 12)

The Master of Arts in Teaching in Special Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, research, and scholarship skills as applied to learners with the mild/moderate disabilities. Students in the Masters of Teaching with a Special Education emphasis have 3 options to choose from at Chaminade University. Students can focus on Special Education Elementary (K to 6 grades) or Special Education Secondary (6 to 12 grades). Both the Special Education K to 6 and 6 to 12 grade levels include a single student teaching placement, A third option is a Special Education K to 12 emphasis which requires two student teaching placements one at the K-6 level and the other at the 6 to 12 level. In addition to the courses below, candidates must complete additional licensure requirements (For additional information on Hawai'i State Licensure requirements please visit www.hawaiiteacherstandardsboard.org).

| MAT SPECIAL EDUCATION REQUIRED COURSE WORK | | CREDITS |
|---|--|----------------|
| EDUC 630 | History and the Profession of Education | 3 |
| EDUC 631 | Psychological Foundations of Education and Development | 3 |
| EDUC 632 | Learning Environments | 3 |
| EDUC 633 | Diverse Learners | 3 |
| EDUC 662 | SPED: Assessment, Planning and Computer Technologies | 3 |
| EDUC 665 | SPED: Mild/Moderate Disabilities | 3 |
| EDUC 667 | SPED: K-12 Math Methods | 3 |
| EDUC 668 | SPED: K-12 Language Arts and Methods | 3 |
| EDUC 669 | Special Education Leadership | 3 |
| EDUC 733 | SPED: Issues in Special Education | 3 |
| EDUC 688 | Teaching Seminar-Special Education | 3 |
| EDUC 689 | SPED: Student Teaching | 6 |

*Candidates must pass the PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines in their licensure area prior to the student teaching application deadline.

MAT EARLY CHILDHOOD EDUCATION PK-3 (39 CREDITS) (PRE-KINDERGARTEN TO GRADE 3 EDUCATION)

The Master of Arts in Teaching in Early Childhood PK-3 provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship, and communication skills using Montessori approach as applied to the PK-3 learner. In addition to the courses below, candidates must complete additional licensure requirements (For additional information on Hawai'i State Licensure requirements please visit www.hawaiiteacherstandardsboard.org).

| MAT EARLY CHILDHOOD PK-3 REQUIRED COURSE WORK | | CREDITS |
|--|--|----------------|
| EDUC 608 | Montessori Child Development | 3 |
| EDUC 649 | Montessori Philosophy | 3 |
| EDUC 770 | Integrated Curriculum & Montessori | 3 |
| EDUC 772 | Advanced Leadership & Montessori | 3 |
| EDUC 764 | Culturally Appropriate Practice & Montessori Methods | 3 |
| EDUC 765 | Developments of the Senses & the Montessori Methods | 3 |
| EDUC 766 | Language Arts & Montessori Methods | 3 |
| EDUC 767 | Math & Montessori Methods | 3 |
| EDUC 610 | Elementary Language Arts Methods | 3 |
| EDUC 614 | Elementary Math Methods | 3 |
| EDUC 690 | Seminar: PK-3 | 3 |
| EDUC 691 | Student Teaching PK-3 | 6 |

*Candidates must pass the PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines in their licensure area.

FIVE-YEAR INTEGRATED BACHELOR AND MASTER OF ARTS IN TEACHING PROGRAM (MAT)

The Five-Year Integrated Bachelor and Master of Arts in Teaching Program is for students who have completed an undergraduate degree with a Minor in Education and taken EDUC 630 from Chaminade University. Students with the Minor in Education (with grades of B or better) may apply to the Dean to have the following three MAT graduate courses waived:

| | | |
|--|--|---|
| EDUC 631 | Psychological Foundations of Education & Development | 3 |
| EDUC 632 | Learning Environments | 3 |
| EDUC 633 | Diverse Learners | 3 |
| In addition, students applying to the MAT program should have completed EDUC 630 History and the Profession of Education (3) while an undergraduate. | | |

TRANSFER CREDIT POLICY

A maximum of six credit hours may be transferred in for the credit hours in the program. Submit a written request to the Department for consideration of transfer or substitution, credit hours and include a course syllabus for each course to be evaluated. All transfer or substitution credit hours must be from an accredited university or college and must be approved by the Program Director or Dean. All transfer or substitution credit hours must be at the graduate level and must have been earned with a letter grade of “B” or higher.

KNOWLEDGE/SKILL/DISPOSITION (K.S.D.) REFERRAL SYSTEM

Any instructor can initiate a Knowledge/Skill/Disposition (K.S.D.) referral to the Dean at any time and for any candidate taking an educational course where there is a documented need for remediation that would prevent a candidate from completing a program. Upon referral, the candidate will meet with the Dean of the program department to set up a remediation plan. Monitoring will be ongoing until the remediation is completed to the satisfaction of the Dean and referring instructor.

STATE APPROVED TEACHER EDUCATION PROGRAM (SATEP)

Students follow the program as outlined in the catalog for the term in which the student is accepted into the Education Division. The catalog information is descriptive and does not constitute an irrevocable contract between the student and Chaminade University; the University reserves the right to make changes in catalog contents of the documented course of study. Once accepted, students are expected to complete all licensure/certification program requirements within three years. State Approved Teacher Education Program (SATEP) teacher candidates are expected to student teach within one semester after completing their education course work.

Master of Arts in Teaching Learning Outcomes

Master of Arts in Teaching Learning Outcomes

Upon completion of the M.A. in Teaching, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Upon completion of the M.A. in Teaching, Secondary Education, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

MED Overview

Master of Education (MEd)

The mission of the Education Division of Chaminade University is to foster the professional development of teachers and educational leaders through programs based in the liberal arts tradition, Catholic Marianist values, current research, and best practice.

The Master of Education programs provide advanced training for experienced educators in five areas: Instructional Leadership, Educational Leadership, Child Development, Montessori Emphasis, and Montessori Credential. All programs are aligned with state and professional standards appropriate to the field of study.

PROGRAM ACCREDITATION

The Montessori Credential program is accredited by the Montessori Accreditation Council of Teacher Education (MACTE) and is affiliated with the American Montessori Society (AMS).

| |
|--|
| MEd-Catholic School Leadership |
| MEd-Child Development |
| MEd-Early Childhood Education with Montessori Credential |
| MEd-Educational Leadership |
| MEd-Instructional Leadership |
| MEd-Montessori Emphasis |
| MEd-Teacher Leader |
| MEd-Teach for America |

DIVISION CONTACT

Phone Number: (808) 739-4684

Fax Number: (808) 739-4607

Email: edu.advising@chaminade.edu

MED Requirements

Requirements

Programs and Concentrations

All MEd candidates with the exception of those in the Education Leadership Program, are required to take the prerequisite course: EDUC 600, Introduction to the Master's Degree. Degree candidates who do not receive credit for EDUC 600 or receive a grade lower than "B" in EDUC 701 may be required to retake and pass the course before registering for other courses.

MED INSTRUCTIONAL LEADERSHIP (30 CREDITS)

This MEd program serves teachers and other educational practitioners who want advanced knowledge of leadership and classroom practice, but who do not currently aspire to become principals or administrators. It is designed to meet the needs of educators through direct application of their studies to the settings in which they work through a self-designed action research project.

Note: This program does not lead to teacher licensure.

| MED INSTRUCTIONAL LEADERSHIP REQUIRED COURSE WORK (15 CREDITS) | | |
|---|--|---|
| EDUC 790 | Issues of Peace, Justice, & Educational Reform | 3 |
| EDUC 795 | Education Research I: Introduction to Education Research | 3 |
| EDUC 796 | Education Research II | 3 |
| EDUC 797 | Education Research III | 3 |
| EDUC 798 | Education Research IV | 3 |
| In addition to the required courses listed above, candidates will select advisor-approved electives to reach a minimum of 30 credits total. | | |

MED CHILD DEVELOPMENT (30 CREDITS)

The Master of Education in Child Development prepares candidates for a wide range of professional objectives by offering the advanced study of development theory, research, and application. Graduates of the program are expected to be lifelong learners and advocates for children, with excellent preparation in research, theory, and practice in diverse, multicultural settings. The MEd program prepares graduates for professional employment in a variety of settings, including working directly with infants, children, and their families, teaching at the community and college level, and preparing for additional study toward a doctoral degree in child development or a related field.

| MED CHILD DEVELOPMENT REQUIRED COURSE WORK (15 CREDITS) | | |
|---|---|---|
| EDUC 790 | Issues of Peace, Justice, & Educational Reform | 3 |
| EDUC 795 | Education Research I: Introduction to Education Research | 3 |
| EDUC 796 | Education Research II | 3 |
| EDUC 797 | Education Research III | 3 |
| EDUC 798 | Education Research IV | 3 |
| MED CHILD DEVELOPMENT EMPHASIS COURSE WORK (9 CREDITS) | | |
| EDUC 722 | Cognitive Development Theory to Practice <i>Prerequisite: EDUC 701</i> | 3 |
| EDUC 723 | Language Development: Theory to Practice <i>Prerequisite: EDUC 701</i> | 3 |
| EDUC 724 | Social-Emotional Development: Theory to Practice <i>Prerequisite: EDUC 701</i> | 3 |
| MED CHILD DEVELOPMENT ELECTIVE COURSE WORK (6 CREDITS) | | |
| <i>Select four courses from the following with advisor approval</i> | | |
| EDUC 608 | Montessori Development | 3 |
| EDUC 649 | Montessori Philosophy | 3 |

| | | |
|--|---|---|
| EDUC 652 | Multicultural Education and Diversity | 3 |
| EDUC 660 | Introduction to Exceptional Children | 3 |
| EDUC 712 | Learning Styles and Learning Theories | 3 |
| EDUC 726 | Children's Literature | 3 |
| EDUC 764 | Culturally Appropriate Practices & Montessori Methods | 3 |
| EDUC 765 | Development of the Senses & Montessori Methods | 3 |
| EDUC 766 | Language Arts & Montessori Methods | 3 |
| EDUC 767 | Math & Montessori Methods | 3 |
| EDUC 768** | Place-Based Education for the Young Child | 3 |
| EDUC 769** | Nurturing the Spirit of the Child | 3 |
| EDUC 770 | Integrated Curriculum & Montessori | 3 |
| EDUC 771* | Advanced Leadership & Guidance in Education | 3 |
| EDUC 772* | Advanced Leadership & Montessori | 3 |
| EDUC 773 | Child Development in Cultural Context | 3 |
| <i>*Courses transferred from Castle Colleague credits.</i> | | |
| <i>**Courses transferred from Montessori Summer Institute credits.</i> | | |

MED MONTESSORI EMPHASIS (18 CREDITS WITH MONTESSORI CREDENTIAL OR 30 CREDITS)

The Master of Education with Montessori Emphasis is for students who already have a Montessori Credential from a freestanding MACTE accredited institution. If you already have a Montessori Credential, you can transfer 12 credits toward your degree.

MED MONTESSORI EMPHASIS REQUIRED COURSE WORK (15 CREDITS)

| | | |
|--|--|---|
| EDUC 790 | Issues of Peace, Justice, & Educational Reform | 3 |
| EDUC 795 | Education Research I: Introduction to Education Research | 3 |
| EDUC 796 | Education Research II | 3 |
| EDUC 797 | Education Research III | 3 |
| EDUC 798 | Education Research IV | 3 |
| MED MONTESSORI EMPHASIS ELECTIVE COURSE WORK (15 CREDITS) | | |
| <i>Select seven courses from the following with advisor approval</i> | | |
| EDUC 608 | Montessori Development | 3 |
| EDUC 649 | Montessori Philosophy | 3 |
| EDUC 652 | Multicultural Education and Diversity | 3 |
| EDUC 660 | Introduction to Exceptional Children | 3 |
| EDUC 712 | Learning Styles and Learning Theories | 3 |
| EDUC 722 | Cognitive Development Theory to Practice | 3 |
| EDUC 723 | Language Development: Theory to Practice | 3 |
| EDUC 724 | Social-Emotional Development: Theory to Practice | 3 |
| EDUC 726 | Children's Literature | 3 |
| EDUC 764 | Culturally Appropriate Practices & Montessori Methods | 3 |
| EDUC 765 | Development of the Senses & Montessori Methods | 3 |
| EDUC 766 | Language Arts & Montessori Methods | 3 |
| EDUC 767 | Math & Montessori Methods | 3 |

| | | |
|--|---|---|
| EDUC 768** | Place-Based Education for the Young Child | 3 |
| EDUC 769** | Nurturing the Spirit of the Child | 3 |
| EDUC 770 | Integrated Curriculum & Montessori | 3 |
| EDUC 771* | Advanced Leadership & Guidance in Education | 3 |
| EDUC 772* | Advanced Leadership & Montessori | 3 |
| EDUC 773 | Child Development in Cultural Context | 3 |
| <i>*Courses transferred from Castle Colleague credits.</i> | | |
| <i>**Courses transferred from Montessori Summer Institute credits.</i> | | |

Special Cohorts

MED EDUCATIONAL LEADERSHIP (30 CREDITS)-CERTIFICATION INSTITUTE FOR SCHOOL LEADERS (CISL)

The MEd in Educational Leadership is designed as a cohort program for educators aspiring to administrative roles. The formation of the cohorts occur when there are at least ten students applying to either the non-DOE cohort or the Hawai'i Department of Education (HIDOE) Certification Institute for School Leaders (CISL) program cohort. The CISL program is an administrator preparation program and the students in this cohort have been selected by the HIDOE. By the end of the program, successful candidates will acquire leadership skills in financial management, education law, managerial communications, personnel issues, effective decision-making, and group dynamics. Candidates will demonstrate their ability to be effective change agents by incorporating core leadership concepts to solve critical issues in education. Note: Contact the Education Division for information on the next intake for the Certification Institute for School Leaders (CISL) cohort program. Completed applications must be received no later than 30 days prior to the beginning of the program.

| MED EDUCATIONAL LEADERSHIP CORE COURSE WORK (21 CREDITS) | | |
|---|--|---|
| EDUC 741 | Introduction to Educational Administration | 3 |
| EDUC 742 | Leadership for Educational Administrators | 3 |
| EDUC 743 | Education Law | 3 |
| EDUC 744 | Managing Communication & Personnel Issues | 3 |
| EDUC 745 | School Community Relations | 3 |
| EDUC 746 | Financial Management for School Administrators | 3 |
| EDUC 747 | Curriculum Administration | 3 |
| MED EDUCATIONAL LEADERSHIP REQUIRED COURSE WORK (9 CREDITS) | | |
| Beyond the seven core courses, the three courses listed below are courses required to meet the MEd Educational Leadership requirements: | | |
| EDUC 749 | Research for Educational Leadership | 3 |
| EDUC 790 | Peace, Social Justice, & Educational Reform | 3 |
| EDUC 794 | Culminating Experience | 3 |

MED INSTRUCTIONAL LEADERSHIP TEACH FOR AMERICA (TFA)

Each year in partnership with Teach for America – Hawai'i Program, Chaminade offers course work leading to certification within the Master of Education program. Licensure is available through TFA in Elementary, Secondary, and Special Education, and this program is open only to TFA corps members. For information and applications to this special program, go to the TFA website: www.hawaiiiteachforamerica.org.

| MED IN INSTRUCTIONAL LEADERSHIP WITH ELEMENTARY & SECONDARY COURSE WORK –TFA COHORT (30 CREDITS) | | |
|---|-------------------------------|---|
| Required Licensure Courses (8 credits) | | |
| EDUC 635 | Long and Short Range Planning | 3 |

| | | |
|---|---|---|
| EDUC 636 | TFA Seminar I | 3 |
| EDUC 637 | TFA Seminar II | 3 |
| EDUC 638 | Introduction to Exceptional Children | 3 |
| Required Graduate Core | | |
| EDUC 701 | Educational Research and Design | 3 |
| EDUC 790 | Issues of Peace, Social Justice, & Educational Reform | 3 |
| EDUC 764 | Culminating Experience | 3 |
| Elective Courses Choose from any of the following courses* to fulfill the remaining credit requirements to reach 30 graduate hours: | | |
| EDUC 630 | History and the Profession of Education | 3 |
| EDUC 631 | Psychological Foundations of Education | 3 |
| EDUC 632 | Learning Environments | 3 |
| EDUC 633 | Diverse Learners | 3 |
| EDUC 665 | SPED: Mild/Moderate Disabilities | 3 |
| EDUC 712 | Learning Styles and Learning Theories | 3 |
| EDUC 714 | Integrated Curriculum | 3 |
| EDUC 717 | Principles of Project-Based & Design-Based Learning | 3 |
| EDUC 718 | Mobile and Online Learning Technologies | 3 |
| EDUC 719 | Leadership in Learning Seminar | 3 |
| EDUC 726 | Children's Literature | 3 |

| | | |
|--|-----------------------------|-----|
| EDUC 747 | Curriculum Administration | 3 |
| EDUC 780 | Special Topics in Education | 1-3 |
| <i>*Prior approval by the Dean of Education or the Divisional Advisor is required before taking any electives that are not listed.</i> | | |

MED EDUCATIONAL LEADERSHIP (CATHOLIC SCHOOL LEADERSHIP PROGRAM)

In partnership with the Office of Catholic Schools of the Diocese of Honolulu, Chaminade's Education Division offers a leadership program for Catholic school principals, education administrators, or teachers, aspiring to administrative roles. The Catholic School Leadership Program is designed to ground administrators and teachers in a philosophy of education rooted in the Catholic understanding of the human person and the human community before God. It draws from historical and contemporary Catholic and non-Catholic thought to help the student shape a coherent understanding of the vocation of Catholic schools for the Church and the wider society. Second, the program trains students in the skill of good school leadership. Courses in the program address the general issues of contemporary educational leadership and the more specific issues facing Catholic education in the United States today. This is a cohort program and admission offered biennially for each new cohort. When a new cohort is authorized, all Catholic school principals are notified of a request for new candidates for this program. In this cohort program, degree candidates generally take all courses together in sequence, one course per term.

| CATHOLIC SCHOOL LEADERSHIP PROGRAM: MED- IN EDUCATIONAL LEADERSHIP (30 CREDITS) | | |
|--|---|---|
| Required Core Courses: | | |
| EDUC 652 | Multicultural Education and Diversity | 3 |
| EDUC 701 | Understanding Educational Research & Design | 3 |
| EDUC 746 | Financial Management for School Administrators | 3 |
| EDUC 751 | Foundations of Catholic Education | 3 |
| EDUC 753 | Catholic and Private School Law | 3 |
| EDUC 754 | Development for Catholic Schools | 3 |
| EDUC 756 | Special Topics in Leadership for Catholic Schools | 3 |
| EDUC 757 | Curriculum Leadership for Catholic Schools | 3 |
| EDUC 790 | Issues of Peace, Social Justice, & Educational Reform | 3 |
| EDUC 794 | Culminating Experience | 3 |

MED IN TEACHER LEADER PROGRAM

The M.Ed. in Teacher Leader program was developed for teachers seeking formal or informal non-administrative leadership roles that support teaching and learning. The Teacher Leader program is designed for teachers interested in improving their skills and knowledge in positions such as resource teachers, instructional specialists, curriculum specialists, learning facilitators, mentors, data coaches, and grade-level or department chairs. Upon completion of the program, successful candidates will be able to demonstrate proficiency in the domains outlined by the Teacher Leader Model Standards adopted by HTSB.

Program Structure

The M.Ed. in Teacher Leader program will be delivered online and include a total of 10 courses (30 credits).

| REQUIRED COURSES | | |
|-------------------------|---|---|
| EDUC 633 | Diverse Learners | 3 |
| EDUC 701 | Educational Research and Design | 3 |
| EDUC 703 | Introduction to Action Research | 3 |
| EDUC 712 | Learning Styles and Learning Theories | 3 |
| EDUC 714 | Integrated Curriculum | 3 |
| EDUC 740 | Current Issues in Education | 3 |
| EDUC 745 | School Community Relations | 3 |
| EDUC 747 | Curriculum Administration | 3 |
| EDUC 790 | Peace, Social Justice, and Educational Reform | 3 |
| EDUC 794 | Culminating Experience | 3 |

Additional Policies

TRANSFER CREDIT POLICY

A maximum of six credit hours may be transferred in for the credit hours in the program. Submit a written request to the Department for consideration of transfer or substitution, credit hours and include a course syllabus for each course to be evaluated. All transfer or substitution credit hours must be from an accredited university or college and must be approved by the Program Director or Dean. All transfer or substitution credit hours must be at the graduate level and must have been earned with a letter grade of “B” or higher.

KNOWLEDGE/SKILL/DISPOSITION (K.S.D.) REFERRAL SYSTEM

Any instructor can initiate a Knowledge/Skill/Disposition (K.S.D.) referral to the Dean at any time and for any candidate taking an educational course where there is a documented need for remediation that would prevent a candidate from completing a program. Upon referral, the candidate will meet with the Dean of the program department to set up a remediation plan. Monitoring will be ongoing until the remediation is completed to the satisfaction of the Dean and referring instructor.

STATE APPROVED TEACHER EDUCATION PROGRAM (SATEP)

Students follow the program as outlined in the catalog for the term in which the student is accepted into the Education Division. The catalog information is descriptive and does not constitute an irrevocable contract between the student and Chaminade University; the University reserves the right to make changes in catalog contents of the documented course of study. Once accepted, students are expected to complete all licensure/certification program requirements within three years. State Approved Teacher Education Program (SATEP) teacher candidates are expected to student teach within one semester after completing their education coursework.

MED Learning Outcomes

Learning Outcomes

Upon completion of the M.Ed. in Instructional Leadership, students will be able to:

1. Analyze his/her own professional and intellectual development and its relationship to best practices in education.
2. Critique major learning theories, education literature and research methodologies.
3. Compose academic prose for a variety of audiences.
4. Promote academic and professional dialogue within a community of learners.
5. Use strategies aligned with education research to make informed decisions for adaptation and change.
6. Employ professionalism and ethical standards of conduct.

Upon completion of the M.Ed. with Montessori emphasis, students will be able to:

1. Analyze his/her own professional and intellectual development and its relationship to best practices in Montessori education.
2. Critique major learning theories, education literature and research methodologies in Montessori education..
3. Compose academic prose for a variety of audiences.
4. Promote academic and professional dialogue within a community of learners.
5. Use strategies aligned with education research to make informed decisions for adaptation and change.
6. Employ professionalism and ethical standards of conduct.

Upon completion of the M.Ed. in Child Development, students will be able to:

1. Analyze his/her own professional and intellectual development and its relationship to best practices in Child Development.
2. Critique major learning theories, education literature and research methodologies in Child Development.

3. Compose academic prose for a variety of audiences.
4. Promote academic and professional dialogue within a community of learners.
5. Use strategies aligned with education research to make informed decisions for adaptation and change.
6. Employ professionalism and ethical standards of conduct.

Upon completion of the M.Ed. in Educational Leadership, students will be able to:

1. Describe the impact of socio-economic, legal, and ethical factors at an educational setting that promotes service, justice, and peace in a multicultural learning environment.
2. Synthesize best practices and evidence-based research into the effective operations of a campus that are relevant, integral, and essential to the success of a school.
3. Define a vision for a school and organizational change processes that work towards providing an excellent education, promoting student learning, and the development of the whole person.
4. Examine effective skills in promoting a positive school culture for all and the means for adaptation and change.
5. Articulate collaboration and communication with various internal/external stakeholders associated with a school setting.

Upon completion of the M.Ed., Teacher Leader, students will be able to:

1. Analyze how a collaborative culture supports educator development and student learning.
2. Explain how research is used to improve practice and student learning.
3. Evaluate ways to promote professional learning for continuous improvement.
4. Describe and assess possible improvements in instruction and student learning.
5. Develop strategies to promote the use of assessments and data for institutional improvement.
6. Design programs to promote student learning, improve community outreach, and collaboration with various school stakeholders.

Education Minor

Education Minor

The Minor in Education provides students with an opportunity to explore the field of education in preparation for becoming a future teacher. Students from all majors, who are interested in the possibilities of becoming a teacher will benefit from completing this minor.

Minor in Education (15 credits) includes the following courses

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|--------------------------------|---------|
| ED221 | Educational Psychology | 3 |
| PSY 202 | Child Development | 3 |
| ED 404 | Managing School Environments | 3 |
| AN 340 | Contemporary Peoples of Hawaii | 3 |
| ED 326 | Exceptional Child | 3 |

In addition, EDUC 630 History and the Profession of Education (3) should be taken during the student's senior year.

Upon completion of the Education minor, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Adapt learning activities for individual differences and the needs of diverse learners while maintaining safe, positive, caring, and inclusive learning environments.
3. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.

ENGLISH

Program Advisors: Dr. Brooke Carlson, Dr. Cheryl Edelson, Dr. Richard Hill, Dr. James Kraus, Dr. Allison E. Paynter, Ms. Koreen Nakahodo, Mr. Justin Wyble

Relation to the University Mission and Identity:

The English Program nurtures students' creative, critical, and analytical abilities with regard to poetry, fiction, drama, and nonfiction. The objectives of the program leading to a Bachelor of Arts with an English major are to prepare students for graduate or professional studies and careers that demand a sound background in literary studies, analytic reading and writing skills.

Organizations and Publications:

The English Program supports the English Club, which focuses on social and community service activities; a chapter of sigma Tau Delta, the national English honor society; and the University literary magazine, *Aulama*, published annually.

Mission Statement:

The English Program nurtures students' creative, critical, and analytical abilities with regard to poetry, fiction, drama, and nonfiction. In so doing, the program develops students' appreciation of writing as an art of form, providing the opportunity to explore and examine the full range of human experience.

Major Program of Study:

Chaminade's English Program offers students three primary avenues of study or concentrations: Writing, Literature and Criticism, and Teaching. Although specialization in one of these areas is not required to graduate in the major, it is highly recommended that courses be taken in one of the above concentrations. Each of these concentrations is suited to distinct interest and aspirations that may guide the student's course of study. The English major requires a total of 24 credits; therefore, in addition to the requirements listed above, 15 upper division credits are required.

English - Writing

Writing

- The writing concentration provides students with the study and practice of various forms of written expression and practical publishing experience
- Any one or two of the following 300 level writing and publication courses: EN 302 Creative Writing: Fiction; 303 Creative Writing: Poetry; 362 Advanced Expository Writing; 371 Publications Workshop. Any three or four 400 level courses

Pre-major and pre-minor requirements (6 credits): EN 102 and any EN 200 level courses.
All requirements must be passed with a grade of “C” or better.

Major/minor discipline requirements (9 credits):

| | | |
|--------|------------------------------------|------------------|
| EN 314 | Backgrounds in American Literature | 3 semester hours |
| EN 315 | Backgrounds in British Literature | 3 semester hours |
| EN 499 | Senior Seminar | 3 semester hours |

The Senior Seminar or capstone course is for majors only, and will be taken after the student has completed 15 credits in the major and achieved senior standing.

English Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| COM 101 | 3 Semester hours | FOU |
| CUH 100 | 1 Semester hours | FOU |
| EN 101 | 3 Semester hours | FOU |
| FREE | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | FOU |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--------|------------------|----------|
| FREE | 4 Semester hours | FOU |
| EN 102 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------|------------------|-----------------|
| Any EN 200 level course | 3 Semester hours | PMR |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------------|------------------|-----------------|
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| EN 300 or 400 level course | 3 Semester hours | MR |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------------|------------------|-----------------|
| EN 314 | 3 Semester hours | MR |
| EN 300 or 400 level course | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------------|------------------|-----------------|
| EN 315 | 3 Semester hours | MR |
| EN 300 or 400 level course | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|------------------------|------------------|-----------------|
| See Concentration List | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|------------------------|------------------|-----------------|
| EN 499 | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**EN 101 and EN 102 will satisfy the Writing Foundations requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 43 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 33 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 6 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 17 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 122 |

English Learning Outcomes

English Learning Outcomes

Upon completion of the undergraduate B.A. program in English, students will be able to:

1. Identify, define and apply literary critical approaches to analyse texts.
2. Define, analyse and interpret texts and their cultural and historical contexts.
3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
4. Formulate and construct interpretive and creative applications of texts in workshops, literary performances, and other collaborative events in local communities.
5. Explain and interpret how literature and writing are vehicles for service, justice and peace.

English-Literature & Criticism

Literature and Criticism

- The Literature and Criticism concentration emphasizes a historical knowledge of western literary history as well as familiarity with diverse interpretive approaches
- Any one or two of the following 300 level courses: 305 Multicultural Literature; 319 Studies in Shakespeare; 380 Special Topics. Any three or four 400 level courses

Pre-major and pre-minor requirements (6 credits): EN 102 and any EN 200 level courses.
All requirements must be passed with a grade of “C” or better.

Major/minor discipline requirements (9 credits):

| | | |
|--------|------------------------------------|------------------|
| EN 314 | Backgrounds in American Literature | 3 semester hours |
| EN 315 | Backgrounds in British Literature | 3 semester hours |
| EN 499 | Senior Seminar | 3 semester hours |

The Senior Seminar or capstone course is for majors only, and will be taken after the student has completed 15 credits in the major and achieved senior standing.

English Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| COM 101 | 3 Semester hours | FOU |
| CUH 100 | 1 Semester hours | FOU |
| EN 101 | 3 Semester hours | FOU |
| FREE | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | FOU |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--------|------------------|----------|
| FREE | 4 Semester hours | FOU |
| EN 102 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------|------------------|----------|
| Any EN 200 level course | 3 Semester hours | PMR |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------------|------------------|----------|
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| EN 300 or 400 level course | 3 Semester hours | MR |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------------|------------------|-----------------|
| EN 314 | 3 Semester hours | MR |
| EN 300 or 400 level course | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------------|------------------|-----------------|
| EN 315 | 3 Semester hours | MR |
| EN 300 or 400 level course | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|------------------------|------------------|-----------------|
| See Concentration List | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|------------------------|------------------|-----------------|
| EN 499 | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**EN 101 and EN 102 will satisfy the Writing Foundations requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 43 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 33 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 6 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 17 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 122 |

English-Lit Learning Outcomes

English Learning Outcomes

Upon completion of the undergraduate B.A. program in English, students will be able to:

1. Identify, define and apply literary critical approaches to analyse texts.
2. Define, analyse and interpret texts and their cultural and historical contexts.
3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
4. Formulate and construct interpretive and creative applications of texts in workshops, literary performances, and other collaborative events in local communities.
5. Explain and interpret how literature and writing are vehicles for service, justice and peace.

English-Teaching

Teaching

- Drawing upon literature and writing course work, the Teaching concentration prepares students, in part, for a career in English Education at the secondary level. In addition, the recommended courses offered for this section assist the students in preparing for the English Language, Literature, and Composition component of the PRAXIS exam
- Any one or two of the following 300 level courses: 305 Multicultural Literature; 319 Studies in Shakespeare; 380 Special Topics; Any three or four 400 level courses.

Pre-major and pre-minor requirements (6 credits): EN 102 and any EN 200 level courses.
All requirements must be passed with a grade of “C” or better.

Major/minor discipline requirements (9 credits):

| | | |
|--------|------------------------------------|------------------|
| EN 314 | Backgrounds in American Literature | 3 semester hours |
| EN 315 | Backgrounds in British Literature | 3 semester hours |
| EN 499 | Senior Seminar | 3 semester hours |

The Senior Seminar or capstone course is for majors only, and will be taken after the student has completed 15 credits in the major and achieved senior standing.

English Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| COM 101 | 3 Semester hours | FOU |
| CUH 100 | 1 Semester hours | FOU |
| EN 101 | 3 Semester hours | FOU |
| FREE | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | FOU |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--------|------------------|----------|
| FREE | 4 Semester hours | FOU |
| EN 102 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------|------------------|-----------------|
| Any EN 200 level course | 3 Semester hours | PMR |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------------|------------------|-----------------|
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| EN 300 or 400 level course | 3 Semester hours | MR |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------------|------------------|-----------------|
| EN 314 | 3 Semester hours | MR |
| EN 300 or 400 level course | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------------|------------------|-----------------|
| EN 315 | 3 Semester hours | MR |
| EN 300 or 400 level course | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|------------------------|------------------|-----------------|
| See Concentration List | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|------------------------|------------------|-----------------|
| EN 499 | 3 Semester hours | MR |
| See Concentration List | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**EN 101 and EN 102 will satisfy the Writing Foundations requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 43 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 33 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 6 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 17 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | Total Credits | 122 |

English-teaching Learning Outcomes

English Learning Outcomes

Upon completion of the undergraduate B.A. program in English, students will be able to:

1. Identify, define and apply literary critical approaches to analyse texts.
2. Define, analyse and interpret texts and their cultural and historical contexts.
3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
4. Formulate and construct interpretive and creative applications of texts in workshops, literary performances, and other collaborative events in local communities.
5. Explain and interpret how literature and writing are vehicles for service, justice and peace.

English Minor

English Minor

The Minor in English invests students with critical and analytical skills that complement and encourage their creativity. The minor also promotes interdisciplinary studies in conjunction with history, education, criminal justice, communication and the sciences.

English Minor (12 credits): In addition to completion of the pre-minor requirements (6 credits), EN 314 and EN 315 (6 credits), the student must complete a total of two upper division English courses (6 credits) covering the following levels of study:

- One 300 level course (three credits)
- One 400 level course (three credits)

Upon completion of the English minor, students will be able to:

1. Identify, define and apply literary critical approaches to analyze texts.
2. Define, analyze and interpret texts and their cultural and historical contexts.
3. Formulate and construct interpretive and creative applications of texts in workshops, literary performances, and other collaborative events in local communities.

Environmental + Interior Design Program Page

Environmental + Interior Design

Program Advisor: Joan D. Riggs, ASID, IIDA, IDEC, CAPS

FREEDOM to EXPLORE...SKILLS to EXCEL

Interior Design is the rigorous process of problem-solving that integrates the technical skills of the crafts person, the aesthetic sensibilities of the artist, and the empathy of the humanist

Mission Statement

The mission of the Environmental + Interior Design Program (EID) is to educate, engage and empower students to respect, appreciate and inspire design of the built environment as it relates to our global, multi-cultural, multi-generational living and working communities. Graduates are prepared to make the transition to entry-level professional practice and to collaborate with interior designers, architects and related industry professionals.

Chaminade University of Honolulu (CUH) offers a Bachelor of Fine Arts and an Associate of Arts degree in Environmental + Interior Design (E+ID). CUH-EID is the exclusive degree-granting program in the State of Hawaii. The CUH-EID program is accredited by the Council for Interior Design Accreditation (CIDA), a leader in recognition of academic excellence and professional preparation. They are located at the following address: 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503-4014 or at the following website: www.acredit-id.org.

E+ID Assessment Plan

Each course's learning outcomes (CLOs) are linked to the Program Learning Outcomes (PLOs) in the course syllabus. Selected outcomes from the courses' exams, exercises and projects are linked to the PLOs through tools designed to assess the student's progress through the course and the curriculum. The CLOs and PLOs are, in turn, linked to the CIDA standards which assist in maintaining our accreditation status. The student's successful completion of the assessment activities indicates the readiness of the student to continue in the program. The assessment process guides faculty changes and adaptations in individual courses, as well as informs programmatic changes.

At each level of the program, milestones provide students with achievement targets and faculty with key assessment opportunities. The first milestone assessment tool is the comprehensive exam and practicum. The written exam assesses the student's retention of knowledge from all lower division required courses. Review and study guide are provided. The practicum project serves to assess the student's ability to apply the knowledge and skill

sets learned as indications of readiness for the rigor of upper division course work. Remedial work, if necessary, can be done during the break session(s) between semesters. It is the responsibility of the student to make arrangements for such remedial work.

Two additional milestones students reach provide them with interaction opportunities with the professional design community. Upon completion of their 300-level studio courses a student's progress is assessed through a juried portfolio review. Participation in this review prepares students for their internship experience and future employment.

Remediation, if necessary, is prescribed on an individual basis with faculty and juror supervision. Upon completion of all major requirements all BFA-EID students are required to participate in a public exhibit celebrating their completed academic portfolios, which is the culminating E+ID program milestone.

Hogan Entrepreneurial Program

Students in the Environmental + Interior Design program are encouraged to participate in this university specialty program. Should an E+ID student be accepted into the Hogan Entrepreneurial Program, the Environmental + Interior Design Program Director will work with the student to substitute appropriate course(s) to allow participation in the requirements of the program.

Bachelor of Fine Arts (BFA)

Bachelor of Fine Arts (BFA)

The Bachelor of Fine Arts degree with a major in Environmental + Interior Design (E+ID) is structured to prepare students for a professional career in Interior Design and related fields. Environmental + Interior Design majors are offered a wide range of courses, exposing them to many diverse and interdisciplinary aspects of the design profession.

The E+ID curriculum is structured to build theoretical and conceptual understanding of the design process as well as foundational skill set competencies. Course delivery types include studio courses, tech apps (technology applications), professional preparation and lecture. The Curriculum emphasizes problem solving, materials research, universal and sustainable design principles, computer skills and professional ethics, as well as the visual arts and classic art and architecture. Students learn to assess and interpret human interaction with the built environment, as well as deciphering building codes – essential to the health, safety & welfare of the general public. Environmental + Interior Design majors are mentored to seek creative, innovative solutions to identified design problems, and to develop safe, functional, and aesthetically pleasing spaces in which to work, live and recreate.

The Environmental + Interior Design (E+ID) program begins its cohorts of study in the fall semester. Students interested in E+ID begin pre-major studies their first semester. Students may be accepted by the university in the spring semester, and being their E+ID pre-major studies with the Program Director's or Administrative permission. Upon request, transfer students may enter the E+ID pre-major program. The E+ID Program Director, via course descriptions, syllabi, and a portfolio of student work may, review transfer credits.

Seeking a Bachelor of Fine Arts in Environmental + Interior Design (BFA-EID) requires completing a Declaration of Major (DOM) and being approved as an E+ID major. CUH policy requires a major be declared by the time a student has earned 60 credit hours. Advancement to upper division courses in the E+ID program is contingent upon completion of the 200 level courses and passing the CUH-EID Comprehensive Exam and Practicum. Registration in upper division studio courses is prohibited without a passing grade for both sections of the exam. A minimum grade point average of 2.5 (in all E+ID coursework) is required to maintain active status in the Environmental + Interior Design program.

Pre-Major requirements (32 credits): AR 201 or AR 202, EID 200, EID 202, EID 205, EID 211, EID 216, EID 217, EID 220, EID 271, EID/GE 335 and successful completion of the CUH-EID Comprehensive Exam and Practicum.

Major Requirements (48 Upper Division Interior Design credits) to include: EID 310, EID 311, EID 312, EID 319, EID 321, EID 325, EID 355, EID 370, EID 384, EID 410, EID 414, EID 415, EID 470, EID 471, and one upper division elective chosen from: EID 380, EID 480, EID 481 or EID 482.

Environmental + Interior Design Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 14 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| EID 200 | 4 Semester hours | PMR |
| EID 202 | 3 Semester hours | PMR |
| EID 205 | 3 Semester hours | PMR |
| CUH 100 | 1 Semester hour | FOU |
| EN 101 | 3 Semester hours | FOU |

Spring Sequence - 18 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| EID 211 | 3 Semester hours | PMR |
| EID 216 | 3 Semester hours | PMR |
| EID 217 | 3 Semester hours | PMR |
| EN 102 | 3 Semester hours | FOU |
| FREE | 3 Semester hours | FOU |
| COM 101 | 3 Semester hours | FOU |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------|------------------|-----------------|
| EID 220 | 3 Semester hours | PMR |
| EID 311 | 3 Semester hours | MR |
| EID 312 | 3 Semester hours | MR |
| AR 201 or AR 202 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | VAL |

Spring Sequence - 14 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| EID 271 | 4 Semester hours | PMR |
| EID 310 | 3 Semester hours | MR |
| EID 325 | 3 Semester hours | MR |
| FREE | 4 Semester hours | FOU |

Junior Year - Year 3

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| EID 384 | 3 Semester hours | MR |
| EID 319 | 3 Semester hours | MR |
| EID 321 | 4 Semester hours | MR |
| FREE | 3 Semester hours | FOU |
| FREE | 3 Semester hours | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| EID 335 | 3 Semester hours | PMR |
| EID 370 | 4 Semester hours | MR |
| EID 355 | 3 Semester hours | MR |
| EID 414 | 2 Semester hours | MR |
| FREE | 3 Semester hours | VAL |

Senior Year - Year 4

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--|------------------|-----------------|
| EID 410 | 3 Semester hours | MR |
| EID 470 | 4 Semester hours | MR |
| EID 380, EID 480, EID 481, or EID 482 | 3 Semester hours | MR |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |

Spring Sequence - 13 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| EID 415 | 3 Semester hours | MR |
| EID 471 | 4 Semester hours | MR |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**AR 201 or AR 202 will satisfy the Knowledge of Beauty & Creation Foundations requirement

LEGEND

| CATEGORY | | MEANING | OUTCOMES | CREDITS |
|-----------------|--|-----------------------|---|----------------|
| CAP | | Capstone | This course fulfills the general education capstone requirement | 3 |
| MR | | Major Requirement | These courses fulfill Major Competencies requirements | 48 |
| PMR | | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 32 |
| FOU | | Foundational Skills | These courses fulfill critical foundational skills requirements | 20 |
| VAL | | Values | These courses fulfill critical foundational skills requirements | 18 |
| | | | Total Credits | 121 |

Environmental + Interior Design Learning Outcomes

Environmental + Interior Design Learning Outcomes

Upon completion of the undergraduate B.F.A. program in Environmental + Interior Design, students will be able to:

1. Understand, and operate within, the dictates and standards of the design profession/industry.
2. Explore and apply the design process from project inception to actualization/realization.
3. Integrate principles of design in order to synthesize and optimize design solutions.
4. Safeguard the welfare of occupants and the public at large, and promote the ecological balance between the natural and built environments.
5. Communicate design concepts, design solutions, and problem-solving rationales through written, oral, and visual media.
6. Evaluate, articulate, and actualize the social, environmental and ethical impact of design on the health, safety and welfare of the public to further service, justice and peace.

Associate of Arts (A.A.-EID)

Associate of Arts (AA-EID)

The Associate of Arts Degree in Environmental + Interior Design (AA-EID) offers students the option of completing a two- year degree in Environmental + Interior Design. The two-year curriculum provides students with an elemental understanding of the profession. Successful completion of the CUH-EID Comprehensive Exam and Practicum is required to receive an AA-EID degree. Successful completion of the exam/practicum also provides the students with the option to pursue a Bachelor of Fine Arts in Environmental + Interior Design (BFA-EID). A minimum grade point average of 2.5 in the major is required to maintain active status and to graduate in the Environmental + Interior Design program.

Associate of Arts Concentration Requirements: Completion of the following courses: AR 201, AR 202, EID 200, EID 202, EID 205, EID 211, EID 216, EID 217, EID 220, EID 271. Associate of Arts students must successfully complete the CUH-EID comprehensive exam and practicum.

Associate of Arts (A.A.-EID) Learning Outcomes

Environmental + Interior Design Learning Outcomes

Upon completion of the undergraduate AA program in Environmental + Interior Design, students will be able to:

1. Explore and apply the design process using problem-process-purpose strategies.
2. Define and apply principles of design in order to synthesize and justify design solutions.
3. Communicate design concepts, design solutions, and problem-solving rationales through written, oral, and visual media.
4. Adapt and prioritize decision-making processes as a method of navigation through constructive critique and changing evidence for best practices in design.
5. Articulate the social and ethical dimensions of service, justice and peace through design interventions.

ENVIRONMENTAL SCIENCES

Director and Program Advisor: Dr. Gail Grabowsky

Students seeking a major in Environmental Science will be prepared to become future environmental scientists within a liberal arts framework. The major prepares students who will pursue environmental careers and contribute new data to increased understanding and amelioration of the challenges, causes and consequences of the human relationship to the natural world. Students will discover a wide variety of scientific environmental careers, agencies and post-graduate study available today.

Environmental Science Requirements

Environmental Science (ENV)

Pre-major Requirements

ENV 100, CH 102/L, BI 104, ENV 201/L, ENV 202/L, BI 215/L, BI 216/L

Major Requirements

BI 300, ENV 300, BI 311, BI 312, ENV 310/L, ENV 400, ENV 415/L, ENV 450, BI 471/L ENV 485 and either DS 404 or BI 430/L

The following courses are recommended for Environmental Sciences majors to fulfill their elective and/or UDOM degree requirements:

| | |
|------------|---|
| ENV 300 | Environmental Policy |
| and Law | |
| ENV/EC 315 | Environmental Economics |
| EID 384 | Sustainability in Design |
| BI 450 | Science, Technology and Social Entrepreneurship |
| BI 495 | Research I |

Additional sciences courses as determined by student's particular interests

Environmental Science Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 14 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| ENV 100 | 3 | PMR |
| BI 215/L | 4 | PMR |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| FREE | 3 | FOU |

Spring Sequence - 18 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| BI 216/L | 4 | PMR |
| ENV 201/L | 4 | PMR |
| COM 101 | 3 | FOU |
| EN 102 | 3 | FOU |
| MA 110 | 3 | FOU |
| BI 104 | 1 | PMR |

Sophomore Year - Year 2

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--------|---------|----------|
| MA 210 | 4 | MR |
| FREE | 3 | VAL |
| FREE | 3 | ELE |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| CH 102/L | 4 | PMR |
| ENV 202/L | 4 | PMR |
| FREE | 3 | VAL |
| FREE | 3 | ELE |

Junior Year - Year 3

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| ENV 300 | 3 | MR |
| BI 311 | 3 | MR |
| ENV 310/L | 4 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| BI 312 | 3 | MR |
| ENV 415/L | 4 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | FOU |

Senior Year - Year 4

Fall Sequence - 14 Credits

| COURSE | CREDITS | CATEGORY |
|------------------|----------------|-----------------|
| ENV 450 | 3 | MR |
| ENV 485 | 3 | MR |
| BI 300 | 1 | MR |
| DS 404, BI 430/L | 4 | MR |
| FREE | 3 | ELE |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| ENV 400 | 3 | MR |
| BI 471/L | 4 | MR |
| FREE | 3 | ELE |
| FREE | 3 | CAP |
| FREE | 3 | VAL |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**ENV 100 will satisfy the Critical Thinking Foundations requirement

***ENV201/L will satisfy the Quantitative Reasoning Foundations requirement

****ENV 400 will satisfy the Education for Adaptation & Change Values requirement

LEGEND

| CATEGORY | | MEANING | OUTCOMES | CREDITS |
|----------|--|-----------------------|---|------------|
| CAP | | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | | Elective | These courses fulfill overall credit requirements | 27 |
| MR | | Major Requirement | These courses fulfill Major Competencies requirements | 35 |
| PMR | | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 24 |
| FOU | | Foundational Skills | These courses fulfill critical foundational skills requirements | 15 |
| VAL | | Values | These courses fulfill critical foundational skills requirements | 16 |
| | | | Total Credits | 120 |

Environmental Science Learning Outcomes

Environmental Science Learning Outcomes

Upon completion of the undergraduate B.S. program in Environmental Science, students will be able to:

1. Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.
2. Apply scientific reasoning and methodology to environmental problems.
3. Identify the major physical, chemical and biological components, interactions and cycles of earth systems and ecosystems.
4. Propose, design and participate in scientific research projects that document, describe and/or help solve environmental problems and foster sustainability.
5. Pursue throughout their education new scientific knowledge and techniques that prepare them for the adaptation and change essential to environmental problem solving.

ENVIRONMENTAL STUDIES

Director and Program Advisor: Dr. Gail Grabowsky

Interdisciplinary Contributing Faculty: Dr. Gail Grabowsky, Dr. Henry Trapido-Rosenthal, Dr. Bulent Terem, Dr. Robert Santee, Dr. James Kraus, Dr. Wayne Tanna, Dr. Bryan Mann, Dr. Richard Bordner, Sister Malia Wong

Environmental Studies Program Description

The major and minor in Environmental Studies does the following:

1. Teach students the many interconnected components of environmental issues, their causes and consequences, and how to achieve sustainable solutions to each
2. Clarify the ethics that guide decision-making processes pertaining to environmental issues
3. Enable students to experience environmental activities, research, policy and professions first-hand
4. Prepare students for environmental careers and graduate or professional schools with environmental and sustainability emphasis.

Students seeking the major in Environmental Studies will acquire the broad-based knowledge required to fully comprehend and successfully problem-solve environmental challenges, design sustainable solutions for the future, work in the environmental industry and run environmental businesses and organizations. The major prepares students for careers in environmental: service, science, sustainability, business, communications, consulting, ethics, health, law, policy, as well as careers in the ever-growing government and non-profit environmental sectors.

Environmental Studies Program Mission Statement

Chaminade University is a Marianist Institution committed as an extension of Marianist values to producing local, state, national and international servant-leaders adept at the multidisciplinary acts of understanding, communicating, ameliorating and preserving or developing more harmonious interactions with the environment. The University's major in Environmental Studies produces skilled intellectual pre-professionals considerate of the spiritual, ethical, scientific, economic, political, legal, historical and cultural aspects of environmental issues. Students in the Environmental Studies Program benefit from a learning experience which prepares them for the real world through course work, fieldwork, research, service and apprenticeship in the community.

Environmental Studies Requirements

ENVIRONMENTAL STUDIES (ENV)

Program Requirements

The Bachelor of Science degree in Environmental Studies requires the completion of the general education core in addition to pre-major and major requirements. See the degree requirement section for details.

Pre-major requirements: ENV 100, BI 104, CH 102, CH 102L, ENV 201 and ENV 201L, ENV 202 and ENV 202L, GE 204 and BU 200.

Major requirements: ENV 300, ENV 315/EC 315, ENV/RE 431, SO 317, EN 307, PSY 434, ENV 400, BI 387, BI 471 and BI 471/L and ENV 485.

The following courses are recommended for Environmental Studies majors to fulfill their elective and/or UDOM degree requirements:

| COURSE NUMBER | COURSE NAME |
|---------------|---|
| COM 310 | Intercultural Communication |
| BI 312 | Epidemiology and Public Health |
| EID 384 | Sustainability in Design |
| BI 450 | Science, Technology and Social Entrepreneurship |

EN Literature courses related to the environment/sustainability

Environmental Studies Course Sequence

Freshman Year - Year 1

Fall Sequence - 14 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| ENV 100 | 3 | PMR |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| FREE | 3 | FOU |
| ENV 201/L | 4 | PMR |

Spring Sequence - 14 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| COM 101 | 3 | FOU |
| EN 102 | 3 | FOU |
| CH 102/L | 4 | PMR |
| BI 104 | 1 | PMR |
| BU 200 | 3 | PMR |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| FREE | 3 | VAL |
| FREE | 3 | FOU |
| GE 204 | 3 | PMR |
| PSY 101 | 3 | FOU |
| FREE | 3 | VAL |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| ENV 202/L | 4 | PMR |
| FREE | 3 | VAL |
| FREE | 4 | ELE |
| FREE | 4 | ELE |
| FREE | 3 | ELE |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-----------------|----------------|-----------------|
| ENV 300 | 3 | MR |
| ENV 315/ EC 315 | 3 | MR |
| FREE | 4 | ELE |
| FREE | 4 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| ENV431 | 3 | MR |
| EN 307 | 3 | MR |
| BI 471/L | 4 | MR |
| SO 317 | 4 | MR |
| FREE | 3 | ELE |

Senior Year - Year 4

Fall Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| BI 387 | 1 | MR |
| ENV 485 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| PSY 434 | 3 | MR |
| ENV 400 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

***ENV201/L will satisfy the Quantitative Reasoning Foundations requirement

***PSY101 will satisfy the Critical Thinking Foundations requirement and is a prerequisite for PSY 434

***ENV431 will satisfy the Education for Service, Justice, & Peace Values requirement

*****ENV400 will satisfy the Education for Adaption & Change Values Requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | CAPSTONE | THIS COURSE FULFILLS THE GENERAL EDUCATION CAPSTONE REQUIREMENT | 3 |
| ELE | ELECTIVE | THESE COURSES FULFILL OVERALL CREDIT REQUIREMENTS | 39 |
| MR | MAJOR REQUIREMENT | THESE COURSES FULFILL MAJOR COMPETENCIES REQUIREMENTS | 29 |
| PMR | PRE-MAJOR REQUIREMENT | THESE COURSES FULFILL PROGRAM COMPETENCIES REQUIREMENTS | 22 |
| FOU | FOUNDATIONAL SKILLS | THESE COURSES FULFILL CRITICAL FOUNDATIONAL SKILLS REQUIREMENTS | 19 |
| VAL | VALUES | THESE COURSES FULFILL CRITICAL VALUE REQUIREMENTS | 9 |
| | | TOTAL CREDITS | 121 |

Environmental Studies Learning Outcomes

Environmental Studies Learning Outcomes

Upon completion of the undergraduate B.S. program in Environmental Studies, students will be able to:

1. Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.
2. Apply analytical methods and skills from multiple disciplines to environmental problems.
3. Participate in, plan and execute environmental change-making strategies that employ scientific, political, socio-cultural, artistic, educational and economic skills and knowledge.
4. Design and describe new futures and ideas that solve environmental problems and foster sustainability.
5. Pursue throughout their education the ever-changing knowledge and skills that prepare them for the adaptation and change essential to environmental problem solving.

Environmental Studies Minor

Environmental Studies Minor

Pre-minor requirements: ENV 100, GE 204 and any two of the following three science courses with the corresponding laboratory: CH 102 and CH 102L, ENV 201 and ENV 201L, ENV 202 and ENV 202L.

Minor requirements: ENV 300, ENV 315/EC 315, EN 307 and ENV 400.

Upon completion of the Environmental Studies minor, the student will be able to:

1. Authenticate their commitment to service, justice and peace through experiential project-based activities that enhance the condition of the integral ecology, care for creation and value all voices.
2. Apply analytical methods and skills from multiple disciplines, including their major, to environmental problems.
3. Describe new futures and ideas that solve environmental problems and foster sustainability.

ENVIRONMENTAL CERTIFICATE PROGRAMS

**(Environmental Studies Certificate, Environmental Pre-Law Certificate) Director,
Environmental Programs and Program Advisor: Dr. Gail Grabowsky**

Certificate in Environmental Studies

Students seeking the Certificate in Environmental Studies will gain depth-of knowledge in a particular field through a traditional major of their own choosing while they learn the broad-based knowledge required to fully comprehend and successfully problem-solve environmental challenges and run environmental businesses and organizations. The Certificate, depending upon the particular major it is coupled with, may prepare students for careers in environmental: biology, business, chemistry, communications, consulting, ethics, health, law, policy, toxicology, writing, etc.

Environmental Studies Certificate Requirements

Environmental Studies Certificate

Students may begin their Certificate course work (ENV 100 Introduction to Environmental Issues) as incoming freshmen or anytime thereafter. After taking ENV 100 the remaining courses (GE 204, ENV 201/L, ENV 202/L, ENV 300, ENV 315/EC 315, ENV 307) may be taken in any order. ENV 485, the capstone course, must be taken after all other requirements are completed or concurrently with the final course the student needs.

Requirements:

Introductory Course:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|--------------------------------------|------------------|
| ENV 100 | Introduction to Environmental Issues | 3 Semester hours |

Required Courses (20 credits):

| Course Number | Course name | credits |
|----------------|---|------------------|
| GE 204 | Landscapes of Hawaii | 3 Semester hours |
| ENV 201/L | Conservation Biology & Ecology Laboratory | 1 Semester hours |
| ENV 202/L | Environmental Physics Laboratory | 1 Semester hours |
| ENV 300 | Environmental Policy & Law | 3 Semester hours |
| ENV 315/EC 315 | Environmental Economics | 3 |
| ENV 307 | - | - |

Capstone Course:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|-------------------------------|------------------|
| ENV 485 | Environmental Capstone Course | 3 Semester hours |

ENV 485 may be taken concurrently with the final required course (s) to be completed from the list above.

Environmental Certificate Learning Outcomes

Environmental Certificate Learning Outcomes

Upon completion of the Environmental Studies certificate, the student will be able to:

1. Teach students the many interconnected components of environmental issues
2. Clarify the ethics that guide decision-making processes pertaining to environmental issues
3. Enable students to experience environmental activities, research, policy and professions first-hand
4. Prepare students for environmental careers and graduate or professional schools with environmental emphasis
5. Offer unique online educational opportunities that are innovative and convenient for students.

Environmental Pre-Law Certificate

Environmental Pre-Law Certificate

Students seeking the Environmental Pre-Law Certificate will gain depth-of knowledge for environmental law degrees and promote understanding of the legal backdrop for the environmental movement through a traditional major of their own choosing while they learn the broad-based knowledge required to fully comprehend and successfully problem-solve environmental challenges and run environmental businesses and organizations. The Certificate, depending upon the particular major it is coupled with, may prepare students for careers in environmental: law, policy, advocacy, writing and/or communication.

Requirements

Introductory Course: CJ 223

Required Courses (15 credits): PH 325, BU 362, POL 374, CJ 430 and CJ 435

Additional LSAT recommended courses: HI 201, HI 202, CJ 423, CJ 426

Environmental Pre-Law Certificate Learning Outcomes

Environmental Pre-Law Certificate Learning Outcomes

Upon completing Environmental Pre-Law Certificate, student will be able to:

1. Describe legal fundamentals that support policy, advocacy and regulatory aspects of environmental studies or environmental science;
2. Communicate effective arguments orally and in writing;
3. Apply ethical frameworks to the consideration of environmental issues.

FORENSIC SCIENCES

Program Director: David O. Carter, Ph.D.

Program Faculty: Carlos Gutierrez, M.S., Katelynn Perrault, Ph.D. **Affiliate Faculty:** Charlotte Carter, M.F.S., Robert Mann, Ph.D.

Degrees Offered

- Bachelor of Science in Forensic Sciences

Minor Offered

- Forensic Sciences

Program Objective

To provide students with the skills to advance justice through the application of science and technology.

Career Options

A Bachelor of Science in Forensic Sciences prepares students to build a career in a crime laboratory or investigations and provides an excellent basis for further studies in the forensic sciences at the graduate level. The B.S. in Forensic Sciences also provides an excellent basis for students building a career in medicine, dentistry, pharmacy, law, and veterinary medicine.

Advantages of the Chaminade Forensic Sciences Degree Program

1. Integrates the practical (laboratory experience, investigative experience, internships) with academic (basic sciences, criminal justice)
2. Small class size
3. Hands-on experience with current techniques
4. Encourages individual research and cooperates with other research and investigative agencies
5. Encourages and prepares students to pursue professional and graduate degrees

B.S. Forensic Sciences (FS)

Bachelor of Science in Forensic Sciences (FS)

The Forensic Sciences degree program requires the completion of a curriculum with three components: Core (Track D), Pre- Major, and Major requirements.

Core Curriculum

All students enrolled in the Forensic Sciences degree program must complete the Core Curriculum for Track D, as listed in their respective Catalog Year.

Pre-Major Curriculum

62 to 63 credit hours; 26 courses to include the following:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|--|--------------------|
| BC 360/L | Biochemistry I | 3/1 Semester hours |
| BC 215/L | Cellular and Organismal Biology I | 3/1 Semester hours |
| BC 216/L | Cellular and Organismal Biology II | 3/1 Semester hours |
| CH 203/L | General Chemistry I | 3/1 Semester hours |
| CH 204/L | General Chemistry II | 3/1 Semester hours |
| CH 323/L | Organic Chemistry I | 4/1 Semester hours |
| CH 324/L | Organic Chemistry II | 4/1 Semester hours |
| CH 334/L | Analytical Chemistry | 3/1 Semester hours |
| CH 430L | Instrumental Analysis | 2 Semester hours |
| CJ 223 | Introduction to Law | 3 Semester hours |
| CJ 424 | Criminal Procedures | 3 Semester hours |
| CJ 426 | Courtroom Advocacy in Criminal Justice | 3 Semester hours |
| MA 210 | Calculus I | 4 Semester hours |
| PHY 251/L | University Physics I | 4/1 Semester hours |
| PHY 252/L | University Physics II | 4/1 Semester hours |
| MA 211 | Calculus II | 4 Semester hours |
| OR | | |
| MA 331 | Introduction to Probability and Statistics | 3 Semester hours |

Major Curriculum

29 credit hours, 13 courses to include the following:

| COURSE NUMBER | COURSE NAME | CREDITS |
|----------------------|---|--------------------|
| FS 230 | Forensic Sciences | 3 Semester hours |
| FS 333L | Physical Forensic Sciences Laboratory | 1 Semester hours |
| FS 340/L | Crime Scene Investigation | 3/1 Semester hours |
| FS 430/L | Forensic Chemistry | 3/1 Semester hours |
| FS 450 | Forensic Anthropology | 3 Semester hours |
| FS 455 | Medicolegal Death Investigation | 3 Semester hours |
| FS 460/L | Forensic Taphonomy | 3/1 Semester hours |
| FS 487 | Internship | 3 Semester hours |
| FS 490 | Seminar | 1 Semester hours |
| FS 491 | Professional Skills for Forensic Scientists | 3 Semester hours |

Forensic Sciences Course Sequence

Freshman Year - Year 1

Fall Sequence -14 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| CH 203/L | 4 | PMR |
| FS 230 | 3 | MR |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| FREE | 3 | FOU |

Spring Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| CH 204/L | 4 | PMR |
| COM 101 | 3 | FOU |
| EN 102 | 3 | FOU |
| MA 210 | 4 | MR |
| CJ 223 | 3 | PMR |

Sophomore Year - Year 2

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|------------------|---------|----------|
| CH 323/L | 5 | PMR |
| BI 215/L | 4 | PMR |
| FS 333L | 1 | PMR |
| FREE | 3 | FOU |
| MA 211 or MA 331 | 4 | MR |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| FS 340/L | 4 | MR |
| BI 216/L | 4 | PMR |
| CH 324/L | 5 | PMR |
| Free | 3 | FOU |

Junior Year - Year 3

Fall Sequence - 18 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| CJ 424 | 3 | PMR |
| BC 360/L | 4 | PMR |
| PHY 251/L | 5 | MR |
| FREE | 3 | FOU |
| FREE | 3 | VAL |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|---------|----------|
| CH 334/L | 4 | MR |
| FS 455 | 3 | MR |
| FS 460/L | 4 | PMR |
| PHY 252/L | 5 | MR |

Senior Year - Year 4

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| FS 450 | 3 | MR |
| FS 430/L | 4 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FS 487 | 3 | MR |

Spring Sequence - 18 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| FS 490 | 1 | MR |
| FS 491 | 3 | MR |
| CH 430L | 2 | MR |
| CJ 426 | 3 | PMR |
| FREE | 3 | CAP |
| FREE | 3 | FOU |
| FREE | 3 | FOU |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**MA 110 is a prerequisite course for MA 210, a Pre-Major required course

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | CAPSTONE | THIS COURSE FULFILLS THE GENERAL EDUCATION CAPSTONE REQUIREMENT | 3 |
| ELE | ELECTIVE | THESE COURSES FULFILL OVERALL CREDIT REQUIREMENTS | 3 |
| MR | MAJOR REQUIREMENT | THESE COURSES FULFILL MAJOR COMPETENCIES REQUIREMENTS | 29 |
| PMR | PRE-MAJOR REQUIREMENT | THESE COURSES FULFILL PROGRAM COMPETENCIES REQUIREMENTS | 63 |
| FOU | FOUNDATIONAL SKILLS | THESE COURSES FULFILL CRITICAL FOUNDATIONAL SKILLS REQUIREMENTS | 23 |
| VAL | VALUES | THESE COURSES FULFILL CRITICAL VALUE REQUIREMENTS | 18 |
| | | TOTAL CREDITS | 139 |

Forensic Sciences Learning Outcomes

Forensic Sciences Learning Outcomes

Upon completion of the undergraduate B.S. program in Forensic Sciences, students will be able to:

1. Apply the scientific method in an adaptive and mindful manner
2. Use techniques for recognition, documentation, analysis, and interpretation of physical evidence
3. Implement quality assurance programs, incorporating ethics and professional practice, to act as stewards of justice and peace throughout the broader community
4. Communicate disciplinary knowledge to diverse audiences

Forensic Sciences Minor

Forensic Science Minor

A student that has declared a major other than Forensic Sciences may declare a Minor in Forensic Sciences. This Minor can be beneficial for students interested in a career in anthropology, criminal justice, psychology, and law. Earning the Minor in

Forensic Sciences requires the completion of the following courses:

Minor Curriculum

18 credit hours; 8 courses to include the following:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|---|--------------------|
| FS 230 | Forensic Sciences | 3 Semester hours |
| FS 333L | Physical Forensic Sciences Laboratory | 1 Semester hour |
| FS 340/L | Crime Scene Investigation | 3/1 Semester hours |
| FS 450 | Forensic Anthropology | 3 Semester hours |
| FS 455 | Medicolegal Death Investigation | 3 Semester hours |
| OR | | |
| CJ 465 | Narcotics and Drug Crimes | 3 Semester hours |
| FS 490 | Seminar | 1 Semester hour |
| FS 491 | Professional Skills for Forensic Scientists | 3 Semester hours |
| OR | | |
| CJ 426 | Courtroom Advocacy in Criminal Justice | 3 Semester hours |

Upon completion of the Forensic Sciences minor, students will be able to:

1. Apply the scientific method in an adaptive and mindful manner

2. Use techniques for recognition, documentation, analysis, and interpretation of physical evidence
3. Communicate disciplinary knowledge to diverse audiences

GEOGRAPHY

Program Advisor: Dr. Richard Bordner

A major is not offered in Geography, which is integrated with programs both in Humanities and the Social Sciences. Geography provides a synthesizing perspective towards the interrelationship of the human population and the planet. The goals of the geography courses are oriented towards emphasizing the relationship of people with the various landscapes they operate in: physical, perceptual, cultural and ritual. All the courses emphasize the following key aspects of the geographical way of thought:

1. The complex dialog between cultures and nature
2. How human-environment relationships are reflected on the physical landscape
3. The complex ways in which the physical landscape shapes and modifies human behavior

Specialty courses are offered that place these concepts within a regional framework. Students in behavioral sciences, business administration, communication, education, history, international studies and political science should consider courses in geography to complement their major field of study.

HAWAIIAN AND PACIFIC STUDIES

Program Advisors: Dr. Richard Bordner, Dr. Frank Bailey, Dr. Elizabeth Lockard, Dr. Gail Grabowsky

Mission Statement: The Hawaiian and Pacific Studies minor creates a learning environment that contextualizes major studies within the contemporary Hawaiian and Pacific Islander cultural, political, environmental values.

Description: Courses in Hawaiian and Pacific Studies cover a wide range of disciplines and are designed to take advantage of Chaminade's unique position located here in the middle of the Pacific by providing the student with a better understanding of this dynamic, diverse and increasingly influential region.

Hawaiian and Pacific Studies Minor

Hawaiian and Pacific Studies Minor

Pre-minor requirements:

HA 102 Basic Hawaiian Conversation and Grammar II or fluency in a Pacific Islander language other than English. Minor Requirements: 12 semester hours of upper division courses from the following:

| COURSE NUMBER | COURSE NAME |
|-----------------|--|
| AN 340 | Contemporary Peoples of Hawaii |
| AN 350 | Cultures of Oceania |
| EN 422 | Modern Pacific Literature |
| GE 324 | Geography of Tourism |
| HI 450/ POL 451 | Pre-Modern Hawaii HI/ Modern Hawaii |
| HI 452 | Pacific Islands in the Pre-Modern Era |
| HI/POL 453 | Pacific islands in the Modern Era |
| RE 450 | Hawaiian Oral and Religious Traditions |

Upon successful conclusion of this minor, student will be able to:

1. Compare and contrast the diversity and value of the different cultures found here in Hawaii, and throughout the Pacific
2. Contextualize the influence and importance of the student's own culture in relationship to the importance of the other cultures found in the region
3. Analyze the growing economic, political, and social influence of this region in an increasing global community
4. Apply the Marianist characteristic of service, justice, and peace through service-oriented activities in the courses and in extracurricular activities.

HEALTH PROFESSIONS

Director: Amber C. Noguchi, Ph.D.

Program Overview and Objectives

The Undergraduate Research and Pre-Professional Program is dedicated to helping students seek academic and enrichment opportunities to enhance their educational experience in preparation for their career.

Our pre-health program assists students in preparing their application to health related professional schools, such as medical and dental schools as well as the allied health sciences including physical therapy, physician assistant practice and occupational therapy. We provide students with information and advising about health careers that they may wish to pursue after graduation, guidance for planning their academic and professional timeline, and expertise to strengthen their applications to their desired program of study. Chaminade currently holds articulation agreements with 23 health professions programs, including medicine (allopathic, osteopathic, and podiatric medicine), dentistry, physical therapy, audiology, optometry, occupational therapy, pharmacy, and physician assistant practice. These programs reserve seats for qualified Chaminade students.

Our office also provides a variety of services for students interested in pursuing careers including, but not limited to, the health professions, research, business, and law, regardless of their major. Services include: advising, personal statement and application review, test preparation, assistance with summer programs, guest speaker presentations, professional development seminars, community service activities, and identifying internship, shadowing, and research opportunities.

Program Components

The pre-health program includes both course work and additional activities to prepare students for a career in the healthcare field. Students may choose to enroll in HP190, Health Professions Seminar I, and HP390, Advanced Topics in Health Professions Preparation. Completion of HP190 and HP390 are requirements for select articulation agreements.

HISTORICAL AND POLITICAL STUDIES

Program Advisors: Dr. Mitch Yamasaki and Dr. Frank Bailey

History employs chronology to understand change and continuity, as well as cause and effect, in human communities. Political Science studies the ways people create and use government. Historical and Political Studies prepares students for careers in law, government and education. The program promotes intellectual, social and personal growth in the liberal arts tradition. It is also committed to the civic and moral development of students in the Marianist tradition. The program pays special attention to multi-cultural perspectives of Pacific and Asian communities, as well as those of minority groups within the United States.

Program Mission

The Bachelor of Arts degree in Historical and Political Studies is designed to educate the whole person in the Marianist tradition and to prepare them for careers in law, government and education.

Assessment

Individual Course Assessment.

Individual progress through a course is assessed by at least two processes. First, faculty may use a pre-test during the first class session and a post-test during the last class session, or they may embed their assessment activities within the class activities and exams. Questions are constructed to cover the areas listed in the course syllabus for which the student should be able to demonstrate competence. The second mechanism of testing is more traditional, with regular quizzes and a final examination and/or final major paper. A variety of formats for written exams may be used including both objective and essay exams.

Program Assessment (cumulative)

Program student learning outcomes are assessed individually in specific course work (student course learning outcomes) and cumulatively in the capstone course HI/POL 494 Research Seminar.

Course Description of HI/POL 494 Research Seminar (Capstone Course)

This is a capstone course that explores the core principles and methodologies of historical and political studies. It also monitors the students' career preparation. In this course, the student will conduct research in history or political science (learning outcome 4). Utilizing this research, the student will write a research paper and present it in class (learning

outcome 4). The research paper written by the student will incorporate the following principles and methodologies: understanding change, continuity and causality (learning outcome 1), comprehension of the workings of politics and governance (learning outcome 2) awareness of perspectives and interpretations (learning outcome 3). During the course, the instructor will review the progress of each student in preparing for his or her career (learning outcome 5).

B.A. Historical and Political Studies

B.A. Historical and Political Studies

General Requirements:

The B.A. degree with a major in Historical and Political Studies requires 24 credits of upper division courses taken from the History and/or Political Science disciplines.

Pre-major requirements: Every student must complete a minimum of two courses selected from HI 151, HI 152, HI 201, HI 202, POL 111, and POL 211. The specific selections may vary according to the intended career and personal interests of the student. Students intending to teach social studies in the middle and secondary schools have further prerequisites as listed below.

Major requirements: The student must complete 24 upper division credits in History or Political Science, or some combination of courses from the two disciplines. This includes HI/POL 494 Research Seminar that is required for all majors. The other 21 credits in the program will be decided with the faculty advisor based on intended career and personal interests. Three advising paths are recommended by the faculty that lead toward careers in law, government service, and secondary education.

Advising Paths in Historical and Political Studies

Faculty members in the discipline help students to identify their interests, intellectual passions, and desired careers. Understanding these, they work together to choose an effective and engaging course of study. For those interest in careers in law, government service, or education, the faculty suggests three advising paths. Preparation for a career in law is consistent with the Pre-Law Program guidelines on pages 120. Preparation for government service involves a path that includes both history and political science options. Preparation for a career in secondary education begins with an expanded group of lower division prerequisites that provide the information they will need in the secondary school social studies classroom. Students then work with faculty advisors in developing a selection of upper division courses that match the student's interests and intellectual passions. The program mirrors the Social Studies degree with different options for students who intend to teach in Hawaii and those students who intend to teach elsewhere.

Consultation with advisors is necessary to ensure that the path of study for the major followed by the student will include upper division courses in which program learning outcomes 1 & 3 are primarily developed. All upper division history courses fulfill P.L.O.1. All upper division Political Science courses fulfill P.L.O. 2. See P.L.O. 3 above for courses that satisfy this outcome. P.L.O. 4 and P.L.O. 5 are satisfied within HI/POL 494.

Path towards a Career in Law

Lower-division requirement: select a minimum of two courses from: HI 201, HI 202, POL 111, and POL 211. These courses examine the operation of government from a historical perspective.

Upper-division requirements:

1. Select a minimum of seven courses from: HI 304, HI/POL 305, HI 321, HI/POL 324, HI/POL 341, HI/POL 344, HI/POL 401, HI/POL 402, HI 405, HI 406, HI 407, HI 422, HI 443, HI/POL 444, HI/POL 446, HI 450, HI/POL 451, HI/POL 475, POL 374, and POL 376
2. HI/POL 494 Research Seminar (Student must complete at least 12 hours of upper-division history/political science course work before enrolling in this course).

Consult with program advisor to be sure that the courses selected cover program learning outcomes 1 to 3.

Path towards a Career in Education

Lower-division requirements: The following seven courses are vital preparation for teaching the social studies curriculum in middle and high schools, as well as taking the PRAXIS II Social Studies Content Knowledge Examination, which is required for the licensing of teachers in Hawaii and many other states.

| COURSE NUMBER | COURSE NAME |
|----------------------|--------------------------------|
| EC 201 | Principals of Macroeconomics |
| GE 102 | World Regional Geography |
| HI 151 | World Civilizations I |
| HI 152 | World Civilizations II |
| HI 201 | America through Civil War |
| HI 202 | America since Civil War |
| POL 211 | American Government & Politics |

Upper-division requirements:

1. Select a minimum of seven courses from: HI 301, HI 302, HI 304, HI/POL 305, HI 321, HI/RE 322, HI 323, HI/POL 324, HI/POL 341, HI/POL 344, HI 371, POL 375, HI/POL 401, HI/POL 402, HI/POL 403, HI 405, HI 406, HI 407, HI/POL 418, HI/POL 419, HI/POL 420, HI 422, HI 424, HI/POL 442, HI 443, HI/POL 444, HI/POL 446, HI 450, HI/POL 451, HI 452, HI/POL 453, HI/POL 475; Students preparing to teach in Hawaii must take HI 450 Pre-Modern Hawaii and HI/POL 451 Modern Hawaii.
2. HI/POL 494 Research Seminar (student must complete at least 12 hours of upper-division history/political science course work before enrolling in this course).

Consult with program advisor to be sure that the courses selected cover program learning outcomes 1 to 3.

Path towards a Career in Government Lower-division requirement:

Select a minimum of two courses from: HI 152, HI 202, POL 111, and POL 211. These courses examine the operation of government from a historical perspective.

Upper-division requirements:

1. Select a minimum of seven courses from: HI 301, HI/POL 305, HI 323, HI/POL 324, HI/POL 401, HI/POL 402, HI/POL 403, HI 406, HI 418, HI/POL 419, HI/POL 420, HI/POL 442, HI/POL 446, HI 452, HI/POL 453, POL 345, POL/RE 347, POL 374, POL 375, POL 376, POL 411, POL 486.
2. HI/POL 494 Research Seminar (Student must complete at least 12 hours of upper-division history/political science course work before enrolling in this course).

Consult with program advisor to be sure that the courses selected cover program learning outcomes 1 to 3.

Historical and Political Studies Course Sequence

Freshman Year - Year 1

Fall Sequence -16 Credits

| COURSE | CREDITS | CATEGORY |
|--|---------|----------|
| COM 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| FREE | 3 | FOU |
| FREE | 3 | FOU |
| HI 151, HI 152, HI 201, HI 202, POL 111, or POL 211 | 3 | PMR |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--|----------------|-----------------|
| HI 151, HI 152, HI 201, HI 202, POL 111, or POL 211 | 3 | PMR |
| FREE | 4 | FOU |
| EN 102 | 3 | FOU |
| FREE | 3 | FOU |
| FREE | 3 | VAL |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| See Path List | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| FREE | 3 | VAL |
| See Path List | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| See Path List | 3 | MR |
| See Path List | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| See Path List | 3 | MR |
| See Path List | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| See Path List | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| HI/POL 494 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 5 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**HI 151 can satisfy the Education in the Critical Thinking Foundations, Education for Adaption & Change Values, or

Integral (Holistic) Education for Global Awareness requirements. POL111, or POL 211 can satisfy the Education in the

Critical Thinking Foundations requirement. HI 201, HI 202 can satisfy the Education for Adaptation & Change Values

requirement

***Elective or lower division requirement for Career in Education Path

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | CAPSTONE | THIS COURSE FULFILLS THE GENERAL EDUCATION CAPSTONE REQUIREMENT | 3 |
| ELE | ELECTIVE | THESE COURSES FULFILL OVERALL CREDIT REQUIREMENTS | 27-48 |
| MR | MAJOR REQUIREMENT | THESE COURSES FULFILL MAJOR COMPETENCIES REQUIREMENTS | 24 |
| PMR | PRE-MAJOR REQUIREMENT | THESE COURSES FULFILL PROGRAM COMPETENCIES REQUIREMENTS | 6-21 |
| FOU | FOUNDATIONAL SKILLS | THESE COURSES FULFILL CRITICAL FOUNDATIONAL SKILLS REQUIREMENTS | 23 |
| VAL | VALUES | THESE COURSES FULFILL CRITICAL VALUE REQUIREMENTS | 18 |
| | | TOTAL CREDITS | 122 |

Historical & Political Studies Learning Outcomes

Historical & Political Studies Learning Outcomes

Upon completion of the undergraduate B.A. program in Historical & Political Studies, students will be able to:

1. Recognize the impact and influence of historical change, continuity, and causality through chronological examinations of the past and the cause and effect that takes place in history.
2. Examine the workings of politics and governance throughout different regions, cultures and civilizations of the past.
3. Compare and contrast different historical and political perspectives and interpretations utilized in the process of studying the past.
4. Produce and present original historical and political research
5. Evaluate the ways in which adaptation and change are essential to understanding the past, in general, and how these factors impacted and shaped history.

Historical and Political Studies Minor

Historical and Political Studies Minor

Pre-Minor Requirement for a Minor in History: HI 201 & HI 202, with a grade of “C” or better.

Pre-Minor Requirement for a Minor in Political Science: POL 111 & POL 211, with a grade of “C” or better. Requirement for a Minor in History: Four upper division History courses, upon approval of program advisor.

Requirement for a Minor in Political Science: Four upper division Political Science courses, upon approval of program advisor.

Program Learning Outcomes

Upon completion of the program, students will demonstrate the following:

1. An understanding of change, continuity and causality.
2. A comprehension of the workings of politics and governance.
3. An understanding of political perspectives and interpretations.

HISTORY

Program Advisors: Dr. Mitch Yamasaki and Dr. Frank Bailey

The B.A. in Historical and Political Studies with an emphasis in History equips students with the knowledge, research experience, and analytical skills for entry into a wide range of graduate/professorial studies. It also prepares students for successful careers in research, education, law, international affairs, and public service. Historians are employed by universities, museums, archives, government agencies, public affairs organizations, and print/electronic media firms.

Above all, students develop an abiding appreciation for the knowledge of the past, as it is crucial to understanding and working with the challenges and opportunities that confront us today. For history major requirements and learning outcomes, please see Historical and Political Studies.

Program Assessment

1. Individual Course Assessment is carried out at the major program level.
2. Program student learning outcomes are assessed individually in specific course work (course student assessment tool based on the minor program will be given as part of the graduation clearance process).

History Minor

History Minor

Pre-minor requirements: HI 201, HI 202 with a grade of “C” or better.

Minor requirements: twelve semester hours of upper division courses in History selected in consultation with the program advisor.

Upon completion of the program, students will have:

1. An understanding of historical change, continuity and causality. Students will employ chronology to understand change and continuity, as well as cause and effect, in history. The skills and competencies in this area are developed in all regularly offered history courses.

Interdisciplinary Studies Program Page

Interdisciplinary Studies

Program Advisors: Dr. Rick Bordner, Dr. David Coleman, Dr. Cheryl Edelson Education Concentration Advisor: Dr. Dale Fryxell

Program Description:

The Bachelor of Arts degree program with a major in Interdisciplinary Studies is a program which may include studies in history, literature, philosophy, religion, foreign languages, education, and cultural anthropology. Humanities-related courses in other disciplines such as studio and performing arts, art history and criticism, geography, sociology, political theory, science, and economics may be elected after consultation with the program advisor.

Program Mission:

The mission of the Interdisciplinary Studies major is to allow students maximum flexibility in developing a depth of interdisciplinary understanding in an issue area of academic interest that brings together disciplinary perspectives from the humanities, the arts, social and natural sciences.

Graduate Education Paths and Career Options for Humanities Graduates:

Students completing an innovative and non-traditional program of study for their undergraduate degree must be able to demonstrate the results of that program to future graduate schools and employers. To that end, the major requires the completion of an extended research project culminating in completion of a Senior Thesis. Students completing such a degree generally will continue their studies at the graduate level. Their studies prepare them for a reflective life of service in professional careers that benefit from the ability to apply integrated perspectives to problems and social situations, using a variety of analytical tools and developed writing skills.

Acquisition of Skills and Competencies for Program Learning Outcomes

Successful completion of major requirements guarantees that, at minimum, students will have mastered the skills and competencies listed in the previous section. Program Learning Outcomes are linked to the courses in the specific program of study developed by the faculty advisor and student. At the time of the development of a course of study, the faculty advisor will submit an assessment plan which integrates the shared program outcomes with the outcomes found in the area concentration within the degree. Students will be responsible for maintenance of a portfolio of individual work examples that are linked to the program

outcomes as presented in the course of study that are consistent with their approved assessment plan. The Senior Thesis will be the primary assessment tool and intellectual product of the program.

Interdisciplinary Studies Program Page

Interdisciplinary Studies

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Concentration Advisor: Dr. Dale Fryxell

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outcomes as presented in the course of study that are consistent with their approved assessment plan. The Senior Thesis will be the primary assessment tool and intellectual product of the program.

Interdisciplinary Studies Course Sequence

Freshman Year - Year 1

Fall Sequence -16 Credits

| COURSE | CREDITS | CATEGORY |
|--------------------------------|---------|----------|
| COM 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| FREE | 3 | FOU |
| Any 100 or 200 level HI course | 3 | PMR |
| PH 100, PH 103, or PH 105 | 3 | PMR |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|--------------------------------|---------|----------|
| FREE | 4 | FOU |
| EN 102 | 3 | FOU |
| SO 200, AN 200, or PSY 101 | 3 | PMR |
| Any 100 or 200 level HI course | 3 | PMR |
| RE 103, RE 205, RE 211 | 3 | PMR |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------|----------------|-----------------|
| Any EN 200 level course | 3 | PMR |
| ENV 100 | 3 | PMR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| POL 111 | 3 | PMR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------------------------|----------------|-----------------|
| AR 201 or AR 202 | 3 | PMR |
| SO 200, AN 200, or PSY 101 | 3 | PMR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| Any 100 or 200 level PAR course | 3 | PMR |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| FREE | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| FREE | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| FREE | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| FREE | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**AR 201 or 202 will satisfy the Knowledge of Beauty & Creation Foundations requirement

***POL 111 will satisfy the Critical Thinking Foundations Requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | CAPSTONE | THIS COURSE FULFILLS THE GENERAL EDUCATION CAPSTONE REQUIREMENT | 3 |
| ELE | ELECTIVE | THESE COURSES FULFILL OVERALL CREDIT REQUIREMENTS | 15 |
| MR | MAJOR REQUIREMENT | THESE COURSES FULFILL MAJOR COMPETENCIES REQUIREMENTS | 36 |
| PMR | PRE-MAJOR REQUIREMENT | THESE COURSES FULFILL PROGRAM COMPETENCIES REQUIREMENTS | 33 |
| FOU | FOUNDATIONAL SKILLS | THESE COURSES FULFILL CRITICAL FOUNDATIONAL SKILLS REQUIREMENTS | 17 |
| VAL | VALUES | THESE COURSES FULFILL CRITICAL VALUE REQUIREMENTS | 18 |
| | | TOTAL CREDITS | 122 |

Interdisciplinary Studies Learning Outcomes

Interdisciplinary Studies Learning Outcomes

Upon completion of the undergraduate B.A. program in Humanities, students will be able to:

1. Describe and explain how diverse methodologies specific to areas of study within the Humanities are effectively employed in the interpretation of texts or other cultural artifacts.
2. Demonstrate critical reading, reasoning, and writing skills that contribute to the study of the Humanities as it relates to at least one other field of study
3. Deploy and articulate an interdisciplinary approach to answering enduring questions through the practice of critical thinking and synthesizing information from a variety of academic and creative disciplines.
4. Incorporate the Marianist tradition of educating for service, justice, and peace into a capstone project that is grounded in at least two academic disciplines.

International Studies

Program Advisors:

Dr. Christopher A. McNally, Professor of Political Economy;

Dr. Caryn Callahan, Professor of Finance and International Business

Program Description:

This interdisciplinary program revolves around the study of contemporary global political, economic, and socio-cultural

conditions. Students who major in International Studies will follow one of two concentrations. The International Relations concentration emphasizes the study of international relations, including such issues as history, politics, political economy and the environment. The International Trade concentration focuses on the study of global economics and finance, with special consideration accorded to international trade and commerce, as well as the theories and norms that regulate them.

Program Mission:

This interdisciplinary program develops and enhances the student's capacity to think comprehensively, creatively, and critically about such issues as commerce, finance, governance, social justice, development and political economy, and the environment within the context of the relations among states and international institutions, regimes, and norms.

Graduate Education Paths and Career Options for International Studies Graduates:

The program's primary practical application is to prepare students for graduate studies in the disciplines of Business,

Economics, History, and Political Science, as well as careers in the fields of international trade and business and international affairs (e.g., diplomacy, NGO work, etc.).

Degree Programs

International Studies (B.A.) Requirements

Pre-major Requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|-------------------------------------|---------|
| BU 200 | Introduction to Business | 3 |
| EC 201 | Principals of Macroeconomics | 3 |
| POL 111 | Comparative Government and Politics | 3 |
| RE 103 | World Religions | 3 |
| HI 152 | World Civilizations II | 3 |

International Trade concentration additionally requires AC 201, which is also the pre-requisite for FIN 301

Major Requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|---------------------------------------|---------|
| POL 375 | International Relations | 3 |
| POL/RE 347 | Justice, Development and Human Rights | 3 |
| BU 402 | International Business | 3 |

3 credits from:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|------------------------------|---------|
| HI/POL 419 | Contemporary World Order | 3 |
| POL 438 | Globalization and Capitalism | 3 |
| POL 439 | Global Financial Crises | 3 |

27 credits from:

| COURSE NUMBER | COURSE NAME | CREDITS |
|----------------------|--|----------------|
| EC 320 | Economic Systems in the Age of Globalization | 3 |
| EC 420 | International Economics | 3 |
| ENV/EC 313 | Contemporary Economic Issues | 3 |
| ENV 400 | Current Global Environmental Issues | 3 |
| HI/POL 324 | Modern Europe | 3 |
| HI/POL 341 | Vietnam War | 3 |
| HI/POL 344 | Modern Southeast Asia | 3 |
| POL 374 | International Law | 3 |
| HI/POL 403 | American Diplomacy | 3 |
| HI/POL 419 | Contemporary World Order | 3 |
| HI 424 | Modern Russia | 3 |
| HI/POL 438 | Globalization and Capitalism | 3 |
| HI/POL 439 | Global Financial Crises | 3 |
| HI/POL 442 | Modern China | 3 |
| HI/POL 444 | Modern Japan | 3 |
| HI/POL 453 | Pacific Islands in the Modern Era | 3 |
| RE 365 | Introduction to Chinese Thought | 3 |
| RE 460 | Buddhism | 3 |

International Business Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| BU 200 | 3 Semester hours | PMR |
| COM 101 | 3 Semester hours | FOU |
| CUH 100 | 1 Semester hour | FOU |
| EN 101 | 3 Semester hours | FOU |
| FREE | 3 Semester hours | FOU |
| HI 152 | 3 Semester hours | PMR |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|-----------|------------------|----------|
| MA 103 | 3 Semester hours | FOU |
| EN 102 | 3 Semester hours | FOU |
| ENV 201/L | 4 Semester hours | FOU |
| RE 103 | 3 Semester hours | PMR |
| POL 111 | 3 Semester hours | PMR |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| AC 201 | 3 Semester hours | PMR |
| EC 201 | 3 Semester hours | PMR |
| BU 362 | 3 Semester hours | MR |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|------------------|-----------------|
| FIN 301 | 3 Semester hours | MR |
| MGT 306 | 3 Semester hours | MR |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | ELE |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---|------------------|-----------------|
| ENV/EC 313 | 3 Semester hours | MR |
| MKT 301 | 3 Semester hours | MR |
| BU 416, BU 487, COM 310, EC 320, EC 420, HI/POL 419, HI/POL 438, MKT 436, or POL 375 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---|------------------|-----------------|
| HI/POL 439 | 3 Semester hours | MR |
| FREE | 3 Semester hours | VAL |
| BU 416, BU 487, COM 310, EC 320, EC 420, HI/POL 419, HI/POL 438, MKT 436, or POL 375 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---|------------------|-----------------|
| BU 416, BU 487, COM 310, EC 320, EC 420, HI/POL 419, HI/POL 438, MKT 436, or POL 375 | 3 Semester hours | MR |
| BU 416, BU 487, COM 310, EC 320, EC 420, HI/POL 419, HI/POL 438, MKT 436, or POL 375 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---|------------------|-----------------|
| BU 402 | 3 Semester hours | MR |
| BU 416, BU 487, COM 310, EC 320, EC 420, HI/POL 419, HI/POL 438, MKT 436, or POL 375 | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**BU 200 will satisfy the Education in the Family Spirit Values requirement

***MA 103 will satisfy the Quantitative Skills Foundations requirement and is a required prerequisite for AC201

****ENV201/L will satisfy the Quantitative Reasoning Foundations requirement and is a prerequisite for ENV 313

****POL111 will satisfy the Critical Thinking Foundations Requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|----------|-----------------------|---|------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 30 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 36 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 18 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 20 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 15 |
| | | Total Credits | 122 |

International Relations Learning Outcomes

International Relations Learning Outcomes

Upon completion of the undergraduate B.A. program in International Studies - International Relations, students will be able to:

1. Recognize the major political, economic, and socio-cultural forces shaping international affairs, past and present.
2. Compare and contrast theories and perspectives in International Relations and International Studies.
3. Examine the primary global environmental threats at present and the international institutions and agreements created to address them.
4. Evaluate the profound political, economic, environmental, technological, and socio-cultural challenges facing humanity in the 21st Century.
5. Synthesize a position statement of their own that advances a cogent argument encompassing the student's view of the contemporary and potential future risks facing the global system.

International Relations Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| BU 200 | 3 Semester hours | PMR |
| COM 101 | 3 Semester hours | FOU |
| CUH 100 | 1 Semester hour | FOU |
| EN 101 | 3 Semester hours | FOU |
| HI 152 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | FOU |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------|------------------|----------|
| EN 102 | 3 Semester hours | FOU |
| POL 111 | 3 Semester hours | PMR |
| RE 103 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | FOU |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|----------------|------------------|-----------------|
| EC 201 | 3 Semester hours | PMR |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |
| See list below | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|----------------|------------------|-----------------|
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | VAL |
| FREE | 3 Semester hours | ELE |
| See list below | 3 Semester hours | MR |
| See list below | 3 Semester hours | MR |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|----------------|------------------|-----------------|
| POL 375 | 3 Semester hours | MR |
| See list below | 3 Semester hours | MR |
| See list below | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---|------------------|-----------------|
| FREE | 3 Semester hours | ELE |
| POL/RE 347 | 3 Semester hours | MR |
| See list below | 3 Semester hours | MR |
| See list below | 3 Semester hours | MR |
| HI/POL 419, HI/POL 438, or HI/POL 439 | 3 Semester hours | MR |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|----------------|------------------|-----------------|
| FREE | 3 Semester hours | ELE |
| See list below | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|----------------|------------------|-----------------|
| BU 402 | 3 Semester hours | MR |
| See list below | 3 Semester hours | MR |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | ELE |
| FREE | 3 Semester hours | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**BU 200 will satisfy the Education in the Family Spirit Values requirement

***POL111 will satisfy the Critical Thinking Foundations Requirement

****EC 201 will satisfy the Quantitative Reasoning Foundations requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| ELE | Elective | These courses fulfill overall credit requirements | 33 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 39 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 15 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 16 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 15 |
| | | Total Credits | 121 |

International Business Learning Outcomes

International Business Student Learning Outcomes

Upon completion of the undergraduate B.A. program in International Studies - International Business, students will be able to:

1. Integrate knowledge of key political, legal and ethical concepts held by diverse countries, regions, and international institutions to enable successful decision-making for issues related to international business and international relations.
2. Formulate successful strategies based on evaluations of the economic policies of countries, regions, and international institutions.
3. Apply knowledge of the cultural and social issues in a business situation to recommend courses of actions that incorporate appropriate response to cross-cultural differences
4. Evaluate present and future opportunities and risks for international relations and business activities in overseas developed and emerging markets.
5. Develop effective oral and written communication skills to analyze international situations to the target audience.
6. Use a working knowledge of the core concepts with each of the foundational business disciplines to make business decisions.

International Studies Minor

International Studies Minor

Pre-Minor Requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|-------------------------------------|---------|
| BU 200 | Introduction to Business | 3 |
| EC 201 | Principles of Macroeconomics | 3 |
| POL 111 | Comparative Government and Politics | 3 |
| RE 103 | World Religions | 3 |
| HI 152 | World Civilizations | 3 |

Minor Requirements:

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|--|---------|
| BU 402 | International Business | 3 |
| COM 310 | Intercultural Communication | 3 |
| EC 320 | Economic Systems in the Age of Globalization | 3 |
| EC 420 | International Economics | 3 |
| ENV/EC 313 | Contemporary Economic Issues | 3 |
| HI/POL 419 | Contemporary World Order | 3 |
| HI/POL 438 | Globalization and Capitalism | 3 |
| HI/POL 439 | Global Financial Crises | 3 |
| POL 374 | International Law | 3 |
| POL 375 | International Relations | 3 |
| POL/RE 347 | Justice, Development and Human Rights | 3 |

Upon completion of the International Studies minor, students will be able to:

1. Evaluate opportunities and risks for international activities in overseas markets.
2. Apply knowledge of the cultural and social issues in a business situation to recommend courses of actions that adjust and respond to cross-cultural differences.
3. Synthesize and integrate important concepts, principles and theories used in management into solutions to moderately complex management problems.

LIBERAL ARTS

The Associate of Arts in Liberal Arts degree requires the completion of a minimum of 60 semester hours of credit with a GPA of at least 2.0 (C) for all work completed at Chaminade. The degree also requires completion of the general education required for all Associate Degrees. At least 15 semester hours of course work must be completed at Chaminade. Students who intend to go on to the baccalaureate degree should select electives which fulfill pre-major and general education requirements which prepare the student to satisfy the additional requirements for the higher degree.

Mathematics Program Page

Mathematics

Discipline Coordinator: Dr. Chock Wong

Program Faculty: Sheryl Dohm, M.Ed., Dr. Matthew Cochran, Brother Robert Maruyama, MS., Dr. Chock Wong

The mission of the Mathematics Program is to promote mathematical literacy and prepare students for careers in science, education, business, and other professions that require a mathematics background. In the modern world, mathematical literacy is essential in order to perform jobs well. To respond to the need for mathematically literate graduates and to ensure the effectiveness of learning, every Chaminade student is required to take at least one mathematics course, which will be specified according to the student's major. (See the tracks of mathematics requirements under the general education requirements). New and transfer students are expected to take a mathematics placement test which is given to place students at the appropriate level of mathematics courses. A minor in mathematics is offered.

Mathematics Minor

Mathematics Minor

Upon completion of the Mathematics minor, students will be able to:

1. Students will generalize and apply mathematical concepts that are integrated into disciplines or appear in everyday life.
2. Students will distinguish and apply mathematical perception and practical skills in logical thinking, carrying out deductive and inductive reasoning.
3. Students will utilize the more advanced mathematical knowledge and computational skills to the study of other disciplines, numerically, analytically and graphically.
4. Where relevant, students will be able to initiate the growth of their own mathematical maturity to undertake higher-level studies in mathematics and related fields.

NATURAL SCIENCES

The Associate of Science in Natural Sciences degree requires the completion of a minimum of 60 semester hours of credit with a GPA of at least 2.0 (C) for all work completed at Chaminade. The degree also requires completion of the general education core for all Associate degrees. At least half of the courses in the concentration must be taken at Chaminade. Students who intend to go on to the baccalaureate degree should select electives which fulfill pre-major and general education requirements which prepare the student to satisfy the additional requirements for the higher degree.

Natural Sciences Associate of Arts (A.A.)

Associate of Science (A.A.) in Natural Sciences

Science concentration course requirements for the A.S. in Natural Sciences are:

- Two semesters of Chemistry (100 or 200 level) with Laboratory (8 to 10 credits)
- Two semesters of Biology (100 or 200 level) with Laboratory (8 to 10 credits)
- Completion of the Track B, D or E Mathematics requirements (3 or more credits)
- A first year seminar course in the discipline of their choice Chosen from: BI 100, DS 100, HP 190, ENV 100, FS 230

Upon completion of the AS undergraduate degree in Natural Sciences, students will be able to:

1. Carry out the scientific method by collecting, analyzing and interpreting data using appropriate mathematical and statistical tools
2. Communicate scientific knowledge and principles clearly and effectively
3. Perform laboratory, field or computationally-based practical scientific investigations safely, ethically, and effectively
4. Apply fundamental scientific concepts and techniques to evaluate and formulate solutions to issues requiring adaptation and/or change.

Natural Sciences Learning Outcomes

Learning Outcomes for the A.S. in Natural Sciences:

Upon completion of the AS undergraduate degree in Natural Sciences, students will be able to:

1. Use the scientific method, analyze and interpret data using appropriate mathematical and statistical tools
2. Communicate scientific ideas and principles clearly and effectively
3. Perform laboratory, field or computationally-based practical scientific investigations safely, ethically, and effectively
4. Apply fundamental mathematical, physical, and chemical concepts and techniques to scientific and societal issues

Nursing Overview

Nursing

Dean: Dr. Rhoberta Haley

Program Advisors: Program Advisors: Dr. Eurina Cha, Denise Cooper, Dr. Jeremy Creekmore, Denise Hackman, Dr. Tiffanie Hoffmeyer, Sharon Jensen, Dr. Edna Magpantay-Monroe, Dr. Lorin Ramocki, Dr. Julieta Rosado

Relation to the University Mission and Identity

The Nursing Program at Chaminade University recognizes its Catholic/Marianist tradition and strives to promote the principles that make Chaminade a unique place for nursing education. These principles include educating for formation in faith, hope, and love; providing quality education; maintaining and developing a family spirit and sense of community; providing service and working towards a peaceful and just world; and preparing students for adaptation and change. The cohort approach to the program encourages and fosters a sense of community amongst its members. Quality education is the goal as we seek to prepare competent nurses who will work towards improving the human condition and promoting and leading the profession of nursing.

The Bachelor of Science in Nursing program at Chaminade University provides students with foundational nursing knowledge and skill necessary for professional nursing practice in a liberal arts and values-based educational environment. The program is committed to the holistic development of its students: intellectually, spiritually, physically, emotionally, and socially.

The Catholic, Marianist, identity of Chaminade University emphasizes preparation for life, service, and career success. Within this framework, a vocational and professional emphasis characterizes the Chaminade School of Nursing. The Bachelors of Science in Nursing (BSN) Program prepares students for work in a variety of health care settings within Hawaii, the Pacific region, the U.S. mainland, and globally. The demographic intake of the School of Nursing reflects that of Chaminade (a Federally-designated Native Hawaiian serving institution), with a significant proportion of Native Hawaiian and Pacific Islander students. An emphasis on cultural competence, and on the significance of post-graduate contributions to society, leads Chaminade nursing graduates to contribute to the health and wellness of their communities and to a reduction of healthcare disparities in the Native Hawaiian and Pacific Islander populations.

Mission Statement

Chaminade University

The School of Nursing lives out the mission of the University by educating students to be competent and caring nursing professional who will promote health and high standards of practice, decrease health-related disparities in society, and enhance quality of life for their patients in a dynamic health care environment.

Goals

The goals of the Nursing Program are congruent with the University's academic vision and are as follows:

1. Provide a program leading to a baccalaureate degree in nursing, in which students are able to achieve the knowledge, skills, and Marianist values necessary for professional nursing practice and leadership in health care.
2. Ensure an educational foundation in the biological, physical, and social sciences as well as in the humanities all of which are essential to professional nursing practice
3. Foster an attitude of intellectual and critical inquiry that promotes evidence-based practice
4. Provide an educational experience that emphasizes engagement of students through active learning
5. Create a collegial environment that fosters professional development of students including life-long learning scholarship, and leadership
6. Prepare students for professional nursing roles in a dynamic health care environment
7. Prepare students to sit for the NCLEX examination and practice as a professional Registered Nurse
8. Provide a foundation for graduate study

Admission

Chaminade University of Honolulu welcomes applications from all students who have the ability, motivation, and preparation to benefit from a bachelor's degree in nursing. New students are accepted to the Nursing Major annually in the Fall Semester.. Selection for the program is a competitive process.

The following requirements must be met in order for a student to be considered for acceptance into the nursing major:

- Minimum GPA 2.75 (high school or college)
- Minimum SAT 1050

Chaminade University

- Minimum ACT 20
- Chemistry: One year of high school chemistry (or equivalent) with a grade of “C” or better
- Biology: Completion of high school biology (or equivalent) with a grade of “C” or better
- Algebra II: Completion of high school algebra II (or equivalent) with a grade of “C” or better

Required documents include high school transcript and all transcripts from colleges/universities previously attended. Candidates must also complete a 1-page personal statement and provide 2 letters of recommendation. All students who meet the above requirements will become part of the pool of students who are eligible for acceptance into the Nursing Major. Those deemed most qualified will be accepted as Nursing majors based on space available basis.

Once a student is admitted as a Nursing Major to the Nursing program, the student remains a Nursing major as long as he/she meets the requirements for progression. Students not admitted to the Bachelor of Science in Nursing program may subsequently reapply for admission.

This program leads to a professional licensure in all 50 states.

Progression

Students need to maintain a GPA of 2.50 throughout the course of study and earn a grade of C or better in BI 131, BI 151, BI 151L, BI 152, BI 152L, BI 162, BI 162L, BI 216, , CH 254, CH 254L, MA 100 and all nursing (NUR) courses to progress. If a student receiving a grade less than a C in BI 131, BI 151, BI 151L, BI 152, BI 152L, BI 162, BI 162L, BI 216, CH 254, CH 254L, or MA 100, the student must repeat the course and achieve a grade of C or higher in order to progress in the nursing curriculum. The student may only repeat the course one time. If a student receives a grade of less than C in any clinical nursing (NUR) course, the student will be placed on probation and may repeat the course one time (with no withdrawal). If the student does not attain a grade of C or better at that time, the student will be dismissed from the program, subject to review by the Dean, School of Nursing and Health Professions.

If a student's cumulative GPA falls below 2.50, the student is placed on probation from the Nursing Program. Any future incidence where the same student's cumulative GPA falls below 2.50 may result in a dismissal from the program.

If a student receives less than a “C” in a clinical course, the student may not move on to another clinical course. The student must repeat the clinical course, attain a grade of “C” or better to progress in the nursing curriculum, or be dismissed from the program.

If a student receives an Incomplete “I” in a nursing (NUR) course, the student may not progress to subsequent NUR courses in the curriculum.

In order to repeat a class that is required for the major, special permission may be required due to clinical space and demand limitations. It is important that students seek assistance to be successful in the nursing courses.

If a student requests permission to repeat a NUR class required for the major, the student must first meet with their nursing advisor to create a plan of success. A letter requesting space-available registration must be submitted to the Dean, School of Nursing and Health Professions.

1. A student must submit a letter to the Dean, School of Nursing and Health Professions requesting to repeat the required course. The letter should include the following information: what course the student is requesting to repeat, rationale for why the student should be allowed to repeat, and a plan for success.
2. The student must meet with the Dean, School of Nursing and Health Professions to discuss their request after submission of the request.

Certified Nursing Assistant Requirement

1. Before the beginning year two of the program, students must complete a state-approved Certified Nursing Assistant (CNA) course.
2. Before Spring semester of Year two, students must successfully pass the Hawaii State CNA exam (or be certified by recognition from another state within the past year).
3. No student may enter NUR 204 without the completion of this requirement.

Withdrawal from Nursing courses

Nursing majors may only withdraw from BI 131, BI 151, BI 151L, BI 152, BI 152L, BI 162, BI 162L, BI 216, CH 254, CH 254L, MA 100,, or any nursing (NUR) course one time, and then must successfully complete the course with a grade of “C” or better to progress in the program. Individual circumstances may be subject to review by the Dean, School of Nursing and Health Professions, for additional consideration.

Withdrawal from the School of Nursing

- Students withdrawing from the Nursing program for any reason must meet with the Dean, School of Nursing and Health Professions, and sign a withdrawal form.

- If a student has not responded to contact from their nursing advisor or the School of Nursing office and has been inactive or not enrolled in classes from the School of Nursing and Health Professions for a semester, the student will automatically be withdrawn from the Nursing program.

Re-admission

Re-admissions after withdrawal for any reason will be determined by the Dean, School of Nursing and Health Professions based on the individual circumstances related to the reason for withdrawal from the School of Nursing on a space-available basis. A student must submit a letter to the Dean, School of Nursing and Health Professions requesting to be readmitted to the School of Nursing. The letter should include the following information:

1. When and why the student withdrew from the program
2. Rationale for why the student should be re-admitted
3. A plan for success to be placed in the student record.

The student must also meet with the Dean, School of Nursing and Health Professions, to discuss possible re-admission.

Dismissal

Grounds for dismissal from the nursing program are determined by, but not limited to the following:

- After repeating a required clinical course one time and not achieving a grade of “C” or higher;
- Failure to disclose health or legal information;
- Failure to maintain confidentiality;
- Inability to maintain the minimum cumulative GPA of 2.50;
- Violations of student policies as described in the School of Nursing Student Handbook.

Once a student is dismissed they cannot be readmitted into the nursing program. Dismissal is final.

Bachelor of Science in Nursing (B.S.N.)

Bachelor of Science in Nursing (B.S.N.)

Pre-major requirements

AN 340, BI 131, BI 151 and BI 151L, BI 152 and BI 152L, BI 162 and BI 162L, BI 216, CH 254 and CH 254L, PSY 101, PSY 200, PSY 463, RE 371.

Pre-major courses will also fulfill general education requirements where appropriate.

Major Requirements

NUR 200, NUR 202, NUR 203, NUR 204, NUR 207, NUR 302, NUR 303, NUR 306, NUR 307, NUR 401, NUR 402, NUR 403, NUR 405, NUR 407, NUR 490, NUR 499.

Bachelor of Nursing Course Sequence

Example Course Sequence

Freshman Year - Year 1

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BI 151/L | 4 | PMR |
| COM 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| NUR 200 | 4 | MR |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|----------|---------|----------|
| BI 152/L | 4 | PMR |
| BI 216 | 3 | PMR |
| EN 102 | 3 | FOU |
| MA 100 | 3 | FOU |
| PSY 101 | 3 | PMR |

Sophomore Year - Year 2

Fall Sequence - 18 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| BI 162/L | 4 | PMR |
| CH 254/L | 4 | PMR |
| NUR 202 | 3 | MR |
| BI 131 | 3 | PMR |
| NUR 207 | 4 | MR |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| NUR 203 | 3 | MR |
| NUR 204 | 4 | MR |
| PSY 200 | 3 | PMR |
| GEN ED | 3 | FOU |
| GEN ED | 3 | VAL |

Junior Year - Year 3

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|-----------------------|----------------|-----------------|
| AN 340 | 3 | PMR |
| NUR 302 | 5 | MR |
| NUR 306 or NUR 307 | 3 | MR |
| PSY 463 | 3 | PMR |
| GEN ED | 3 | VAL |

Spring Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|-----------------------|----------------|-----------------|
| NUR 303 | 5 | MR |
| NUR 306 of NUR 307 | 3 | MR |
| RE 371 | 3 | PMR |
| GEN ED | 3 | VAL |
| GEN ED Capstone | 3 | CAP |

Senior Year - Year 4

Fall Sequence - 17 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| NUR 401 | 4 | MR |
| NUR 402 | 4 | MR |
| NUR 403 | 3 | MR |
| NUR 407 | 3 | MR |
| GEN ED | 3 | VAL |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| NUR 405 | 4 | MR |
| NUR 490 | 3 | MR |
| NUR 499 | 6 | MR |
| GEN ED | 3 | VAL |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**PSY 101 will satisfy the Education in the Critical Thinking Foundations requirement

***RE 371 will satisfy the Integral (Holistic) Education for Global Awareness Values requirement

****BI 131/L will satisfy the Quantitative Reasoning Foundations Requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | Capstone | This course fulfills the general education capstone requirement | 3 |
| MR | Major Requirement | These courses fulfill Major Competencies requirements | 61 |
| PMR | Pre-Major Requirement | These courses fulfill Program Competencies requirements | 37 |
| FOU | Foundational Skills | These courses fulfill critical foundational skills requirements | 16 |
| VAL | Values | These courses fulfill critical foundational skills requirements | 15 |
| | | Total Credits | 132 |

Nursing Learning Outcomes

Nursing Learning Outcomes

Upon completion of the undergraduate B.S. program in Nursing, students will be able to:

1. **Patient-Centered Care:** Utilize the nursing process to advocate for safe, holistic, patient-centered care across the lifespan, incorporating the Marianist value of service, justice and peace.
2. **Collaboration:** Apply leadership and communication skills to ensure quality, collaborative, and continuous patient care.
3. **Evidence-Based Practice:** Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan.
4. **Informatics:** Incorporate informatics and healthcare technologies into the practice of professional nursing.
5. **Quality Improvement:** Contribute to the safety and quality improvement of the healthcare environment.

MASTER OF PASTORAL THEOLOGY (MPT)

Overview

Master of Pastoral Theology (MPT) Overview

Master of Pastoral Theology courses are scheduled as part of the Diocese of Honolulu Diaconate Education program. When the student applies, the Director will develop a degree plan for the student. The cycle of courses generally requires a minimum of three years to complete the program requirements.

Students and faculty in the Master of pastoral Theology (MPT) program strive to create a community of learners who focus on nurturing a practical foundation in Christian theology and practice. Grounded in the Catholic and Marianist traditions, the program promotes effective service within the various ministries of the Church, while enhancing the students' understanding of their personal faith journeys.

The program also provides a series of concentrations for further study that will enhance the skills and broaden student perspectives on issues and ideas affecting the church and society. Among the current concentrations are the diaconate education track, leadership within a service-oriented context, religion and society, opportunities for developing skills in pastoral counseling and spiritual direction. Some of the concentrations have courses that are cross-listed with the other graduate programs at Chaminade University. The course of study is designed to foster partnerships with those graduate programs and with other community institutions.

The MPT program awards certificates of study for each of the concentrations.

| SCHEDULING | |
|-------------------|--|
| Campus-Based | MPT – General |
| | MPT – Certificate of Pastoral Ministries |
| | MPT – Certificate of Spiritual Direction & Pastoral Counseling |

You may choose to receive the degree and the certificate, or you may choose to receive the degree or the certificate.

Chaminade University

DIVISION CONTACT

Director, Academic Program of Diaconate Formation and Graduate Programs in Theology

Phone Number: (808) 739-8341

MASTER OF PASTORAL THEOLOGY (MPT)

Requirements

Master of Pastoral Theology (MPT) Requirements

The MPT program is a non-thesis graduate program. The course of study requires a minimum of 34 graduate credits. The preference for entry into the program is an undergraduate degree in theology or religious studies with an emphasis in Christian studies. Applicants without such preparation will be required to take the prerequisite foundation courses or their equivalent. Although students are taking these courses for credit, they do not apply to the minimum number of credits required for completion of the degree program.

Master of Pastoral Theology students are admitted to cohorts that begin degree work with the summer intensive. 500-level courses and other preparation work can be completed prior to the beginning of candidate's cohort.

| MPT PREREQUISITE FOUNDATION COURSES | |
|---|------------------------------------|
| Required | |
| RE 501 | Foundations of Biblical Theology |
| RE 502 | Foundations in Systematic Theology |
| | |
| Recommended based on academic and/or professional background | |
| RE 500 | Research Methods |
| RE 503 | Foundations in Historical Theology |
| RE 504 | Foundations in Moral Theology |
| RE 515 | Introduction to the New Testament |
| | |
| MPT MASTER OF PASTORAL THEOLOGY (34 CREDIT MINIMUM REQUIRED) | |

| | |
|--|---|
| Canon Law | |
| RE 731/406 | Code of Canon Law |
| | |
| MPT SCRIPTURE STUDIES (15 CREDITS REQUIRED) | |
| RE 600/401 | Prophets and Writings |
| RE 606/400 | Pentateuch and Historical Books |
| RE 607 | Synoptic Gospels and Act |
| RE 608 | Pauline Corpus and Catholic Epistles |
| RE 609 | Johannine Writings and Revelation |
| | |
| MPT SYSTEMATIC THEOLOGY (9 CREDITS REQUIRED) | |
| RE 637 | Christology and Trinity |
| RE 642 | Ecclesiology Its Nature and Mission |
| RE 643 | Sacramental Theology and Practice |
| | |
| MPT MORAL THEOLOGY REQUIREMENT (3 CREDITS REQUIRED) | |
| RE 664 or RE 629 | Moral Theology: Fundamental and Applied Catholic Social Teaching |
| | |
| MPT REQUIRED CAPSTONE COURSE (1 CREDIT REQUIRED) | |
| RE 790 | Pastoral Theology Seminar |
| | |
| MPT ELECTIVE CHOOSE ONE COURSE (3 CREDITS MINIMUM) | |
| RE 616 | History and Theology of Vatican II/Catholic Catechism |

| | |
|--------|---|
| RE 621 | History of the Early Church |
| RE 622 | Interreligious Dialogue/Ecumenical Ministry |
| RE 626 | Theological Anthropology: Sin and Grace |
| RE 628 | New Evangelization: Small Christian Communities |
| RE 647 | Theology of Liturgy |
| RE 661 | Approaches of Morality |
| RE 662 | Contemporary Moral Problems |
| RE 680 | Special Topics in Systematic Theology |
| RE 730 | Homiletics |
| RE 740 | Mary in the Christian Tradition |

MPT Pastoral Counseling and Spiritual Direction

Students will explore the foundational issues underlying effective counseling, particularly as it impacts on pastoral counseling and spiritual direction in a multicultural environment. This certificate requires a minimum of 24 credits. MSCP courses may require prerequisites, and the required courses may not be offered during a single academic year. However, the two Religion courses (RE 685 and RE 687) will be offered to cohorts on consecutive summers. The MSCP program recommends that students in the certificate program take PSY 524 Abnormal Psychology if they do not have a course in the area in their academic history. While learning the basics of pastoral counseling and spiritual direction, one of the outcomes of this program is a clear understanding of when and to whom referrals must be made in the context of everyday lay ministry.

| MPT MSCP CORE (18 CREDITS) | |
|-----------------------------------|---|
| PL 670/PSY 521 | Personality |
| PL 671/PSY 601 | Ethical and Professional Issues in Counseling |
| PL 673/PSY 603 | Introduction to Counseling Skills |
| PL 675/PSY 611 | Group Processes |
| PL 771/PSY 736 | Cross-Cultural Counseling |
| PL 775/PSY 773 | Spiritual Dimensions of Counseling |
| MPT SUMMER INTENSIVE I | |
| RE 685 | Pastoral Counseling |
| MPT SUMMER INTENSIVE II | |
| RE 687 | Spiritual Directions |

PERMANENT DIACONATE EDUCATION TRACK (64 CREDITS)

The Diaconate Education Track is a cohort program specifically designed to meet the requirements for ordination of permanent deacons in the Roman Catholic Church. While it accomplishes the aspirations of the MPT degree, it allows for more depth of reflection and specific applications to the ministry of the permanent deacon in the Church. Students in the Diaconate Formation Program may opt for either the Diaconate Education Track, the traditional MPT degree, undergraduate credit (not applicable to the graduate degree), or for a non-credit Certificate in Pastoral Ministries.

DESCRIPTION OF THE COURSE OF STUDY WITHIN THE MPT

The Master of Pastoral Theology Permanent Diaconate Education Track is designed to provide the academic preparation that is required for ordination of a permanent deacon in the Roman Catholic Church. The course of study will provide a strong foundation in Scripture studies, theology and philosophy, as well as provide training in the homiletic, counseling, stewardship skills that are necessary for success in the role of a permanent deacon serving in this diocese. The scope of study greatly expands the normal requirements for the Master of Pastoral Theology degree, but remains consistent with the general learning outcomes of that

degree. Because of the varying academic preparations of the candidates and their wives (who also are required to attend the deacon preparation program), the academic program is set up to award graduate, undergraduate, or continuing education credits, based on three distinct levels of requirements in the courses.

Courses for this track are offered as part of the formation program for permanent deacons. In order to match the structure of the overall program that prepares candidates for ordination to the permanent diaconate, the course of study is scheduled in three trimesters that run from January to March, March to May, and September to November each year. Courses are set up in Hybrid format included face-to-face and online instructional experiences. Instructors meet with students during each three month trimester at the scheduled formation weekends. Candidates seeking graduate or undergraduate credit continue the education process online during the three month session.

In addition to the overall Program Outcomes for the MPT degree, the Diaconate Education Track includes two further program outcomes.

Students completing the MPT Diaconate Education Track will demonstrate:

- An understanding of the western philosophical themes and movements and how they impacted theological thinking in the Christian community
- An understanding and application of skills required for successful ministry as a permanent deacon.

| PREREQUISITE COURSES (6 CREDITS) | |
|--|------------------------------------|
| RE 501 | Foundations of Biblical Theology |
| RE 502 | Foundations of Systematic Theology |
| PH 550 | Philosophy of Thomas Aquinas |
| MINISTRY SPECIFIC CORE | |
| RE 731/406 | Code of Canon Law |
| RE 730/404 | Homiletics |
| SCRIPTURE STUDIES (15 CREDITS REQUIRED) | |
| RE 600/401 | Prophets and Writings |

| | |
|--|---|
| RE 606/400 | Pentateuch and Historical Books |
| RE 607 | Synoptic Gospels and Acts |
| RE 608 | Pauline Corpus and Catholic Epistles |
| RE 609 | Johannine Writings and Revelation |
| PHILOSOPHY (3 CREDITS) | |
| PH 650/481 | Philosophy |
| SYSTEMATIC THEOLOGY (24 CREDITS REQUIRED) | |
| RE 616/416 | History and Theology of Vatican II/Catholic Catechism |
| RE 621/411 | History of the Early Church |
| RE 622/422 | Interreligious Dialogue/Ecumenical Ministry |
| RE 628/428 | New Evangelization/Small Christian Communities |
| RE 637/408 | Christology and Trinity |
| RE 642/405 | Ecclesiology: Its Nature and Mission |
| RE 643/407 | Sacramental Theology and Practice |
| RE 647/417 | Theology of Liturgy |
| RE 740/418 | Mary in the Christian Tradition |
| MORAL THEOLOGY REQUIREMENT (6 CREDITS) | |
| RE 664 | Moral Theology: Fundamental and Applied |
| RE 629 | Catholic Social Teaching |
| | |

| CAPSTONE COURSE (1 CREDIT REQUIRED) | |
|--|---------------------------|
| RE 790 | Pastoral Theology Seminar |

PROGRAM ASSESSMENT PLANS

1. Alumni and diocesan surveys are used to assess needs and effectiveness of the program in preparing students to meet those needs.
2. Faculty use indirect and direct evidence assessment tools for each class. The tests are based on the learning outcomes for the course, which are in turn linked to the program learning outcomes. Results of the tests are collected to give an overview of the on-going learning process in the program and to track effectiveness in reaching each of the program learning outcomes. Rubric-based assessment tools are designed to track the relative attainment of the learning outcomes as indicated in the program matrix. Assessment tools will include a variety of formats appropriate to the knowledge or skill area being assessed.
3. Diaconate Education Track students will prepare an electronic portfolio for the program that they will present for assessment by the Program and to the leadership of the Diocesan Permanent Diaconate Program. The portfolio will contain representative work from each of their courses as evidence of their attainment of each program outcome as well as an integrative essay.
4. Students will also complete exit surveys prior to their ordination to assess their overall perception of the experience, and participate in a comprehensive assessment exam that will be used for evaluation of the program and part of the evaluation of the candidate's readiness for ordination.

TRANSFER CREDIT POLICY

Students may apply for acceptance into the program and request consideration for transferring credits from another accredited program. The Director will determine the acceptability of credits and apply them to the program requirements. The decision of the Director in this regard is final. Transfer students will be expected to complete at least half of their total credit within the MPT program, including the completion of PL/RE 601, PL/RE 603 and RE-790.

Master of Pastoral Theology Learning Outcomes

Master of Pastoral Theology Learning Outcomes

Upon completion of the Master of Pastoral Theology, students will be able to:

1. Identify the constitutive elements of Catholic theology: its historical development, its contemporary expression within a Vatican II framework, and its context within the broader Christian tradition.
2. Develop methods of critical theological reflection in response to issues, needs, and concerns of various pastoral contexts within and for communities of Hawaii and the Pacific Rim.
3. Compare and contrast theological positions and values within the Christian community.
4. Engage the Marianist tradition of education for service, peace, and justice in ways that respond and lead to active participation within changing local and global environments.

PERFORMING ARTS

Program Advisors: S.M., Dr. Timothy Carney, Bro. Gary Morris, M.S.

Mission

The Minor in Performing Arts encourages life-long participation in the arts, development of amateur performers and good audience members who are cognizant of the elements of the performing arts.

Vision

The program's mission to develop skills and knowledge is best realized through participation in a systematic program of knowledge and skill acquisition found in the curriculum of the minor in performing arts. The minor is one of the ways that we participate in the wider Marianist educational tradition by educating the whole person, with its special emphasis on the aesthetic dimension of our experience. Through the development of intimate learning communities engaged in production of music and theatre, students develop relationships to their fellow students and instructor, and the scores and play themselves that are rare in any educational experience. As it has been said, the real focus of the program is informed experience not simply conceptual understanding. The program seeks to develop the imagination of the students through their participation. Improvisation and interpretation of scores requires research, preparation, and discipline in application. Performance is a unique environment within which self-confidence develops as the students face the challenges of the piece to be performed in public. Finally the program seeks to engage the attention of the student over the years of university attendance, with the result that disciplined attention is learned that will be characteristic of the student's life-long engagement and support of the performing arts.

Performing Arts Minor

Performing Arts Minor

Program Structure:

The minor requires 15 upper division credits, made up of 12 credits of applied Music and/or Theatre Production courses, and three credits of either THR 490 or MU 490, the capstone courses for the minor.

Pre-minor requirements: PAR 208, PAR 210, or PAR 230 (3 credits); and a minimum of three credits from MU or THR lower division production courses which are the prerequisites for 300-level production courses. The Program Advisors may waive the pre-minor requirements based on student experience and abilities.

Minor Requirements:

Applied Music and/or Theatre Production (12 upper division credits):

The student will select any combination of 12 upper division credits from the Music and Theatre production or individualized instruction courses chosen from THR 305, 320, 325, 330, 405, 420, or 425 and MU 325, 350, 351, 362, 385, 425, 450, 451, 462, or 485.

Music or Theatre Capstone Course (2 credits)

Select one course from MU 490 or THR 490. All individualized performance courses have an individualized performance course fee requirement. The capstone courses are exempt from this fee.

Upon completion of the Performing Arts minor, students will be able to:

1. Develop a written critique of a live performance that demonstrates application of the rules for criticism in the performing arts.
2. Define and apply terminology and techniques used in the performing arts in a written or oral presentation.
3. Interpret and articulate the history and development of the performing arts, particularly development of specific art forms, styles, and genres.

PHILOSOPHY

Program Advisors: Dr. Chitha R. Unni, Dr. Lilia Castle, and Dr. Peter Steiger

Mission: The minor in Philosophy engages students in the arts of thinking and writing clearly, applying critical thought to contemporary issues, and developing an understanding of the traditional philosophical themes in light of the Catholic Intellectual Tradition.

The minor in Philosophy introduces the student to a variety of philosophical traditions and the art of thinking and writing clearly about complex ideas. Although there is an emphasis on the traditions of western philosophy, eastern thought is also introduced. Every effort is made to relate philosophy to other academic disciplines as well as to the practical questions of contemporary life. Specifically, courses in philosophy are designed to help students evaluate arguments, deliberate moral choices, make value judgements, and to adopt rigorous methods to investigate physical and social realities. The program encourages students to form serious religious, metaphysical and political orientations within which to make important decisions in their lives.

Students may use the Philosophy minor as their area of concentration within Humanities major. See the structure of that program under “Humanities”.

Philosophy Minor

Philosophy Minor

Pre-minor requirements: any 100-level Philosophy course.

Minor requirements: 15 semester hours of 300 or above level courses in philosophy to be selected in consultation with the program advisor. This includes the required capstone course, PH 490.

Program student learning outcomes are assessed individually in specific course work (course student learning outcomes) and cumulatively in the capstone course, PH 490.

Philosophy Learning Outcomes

Upon successful completion of this program, the student will demonstrate:

1. An understanding of the perennial problems that form Western philosophical thinking
2. An understanding of the question, “why is there something rather than nothing?”
3. An understanding of the theories of meaning and use of language in creating meaning in personal and social contexts
4. An understanding of the major similarities and differences in approaches and content of classical and contemporary ethical theories
5. An understanding of justice, its relationship to peace and its context in Catholic Social Teaching and how this tradition compares with other theories of justice and peace
6. An understanding of various concepts of meaning that challenge the nihilism suggested by the limits of human life, including the Catholic response that we do something because we have been loved into existence

PHYSICS

Program Advisors: Matthew Cochran, Ph.D.

The offerings in physics are primarily intended to provide the physics components required for degree majors in Biology, Biochemistry, and Forensic Science. Additionally, physics courses meet general education science requirements for the other degrees. A minor in physics is offered.

Mission Statement

The mission of the physics program at Chaminade is to provide a strong physics background for students majoring in Biology, Biochemistry, and Forensic Science. In addition, the program is committed to serving students majoring in Environmental Science and students fulfilling General Education requirements. An overarching goal is to teach and encourage key physics skills such as problem solving, using multiple representations, estimating, and using data and theory to inform each other.

Physics Minor

Physics Minor

Pre-minor requirements: MA 210 and MA 211, PHY 251 and PHY 252

Minor requirements: MA 311 (3 credits), MA 401 (3 credits) and 6 additional upper division credits in physics

Upper division Physics courses are offered according to sufficient demand (usually a section of 8 or more students). Individualized studies depend on faculty availability and may not be available in a given semester, and are not recommended for advanced Mathematics courses. Due to the advanced nature of the material, individualized studies will require the same contact hours from instructor and student as the regularly scheduled class. Students should declare the PHY minor and work with the PHY minor advisor in order for student cohorts to be assembled in a given year.

Upon completion of the Physics minor, students will be able to:

1. Apply quantitative reasoning and appropriate mathematics to describe phenomena in the natural world.
2. Interpret multiple scientific representations, including verbal descriptions, diagrams, graphs, formulas, and translate between them.
3. Apply physics principles to understand living systems, scientific instrumentation, and everyday experiences.

Psychology Overview

Psychology

Program Advisor: Dr. Darren Iwamoto

Faculty: Dr. Dale Fryxell, Dr. Abby Halston, Dr. Blendine Hawkins, Dr. Robert Santee, and Dr. Tracy Trevorrow

Psychology is the scientific study of how people think, feel and act as individuals and groups within a variety of interrelated environments. The Psychology program is student centered with the focus on the education of the whole person integrating cognitive, behavioral, emotional, and spiritual aspects within social contexts. Distinguishing features of the Psychology program are students from multi-cultural perspectives, dynamic and compassionate faculty, encouragement of self-awareness and exploration toward a deeper understanding of self, Asian perspective in Psychology, and fostering of the application of Psychology to the self and others in the global community.

Mission

The Bachelor of Science degree in Psychology is designed to educate, within the context of Marianist educational values, students in both theoretical and applied aspects of Psychology for the purpose of assisting them in adapting in various, interrelated environments.

PSY Requirements

PSY Requirements

Major requirements:

| | | |
|--|---|---|
| MAJOR REQUIREMENTS: | | |
| PSY 200 | Life Span Development | 3 |
| plus 45 additional semester hours of upper division PSY courses including: | | |
| PSY 315 | Behavioral Sciences Statistics | 3 |
| PSY 316 | Research Methods in Psychology | 3 |
| PSY 321 | Psychology of Personality | 3 |
| PSY 322 | Social Psychology | 3 |
| PSY 327 | Career Development in the Behavioral Sciences | 3 |
| PSY 406 | Counseling Psychology | 3 |
| PSY 424 | Abnormal Psychology | 3 |
| PSY 434 | Organizational Psychology | 3 |
| PSY 436 | Cross-Cultural Psychology | 3 |
| PSY 451 | Health and Stress Psychology | 3 |
| PSY 464 | Evolutionary Psychology | 3 |
| PSY 490 | Senior Seminar in Psychology | 3 |
| Elective | | 3 |
| Elective | | 3 |
| Elective | | 3 |

Students are required to meet the Psychology program requirements in the Catalog at the time of Declaration of Major. However, the University and the Psychology Program reserves the right to make necessary and desirable changes, especially with reference to assuring that current knowledge, standards and requirements in the field of Psychology and in the Psychology Program are being addressed.

Behavioral Sciences Division Requirement: PSY 327

In addition to University requirements of a minimum GPA of 2.0 to graduate, students must have a **minimum GPA of 2.0** in their Psychology major or minor course work.

Assessment

The skills and competencies for the program student learning outcomes are developed and assessed in the courses and are known as Student Learning Outcomes. These are part of all syllabi. The specific program learning outcomes are cumulative in nature and assessed at the end of the program in PSY 490.

Psychology Course Sequence

Psychology Course Sequence

Freshman Year - Year 1

Fall Sequence -16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| COM 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| FREE | 3 | FOU |
| PSY 101 | 3 | PMR |
| FREE | 3 | FOU |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| FREE | 4 | FOU |
| EN 102 | 3 | FOU |
| PSY 200 | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| PSY 315 | 3 | MR |
| PSY 321 | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------|---------|----------|
| PSY 316 | 3 | MR |
| PSY 322 | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | ELE |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| PSY 424 | 3 | MR |
| PSY 451 | 3 | MR |
| PSY 327 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| PSY 406 | 3 | MR |
| PSY 434 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| PSY 464 | 3 | MR |
| PSY 436 | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| PSY 490 | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | CAP |

Psychology Learning Outcomes

Psychology Learning Outcomes

Upon completion of the undergraduate B.S. program in Psychology, students will be able to:

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY (MSCP) Overview

Master of Science in Counseling Psychology (MSCP)

The Master of Science in Counseling Psychology (MSCP) program at Chaminade University of Honolulu (CUH) was developed, based on a 1978 needs assessment survey, to prepare counselors for the community. The MSCP program WAS designed to be consistent with the humanistic and Marianist Educational Values of Chaminade University. Given the needs assessment and considerable discussion about program structure and logistics, the MSCP program was established in January of 1985 with one emphasis: Human Services (renamed Community Counseling in 2001, renamed Mental Health Counseling in 2011). The MSCP program currently has three emphases: School Counseling, Mental Health Counseling and Marriage and Family Counseling. The School Counseling emphasis was given provisional approval by the State of Hawai'i Department of Education (DOE) in the fall of 1987. The Chaminade Behavioral Sciences Division Counseling Psychology Program/School Counseling emphasis was granted full approval by the Hawai'i Teacher Standards Board effective January 2010. The Marriage and Family Counseling emphasis official began in the Fall 2000.

The degree of Master in Counseling Psychology is designed to prepare students as counselors in order to work in the community and in the schools in a manner consistent with the Mission and Strategic Plan of Chaminade University, and with the University's Humanistic, Marianist Educational Values. Chaminade University's mission and strategic plan offer its students an education in a collaborative learning environment that prepares them for life, work, and service. Essentially, this preparation results in general student learning outcomes relative to assisting children, youth, and adults in adapting, cognitively, emotionally and behaviorally to various interrelated interpersonal, educational, familial, community, organizational, and societal environments.

This program leads to a professional licensure in Hawaii only.

Honor Society

Psi Chi International Honor Society

Psi Chi International Honor Society in Psychology recognizes scholastic excellence by undergraduate and graduate students majoring in Psychology. Graduate students must be of good character, have successfully completed 15 semester hours in the MSCP Program, have a cumulative GPA of 3.7, and have completed a minimum of ten hours in verified community service or service learning prior to induction.

Membership in Psi Chi is an earned honor that is for life. For further information about Psi Chi or to download an application, visit the website www.psychi.org. For questions, please contact psichi@chaminade.edu or the MSCP program office at (808) 735-4751.

| SCHEDULING | |
|-------------------|--|
| Campus- Based | MSCP-School Counseling Emphasis |
| | MSCP- Mental Health Counseling Emphasis |
| | MSCP-Marriage and Family Counseling Emphasis |

Division Contact

Director, Master of Science in Counseling Psychology
Chaminade University of Honolulu
Address: 3140 Waialae Avenue
Honolulu, HI 96816
Phone Number: (808) 735-4751

Professional Organizational Membership

Joining a professional organization is part of developing as a professional and learning the benefits of joining a national organization. These organizations provide workshops and continuing education for students and licensed professionals. Membership in one of the organizations for the counseling profession must be obtained prior to starting class and maintained throughout the student's enrollment in the MSCP program.

Professional identification is important to the individual. As a student, state, and national professional organizations provide a bridge between the transition from student to clinical professional.

Coherence

The framework for conceptualizing issues, providing coherence, direction, and integrating curriculum, instruction, clinical experience and assessing student learning outcomes regarding the preparing and development of counselors in the MSCP program at CUH is derived from, and aligned with, various sources including:

- Faculty input
- The Standards of the National Board for Certified Counselors (NBCC)
- The Standards of masters in Psychology and Counseling Accreditation Council (MPCAC)
- The American School Counseling Association (ASCA)
- The American Counseling Association (ACA)
- The American Association for Marriage and Family Therapy (AAMFT)

Chaminade University

- The State of Hawai'i Licensure Standards for Marriage and Family Therapy
- The State of Hawai'i Licensure Standards for Professional Counselors
- The Western Association of Schools and Colleges (WASC)
- Hawai'i Teacher Standards Board (HTSB)
- The Hawai'i State Department of Education Six General Learner Outcomes
- The community-based MSCP School Counseling Advisory Board
- The community-based MSCP Mental Health Counseling Advisory Board
- The community-based MSCP Marriage and Family Counseling Advisory Board
- The Chaminade University Mission and Strategic Plan
- The Five Marianist Educational Values of Chaminade University

Coherence among curriculum, instruction, clinical experience, and assessment across a candidate's program is established in several ways, including the foundational use of NBCC and MPCAC standards.

The MSCP program at Chaminade University utilizes the Standards of the NBCC and MPCAC as the framework for curricular experience and demonstrated knowledge of the common core areas that are required of all students across each of the three emphasis: School Counseling, Mental Health Counseling, and Marriage and Family Counseling.

The MSCP program is structured so that all students have a strong theoretical foundation and basic counseling skill development before they enter the clinical portion of the program. The clinical portion of the program occurs during the last three terms of the program. Thus, students move from common foundation courses through common core courses and emphasis specific courses.

Master of Science in Counseling Psychology (MSCP) Requirements

Master of Science in Counseling Psychology (MSCP) Requirements

Emphasis

The program has three areas of emphasis: School Counseling, Mental Health Counseling, and Marriage and Family Counseling.

SCHOOL COUNSELING EMPHASIS (60 CREDIT HOURS)

The School Counseling emphasis is designed to prepare students as counselors within school settings K to 12 for the purpose of promoting and enhancing the learning process relative to helping K to 12 students learn to help themselves in adapting to their various interrelated environments. This emphasis promotes and enhances the learning process within the context of academic development, career development, and personal/social development. This learning process, relative to these three contexts, promotes and enhances growth in such areas as the K to 12 student becoming a self-directed learner, a community contributor, a complex thinker, a quality producer, an effective communicator, and an effective and ethical user of technology.

The vision of the MSCP School Counseling emphasis is to prepare school counselors to be successful in the educational community and, in the process of their educational preparation, to establish and strengthen partnerships with the DOE, independent educational institutions, and interrelated environments supportive of the educational process.

Students will be placed in schools, at both elementary and secondary levels, for the required Practicum and Internships. At least one of these schools will be a Hawai'i Department of Education and public school. The program provides considerable opportunity to observe and practice counseling skills under supervision of both a Hawai'i Teacher Standards Board approved site supervisor and University personnel.

PRAXIS EXAMS

The Hawai'i Teachers Standards Board (HTSB) approved the following options for verifying basic skills and content knowledge for licensure.

Basic skills may be verified by one of the following options:

- Passing Scores on the PRAXIS I, Pre-Professional Skills Test (PPST)
- Bachelor's degree awarded by an accredited institution of higher education

Content knowledge may be verified by successful passing the PRAXIS II Professional School Counselor content exam.

- It is a program requirement that all School Counseling emphasis students must successfully verify meeting the HTSB Basic Skills requirement prior to taking any School Counseling courses.
- It is a program requirement that all School Counseling emphasis students must successfully complete the Praxis II Professional School Counselor Exam and provide official documentation of the passing score, prior to entering Internship A. Students who complete the program requirements for the emphasis in School Counseling will be eligible for the K-12 School Counseling license by the Hawai'i Teacher Standards Board.
- Students will only be eligible to enter Internship A once the Basic Skills and Content Knowledge requirements have been successfully completed and verification submitted to the program office.

For more information about the PRAXIS exams please refer to the following website: www.ets.org/praxis. Please review the PRAXIS exams information on this site. There are links to a variety of information, including Hawai'i state requirements, passing scores, test sites, test dates, registration and fees, codes, etc.

For Praxis test prep, visit this website www.ets.org/praxis/prepare/webinars. Candidates can find information and register here for test prep. Registration usually opens about one week prior to the webinars.

For more information about being licensed as a School Counselor in the State of Hawai'i, please refer to the following website: www.hawaiiteacherstandardsboard.org.

THE EXAMS YOU ARE REQUIRED TO PASS ARE:

PRAXIS I – PPST, or submit an official undergraduate transcript with confirmation of a Bachelor's degree from a regionally accredited college or university to the MSCP program office.

PRAXIS II – subject assessment: Professional School Counselor exam.

The student learning outcomes for the School Counseling emphasis are based on the National Board Certified Counselors content requirement for school counseling and the Hawai'i Teacher Standards Board. The School Counseling emphasis is approved by the Hawai'i Teacher Standards Board. School Counseling emphasis students will demonstrate:

- Declarative knowledge (e.g., the foundation, theory, and concepts) of an effective school counselor
 - Procedural knowledge (e.g. ability to apply the skills) of an effective school counselor
-

MENTAL HEALTH COUNSELING EMPHASIS (60 CREDIT HOURS)

The Mental Health Counseling emphasis is designed to prepare students as counselors in order to help children, adolescents, and adults help themselves in adapting cognitively, emotionally and behaviorally, to various interrelated interpersonal, educational, familial, community, organizational, and societal environments.

The vision of the MSCP Mental Health Counseling emphasis is training mental health counselors to be successful in the community and in the process of training, establish and strengthen partnerships with the various interrelated educational, familial, community, organizational and societal environments.

Students will be placed under the supervision of either a licensed Mental Health Therapist, licensed Clinical Social Worker, licensed Psychologist, licensed Marriage and Family Therapist, licensed Advanced Practice Registered Nurse with a specialty in mental health, or physician with a specialty in Psychiatry for the required practicum and internships.

The Mental Health Counseling emphasis can be individualized by the selection of elective courses suited to individual needs and career goals. The program provides considerable opportunity to observe and practice counseling skills under supervision by both site and University personnel.

The Student Learning Outcomes for the Mental Health Counseling Emphasis are based on the National Board for Certified Counselors content requirement for professional counseling and the State of Hawai'i Licensure Standards for the Mental Health Counselor.

Mental Health Counseling emphasis students will demonstrate an understanding of:

- Foundations of mental health counseling
- Contextual dimensions s: mental health counseling
- Knowledge and skills for the practice of mental health counseling

MARRIAGE AND FAMILY COUNSELING EMPHASIS (60 CREDIT HOURS)

The Marriage and Family Counseling emphasis is designed to prepare students in family systems therapy and relational/systemic philosophy through the integration of theory, practice, and research, to provide a foundation for clinical practice in varying community and clinical settings with diverse populations and different client configurations such as with children, adolescents, adults, couples, and families.

The vision of the Marriage and Family Counseling emphasis is training Marriage and Family Counseling counselors to be successful in the community and, in the process of training, establish and strengthen partnerships with the various, interrelated educational, familial, community, organizational, and societal environments.

Students will be placed under the supervision of a licensed Marriage and Family Therapist for the required practicum and internships. The program provides considerable opportunity to observe and practice counseling skills under supervision of both site supervisor and University personnel.

The Student Learning Outcomes for the Marriage and Family Counseling emphasis are based on the standards of the American Association for Marriage and Family Therapy and the State of Hawai'i Licensure Standards for Marriage and Family Therapy.

Marriage & Family Counseling emphasis students will demonstrate an understanding of:

- Foundations of marriage and family counseling
- Contextual dimensions: marriage and family counseling
- Knowledge and skills for the practice of marriage and family counseling.

ASSIGNED ADVISOR

Applicants who are accepted into the MSCP program either as a provisional or classified student are assigned an advisor. The advisor is a designated member of the MSCP full-time faculty or staff.

BENCHMARK COURSES

Introduction to Counseling Skills (PSY 603), Group Processes (PSY 611, and Practicum (PSY 646) are benchmark courses in which the MSCP faculty are able to observe the development of interpersonal skills and competencies of the students. Student must pass these experiential courses to proceed through the MSCP program.

REQUIREMENTS FOR COMPLETION OF THE PROGRAM

The student will receive the degree upon completion of the following:

1. Maintains a grade of "B" or better in all foundation, core, and elective requirements.
2. Passes a core and emphasis-specific multiple-choice comprehensive examination, currently given after the completion of Internship A. All foundation and core courses must be successfully completed prior to taking the comprehensive exam.
3. Successfully completes the Practicum and Internship courses with a minimum of 700 on-site internship hours, as per program specifications.

The expected sequence of courses for all incoming fully classified Degree and Provisional students is as follows: Foundation courses, Core courses (Foundation and Core courses can be mixed), special requirements, Practicum/Internship sequence. Electives may be taken concurrently with Foundation, Core and the Practicum/Internship sequence. Prior to entering Practicum, all students must be fully classified, have a minimum GPA of 3.0 and have successfully completed all foundation course and most of the core courses. Prior to entering Internship, all students must have successfully completed all core courses.

SCHOOL COUNSELING EMPHASIS-VERIFICATION OF BASIC SKILLS

School Counseling emphasis students will only be allowed to register for School Counseling courses after verification of Basic Skills as defined by the Hawai'i Teacher Standards Board (HTSB). Verification options includes (1) passing scores on the PRAXIS I Pre-Professional Skills Test, which includes three tests-Reading, Writing, and Mathematics, or (2) confirmation of a bachelor's degree from regionally accredited institution of higher education. In addition, School Counseling emphasis students will only be allowed to register for PSY 671 Internship A after verification of Content Knowledge as defined by HTSB. Verification can only be accomplished by submitting a passing score on the PRAXIS II Professional Counselor Exam. For more information about the PRAXIS exams please refer to the following website: www.ets.org/praxis.

Students who successfully complete all of the program requirements, which include verification of Basic Skills and Content Knowledge, will be eligible for the Hawai'i Teacher Standards Board K-12 School Counseling license. For more information about being licensed as a School Counselor in the State of Hawai'i please refer to the following website: www.hawaiiteacherstandardsboard.org.

FOUNDATION COURSES

The Foundation courses set the knowledge base for the core and elective courses. Foundation courses count as part of the program. Students are expected to complete them within the first three terms.

Students entering the program should take the two Foundation courses (Abnormal Psychology and Personality), as well as Ethical and Professional Issues in Counseling, and Introduction to Counseling Skills during the first three terms. After the student has completed these four courses, the student may choose from all other courses contingent upon prerequisites and other stipulations noted in the MSCP policy which requires written approval from the student's advisor or the Program Director.

Certain graduate courses have specific prerequisites which must be met by Unclassified, Re-specializing, Provisional, and Degree students in the program. (See Core Courses)

CORE COURSES

The Core courses prepare the student for the Practicum/Internship series. The Practicum/Internship series synthesizes the material from the Foundation, Core, and Elective courses with supervised field experience by a Masters or Ph.D level counselor in the community. All degree-seeking students are required to take the MSCP Core Courses.

SPECIAL COURSE REQUIREMENTS

Depending upon the emphasis chosen, students are required take courses specific to their area of interest.

PROGRAM OF STUDY BY EMPHASIS

The following are the required courses for each emphasis. Any required prerequisites for a course are identified in parentheses.

| SCHOOL COUNSELING (60 CREDIT HOURS) | |
|--|--|
| Foundation Courses | |
| PSY 521 | Personality |
| PSY 524 | Abnormal Psychology |
| School counseling students must take additional foundation course work in: | |
| PSY 500 | School Counseling and Exceptional Children |
| PSY 501 | The School Counselor in an Educational Context |
| | |
| Core Courses | |
| PSY 601 | Ethical and Professional Issues in Counseling |
| PSY 602 | Life Span Development |
| PSY 603 | Introduction to Counseling Skills |
| PSY 606 | Psychological Tests and Measurements |
| PSY 611 | Group Processes (PSY 603) |
| PSY 616 | Statistics, Research, and Evaluation |
| PSY 627 | Career Development |
| PSY 636 | Counseling Theories (PSY 521, 524, 601) |
| PSY 736 | Cross-Cultural Counseling |

| | |
|---|--|
| PSY 751 | Health, Stress Management, and Counseling |
| | |
| Practicum/Internship Courses | |
| PSY 646S | Practicum in Counseling Techniques School Counseling (PSY 611, 636, 771) |
| PSY 671 | Internship A (PSY 646S, PRAXIS I & II) |
| PSY 672 | Internship B (PSY 671) |
| | |
| Special Course Requirements | |
| PSY 720 | Psychological & Educational Testing (PSY 500, 501, 606) |
| PSY 771 | School Counseling (PSY 500, 501) |
| PSY 776 | Crisis Counseling Schools |
| | |
| MENTAL HEALTH COUNSELING (60 CREDIT HOURS) | |
| Foundation Courses | |
| PSY 521 | Personality |
| PSY 524 | Abnormal Psychology |
| | |
| Core Courses | |
| PSY 601 | Ethical and Professional Issues in Counseling |
| PSY 602 | Life Span Development |
| PSY 603 | Introduction to Counseling Skills |
| PSY 606 | Psychological Tests and Measurements |

| | |
|-------------------------------------|---|
| PSY 611 | Group Processes (PSY 603) |
| PSY 616 | Statistics, Research, and Evaluation |
| PSY 627 | Career Development |
| PSY 636 | Counseling Theories (PSY 521, 524, 601) |
| PSY 736 | Cross-Cultural Counseling |
| PSY 751 | Health, Stress Management, and Counseling |
| | |
| Practicum/Internship Courses | |
| PSY 646MH | Practicum in Counseling Techniques-Mental Health Counseling (PSY 611, 636, 741) |
| PSY 673 | Internship A (PSY 646MH) |
| PSY 674 | Internship B. (PSY 673) |
| | |
| Special Course Requirements | |
| PSY 741 | Mental Health Counseling |
| PSY 775 | Crisis Counseling Mental Health in the Community |
| | * 3 MSCP elective courses |
| | |
| Elective Courses | |
| PSY 705 | Forensic Psychology |
| PSY 710 | Drug Abuse Counseling |
| PSY 712 | Alcohol Abuse Counseling |

| | |
|---|---|
| PSY 720 | Psychological & Educational Testing (PSY 500, 501, 606) |
| PSY 740 | Advanced Psychopathology (PSY 521, 524, 601) |
| PSY 741 | Mental Health Counseling |
| PSY 756 | Marriage and Family Counseling (PSY 521, 601) |
| PSY 757 | Family Systems Approach to Counseling (PSY 756) |
| PSY 758 | Solution Focused Family Counseling (PSY 756) |
| PSY 759 | Family Abuse: Sex and Violence (PSY 756) |
| PSY 760 | Relationship Counseling (PSY 756) |
| PSY 771 | School Counseling (PSY 500, 501) |
| PSY 773 | Spiritual Dimensions of Counseling |
| PSY 775 | Crisis Counseling Mental Health in the Community |
| PSY 776 | Crisis Counseling Schools |
| PSY 777 | Existential/Phenomenological Intervention |
| PSY 779 | Psychology of Depression |
| PSY 780 | Special Topics |
| | |
| MARRIAGE AND FAMILY COUNSELING (60 CREDIT HOURS) | |
| Foundation Courses | |
| PSY 521 | Personality |
| PSY 524 | Abnormal Psychology |
| | |

| | |
|-------------------------------------|---|
| Core Courses | |
| PSY 601 | Ethical and Professional Issues in Counseling |
| PSY 602 | Life Span Development |
| PSY 603 | Introduction to Counseling Skills |
| PSY 606 | Psychological Tests and Measurements |
| PSY 611 | Group Processes (PSY 603) |
| PSY 616 | Statistics, Research, and Evaluation |
| PSY 627 | Career Development |
| PSY 636 | Counseling Theories (PSY 521, 524, 601) |
| PSY 736 | Cross-Cultural Counseling |
| PSY 751 | Health, Stress Management, and Counseling |
| | |
| Practicum/Internship Courses | |
| PSY 646M | Practicum in Counseling Techniques – Marriage & Family Counseling (PSY 611, 636, 756) |
| PSY 677 | Internship A (PSY 646M) |
| PSY 678 | Internship B (PSY 677) |
| | |
| Special Course Requirements | |
| PSY 756 | Marriage and Family Counseling (PSY 521, 601) |
| PSY 759 | Family Abuse: Sex and Violence (PSY 756) |

| | |
|-----------------------|---|
| PSY 757 or PSY 760 | Family Systems Approach to Counseling (PSY 756) Relationship Counseling (PSY 756) |
| PSY 758 or PSY 761 | Solution Focused Family Counseling (PSY 756) Advanced Theories and Models in Marriage and Family Therapy (PSY 756) |
| PSY 710 or PSY 712 | Drug Abuse Counseling Alcohol Abuse Counseling |

TRANSFER CREDIT

Credits from other colleges or universities are generally not accepted as transfer classes. However, if prior to acceptance, a student entering the MSCP program has completed graduate courses that are not more than five years old at another college or university that are similar to the MSCP core courses, the student may, within the student's first term of course work, petition to have those courses transferred in. The petition must be accompanied by the syllabus or course description. If the course is accepted, the student must make up the credits (3) with an elective from the MSCP elective courses. No more than two courses will be considered for transfer/substitution.

RE-SPECIALIZATION

Applicants who have a Masters in Counseling Psychology degree from Chaminade University or another accredited university (with clinical training) may apply to acquire an additional area of specialization in Chaminade University's MSCP program.

Acceptance is determined by the MSCP Program Director. Upon acceptance, student must meet with the Clinical Director of the area of re-specialization.

If accepted, the re-specializing student is required to complete the following:

Any current MSCP core course requirements that were not previously completed, courses specific to the re-specialization emphasis, a 100-hour practicum and the Practicum course (only for those who did not receive previous clinical training or are seeking licensure), a 600-hour supervised internship, and Internship A and Internship B courses, and the emphasis specific Comprehensive Examination.

Re-specializing students for the Marriage and Family Counseling emphasis must also take PSY 646M Practicum – MFT to meet the State of Hawai'i requirement for MFT licensure.

PROBATION

If the "C" or "F" grade is in an Elective course, the student may either repeat the same elective or choose another MSCP elective and pass with a "B" or better.

Master of Science in Counseling Psychology (MSCP) Learning Outcomes

Master of Science in Counseling Psychology Learning Outcomes

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas).
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Upon completion of the M.S. in Counseling Psychology, Marriage and Family Counseling, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Upon completion of the M.S. in Counseling Psychology, Mental Health Counseling, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Upon completion of the M.S. in Counseling Psychology, School Counseling, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

EdS Overview

School Psychology EdS

The School Psychology, EdS program provides students with a research-based curriculum that has been designed to provide a comprehensive, integrated, and holistic approach to preparing future School Psychologists. The program focuses on both professional and clinical practice with an emphasis on social justice. This cohort-based online program has been thoughtfully developed for working professionals who already have a Clinical Master's degree (i.e., Counseling). Students completing the program will have a strong ethical foundation pertaining to testing, evaluation, and clinical skills so that they are prepared to work effectively and collaboratively in educational settings supporting students, families, teachers, and administrators.

CONTACT INFORMATION

Phone Number: (808) 739-4684

Fax Number: (808) 739-4607

Email: edu.advising@chaminade.edu

ADMISSION REQUIREMENTS

There are four terms in an academic year:

- Winter term (January to March)
- Spring term (April to June)
- Summer term (July to September)
- Fall term (October to December)

This program is not currently open to the general public but only to applicants who have been invited to apply.

The application priority deadline is 30 days prior to the start date of the term. Applications received after the priority deadline will be considered on a case-by-case basis.

APPLICATION PROCEDURE

- Review Catalog: Choose your degree, degree concentration, and start term
- Apply Online at www.chaminade.edu
- Pay Application Fee
- Submit official transcript(s)

OFFICIAL TRANSCRIPT(S):

Submit official transcripts from all previously attended Institutions using the following:

- Option 1: Request the transcript to be mailed directly from the Institution to the Admissions Office.
- Option 2: Mail or hand-deliver official transcripts to the Admissions Office in a sealed envelope from the Institution.
- Option 3: Institutions that utilize secured electronic transcript services, such as eScrip-Safe, should email the transcript access information to graduate@chaminade.edu

If you received your undergraduate degree through Chaminade, you do not need to request or pay for transcripts to be sent. Chaminade University transcripts will be sent directly to the Admissions Office from the Records Office.

Transcripts from Institutions outside of the U.S. must be evaluated by a member of the National Association of Credential Evaluation Services, and sent directly from the member organization to the Admissions Office.

- National Association of Credential Evaluation Services: <http://www.naces.org/>

PROFESSIONAL RESUME

Applicants must submit a current professional resume, outlining their academic and professional history, degrees, and accomplishments.

LETTERS OF RECOMMENDATION

Applicants to the Ed.S. are required to provide two (2) letters of recommendation from individuals other than family members or friends who know the candidate well and who can comment on the applicant's capabilities and suitability to be successful in the Ed.S. program. Letters may be mailed or emailed directly from the recommender to the Admissions Office.

PERSONAL ESSAY

A personal essay should include an overview of personal and professional goals as well as reflect on previous and current leadership experiences. The essay should also describe how the candidate can contribute to the mission of Chaminade University and to their fellow cohort members.

INTERNATIONAL APPLICANTS

All visa-related issues are handled by the Enrollment Specialist or Registrar, who can be reached at (808)739-8554. This office issues I-20 Forms, required to obtain an F-1 Student Visa in the student's country of citizenship (to be done before arrival in the U.S.). At registration, students must provide a copy of his or her passport/visa. The student will then be issued an updated I-20 that will change from "pending" to "continued attendance at this

school". To maintain student visa status while in the United States, all international students must:

1. Have a valid passport
2. Attend the school that the student is authorized to attend
3. Carry the equivalent of a full course study of at least 6 credits per term for graduate students
4. Apply for extension of stay when necessary
5. Obtain prior approval each time the student leaves to travel outside of the United States from the Enrollment Specialist
6. Follow procedures to continue from one education level to another and/or transfer
7. Obtain authorization prior to accepting any employment
8. Report immediately any change of residence to the Enrollment Specialist

In addition to regular admission requirements, international applicants whose native language is not English must submit either:

- Test of English as a Foreign Language (TOEFL), minimum score on the TOEFL –IBT is 79. (www.toefl.org).
- IELTS, minimum score is 6.5 (www.ielts.org)
- PTE, minimum score is 53 (www.pearsonpte.com)
- Apply for an evaluation of all post-secondary transcripts from the following organization: National Association of Credential Evaluation Services (<http://www.naces.org/>)

All International students must provide a statement from a banking association of available financial resources to cover tuition, room and board, books, and other expenses while attending school.

Proof of U.S. provider accepted health insurance is required for all international students.

Students must submit proof of a clear TB test or chest X-ray, given and read less than one year prior to the start of the school semester. TB tests or chest X-rays are required by law by the State of Hawai'i. International students must submit a chest X-ray, which may be taken in their country of citizenship if desired.

HOW TO SUBMIT

Official transcripts, official test scores, and letters of recommendation may be mailed to:

Chaminade University of Honolulu
Attention: Graduate Programs
3140 Waialae Avenue
Honolulu, HI 96816

Chaminade University

Institutions that utilize from secured electronic transcript services such as eScrip-Safe, should email the transcript access information to graduate@chaminade.edu

EdS Requirements

School Psychology Program Requirements

| EDS IN SCHOOL PSYCHOLOGY (66 CREDITS) | | |
|--|---|---|
| Foundation Course - 3 credits | | |
| PSY 524 | Abnormal Psychology | 3 |
| Clinical Courses - 24 credits | | |
| PSY 602 | Life Span Development | 3 |
| PSY 606 | Psychological Tests and Measurements | 3 |
| PSY 616 | Statistics, Research, and Evaluation | 3 |
| PSY 636 | Counseling Theories | 3 |
| PSY 736 | Cross-Cultural Counseling | 3 |
| PSY 720 | Psychological & Educational Testing | 3 |
| PSY 776 | Crisis Counseling: Schools | 3 |
| PSY 751 | Health, Stress Management, and Counseling | 3 |
| Clinical Field Experience Courses - 9 credits | | |
| PSY 646S | Practicum: School Counseling (Pre-Internship Course) | 3 |
| PSY 671 | Internship A: School Counseling (300 clinical hours) | 3 |

| | | |
|--|---|---|
| PSY 672 | Internship B: School Counseling (300 clinical hours) | 3 |
| School Psychology Courses - 24 credits | | |
| SP 600 | Professional School Psychologist in Educational Context | 3 |
| SP 601 | Psychological Foundations of Education, Development, and Learning | 3 |
| SP 602 | Child and Adolescent Psychopathology | 3 |
| SP 603 | Consultation and Collaboration | 3 |
| SP 604 | SPED Assessment, Identification, Planning, and Intervention | 3 |
| SP 605 | Behavioral Assessment and Intervention | 3 |
| SP 606 | Cognitive Assessment and Intervention | 3 |
| SP 607 | Theory and Assessment of Personality and Intervention | 3 |
| School Psychology Field Experience Courses - 6 credits | | |
| *Praxis exam for School Psychology is required before entering PSY 671 | | |
| SP 671 | Internship A: School Psychology (300 clinical school psychologist hours) | 3 |
| SP 672 | Internship B: School Psychology (300 clinical school psychologist hours) | 3 |

EdS Learning Outcomes

School Psychology Learning Outcomes

Upon completion of the program in School Psychology, students will be able to:

1. Implement a variety of cognitive, behavioral, and personality assessments and methods that enable them to develop expertise in collecting, analyzing, and interpreting data.
2. Demonstrate the skills associated with a wide range of research-based academic, behavior, and psychological interventions to promote academic and social-emotional performance.
3. Acquire culturally-competent knowledge that facilitates the development of skills to work with students and families from diverse groups with a focus on social justice.
4. Develop, implement, and evaluate school-based interventions and programs.
5. Promote systemic change that improves services for children and youth in school settings.

PSYD Overview

Doctor of Psychology in Clinical Psychology

The Doctor of Psychology (PsyD) in Clinical Psychology degree program at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is designed to prepare students for both contemporary and emerging roles in the practice of professional psychology. Training is provided so that students have the opportunity to be practitioner-scholars who are skilled in local and contextual investigation and problem solving. The school offers a five-year generalist program that supports the development of core competencies in psychological assessment, intervention, consultation/education, and management/supervision. The curriculum is completely on-ground (not online) and designed to provide for the meaningful integration of theory, research, and practice. The program emphasizes the acquisition of attitudes, knowledge bases, and skills essential for professional psychologists who are committed to the provision of ethical quality services. Both by virtue of the location of Hawai'i and by the specific design of the faculty, attention to issues of human diversity occurs throughout the curriculum and within numerous additional learning opportunities outside of the classroom. Work with diverse and marginalized populations is a major focus of the teaching, scholarship, and clinical practice of the faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu.

Program History

The current Hawai'i School of Professional Psychology has had a long history in Hawai'i, dating back over 30 years. The program was created in 1988 to help fulfill a growing need for clinical psychologists in the state. After humble beginnings at small campuses (i.e., Kane'ohe, Kahala, Kaimuki, Downtown), and after undergoing several name and owner changes (e.g., Forest Institute, ASPP, Argosy), the Hawai'i School of Professional Psychology has finally found its permanent home at the sprawling 60-acre campus of Chaminade University.

In 1998, the program received its first APA accreditation, and at the time of the Argosy University closure in March 2019, had been accredited through 2023. Considering our previous 20 years of accreditation along with the improved campus, APA granted accreditation of our program at Chaminade for all the students who were displaced by the Argosy closure. We are currently under review by APA to reestablish full accreditation for all the new (non-displaced) students.

The ability for HSPP to survive a sudden campus closure by essentially moving the entire program intact to Chaminade is a testament to Chaminade's commitment to education to service the community and recognition of HSPP's critical position to do so. Over the years, HSPP has trained hundreds of licensed psychologists who have gone on to help thousands of people in the community. With a permanent home at Chaminade University, HSPP will continue to do so for many years to come.

Program Aim

The Hawai'i School of Professional Psychology (HSPP) at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

Enrollment Requirements

The typical academic calendar consists of a 16-week Fall semester, a 16-week Spring semester, and an 8-week condensed Summer 1 semester. Once matriculated into the program, students must enroll for at least 9 credit hours per semester (and 3 credit hours during the summer term), except during and after internship. Students wishing to be enrolled less than 9 credit hours must petition the Program Director for part-time status, unless they have fewer than 6 credit hours of required coursework to take prior to internship.

Students are considered full-time if they remain registered for at least one of the following:

- A minimum of 9 credit hours (6 for Summer term)
- A minimum of 6 credit hours (3 for Summer term) PLUS Practicum (including Advanced)
- Clinical Research Project
- Internship

Students are considered half-time if they remain registered for at least one of the following:

- A minimum of 6 credit hours (3 for Summer term)

- Practicum (including Advanced)

Additional Requirement for Academic Progress

Students must maintain academic progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within seven years after matriculation. All required coursework and practica must be completed by the end of the sixth year after matriculation. The Comprehensive Examination must be completed successfully no later than the end of the fifth year after matriculation. Students who have taken a leave of absence (not to exceed 3 semesters) from Chaminade University will still only have seven years from their start date to complete the program (i.e., a leave of absence does not add time to the seven years).

Suggested Incremental Time Frame Completion Rates

Following matriculation, students must complete a minimum amount of academic work in the program by the end of each year to demonstrate satisfactory progress. Students must complete all requirements of the program within 7 years or be dismissed from the program, including successful completion of a pre-doctoral internship. If, for example, a student does not secure an internship by the end of their 6th year, they will be dismissed from the program at that point. The suggested incremental time frame completion rates are listed below. Students should familiarize themselves with this time frame to ensure that they are meeting the incremental and cumulative maximum time frames for the program. Students are required to complete 98 credit hours listed below:

| END OF YEAR: | CREDIT HOURS |
|---------------------|---------------------------|
| 1 | 32 |
| 2 | 54 |
| 3 | 76 |
| 4 | 98 |
| 5 | 98 (including internship) |

The program is designed to be an intensive five-year training program. Due to transfer, course, practica, comprehensive examination, and internship application requirements, the program cannot be completed in less than three full-time academic years (plus internship), in less than two years within the program, and in less than one year of full-time residence.

This program leads to a professional licensure in all 50 states.

Leave of Absence

When circumstances require that a student interrupt their studies for one or more terms, the student must formally request a leave of absence from the program. Students may request a maximum of three semesters of leave of absence time. The student must meet with their faculty advisor to discuss their intent, then complete and submit the Leave of Absence Request Form to the HSPP Program Director no later than 14 calendar days prior to the effective date of the leave of absence.

When the student is ready to resume their studies, the student must notify the HSPP Program Director's office and schedule a meeting with their advisor. The time away from the program does not extend the maximum time frame of seven years to complete the degree.

An absence longer than 12 months will require the student to reapply to the program. If readmitted, the student must fulfill any additional requirements of the new program. Readmission includes the completion of the online application and submission of an application fee, transcripts, and three letters of recommendation. If a formal leave of absence form is not submitted, and the student wishes to resume the program after not taking classes for one or more consecutive terms, the student must reapply to the program following all application procedures.

PSYD Requirements

Requirements

Foundation Courses

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu requires applicants to successfully complete, five 3-credit undergraduate (with a C or better) or graduate (with a B or better) courses that serve as a basic foundation for coursework in clinical psychology. Foundation courses must be completed prior to starting the program. Several of these courses serve as direct prerequisites to the HSPP courses. The following undergraduate or graduate courses are required:

- Introduction to psychology or general psychology (this course may be waived if the applicant has completed a Bachelor's or Master's degree in Psychology)
- Abnormal psychology, psychopathology, or maladaptive behavior
- Statistics or research methods
- Two additional courses in the field of psychology

Program Requirements

Students enrolled in the Hawai'i School of Professional Psychology at Chaminade University of Honolulu are required to satisfactorily complete 98 credit hours (domain requirements below). Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. At least an equivalent amount of work shall be applied for other academic activities including laboratory work, internship, practica, studio work, and other academic work leading to the award of credit hours.

Students are responsible to retain copies of all course, practica, and programmatic submissions. This is good practice not only for efficient program processes but also for future professional practice.

| CLINICAL KNOWLEDGE REQUIREMENTS (9 CREDITS) | | |
|---|-----------------|---|
| PP 7045 | Psychopathology | 3 |

| | | |
|--|--|---|
| PP 7342 | Evaluation and Treatment of Diverse and Marginalized Populations | 3 |
| PP 7360 | Clinical Psychopharmacology | 3 |
| PROFESSIONAL ISSUES AND ROLES REQUIREMENTS (11 CREDITS) | | |
| PP 7044 | Consultation and Community Mental Health | 3 |
| PP 7100 | Professional Issues: Ethics, Conduct, and Law | 3 |
| PP 7110 | Professionalization Group I | 1 |
| PP 7111 | Professionalization Group II | 1 |
| PP 7352 | Clinical Supervision | 3 |
| PSYCHOLOGY FOUNDATION REQUIREMENTS (15 CREDITS) | | |
| PP 7000 | History and Systems | 3 |
| PP 7010 | Lifespan Development | 3 |
| PP 7040 | Cognition and Affective Processes | 3 |
| PP 7051 | Biological Bases of Behavior | 3 |
| PP 7060 | Social Psychology | 3 |
| PSYCHOLOGICAL ASSESSMENT REQUIREMENTS (18 CREDITS) | | |
| PP 7365 | Clinical Interviewing | 3 |
| PP 7370 | Cognitive Assessment | 3 |
| PP 7371 | Objective Personality Assessment | 3 |
| PP 7372 | Projective Personality Assessment | 3 |

| | | |
|--|---|--------------------------|
| PP 7373 | Integrative Assessment | 3 |
| PP 8646 | Introduction to Neuropsychological Assessment | 3 |
| PSYCHOLOGICAL INTERVENTION REQUIREMENTS (12 CREDITS) | | |
| PP 8010 | Cognitive Behavioral Theory and Therapy | 3 |
| PP 8020 | Person-Centered and Experiential Theory and Therapy | 3 |
| PP 8030 | Psychodynamic Theory and Therapy | 3 |
| PP 8060 | Group Psychotherapy | 3 |
| SCIENCE AND SCHOLARSHIP REQUIREMENTS (9 CREDITS) | | |
| PP 7041 | Quantitative Inquiry | 3 |
| PP 7042 | Statistics Laboratory | 1 |
| PP 7043 | Qualitative Inquiry | 3 |
| PP 8501 | Clinical Research Project Seminar | 2 (1 credit taken twice) |
| CLINICAL PRACTICUM REQUIREMENTS (12 CREDITS) | | |
| PP 8201 | Practicum I | 3 |
| PP 8202 | Practicum II | 3 |
| PP 8203 | Practicum III | 3 |
| PP 8204 | Practicum IV | 3 |
| ELECTIVE REQUIREMENTS (12 CREDITS) | | |
| Varied: Students may choose from a variety of elective courses | | |

| | | |
|-------------------|---|---|
| INTERNSHIP | | |
| PP 8900 | Internship (taken 3 consecutive terms of fall, spring and summer) | 0 |

Practicum Requirements

Full-time students are typically placed in Practicum I and II (PP8201 & PP8202) during their second year of study and in Practicum III and IV (PP8203 & PP8204) during their third year of study. The practicum carries a total of 3 credit hours per semester and therefore 6 credit hours per academic year. Practicum commitments typically begin at the start of the fall term and conclude at the end of the Summer 1 term or 8 weeks later (depending on whether the student is at a 10-month or a 12-month practicum site). Credit for the year is not awarded until all practicum requirements are met. That is, the Fall practicum (i.e., Practicum I and III) will not receive credit until the Spring/Summer practicum (i.e., Practicum II and IV) is completed. Throughout the year, the student will be required to spend 18 – 24 hours per week or a minimum of 720 hours in the practicum training experience.

Further information regarding the practicum is found in the *Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Training Manual*.

Diagnostic and Intervention Practicum

The Diagnostic Practicum (Practicum I and II) is designed to emphasize the observation and diagnostic interviewing of clients and provides exposure to psychological evaluation and other assessment procedures. The Intervention Practicum (Practicum III and IV) emphasizes the aspects of therapeutic intervention. Time is typically divided into direct client contact, supervision, and indirect work such as paperwork and meetings. Practicum sites are made available through the HSPP Practicum Director. Practicum positions are volunteer (unpaid) training positions.

The practicum seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar is geared to the nature of the practicum setting, the needs of the students, and the professional expertise of the faculty member. The seminar also assists students to prepare for the Diagnostic (second year) and Intervention (third year) Clinical Competency Evaluations.

All students who enter the practicum application process must be in good standing, have a minimum grade point average of 3.0 on a 4.0 scale, and have completed the prerequisite courses to be completed prior to the beginning of practicum.

All students should be familiar with the *Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Training Manual*. The manual provides a comprehensive overview of the practicum courses and their requirements.

Clinical Competency Evaluation (CCE)

The Hawai'i School of Professional Psychology Clinical Competency Evaluation (CCE) is a competency-based examination that is designed to evaluate students' mastery of major clinical assessment and therapeutic skills.

Students are expected to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (e.g., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Successful completion of the CCE is a requirement for passing the Clinical Interviewing (PP7365) course and the Practicum I & II (PP8201 & PP8202) and Practicum III & IV (PP8203 & PP8204) sequences.

There are three sections to the CCE:

- The Clinical Interviewing CCE: This CCE takes place at the end of the Clinical Interviewing course during the Fall semester of the first year.
- The Diagnostic CCE: This CCE typically takes place in conjunction with the Practicum I and II series during the Summer I session of the year in which the student is enrolled in Practicum I and II.
- The Intervention CCE: This CCE typically takes place in conjunction with the Practicum III and IV series during the Summer I session of the year in which the student is enrolled in Practicum III and IV.

The CCE is graded "Pass", "Conditional Pass", or "Fail." Students have three opportunities to receive a passing grade on each CCE. After the first failure, students will receive an informal remediation plan developed by the faculty involved in the CCE. After two failures, students will be referred to the Student Professional Development Committee (SPDC) for a formal remediation plan. After the third failure students will be dismissed from the program.

Further information about the CCE is found in the *Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Training Manual*.

Comprehensive Examination Requirements

All Hawai'i School of Professional Psychology students are required to successfully complete a comprehensive examination. The successful passage of this examination marks the official acceptance of the matriculated student as a doctoral degree candidate. The material covered in the Comprehensive Examination includes required courses outlined in the Study Plan, excluding electives and Professionalization Group I and II (PP7110 and PP7111). The examination requires students to integrate the material demonstrating both mastery of the material and the ability to organize and apply what they have learned in a coherent and logical manner.

Students should demonstrate the ability to think critically, integrate ideas thoughtfully, and be self-reflective. They should further demonstrate an understanding and competency with issues of diversity.

Students who are unable to pass the Comprehensive Examination will receive information concerning their performance on the examination and assistance in constructing additional experiences and instruction aimed at enabling them to pass this program requirement. Students may take this exam up to three times. Three failures of this exam will result in dismissal from the program.

To be able to sit for the Comprehensive Examination, students must have successfully completed all required courses outlined in the Study Plan through the third year, including the successful defense of the Clinical Research Proposal. Courses that are transferred are considered successfully completed, but knowing the content of the respective HSPP course is the responsibility of the student. Students taking the Comprehensive Examination must be in good standing and have a minimum GPA of 3.0 on a 4.0 scale.

Students are required to take the Comprehensive Examination no later than the beginning of the fifth year after matriculation in order to meet the seven-year maximum time frame for completion of degree requirements. This examination is offered once each year in late August or early September. Students interested in taking the Comprehensive Examination should consult the Comprehensive Examination Manual for the application, due dates, and other procedures. Further information about the Comprehensive Examination is found in the *Hawai'i School of Professional Psychology at Chaminade University of Honolulu Comprehensive Examination Manual*.

Clinical Research Project (CRP) Requirements

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu requires each student to develop a Clinical Research Project (CRP; PP8501) as a requirement for graduation. The CRP is a scholarly work that provides students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the

ability to critically analyze methodological issues, and to produce an original and potentially publishable piece of research and/or scholarly work in the field of clinical psychology. An electronic copy of the completed CRP will be archived at the Chaminade University Library.

Students must register for the Clinical Research Project during each semester in which they either consult with or use their CRP advisor or committee. Registering for CRP credit is like registering for a course. Students will be graded PR or NC by the chairperson based on the work the student has completed that semester. CR is given only when the CRP is complete. Students must register for a minimum of two semesters of CRP in order to graduate. Students are required to successfully defend their CRP proposal by the end of the Summer I session of their third year to be eligible for the Comprehensive Examination. Students who are unable to do so will be required to register for CRP credit until the proposal defense is completed. Students are required to complete their CRP final defense prior to commencing internship. Students who fail to do so will be referred to the Student Professional Development Committee to develop an intensive completion plan. At a minimum, students must register for CRP during the semester that they conduct their CRP proposal and final defense. Please refer to the *Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Research Project Manual* for detailed information.

Advanced Practicum Requirements

A number of students opt to complete a practicum (beyond the required two years of practicum) for further training and to accrue additional training hours. Advanced Practicum consists of a 1.5-credit Fall semester course (PP8205) and 1.5-credit Spring semester course (PP8206), which may be combined to satisfy a 3-credit elective requirement. In addition to on-site training approved by the HSPP Practicum Director, the courses include a weekly on-campus seminar to provide further support to students. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services. To be eligible for Advanced Practicum, students must be in good academic standing, have completed two years of required practicum, and have successfully completed all CCEs.

Clinical Practice Policy

The participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession. The Hawai'i School of Professional Psychology program students are not prohibited from being involved in licensed private practice; however, students need to prioritize their academic responsibilities over their outside work.

Internship Requirements

Students matriculated with the Hawai'i School of Professional Psychology PsyD Program are required to complete a one-year, 2,000 hour, full-time 12 month APA or APPIC pre-doctoral internship. This intensive and supervised contact with clients is essential for providing breadth and depth to the student's overall training experience. Typically, full-time students will begin the internship during the fifth year of enrollment. To accommodate the varying start dates of internship sites, HSPP offers the PP8900 summer course in 2 halves (i.e., Summer 1 and Summer 2). Therefore, if students start their internship as early as July, they can register for the Summer 2 course, then Fall, then Spring, and finish with the Summer 1 course. If they start at a more traditional date (e.g., September 1), they can register for Fall, Spring, Summer 1, and Summer 2 to complete the year. PP8900 Internship in the Fall and Spring terms are 0 credits but billed at 1 credit per term. PP8900 Internship in Summer 1 and Summer 2 terms are 0 credits but billed at 0.5 credits per term.

In order to be eligible to begin the internship application process, students must complete the following requirements:

- Make an initial application for approval by the Director of Clinical Training who will evaluate students for internship eligibility and readiness. If all requirements are met, the student will receive written approval from the Director of Clinical Training for application to internship sites, which will be a completed approval form attached to the APPIC application.
- Successfully complete the Comprehensive Examination prior to the fall internship application process.
- Submit a list of internship site preferences to the Director of Training. Students submit application forms directly to the internship site via the APPIC student portal and request that the school provide sealed copies of transcripts. Requests for transcripts and reference letters must be made in advance and in writing by the student.
- It is the student's responsibility to request letters of recommendation. The Director of Training will assist the student by providing letters of eligibility for internship when appropriate.

In order to be eligible to begin an internship, students must successfully pass all sections of the CCEs, complete all practica, pass the Comprehensive Examination, pass all coursework, pass the CRP Final Defense, and be in good standing.

Graduation Requirements and Records

Students who are admitted into the Hawai'i School of Professional Psychology will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the

demands of the profession of psychology. The courses will be completed in the order recommended by the HSPP Study Plan. Students are responsible to retain copies of all course (e.g., assignments, reports), practica (e.g., training reports, battery logs), and programmatic (e.g., applications, petitions, waivers) submissions. This is good practice not only for efficient program processes but also for future professional practice. In coordination with the Records Office, HSPP will retain student training, evaluation, and complaint records to satisfy its obligations to students and legal authorities for six years. Transcripts are maintained permanently with the Records Office. For detailed information on FERPA and other record management policies and procedures, please refer to the current *Chaminade University Student Handbook*.

To be eligible for graduation, students must meet the following requirements:

- Completion of 98 credit hours of which 60 must be completed by the end of the fourth year of matriculation. The total credit hours must include:
 - 72 credit hours of required courses completed with an earned grade of “B” or better
 - 12 credit hours of practicum and practicum seminar groups
 - 12 credit hours of electives
 - 2 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of the 3 Clinical Competency Evaluations (CCE): Clinical Interviewing CCE, Diagnostic CCE, and Intervention CCE
- Successful completion of the Clinical Research Project (CRP)
- Successful completion of a 2,000-hour pre-doctoral one-year, full-time internship
- Attainment of a Grade Point Average (GPA) of at least B (3.0 on a 4.0 scale)
- Completion of these requirements within seven years of matriculation into the program

Petition to Graduate

Students are responsible for initiation and completion of this process. A petition for graduation must be filed at the Records Office no later than the deadline specified in the current academic calendar to avoid additional fees. Two terms prior to intended graduation date, a clearance for graduation form must be completed before the petition and graduation fees are accepted. Attendance at commencement is optional. A petition must be filed and

the graduation fee must be paid before the degree will be conferred or a diploma issued. In addition, PsyD students must complete all graduation requirements (with the exception of the internship) by the University petition deadline (approximately eight weeks prior to commencement, depending on the year). The same requirements apply to the program's Ho'opuka graduation ceremonies.

Depending on the licensing state, graduates may begin accumulating postdoctoral hours for licensing after the degree has been conferred by the Registrar. The conferral date is approximately 2 weeks after all requirements have been completed (including submission of required paperwork).

PSYD Requirements

Requirements

Foundation Courses

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu requires applicants to successfully complete, five 3-credit undergraduate (with a C or better) or graduate (with a B or better) courses that serve as a basic foundation for coursework in clinical psychology. Foundation courses must be completed prior to starting the program. Several of these courses serve as direct prerequisites to the HSPP courses. The following undergraduate or graduate courses are required:

- Introduction to psychology or general psychology (this course may be waived if the applicant has completed a Bachelor's or Master's degree in Psychology)
- Abnormal psychology, psychopathology, or maladaptive behavior
- Statistics or research methods
- Two additional courses in the field of psychology

Program Requirements

Students enrolled in the Hawai'i School of Professional Psychology at Chaminade University of Honolulu are required to satisfactorily complete 98 credit hours (domain requirements below). Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. At least an equivalent amount of work shall be applied for other academic activities including laboratory work, internship, practica, studio work, and other academic work leading to the award of credit hours.

Students are responsible to retain copies of all course, practica, and programmatic submissions. This is good practice not only for efficient program processes but also for future professional practice.

| CLINICAL KNOWLEDGE REQUIREMENTS (9 CREDITS) | | |
|---|-----------------|---|
| PP 7045 | Psychopathology | 3 |

| | | |
|--|--|---|
| PP 7342 | Evaluation and Treatment of Diverse and Marginalized Populations | 3 |
| PP 7360 | Clinical Psychopharmacology | 3 |
| PROFESSIONAL ISSUES AND ROLES REQUIREMENTS (11 CREDITS) | | |
| PP 7044 | Consultation and Community Mental Health | 3 |
| PP 7100 | Professional Issues: Ethics, Conduct, and Law | 3 |
| PP 7110 | Professionalization Group I | 1 |
| PP 7111 | Professionalization Group II | 1 |
| PP 7352 | Clinical Supervision | 3 |
| PSYCHOLOGY FOUNDATION REQUIREMENTS (15 CREDITS) | | |
| PP 7000 | History and Systems | 3 |
| PP 7010 | Lifespan Development | 3 |
| PP 7040 | Cognition and Affective Processes | 3 |
| PP 7051 | Biological Bases of Behavior | 3 |
| PP 7060 | Social Psychology | 3 |
| PSYCHOLOGICAL ASSESSMENT REQUIREMENTS (18 CREDITS) | | |
| PP 7365 | Clinical Interviewing | 3 |
| PP 7370 | Cognitive Assessment | 3 |
| PP 7371 | Objective Personality Assessment | 3 |
| PP 7372 | Projective Personality Assessment | 3 |

| | | |
|--|---|--------------------------|
| PP 7373 | Integrative Assessment | 3 |
| PP 8646 | Introduction to Neuropsychological Assessment | 3 |
| PSYCHOLOGICAL INTERVENTION REQUIREMENTS (12 CREDITS) | | |
| PP 8010 | Cognitive Behavioral Theory and Therapy | 3 |
| PP 8020 | Person-Centered and Experiential Theory and Therapy | 3 |
| PP 8030 | Psychodynamic Theory and Therapy | 3 |
| PP 8060 | Group Psychotherapy | 3 |
| SCIENCE AND SCHOLARSHIP REQUIREMENTS (9 CREDITS) | | |
| PP 7041 | Quantitative Inquiry | 3 |
| PP 7042 | Statistics Laboratory | 1 |
| PP 7043 | Qualitative Inquiry | 3 |
| PP 8501 | Clinical Research Project Seminar | 2 (1 credit taken twice) |
| CLINICAL PRACTICUM REQUIREMENTS (12 CREDITS) | | |
| PP 8201 | Practicum I | 3 |
| PP 8202 | Practicum II | 3 |
| PP 8203 | Practicum III | 3 |
| PP 8204 | Practicum IV | 3 |
| ELECTIVE REQUIREMENTS (12 CREDITS) | | |
| Varied: Students may choose from a variety of elective courses | | |

| INTERNSHIP | | |
|------------|---|---|
| PP 8900 | Internship (taken 3 consecutive terms of fall, spring and summer) | 0 |

Practicum Requirements

Full-time students are typically placed in Practicum I and II (PP8201 & PP8202) during their second year of study and in Practicum III and IV (PP8203 & PP8204) during their third year of study. The practicum carries a total of 3 credit hours per semester and therefore 6 credit hours per academic year. Practicum commitments typically begin at the start of the fall term and conclude at the end of the Summer 1 term or 8 weeks later (depending on whether the student is at a 10-month or a 12-month practicum site). Credit for the year is not awarded until all practicum requirements are met. That is, the Fall practicum (i.e., Practicum I and III) will not receive credit until the Spring/Summer practicum (i.e., Practicum II and IV) is completed. Throughout the year, the student will be required to spend 18 – 24 hours per week or a minimum of 720 hours in the practicum training experience.

Further information regarding the practicum is found in the *Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Training Manual*.

Diagnostic and Intervention Practicum

The Diagnostic Practicum (Practicum I and II) is designed to emphasize the observation and diagnostic interviewing of clients and provides exposure to psychological evaluation and other assessment procedures. The Intervention Practicum (Practicum III and IV) emphasizes the aspects of therapeutic intervention. Time is typically divided into direct client contact, supervision, and indirect work such as paperwork and meetings. Practicum sites are made available through the HSPP Practicum Director. Practicum positions are volunteer (unpaid) training positions.

The practicum seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar is geared to the nature of the practicum setting, the needs of the students, and the professional expertise of the faculty member. The seminar also assists students to prepare for the Diagnostic (second year) and Intervention (third year) Clinical Competency Evaluations.

All students who enter the practicum application process must be in good standing, have a minimum grade point average of 3.0 on a 4.0 scale, and have completed the prerequisite courses to be completed prior to the beginning of practicum.

All students should be familiar with the *Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Training Manual*. The manual provides a comprehensive overview of the practicum courses and their requirements.

Clinical Competency Evaluation (CCE)

The Hawai'i School of Professional Psychology Clinical Competency Evaluation (CCE) is a competency-based examination that is designed to evaluate students' mastery of major clinical assessment and therapeutic skills.

Students are expected to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (e.g., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Successful completion of the CCE is a requirement for passing the Clinical Interviewing (PP7365) course and the Practicum I & II (PP8201 & PP8202) and Practicum III & IV (PP8203 & PP8204) sequences.

There are three sections to the CCE:

- The Clinical Interviewing CCE: This CCE takes place at the end of the Clinical Interviewing course during the Fall semester of the first year.
- The Diagnostic CCE: This CCE typically takes place in conjunction with the Practicum I and II series during the Summer I session of the year in which the student is enrolled in Practicum I and II.
- The Intervention CCE: This CCE typically takes place in conjunction with the Practicum III and IV series during the Summer I session of the year in which the student is enrolled in Practicum III and IV.

The CCE is graded "Pass", "Conditional Pass", or "Fail." Students have three opportunities to receive a passing grade on each CCE. After the first failure, students will receive an informal remediation plan developed by the faculty involved in the CCE. After two failures, students will be referred to the Student Professional Development Committee (SPDC) for a formal remediation plan. After the third failure students will be dismissed from the program.

Further information about the CCE is found in the *Hawai'i School of Professional Psychology at Chaminade University of Honolulu Clinical Training Manual*.

Comprehensive Examination Requirements

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A number of students opt to complete a practicum (beyond the required two years of practicum) for further training and to accrue additional training hours. Advanced Practicum consists of a 1.5-credit Fall semester course (PP8205) and 1.5-credit Spring semester course (PP8206), which may be combined to satisfy a 3-credit elective requirement. In addition to on-site training approved by the HSPP Practicum Director, the courses include a weekly on-campus seminar to provide further support to students. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services. To be eligible for Advanced Practicum, students must be in good academic standing, have completed two years of required practicum, and have successfully completed all CCEs.

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- Successfully complete the Comprehensive Examination prior to the fall internship application process.
- Submit a list of internship site preferences to the Director of Training. Students submit application forms directly to the internship site via the APPIC student portal and request that the school provide sealed copies of transcripts. Requests for transcripts and reference letters must be made in advance and in writing by the student.
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In order to be eligible to begin an internship, students must successfully pass all sections of the CCEs, complete all practica, pass the Comprehensive Examination, pass all coursework, pass the CRP Final Defense, and be in good standing.

Graduation Requirements and Records

Students who are admitted into the Hawai'i School of Professional Psychology will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the

demands of the profession of psychology. The courses will be completed in the order recommended by the HSPP Study Plan. Students are responsible to retain copies of all course (e.g., assignments, reports), practica (e.g., training reports, battery logs), and programmatic (e.g., applications, petitions, waivers) submissions. This is good practice not only for efficient program processes but also for future professional practice. In coordination with the Records Office, HSPP will retain student training, evaluation, and complaint records to satisfy its obligations to students and legal authorities for six years. Transcripts are maintained permanently with the Records Office. For detailed information on FERPA and other record management policies and procedures, please refer to the current *Chaminade University Student Handbook*.

To be eligible for graduation, students must meet the following requirements:

- Completion of 98 credit hours of which 60 must be completed by the end of the fourth year of matriculation. The total credit hours must include:
 - 72 credit hours of required courses completed with an earned grade of “B” or better
 - 12 credit hours of practicum and practicum seminar groups
 - 12 credit hours of electives
 - 2 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of the 3 Clinical Competency Evaluations (CCE): Clinical Interviewing CCE, Diagnostic CCE, and Intervention CCE
- Successful completion of the Clinical Research Project (CRP)
- Successful completion of a 2,000-hour pre-doctoral one-year, full-time internship
- Attainment of a Grade Point Average (GPA) of at least B (3.0 on a 4.0 scale)
- Completion of these requirements within seven years of matriculation into the program

Petition to Graduate

Students are responsible for initiation and completion of this process. A petition for graduation must be filed at the Records Office no later than the deadline specified in the current academic calendar to avoid additional fees. Two terms prior to intended graduation date, a clearance for graduation form must be completed before the petition and graduation fees are accepted. Attendance at commencement is optional. A petition must be filed and

the graduation fee must be paid before the degree will be conferred or a diploma issued. In addition, PsyD students must complete all graduation requirements (with the exception of the internship) by the University petition deadline (approximately eight weeks prior to commencement, depending on the year). The same requirements apply to the program's Ho'opuka graduation ceremonies.

Depending on the licensing state, graduates may begin accumulating postdoctoral hours for licensing after the degree has been conferred by the Registrar. The conferral date is approximately 2 weeks after all requirements have been completed (including submission of required paperwork).

PSYD Learning Outcomes

Clinical Psychology Learning Outcomes

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.

9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

PSYD Admissions

Admissions

When and How to Apply

There are three terms in an academic year at The Hawai'i School of Professional Psychology at Chaminade University of Honolulu

- Fall term (16 weeks August to December)
- Spring term (16 weeks January to April)
- Summer term (8 weeks May to July)

The program starts once a year in the fall term. The program is run in a cohort format that begins in late August or early September each year. No other entry terms are available.

The application period is September through April, prior to the fall term. Priority deadline is January 15. Those interested in applying for the Hawai'i School of Professional Psychology at Chaminade University of Honolulu may contact PsyD@chaminade.edu for specific instructions and deadlines.

PsyD courses are held on-campus. Courses are normally conducted once a week during weekdays and occasionally early evening. First year PsyD students can expect to be on-campus 2-3 days a week. PsyD courses are not offered in an online or hybrid format. PsyD courses are not offered on the weekend.

APPLICATION PROCEDURE

- Review Catalog: Choose your degree and start term
- Apply Online at www.chaminade.edu
- Pay Application Fee

OFFICIAL TRANSCRIPT(S):

Submit official transcripts from all previously attended Institutions using the following:

- Option 1: Request the transcript to be sent directly to the PsyD Department, from the Institution.
- Option 2: Submit official transcripts to the PsyD Department in a sealed envelope from the Institution.
- Option 3: Institutions that utilize secured electronic transcript services, such as eScrip-Safe, should email the transcript access information to PsyD@chaminade.edu

Chaminade University

If you received your undergraduate or graduate degree through Chaminade, you do not need to request or pay for transcripts to be sent. Chaminade University transcripts will be sent directly to the PsyD Department from the Records Office.

Transcripts from Institutions outside of the U.S. must be evaluated by one of the following organizations and sent to the PsyD Department directly from the following organization:

- National Association of Credential Evaluation Services: <http://www.naces.org/>

Admissions requirements are:

- Possess a bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- Possess an undergraduate degree grade point average of at least 3.0 (on a scale of 4.0) or a graduate grade point average of 3.25 (on a scale of 4.0)
- Complete the online program application and pay the \$50 fee
- Submit a personal/professional goal statement with a self-appraisal of qualifications for the profession
- Submit a current résumé (or career summary)
- Submit three applicant recommendation letters
- Submit official transcripts from all post-secondary schools attended
- Complete an in-person (or web-based) interview with members of the faculty

Unclassified Student Status

Some applicants may be admitted as unclassified students, which allows them to take up to five 3-credit courses in the program. The selection of courses for unclassified students is limited, but if the student is later admitted as a classified student, those courses may be transferred into the doctoral program. Unclassified students do not qualify for financial aid. Unclassified students who wish to become degree seeking students, should apply as such later in the Spring semester, after completing enough class time to adequately demonstrate their abilities as a graduate student. Unclassified students have a period of one year to take the maximum five courses.

Foundation Courses

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu requires applicants to successfully complete, five undergraduate (with a C or better) or graduate (with a B or better) courses that serve as a basic foundation for coursework in clinical psychology. Foundation courses must be completed prior to starting the program. Several of these courses serve as direct prerequisites to the HSPP courses. The following undergraduate or graduate courses are required:

Chaminade University

- Introduction to psychology or general psychology (this course may be waived if the applicant has completed a Bachelor's or Master's degree in Psychology)
- Abnormal psychology, psychopathology, or maladaptive behavior
- Statistics or research methods
- Two additional courses in the field of psychology

INTERNATIONAL APPLICANTS

All visa-related issues are handled by the Enrollment Specialist or Registrar, who can be reached at 808-739-8554. This office issues I-20 Forms, required to obtaining an F-1 Student Visa in the student's country of citizenship (to be done before arrival in the U.S.). At registration, students must provide a copy of his or her passport/visa. The student will then be issued an updated I-20 that will change from "pending" to "continued attendance at this school". To maintain student visa status while in the United States, all international students must:

1. Have a valid passport
2. Attend the school that the student is authorized to attend
3. Carry the equivalent of a full course study of at least 6 credits per term for graduate students
4. Apply for extension of stay when necessary
5. Obtain prior approval each time the student leaves to travel outside of the United States from the Enrollment Specialist
6. Follow procedures to continue from one education level to another and/or transfer
7. Obtain authorization prior to accepting any employment
8. Report immediately any change of residence to the Enrollment Specialist

In addition to regular admission requirements, international applicants whose native language is not English must submit either:

- Test of English as a Foreign Language (TOEFL), minimum score on the TOEFL –IBT is 79. (www.toefl.org).
- IELTS, minimum score is 6.5 (www.ielts.org)
- PTE, minimum score is 53 (www.pearsonpte.com)
- Apply for an evaluation of undergraduate college transcript to the following organization: National Association of Credential Evaluation Services (<http://www.naces.org/>)
- Provide a statement from a banking association of available financial resources to cover tuition, room and board, books, and other expenses while attending school.

Chaminade University

Health insurance that is accepted by U.S. providers is required for international students. Students must submit proof of a clear TB test or chest X-ray, given and read less than one year prior to the start of the school semester. TB tests or chest Xrays are required by law by the State of Hawai'i. International students must submit a chest X-ray, which may be taken in their country of citizenship if desired.

HOW TO SUBMIT

Official transcripts, resume, statement and letters of recommendation may be mailed directly to PsyD@chaminade.edu and/or mailed to the following address:

Hawaii School of Professional Psychology at Chaminade University
Attention: PsyD Department
3140 Waialae Avenue
Honolulu, HI 96816

Institutions that utilize from secured electronic transcript services such as eScrip-Safe, should email the transcript access information to PsyD@chaminade.edu

PSYD Transfer

Transfer Requirements/ Procedures

Course/Credit Transfer

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward transfer credit for courses in the curriculum. Course transfers are not reviewed or granted until the student has been accepted into the program and has paid the initial deposit following admission to the program.

For a course to be considered eligible for transfer credit, the following conditions must be met:

- The course must have been taken no more than five years before entry to HSPP.
- The course grade must be a grade of "B" or higher.
- The course must have been a graduate-level course, taken for graduate-level credit from a regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required. HSPP does not accept any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from non-accredited schools.
- As this is an on-ground Clinical Psychology program, peer and instructor face-to-face interactions are critical to instruction and evaluation. Transfer requests for online courses will be heavily scrutinized. Transfer of online assessment and therapy courses is prohibited.
- Any course submitted towards a transfer of a 3 credit hour course must carry 3 or more graduate credit hours. In special circumstances, a maximum of two courses can be submitted to transfer as one 3 credit hour course. The total number of credit hours of the two courses must be equal to, or greater than 3 credit hours.
- A maximum of 5 courses (15 credit hours) may be transferred towards the program.
- Transfer courses must be equivalent in content, and it is the responsibility of the student to demonstrate course equivalency. As determined by the HSPP faculty, there must be an 80 percent overlap in course content and objectives between the course

submitted for transfer credit and the course offered.

Transfer of assessment and therapy courses carry additional scrutiny, especially if the course was not taken at an APA-accredited program. In addition to completing the above-mentioned review process, the student may be required to pass a practical competency exam and provide reports/recordings to be granted a course transfer.

The following is a list of courses that may not be transferred into the Hawai'i School of Professional Psychology at Chaminade University of Honolulu:

| COURSE | TITLE |
|---------------|--|
| PP7100 | Professional Issues: Ethics, Conduct, and Law |
| PP7110 | Professionalization Group I |
| PP7111 | Professionalization Group II |
| PP7342 | Evaluation and Treatment of Diverse and Marginalized Populations |
| PP7365 | Clinical Interviewing |
| PP7373 | Integrative Assessment |
| PP8201 | Practicum I |
| PP8202 | Practicum II |
| PP8203 | Practicum III |
| PP8204 | Practicum IV |
| PP8501 | Clinical Research Project |
| PP8900 | Internship |
| All electives | |

Course/Credit Transfer Procedures

Transfer requests must be submitted by the end of the Spring term of the first year and at least 3 weeks prior to the start of the course (this may include 3 weeks prior to the start of a student's first term). Students petitioning for transfers may be required to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Students who wish to submit a course for transfer credit must submit the following to the Program Coordinator:

- Course Waiver/Substitution Form
- Copy of the transcript that denotes the course taken
- Copy of the course syllabus
- Upon request, the student may be required to submit supporting documentation (e.g., course exams, diagnostic test protocols and write-ups).

In some situations, a student may need to move out-of-state prior to completing all of their classes. In most situations, that student would transfer to another PsyD program to complete their degree. However, in rare situations in which the student has completed all courses through their third year, the student may request an advanced-student course transfer. In consultation with the HSPP Program Director, this could allow the student to take a few remaining classes at an approved program as a Student-at-Large (SaL) and transfer the credits (once completed) back to HSPP. Subsequently, the student would complete their program with HSPP by obtaining and attending an internship through HSPP. Students who wish to request an advanced-student course transfer should do the following:

- Students should obtain preliminary approval from the HSPP Program Director regarding the out-of-state program.
- Students should contact the out-of-state program to inquire about an SaL status, available classes, and obtaining course syllabi.
- Because the student will not be registering for HSPP courses, a Leave of Absence Request Form needs to be submitted.
- Prior to taking any classes as an SaL, students should submit a Course Waiver/Transfer Form and respective syllabi to the HSPP Program Director for preliminary approval.
- Beyond the courses, the student may be required to obtain additional training and/or perform a competency exam on the course subjects to best match the HSPP courses.
- Once the classes are completed, students should resubmit a copy of the Course Waiver/Transfer Form, syllabi from the completed courses, and transcripts to the HSPP Program Coordinator for processing final approval.

Psychology Minor

Psychology Minor

Upon completion of the Psychology minor, students will be able to:

1. Identify some of the key concepts, principles, and overarching themes in psychology.
2. Apply the scientific method and critical thinking to evaluate psychological research.
3. Exhibit effective writing skills within the context of the field of psychology.

Minor requirement

15 semester hours of upper division courses to be chosen with the approval of the program advisor.

Religious Studies Overview

Religious Studies

Relation to the University Mission and Identity:

The Religious Studies Program is at the center of the mission and identity of Chaminade University as a Catholic and Marianist institution. The discipline by its very nature is involved in the application of faith and reason as faculty and students confront the phenomena of religious experience, particularly its reality within the Catholic and Christian traditions. The discipline invites the student to a continuing reflection on the historical content of its prophetic call to peace and justice, to love for the least among us and action on behalf of justice as constitutive of the proclamation of the gospel today.

Mission Statement:

The mission of the Religious Studies discipline is to foster an understanding of human responses to the sacred that invite personal and communal commitment to faith in action and spiritual growth.

Vision Statement:

The Religious Studies program offers the student an opportunity for in-depth reflection into the nature of religious experience, the communities which arise in response to it, and their actions. Grounded in Roman Catholic theology and Marianist educational philosophy, this reflection is ecumenical and conducted in the context of a multicultural, interfaith dialogue. Participating both in the search for truth characteristic of the university and in the teaching apostolate of the Catholic Church, the discipline strives to create learning communities that engage students with the Catholic Intellectual Tradition, particularly those parts of the tradition that elucidate the experience of the church in Asia and the Pacific, exploring the meaning of the faith and working for justice among those peoples and cultures.

Career Options and Graduate Education Paths of Graduates:

Most of the graduates of this program have entered the teaching profession in a variety of Church-related schools; others serve in parishes or temples, have entered seminary training in a variety of Christian traditions, or have gone on to graduate schools for further study in theology, religious studies, or pastoral ministries.

Discipline Teaching Goals:

1. We will promote faculty and student understanding of the Catholic Intellectual Tradition by engaging its historical achievements and articulations, its integration of faith and reason, and its application of values for the human person and for social transformation.
2. We will promote the integral growth and development of both faculty and students as

moral and spiritual persons.

3. We will foster an understanding of the correlation and interaction between religions and cultures, particularly as lived by the peoples of the Hawaiian Islands and Pacific Rim.

Religious Studies Requirements

Religious Studies Requirements

Pre-major and pre-minor requirements (9 credits):

RE 103 and either RE 205 or RE 211; one 100-level Philosophy course. All must be passed with a grade of "C" or better.

Major Program of Study: Christian Studies

The Christian Studies concentration requires 27 semester credits to include:

| | | |
|------------------|--|---|
| Christology | RE 301 | 3 |
| Christian Ethics | RE 308 | 3 |
| Scripture | RE 314 RE 315 | 6 |
| Spirituality | RE 324 or RE 326 | 3 |
| Asian | RE 357, RE 359, RE 365, RE 450, RE 455, RE 460, RE 461, RE 469, RE 471, or RE 472 | 3 |
| Capstone | RE 390 or RE 490 | 3 |
| Electives | upper division with a Christian Studies emphasis | 6 |

Adult Faith Formation

We recommend that students wishing to appropriate an adult appreciation of their Catholic faith take the following courses as part of their faith journey: RE 301 Jesus, God and Man; RE 314 Hebrew Scriptures; RE 315 Christian Scriptures; RE 324 Sexuality in Christian Life; and RE 326 Christian Prayer. Accompanied by active involvement in service and liturgical

opportunities, participation with Campus Ministry and their local parishes, these courses will provide the student with the knowledge and experiences that nurture an informed and committed adult faith life.

Graduate Work and Philosophy

Students who intend to go on to graduate studies in Theology or Religious Studies are generally required to have a minimum of 12 credits of 300-level philosophy that includes courses that cover the traditional fields of epistemology, metaphysics, aesthetics, and some acquaintance with Catholic/Christian philosophers. Please consult your major/minor advisor for guidance on appropriate courses offered at Chaminade University.

Seeking a Waiver of Course Prerequisite

In individual cases and for appropriate reasons, instructors of 300-level courses may request permission to waive prerequisites for their courses. Students must obtain the appropriate form, have it signed by the instructor, division dean, and the Provost.

Religion Course Sequence

Freshman Year - Year 1

Fall Sequence -16 Credits

| COURSE | CREDITS | CATEGORY |
|------------------|---------|----------|
| COM 101 | 3 | FOU |
| CUH 100 | 1 | FOU |
| EN 101 | 3 | FOU |
| FREE | 3 | FOU |
| FREE | 3 | FOU |
| RE 205 or RE 211 | 3 | PMR |

Spring Sequence - 16 Credits

| COURSE | CREDITS | CATEGORY |
|-------------------------|---------|----------|
| FREE | 4 | FOU |
| EN 102 | 3 | FOU |
| FREE | 3 | ELE |
| RE 103 | 3 | PMR |
| Any PH 100 level course | 3 | PMR |

Sophomore Year - Year 2

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| RE 314 | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|--|----------------|-----------------|
| RE 315 | 3 | MR |
| RE 357, RE 359, RE 365, RE 450, RE 455, RE 460, RE 455, RE 460, RE 461, RE 471, or RE 472 | 3 | MR |
| FREE | 3 | VAL |
| FREE | 3 | VAL |
| FREE | 3 | ELE |

Junior Year - Year 3

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|------------------|----------------|-----------------|
| RE 301 | 3 | MR |
| RE 324 or RE 326 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| RE 308 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Senior Year - Year 4

Fall Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|---------------|----------------|-----------------|
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |

Spring Sequence - 15 Credits

| COURSE | CREDITS | CATEGORY |
|------------------|----------------|-----------------|
| RE 390 or RE 490 | 3 | MR |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | ELE |
| FREE | 3 | CAP |

*EN 102 and COM 101 are prerequisites for all upper division (300-400 level) courses

**AR 201 or 202 will satisfy the Knowledge of Beauty & Creation Foundations requirement

***POL 111 will satisfy the Critical Thinking Foundations Requirement

LEGEND

| CATEGORY | MEANING | OUTCOMES | CREDITS |
|-----------------|-----------------------|---|----------------|
| CAP | CAPSTONE | THIS COURSE FULFILLS THE GENERAL EDUCATION CAPSTONE REQUIREMENT | 3 |
| ELE | ELECTIVE | THESE COURSES FULFILL OVERALL CREDIT REQUIREMENTS | 57 |
| MR | MAJOR REQUIREMENT | THESE COURSES FULFILL MAJOR COMPETENCIES REQUIREMENTS | 21 |
| PMR | PRE-MAJOR REQUIREMENT | THESE COURSES FULFILL PROGRAM COMPETENCIES REQUIREMENTS | 9 |
| FOU | FOUNDATIONAL SKILLS | THESE COURSES FULFILL CRITICAL FOUNDATIONAL SKILLS REQUIREMENTS | 20 |
| VAL | VALUES | THESE COURSES FULFILL CRITICAL VALUE REQUIREMENTS | 12 |
| | | TOTAL CREDITS | 122 |

Religion Learning Outcomes

Religion Learning Outcomes

Upon completion of the undergraduate B.A. program in Religious Studies, students will be able to:

1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4. Generate a substantive project that is animated by the Marianist Charism.

Religious Studies Minors

Religious Studies Minors

Asian and Pacific Religions Minor (15 credits):

In addition to completion of the pre-minor requirements, the student must complete: Two courses (6 credits): selected from: RE 357, RE 359, RE 365, RE 450, or RE 460; Two courses (6 credits): selected from: RE 455, RE 461, RE 469, RE 471, RE 472, or RE 480 Special Topic in Asian or Hawaiian Religions; The student must also select one course (3 credits) from the following list of related courses: AN 350, 357; HI 442, 443, 444, 450, 451, 452, 453; and PSY 476, 477, 478, 479.

Upon completion of the Asian and Pacific Religions minor, students will be able to:

1. Utilize the key concepts of Asian and Pacific religious worldviews in a critical reflection on integral human experience.
2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3. Employ Asian and Pacific moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values.

Christian Studies Minor (15 credits):

In addition to completion of the pre-minor requirements and the general education 300-level requirement in religion, the student must complete a total of six upper division religion courses (15 credits) covering the following areas of study: Scripture (6 credits): RE 314 and RE 315; Spirituality (3 credits): chosen from RE 324, RE 326, or RE/PH 425; Christology (3 credits): RE 301; Elective: choose one (3 credit) upper division course selected from the religion (RE) courses in the Christian Studies area in consultation with program advisor.

Upon completion of the Christian Studies minor, students will be able to:

1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3. Employ Christian moral imagination in moral reasoning and decision making that affirms and/or challenges secular and cultural values.

Sociology Overview

Sociology Overview

Program Advisor: Dr. Bryan Man

A separate major is not offered in sociology, which is one of the disciplines incorporated in the behavioral sciences program. Students obtain a B.S. in behavioral sciences with an area of concentration in sociology.

Sociology Minor

Sociology Minor

Upon completion of the Sociology minor, students will be able to:

1. Identify some of the key concepts, principles, and overarching themes in sociology.
2. Apply the scientific method and critical thinking to evaluate sociological research.
3. Exhibit effective writing skills within the context of the field of sociology.

Surf Studies Overview

Surf Studies

Faculty Advisors: Dr. Cheryl Edelson, Dr. Gail Grabowski, Dr. James Kraus, Dr. Peter Steiger

Chaminade's Surf Studies minor/certificate celebrates the indigenous Hawaiian origins of surf culture by emphasizing the sense of place, so integral to a Chaminade education, as the thematic beginning point for the interpretation and analysis of surfing as a cultural phenomenon. This interdisciplinary program aims to embrace surfing from a variety of disciplinary perspectives, including cultural studies, philosophy, business, science and technology. Hawai'i is the birthplace of surfing, and the program aims to build on this rich cultural heritage as well as the emerging global movement toward scholarship in the field.

Surf Studies Minor

| SURF STUDIES MINOR (12 CREDITS) | | |
|---------------------------------|--|---|
| SURF 341 | Surf Studies in Hawaii | 3 |
| Select 9 credits: | | |
| SURF 351 | Philosophy of Surfing | 3 |
| SURF 361 | Business and Entrepreneurship in Surfing | 3 |
| SURF 410 | Surfing and Marine Science | 3 |
| SURF 371 | Environmental Studies: Surf Science | 3 |
| SURF 480 | Current Issues in Surf Studies | 3 |

Surf Studies Learning Outcomes

Upon completion of the Surf Studies minor, students will be able to:

1. Describe and explain surfing's Native Hawaiian origins
2. Engage in comparative analysis of Hawai'i surf culture with surf cultures in other parts of the US and the world
3. Analyze literary, cinematic, televisual, and other popular culture representations of surfing and surf culture
4. Define and discuss physical, psychological, and spiritual benefits of surfing
5. Identify and analyze various elements of the Surf Industry from an ethical business/marketing perspective.
6. Articulate the interrelation of surfing with coastal and marine ecosystems
7. Apply the Marianist tradition of an integral/holistic education as it pertains to global awareness in the interdisciplinary field of surf studies within a diverse community of learners

Air Force ROTC

Military Programs Overview

Aerospace Studies Air Force Reserve Officer Training Corps (AFROTC)

AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes.

AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as “cadets”) who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as second lieutenants in the Active Duty Air Force.

On O’ahu, the AFROTC program is currently offered at University of Hawaii at Manoa, AFROTC Detachment 175. Detachment 175 has a crosstown agreement that allows our students to enroll in AFROTC and become full-fledged cadet participants. There are three and four year programs available.

The program is divided into two phases, the general military course (GMC freshman and sophomore years) and the professional officer course (POC junior and senior years). The first two years of the AFROTC program consist of one hour of classroom work and two hours of leadership lab each week. The GMC is an opportunity for students not on ROTC scholarship to try out the program with no obligation. You can only enter the POC once you have successfully completed the GMC and field training. The POC conduct the leadership labs and manage the unit’s cadet corps. Once you are enrolled in the POC you are enlisted in the Air Force Reserve and assigned to the Obligated Reserve Section.

Army R.O.T.C.

Army R.O.T.C.

Military Science Army Reserve Officer Training Corps

A partnership agreement with the University of Hawaii (UH) makes it possible for interested and qualified students at Chaminade to participate in the Military Science Program (Army R.O.T.C.) at the UH-Manoa campus. Credit in this program is granted by Chaminade University and included in the computation of grade point average.

The Army Reserve Officers Training Corps (R.O.T.C.) Program provides college-trained officers with commissions as second lieutenants in the U.S. Army, Hawaii Army National Guard, or U.S. Army Reserve. Officers have an option of being commissioned in a reserve component and pursuing their civilian careers; going on active duty; or receiving an educational delay and earning a graduate or professional degree. Four-year, three-year, and two-year program options are available.

Scholarships of two, three, and four years are available. They provide for 100 percent of tuition and fees, books, laboratory expenses, travel, and 300 dollars to 500 dollars per month for the period of the scholarship. Information and counseling on the R.O.T.C. program are available at the offices of the Military Science Program at the University of Hawaii. They can be reached at the following phone numbers: (808)-956-7766 or (808)-956-7744.

The four-year program is divided into a two-year basic course and a two-year advanced course. For students who enter R.O.T.C. at the beginning of or during their freshman year, this is the traditional program which offers a moderately paced course of military and academic training resulting in completion of R.O.T.C. and award of a commission on graduation day. All basic courses are electives and no military obligations are incurred.

The two-year advanced program can be taken, without taking the basic courses, by attending and completing a four-week summer camp at Fort Knox, Kentucky, for which the student receives approximately 600 dollars. Likewise, veterans of all services, three year J.R.O.T.C. graduates, and national guardsmen and reservists may be exempt from the basic course. Should an individual qualify, select, and complete this option, he/she may receive an early commission by the end of the junior year. Students must have four semesters of college work remaining after finishing the basic summer camp or qualify for the exemptions mentioned earlier.

The advanced course includes a four-week summer camp between the junior and senior years at a Mainland military installation. Pay for the advanced course is 650 dollars to 700 dollars per month during the school year and approximately 650 dollars per month at camp. To be eligible for the advanced course, a student must:

1. be a citizen of the United States
2. successfully complete the basic course or its equivalent
3. meet other statutory and regulatory requirements

In addition to the courses outlined above, and summarized in the course descriptions, cadets will be required to meet professional military education requirements prior to graduation and commissioning. These requirements consist of courses in written communication skills, military history, and computer literacy.

The simultaneous membership program allows cadets to participate with, and receive drill pay from, Army Reserve or Hawaii National Guard units as an officer trainee while they complete the Army R.O.T.C. advanced course. This is in addition to the monthly R.O.T.C. living allowance and any GI Bill educational benefits to which the individual may be entitled.

All students have the opportunity to attend airborne, air assault, and other schools. Women are eligible for the program and comprise 30 percent of the R.O.T.C. corps.

Hogan Entrepreneurial Program Overview

Hogan Entrepreneurial Program

Program Overview and Objectives

The Hogan Entrepreneurial Program prepares highly motivated students for entrepreneurial careers in business, government, and non-profit organizations. This interdisciplinary preparation builds their capacity to innovate, their willingness to take risk, and their sensitivity to the social significance of their business activities. The Hogan Program, steeped in the tradition of Marianist values, is open to students from all undergraduate and graduate majors. Those chosen, take part in a variety of curricular and co-curricular activities during their junior, senior, and or graduate student years. Students completing at least one full year of the program are designated *HOGAN ENTREPRENEURIAL GRADUATES*.

Central objectives of the program are the following:

- Inspire and develop outstanding Chaminade students for entrepreneurial work in a wide range of organizations
- Introduce students to the life of the entrepreneur
- Develop skills and perspectives for leadership, including the questioning of assumptions, judicious risk-taking, and creativity at work
- Foster a mind-set that makes integrity and concern for social justice central to all entrepreneurial pursuits
- Facilitate students' career entry and development by providing networking opportunities and exposure to entrepreneurs and their work environments

Hogan Entrepreneurial Program Requirements

Hogan Entrepreneurial Program Requirements

The program includes both course work and additional activities to foster entrepreneurial thinking and skill development.

| ACADEMIC COURSEWORK IN ENTREPRENEURSHIP | | |
|---|--|--|
| ENT 301 | | |
| ENT 302 | | |
| | | |
| FOR UNDERGRADUATE STUDENTS CHOOSING TO TAKE MORE THAN ONE YEAR OF HOGAN CLASSES (OPTIONAL): | | |
| ENT 401 | | |
| ENT 402 | | |
| | | |
| MBA STUDENTS | | |
| MBA 701 or MBA 740 | | |

Non-academic Activities (Co-curricular)

Wednesday Evening Speaker Series (Mandatory)

All Hogan students are required to attend Wednesday Evening Sessions to interact with guest entrepreneurs.

International Study Mission (Optional)

Students may be eligible to attend international trips to be exposed to business in a foreign culture. This is offered in the summer and may include trips to China, India, and other Asian countries.

Internship in Applied Entrepreneurship (Optional)

Students may participate in an internship of any duration, but not shorter than the equivalent of four weeks full time work. The internship exposes students to entrepreneurs

and their day-to-day work. These are normally paid internships, and the internships are developed and selected by the staff of the Hogan Entrepreneurial Program.

Community Service (Mandatory)

All students in the Hogan Entrepreneurial Program serve at least 25 hours of community service locally during each year of their candidacy in the program. The areas of service are at the choice of the students and are approved in consultation with the program director to best leverage skills the students develop in the program.

Mentor Relationships (Optional)

All students are offered entrepreneurial mentors to provide advice and support in developing their entrepreneurial skills and interests.

Social Entrepreneurial Opportunities (Optional)

Students may participate in a variety of innovative Hogan activities designed to assist communities in which we operate. They include things such as: Non Profit Business Plan Competition, Workshop for the Homeless and others.

Program Eligibility and Candidate Selection

Students are eligible to apply for the Hogan Entrepreneurial Program if they will be juniors, seniors or a graduate student when they enter. Review of applications and the interview of applicants by the program director and selected members of the Hogan Entrepreneurs Advisory Board will take place early enough so that selected students can take advantage of early registration.

Eligibility requirements are as follows:

- A GPA of 3.0 or better and continuing performance at that level during time in the program
- A record of leadership or entrepreneurial roles and activities
- A personal orientation, which evidences creative thinking and the ability to thoughtfully consider the ethical dimensions of individual, group, and organizational action

The number of entering students is limited to about twenty-five each year.

Note: Some students are accepted as Adjunct Hogan Entrepreneurs if they qualify in all but the area of grade point average, or if they expect to be in the program for less than one year. Those without an adequate GPA will be accepted as regular Hogan Entrepreneurs and be eligible for a Hogan Certificate of Achievement when they attain an overall GPA of 3.0 or better.

Accounting (AC) Courses

Course Descriptions

ACCOUNTING (AC)

AC 201 Principles of Accounting I (3)

Accounting is often called the language of business. This course introduces students to the accounting cycle and the terminology of accounting through application of procedures used to classify, record, and interpret business transactions and prepare financial statements. Topics include the principles and procedures for valuing assets and measuring income. The focus of this course and AC 202 is to provide fundamental accounting skills and knowledge to prepare students for advanced courses in business and accounting. Offered every semester. Prerequisites: MA 103.

AC 202 Principles of Accounting II (3)

This course is a continuation of AC 201, completing an introduction to financial accounting and providing the fundamentals of managerial accounting. Topics include financial statement analysis, product costing, cost-volume-profit analysis, capital and operational budgeting, cash flow analysis, and other techniques useful for management decision-making. Offered every semester. Prerequisites: AC 201

English 102 and Communication 101 are prerequisites for all upper division courses.

AC 301 Intermediate Accounting I (3)

This course and AC 302 provide in-depth coverage of financial accounting theory and practice for accounting majors and those who need more than basic knowledge. Topics include accounting processes and the application of GAAP to preparation of the financial statements, with specific emphasis on recognition and measurement of cash, receivables, and inventories. Offered fall semester. Prerequisites: AC 202.

AC 302 Intermediate Accounting II (3)

This course is a continuation of AC 301. Topics include the application of GAAP to recognition and measurement of plant assets and intangibles, debt securities, stockholder's equity, pensions, leases, and income taxes. Service-Learning. Offered spring semester. Prerequisites: AC 301.

AC 303 Managerial Accounting (3)

This course presents advanced topics in cost and managerial accounting. It is intended for accounting majors and may also be appropriate for students interested in finance and operations. Topics include break-even analysis, job order, process, standard cost systems, capital budgeting, and emerging practices such as reengineering, strategic alliances, and open book management. Offered fall semester. Service-Learning. Prerequisites: AC 202.

AC 306 Tax Concepts (3)

This course provides an introduction to Federal Income Taxation and is intended for accounting and business majors who need to understand the tax implications of business decisions. Topics include analysis of principles, laws, and regulations which underlie the federal tax system and their effect on individuals, businesses and property transactions. Offered spring semester. Prerequisites: AC 202. Service-Learning.

AC 362 Legal and Ethical Issues in Business (3)

This course is designed to provide students with an understanding of the legal and ethical issues business decision makers face in determining appropriate policies and actions. Focus is given to the effect of decisions on stakeholders including employees, customers, investors, and society. Topics include application of moral philosophies to common business dilemmas, professional codes of ethics, and elements of business law including contracts, the Uniform Commercial code, and agency. As part of this class students will have the option to participate in activities that integrate meaningful business-related service to the community with course learning. Service-Learning Course. Offered every semester. Cross-listed with BU 362.

AC 404 Auditing I (3)

This course examines the theory and practice of auditing as applied to transaction cycles, auditing terminology, internal control procedures, reporting on audited statements, audit evidence, and review and analysis of statements on auditing standards. Service-Learning Course. Offered fall semester. Prerequisites: AC 302.

AC 405 Auditing II (3)

This course is a continuation of AC 404. Topics include auditor's legal and ethical considerations, statistical sampling, extensions of the auditor's function including operational auditing, compliance auditing, and reporting on other types of financial and nonfinancial information, and the use of generalized auditing software. Service-Learning Course. Offered spring semester. Prerequisites: AC 404

AC 408 Governmental Accounting (3)

This course provides an introduction to the principles and procedures of fund accounting for government and nonprofit institutions. Topics include budgetary control, types of funds, revenue and expenditure accounting, and financial reporting for public sector organizations. Offered fall semester. Prerequisites: AC 202.

AC 416 Career Development (3)

Starting one's career is often both an exciting goal and a mystifying, overwhelming challenge. This course provides students with the knowledge and tools needed for successful career planning and entry. The course covers developmental issues, theories, and activities useful for career exploration. Also included are approaches to making career and lifestyle choices, societal trends that may affect career decisions, and self-management skills at work. Students develop an action plan for initiating their career and personal portfolio of resources for use in job search. Offered every semester. Prerequisite: AC 308. Cross-listed with BU 416.

Aerospace Studies (AS) Courses

Course Descriptions

AEROSPACE STUDIES (AS)

The leadership laboratory is required for all courses. Conducted within the framework of organized cadet corps with progression of experiences designed to develop leadership potential. Involves Air force customs and courtesies, drills and career progression.

AS 101 Foundations of the United States Air Force (1)

Study of the total force structure, strategic offensive and defensive, general purpose, and aerospace support forces of the Air Force in the contemporary world. A to F only.

AS 101L Initial Military Training I (1)

Laboratory consists of activities that focus and promote the Air Force way of life. Instruction will include leadership and followership development, teamwork, physical fitness training, and activities designed to build camaraderie and esprit de corps. Course is open to all majors. CR/NC only.

AS 102 Foundations of the United States Air Force (1)

Continuation of 101. A to F only.

AS 102L Initial Military Training II (1)

Laboratory consists of activities that focus and promote the Air Force way of life. Instruction will include leadership and followership development, teamwork, physical fitness training, and activities designed to build camaraderie and esprit decorps. Course is open to all majors. CR/NC only.

AS 201 Evolution of USAF Air and Space Power (2)

Study of Air Force heritage, Quality Air Force principles, ethics, and an introduction to leadership and group leadership problems. Application of written and verbal communication skills is included. A to F only.

AS 201L Field Training Preparation I (1)

Laboratory consists of preparing second-year AFROTC cadets with the skills needed to successfully complete AFROTC Field Training. Students will learn basic military skills, Field Training skills, and participate in physical fitness training. CR/NC only. Prerequisite: consent of instructor.

AS 202 Evolution of USAF and Space Power (2)

Continuation of 201. A to F only.

AS 202L Field Training Preparation II (1)

Continuation of 201L. CR/NC only. Prerequisite: consent of instructor.

AS 251L Leadership Laboratory (1)

Laboratory on the basic skills of leadership and followership. Lab includes application of leadership/followership skills, various field trips to military installations, group projects, and physical training. Repeatable one time. A to F only.

Prerequisite: 101, 102, 201, 202; or consent of instructor. (Fall only)

AS 301 Air Force Leadership Studies (3)

Integrated management course emphasizing the military officer as a manager in Air Force, including individual motivational and behavioral processes, leadership, communication and group dynamics. A to F only.

AS 301L Intermediate Cadet Leader I (1)

Laboratory consists of demonstration of leadership and management skills needed to successfully function as an Air Force officer. Instruction will include lessons covering planning, organizational and communication skills, and the ability to use available resources to complete an assigned task. CR/NC only. Prerequisite: must have completed AFROTC Field Training; or consent of instructor.

AS 302 Air Force Leadership Studies (3)

Continuation of 351. A to F only. Prerequisite: must have completed 351.

AS 302L Intermediate Cadet Leader II (1)

Continuation of 351L. CR/NC only. Prerequisite: must have completed AFROTC Field Training; or consent of instructor.

AS 401 National Security Affairs (3)

Study of the national security process, regional studies, advanced leadership, ethics, and Air Force doctrine. Special focus placed on preparation for active duty and current issues affecting professionalism. A to F only. Prerequisite: 352 or consent of instructor. (Fall only)

AS 401L Senior Cadet Leader I (1)

Laboratory consists of providing prospective Air Force officers opportunities to continue to develop leadership, managerial, and supervisory skills. Instruction will include preparation for active duty. CR/NC only. Prerequisite: must have completed 351 and 352L; or consent of instructor.

AS 402 National Security Affairs (3)

Continuation of 401. A to F only. Prerequisite: 401 or consent of instructor.

AS 402L Senior Cadet Leader II (1)

Laboratory consists of providing prospective Air Force officers opportunities to continue to develop leadership, managerial, and supervisory skills. Instruction will include preparation for active duty. CR/NC only. Prerequisite: must have completed 351 and 352L; or consent of instructor.

Anthropology (AN) Courses

Course Descriptions

ANTHROPOLOGY (AN)

AN 200 Cultural Anthropology (3)

This course looks at human groups, with the major goal of developing a greater awareness of the role of culture in human experience. Specifically the course is intended to help each of us to gain greater awareness of our own implicit assumptions, beliefs and values with the goal of developing a greater and more sympathetic appreciation of alternative ways of looking at and relating to the world. Concepts covered include the nature of culture; basic concepts and principles for analyzing cultural behavior; relation of culture to society and individual; cultural patterns, integration, and dynamics, theories relating to culture; cultural stability and change. Course offered annually in the Fall semester.

English 102 and Communication 101 are prerequisites for all upper division courses.

AN 327 Career Development in the Behavioral Sciences (3)

This course examines vocational values, interests, and aptitudes in the identification and development of a career in the Behavior Sciences, specifically Behavioral Sciences programs, Criminal Justice, Anthropology, and Psychology. The vital role of a student's academic background is explored relative to creating a goodness-of-fit between the student and the world of work. Students will be introduced to career guidance programs, develop a career personality profile, generate a career road map, and investigate/utilize career development tools and techniques. A broad spectrum of resources will be explored against the backdrop of local, national, and international job market trends, and the goals, interests and abilities of the job seeker. Behavioral Science Division requirement. Offered each semester. Division majors will have priority enrollment; nonmajors will be enrolled based on space availability. Cross-listed with CJ 327, PSY 327, and SO 327. Prerequisite: AN 200, PSY 101, or SO 200 respectively.

AN 340 Contemporary Peoples of Hawaii (3)

This course is designed to assist the student in developing an appreciation for the cultural diversity of contemporary Hawaii. This includes increased knowledge of the historical and contemporary inter-group dynamics that allow for multiethnic coexistence. Topics will include: the unique mixing process that melds different ethnic groups into a new and distinctive local culture; the stereotyping process and its operational impact on

interpersonal relations; conflicting cultural value systems; and the process of adaptation and adjustment. Course offered annually in the Fall semester. Fulfills Global Awareness course requirement.

AN 341 Virtual Worlds, Digital Realities (3)

The subtitle for this course is “The Social Impacts of the Digital Revolution. It is an examination of the complex and varied impacts of our move into a digitized world. From an anthropological perspective we will examine many of the key technologies that have changed social interaction and personal identity, along with several that appear poised to make dramatic social change in the next decade. We will move through different areas of digital reality, specifically focusing on the aspects of: 1) communication technologies (including smartphones and tablets); 2) social media; 3) computer-based structured social environments (such as World of Warcraft, Everquest, and Eve Online); 4) unstructured virtual worlds (such as Second Life). A central theme throughout the course will be the ways in which digital media have been modified by cultural norms in different societies. Course offered annually in the Spring semester. Fulfills Global Awareness course requirement.

AN 350 Cultures of Oceania (3)

The goal of this class is to develop an understanding and awareness of the island Pacific and the peoples that inhabit the areas of Polynesia, Melanesia and Micronesia. Anthropological approaches will be used to look at traditional cultures, contemporary social issues and to predict future problems in the area along with possible solutions. Topics covered will include: migration; regional patterns of social organizations; issues of land tenure; and the effects of contact with Western society. Course offered annually in the Spring semester. Fulfills Global Awareness course requirement.

AN 357 East Asian Societies (3)

This course consists of an examination of traditional and contemporary Japanese and Chinese societies. This course emphasis is on the traditional societies and the process of cultural change. Topics will include: the importance of examining past cultural history when interpreting contemporary societies; how patterns of social ritual reinforce social relationships; how culture defines social behavior; To provide some understanding about the world's single largest population group (at over one fifth of the world's population) and the tremendous cultural differences within the term East Asian. Course offered annually in the Fall semester. Fulfills Global Awareness course requirement.

AN 480 Special Topics (1 to 4)

Chaminade University

Selected topics in anthropology to be announced. Past offerings include Contemporary American Cultures and the summer Archaeology Field School. Prerequisites vary according to topic.

AN 487 Internship (3)

See SO 487.

AN 494 Senior Thesis Research (3)

See SO 494. Course offered annually.

AN 498 Senior Thesis Writing (1)

See SO 498. Course offered annually.

Art (AR) Courses

Course Descriptions

ART (AR)

AR 101 Introduction to the Visual Arts (3)

General survey of major art styles and media, exploring the nature of visual art and its expressions. Lectures with slide presentations and some studio work. Recommended for non-majors to fulfill general education requirements. This course fulfills the Fine Arts general education requirement. Offered annually.

AR 103 Visual Design (3)

Elements and principles that are fundamental to all visual arts. Visual composition is stressed as well as explanations of Illustrator and Photoshop, programs used exclusively for all the projects. These programs are installed at all student workstations. Three hours per week. This course fulfills the Fine Arts general education requirement. Cross listed with EID 216. Offered every semester.

AR 111 Drawing (3)

Basic principles of drawing using a variety of media. Analysis of perspective, composition, space and volume relations, shading, and figure drawing. Six hours per week. This course fulfills the Fine Arts general education requirement. Offered every semester.

AR 201 Survey of Art I (3)

Eastern Art and survey of Western Art from prehistory to the Gothic period. Lectures will be accompanied by slide presentations. This course fulfills the fine arts general education requirement. Offered annually.

AR 202 Survey of Art II (3)

Art in the West from the Renaissance to contemporary times and later periods of Eastern Art. Lectures and slide presentations. This course fulfills the fine arts general education requirement. Offered annually.

AR 250 Beginning Ceramics (3)

Basic studio experience in the creation of clay forms, both functional and nonfunctional, incorporating hand-building techniques. Six hours per week. This course fulfills the Fine Arts general education requirement. Offered every semester.

AR 255 Beginning Sculpture (3)

Hands-on three dimensional expressions in a variety of media. Six hours per week. This course fulfills the Fine Arts general education requirement. Offered every semester. English 102 and Communication 101 are prerequisites for all upper division courses.

AR 350 Intermediate Ceramics (3)

Intermediate technique focused on wheel-throwing in ceramics. Six hours per week. Offered every semester. Prerequisites: AR 250 or consent of instructor.

AR 355 Intermediate Sculpture (3)

Intermediate techniques in hands-on sculpture and 3D design as it relates to spatial concepts and human scale in the built environment. Interior Design students will focus on conceiving, producing and justifying 3D conceptual objects within the context of interior spaces. Offered each semester. Cross-listed with EID 355. Prerequisites: AR 255 or EID 200, or consent of instructor.

AR 360 Introduction to Oriental Brush Painting (3)

Students are introduced to basic brush painting techniques used by Asian artists, particularly those in Korea. These techniques and use of color and black ink, applied to progressively more complex representations of the Four Gentlemen, that is orchids, bamboo, chrysanthemum, and plum blossom within the traditional “bird and flower” painting. Students are also introduced to Asian art theory and how it impacts the choice of images, composition, and purpose of art production.

AR 380 Special Topics (3)

Selected topics in art to be announced.

AR 450 Advanced Ceramics (3)

Advanced techniques and concepts in ceramics. May be repeated. Six hours per week. Offered every semester. Prerequisites: AR 350 or equivalent.

AR 455 Advanced Sculpture (3)

Advanced techniques and concepts in hands-on sculpture. May be repeated. Six hours per week. Offered every semester. Prerequisites: AR 355 or equivalent.

AR 460 Advanced Oriental Brush Painting (3)

Students continue to develop their mastery of the basic brush painting techniques used by Asian artists, particularly those in Korea. The student transitions toward landscape compositions, exploring technical and aesthetic issues in advanced composition and the traditional spirituality inherent in the process of creating Asian art. This course is repeatable for credit. Prerequisite AR 360 or permission of instructor.

AR 480 Special Topics (3)

Selected topics in art to be announced.

AR 499 Directed Studio Work (1 to 3)

Individualized work as arranged through the instructor. Alternate of special interest relating to the student's major field of study. Prerequisites: junior or senior standing and consent of instructor.

Biochemistry (BC) Courses

Course Descriptions

BIOCHEMISTRY (BC)

BC 203 General Chemistry I (3)

A study of the general concepts and basic principles of chemistry: properties of matter, atomic and molecular structure, theories of bonding, chemical reactions and stoichiometry, equilibria, and ions in aqueous solution. Offered annually. Prerequisites: MA 103. Concurrent registration in BC 203L required. An optional 4th hour recitation may be offered in support of development of problem-solving skills in general chemistry. Cross-listed with CH 203.

BC 203L General Chemistry I Laboratory (1)

Inorganic qualitative and quantitative analysis with emphasis on gravimetric, volumetric, and spectrophotometric techniques. One three-hour laboratory period per week to accompany BC 203. Offered annually. Concurrent registration in BC 203 required. Cross-listed with CH 203L.

BC 204 General Chemistry II (3)

Continuation of CH 203. Acids and bases, thermodynamics, electrochemistry, additional aspects of chemical equilibria, descriptive chemistry. Offered annually. Prerequisites: MA 110 (can be taken concurrently), and BC 203/BC 203L or equivalent. Concurrent registration in BC 204L required. An optional 4th hour recitation may be offered in support of development of problem-solving skills in general chemistry. Cross-listed with CH 204.

BC 204L General Chemistry II Laboratory (1)

One three-hour laboratory period per week to accompany BC 204. Offered annually. Concurrent registration in BC 204 required. Cross-listed with CH 204L.

BC 215 Cellular and Organismal Biology I (3)

Introduction to animal and plant diversity, with emphasis on form and function, mechanisms of regulation in biological systems, and how organisms exchange materials and energy with their environment. Concurrent registration BI 100 and BC 215L required. Cross-listed with BI 215.

BC 215L Cellular and Organismal Biology I Laboratory (1)

Laboratory section accompanying BC 215. Concurrent registration in BC 215 required. Cross-listed with BI 215L.

BC 216 Cellular and Organismal Biology II (3)

Introduction to the cell and molecular biology of prokaryotic and eukaryotic organisms, with particular reference to the relationships between structure and functions. Cell cycle and mitosis. Organization of cells, roles of cell signaling and extracellular environment in establishing structures in animals and plants. Prerequisite for Forensic Sciences and Biochemistry majors: BC 215/L. Cross-listed with BI 216.

BC 216L Cellular and Organismal Biology II Laboratory (1)

Laboratory section accompanying BC 216. Prerequisites: BC 215L. Concurrent registration in BC 216 required. Cross-listed with BI 216L.

English 102 and Communication 101 are prerequisites for all upper division courses.

BC 307 Molecular Biology I Genes and Genetics (3)

Life cycles and meiosis. Mendelian inheritance. Population genetics. Chromosomal and molecular basis of inheritance. Flow of genetic information. Determining structure and function of genes. Mutation and DNA repair systems. Genetic basis of disease, DNA technology, typing and population genetics. Introduction to genomics and epigenetics. Prerequisites: BI 216 and BI 216L (Biochemistry and FS majors). Cross-listed with BI 307.

BC 307L Molecular Biology I Laboratory Genes and Genetics (1)

Laboratory section accompanying BI 307. Concurrent registration in BI 307 required. Prerequisites: BI 216 and BI 216L (Biochemistry and FS majors). Cross-listed with BI 307L.

BC 323 Organic Chemistry I (4)

Chemistry of carbon compounds is investigated according to the functional group classification. A full understanding of organic reaction mechanisms is emphasized in order to guide the students through numerous reactions. Three- dimensionality of carbon compounds is introduced and referred to in the context of relevant reactions. Offered annually. Prerequisites: BC 204/BC 204L. Concurrent registration in BC 323L required. Cross-listed with CH 323.

BC 323L Organic Chemistry I Laboratory (1)

Separation and purification techniques such as distillation, recrystallization, and liquid-liquid extraction are introduced. Having performed several functional interconversion reactions, students are competent enough to carry out multi-step syntheses by the end of

the semester. Offered annually. Concurrent registration in BC 323 required. Materials intensive fee applies. Cross-listed with CH 323L.

BC 324 Organic Chemistry II (4)

Spectroscopic methods such as IR, NMR, MS, and UV/VIS are introduced to solve structural identifications of the different classes of compounds studied in the first semester. The chemistry of carbonyl compounds is investigated in detail and principles of multi-step syntheses are introduced. Biologically relevant molecules such as saccharides, amino acids, peptides, and nucleic acids are studied with the strong implication that structural features and principal chemical behaviors of these molecules are related to their biological functions. Offered annually. Prerequisites: BC 323/323L. Concurrent registration in BC 324L required. Cross-listed with CH 324.

BC 324L Organic Chemistry II Laboratory (1)

Students are trained to carry out more complex reactions using sensitive reagents. Most of the semester is used to learn to determine partial and full structures of organic compounds utilizing qualitative chemical and spectroscopic analyses. Hands-on training with the actual instruments and with computerized simulations is offered. Students are also introduced to microscale reaction techniques and apparatus. Offered annually. Prerequisite: BC 323/323L. Concurrent registration in BC 324 required. Materials intensive fee applies. Cross-listed with CH 324L.

BC 334 Analytical Chemistry (3)

A one-semester course in analytical chemistry where separation techniques and quantitative identifications of chemical entities are discussed. The quantitative techniques include gravimetric, volumetric, and potentiometric analyses. Sampling techniques and the statistical treatment of data are also discussed. Offered annually. Prerequisites: BC 204, BC 323. Concurrent registration in BC 334L required. Cross-listed with CH 334.

BC 334L Analytical Chemistry Laboratory (1)

One three-hour laboratory period per week to accompany BC 334. Offered annually. Concurrent registration in BC 334 required. Materials intensive fee applies. Cross-listed with CH 334L.

BC 360 Biochemistry I (3)

This is the first part of a year-long course where the vast knowledge of biochemistry is filtered through a rational perspective guided by general chemical and biological principles. Following a survey and review of common classes of biologically significant metabolites such as peptides, carbohydrates, lipids, nucleic acids, as well as equally important smaller

molecules, the emphasis is shifted to biological thermodynamics and enzyme mechanisms. During the latter part of the course the broad spectrum of principles studies is utilized to cover individual metabolic pathways in detail. Prerequisites: BC/CH- 324/324L. Concurrent registration in BC 360L required. Cross-listed with BI/CH 360.

BC 360L Biochemistry I Laboratory (1)

Students gain experience in the isolation, purification, identification, and quantification of biologically important molecules. Spectroscopic, chromatographic, as well as chemical modification techniques are used in identifying peptides and proteins. Enzyme kinetic studies are carried out for quantification purposes. Prerequisite: BC/CH 324L. Concurrent registration in BC 360 required. Materials intensive fee applies. Cross-listed with BI/CH 360L.

BC 362 Biochemistry II (3)

This is the second part of the year-long biochemistry course, which starts with photosynthesis giving students a chance to review topics discussed during the previous semester such as oxidative phosphorylation and carbohydrate metabolisms. Continuing with individual metabolic pathways, lipids and amino acids are explored. The second half of the semester is mostly dedicated to nucleic acids, starting with nucleotide metabolism followed by a detailed study of information flow involving DNA and RNA. The course will conclude with a discussion of some contemporary techniques used in recombinant DNA technology. Prerequisite: BC 360/BC 360L. Cross-listed with CH 362.

BC 362L Biochemistry II Laboratory (1)

Contemporary experiments and simulations involving DNA and other nucleic acid metabolites. Prerequisite: BC 360/BC 360L. Concurrent registration in BC 362 required. Materials intensive fee applies. Cross-listed with CH 362L.

BC 420 Physical Chemistry (3)

A one semester course covering thermodynamics, chemical equilibria and kinetics, quantum theory and applications to chemical bonding and spectroscopy. Prerequisites: MA 211, BC 324, BC 360 and PHY 252. Cross-listed with CH 420.

BC 430L Instrumental Analysis (2)

This is a lab course during which students are expected to get hands-on experience with modern instrumentation, including but not limited to UV/VIS, FT IR, LC-MS, GC-MS. Following a discussion on the basic principles of each instrument, students will perform

specific experiments and gather data from each instrument. Experiments during part of the course designated for topics in NMR spectroscopy will mostly be simulated. Prerequisites: BC 324/BC 324L, BC 334/BC 334L. Materials intensive fee applies. Cross-listed with CH 430L.

BC 490 Chemistry Seminar I (2)

Special topics in organic, inorganic, physical, analytical, or biochemistry. Reading and discussion of current topics as well as expertise in modern library searching and retrieval methods to obtain information. One oral presentation by each participant required. Prerequisites: BC 324/BC 324L. Cross-listed with CH 490.

BC 495 Research (3)

Research project (approximately 10 hours per week) performed in Chaminade or other research laboratory under supervision of a practicing research scientist. Offered annually. Prerequisites: BC 360/L. Materials intensive fee applies.

Course Descriptions

BIOLOGY (BI)

BI 100 First Year Science Seminar: Science, Society and the Biosphere (1)

Introductory course required for incoming first year students who are planning to major in biology or biochemistry. This course engages the “big questions” in biomedicine, biotechnology, ecology and environmental biology that drive today’s scientists and health practitioners. The course illustrates the diverse areas of professional practice in biomedical practice, research and industry for which the biology and biochemistry majors are preparative. Concurrent registration in BI 215/L is recommended.

BI 101, BI 102 General Biology (3)

Overview of basic biological principles, human concerns of overpopulation, environmental pollution, genetic engineering. Fulfills the General Education science requirement for non-science majors when taken with BI 101L or BI 102L. BI 101 is not a prerequisite for BI 102. Concurrent registration in BI 101L or BI 102L is necessary for lab science credits.

BI 101L, BI 102L General Biology Lab (1)

One three-hour laboratory period per week to accompany BI 101 and BI 102. Laboratory work and field trips related to lecture topics.

BI 103 Botany (3)

Distribution, identification, structure, use and physiology of plants with special attention to plants of Hawaii. Online & Military Base Undergraduate program only. Recommended for non-science majors. Concurrent registration in BI 103L necessary for lab science credit.

BI 103L Botany Laboratory (1)

One three-hour laboratory period per week to accompany BI 103.

BI 104 Digital Science (1)

Introduction to ‘big data’, data science, visualization and analytics in the areas of biomedicine, social sciences and the natural and built environments. Required course for Biology and Environmental Majors. May be offered Fall or Spring.

BI 110 People and Nature (3)

Addresses biological, ecological and public health questions which may have social, ethical, religious, or political implications. Fulfills the General Education science requirement for non-science majors when taken with BI 110L. Concurrent registration in BI 110L required for lab science credit.

BI 110L People and Nature Laboratory (1)

One three-hour laboratory period per week to accompany BI 110. Laboratory work such as testing for water quality, field trips to aquaculture farms, estuaries, and other field work locations. Concurrent registration in BI 115 required.

BI 115 Introduction to Marine Biology (3)

Life in various marine habitats studied with regard to its relationship to the ocean and to man. Various zones in the ocean and its inhabitants, the impact of man on the marine environment, and food sources from the sea will be discussed. Fulfills the General Education science requirement for non-science majors when taken with BI 101L or BI 115L. Concurrent registration in BI 115L necessary for lab science credit.

BI 115L Introduction to Marine Biology Laboratory (1)

One three-hour laboratory period per week to accompany BI 115. Classification, anatomy, and physiology of live and preserved marine animals. Field trips are included.

BI 131 Human Nutrition (3)

An introduction to basic concepts and current research in nutrition. The nature and roles of nutrients, nutrient requirements throughout the human life cycle, diseases resulting from over and under nutrition, food safety, and food sources. Fulfills the General Education science requirement for non-science majors when taken with BI 131L. Concurrent registration in BI 131L is required.

BI 131L Human Nutrition Laboratory (1)

One three-hour laboratory period per week to accompany BI 131. Survey of methodology and instrumentation involved in the analysis and evaluation of foods, their nutritional value, and diets. Concurrent registration in BI 131 is required.

BI 151-BI 152 Human Anatomy and Physiology (3/3)

Structure and function of the human body, to include basic biochemistry, cells, tissues, and a detailed and comprehensive study of the integumentary, skeletal, muscular, circulatory, immune, and digestive systems, and metabolism. Organ systems will include the nervous, urinary, endocrine, respiratory, and reproductive systems. Required course for nursing majors. Non-nursing students (e.g. pre-health professions students) may take this course

subject to availability of seats in a separate course section than nursing majors. Prerequisites: BI 151 for BI 152. Concurrent registration in BI 151L or 152L required. Some sections restricted to Nursing major, admission of non-nursing majors to other sections of these courses is by permission of instructor, and subject to demand.

BI 151L-BI 152L Human Anatomy and Physiology Laboratory (1/1)

Laboratory to accompany BI 151-152. One three-hour laboratory per week will include examination of models and slides, dissection, and physiological exercises. Required course for nursing majors. Non-nursing students (e.g. pre-health professions students) may take this course subject to availability of seats in a separate course section than nursing majors. Prerequisites: BI 151 for BI 152. Concurrent registration in BI 151 or 152 required. Some sections restricted to Nursing major, admission of non-nursing majors to other sections of these courses is by permission of instructor, and subject to demand.

BI 210L Biotechniques Laboratory – DNA/RNA Protein (1)

Introduction to Biological Techniques. Techniques used in the fields of molecular and cellular biology are covered, including DNA, RNA and protein purification and manipulation. One three hour period per week. Offered Fall and may be offered in Spring semesters. Required course for first year students in biology majors. Must be completed prior to enrollment in upper division Biology classes by Biology majors. Not required for upper division in Forensic Sciences or Biochemistry majors. Materials intensive fee applies.

BI 215 Cellular and Organismal Biology I (3)

Introduction to animal and plant diversity, with emphasis on form and function, mechanisms of regulation in biological systems, and how organisms exchange materials and energy with their environment. Concurrent registration BI 100 and BI 215L required. Cross-listed with BC 215.

BI 215L Cellular and Organismal Biology I Laboratory (1)

Laboratory section accompanying BI 215. *Concurrent registration in BI 215 required. Cross-listed with BC 215L.*

BI 216 Cellular and Organismal Biology II (3)

Introduction to the cell and molecular biology of prokaryotic and eukaryotic organisms, with particular reference to the relationships between structure and functions. Cell cycle and mitosis. Organization of cells, roles of cell signaling and extracellular environment in establishing structures in animals and plants. *Prerequisite for Biology Majors: BI215/215L, BI 210L must be taken either prior or concurrently with BI 216. Cross-listed with BC 216.*

BI 216L Cellular and Organismal Biology II Laboratory (1)

Laboratory section accompanying BI 216. *Prerequisites: BI 215L. Concurrent registration in BI 216 required. Cross-listed with BC 216L.*

BI 250 Microbiology and Cell Biology for Nurses (3)

This course will include the major topics of cell biology and microbiology that are foundational for an understanding of normal and pathological cellular processes. Cell biology topics will include the study of prokaryotic and eukaryotic cell structures and functions. Microbiology topics will cover the main classes of microorganisms/infectious agents (viruses, bacteria, fungi, parasites), how they are identified, their growth requirements, the role of the immune system in controlling infections and drug strategies that combat these infections. *Prerequisites: BI152/L. Restricted to students accepted in the CUH Nursing Major.*

BI 250L Microbiology and Cell Biology for Nurses Laboratory (1)

Laboratory section to accompany BI 250. *Prerequisites: BI152/L. Restricted to students accepted in the CUH Nursing Major.*

English 102 and Communication 101 are prerequisites for all upper division courses

BI 300 Science Writing (1)

Intensive introduction to science writing. Overview of the purpose of scientific and medical publications, peer review, and criteria for inclusion in the literature. Students will focus upon the development of written arguments, discussion of data, and interpretation/analysis. Course will culminate in production and review of a grant proposal, clinical care plan, clinical trial proposal, environmental impact plan, resource management proposal, etc., in an area aligned with the student's career aspirations. *Prerequisites: BI 307/L or ENV 201/L or consent of instructor.*

BI 302 Science Writing – Bioethics and Professional Conduct (1)

Continuation of BI 300. Students will focus upon contemporary ethical issues in science and medicine including funding policies, ethics and conduct of research and medicine. Course will culminate in writing of an authoritative review paper on an issue of interest selected by the student. *Prerequisites: BI 216/BI 216L, BI 300, or consent of instructor.*

BI 304 Clinical Nutrition (3)

Nursing required course. Study of nutrients and their respective functions, food sources, and physiological needs. Dietary guidance and nutritional requirements through the lifespan are explored. Role of nutrition in prevention of, and intervention in, chronic diseases.

Restricted to students accepted in the CUH Nursing major. Prerequisites: BI 152/152L, BI 250/250L, CH 250, NUR 202, NUR 203.

BI 305 Genetics and Genomics (3)

Nursing required course. Basic concepts in genetics and genomics. Current research, new ways to diagnose genetic conditions and genetic technologies that provide understanding of the genetic component to common chronic diseases are explored. Topics include family history, risk assessment, interventions, genetic testing and counseling, ethical and social issues and use of genetics and genomics to improve clinical practice. Restricted to students accepted in the CUH Nursing major. Prerequisites: BI 152/BI 152L, BI 250/250L, CH 250, NUR 202, NUR 203.

BI 307 Molecular Biology I Genes and Genetics (3)

Life cycles and meiosis. Mendelian inheritance. Population genetics. Chromosomal and molecular basis of inheritance. Flow of genetic information. Determining structure and function of genes. Mutation and DNA repair systems. Genetic basis of disease, DNA technology, typing and population genetics. Introduction to genomics and epigenetics. Prerequisites: BI 210L, BI 216 and BI 216L (Biology majors). Cross-listed with BC 307.

BI 307L Molecular Biology I Laboratory Genes and Genetics (1)

Laboratory section accompanying BI 307. Concurrent registration in BI 307 required. Prerequisites: BI 210L, BI 216 and BI 216L (Biology majors). Cross-listed with BC 307L. BI 308 Molecular Biology II Genomics and Epigenomics (3) Components and architecture of genomes. Linkage, physical mapping, and DNA sequencing. Comparing genomes of different species. Role of gene expression and gene networks in differentiation and morphogenesis. Role of DNA methylation and chromatin remodeling in regulation of genes. Role of regulatory RNAs in gene expression. Prerequisites: BI 307.

BI 308 Molecular Biology II Genomics and Epigenetics

BI 308L Molecular Biology II Laboratory Genomics and Epigenetics (1)

Laboratory section accompanying BI 308. Concurrent registration in BI 308 required. Prerequisites: BI 307L. Materials intensive fee applies.

BI 311 Biostatistics (3)

Lecture course devoted to rigorous grounding biological statistics, and in the application of statistical models to global health problems. Biostatistics is a lecture and hands-on course designed to provide students with the opportunity to develop statistical reasoning skills appropriate to analyze and implement biological experiments. Exemplars and case studies

will be primarily derived from the public health field. Topics include principles of experimental design, inference, sampling and variables, probability distributions, data categories and assumptions of parametric statistics, risk analysis, repeated measures, goodness of fit and contingency table analyses, and the general linear model. Prerequisites: BI 216/BI 216L.

BI 312 Epidemiology and Public Health (3)

Population based analysis of health and disease focusing on an understanding cause, risk and health determinants in populations and communities. This course covers epidemiologic concepts (including measures of association, bias, confounding, interaction and determination of risk). Epidemiological methodology, including study design and study types, will be covered. *Prerequisites: BI 216 or consent of instructor.*

BI 320 Developmental Biology (3)

Genetic control and patterning of organisms. Cellular and molecular processes that govern the production of an embryo and the patterning of individual tissues and organs in a manner that is consistent with their physiological functionality. The effect of exogenous stimuli on body patterning in both physiological and pathophysiological situations will be addressed. Prerequisites: BI 216/BI 216L, and BI 307/BI 307L.

BI 320L Developmental Biology Laboratory (1)

Laboratory section accompanying BI 320. Concurrent registration in BI 320 required. Materials intensive fee applies.

BI 321 Advanced Human and Comparative Anatomy (3)

Advanced survey of human gross anatomy and adaptation is used to explore comparative aspects of the developmental biology and adaptations of other vertebrate species. Concurrent registration in BI 321L required. Prerequisites: BI 216/BI 216L.

BI 321L Advanced Human and Comparative Anatomy laboratory (1)

One three-hour laboratory period per week to accompany BI 321. Simulated gross anatomy of the human and laboratory dissections of organisms including lamprey, dogfish, and cat. Opportunities to participate in human gross anatomical systems review at the Willed Body Program (John A. Burns' School of Medicine human cadaver laboratory) are provided. Concurrent registration in BI 321 required. Prerequisites: BI 216/BI 216L. Materials intensive fee applies.

BI 360 Biochemistry I (3)

This is the first part of a year-long course where the vast knowledge of biochemistry is filtered through a rational perspective guided by general chemical and biological principles. Following a survey and review of common classes of biologically significant metabolites such as peptides, carbohydrates, lipids, nucleic acids, as well as equally important smaller molecules, the emphasis is shifted to biological thermodynamics and enzyme mechanisms. During the latter part of the course the broad spectrum of principles studies is utilized to cover individual metabolic pathways in detail. Prerequisites: CH 324/324L. Concurrent registration in BI 360L required. Cross-listed with BC/CH 360.

BI 360L Biochemistry I Laboratory (1)

Students gain experience in the isolation, purification, identification, and quantification of biologically important molecules. Spectroscopic, chromatographic, as well as chemical modification techniques are used in identifying peptides and proteins. Enzyme kinetic studies are carried out for quantification purposes. *Prerequisites: CH 324/324L. Materials intensive fee applies. Cross-listed with BC/CH 360L.*

BI 370 Cell and Molecular Biology (3)

A study of the highly organized molecular and biochemical systems of the fundamental units of all organisms, with an emphasis on structure and function. Offered according to demand. Concurrent registration in BI 370L required. Prerequisites: CH 324/L.

BI 370L Cell and Molecular Biology Laboratory (1)

One three hour laboratory period per week to accompany BI 370. Laboratory emphasizes experiments and exercises using molecular techniques currently in practice in cell biology. Concurrent registration in BI 370 required. Materials intensive fee applies.

BI 387 Internship of Field Experience (1-3)

Professional Internship. Career development seminar course plus on-or off-campus internship placements. 45 hours internship required per credit. May be repeated for credit, up to 6 credits may be applied to major. Pre-requisites: Junior or Senior standing, BI 215/L (Biology majors) or ENV 201/L (ENV majors).

BI 410 Advanced Human Physiology I Metabolism and Nutrition (3)

Physiology of energetic and metabolic processes and endocrine control of metabolism in both healthy and disease states. Biochemistry of metabolism and the role of macro- and micronutrients in maintenance of homeostasis are examined. Prerequisites: BI 307/BI 307L.

BI 410L Advanced Human Physiology I Laboratory Metabolism and Nutrition (1)

Laboratory section accompanying BI 410. Concurrent registration in BI 410 required. Prerequisites: BI 307/BI 307L. Materials intensive fee applies.

BI 411 Advanced Human Physiology II – Neurophysiology (3)

Fundamentals of neurophysiology from the cellular to the system levels. Discussion of neuroanatomy followed by the ionic and pharmacological basis of nerve and synaptic function. Specialized neuronal geometries and synaptic circuitries associated with a variety of sensory, motor and central systems. The laboratory covers extracellular and intracellular techniques in neurophysiology as well as sectioning and immunocytochemistry. Prerequisites: BI 307/BI 307L. Concurrent registration in BI 411L required. Recommended: BI 410/BI 410L.

BI 411L Advanced Human Physiology II Laboratory – Neurophysiology (1)

Accompanying laboratory section to BI 411. Concurrent registration in BI 411 required. Recommend: BI 410/BI 410L. Materials intensive fee applies.

BI 420 Systems Biology (3)

This course will focus on the frontiers of our understanding of the multi-level networks that underlie biological systems. Lecture course reviewing the key concepts of the systems biology approach to ecological, organismal and cellular systems. Contribution of cornerstone technologies such as genomics, bioinformatics, proteomics and metabolomics will be reviewed, along with their computational foundations. Prerequisites: BC/BI 308 and BC/BI 308L. Recommended: BI 311.

BI 430 Microbiology (3)

Overview of clinically important pathogenic and non-pathogenic organisms, principles and practice of microbiology and the complexity of the human immune response to infection is emphasized. Prerequisites: BI 307/BI 307L. Materials intensive fee applies. Concurrent registration in BI 430L required.

BI 430L Microbiology Laboratory (1)

Laboratory section to accompany BI 430. Concurrent registration in BI 430 required. Materials intensive fee applies. Prerequisites: BI 307/BI 307L.

BI 435 Cancer Biology (3)

This course provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Lectures and demonstrations explain the role of growth factors, oncogenes, tumor suppressor genes, angiogenesis, and signal

transduction mechanisms in tumor formation. Discussion of aspects of cancer epidemiology, preventions, and principles of drug action in cancer management is a part of the course. Prerequisites: BI 307/BI 307L.

BI 450 Science Technology and Social Entrepreneurship (3)

Lecture course covering contemporary issues, the underlying sciences and career opportunities in biotechnology and scientific entrepreneurship across business and social sectors. Project based course. Offered in alternate years, spring semester. Prerequisites: BC/BI 216 or ENV 201/L or BU 313 or ENT 301, or permission of instructor.

BI 471 Ecology (3)

Environmental-biological interrelations. Concepts of populations, communities, ecosystems, and conservation of resources by man. Concurrent registration in BI 471 required. Prerequisites: BI 307/307L (Biology majors) or ENV 201/201L (ENV majors).

BI 471L Ecology Laboratory (1)

Laboratory section accompanying BI 471. Concurrent registration in BI 471 required. Prerequisites BI 307/307L (Biology majors) or ENV 201/201L (ENV majors). Materials intensive fee applies.

BI 480 Special Topics (1 to 3)

Selected topics in biology. Lecture or seminar topic in selected area of contemporary biology. May be repeated.

BI 490 Senior Seminar (1)

Readings and discussion of special topics or procedures for planning a directed research project and presenting an oral and written report or results. Prerequisites: senior standing in biology or consent of program advisor.

BI 495 Research I (3)

Weekly seminar course accompanying research project (approximately 10 hours per week) performed in Chaminade or other research laboratory under supervision of a practicing research scientist. Prerequisites: BI 308 and BI 308L. Materials intensive fee applies.

BI 496 Topics Seminar (1)

Individualized in-depth research, readings and discussions on current topics. Includes intensive library and computer-based searches and several oral reports. Prerequisites: Biology senior standing or approval of program advisor.

BI 499 Research II: Honors Research (3)

Second semester of research project (approximately 10 hours per week) performed in Chaminade or other research laboratory under supervision of a practicing research scientist. Offered annually. Prerequisites: BI 495. Materials intensive fee applies.

Business (BU) Courses

Course Descriptions

BUSINESS (BU) (MBA)

BU 200 Introduction to Business (3)

This course provides a survey of business functions, principles, and practices; managerial tools for analysis; people's behavior in organizations; practical applications in problem solving and decision-making. The course is designed for students interested in careers in organizations and for those intending to major or minor in business. Offered every semester.

BU 224 Applied Business Statistics (3)

The course introduces students to the use of statistical information for business decision-making. Topics include summary measures, frequency distributions, probability, sampling, statistical inference and simple regression. Emphasis is given to the interpretation and meaning of statistical information. Offered every semester. Prerequisites: MA 103.

English 102 and Communication 101 are prerequisites for all upper-division courses.

BU 308 Professional Writing and Presentation (3)

Letters, proposals, reports, and presentations are often the vehicles through which professionals get their ideas accepted and their contributions valued. This course teaches students the rhetorical principles and writing and presentation practices required for effective communication in business. The course focuses on format, layout, and design strategies for developing informative documents and presentations that use business data to address specified audiences in a variety of professional situations. Offered every semester.

BU 324 Quantitative Methods in Business (3)

Each of the business disciplines uses quantitative information in its planning, operations, and performance evaluation. This course introduces students to a variety of methods and tools for using quantitative data effectively: linear programming, Bayes Decision Rules, forecasting, multiple regression, network models, utility measures and inventory models. Offered every semester. Prerequisites: MA 103, BU 224.

BU 362 Legal and Ethical Issues in Business (3)

This course is designed to provide students with an understanding of the legal and ethical issues business decision makers face in determining appropriate policies and actions. Focus is given to the effect of decisions on stakeholders including employees, customers, investors, and society. Topics include application of moral philosophies to common business dilemmas, professional codes of ethics, and elements of business law including contracts, the Uniform Commercial code, and agency. As part of this class students will have the option to participate in activities that integrate meaningful business-related service to the community with course learning. Service-Learning Course. Offered every semester. Cross-listed with AC

BU 402 International Business (3)

This course is designed to provide students an understanding of the global environment in which international business takes place, as well as the role and behavior of the multinational firm in responding to the environment. The course seeks to equip students with the knowledge, skills, and sensitivities to engage business activities more effectively in the complex international context. Topics include trade theory, import and export strategies, international investment, negotiations and diplomacy, and global supply chain management. Offered every semester. Prerequisite: BU 200.

BU 416 Career Development (3)

Starting one's career is often both an exciting goal and a mystifying, overwhelming challenge. This course provides students with the knowledge and tools needed for successful career planning and entry. The course covers developmental issues, theories, and activities useful for career exploration. Also included are approaches to making career and lifestyle choices, societal trends that may affect career decisions, and self-management skills at work. Students develop an action plan for initiating their career and personal portfolio of resources for use in job search. Offered every semester. Prerequisite: BU 308. Cross-listed with AC 416.

BU 469 Business Strategy (3)

This capstone course for business majors provides students the opportunity to integrate the knowledge gained in their business course work to better understand and engage the work of organizations. Topics include organizational assessment; organizational "visioning" and mission compositions; strategy formulation, implementation, and evaluation; and the coordination of resources, core competencies, and processes to achieve competitive advantage and provide social value. Student teams conduct and present rigorous case analyses of exemplar organizations. Offered every semester. Prerequisites: BU 200, AC 202, EC 201, EC 202, FIN 301, MKT 301, MGT 306 and BU 308.

BU 470 Senior Field Experience (3)

This course is designed to connect students' course work in business to the operations of a real-world organization and to facilitate their transition from student to professional. Student teams function as consultants, with the guidance of a Faculty Supervisor, to analyze an organizational situation, develop recommendations, and implement an appropriate project in a sponsoring community organization. Teams accomplish their project, complete a project report and group process assessment, and present their results. Service-Learning Course. Offered every semester. Prerequisites: BU 469

BU 480 Special Topics (3)

Special topics in business that are presented as announced. Prerequisites vary according to course.

BU 487 Business Internship (3)

This course involves the student engaging in a minimum of 150 hours of professional work experience that is related to the student's career goals and approved by the instructor. The student meets regularly with the instructor during the term and completes a report documenting the work experience and its relationship to the student's business education. This course may be repeated, but a new work experience must be undertaken. Prerequisites: junior or senior standing in business and minimum 2.00 GP.A

BU 499 Directed Study (1 to 3)

Individualized study on a student-selected topic arranged through the program advisor. Prerequisites: junior or senior standing and consent of program advisor.

MBA 510 FINANCIAL ACCOUNTING FOR MANAGERS (3)

This course introduces students to the critical concepts and terminology of accounting, often called the language of business. The course includes the financial content typically found in a two-course undergraduate accounting sequence. Prerequisite: none.

MBA 520 ANALYTICAL SKILLS FOR MANAGERS (3)

Provides background in quantitative methods required for advanced MBA coursework. The course focuses on using mathematical and statistical reasoning and computation to solve organizational problems. Topics include the time value of money, present value, data organization, descriptive statistics, hypothesis testing, regression analysis, and business applications of algebraic expressions. Prerequisite: none.

MBA 530 BUSINESS FOUNDATIONS (3)

This course provides students with the concepts and tools to understand businesses and the environments in which they operate in preparation for graduate study in the field. Elements of business environment covered in the course include economics, business law and ethics, and global issues. Elements of organizations covered in the course include core functions (marketing and operations), resources (money, people, and information), as well as business integration and strategy. This course is designed for students entering the MBA program with undergraduate degrees in fields other than business. Prerequisite: none

MBA 600 LEADING PEOPLE IN ORGANIZATIONS (3)

Provides concepts and best practices for leading individuals and groups toward working more effectively. Central issues include dealing with different personalities, motivating others, using people's best abilities, and building social influence and personal power. Examines the impact of management culture and organizational structure on the success of individuals and teams. Attention is given to strategic and political dimensions of leadership in organizations. Prerequisite: none.

MBA 601 ECONOMIC ANALYSIS FOR MANAGERS (3)

Along with MBA 602, this course provides perspectives and tools to enhance managerial problem solving. The course focuses on understanding the economic context in which organizations function and the economic decision tools for bettering firm performance. Consequently, the course uses macroeconomic variables (such as national income and productivity, money and banking, and the economic role of government) to inform the microeconomic choices organizations must make to enhance their own success (such as cost determination, pricing, risk analysis). Prerequisite: MBA 510 and MBA 520 or equivalent.

MBA 602 MANAGERIAL ETHICS AND DECISION MAKING (3)

Along with MBA 601, this course provides perspectives and tools to enhance managerial problem solving. The course focuses on understanding the social and operational variables pertinent to making effective choices. Topics include social responsibility, organizational misbehavior, applications of moral philosophies, framing, improving creativity, hypothesis testing, utility analysis, and other quantitative and qualitative decision methods. Prerequisite: none.

MBA 610 MANAGERIAL ACCOUNTING (3)

Focuses on using accounting data to make management decisions. Students learn how accounting information is used to plan and control operations. Volume cost-profit analysis, cost estimation, and short and long term financial decisions are studied from a managerial perspective. Prerequisite: MBA 510 and MBA 520 or equivalent.

MBA 611 MANAGERIAL FINANCE (3)

Covers basic principles of financial valuation and analysis. Topics include financial statement analysis, working capital management, long-term financing decisions, and capital structure and dividend policy. Prerequisite: MBA 610 and MBA 520 or equivalent.

MBA 612 MANAGERIAL MARKETING (3)

Employs a case study approach for applying marketing principles to marketing management and strategy. Quantitative and qualitative approaches involve situation analysis, market analysis and targeting, strategic applications, and marketing planning. Prerequisite: none.

MBA 613 HUMAN RESOURCE MANAGEMENT (3)

Provides a strategic perspective on using human resources to increase firm success while improving employee wellbeing. Topics include recruitment, professional development, compensation and benefits, evaluation, and termination. Particular attention is given to implications of HR procedures for employee performance. Prerequisite: none.

MBA 617 OPERATIONS MANAGEMENT (3)

The Operations Management course provides students with management skills for planning, coordinating, and controlling the people and technology used to provide goods and services. It studies the production of goods and provision of services by an organization to meet the needs of its customers. The course examines operations strategy, quality management, scheduling, supply chain management, project management, and facilities design in a wide variety of industries. Prerequisite MBA 520 or equivalent.

MBA 800 STRATEGIC MANAGEMENT (3)

This capstone course gives students an opportunity to experience the many demands and managerial complexities placed on top managers. The course helps students integrate and apply what they have learned in functional business courses, as well as gain experience in using the techniques, tools, and skills of strategic analysis. Student teams engage a “live” organization in their field project and bring real world challenges they face back into the classroom. Prerequisite: This course should be taken after completing all core courses. ELECTIVE AND CONCENTRATION COURSES MBA 510, MBA 520 and MBA 530 are prerequisites for all elective courses

MBA 616 NOT-FOR-PROFIT ACCOUNTING (3)

Examines concepts and practices unique to non-governmental and not-for-profit entities. Topics include organization and functions, fund accounting, financial reporting, budgeting, accounting principles and standards for NPO's, financial controls, auditing, and tax issues. Accounting concentration students only.

MBA 701 ENTREPRENEURSHIP (3)

Looks at the challenges of establishing, owning, and managing a small business. Students learn methods of identifying new business opportunities, planning for and organizing a business; marketing its good and/or services; and financial planning and control. Prerequisite: MBA 611 and MBA 612.

MBA 702 BUSINESS LAW (3)

Provides knowledge of business law needed to make informed and effective business decisions. Emphasis is on legal issues important to managers for identifying and controlling risk. Topics include contracts, torts, the Uniform Commercial Code, creditor debtor relationships, real property, and business entities.

MBA 707 NEGOTIATION AND CONFLICT RESOLUTION (3)

Deals with productivity managing conflicts to help build effective teams within and among organizations. Focuses on tactics, strategy, process, and methods of managerial negotiations with individuals and groups to optimize performance. Prerequisites: MBA 600 and MBA 602.

MBA 708 INTERNATIONAL BUSINESS MANAGEMENT (3)

Provides an overview of strategic decisions facing international firms and relevant variables in their decision-making. Particular attention is paid to management and environmental settings of multinational enterprises, including organizational, political, social, and cultural dynamics affecting business function.

MBA 722 INFORMATION TECHNOLOGY FOR MANAGERS (3)

MBA 730 SERVICES MARKETING (3)

Examines marketing challenges faced by organizations providing services, and strategies to enhance their marketing success. Particular attention is paid to public sector and not-for-profit organizations. The course focus includes positioning services for appropriate markets and managing the service delivery process.

MBA 739 NOT-FOR-PROFIT ORGANIZATIONS (3)

Focuses on management of not-for-profit enterprises under circumstances of increasing competition for funding and greater pressure to show efficiency and effectiveness. The course uses case studies to examine issues of organizational structure and development, governance, board relations, management of volunteers, strategic alliances, capacity building, and functional leadership.

MBA 740 SOCIAL ENTERPRISE MANAGEMENT (3)

Introduces students to the application of entrepreneurship to the advancement of social change within organizations that have a double bottom line: creating tangible social value as well as financial return. Students will use cases and examination of live organizations to develop knowledge of the strategies for and challenges of creating sustainable and successful social ventures. Issues including start-up, funding, organizing, growing, and assessing a social enterprise will be explored.

MBA 741 GOVERNMENTAL RELATIONS (3)

This course is designed to help not-for-profit managers learn how to engage the public sector effectively. Through applied research and case study, students will acquire a wide range of knowledge and action skill in such diverse areas as improving performance through organizational change, the budget process, identifying and pursuing funding opportunities and how the federal or local government's public policy and fiscal decisions affect not-for-profit organizations' strategic goals and operations. Particular attention is given to state and local government operations in Hawai'i.

MBA 752 FINANCIAL ANALYSIS AND APPLICATIONS (3)

Corporate financial management is taught through case analysis of current financial problems in business. Management of cash, receivables inventories, long and short term investment, alternatives and capital sources, capital budgeting, return on investment, risk-taking, and taxation are covered. Formulating, implementing, and communicating financial strategy are stressed. Prerequisite MBA 611.

MBA 754 INVESTMENT MANAGEMENT (3)

Provides a comprehensive overview of investment management and analytic tools for evaluating investment opportunities. Topics include analysis and valuation of equity securities, fixed income securities and financial derivatives, measurement of risk and return, construction of optimal asset portfolios, and criteria for evaluation of investment performance. Prerequisite: MBA 611

MBA 756 INTERNATIONAL FINANCE (3)

Provides a framework for making corporate financial decisions in an international context. Topics include managing foreign currency exposure, global financing, multinational capital budgeting decisions, hedging instruments, international sources and cost of capital, trade financing, and international portfolio investment. Prerequisite: MBA 611.

MBA 761 LEADING ORGANIZATIONAL CHANGE (3)

Provides concepts and skills needed to lead change and development efforts at individual, team, and systems levels. Focus is given to diagnosis of organizational events and creation of interventions to improve them. Emphasis is on using consulting models and applying behavioral science knowledge and techniques to improve performance of people and organizations. The course includes structural process and human resource interventions. Prerequisite: MBA 600.

MBA 762 PROJECT MANAGEMENT (3)

Provides perspectives and processes use in effective project management from conception through evaluation. Employs hands-on learning to prepare students to develop project planning and oversight systems, identify and implement best practices, and establish operational links between project and organizational objectives. Focuses on use of project management in accomplishing strategic organizational goals. Provides skills for choosing effective strategies and tools for information management. The course uses a hands-on approach to defining, analyzing, and, solving day-to-day management problems using information technology. Topics include hardware, software, system analysis, information systems, and databases.

MBA 763 PROFESSIONAL DEVELOPMENT (3)

This graduate level seminar focuses on developing participants' self-knowledge, professional perspectives, and personal skills for personal and professional success. Emphasizes tools for effective self-management and career charting. Topics include time management, effective presentations and interpersonal communication, stress management, and conflict resolution. The course employs experiential learning and guest presenters. Prerequisite: MBA 600.

MBA 764 STRATEGIC ISSUES IN PHILANTHROPY (3)

Examines planning and development of funding acquisition and use of not-for-profit organizations. Enables students to construct funding strategies to improve organizational performance, solicit support from donors, and demonstrate effectiveness to key stakeholders. Topics include donor-centered fundraising, management of campaigns, marketing and public relations in philanthropic ventures, managing information, and professional ethics in philanthropy.

MBA 770 ACCOUNTING INFORMATION SYSTEMS (3)

Helps participants design, analyze, and use accounting information systems. Provides conceptual frameworks for understanding information systems as well as practical experience in using real-world accounting information software. Emphasis is on system development and accounting applications design. Accounting concentration students only.

MBA 776 ADVANCED FINANCIAL ACCOUNTING (3)

Provides advanced study of concepts and issues in financial accounting. Topics include business combinations and consolidations, inter-company transactions, partnership accounting, and international accounting. Accounting concentration students only.

MBA 778 CORPORATE AND PARTNERSHIP TAXATION (3)

Examines tax laws and regulations as applied to formation, operation, dissolution of corporations and partnerships. Emphasis on conducting research related to complex tax issues. Accounting concentration students only.

MBA 779 ADVANCED ACCOUNTING THEORY (3)

Provides advanced study of conceptual framework of financial accounting emphasizing theoretical concepts, accounting standards, and procedures. Focuses on sources of Generally Accepted Accounting Principles, including industry pronouncements, opinions, and bulletins. Also includes techniques using FASB's financial Accounting Research System. Accounting concentration students only.

MBA 780 SPECIAL TOPICS (3)

Selected topics may be offered on any aspect of business. Topics will be announced. Examples of current special topic offerings include: Fraud and Forensic Accounting, Cross-Cultural Management, Leaders in Practice, Family Business Management, Risk Management, Leading from a Hawaiian Place, and Master Learning skills for Managers.

MBA 786 ISLAND BUSINESS AND 'AINA (3)

This course provides a strategic perspective on living systems and the relationship between ecology and effective business practice in island environments. The principles of the Ahupua'a system are introduced and used as a framework for examining issues in related industries, such as agriculture, energy, and waste management.

MBA 787 ISLAND BUSINESS AND MAKA'AINANA (3)

This course provides a strategic perspective on human systems and the relationship between community and effective business practice in island environments. Hawaiian cultural beliefs and practice are introduced and used as a framework for examining related industries such as government, health care education and housing. Prerequisite: none.

MBA 788 ISLAND BUSINESS AND KULEANA (3)

This course provides a strategic perspective on the role of business in fostering a healthy island economy. Both macroeconomic and microeconomic variables are considered. Focus is on the economy as a support for community and ecological sustainability. Topics include open and closed systems, enhancement and extraction economies, and shareholder versus stakeholder models. Prerequisite: none.

MBA 789 ISLAND BUSINESS AND PO'OKELA (3)

This course provides strategic perspective and tactical guidance for leading effectively in island organizations. Focus is given to issues of personal presence and capacities related to facilitating the effectiveness of people, projects, and whole businesses. Topics include developing skills in observation, dialogue, mentoring, and leading for business resilience and impact. Prerequisite: MBA 786.

MBA 798 INTERNSHIP (1 to 3)

Professional internship is provided with guidance of a faculty member. Arrangements for a supervised internship are made through the MBA Program Office.

MBA 799 DIRECTED STUDY (1 to 3)

Individualized study on a chosen subject under supervision of a faculty member. Participation in directed study is arranged through the MBA Program Office.

Course Descriptions

CHEMISTRY (CH)

CH 100 Chemistry Essentials (3)

Chemistry CH 100 is a one semester, online course in Chemistry. The online laboratory counterpart (CH100L) must be taken concurrently. The course will provide an introductory overview of the elements that compose the matter of the Universe, from the stars in galaxies to the molecules within the human body. The course will provide a basic understanding of how mathematics can be used for solving chemical related processes that occur in our everyday lives. The course will culminate in the introduction of interesting chemical reactions that occur within our own cells. Prerequisite: MA 100. Online & Military Base Undergraduate program only.

CH 100L Chemistry Essentials Laboratory (1)

Laboratory section accompanying CH 100. Concurrent registration in CH 100 is required. Pre-requisite: MA 100. Online & Military Base Undergraduate program only.

CH 102 Chemistry for the Concerned World Citizen (3)

This is an introductory course presenting many different branches of chemistry. In contrast to other courses in the discipline, there is a significant qualitative component, where impact to environment, and how chemical knowledge can contribute to one's overall awareness are among the topics discussed. The quantitative part of the course is especially designed to be non-intimidating when covering concepts such as atomic theory, formulas, equations, thermochemistry, gases, and stoichiometry. Non-science majors, who wish to relate general principles of chemistry to socioeconomic and environmental issues, as well as science majors, who feel the need for a refresher course, are encouraged to enroll. Offered annually. Concurrent registration in CH 102L required. High school algebra recommended.

CH 102L Chemistry for the Concerned World Citizen Laboratory (1)

The general theme for this lab course is to demonstrate that chemistry is everywhere. A great majority of the experiments will be carried out using household supplies and equipment. During the last few weeks a transition to using conventional lab equipment is aimed to help students understand the logic of experimental design. One three hour laboratory period per week to accompany CH 102. Concurrent registration in CH 102 required. Offered annually.

CH 103 College Chemistry (3)

A one semester introduction to chemistry for students who wish to strengthen their understanding of basic concepts in chemistry before beginning the general chemistry sequence or for students working towards associate degrees. Emphasis will be placed on problem solving. Topics covered will include: chemical measurements, properties of atoms and molecules, chemical reactions, chemical calculations, acids and bases, properties of gases and thermochemistry. Offered annually. Concurrent registration in CH 103L required.

CH 103L College Chemistry Laboratory (1)

Laboratory experiments designed to reflect the topics presented in CH 103. Offered annually. Concurrent registration in CH 103 required.

CH 203 General Chemistry I (3)

A study of the general concepts and basic principles of chemistry: properties of matter, atomic and molecular structure, theories of bonding, chemical reactions and stoichiometry, equilibria, and ions in aqueous solution. Offered annually. Prerequisites: MA 103. Concurrent registration in CH 203L. An optional 4th hour recitation may be offered in support of development of problem-solving skills in general chemistry. Cross-listed with BC 203.

CH 203L General Chemistry I Laboratory (1)

Inorganic qualitative and quantitative analysis with emphasis on gravimetric, volumetric, and spectrophotometric techniques. One three-hour laboratory period per week to accompany CH 203. Offered annually. Concurrent registration in CH 203 required. Cross-listed with BC 203L.

CH 204 General Chemistry II (3)

Continuation of CH 203. Acids and bases, thermodynamics, electrochemistry, additional aspects of chemical equilibria, descriptive chemistry. Offered annually. Prerequisites: MA 110 (can be taken concurrently), and CH 203/203L or equivalent. Concurrent registration in CH 204L required. An optional 4th hour recitation may be offered in support of development of problem-solving skills in general chemistry. Cross-listed with BC 204.

CH 204L General Chemistry II Laboratory (1)

One three-hour laboratory period per week to accompany CH 204. Offered annually. Concurrent registration in CH 204 required. Cross-listed with BC 204L.

CH 250 Biological Chemistry for Nurses (3)

A nursing-centered approach will be used in studying the concepts in General, Organic and Biological Chemistry that are foundational to an understanding of normal cellular processes. Topics that will be covered include measurements, atomic structure, bonding, chemical reactions, properties of gases and liquids, solutions, equilibrium, acids and bases, pH, buffers, nuclear chemistry, nomenclature and properties of the main organic functional groups, and the structures and function of carbohydrates, proteins and lipids. Prerequisite(s): One year of high school general chemistry or its equivalent. Pre-requisites: BI152/L, MA107. Restricted to students accepted in the CUH Nursing Major.

English 102 and Communication 101 are prerequisites for all upper division courses.

CH 254 Survey of Organic and Bioorganic Chemistry for Nursing (3)

An introductory course with a focus on biological systems from a molecular point of view. Offered annually.

Prerequisites: CH 201 or consent of instructor, BI 151 and BI 151L, BI 152 and BI 152L and completion of MA 107 or equivalent with grade of C or better is required. Concurrent registration in CH 254L required.

CH 254L Survey of Organic and Bioorganic Chemistry for Nursing Laboratory (1)

Laboratory to accompany CH 254. One three-hour laboratory per week will include introduction to the fundamental principles and models of chemistry and related exercises and experimentation.

Prerequisites: BI 151L and BI 152L. Concurrent registration in CH 254 required.

CH 323 Organic Chemistry I (4)

Chemistry of carbon compounds is investigated according to the functional group classification. A full understanding of organic reaction mechanisms is emphasized in order to guide the students through numerous reactions. Three dimensionality of carbon compounds is introduced and referred to in the context of relevant reactions. Offered annually. Prerequisites: CH 204 and CH 204L. Concurrent registration in CH 323L required. Cross-listed with BC 323.

CH 323L Organic Chemistry I Laboratory (1)

Separation and purification techniques such as distillation, recrystallization, and liquid-liquid extraction are introduced. Having performed several functional inter-conversion reactions, students are competent enough to carry out multistep syntheses by the end of the semester. Offered annually. Concurrent registration in CH 323 required. Materials intensive fee applies. Cross-listed with BC 323L.

CH 324 Organic Chemistry II (4)

Spectroscopic methods such as IR, NMR, MS, and UV/VIS are introduced to solve structural identifications of the different classes of compounds studies in the first semester. The chemistry of carbonyl compounds is investigated in detail and principles of multi-step syntheses are introduced. Biologically relevant molecules such as saccharides, amino acids, peptides, and nucleic acids are studies with the strong implication that structural features and principal chemical behaviors of these molecules are related to their biological functions. Offered annually. Prerequisites: CH 323/323L. Concurrent registration in CH 324L required. Cross-listed with BC 324.

CH 324L Organic Chemistry II Laboratory (1)

Students are trained to carry out more complex reactions using sensitive reagents. Most of the semester is used to learn to determine partial and full structures of organic compounds utilizing qualitative chemical and spectroscopic analyses. Hands- on training with the actual instruments and with computerized simulations is offered. Students are also introduced to micro- scale reaction techniques and apparatus. Offered annually. Prerequisite: CH 323/323L. Concurrent registration in CH 324 required. Materials intensive fee applies. Cross-listed with BC 324L.

CH 334 Analytical Chemistry (3)

A one-semester course in analytical chemistry where separation techniques and quantitative identifications of chemical entities are discussed. The quantitative techniques include gravimetric, volumetric, and spectrophotometric analyses. Sampling techniques and the statistical treatment of data are also discussed. Offered annually. Prerequisites: CH 204, and CH 323. Concurrent registration in CH 334L required. Cross-listed with BC 334.

CH 334L Analytical Chemistry Laboratory (1)

One three-hour laboratory period per week to accompany CH 334. Offered annually. Concurrent registration in CH 334 required. Materials intensive fee applies. Cross-listed with BC 334L.

CH 360 Biochemistry I (3)

This is the first part of a year-long course where the vast knowledge of biochemistry is filtered through a rational perspective guided by general chemical and biological principles. Following a survey and review of common classes of biologically significant metabolites such as peptides, carbohydrates, lipids, nucleic acids, as well as equally important smaller molecules, the emphasis is shifted to biological thermodynamics and enzyme mechanisms.

During the latter part of the course the broad spectrum of principles studies is utilized to cover individual metabolic pathways in detail. Prerequisites: CH 324/324L. Concurrent registration in CH 360L required. Cross-listed with BC/BI 360.

CH 360L Biochemistry I Laboratory (1)

Students gain experience in the isolation, purification, identification, and quantification of biologically important molecules. Spectroscopic, chromatographic, as well as chemical modification techniques are used in identifying peptides and proteins. Enzyme kinetic studies are carried out for quantification purposes. Prerequisites: CH 324/324L. Materials intensive fee applies. Concurrent registration in CH 360 required. Cross-listed with BC/BI 360L.

CH 362 Biochemistry II (3)

This is the second part of the year-long biochemistry course, which starts with photosynthesis giving students a chance to review topics discussed during the previous semester such as oxidative phosphorylation and carbohydrate metabolisms. Continuing with individual metabolic pathways, lipids and amino acids are explored. The second half of the semester is mostly dedicated to nucleic acids, starting with nucleotide metabolism followed by a detailed study of information flow involving DNA and RNA. The course will conclude with a discussion of some contemporary techniques used in recombinant DNA technology. Prerequisite: CH 360/CH 360L. Cross-listed with BC 362.

CH 362L Biochemistry II Laboratory (1)

Contemporary experiments and simulations involving DNA and other nucleic acid metabolites. Prerequisite: CH 360/CH 360L. Concurrent registration in CH 362 required. Materials intensive fee applies. Cross-listed with BC 362L.

CH 403 Inorganic Chemistry (3)

Inorganic systems including bonding theories, structure, acid-base phenomena, and coordination compounds. Prerequisite: CH 324.

CH 420 Fundamentals of Physical Chemistry (3)

A one semester course covering thermodynamics, chemical equilibria and kinetics, quantum theory and applications to chemical bonding and spectroscopy. Prerequisites: MA 211, CH 324, CH 360 and PHY 252. Cross-listed with BC 420.

CH 422 Physical Chemistry I (3)

First semester Physical Chemistry for Chemistry majors. Thermodynamics, chemical equilibria, solutions and electrochemistry. Prerequisites: MA 211, CH 324, CH 360, and PHY 252.

CH 423 Physical Chemistry II (3)

Second semester Physical Chemistry for Chemistry majors. Kinetics, quantum theory and applications to chemical bonding and spectroscopy. CH 423 and 423L must be taken concurrently. Prerequisites: MA 211, CH 324, CH 360, CH 422, and PHY 252.

CH 423L Physical Chemistry II Laboratory (1)

Accompanying laboratory section to CH 423. CH 423 and 423L must be taken concurrently. Prerequisites: MA 211, CH 324, CH 360, CH 422, and PHY 252.

CH 430L Instrumental Analysis (2)

This is a lab course during which students are expected to get hands-on experience with modern instrumentation, including but not limited to UV/VIS, FT IR, LC-MS, GC-MS. Following a discussion on the basic principles of each instrument, students will perform specific experiments and gather data from each instrument. This is a 2 credit laboratory course corresponding to 6 contact hours per week of the semester. Prerequisites: CH 324/CH 324L, CH 334/CH 334L. Materials intensive fee applies. Cross-listed with BC 430L.

CH 440 Natural Product Chemistry (3)

The vast number of naturally occurring substances will be classified in terms of the biosynthetic-biogenetic pathways of their productions. Polyketides, terpenes, alkaloids, as well as compounds with other and mixed biogenetic origins will be studied using mechanistic predictions introduced at the beginning of the course rather than a traditional descriptive approach. Secondary metabolites that are not emphasized in biochemistry courses will be highlighted with a view to understand their ecological significance, particularly in the field of chemical communication. Some interesting novel molecules isolated from marine organisms will be discussed. Prerequisite: CH 362/CH 362L. Concurrent registration in CH 440L recommended not required.

CH 440L Natural Product Chemistry Laboratory (1)

The emphasis in this lab course will be on isolation and identification methods. Students will be introduced to various chromatographic techniques, from manual to automated, which they will apply to separation of particular natural products out of a crude mixture. Experiments using different methods such as normal/reversed phase, size exclusion, will enable students to select the best route for any specific purpose. During the second half of the course each student will be assigned to a mini-project. Where students will be expected

to learn how to use advanced instruments, such LC-MS, and evaluate the data for structure determination purposes. Prerequisite: CH 362/CH 362L. Materials intensive fee applies. Concurrent registration in CH 440 required.

CH 447 Pharmacology (3)

Therapeutic actions of drugs at the cellular, tissue and organism level are discussed in areas of cancer, inflammation, cardiovascular, and endocrine related diseases. Preclinical and clinical results of each drug or drug class are discussed with respect to therapeutic effectiveness. Included in the discussion are pharmacokinetics and toxicology. The course will be reading and writing intensive involving scientific literature research. The student will demonstrate an understanding of small and large molecule drug discovery and their therapeutics. Prerequisite: BI 308/BI 308L and CH 360/CH 360L.

CH 480 Special Topics in Chemistry (1 to 3)

Advanced and specialized chemistry topics. Prerequisites: CH 324/CH 324L.

CH 490 Chemistry Seminar (2)

Special topics in organic, inorganic, physical, analytical, or biochemistry. Reading and discussion of current topics as well as expertise in modern library searching and retrieval methods to obtain information. One oral presentation by each participant required. This is a 2 credit laboratory course corresponding to 2 contact hours per week of the semester. Prerequisites: CH 360/CH 360L.

CH 495 Research (3)

Research project (approximately 10 hours per week) performed in Chaminade or other research laboratory under supervision of a practicing research scientist. Offered annually. Prerequisites: CH 360/L. Materials intensive fee applies.

Course Descriptions

COMPUTER INFORMATION SYSTEMS (CIS)

CIS 103 Computers and Application Software (3)

Computers are an essential part of our lives. It would be difficult to find an organization or profession that does not rely on computers. As a result, it is imperative to learn computing skills and gain the knowledge needed to be computer fluent. This course focuses on computer concepts including the operating system and advanced use of Excel and advanced Access databases. These two applications are major departmental computing tools in the digital organization. Knowledge of Excel, Access and MS Project is expected of graduates entering the job market today. No prerequisites. Offered every semester.

English 102 and Communication 101 are prerequisites for all upper division courses.

CIS 320 Relational Database Concepts and Practice (3)

In the CIS 103 course students learn concepts and skills related to relational database and their functionality. In this course, through extensive hands-on exercises, students master skills in the use of relational databases and their objects. Students also learn techniques for designing and building a relational database for an organization. Using case studies and “beyond the classroom” projects students practice how to transform raw data into meaningful and useful information for business purposes. Business Intelligence (BI) using Access can handle a large amount of unstructured data to identify, develop and then create new opportunities. Relational database, entity-relationship models, normal forms, data manipulation language to query and modify databases, and Web applications concepts will be taught. Students work in teams. Each student actively participates in the course through playing role of the Team Leader or Team Member in rotation. Capstone projects are used in the classroom, which simulate real business projects. The course introduces use of English-like Structured Query Language (SQL). Prerequisites: CIS 103. Offered spring semester.

CIS 330 Computer Architecture: Technology in Action (3)

The course covers the following fundamental concepts: Central Processing Unit (CPU), main memory (M), Input/ Output (I/O) devices and systems interconnections. The course defines the concept of computer architecture versus computer organization. Four basic functions of the computer are taught: data processing, data storage, data movement and control are taught. Designing computers for performance leads to examining various modern architectures and techniques such as chip architecture, clusters, cloud computing and parallelism. The course includes new trends in computers, information technology (IT) and information systems (IS). Offered fall semester.

CIS 370 Internet and Network Management (3)

The Internet is a network of the networks and the most efficient communication highway that connects people through various devices (cellphones, tablets, MACs, PCs) around the globe. This course provides a fresh and current perspective on networking and network management. Use of a top-down approach sparks student's interest in learning how the Internet applications work. This is also a high growth area where many of the recent revolutions in technology (Facebook, Twitter, Snapchat, Instagram, LinkedIn) have been occurring. The concept of network management is introduced. Network Management focuses on the deployment, integration, and coordination of hardware, software, and human elements to monitor, configure, analyze, evaluate and control networks in real-time. Offered fall semester.

CIS 471 Cyberspace and Cybersecurity Essentials (3)

We live in the age of universal electronic connectivity. Cyber threats are one of the most serious economic and national security issues that countries face today, and as a result, cybersecurity matters. The objective of this course is to provide up- to-date assessment of developments in computer and network security. Students learn how to define threats, evaluate the relative risks of these threats and deploy cost-effective and user friendly countermeasures. This course can serve as the first step in preparing students to obtain Certified Information Systems Security Professional (CISSP) designation. This course will provide the knowledge needed for students to prevent the destructive effects of cyberattacks and to promote cybersecurity awareness in their organizations. Offered fall and spring semesters.

CIS 480 Special Topics (1 to 3)

Special topics in Computer Information Systems are offered as announced. Example course topics include web design, e- commerce and cloud computing.

Communication Courses

Communication (COM)

COM 101 Introduction to Communication (3)

Introduction to major forms of communication. Activities for students to learn effective communication skills for two-person, small groups and public situations. Examinations and application of basic principles of message development for personal and public speech. *Offered each semester.*

COM 190 Communication Seminar (1)

This course introduces students to the communication field. It explores careers in professional communication emphasis on responsibilities, demands and opportunities in various occupational areas. Students will gain exposure to ethical issues as well as technical dimensions of the various branches of the field. *Offered fall semester.*

COM 200 Introduction to Mass Communication (3)

Survey of the history and purpose of mass communication. Examination of the various career areas (advertising, broadcasting, journalism and public relations) is done through practical, cross-media projects. *Offered fall semester. Prerequisites: COM 101 and EN 102*

COM 250/L Introduction to Video Production (3/1)

Study of the basic skills of performance and single camera field production in broadcasting. Students learn to operate video camera and introduced to video and audio editing techniques. They work individually and in groups throughout the semester to create short videos. *Concurrent enrollment in COM 250 and COM 250L is required. Offered fall semester. Prerequisite: COM 101.*

COM 274 Writing for Mass Communication (3)

Developing and practicing writing skills for advertising, broadcasting, journalism and public relations. Introduction to the study and practice of law and ethics in determining news values, gathering information and communicating clearly and accurately for mass audiences. Grammar and mechanics and Associated Press style are emphasized. *Offered fall semester.*

English 102 Communication 101 are prerequisites for all upper division courses.

COM 310 Intercultural Communication (3)

Major concepts in the study of communication with people from different cultural backgrounds. Values, beliefs, expectations, customs and attitudes of various ethnic groups are studied to facilitate communication across cultural boundaries. *Offered each semester. Fulfills Global Awareness course requirement.*

COM 320 Professional Presentations (3)

Theory and practice in the more advanced forms of informative and persuasive speaking. Incorporation of visual communication aids and presentation graphics. Critical analysis of principal speakers and speeches. *Offered each semester.*

COM 325 Photography for Social Change (3)

Study the basics of still photography technology, the elements of good composition and visual storytelling. Students apply their learned skills to facilitate social change, by documenting need or working groups to teach others photo skills. *Offered every semester. Service-Learning.*

COM 330/L Intermediate Video Production (3/1)

Fundamentals of scripting, single camera field production, use of professional equipment, and editing are developed through a series of practical exercises. *Concurrent enrolment in COM 330 and COM 330L is required. Offered spring semester. Prerequisite: COM 250/COM 250L*

COM 340 Interpersonal Relations (3)

Practical approach to understanding theories of communication in face-to-face encounters. Attention to conflict resolution and the overall motivations and effects of interpersonal interaction. *Offered each semester.*

COM 350/L Studio Video Production (3/1)

Fundamentals of serving as a member of a multi-camera studio production crew are developed through a series of practical exercises. Each student will learn and practice a variety of roles and responsibilities. *Concurrent enrolment in COM 350 and COM 350L is required. Offered spring semester. Prerequisite: COM 250/COM 250L.*

COM 360 Social Media Communication (3)

Social Media Communication explores the theories behind this type of communication and provides practical knowledge in the use of social media tools. Students learn how to strengthen their online presence, and improve their communication and presentation skills

on the web. Topics include LinkedIn, Facebook, Google search techniques, Tumblr blogs, Cloud Storage, Twitter, Prezi and the newest trends in social media services. *Offered each semester.*

COM 370 News Writing (3)

Study and practice of principles in interviewing, news writing and journalistic reporting. Focuses on the careful research and objective writing required for print and online media. Concurrent enrollment in COM 371 recommended. Offered spring semester. *Prerequisites: COM 200 and COM 274.*

COM 371/L Communication Practicum (3/1)

Practical experience in newspaper production, including writing, editing and photo journalism. Course includes peer mentoring and supervision opportunities. *Concurrent enrollment in COM 371 and COM 371L is required. Offered each semester. Prerequisites: COM 274 or instructor consent.*

COM 375 Public Relations (3)

Study of the principles and scope of public relations. Practice in techniques used with special attention to publicity writing image projection and public relations campaigns. Service-Learning. *Offered fall semester. Prerequisite: COM 200 and COM 274.*

COM 378 Graphic and Publication Design (3)

Emphasizes the visual aspects of communication by focusing on the creative process of using art and technology through computer-assisted page design and layout. *Offered each semester. Prerequisites: COM 200.*

COM 380 Special Topics (3)

Selected topics in communication offered periodically. *Prerequisites vary according to topic.*

COM 387 Communication Internship (1 to 3)

Internships in communication fields: advertising, broadcasting, journalism or public relations. Three semester hours may be used to fulfil major requirements in Communication; nine semester hours only in any combination of practica and internships may be used to fulfil the total number needed for graduation. *Offered every semester. Prerequisites: junior or senior standing and approval of advisor.*

COM 425 Advanced Photography for Social Change (3)

Advanced study of still photography technology, further perfecting the elements of good composition and visual storytelling. Students apply their learned skills to facilitate social change, by documenting need or working in groups to teach others photo skills. *Offered every semester. Service-Learning. Prerequisite: COM 325 or instructor approval.*

COM 430/L Advanced Video Production (3/1)

Students work independently with service oriented clients to develop a Service-Learning product that uses technical skill in video, advanced camera and editing theory & operation. They also critique and analyze use of professional media. Concurrent enrolment in COM 430 and COM 430L is required. Offered spring semester. Prerequisite: COM 330/L.

COM 431 Integrated Marketing Communication (3)

Public relations and advertising promotions are integrated marketing communications. Topics include theory, budgeting, communication, media forms, creativity, coordination and evaluation of campaigns. *Cross-listed with MKT 431. Offered fall semester. Prerequisites: COM 200, COM 375, BU 200 and MKT 301 or permission of instructor.*

COM 433 Media Law and Ethics (3)

Examines the secular and religious perspectives of law and ethics in the media communication fields. Study includes First Amendment issues, prior restraint, defamation, privacy and copyright. Perspectives on personal and social meaning and moral judgement within contemporary writers in philosophy and theology of communication. Fulfills interdisciplinary course requirements. *Cross-listed with RE 433. Offered spring semester. Prerequisites: COM 200 and RE 103 or RE 205 or permission of instructor.*

COM 437/L Consumer Research (3/1)

Students learn the purpose of consumer research and how to implement a market research project. The class explores traditional types of research designs, as well as newer ethnographic approaches for both quantitative and qualitative. Ethical issues related to the practice of consumer research are also covered. *Concurrent enrolment in COM 437 and COM 437L is required. Offered fall semester. Prerequisites: MKT 301.*

COM 440 Marketing Strategy (3)

This course addresses the organization and coordination of the total marketing program, including the marketing mix elements, market research, market segmentation, and positioning in a case analysis format. Students will understand the interrelationships among all elements of marketing critical to strategic decision-making. Students develop a

strategic marketing plan for a real organization, providing hands-on experience with the process. *Cross-listed with MKT 440. Offered spring semester. Prerequisites: MKT 301, COM 437/COM 437L and senior standing.*

COM 450/L Studio Video Production II (3/1)

Students develop ability to supervise a video production and group collaboration in a television studio environment. They also design and set up an appropriate studio operation and direct on-air talent from studio floor and control room for a video news/magazine show. *Concurrent registration in COM 450 and COM 450L is required. Offered spring semester. Prerequisite: COM 350/COM 350L.*

COM 471/L Communication Practicum II (3/1)

Students learn to budget content for a news publication, use standard editing marks to edit and rewrite stories and captions using industry standard graphic design software to deliver print ready files to a publisher. They also supervise each step of the design process from concept development to production, and completion of an actual published newspaper. Typical work includes selecting photos, cropping and design of photo page layouts. *Concurrent registration in COM 471 and COM 471L is required. Offered each semester. Prerequisite: COM 371.*

COM 476/L Integrated Campaigns (3/1)

Study, development and application of advertising, marketing and public relations strategies. Emphasis on business management and media relations as effective tactics on mass audiences. Participation in competitive campaigns or Service- Learning projects provides opportunities for hands-on experience. *Concurrent registration in COM 476 and COM 476L is required. Offered spring semester. Prerequisites: COM 431 or permission of instructor.*

COM 480 Special Topics (3)

Directed study of selected topics in communication may include: Advanced Studio Production, Advanced Broadcast Performance, Advanced News Writing, Advanced Graphic Design, Advanced Multi-Media, and opportunities for hands-on experience. *Prerequisites: permission of instructor.*

CPH Courses

Course Descriptions

HC 100 Determinants of Health Across Cultures (3)

This course explores social determinants of health including socioeconomic status, education, physical environment, employment, access to health care, health literacy, and social support. The focus is on understanding ways to improve health in vulnerable populations.

HC 200 Health Promotion Across the Life Span (3)

This course develops a deeper understanding of principles of health promotion, risk reduction, and health education across the lifespan. Students will use key indicators for health at various ages that provide the basis for assessing current health risks and health behaviors. Strategies to reduce health risks at every age are developed and evaluated within the context of current health knowledge.

HC 201 Intercultural and Therapeutic Communication (1)

This course introduces communication skills essential for health care professionals. This includes skills required to build professional relationships, establish therapeutic relationships with clients, and collaborate with other members of the community and health care team. Group processes within the context of the health care environment and communication with diverse patients across the lifespan are also explored.

HC 202/L Disease and Illness with Laboratory (4)

This course provides an overview of biophysical and psychological aspects of selected chronic diseases. Emphasis will be on chronic diseases affecting Native Hawaiian, Pacific Islander, and vulnerable populations.

HC 203 Health Disparities and Indigenous Health (3)

This course explores Native Hawaiian traditional healing practices, and how they can inform community and public health practice.

HC 300 Health Education Program Design and Evaluation (3)

This course provides students with the knowledge and skills required to assess health needs and resources, develop health programs to meet specific needs in selected populations, and to determine appropriate measures to evaluate the effectiveness of health education programs. This course includes an applied learning component.

HC 301 Health Promotion Teaching Strategies (3)

This course introduces fundamental strategies for health science education across the lifespan including needs assessment, conceptualizing instruction, specifying instructional objectives, and planning learning experiences. Students will choose instructional materials, deliver a teaching session, and evaluate the effectiveness of their health instruction in a variety of settings. This course includes an applied learning component.

HC 302 Health Promotion Coaching Strategies (3)

This course introduces foundational concepts and principles for health promotion coaching across the lifespan. Coaching strategies to promote healthy lifestyle change are utilized as students coach selected clients. This course includes an applied learning component.

HC 303 Case Management (3)

This course provides students with the opportunity to develop the skills associated with effective case management in a variety of settings. This course includes an applied learning component.

HC 304 Telehealth (3)

This course explores the theory, impact, and application of telehealth. Healthcare settings and populations that could benefit from telehealth will be identified. Advantages and disadvantages of telehealth usage in healthcare environments will be discussed.

HC 305 Healthcare Economics and Policy (3)

This course evaluates current topics related to health policy and explores strategies for advocacy in community and public health. An examination of health policies in Hawaii, nationally, and globally will include aspects of emerging health challenges, emergency response plans, and public health funding.

HC 309 Substance Abuse and Addictive Behaviors (3)

This course explores substance abuse issues that include alcohol, prescribed medications, and other drugs. The public health disease model is applied with an emphasis on psychological, physiological, and social consequences of use and abuse.

HC 399 CHES Prep (0)

This *course* provides a *review* of the Seven Areas of Responsibilities and Competencies. The focus is on increasing understanding of the concepts covered in the examination and preparing for the *CHES* examination process.

HC 495 Capstone Applied Project (3)

This course provides an opportunity for observation and work in a variety of community and/or acute care settings under professional supervision. Students will participate for one academic semester in health education, health coaching, and case management activities in an approved agency or organization. This course includes an applied learning component.

HC 498 Special Topics (variable:1-6 credits)

This course is offered periodically. Prerequisites may vary based on course topic. Permission of the Dean and/or instructor consent required for enrollment.

HC 499: Individualized Study (Variable: 1-6 credits)

Chaminade University

Individualized study in community and public health, as determined by gap analysis or degree audit. May be repeated. Requires approval of Dean.

Criminology and Criminal Justice (CJ) Courses

Course Descriptions

CRIMINOLOGY AND CRIMINAL JUSTICE (CJ) (CJA)

CJ 151 Criminal Justice Systems (3)

Overview of criminal justice systems, processes, and personnel. Roles and relationships of various law enforcement agencies, court systems, and corrections agencies. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of practical knowledge regarding the inherent complexities and day-to-day operations of the American justice system. Open to non-majors. Offered every semester.

CJ 201 Foundations in Criminology (3)

The study of crime; nature, types, causation theories, crime statistics, criminal law, the victim, punishment and crime prevention. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of issues of race and ethnicity, gender and social class and the need to understand social causes of crime. Open to non-majors. Offered every semester.

CJ 220 Criminal Investigation (3)

Crime scene investigation. Collection and preservation of evidence. Admissibility of evidence, interrogations, and confessions. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of integrating concepts of forensic science, and prosecutorial law in criminal investigation instruction. Open to non-majors. Offered every semester. FS 230 (Forensic Sciences) can be substituted for CJ 220.

CJ 223 Introduction to Law (3)

The study of the American legal system and various subject areas of law. Areas include: criminal law, criminal procedure, contracts, property, torts, business and family law. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws. Open to non-majors. Offered every semester.

CJ 270 Supervision and Management (3)

Study of the major theories of management, organizing, motivation and leadership, and decision-making as applied to criminal justice personnel. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of a model of criminal justice management theory and practice, stressing conceptual, methodological and contextual knowledge development and application. Open to non-majors. Offered Spring semester.

CJ 291 Juvenile Justice System (3)

Components of the juvenile justice system and the processing of the juvenile through the system; rights of the juvenile; criminological theories relevant to juvenile delinquency and criminal behaviors. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws. Open to non-majors. Offered Spring semester.

English 102 and Communication 101 are prerequisites for all upper division courses.

CJ 315 Behavioral Sciences Statistics (3)

Introduction to the methods and rules for organizing and interpreting observations; descriptive and inferential statistics, including frequency distributions, hypothesis testing, simple analysis of variance, estimation, and Chi-Square. Cross-listed with PSY 315. Offered Fall semester.

CJ 321 Research Methods (3)

This course will introduce students to the research methodology used to assess practices and policies within the criminal justice system and in criminology overall. Students will be equipped with the range of quantitative and qualitative tools available to the criminal justice researcher. Students will also learn the ethic limitations and obligations of the social science researcher. Offered Spring semester.

CJ 327 Career Development in the Behavioral Sciences (3)

This course examines vocational values, interests, and aptitudes in the identification and development of a career in the Behavior Sciences, specifically Behavioral Sciences programs, Criminal Justice, Anthropology, and Psychology. The vital role of a student's academic background is explored relative to creating a goodness-of-fit between the student and the world of work. Students will be introduced to career guidance programs, develop a career personality profile, generate a career road map, and investigate/utilize career development tools and techniques. A broad spectrum of resources will be explored against the backdrop of local, national, and international job market trends, and the goals, interests and abilities of

the job seeker. Behavioral Sciences Division requirement. Offered each semester. Division majors will have priority enrollment; non- majors will be enrolled based on space availability. Cross-listed with AN 327, PSY 327, and SO 327. Prerequisite: CJ 151.

CJ 375 Contemporary Issues in Criminal Justice (3)

An examination of issues currently faced by the criminal justice system focusing upon contemporary issues which are projected to have a major impact upon the quality of life for the community and the ability of the criminal justice system to provide services to the community. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws. Offered every semester. Prerequisites: CJ 151 or CJ 201.

CJ 423 Criminal Law (3)

Concepts of criminal law including elements, parties, liabilities and defenses. Constitutional limitations on police power and the administrative process of law enforcement. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of practical knowledge regarding the inherent complexities of the American criminal justice system. Offered every semester. Prerequisites: CJ 151 and CJ 223.

CJ 424 Criminal Procedures (3)

The pre-trial and trial rights of the criminal defendant and society, including discussions of the law of arrest, search and seizure, confessions, identification procedures, self-incrimination, and right to counsel. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of practical knowledge regarding the inherent complexities of the American criminal justice system. Offered every semester. Prerequisites: CJ 151 and CJ 223.

CJ 426 Courtroom Advocacy in Criminal Justice (3)

Theory and practice of criminal case advocacy. Students will participate in various stages of criminal pre-trial and trial litigation in criminal case exercises. Course topics include discovery, case preparation, motions, and trial advocacy. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws. Open to non-majors. Offered alternate years.

CJ 430 Legal Research and Writing (3)

Theories, strategies and techniques involved in legal research. Fundamentals of legal research and writing through classroom instruction and field exercises. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of formulating plans for research. Open to non-majors. Offered alternate years.

CJ 432 Law Enforcement (3)

An examination of significant and controversial criminal justice topics involving law enforcement agencies, primarily the police; clarifying, interpreting, and identifying the role of discretion in the system. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws. Offered Spring semester. Prerequisites: CJ 151.

CJ 435 Ethics and Criminal Justice (3)

Examines Christian perspectives on ethical issues in the field of criminal justice. The goals are to assist students to develop an understanding of the personal and social dimensions of these ethical perspectives, methods for dealing with relevant ethical issues, and the historical development of the Christian community's reflections and moral teachings relevant to criminal justice. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of practical knowledge regarding the inherent complexities and day-to-day operations of the American criminal justice system. Fulfills interdisciplinary course requirement. Cross-listed with RE 435. Offered every semester. Prerequisites: RE 103, CJ 151 or CJ 201, or permission of instructor.

CJ 440 Underwater Forensic Investigation (3)

This course is an introduction to the underwater world of forensic evidence. Conventional wisdom has prevailed in determining that items of evidentiary significance lose their forensic value when submerged in water. This course is based on the dispelling of this myth and several others that have led police agencies to destroy, contaminate or ignore the potential forensic value of submerged evidence. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of integrating concepts of forensic science, and prosecutorial law in criminal investigation instruction. Offered only in the summer. There are no prerequisites for this course, however, only certified divers may dive during the underwater portions of this course.

CJ 451 Corrections: Prisons and Community Alternatives (3)

Analysis of trends in the functions and administration of institutions and community-based corrections programs; and processing of the convicted offender. This course provides competencies to meet the program outcome to allow students to demonstrate an

understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws. Offered Spring semester. Prerequisites: CJ 151 or CJ 201.

CJ 461 Women and Crime (3)

Subjects covered include mythical assumptions commonly held about women, minorities and crime. Examines the relationship of these factors to the context of policies in policing, corrections, and preventive programs. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of issues of race and ethnicity, gender and social class and the need to understand social causes of crime. Prerequisites: CJ 151 or CJ 201.

CJ 463 Sex Crimes (3)

Psychopathology of sexual deviation; developmental theories of sexual abnormality; and legal, social, psychological, and moral problems associated with sexual and character disorders. Examines the role and interaction of police, victim, offender, and rehabilitation. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of integrating concepts of forensic science and prosecutorial law in criminal investigation instruction. Prerequisites: CJ 151 or CJ 201.

CJ 465 Narcotics and Drug Crimes (3)

An examination of the history of drugs, current trends of drug abuse and enforcement techniques. Examines both source and demand reduction strategies. Role of law enforcement agencies in detection and prosecution of drug offenses. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of integrating concepts of forensic science and prosecutorial law in criminal investigation instruction. Prerequisites: CJ 151 or CJ 201.

CJ 480 Special Topics (1 to 3)

Selected topics in criminal justice and criminology. May be repeated for credit. Open to non-majors.

CJ 487 Internship (3 to 6)

Field work experience in an approved criminal justice agency. A minimum of 40 clock hours per credit hour of work experience related to criminal justice is required. In addition to the field work, the student will be required to write a paper, be evaluated by the agency, and complete an oral interview with a faculty member. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of providing

service to the community and preparing for careers in criminal justice. Departmental approval is required prior to enrollment. May be repeated for a maximum of six credit hours. Offered every semester. Prerequisites: See Internship Criteria above.

CJ 490 Seminar in Criminal Justice Agencies (3)

This is a criminal justice capstone course. Students will complete an array of assignments that integrate contemporary knowledge and understanding of criminal justice agencies with course work completed in the major. As an integral part of the capstone experience, students will complete an exit assessment instrument. Offered every semester. Prerequisites: CJ major, CJ/PSY 315 or concurrent enrollment, and senior standing (completion of 90 credit hours).

CJ 491 Juvenile Deviancy and Juvenile Justice (3)

Patterns of deviancy in youths, with particular emphasis on roles and relationships of the family, school, and peer groups; theories of causation and influence of middle-class culture on deviance. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws. Cross-listed with SO 491. Offered Fall semester. Prerequisites: CJ 291.

CJ 499 Directed Study (1 to 3)

Individualized study on a topic arranged through the program advisor. Offered every semester. Prerequisites: CJ major, junior or senior standing and consent of program advisor prior to enrollment.

CJA 602 AGENCY ADMINISTRATION (3)

Survey of concepts and methods of management as applied to provide administration and criminal justice system agencies. Offered every third term.

CJA 604 CONSTITUTIONAL LAW (3)

Survey of criminal law, including development of substantive criminal law under the U/S. Constitution. Examination of judicial opinions related to the criminal justice process. Offered every third term.

CJA 605 CRIMINOLOGY (3)

Covers multiple factors associated with crime and criminality, organized and integrated by explanatory scientific theories. Offered during the Winter and Summer terms.

CJA 606 RESEARCH METHODS (3)

Examines research methods applicable to resolving issues in public administration and criminal justice system components; focuses on applying social-scientific and scientific approaches to problem solving. Offered during Spring and Fall terms and should be completed within the first two terms of admission to the program.

CJA 610 LAW ENFORCEMENT (3)

Examines historical development, current changes, and future trends regarding police procedures and practices with some attention to relationships with other public agencies. Emphasis on critical issues and applying technology to police service and various related agencies. Offered during Winter and Spring terms.

CJA 612 CORRECTIONAL MANAGEMENT AND ADMINISTRATION (3)

Examines basic elements of correctional administration, management, and treatment of corrections. In-depth look at correctional management, its many components and day-to-day operations. Addresses budget constraints, personnel, inmate health, the effect of the Disability Act on prison design, jails as satellite prisons, rehabilitation, and corrections in the community and other issues. Offered every Winter term.

CJA 640 UNDERWATER FORENSICS INVESTIGATION (3)

Focuses on the scientific protocol that can and should be applied to “underwater crime scenes”. Methods and techniques for the location, recovery, and handling of submerged evidence will be covered. Dive certification is not required to participate in this class but it is required for those who wish to participate in the diving portions of the course.

CJA 680 SPECIAL TOPICS IN CRIMINAL JUSTICE AND CRIMINOLOGY (3)

Seminar on selected issues concerning public administration, offenders, victims, and/or the criminal justice system.

CJA 698 SPECIAL STUDY – INDIVIDUAL RESEARCH (3)

Advanced individual research on a selected topic. Full graduate student status plus approval of instructor and Program Director required. Credit/No credit grading. May be repeated a maximum of 6 credits.

CJA 704 FORENSIC SCIENCE (3)

Examines role of scientific and medical specialists in analysis of criminal evidence, conducting scientific criminal investigations, drug detection, and violent unnatural deaths.

CJA 705 FORENSIC PSYCHOLOGY (3)

Study of criminal behavior from a psychological perspective, looking at the criminal offender as embedded in and influenced by multiple systems within the psychosocial environment. Review of contemporary research, theory, and practice concerning the psychology of crime and psychopathy. Focuses on cognitive aspects of criminal offenders, delving into their perceptions, reasoning, beliefs, decision making, and attitudes. Aspects of prevention, intervention and treatment discussed along with topics such as profiling terrorism, criminology, and forensics. Cross-listed with PSY 705.

CJA 706 MANAGING CRIMINAL INVESTIGATIONS (3)

Description and analysis of historical, contemporary and projected future techniques and procedures used in apprehending criminals. Emphasis on administrative techniques for managing large-scale investigations that involve multiple agencies.

CJA 708 TERRORISM AND JUSTICE (3)

Examines terrorist organizations, activities, threats posed to free societies, guerillas, national and international organizations. Focuses on applying knowledge to policy choices and implications for justice system agencies.

CJA 722 INMATE RIGHTS (3)

This course is an examination of the laws focusing on the process whereby a defendant is sentenced to and incarcerated in the correctional systems of the United States.

CJA 740 COMMUNITY CORRECTIONS, PROBATION AND PAROLE (3)

Analysis of current techniques for probation, parole, after-care supervision and related services. Offered every Fall term.

CJA 760 CONTEMPORARY ISSUES IN CORRECTIONS (3)

Study of current criminal justice or public administration issues selected by the instructor.

CJA 766 ETHICS IN CRIMINAL JUSTICE AND PUBLIC ADMINISTRATION (3)

Examines values expressed in the criminal justice system and public administration through customs, laws, and practices, and their impact on the quality of justice. Offered every third term.

CJA 770 HOSTAGE NEGOTIATIONS (3)

Provides basic theory and practice of crisis negotiation. Explores psychological underpinnings of crisis situations and the role of responding law enforcement personnel.

CJA 780 CRIMINAL EVIDENCE (3)

Covers criminal evidence rules pertaining to kinds and degrees of evidence, procedures for admitting or excluding evidence, witnesses and privileged communications, the hearsay rule and its exceptions, and judicial notice, burdens of proof and presumptions. Emphasis on rules of evidence governing the admission of justice process. Prerequisite: CJA 604.

CJA 790 SURVEY RESEARCH METHODS AND STATISTICS (3)

Advanced methods and statistics for use in survey research. Emphasis on sampling, development and analysis of questions, scales and indexes. Offered during Winter and Summer terms and should be taken by the second term in the program. Prerequisite: CJA 606.

CJA 791 CAPSTONE (3)

Students will complete an array of assignments that integrate contemporary knowledge and understanding of criminal justice agencies with course work completed within the student's chosen track. As an integral part of the capstone experience, students will complete an exit assessment. Prerequisite: completion of all CJA Core Courses.

Data Science, Analytics and Visualization (DS) Courses

Course Descriptions

Data Science, Analytics and Visualization (DS)

DS 100 Introduction to Computation Systems and their Application (3)

This course is an introduction to data science that will cover data science topics. This course will include lectures, discussions, assignments, and a project that could be used for future classes and investigation. The goals of the course are to provide an overview of data science to familiarize the students with the depth and breadth of data science and prepare students for the next data science courses and data science practice. Students in this course will learn what is data science and why it is important; project management; data sets and big data; data curation; data ingestion and wrangling; databases, languages, and practices; data analytics, visualization, tools, and languages; data mining; interpretation and reporting results; cybersecurity, policies, and ethics; and machine learning and artificial intelligence.

DS 101 Data Structures, Data Analytics and the Data Lifecycle (3)

This course is an introduction to data lifecycle, data structures, and data analytics that will cover data topics. This course will include lectures, discussions, assignments, and a project that could be used for future classes and investigation. Students in this course will learn the data lifecycle; data planning process; data security, ethics, and policies; generation and collecting data; cleaning, formatting, and preparing data; data storage and structures; data management; data analysis, visualization, interpretation; communicating and storytelling data results; and sharing, publishing, and preserving data.

DS 200 Data Ethics (3)

This course is an introduction to ethics and policies in data science and cybersecurity that will cover philosophy, ethics, policy topics on data science and cybersecurity. This course will include lectures, discussions, discussion papers, and a project. Students will develop, expand, and/or enhance their ethical compass, conceptual framework, and policy analysis abilities. Students in this course will use their culture and identity, philosophies, principles, and theories as tools to help in evaluating the ethical dilemmas and policies provided as case studies in this class.

CS 200 SQL and Relational Databases (3)

This course is an introduction to Database used in data science that will cover topics on database systems and a related data science database language called SQL. This course will include lectures, discussions, assignments, hands-on experiences, and a project. The goal of the course will be to provide students with knowledge, techniques, and skills on database systems, programming in SQL, and revisit R and Python. Students in this course will learn the various databases and concepts in data science, database design, the SQL language, using SQL to develop a database, and querying in SQL.

CS 201 Programming in R (3)

This course is an introduction to R that will cover the R topics and language. This course will include lectures, discussions, assignments, hands-on experiences with real data, and a project that could be used for future classes and investigation. This course will prepare students for the next data science courses and practice by providing students with knowledge, techniques, skills, and a data science mindset. Students in this course will learn the data science process of collecting, storing, and curating data; ingestion and wrangling data; R language; R used for database systems; analyzing data using R; visualizations; and reporting the results of the analysis. Prerequisites: DS 100, MA103.

CS 202 Programming in Python (3)

This course is an introduction to Python that will cover the python topics and language. This course will include lectures, discussions, assignments, hands-on experiences with real data, and a project that could be used for future classes and investigation. This course will prepare students for the next data science courses and practice by providing students with knowledge, techniques, skills, and a data science mindset. Students in this course will learn the data science process of collecting, storing, and curating data; ingestion and wrangling data; Python language; Python used for database systems; analyzing data using Python; visualizations; and reporting the results of the analysis. Prerequisites: DS 100, MA103.

CS 203L Machine Learning and AI Lab (2)

This course is a machine learning and AI lab. This course will include lectures, discussions, assignments, hands-on experiences, and a project. The goal of the course, it will prepare and provide students with machine learning and AI knowledge, techniques, skills, and a data science mindset. Students in this course will learn Python and various machine learning algorithms, such as trees, models, clustering, and networks. *Prerequisites: CS 201 or CS 202.*

CS 204L Visualization and Analytics Lab (2)

This course is a visualization and analytics lab. This course will include lectures, discussions, assignments, hands-on experiences, and a project. The goal of the course, it will primarily focus on visualization and analytics of data science by providing and preparing students

with the necessary knowledge, techniques, skills, and a data science mindset. Students in this course will use both R and Python, and will learn the planning, development, evaluation, and interpretation process of various graphs with different levels of development difficulty. *Prerequisites: CS 201 or CS 202.*

DS 300 Ethics Seminar (1)

One credit seminar course following on and further developing concepts and skills in DS 200. Students will perform a service project in data ethics.

DS 301 Community-engaged Computing: Decision Support & Stakeholder Engagement (3)

Lecture course addressing the use of data analytics, visualization and visualization for evidence-based decision support across diverse organizations, with special reference to the potential impact of data-science mediated decision support on community, grassroots and social advocacy groups. Students will design community impact strategies based on stakeholder engagement, develop tools such as dashboards and story boards using relevant data sets and present outputs to the community constituents for the course. *Prerequisites: DS 200*

DS 302 Data Journalism (3)

Lecture course addressing the use and misuse of data and statistics in media. Data inputs into, and impact upon, the journalistic and communications process will be addressed through case studies. Data distillation techniques and storyboarding will be covered, with practical examples. *Prerequisites: CS 204L, CS 203L, CS 204L, MA 210, MA 331* are prerequisites for all courses from DS 303 and above. . *Prerequisites: DS 200 and MA 331.*

DS 303 Modeling for Prediction (3)

This course provides an overview of the modeling and prediction process, including definition of goals for prediction, effective data preparation, algorithms, modeling methods and verification/validation. Students will learn iterative refinement of models based on a project in their special interest area. *Prerequisites: CS 201 or CS 202 and MA 331.*

DS 400 Bayesian Statistics (3)

This course will introduce the Bayesian approach to data analysis (including choice of prior distributions and calculation of posterior distributions) with an emphasis on practical applications. Topics to be discussed include: Bayes' Theorem; prior distributions; inferences for discrete random variables and binomial proportion; inferences for continuous random variable and normal means; linear regression; analysis of variance; MCMC/Gibbs sampler; and model evaluation/comparison. *Prerequisites: DS 303 and MA 210*

DS 401 Healthcare Informatics and Analytics (3)

This course examines foundations of health informatics including in terms of its context within the modern health care system and also an understanding of the competencies in relation to health informatics project management. Topics covered include the role of health informatics and analytics in relation to the Affordable Care Act, accountable care organizations, value-based care and population health. This course provides students with an overview of various clinical and administrative information systems and critical functions used in health care (electronic health records, computerized provider order entry, decision support, prescribing, telemedicine/telehealth, and revenue cycle). *Prerequisites: CS 201 or CS 202 and MA 331.*

DS 402 Business Analytics, Marketing and Forecasting (3)

Business analytics uses data and models to explain the performance of a business and how it can be improved. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations. Topics to be covered include data manipulation, predictive analytics, decisions under uncertainty, and decision analytics tools (linear and nonlinear optimization). Students will explore the capabilities and challenges of data-driven business decision making and explore linkages between analytics and business intelligence approaches. *Prerequisites: CS 201 or CS 202 and MA 331.*

DS 403 Digital Humanities (3)

This course will explore emerging forms of humanities scholarly production and digital methodologies, such as digital exhibits, digital mapping, text analysis, information visualization, and network analysis. *Prerequisites: DS 100 or DS 101 and CS 201 or CS 202.*

DS 404 Geo-tagging and GIS (3)

Overview of Geographical Information Systems and geo-coded data and applications across natural and social sciences, humanities, environmental studies, engineering, and management. Topics will include ArcGIS software package, spatial data acquisition, editing and QA/QC, metadata development, geodatabase design, spatial query and display, spatial analysis and modeling, preliminary GIS application development, cartographic mapping and dynamic visualization, and GIS implementation basics. Students will use Google Earth, remote sensing and GPS, and common open source GIS tools. *Prerequisites: DS 100 or DS 101 and CS 201 or CS 202.*

DS 405 Advanced R (3)

Advanced skills and packages in R statistical analysis software. *Prerequisites: CS 201 or CS 202 and MA 331.*

DS 406 Python II (3)

Advanced programming and applications of the Python programming language. *Prerequisites:* CS 201 or CS 202 and MA 331.

DS 407 Data Analytics and Visualization for Environmental Sciences (3)

Lecture and project-based course addressing applications of data science, data analytics and visualization to the environmental sciences. Decision support, data aggregation and predictive modeling will be applied to problems sets from conservation, natural resource management, monitoring and mitigation areas. *Prerequisites:* CS 201 or CS 202 and MA 331.

DS 480 Special Topics (1 to 3)

Selected topics in Data Science to be announced. May be repeated. *Prerequisites:* Vary according to topic.

DS 487 Internship (3)

Field work experience at an approved Data Science or data analytics organization or program. Students will be supervised by an on-site supervisor and course instructor. The students will be required to provide a final paper, poster, or presentation. This course provides competencies to meet the program outcomes to allow students to demonstrate an understanding of providing service to the community and preparing for careers in Data Science. Departmental approval is required prior to enrollment. *Prerequisites:* Approval of course instructor.

DS 495 Data Science Directed Research (3)

This course is a research method and directed research course in data science. The course will include lectures, discussions, assignments used for the directed research project, and a semester long directed research project. The goal of the course has two parts: 1) students will be provided tools and techniques that will assist on assessing research designs and strategies to develop their data science directed research project and 2) students will execute and complete their data science directed research project. Students in this course will learn the different research methodologies; assess literature for a literature review; develop a research question or problem to analyze; learn data collection methods; learn sampling approaches; design and develop a proposal; apply knowledge, skills, and abilities from past data science courses; analyze and evaluate data; and produce a directed research product and communicate the project in front technical and non-technical audience. *Prerequisites:* DS 301 and MA 331

Economics (EC) Courses

Course Descriptions

ECONOMICS (EC)

EC 201 Principles of Macroeconomics (3)

Analysis of structure and operation of American economy; business cycles, fiscal and monetary institutions, and policies; GDP unemployment and inflation, and economic growth; and other public issues. Offered every semester.

EC 202 Principles of Microeconomics (3)

Analysis of the functioning of firms within a market economy and how the market system allocates scarce resources; basics of supply and demand; theory of pricing under competition, monopoly, and imperfect competition; government interference in the market system; and international trade. Service-Learning Course. Offered every semester. Prerequisites: MA 103 or equivalent.

English 102 and Communication 101 are prerequisites for all upper-division courses.

EC 314 Games and Economic Behavior (3)

This course examines the competitive and cooperative behaviors that occur when parties with conflicting interests must work together. The course also introduces students to individual and group behaviors, and their consequences that happen when the standard economic assumption of self-interest is violated. Applications of the game theory framework and analytical tools to issues in areas such as politics, international relations, business, law, biology and more will be introduced. Offered alternate spring semesters. Prerequisites: EC 202.

EC 315 Environmental Economics (3)

This course focuses on natural resource economics and environmental issues. Topics include air and water pollution, toxic waste, deforestation, soil erosion, biodiversity, global warming and sustainable development. The course provides students the opportunity to develop skills in applying economic tools to understand and evaluate current environmental issues and their consequences. Service-Learning course. Offered alternate fall semesters. Prerequisites: EC 202 or ENV 201/ENV 201L. Cross-listed with ENV 315.

EC 420 International Economics (3)

This course provides students with the ability to understand and evaluate global economic trends and the operation of transnational organizations. Topics include causes and consequences of international trade, international trade policies, the role of government in an open economy, comparison of different economic systems, and the global economic environment. Offered alternate fall semesters. Prerequisites: EC 201.

EC 490 Advanced Seminar in Economics (3)

This seminar serves as the capstone course for the economics minor. Current issues and applications in areas such as behavioral, experimental, urban, public, labor and health economics will be introduced. In addition, students will draw on topics and techniques addressed in this course and other economics courses they have taken to develop an applied research project on an economic topic of interest. The project will involve developing a research question, collecting and analyzing data, and providing recommendations. Students should take this course as the final course in their minor if possible. Offered alternate spring semesters. Prerequisites: EC 201 and EC 202.

Course Descriptions

EDUCATION (ED)

ED 100 Survey of Education (1) (For day undergraduate students only)

This course introduces prospective educators to the field of education and the Chaminade University Education Programs. It is a one unit course following CUH 100, First Year Experience. Includes a field-based service learning component. This course is Credit/No Credit.

ED 101 Introduction to Chaminade Early Childhood Education (1)

This course is designed to prepare students for success in the early childhood education program at Chaminade University of Honolulu. This is an orientation course that includes understanding of requirements and desired outcomes of the program, reading and writing at the college level, information-based and technology tools to facilitate the learning process in the early childhood education program. This course is credit/no credit.

ED 201 Introduction to Secondary Education (3) (Online & Military Base Undergraduate Program)

The purpose of this course is to introduce prospective educators to the field of education in general, and to the Chaminade University Secondary Education Program in particular. Content includes exploring issues and programs, research in the field of education, observation techniques and practices, lesson planning, presentation practices, use of community resources, learning and teaching styles and characteristics of an effective teacher. Includes a field based service-learning component.

ED 215 Music, Art, and Creative Movement in Early Childhood Education (3) (Online & Military Base Undergraduate Program)

Focus is on the support of the young child's development of a sense of rhythm through the use of appropriate songs and games. Creative use of the body in space will be explored. Students will learn how to support young children's creative expression by exploring various developmentally appropriate media. Materials fee. Includes a field-based service learning component.

ED 217 Health & Family Issues (3) (Online & Military Base Undergraduate Program)

Current best practices are explored in the areas of health, safety and nutrition for young children. Guidelines and regulations for Early Childhood Education Programs will be addressed. Students will learn how to support families in creating healthy environments.

Field experience assignments are determined by the instructor.

ED 220 Educational Foundations (3)

This course covers the development of historical, philosophical, legal, sociological, principles of education, consideration of current trends in educational theory, multicultural issues in education, and problems and choices facing education in the future.

ED 221 Educational Psychology (3)

This course provides a comprehensive coverage of the theories and basic concepts of Educational Psychology. It includes strategies to help diverse student populations in pre-school through secondary classrooms to become independent, self-directed, and creative individuals. Prerequisite: 1) ED 220 and 2) PSY 202 or PSY 304.

ED 222 Educational Technology (3)

This course focuses on strategies for integrating educational technologies into learning environments, and has been designed with the ISTE National Education Technology Standards for Teachers (NETS-T) in mind. Topics include: technology standards for teachers, web resources for teaching & learning, technology resource assessment, lesson planning, technology integration, and ethical and responsible use of digital technologies.

ED 223 Music, Art and Physical Education (3)

This course provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included. Materials fee. Includes a field-based service learning component.

ED 233 Introduction to Early Childhood Education I (3) (Online & Military Base Undergraduate Program)

This course provides an overview of the field of early childhood education and developing the competencies required in Early Childhood Education. Areas in this section include professionalism, creating learning environments that are safe and developmentally appropriate, working with families, the importance of play, and the basics of curriculum planning. Field experience assignments are determined by the instructor.

ED 234 Introduction to Early Childhood Education II (3) (Online & Military Base Undergraduate Program)

Focus is on developing competencies required for the Child Development Associates credential. Areas in this section include physical, social-emotional and intellectual development, communication, creativity and program management. This is a writing intensive course. Prerequisite: ED 233.

ED 284 Culminating Experience for CDA (3) (Online & Military Base Undergraduate Program)

Focus is on developing portfolio required for the Child Development Associates credential. Areas in this section include physical, social-emotional and intellectual development, communication, creativity and program management. Prerequisites: ED 217, ED 233, ED 234.

ED 297 Fieldwork Practicum in Early Childhood Education (3) (Online & Military Base Undergraduate Program)

The focus is on application of methods and theory from previous course work. The student may be employed. The childcare setting and mentor teaching must be pre-approved by instructor prior to the start of the semester. Fieldwork requires 100 hours in an early childhood educational setting and 15 hours of seminar. Prerequisites: ED 215, ED 217, ED 233 & ED 234.

English 102 and Communication 101 are prerequisites for all upper division courses.

ED 320 Elementary Language Arts Methods I (3)

This course guides the students in exploring the meaning of literacy and how it is taught with research-based strategies. Topics include a comprehensive view of the development of reading and writing from emergent to fluent stages; the role of oral language, culture, and new literacies; creating a literate environment; and developing expertise in using children's literature. The course emphasis is on lower elementary language arts. Requirement: 8 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 220, ED 221.

ED 321 Elementary Language Arts Methods II (3)

In this course, students explore more deeply how to make research-based decisions about literacy instruction. Topics include applying theory to classroom practice; understanding and supporting struggling readers; and teaching culturally diverse population using multiple strategies. The course emphasis is on upper elementary language arts. Requirement: 8 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 220, ED 221, ED 320.

ED 322 Elementary Math Methods I (3)

This course provides an overview and applications of best practice mathematics instructional approaches, strategies, techniques, and assessment methods. Math concepts for students in kindergarten through grade 3 are explored using hands-on and problem solving approaches. Required: 8 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 220, ED 221.

ED 323 Elementary Math Methods II (3)

This course provides an overview and applications of best practice mathematics instructional approaches, strategies, techniques, and assessment methods. Math concepts for students in grades 3 through 6 are explored using hands-on and problem solving approaches. Required: 8 hours of O&P. Observation and Participation fee applies. Prerequisite: ED 220, ED 221, ED 322.

ED 324 Elementary Science Methods (3)

This course focuses on helping the classroom teacher uncover big picture concepts through inquiry-base science activities, then planning dynamic science units based on these understandings. Successful candidates will acquire an understanding of big ideas in physical, life, earth and space science; develop inquiry-based science skills; and learn how to plan and teach meaningful units and lessons for Kindergarten to 6th grade students. Required: 6 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 220, ED 221.

ED 325 Elementary Social Studies Methods (3)

This course focuses on the best methods of instruction in the elementary grade social studies, i.e. in history, geography, cultural anthropology, political science/civics and economics. The course will familiarize the student with the required social studies content as outlined in the Hawaii State Standards. This is primarily a methods course, but attention will be paid to mastery of the content areas as well. Required: 6 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 220, ED 221.

ED 326 Exceptional Children (3)

Overview of categories of students served in special education including intellectual disabilities, developmental delay, specific learning disabled, emotional and behaviorally disturbed, autism, speech and language impaired, visually impaired, deaf and hearing impaired, other health impairment, multiple disabilities, orthopedic impairment, deaf blindness, and traumatic brain injury. Special education eligibility and related services are reviewed. In addition, exceptional children such as English Language Learners, students with attention deficit disorder and gifted, creative, and talented are discussed. Prerequisites: ED 220, ED 221. Includes a field-based service learning component.

ED 380 Special Topics (1 to 3)

Courses not yet approved by Academic Council.

ED 404 Managing School Environments (3)

This course develops strategies for successfully managing environments for student success with the focus on the teacher as guide and facilitator. The content includes the study of research findings that are developmentally appropriate for classroom management techniques. Prerequisites: ED 220, ED 221. Requirement: 10 hours of O&P. Observation and Participation fee applies.

ED 405 SPED: Math (3)

This course provides an overview and application of best practices in teaching mathematics for students with mild/moderate disabilities in Kindergarten to 12th grade settings. Effective instructional practices using developmental approaches, communication strategies, and formative assessment methods will be introduced. Candidates will learn to diagnose student misconceptions, mistakes, and errors and then effectively remediate student thinking and processes. The fundamental core of effective teaching of mathematics combines an understanding of how students learn, how to promote the learning through problem solving and how to plan for and assess on a daily basis. Contains 10 hours of O&P. Observation and Participation fee applies.

ED 408 Assessment (3)

This course examines classroom assessment as a critical component in improving learning and instruction. The course provides educators with the knowledge, dispositions, and performance skills to design assessments which include the diverse needs of individual learners. Prerequisites: ED 220, ED 326. Additional prerequisites for Elementary Education majors: ED 320, ED 321, ED 322, ED 323, ED 324, ED 325.

ED 410 Place-Based Education for the Young Child (3) (Online & Military Base Undergraduate Program)

This course focuses on developing a place-based curriculum for children aged three to six which utilizes the child's own physical and cultural environment as a framework for learning experiences in all curriculum areas.

ED 411 Nurturing the Spirit of the Child (3) (Online & Military Base Undergraduate Program)

This course focuses on developing learning environments which cultivate the spiritual nature of the young child, encouraging children to be peaceful within themselves, caring with others, and responsibly respectful toward their environment.

ED 413 Children's Literature (3)

This course examines the values of using literature with children at various stages of development and the criteria for selection. The course provides an in-depth look at various genres of children's literature, including literature that addresses diversity. Learning experiences stress the practical use of children's literature in the curriculum.

ED 415 Teaching Reading in the Elementary School (3)

This course is designed to guide pre-service teachers in developing readers and writers. It offers examination of differing philosophies, methods, and materials for literacy development. Requirement: 20 hours of O&P. Observation and Participation fee applies.

ED 420 Integrated Curriculum (3)

This course provides an examination of the broad aims of education through the inquiry approach on the sciences, including physical science, botany, zoology, earth elements, geography, and history. Emphasis is on writing a science-based curriculum that unfolds throughout all the content areas and that is developmentally and culturally appropriate, and on preparing learning center materials. Current research is examined. Required: 10 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326.

ED 421 Literature of Adolescents (3) (Online & Military Base Undergraduate Program)

This course provides an introduction to adolescents and their literature. Other topics include young adult literature, the teacher's role in working with books and young readers, and an overview of adolescent literature throughout history.

ED 423 Teaching Strategies: Secondary (3) (Online & Military Base Undergraduate Program)

This course presents age appropriate curriculum structure and trends. Students will learn to develop standards-based unit and lesson plans. Instruction will be given in application of various learning and teaching styles and strategies, classroom management, and use of multi-media. This should be taken the semester prior to student teaching. Requirement: 20 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 201, ED 220, ED 221, ED 222, ED 326, ED 404, ED 427 and ED 408.

ED 427 Teaching in the Area of Specialization (3) (Online & Military Base Undergraduate Program)

This course is designed to demonstrate a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context of instruction, presenting strategies for reading, writing, studying, and translating information gained into practice. Requirement: 20 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 201, ED 220, ED 222, ED 326, ED 404 and ED 408.

ED 431 Montessori Performance Final (1) (Online & Military Base Undergraduate Program)

This course provides opportunity for students to review and practice Montessori pedagogy to prepare for the final performance exam and the written exam to be recommended for American Montessori Society. Required course for Montessori Credential.

ED 432A Culturally Appropriate Practices and Montessori Methods (3) (Online & Military Base Undergraduate Program)

Development of order, concentration, coordination, and independence in children from ages two and a half to six. Includes appropriate models, inclusion of practical living activities, and relationship to other content areas. Montessori practical life lessons are presented and practiced. Cosmic and art lessons are included in this course. Required course for Montessori Credential. Prerequisite (s): ED 466.

ED 432B Development of the Senses and the Montessori Methods (3) (Online & Military Base Undergraduate Program)

Development of neuromotor function and the senses in children ages two and a half to eight. Content explores the influence of culture on brain development, activities for developing the senses and sensory-motor function, and the relationship to other content areas such as reading and math. Montessori sensorial lessons are presented and practiced. Cosmic and music lessons are included in this course. Required course for Montessori Credential. Prerequisite: ED 466.

ED 433 Developmentally Appropriate Practice I (3) (Online & Military Base Undergraduate Program)

This course presents age appropriate practices for Early Childhood Education. The content of the course spans the development of Early Childhood as well as teaching strategies that are appropriate to each age and stage of development. Teaching modalities and approaches are used in conjunction with developmentally appropriate materials, research-based practices, and literature. Prerequisites: ED 215, ED 217 & ED 233.

ED 434 Developmentally Appropriate Practice II (3) (Online & Military Base Undergraduate Program)

This course provides an extension of the concepts and research-based practices that were taught in ED 433- Developmentally Appropriate Practice I. The teaching strategies and concepts are based on children's development in Early Childhood Education Centers, are researched-based and appropriate to each developmental stage and age. Teaching strategies and materials are designed with developmentally appropriate practices within the classroom setting. Prerequisite: ED 433.

ED 440 Language Arts & Montessori Methods (3) (Online & Military Base Undergraduate Program)

Focuses on the development of language skills of children from ages two and a half to eight with attention to the influence of culture in language. Content includes how to develop a model for a language rich environment at the early childhood level using Montessori methods and materials. Montessori language arts lessons are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential. Prerequisite: ED 466.

ED 445 Math & Montessori Methods (3) (Online & Military Base Undergraduate Program)

This course introduces the philosophy and rationale for the teaching of math to young children. General math theory concepts are demonstrated with Montessori early childhood education materials and other manipulatives. Montessori math methods are presented and practice. Cosmic lessons are included in this course. Required course for Montessori Credential. Prerequisite: ED 466.

ED 448 Environmental Studies (3)

Integrates science and social studies and focuses on ecological issues as they relate to the history and natural science of the planet. Other topics include history and culture of humans.

ED 450 Music, Art, and Creative Movement for Teachers (3)

Provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included. Materials fee.

ED 460 Introduction to Exceptional Children (3)

Provides an overview of special education including cognitively challenged, learning disabled, emotionally and behaviorally challenged, speech and language impaired, health impaired, visually and hearing impaired, and gifted and talented. Special Education

eligibility and related services are reviewed and discussed. Includes a field-based service learning component.

ED 461 Montessori Child Development (3)

An overview of child development from birth to age 12 including the psycho-emotional, language, cognitive and Social- emotional development of children. The focus is on what Maria Montessori called “discoveries, insights, principles, laws and truths” about the nature of children and learning. The emphasis is on the theoretical framework of Montessori’s theory of child development called the planes of development. A brief history of other child development theorists and theories is discussed along with learning tasks and assignments to increase knowledge, skills, and dispositions of the Montessori teacher candidate in observation and record keeping, self-reflection and applying child development theories in praxis. Required course for Montessori Credential.

ED 462 Multicultural Education (3) (Online & Military Base Undergraduate Program)

Explores issues of multiculturalism as they affect classroom and school cultures. Focus is on developing sensitivity to all types of diversity for the purpose of building community at local and global levels. Includes a field-based service learning component.

ED 464 Consultation in Special Education (3)

Provides supervised student teaching in an approved special education school setting. Prerequisites: Acceptance into and completion of all course requirements for the Dual Licensure in Elementary Education and Special Education.

ED 465 Mild and Moderate Disabilities (3)

This course focuses on evidence-based strategies for students with disabilities. Universal Design for Learning (UDL) instructional strategies and ways to accommodate the unique learning needs of students with disabilities will be explored. Students will construct a learning plan for an individual student using various data sources and learn ways to differentiate for small group instruction within a classroom setting. 10 hours of O&P will be required. Observation and Participation fee applies.

ED 466 Montessori Philosophy (3)

This course provides an overview of Maria Montessori’s life with an emphasis on the cultural and historical context of her work. Focus is on the philosophy that Montessori based upon discoveries and insights, principles, laws, and truths; about the nature of children and learning. Particular emphasis is placed on the overarching philosophical framework for the approach. Topics include: An Overview of Montessori Philosophy and Movement,

Montessori's Major Philosophical Contributions, The Role of the Adult in The Montessori Environment, Montessori Philosophy and Diversity, and Montessori Today. Required course for Montessori Credential.

ED 468 Student Teaching Special Education (9)

Students will teach in a public school special education setting alongside a licensed special education teacher for a period of at least 15 weeks. Prerequisites: Acceptance into and completion of all course requirements for the Bachelor of Science in Special Education 3 + 1 Program, Passing Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines. This course is Credit/No Credit.

ED 471 Language Arts: Curriculum and Methods (3) (Online & Military Base Undergraduate Program)

This course includes philosophy and rationale for the teaching of Language Arts to young children. Focus is on the developing language skills with young children. These include how to develop a language rich environment at the early childhood level. Topics include oral language, pre-reading activities, and writing activities. Prerequisites: ED 215, ED 217 & ED 233.

ED 473 Math Curriculum and Methods (3) (Online & Military Base Undergraduate Program)

This course introduces the philosophy and rationale for the teaching of math to young children ages 2 through 6 covering logical-mathematical thinking and number concepts demonstrated with manipulatives. Topics include pre-counting, estimation, and math operations. Prerequisites: ED 215, ED 217 & ED 233.

ED 474 Integrated Curriculum Foundations (3) (Online & Military Base Undergraduate Program)

Examination of the theoretical foundations of Early Childhood Education is provided in this course. Focus is on the constructivist's theory of education emphasizing creating a curriculum that is integrated throughout all the learning centers and is developmentally and culturally appropriate. Required course for Montessori Credential.

ED 479 Leadership in Early Childhood Education & Montessori (3) (Online & Military Base Undergraduate Program)

This course focuses on major issues and trends in Early Childhood Education. Instruction includes working with families, classroom management, nurturing children, creating quality care environments, professionalism, administrative issues and curricular trends. Required course for Montessori Credential.

ED 490E Seminars (3)

This seminar is integrated with all student teaching practica for Elementary Education. Students prepare portfolios, discuss teaching experiences, and review standards. Requirement: Concurrent enrollment in ED 494 (Elementary Ed.) and Successful completion of Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines, and all course requirements for Elementary Education major.

ED 490S Seminars (3)

This seminar is integrated with all student teaching practica for Secondary Education. Students prepare portfolios, discuss teaching experiences, and review standards. Requirement: Concurrent enrollment in ED 495 (Secondary Ed.) and Successful completion of Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines, and all course requirements for Secondary Education major.

ED 491A ECE Field Experience Seminar (2) (Online & Military Base Undergraduate Program)

This course gives direction and support for the fieldwork in Early Childhood Education. Instructor and students will work through challenges and struggles encountered in the classroom. Requirement: Concurrent enrollment in ED 498A. Prerequisites: PSY 202, ED 215, ED 217, ED 222, ED 233, ED 413, ED 433, ED 434, ED 471, ED 473, ED 474, ED 479.

ED 491B ECE Field Experience Seminar (1) (Online & Military Base Undergraduate Program)

This course gives direction and support for the fieldwork in Early Childhood Education. Instructor and students will work through challenges and struggles encountered in the classroom. Requirement: Concurrent enrollment in ED 498B. Prerequisites: PSY 202, ED 215, ED 217, ED 222, ED 233, ED 413, ED 433, ED 434, ED 471, ED 473, ED 474, ED 479, ED 491A.

ED 492 Seminar Elementary Education: Oceania (3)

This course gives direction and support for the fieldwork in Elementary Education. Instructor and students will work through challenges and struggles encountered in the classroom. Requirement: Concurrent enrollment in ED 494. Prerequisites: ED 320, ED 322, ED 324 and ED 325.

ED 493 (A&B) Seminar Montessori Early Childhood (3/3) (Online & Military Base Undergraduate Program)

This seminar is integrated with all student teaching practicum for Montessori Early Childhood Education. Students prepare portfolios, discuss teaching experiences, and review standards. Requirement: Concurrent enrollment in ED 497A & ED 497B and successful completion of all Montessori credential academic courses. Required course for Montessori Credential. ED 494 Student Teaching: Elementary (9) (DUG/ Online & Military Base Undergraduate Program) This course provides supervised teaching in approved elementary schools. This course is held during a special student teaching semester that is aligned with the public schools' semester for teachers. Concurrent enrollment in the ED 490 or ED 492 seminar is required. Prerequisites: Passing Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines, and completion of all course requirements for Elementary Education major. This course is Credit/No Credit.

ED 494 Student Teaching: Elementary (9) (DUG/ Online & Military Base Undergraduate Program)

This course provides supervised teaching in approved elementary schools. This course is held during a special student teaching semester that is aligned with the public schools semester for teachers. Concurrent enrollment in the ED 490 or ED 492 seminar is required. Prerequisites: Passing Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines, and completion of all course requirements for Elementary Education major. This course is Credit/No Credit.

ED 495 Student Teaching Secondary (9) (Online & Military Base Undergraduate Program)

This course provides supervised teaching in approved secondary schools. This course is held during a special student teaching semester that is aligned with the public schools' semester for teachers. Concurrent enrollment in the ED 490 or ED 492 seminar is required. Prerequisites: Passing Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines, and completion of all course requirements for Elementary Education major. This course is Credit/No Credit.

ED 497 (A&B) Student Teaching: Montessori Early Childhood (3/3) (Online & Military Base Undergraduate Program)

This course provides supervised student teaching in approved Montessori early childhood schools. Requirement: Concurrent enrollment in ED 493A & 493B and successful completion of all Montessori credential academic courses. This course is Credit/No Credit. Required course for Montessori Credential.

ED 498A ECA Field Experience (3) (Online & Military Base Undergraduate Program)

This course applies the methods and theory into practical teaching. The fieldwork setting and mentor teacher must be pre- approved by instructor prior to the start of the semester. The student may be employed. Fieldwork requires 150 hours per term in an Early Childhood

Educational setting. Requirement: concurrent enrollment in ED 491A. Prerequisite: Acceptance and completion of all course requirements for Early Childhood Education major. This course is Credit/No Credit.

ED 498B ECE Field Experience (3) (Online & Military Base Undergraduate Program)

This course applies the methods and theory into practical teaching. The fieldwork setting and mentor teacher must be pre- approved by instructor prior to the start of the semester. The student may be employed. Fieldwork requires 150 hours per term in an Early Childhood Educational setting. Requirement: concurrent enrollment in ED 491B. Prerequisite: Acceptance and completion of all course requirements for Early Childhood Education major. This course is Credit/No Credit.

ED 499 Directed Study (1 to 3)

Individualized study may be arranged with an instructor and/or department academic advisor on a specific topic. This course is only open to Education majors and offered according to demand with the approval of the Dean. Prerequisite: Acceptance as an education major.

EDUC 600 INTRODUCTION TO THE MASTER'S DEGREE PROGRAM (1)

The course prepares candidates for success in the Master's programs at Chaminade. Includes overview of the Master's program. Students will be exposed to reading and writing at the graduate level and to a number of information-based and technological tools to facilitate the graduate learning process. By the end of this course, candidates should have a thorough grasp of the criteria necessary to formulate a blueprint for their graduate experience.

EDUC 608 MONTESSORI CHILD DEVELOPMENT (3)

This course examines psychological theories including Montessori's planes of development. In addition, observation strategies and prepared environment for positive classroom management are discussed. Requires Observation.

EDUC 610 ELEMENTARY LANGUAGE ARTS METHODS (3)

This course focuses on the philosophy and rationale for the teaching of K-6 language arts. Content knowledge and pedagogical strategies that support the optional development of oral language, reading, and writing are emphasized. The influence of culture in language and methods for developing a language-rich environment that meets the needs of all learners included, as well as a study of children's literature. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 612 ELEMENTARY SCIENCE METHODS (3)

This course focuses on helping the teacher uncover big picture concepts through inquiry-based science activities, then planning dynamic science units for the elementary classroom based on these understandings. Successful candidates will acquire an understanding of big ideas in physical life, earth, learn how to plan and teach meaningful units and lessons for K6 students. Requires 5 hours of Observation and Participation. Observation and Participation fee applies.

EDUC 614 ELEMENTARY MATH METHODS (3)

Philosophy and rationale for teaching math to young children. General math theory and concepts are demonstrated through the use of math materials and other manipulatives. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 615 ADVANCED MATHEMATICS AND GEOMETRY (3)

Elementary level mathematics concepts are demonstrated in this course with advanced manipulations; students practice with materials, place value, decimals, percentage, ratios, fractions, critical thinking, problem-solving; and plane and solid geometry. Prerequisite: EDUC 614.

EDUC 616 MUSIC, ART, AND CREATIVE MOVEMENT (3)

Analysis and experience with a variety of classroom activities that help children develop appreciation of vocal and instrumental music and movement on the physical, cognitive, and emotional development of children. Study of theories of discipline-based art and of research delineating creative development in children are also course fundamentals. Hands-on exploration of art media are provided along with strategies for classroom application. Includes a field-based service-learning component. Additional fee applies.

EDUC 618 ELEMENTARY SOCIAL STUDIES METHODS (3)

This course focuses on strategies and methods for teaching social studies in the K-6 classroom. Over the course of the semester, students will analyze the role of the teacher in the social studies classroom, study diverse methods of delivering instruction, and develop curriculum focused on social justice issues and grounded in students' experience and interests. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 620 TEACHING IN AREA OF SPECIALIZATION (3)

Demonstrates a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context for instruction and presenting strategies for reading, writing, studying, and translating information gained into practice. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 621 SECONDARY MATH METHODS (3)

In this course, teacher candidates learn a variety of instructional methodologies and approaches that are workable in the secondary mathematics classroom. Concepts to be covered include establishing context for instruction, presenting strategies for reading, writing, and studying, and translating information gained into practice. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 622 SECONDARY ENGLISH METHODS (3)

In this course teacher candidates learn a variety of instructional methodologies and approaches appropriate in the secondary English classroom. It includes a survey of theory, practice, and trends in adolescent literacy and English language instruction; the role of culture in language learning and multimodal literacy and technology; the challenges and possibilities in teaching reading, writing, speaking, listening, viewing, and thinking in Hawaiian secondary schools. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 624 SECONDARY METHODS I: SCIENCE (3)

A survey of research-based STEM instructional practices. Students will participate as students in several of these researchbased practices as well as explore the research that investigates their effectiveness. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 625 SECONDARY METHODS I: SOCIAL STUDIES (3)

Demonstrates a variety of instructional methodologies and approaches that are workable in the social studies classroom. Concepts to be covered include establishing a context for instruction and presenting strategies for reading, writing, and studying, and translating information gained into practice. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 627 SECONDARY METHODS II (3)

This course demonstrates a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include Establishing a context for instruction; presenting strategies for reading, writing, and studying; and translating information gained into practice. This course requires Observation and Participation. Observation and Participation fee applies.

EDUC 628 SECONDARY METHODS III: CURRICULUM DEVELOPMENT/PLANNING (3)

In this course students will create original curriculum. Students will apply what they know about their subject matter specialty and effective teaching strategies by developing instruction materials.

EDUC 630 HISTORY AND THE PROFESSION OF EDUCATION (3)

This course covers the general history, standards, and professionalism in education with an overview of the philosophical, legal, current trends in education theory, and multi-cultural issues in education.

EDUC 631 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION AND DEVELOPMENT (3)

This course examines psychological theories of learning and development to focus on their application to the classroom. Theories of learning human information processing, constructivism, motivation, and cultural transmission are examined as well as social and state theories of development. All students are required to create, appropriate problem solving activities as a means of demonstrating their understanding of theory and appropriate practice.

EDUC 632 LEARNING ENVIRONMENTS (3)

This course will explore current research, theory, and best practices related to classroom management. Topics will include establishing effective rules and procedures, classroom management systems, managing individual student behavior, developing relationships with staff members and parents, and managing behavior in a variety of instructional formats such as cooperative learning groups, learning centers, project-based learning, etc. as well as whole group instruction. Requires 10 hours of Observation and Participation. Observation and Participation fee applies.

EDUC 633 DIVERSE LEARNERS (3)

Students will examine theories of race, culture, and socio-economic status and their implications for teaching. Culturally responsive teaching methods, with emphasis on Hawaiian students and diverse groups living in Hawai'i, will be researched. Students will learn about the characteristics of Exceptional Learners and classroom strategies to address their unique learning needs in the classroom.

EDUC 635 LONG & SHORT RANGE PLANNING (3)

This course is designed for students in the Teach for America program. It addresses course design, unit planning, lesson planning, and assessment. Students study and implement a curricular design framework to be incorporated within their K to 12 Teach for America placements.

EDUC 636 TFA SEMINAR I (1)

To fulfil credential requirements, Teach for America corps members are required to pass Seminar in Transformational Leadership and Teaching 1 and 2 during their first year in the corps. Corps' members standing in this course depends upon regular attendance, engagement in the sessions, and successful completion of the course work. This course will develop corps members' competencies in the Teaching as Leadership (TAL) framework, content pedagogy, and our developing understanding of transformational teaching. More specifically, it will ensure that all corps members are proficient in; vision setting for transformation outcomes; use of data to communicate student progress to goals and to continually improve effectiveness; classroom execution to transformation outcomes, aligned to best practices in content area instruction; professional dispositions expected of all teachers oriented to social justice for students.

EDUC 637 TFA SEMINAR II (1)

To fulfil credential requirements, Teach for America corps members are required to pass Seminar in Transformational Leadership and Teaching 1 and 2 during their first year in the corps. Corps' members standing in this course depends upon regular attendance, engagement in the sessions, and successful completion of the course work. This course will develop corps members' competencies in the Teaching as Leadership (TAL) framework, content pedagogy, and our developing understanding of transformational teaching. More specifically, it will ensure that all corps members are proficient in; vision setting for transformation outcomes; use of data to communicate student progress to goals and to continually improve effectiveness; classroom execution to transformation outcomes, aligned to best practices in content area instruction; professional dispositions expected of all teachers oriented to social justice for students.

EDUC 640 EDUCATIONAL TECHNOLOGY IN THE CLASSROOM (3)

The goal of this course is to foster an understanding of educational technology and to develop competence in integrating it in the classroom. To meet this goal, the course provides applications of numerous technological strategies.

EDUC 643 HAWAIIAN CULTURE AND LANGUAGE (3)

Examines the following topics: major phases of Hawaiian history, diversity of cultures in Hawaii, and cultural/political significance of indigenous languages in the Pacific. Students will become familiar with indigenous teaching models of education and will be able to construct culturally sensitive lessons for diverse students.

EDUC 649 MONTESSORI PHILOSOPHY (3)

This course examines Montessori's holistic approach to life and philosophy of education. In addition, observation strategies and prepared environment for positive classroom management are discussed. Requires three observations.

EDUC 660 SPED: INTRODUCTION TO EXCEPTIONAL CHILDREN (3)

Overview of the laws governing Special Education and student categories served in special education. This includes students with learning disabilities, emotional and behaviorally challenged, attention deficit hyperactivity disorders speech and language impairments, physical or health impairments, visually and hearing impaired, autism spectrum disorders as well as English language learners and gifted and talented.

EDUC 662 SPED: ASSESSMENT, PLANNING & COMPUTER TECHNOLOGIES (3)

Quantitative and qualitative assessment of students referred to or enrolled in special education programs. Major topics include behavioral observation, psychometric properties of tests, cognitive test of ability, perceptual-motor tests, and measures of social and emotional functioning.

EDUC 665 SPED: MILD/MODERATE DISABILITIES (3)

Overview of learning, behavioral, and personality characteristics of students diagnosed with special needs. Important issues in the field are presented along with service delivery options and assessment and intervention strategies for the classroom teacher. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 667 SPED: K-12 MATH METHODS (3)

Overview and application of mathematics instructional approaches, strategies, techniques, and assessment methods for students with mild/moderate disabilities in K-12 settings. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 668 SPED: K-12 LANGUAGE ARTS AND METHODS (3)

Overview and application of language arts instructional approaches, strategies, techniques, and assessment methods for students with mild/moderate disabilities (K-12). Requires Observation and Participation. Observation and Participation fee applies.

EDUC 669 SPECIAL EDUCATION LEADERSHIP (3)

This course is designed to provide a working knowledge of IDEA 2004 and its procedural requirements. Topics include special education instructional environments/placements, inclusion challenges, differentiation and co-teaching models. Community collaboration and communication strategies with families of exceptional children, including culturally diverse populations, will be reviewed.

EDUC 681 SUPERVISED FIELD EXPERIENCE (2)

Provides supervision and mentoring to new teacher candidates already serving in classrooms prior to student teaching in order to increase their effectiveness and the quality of their instruction during their initial teaching period.

EDUC 684 TEACHING SEMINAR: SECONDARY (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 685). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 685 STUDENT TEACHING: SECONDARY (6)

Provides supervised student teaching in approved secondary schools. (Must be taken in conjunction with EDUC 684). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 686 TEACHING SEMINAR: ELEMENTARY (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 687). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 687 STUDENT TEACHING: ELEMENTARY (6)

Provides supervised student teaching in approved elementary schools. (Must be taken in conjunction with EDUC 686). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 688 TEACHING SEMINAR: SPED (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 689). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 689 STUDENT TEACHING: SPED (6)

Supervised student teaching in an approved special education classroom. (Must be taken in conjunction with EDUC 688. Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 690 TEACHING SEMINAR: PK-3 (3)

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 691). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 691 STUDENT TEACHING: PK-3 (6)

Provides supervised student teaching in approved PK-3 schools. (Must be taken in conjunction with EDUC 690. Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 701 EDUCATIONAL RESEARCH AND DESIGN (3)

Provides experiences to foster systematic and thoughtful inquiry into educational research and practice. Candidates explore relevant educational research strategies, qualitative and quantitative research methods, and licensure related to their area of emphasis. The emphasis of the course is upon using these understandings to critically read academic literature and write a pilot student that includes the (1) Introduction (2) Review of Literature, & (3) Methods chapters.

EDUC 703 INTRODUCTION TO ACTION RESEARCH (3)

This course extends the principles and methods of research learned in the Educational Research and Design course to action research in an instructional setting. A focus will be on using research skills to foster systematic and thoughtful inquiry into instructional practice. Practitioners explore relevant educational practice issues through writing reflections, experimenting with action research strategies, and sharing their work in a collaborative setting.

EDUC 712 LEARNING STYLES AND LEARNING THEORIES (3)

Examination of key learning theorists and learning styles for application to teaching and learning. Students are given an opportunity to examine their own learning style and how this is formative in their teaching.

EDUC 714 INTEGRATED CURRICULUM (ELEMENTARY) (3)

Utilizing “Understanding by Design” principles, facilitates the development of an integrated curriculum unit that applies student-centered learning, and appropriate instructional processes, assessment, and technology in a thematic unit of study that draws upon at least three content areas.

EDUC 716 CREATIVE AND CRITICAL THINKING (3)

This course is a survey of the current research and best practices that facilitate student’s development of creative and critical thinking skills.

EDUC 717 PRINCIPLES OF PROJECT-BASED & DESIGNED BASED LEARNING (3)

This course focuses on project design with an emphasis on projects that take full advantage of digital learning environments. Both teacher-designed projects and student-designed projects (challenge-based learning) are covered with strategies for content integration, student grouping, timeline development, student ownership, and assessment rubrics.

EDUC 718 MOBILE AND ONLINE LEARNING TECHNOLOGIES (3)

This course investigates digital learning environments and how best to facilitate learning both when using mobile digital devices within a normal classroom space as well as when the classroom itself is a digital space. eBooks, FlexBooks, podcasts, interactive whiteboards, blended learning, flip-teaching, ePortfolios, and other digital tools and strategies will be covered.

EDUC 719 LEADERSHIP IN LEARNING SEMINAR (3)

This course examines the many forms of both formal and informal teacher leadership in learning environments, in their institutions and in their communities. It considers the various barriers to individual teacher leadership that result from the structure of school facilities and policies, the service worker mentality of teacher culture, and the unreasonable demand that teachers be assessed according to a continually changing list of social cultural, political, and community developmental needs. And it explores the roles that teachers should be playing as adult learners, peer coaches, and thought leaders in education reform.

EDUC 722 COGNITIVE DEVELOPMENT: THEORY TO PRACTICE (3)

Designed to familiarize students with key theoretical and empirical research approaches to understanding how cognitive processes develop from infancy through adolescence. Major topics include brain, perceptual, memory, language, and conceptual development. Also focuses on the implications of research in the area of cognitive development as it affects the education of children and the application of the cognitive developmental concepts in classroom settings. Prerequisite: EDUC 701.

EDUC 723 LANGUAGE DEVELOPMENT: THEORY TO PRACTICE (3)

This course focuses on the investigation of the development of language and its relationships to school learning, cognitive development, and social development. Also stressed will be the differences between English and other languages that impact to acquisition of English literacy and the effective instruction in linguistically diverse children. Prerequisite: EDUC 701.

EDUC 724 SOCIAL AND EMOTIONAL DEVELOPMENT THEORY TO PRACTICE (3)

This course covers the theoretical, empirical, and applied issues in children's interpersonal, emotional, and personality development. Specific topics addressed will include attachment, personality, temperament, aggression, and motivation with consideration of biological and environmental influences. Prerequisite: EDUC 701.

EDUC 725 SCIENCE AND ENVIRONMENTAL EDUCATION (3)

This course illustrates the history of our planet and its inhabitants and interdisciplinary science studies relating zoological, botanical, geological, and cultural studies to the classroom. Additional fees applies.

EDUC 726 CHILDREN'S LITERATURE (3)

Examination of criteria for selecting and using literature at various stages of child development; in-depth study of literary genres; a focus on teaching in a literature-based program, practical uses of child and adolescent literature throughout the curriculum, and application of a culturally responsive pedagogy through literature.

EDUC 727 SUPPORTING STRUGGLING READERS/WRITERS (3)

This course is designed to prepare educators to work with students who are experiencing difficulty in reading and writing. The course is taught with daily application in an elementary school.

EDUC 728 DEVELOPING FLUENT READERS/WRITERS (3)

Development of graduate student's expertise in teaching literacy. This course is taught with daily application in an elementary school followed by an on-campus class.

EDUC 732 SPED: PLANNING AND IMPLEMENTING PROGRAMS FOR GIFTED STUDENTS (3)

Concentrations on the planning and implementing of gifted programs in both public and private school settings for pull-out and inclusive classrooms. The areas of concentration include assessing school needs, identification procedures, program planning, and formative and summative evaluation of programs.

EDUC 733 SPED: ISSUES IN SPECIAL EDUCATION (3)

Examination of major issues and challenges in the special education field; emphasis on such topics as non biased assessment, mainstreaming, non-categorical vs. categorical special education, and evaluation programs. Includes special education referral and delivery system, individual educational plans, legislation affecting special education.

EDUC 734 SPECIAL EDUCATION LAW (3)

Survey course that gives an exploration of the laws that govern schools, disabilities, and special education, Provides background knowledge in laws and court cases involving public and private education, student and family rights, teacher rights, tort and school district liability, the individuals with Disabilities Education Act, Act 504, and case law pertinent to Hawai'i, such as the Felix Decree. Case studies, personal reading reflections, and debates will be used to enhance the course content areas.

EDUC 740 CURRENT ISSUES IN EDUCATION (3)

Covers key issues in education, focusing on the role of the teacher and the principal in studying the issues and developing strategic plans for response.

EDUC 741 INTRODUCTION TO EDUCATIONAL ADMINISTRATION (3)

This course is an introduction to the field of educational administration and leadership. The focus is on understanding schools as complex adaptive social systems, with the principal as the central administrator and change leader. The course also provides an introductory overview of effective school management processes, including management of human resources, finance, and legal and ethical issues.

EDUC 742 LEADERSHIP FOR EDUCATIONAL ADMINISTRATORS (3)

Designed to provide guidelines for the principal as manager and leader of change through decision-making, motivation, group dynamics, and co-empowerment with the teacher.

EDUC 743 EDUCATION LAW (3)

Examines dimensions of law as they impact educational institutions. Discussion will center on local and national laws and how they impact the delivery of courses, students, faculty, and staff, and the community.

EDUC 744 MANAGING COMMUNICATION AND PERSONNEL ISSUES (3)

Focuses on communicating effectively as a manager. Students will increase their application of the vital role of managerial communication in managing personnel through a series of exercises and assignments.

EDUC 745 SCHOOL COMMUNITY RELATIONS (3)

This course examines principles, techniques, policies, and organizations to promote and sustain vibrant positive, and dynamic school-community relations. This includes the study of marketing strategies and processes; successful models of school, family, business, community, government, and higher education partnerships, and the identification and evaluation of current school partnerships.

EDUC 746 FINANCIAL MANAGEMENT FOR SCHOOL ADMINISTRATORS (3)

Examines the role of principal as financial manager, institutional planner, and fiscal developer, and covers community and financial accountability.

EDUC 747 CURRICULUM ADMINISTRATION (3)

This course is designed to provide education leader candidates with the skills and knowledge to effectively undertake curriculum and instructional leadership in the schools. This includes an overview of basic concepts and theories underlying curriculum development within the context of state policies; provides basic tools for administrators to use in analyzing and selecting curriculum, and explores effective strategies to implement curriculum successfully on a school-wide basis.

EDUC 749 RESEARCH FOR EDUCATIONAL LEADERSHIP (3)

This course introduces participants to the purposes, methods, and practices of educational research applied to contemporary issues in educational leadership and administration. The course begins with an introduction to the fundamentals of educational research, covering different purposes and types of research, varieties of research strategies including mixed methods, authenticity and ethics in research, and tools used in carrying out research. Participants will critically review a series of research articles throughout the course, while referencing the research methods used in those reports.

EDUC 751 FOUNDATIONS OF CATHOLIC EDUCATION (3)

This survey course introduces the student to the history of Catholic education in the United States. Using primary documents the class investigates the principles that have shaped the character, quality, and direction of the church's ministry of education. (This course is open to Catholic Cohort only).

EDUC 753 CATHOLIC AND PRIVATE SCHOOL LAW (3)

The course introduces the student to the legal framework under which Catholic schools operate. Geared toward the practical needs of administrators, the course investigates such issues as student and faculty handbooks, hiring practices, special needs education, and

athletic programs in Catholic schools. (This course is open to Catholic Cohort only).

EDUC 754 DEVELOPMENT FOR CATHOLIC SCHOOLS (3)

The course introduces students to the vision, skills, and organization needed for building adequate development programs in Catholic schools. It is a hands-on course that helps administrators create programs of institutional advancement from the ground up. (This course is open to Catholic Cohort only).

EDUC 756 SPECIAL TOPICS IN LEADERSHIP FOR CATHOLIC SCHOOL ADMINISTRATORS (3)

This course is designed to expand administrators' knowledge and skills in such areas as communication, personnel management, and community leadership for Catholic schools. (This course is open to Catholic Cohort only).

EDUC 757 CURRICULUM LEADERSHIP FOR CATHOLIC SCHOOLS (3)

This course is designed to expand administrators' knowledge and skills in curriculum management, curriculum development, and assessment. (This course is open to Catholic Cohort only).

EDUC 764 CULTURALLY APPROPRIATE PRACTICE AND MONTESSORI METHODS (3)

This course examines development of order, concentration, coordination and independence in children from age two-and-a half to age six. Includes appropriate models, inclusion of practical living activities, and relationship to other content areas. Montessori practical life lessons are presented and practiced. Cosmic and art lessons are included in this course. Required course for Montessori Credential.

EDUC 765 DEVELOPMENT OF SENSES AND MONTESSORI METHODS (3)

This course examines development of neuromotor function and the senses in children age two-and-a-half to age eight. Content explores the influence of culture on brain development, activities for developing the senses and sensory-motor function, and the relationships to other areas such as reading and math. Montessori sensorial lessons are presented and practiced. Cosmic and music lessons are included in this course. Required course for Montessori Credential.

EDUC 766 LANGUAGE ARTS & MONTESSORI METHODS (3)

This course focuses on the development of language skills of children age two-and-a-half to age eight with attention to the influence of culture in language. Content includes how to develop a model for a language rich environment at the early childhood level using

Montessori methods and materials. Montessori language arts lessons are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential.

EDUC 767 MATH & MONTESSORI METHODS (3)

This course introduces the philosophy and rationale for the teaching of math to young children. General math theory concepts are demonstrated with Montessori early childhood education materials and other manipulatives. Montessori math methods are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential.

EDUC 768 PLACE-BASED EDUCATION FOR THE YOUNG CHILD (3)

This course focuses on developing a place-based curriculum for children ages three to six, which utilizes the child's own physical and cultural environment as a framework for learning experiences in all curriculum areas.

EDUC 769 NURTURING THE SPIRIT OF THE CHILD (3)

This course focuses on developing learning environments that cultivate the spiritual nature of the young child, encouraging children to be peaceful within themselves, caring with others and responsibly respectful toward their environment.

EDUC 770 INTEGRATED CURRICULUM & MONTESSORI (3)

This course examines the broad aims on education with a focus on the inquiry approach to learning science using the Montessori sequence, Emphasis is placed on writing a science-based curriculum across the content areas and on preparing learning center materials.

EDUC 771 ADVANCED LEADERSHIP AND GUIDANCE IN EDUCATION (3)

This course provides experienced educational leaders with the knowledge and skill to facilitate, guide, and coach school level administrators to effect the requisite transformational and systematic changes in schools to increase student achievement.

EDUC 772 ADVANCED LEADERSHIP & MONTESSORI (3)

Offered in a specially designed Education Leadership Cohort program only. Please contact the Education Division to inquire about future cohort options. Requires Observation.

EDUC 773 CHILD DEVELOPMENT IN CULTURAL CONTEXT (3)

Focuses on child development in cultural perspectives by evaluating the role of culture in the physical, cognitive, social, and emotional development of children. Special attention will be on the approach and implication of cross-cultural studies of child development.

EDUC 780 SPECIAL TOPICS IN EDUCATION (1 to 3)

Course of special interest are given on an occasional or trial basis in the Master of Education (MED) programs.

EDUC 781/783 STUDENT TEACHING MONTESSORI ECE (3/3)

Provides supervised teaching in approved early childhood schools. Must be taken in conjunction with EDUC 782/784. Required course for Montessori Credential.

EDUC 782/784 SEMINAR MONTESSORI ECE (3/3)

Student support seminar is required with all student teaching courses. Student completes MACTE Competencies and Standards-based Exit Portfolios, Must be taken in conjunction with EDCU 781/783. Required course for Montessori Credential.

EDUC 787 MONTESSORI PERFORMANCE FINAL (1)

This course provides an opportunity for students to review and practice Montessori pedagogy to prepare for the final performance exam and the written exam to be recommended for Montessori Society. Required course for Montessori Credential.

EDUC 790 ISSUES OF PEACE SOCIAL JUSTICE AND EDUCATIONAL REFORM (3)

Exploration of influences on educational change at classroom, school, community, state, and national levels. Focus on critical examination of peace and justice theories, principles, and research related to educational reform.

EDUC 791 ACTION RESEARCH PROPOSAL (3)

In this course practitioners will write a proposal for an action research project, conduct a small pilot project, and collect baseline data in preparation for completing an action research project. Prerequisite: EDUC 703.

EDUC 793 ACTION RESEARCH PROJECT AND REPORT (3)

Practitioners will conduct the action research project proposed in the Action Research proposal course, analyze the data, and present the results in writing. Prerequisite; EDUC 701, 703 & 791.

EDUC 794 CULMINATING EXPERIENCE (3)

Capstone course that draws upon principles, methods, and content acquired throughout the Master's experience. The purpose behind the course is to produce an original work that demonstrates one's ability to analyze and synthesize major ideas and principles gained in the core and emphasis courses, thereby providing the necessary framework to help candidates succeed in producing a graduate level culminating product. Note: EDUC 794 must be taken after completion of all course work except student teaching, and seminar, may be taken concurrently with one other MEd course.

EDUC 795 EDUCATION RESEARCH I: INTRODUCTION TO EDUCATION RESEARCH (3)

Survey of educational research aligned with a student's selected topic of interest. In this first course in the M.Ed. Education Research series, students will read critically and evaluate education literature resulting in a synthesis of ideas focused on one topic of interest within educational research.

EDUC 796 EDUCATION RESEARCH II (3)

Survey of educational research methodologies aligned with a student-selected topic of interest. In this second course in the M.Ed. Education Research series, students will (1) examine the ethical issues of conducting Human Subject research, (2) analyze different education research designs, (3) develop procedures, instruments, and methods for data collection and analysis that are aligned with a topic of interest. Prerequisite: EDUC 795

EDUC 797 EDUCATION RESEARCH III (3)

This course was designed to support the data collection and analysis of participant created education research investigations. In this third course in the M.Ed. Education Research series, students will (1) execute data collection and analysis of research proposed in the Education Research II course; and (2) complete preliminary analysis and interpretation of data. Prerequisite: EDUC 796

EDUC 798 EDUCATION RESEARCH IV (3)

In this fourth and final course of the M.Ed. Education Research series, students will complete their research investigation and present their findings. Students will also reflect on how the findings from the research and what they learned from the M.Ed. program will impact their practice. Prerequisite: EDUC 797

Course Descriptions

English (EN)

EN 091 Reading Improvement I (4)

This basic course in the key skills is necessary for the successful study and comprehension of college-level reading material. Skills highlighted are: building vocabulary through context clues and word analysis, finding main ideas, determining significant details and relationships of ideas, outlining, understanding graphic material, practicing critical reading, and interpreting figurative language. Enrollment determine by performance on reading placement test. Offered annually. Credit not applicable to degree requirements. Credit/no credit.

EN 100 Essentials of English Composition (4)

This course offers practice in writing short essays and prepares students for success in EN 101 while offering elective credit toward a degree. Emphasis is on paragraph and essay organization and on identifying ideas that support the writer's central purpose. Enrollment determined by performance on the English Department Placement Examination.

EN 101 Introduction to Expository Writing (3)

Instruction and practice in writing, editing, and revising short narrative and expository essays. The course instructs the basics of organization and clear expression and use of Standard Edited American English. Offered every semester. Prerequisite: EN 100 or placement by exam.

EN 102 Expository Writing (3)

Instruction and practice in writing short-to-medium-length expository essays and in writing from sources. Skills required for research and research writing are emphasized, such as summarizing, paraphrasing, quoting, evaluation, and synthesizing. The course includes instruction and practice in writing a multi-source research paper of substantial length. Offered every semester. Prerequisite: EN 101 or placement by exam.

EN 201 Types of Literature (3)

Introduction to the study of literature through reading, discussion, and written analysis of major works ranging from ancient to contemporary. The course includes exemplary works from all major genre and diverse cultures. Offered every semester. Prerequisite: EN 102.

EN 255 Short Story and Novel (3)

This introductory literature course surveys classical, modern, and contemporary short stories and novels from around the world. Offered every semester. Prerequisite: EN 102.

EN 256 Poetry and Drama (3)

This course examines classical and modern works primarily of major English, Continental, and American authors. Offered annually. Prerequisite: EN 102.

EN 280 Special Topics (3)

This course provides selected topics in introductory literature (to be announced). Topics include, but are not limited to African American Literature. Prerequisite: EN 102. Satisfies pre-major, pre-minor and general education requirement.

English 102 and Communication 101 are prerequisites for all upper division courses.

EN 302 Creative Writing: Fiction (3)

Study of the techniques of the contemporary short story and practice in writing short stories and sketches. Offered alternate years.

EN 303 Creative Writing: Poetry (3)

Study of the techniques of contemporary poetry and practice in writing metric and free verse poems. Offered alternate years.

EN 305 Multicultural Literature (3)

This course explores issues of personal and group identity through the study of modern and contemporary fiction and non-fiction. Students will examine cultural pluralism in American society through writing, discussion, reading and research. Study of authors may include Morrison, Momaday, Kingston, Tan, Angelou, Silko, and others. Fulfills Global Awareness course requirement. Offered annually. Prerequisite: Any 200-level English offering.

EN 307 Nature Writing (3)

This is an advanced, interdisciplinary writing course focusing on environmental themes. Nature Writing centers on reading and writing non-fiction, including journals, letters and essays. Authors figuring prominently in the course include Henry David Thoreau, John Muir, Aldo Leopold, Rachel Carson, Annie Dillard, and Gary Snyder. Fulfills interdisciplinary course requirement. Offered alternate years.

EN 308 Climate Fiction (3)

We are now living on a planet suffering from the initial effects of climate change. Let us explore how literature may serve as our guide as we begin to imagine how we might live with, and possibly mitigate, these effects in the future. We will read a diverse set of stories from across a wide range of genres, including realism, science fiction, and fantasy. While the vast majority of futures depicted in climate fiction are dystopian, if not outright post-apocalyptic, one of our primary goals in this course will be to move from this obsession with dystopia to an understanding of the importance of imagining utopia, even when facing the bleakest of possible futures.

EN 314 Backgrounds in American Literature (3)

Foundational study of representative American literature from the 17th century to the present. Required for English majors. Offered annually. Prerequisite: Any 200-level English offering.

EN 315 Backgrounds in British Literature (3)

Foundational study of major British literature from medieval and Elizabethan to the present. Required for English majors. Offered annually. Prerequisite: Any 200-level English offering.

EN 319 Studies in Shakespeare (3)

This survey studies representative comedies, histories, tragedies, problem plays, and sonnets composed by Shakespeare. This course is thus asking what Shakespeare is, equally important, how we read Shakespeare, and finally, what do we do today with Shakespeare. Also central to this course is situating Shakespeare within the period of Early Modern English, and the articulation of major artists, works, and ideas of the period. Students are to define various literary critical approaches to the period and apply those to given texts. Offered annually. Prerequisite: Any 200-level English offering.

EN 362 Advanced Expository Writing (3)

This is an advanced writing course focusing on expository essays from logical and rhetorical principles, especially modes of definition, assertion, and proof. Particular emphasis will be on clarity of expression, coherence, and style. Offered alternate years. Prerequisite: Any 200-level English offering.

EN 371 Aulama Literary Magazine and Publication (3)

This workshop provides students with experience in graphics, layout, presentation, design and writing for publication. Open to any student working on Aulama, the student literary magazine, and other related publications. May be repeated for a maximum of six semester hours. Offered every semester.

EN 380 Special Topics (3)

This course provides selected topics in literature (to be announced). Topics include, but are not limited to the Bible and Literature, Contemporary Science Fiction, Early American Literature, and Literary Criticism and Theory. May be repeated. Prerequisite: Any 200-level English offering.

EN 402 Advanced Fiction Writing (3)

Offered alternate years. Prerequisite: Grade of 'C' or better in EN 302.

EN 403 Advanced Poetry Writing (3)

Offered alternate years. Prerequisite: Grade of 'C' or better in EN 303.

EN 422 Modern Pacific Literature (3)

This course introduces students to significant works of contemporary literature and film produced by indigenous Pacific islanders and explores issues of anti-colonialism, modernization, and traditional culture. Works include writers from across Oceania, including a sampling of works from Melanesia, Micronesia, and Polynesia. Offered annually. Fulfills Global Awareness course requirement. Prerequisite: Any 200-level English offering.

EN 430 Women's Literature (3)

This survey course examines various literary works and genres of writing from women around the world. Students will explore women's changing roles in society, and analyze how female writers from different countries and different eras approach themes like multiculturalism, politics, racism, social economics, and gender relations. Offered alternate years. Prerequisite: Any 200-level English offering.

EN 432 American Literature: 1940 to Present (3)

Areas of special interest may include Beat writers (Jack Kerouac, Allen Ginsberg and Gary Snyder); the Vietnam War (Tim O'Brien); black American writing (Alice Walker). Examples of other writers covered include Sylvia Plath, W.S. Merwin, Daniel Berrigan, Flannery O'Connor, Lois Ann Yamanaka. Offered alternate years. Prerequisite: Any 200-level English offering.

EN 480 Special Topics (3)

These advanced courses are designed for majors. These topics include, but are not limited to British period courses such as Romantic Poetry, and Victorian Literature. Other topics may include The Black Body in Hip Hop and American Popular culture, Language Issues and Origins, Literature and Film, and Postcolonial Gothic. May be repeated. Prerequisite: Any 200-level English offering.

EN 490 Directed Study (1 to 3)

Individualized study on a topic arranged with a program advisor. Prerequisites: EN 314 and EN 315, and Junior or Senior standing with consent of advisor.

EN 499 Senior Seminar (3)

This is the capstone seminar for English undergraduates. Offered annually. Prerequisites: EN 314 and EN 315; open only to Seniors in the major.

Course Descriptions

ENTREPRENEURSHIP (ENT)

ENT 301 Entrepreneurship (3)

This course provides an overview of the fundamentals of entrepreneurship, the external environments of organizations, the issues which affect entrepreneurial success and the management of entrepreneurial ventures. The course also includes a review of financial statements, business functions, and fundamental business concepts. For undergraduates in the Hogan Entrepreneurial Program – to be taken in Fall of the First Year.

ENT 302 Hogan Colloquium (3)

This course involves participation in the Hogan professional development workshops. Speakers are drawn from companies, non-profit organizations, and government to share firsthand experience or research on entrepreneurial ventures. Workshops develop students' skills in areas such as professional communications, business etiquette and protocol, media relations, salesmanship, cross-culture management, etc. For undergraduates in the Hogan Entrepreneurial Program – to be taken in Spring of the First Year.

ENT 401 Entrepreneurship Applied Concepts and Practices I (3)

This course includes topics of risk assessment, venture capitalization, change management, and legal issues related to organization start-up. Students work as a team to create a new venture plan which could result in a fundable business proposal. They will visit start-up companies and conduct case studies designed to sharpen their understanding of key financial concepts and the development of business plans. For undergraduate students choosing to take more than one year of Hogan classes – to be taken in Fall of the Second Year.

ENT 402 Entrepreneurship Applied Concepts and Practices II (3)

This course involves participation in advanced professional development workshops. Speakers are drawn from companies, non-profit organizations, and government to share firsthand experience or research on entrepreneurial ventures. Workshops develop students' skills in practical areas such as branding, web-based marketing, relationship management, etc. In this workshop, students implement the business plan developed in ENT 401. For undergraduate students choosing to take more than one year of Hogan classes – to be taken in Spring of the Second Year. (For MBA students – take either MBA 701 or MBA 740)

MBA 701 Entrepreneurship (3)

Looks at the challenges of establishing, owning, and managing a small business. Students learn methods of identifying new business opportunities; planning for and identifying new business opportunities; planning for and organizing a business; marketing its good and/or services; and financial planning and control. Prerequisite: MBA 611, and 612.

MBA 740 Social Enterprise Management (3)

Introduces students to the application of entrepreneurship to the advancement of social change within organizations that have a double bottom line: creating tangible social value as well as financial return. Students will use cases and examination of live organizations to develop knowledge of the strategies for and challenges of creating sustainable and successful social ventures. Issues including start-up, funding, organizing, growing, and assessing a social enterprise will be explored.

Environmental + Interior Design (EID) Courses

Course Descriptions

Environmental + Interior Design (EID)

EID 200 Fundamentals of Interior Design (4)

Introduction to the basic concepts, theories, applications, and practice of interior design; as well as the development of technical skills and design methodologies through several design exercises and projects. Emphasis of the course is on understanding both how building interiors are experienced by its users, and the relationship between the built and natural environments. Concurrent enrollment in EID 202 required. (Studio Course – 6 contact hours per week) Offered annually. Open to all majors.

EID 202 Introduction to Technical Drawing (3)

Introduction to various types of technical drawing, including orthographic, perspective, axonometric, and field sketching. Emphasis on hand drafting and the knowledge of mechanical drawing tools and techniques used in the fields of architecture and interior design. Students will learn to both read and execute construction drawings such as floor plans, elevations and sections, in order to later apply these skills to translate their own design work. Offered annually. (Tech Apps Course- 6 hours per week) Open to all majors.

EID 205 Color for Interiors (3)

Extensive study and experimentation of the use and application of color in interior environments, including color notations, the Psychology of color and human response and application of color. Offered Annually. Open to all majors.

EID 211 Textiles (3)

Research into fibers, detailed construction methods and the practical application of textiles and their uses in the field of contract and residential environments. Testing methods will be examined to determine the appropriate use of textiles in commercial and residential interiors and furnishings. Offered Annually. Open to all majors.

EID 216 Design Principles and Interior Composition (3)

Analysis and interpretation of the theoretical principals and the physical elements of design through visual design projects, sketching, applied design, and the interpretation of design aesthetics. Elements and principles that are fundamental to all the visual arts is stressed

through visual compositions and handling of media.

EID 217 Introduction to Computer Aided Design (3)

This course provides skill development for digital construction documentation using AutoCAD software. Students explore 2- dimensional construction documentation (e.g. floor plans, elevations, lighting, detailing and schedules); organization of information; and budgetary issues with respect to material take-offs and specifications. Offered each semester. (Tech Apps Course- 6 hours per week) Prerequisites: EID 200, EID 202 or consent of instructor.

EID 220 Building Systems & Components (3)

This course focuses on understanding the different systems and components that comprise a building, how they relate to one another, and how to design within the context of those systems. Students will be introduced to building performance design mandates with emphasis on coordination and integration of the various systems within the building interior. Content includes building codes and life safety; site analysis; fire safety; SMEP systems; acoustics; thermal principles; wall, floor ceiling, and stair assemblies; and various interior building components. Offered annually. Prerequisites: EID 200 and EID 202.

EID 271 Materiality in Interior Design (4)

This studio course examines how design concept is translated through materiality, focusing on the integration of appropriate materials, finishes, and products in the design of interior environments. Material characteristics, specifications, installation methods, maintenance requirements, and sustainability features will be explored within the context of a comprehensive commercial design project. (Studio Course – 6 contact hours per week). Offered annually. Prerequisites: EID 200, EID 202; EID 217 and EID 220 taken previously or may be taken concurrently.

English 102 and Communication 101 are prerequisites for all upper division courses.

EID 310 The History of Furniture & Interior Design (3)

A survey of Interior Design from prehistory to the present tracing architectural styles and historical interior furnishings. Offered annually. Prerequisites: EID 200 or consent of instructor.

EID 311 20th Century Architecture & Design (3)

Study of post industrial revolution interior design and architecture in the United States including profiles of architects and designers and their impact on modern interior design and architecture. Offered annually. Prerequisites: EID 200 or consent of instructor.

EID 312 Presentation Methods (3)

Study of the techniques used in the preparation of presentations for interior design and architectural projects. Perspective drawing, photo editing and digital modeling techniques will be reviewed and utilized with an emphasis on the illustration of three-dimensional space. Conventional sketching skills are explored using various media: graphite, ink and colored pencil. Digital illustration techniques are presented employing an integrated approach. Software such as SketchUp [™], Photoshop [™] and Autocad [™] are used together seamlessly to create and assemble 3D perspective drawings and completed presentations. Graphic layout and the physical assembly of presentation boards will also be examined. (Tech Apps Course- 6 contact hours per week) Offered each semester. Prerequisites: EID 200 and EID 202.

EID 319 Advanced Computer Aided Design (3)

Students are instructed in advanced applications and techniques in computer aided design. Three dimensional drawing and rendering techniques will also be introduced. (Tech Apps Course- 6 contact hours per week) Offered each semester. Prerequisite: EID 202 and EID 217, or consent of instructor.

EID 321 Programming & Space Planning (4)

Study of the process of designing an environment beginning with Program analysis and moving to the synthesis of information resulting in a comprehensive Space Plan and support documentation. The process guides students through information gathering and organization, as well as problem identification, providing a framework for problem solving and design decision-making. Research and application of building and fire codes, universal design concepts (including ADA standards) and human factors relative to the designed environment address health, safety and welfare issues integral to best design practices. Through structured exercises and projects, students create commercial and/or residential environments, which fulfill client-generated requirements with creative, innovative and environmentally conscious design solutions (Studio Course – 6 contact hours per week) Offered annually. Prerequisites: passing the CUH-EID comprehensive exam & practicum or consent of the Program Coordinator.

EID 325 Introduction to Lighting Design (3)

This course introduces the theory, practice, and application of lighting design including the analysis and interpretation of quality of lighting design in an interior environment. History of lighting advancements and industry terminology will be researched and various luminaire products and emerging technologies will be discussed. This course also serves as an introduction to the use of both daylighting and artificial lighting in various functions of interior space. Qualitative and quantitative measures of lighting will be explored as well as

effective use of lighting in design problem-solving contexts. Students learn the value of lighting as a key design element in creating functional, safe, environmentally efficient, and aesthetically pleasing interior environments. Offered Annually. Prerequisites: EID 200, EID 202 or consent of instructor.

EID 335 Socio-Cultural Aspects of Design (3)

The purpose of this course is to provide students with a background in cross-cultural aspects of both exterior and interior design. The main emphasis will be on the use of space and symbolism in forms of communication within a cultural and ritual context, often without the conscious understanding of the inhabitants. Areas of discussion will be: symbolic and cultural templates on residential layout; concepts of the home in different societies; geomantic/fengshui logic in exterior and interior layout in different cultures (specifically Hawaii, Japan and China); and cultural aspects to interior design both in layout and furnishings. The major areas of regional emphasis from which examples will be taken from all the Americas (both pre-contact and Euro American), East Asia and the Pacific. Fulfills interdisciplinary course requirement. Cross-listed with GE 335. Offered annually in the Spring semester.

EID 355 Sculpture (3)

Intermediate techniques in sculpture and 3D design as it relates to spatial concepts and human scale in the built environment. Interior Design students will focus on conceiving, producing and justifying 3D conceptual objects within the context of interior spaces. (Tech Apps Course- 6 contact hours per week) Offered each semester. Cross-listed with AR 355. Prerequisites: AR 255, or EID 200, or consent of instructor.

EID 370 Universal Design-Inclusive Environments (4)

Universal Design-Inclusive Environments focuses on the functionality, materiality and designed aesthetic of the built environment and how design decisions affect the quality of life experience of the end-users. This course engages students in better understanding a variety of physical and cognitive capabilities over a life span and how the built environment impacts our quality of life in both public and private spaces. Students also effectively interpret and implement a variety of project- specific codes and regulations that help to ensure the health, safety and welfare of the general public. (Studio Course – 6 contact hours per week) Offered annually. Prerequisites: passing the CUH-EID comprehensive exam & practicum, EID 321, or consent of the instructor.

EID 380 Special Topics (3)

Selected topics in interior design to be announce. Prerequisites: passing the CUH-EID comprehensive exam & practicum, or consent of instructor.

EID 384 Sustainability in Design (1)

This course examines principles of sustainable design from a systemic perspective, focusing on environmental issues and how they relate to economics, social equity, and human health. Topics in the course include: cradle-to-cradle principles, biomimetic design, passive building design, renewable energy, water and waste, sustainable materials, and indoor environmental quality. Course culminates with a review of applications in the building industry. Cross-listed with ENV 384. Offered annually. Prerequisites: Junior standing (60 credits) or ENV 100 or consent of instructor.

EID 410 Interior Design Business Principles and Practices (3)

Basic principles of Interior Design business management, professional ethics and practice and examined to prepare students for the professional working environment. Professional resumes and business cards are also prepared. Offered annually. Prerequisite: passing the CUH-EID comprehensive exam & practicum or consent of instructor.

EID 414 Portfolio Preparation (2)

This course is designed to assist and mentor students in assembling a comprehensive portfolio of their academic work for entry into the design profession. Students will learn graphic techniques, as well as how to organize and layout their projects in both book and digital formats. The purpose of the portfolio is to showcase each student's best technical, creative, and analytical design skills. The end product will be a customizable template that can then be supplemented with new projects as students continue to develop professionally. Prerequisite: passing the CUH-EID comprehensive exam and practicum or consent of instructor.

EID 415 Professional Practice Internship (1)

This course focuses on preparing students for entry into the design profession upon graduation. Portfolios, resumes and other professional documentation will be assessed to determine readiness to apply for positions, and revised as needed. Professional protocols, ethics, interviewing skills, and business practices will also be covered in the course. Students are required to complete 85 hours of documented internship experience in cooperation with the firm of their choice and under the supervision of a credentialed design professional. Prerequisite: EID 414, or consent of instructor.

EID 470 Senior Studio Residential (4)

This studio concentrates on the creation and presentation of individualized residential interior design project(s) for the purposes of applying all previous course work and showcasing student's individual creativity and problem-solving capabilities. Various design scenarios will be addressed to include remodeling and/or renovation of an existing structure

and new construction. The culmination of this studio exhibits the student designer's ability to cohesively and comprehensively express their design solutions thus demonstrating their readiness to enter the Interior Design profession. Studio course – 6 contact hours per week) Offered annually. Prerequisite: EID 319, EID 321, and previously passed or current enrollment in EID 370, or consent of instructor.

EID 471 Senior Studio Commercial (4)

This capstone studio course focuses on the execution of a complex commercial project from design concept to design development, and serves as a bridge between academic and professional practice. As a culmination of everything learned in the curriculum, the semester-long interior design project will demand a thorough and in-depth understanding and application of problem-solving skills, technical knowledge, theory, and research. Project deliverables will incorporate oral, written, and various graphic presentation formats. (Studio Course – 6 contact hours per week) Offered annually. Prerequisite: EID 319, EID 321 and previously passed or current enrollment in EID 370, or consent of instructor.

EID 480 Special Topics (3)

Selected topics in interior design to be announced. Prerequisite: passing of the CUH-EID comprehensive exam and practicum or consent of instructor.

EID 481 Kitchen and Bath Design (3)

Development of construction documentation (including working drawings, finish schedules and material specifications) to complete design solutions for installation in a residential environment. Offered alternate years. Prerequisite: passing CUH-EID comprehensive exam & practicum, EID 321, or consent of instructor.

EID 482 Progressive Technologies (3)

This course provides students with state-of-the-art instruction in design software amidst the constantly changing world of technology related to industry. Independent projects, presentations and peer professional project reviews will assist in preparing students for transitioning to the professional workplace. Consult with the Program Coordinator, course instructor and/or the most current syllabus for details regarding the technology being offered. (Tech apps course – 6 contact hours per week) Offered annually. Prerequisite: passing the CUH-EID comprehensive exam & practicum or consent of instructor.

Environmental Studies (ENV) Courses

Course Descriptions

Environmental Studies (ENV)

ENV 100 Introduction to Environmental Issues (3)

An interdisciplinary course in which students are introduced to the ethical issues, tools and techniques involved in environmental and sustainability problem-solving. Students are presented with a series of real (often Hawaiian) environmental problems that they will investigate, attempt to understand in entirety and devise a solution or solution- strategy for. This hands-on approach will allow students to discover the many disciplines and techniques involved in ameliorating real environmental challenges.

ENV 115 Marine Environmental Science (3)

This course introduces students to the scientific causes and consequences of the current major marine environmental issues. Topics include: effects of global warming on ocean ecosystems, marine pollution, marine debris, oil spills, fisheries exploitation, fisheries by-catch, marine alien species and coral reef degradation. The course focuses on making students aware of the material causes and consequences of each issue as well as the role of science in devising sustainable solutions to each issue. Course must be taken concurrently with ENV 115L.

ENV 115L Marine Environmental Science Laboratory (1)

This course introduces students to the scientific methodologies used to determining and studying the current major marine environmental issues. Issues studied include: global warming, marine pollution, marine debris, oil spills, fisheries exploitation, fisheries by-catch, marine alien species and coral reef degradation. Laboratory exercises are conducted in the field and on the Chaminade campus. Students taking this course will be engaged in field science activities. Course must be taken concurrently with ENV 115.

ENV 201 Conservation Biology & Ecology (3)

An introduction to conservation biology issues and goals and the principles of ecology. The course includes consideration of the impacts of human activity on ecosystems and our efforts to ameliorate destructive impacts and devise sustainable solutions. Major topics include the effects of industrialization, agriculture, pollution, species introduction and

human population growth and development on the health and future sustainability of ecosystems and humans alike. Particular emphasis is placed on island ecosystems. Course must be taken concurrently with ENV 201L.

ENV 201L Conservation Biology & Ecology Laboratory (1)

Students perform laboratory and field research techniques used in conducting conservation biology and ecological research and restoration. Analyses are conducted in the laboratory and in the field. Course must be taken concurrently with ENV 201.

ENV 202 Environmental Physics (3)

A detailed study of matter and energy in our environment and the transformations that they undergo. Thermodynamics and the sources of energy; the uses of energy and the consequences of such uses. Particular emphasis on the environments of island ecosystems such as Hawaii. Course must be taken concurrently with ENV 202L. Cross-listed with PHY 111.

ENV 202L Environmental Physics Laboratory (1)

One three-hour laboratory period per week to accompany ENV 202. Students investigate matter and energy in our environment and the transformations that they undergo in order to learn firsthand the application of the relevant physical principles to environmental issues and sustainable solutions. Activities are conducted in the laboratory and in the field. Course must be taken concurrently with ENV 202. Cross-listed with PHY 111L.

English 102 and Communication 101 are prerequisites for all upper division courses.

ENV 300 Environmental Policy & Law (3)

An introductory course to environmental policy and law – its nature, development, flexibility, and growth and to the ethical dimensions surrounding the creation of state, national and international environmental policy and law.

ENV 301: Environmental Human Health (3)

This course examines the science and practice of promoting optimal human health and preventing illness and injury by identifying sources and evaluating and controlling levels of and exposure to physical, chemical and biological agents in air, water, soil, food, and other media that may affect the quality of environmental settings or disrupt ecological conditions, and directly or indirectly contribute to adverse impact to human health and well-being.

ENV 310 Natural Resource Management (3)

This course teaches students the skills necessary to use, protect and maintain natural resources so that they may exist perpetually to the benefit of natures and humans alike. Course requires some understanding of biological processes, business methodology, political process and policy applications. Course must be taken concurrently with ENV 310L.

ENV 310L Natural Resource Management Laboratory (1)

This course teaches students the field and intellectual skills necessary to conduct natural resource management in Hawaii and elsewhere. Skills taught include population growth modeling, resource use models, population size monitoring, economic and sociological assessment of natural resource value, population protection and restoration field skills. Course must be taken concurrently with ENV 310.

ENV 315 Environmental Economics (3)

This course focuses on natural resource economics and environmental issues. Topics include air and water pollution, toxic waste, deforestation, soil erosion, biodiversity, global warming and sustainable development. The course provides students the opportunity to develop skills in applying economic tools to understand and evaluate current environmental issues and their consequences. Service-Learning course. Offered alternate fall semesters. Prerequisites: EC 202 or ENV 201/ENV 201L. Cross-listed with EC 315.

ENV 384 Sustainability in Design (3)

This course will examine principles of sustainable design from a systemic perspective, beginning with the conditions that have led up to the sustainability movement, why sustainable practices are necessary and new approaches to design. In exploring new ecological paradigms for how we should live in an endangered natural environment, topics in the course will include: passive design strategies, alternate energy sources, and biomimetic design principles. Materials, energy use, resource conservation, building practices, and LEED criteria are areas that will be covered in the context of interior design. Offered annually. Prerequisites: Junior standing (60 credits) or ENV 100 or consent of instructor. Cross-listed with EID 384.

ENV 400 Current Global Environmental Issues (3)

This reading-intensive course surveys diverse publications explaining the major environmental threats facing the world today as well as the potential and actual sustainable solutions for each. The aim of the course is to have students become aware of the material as well as socioeconomic causes of environmental degradation, the detrimental impacts of environmental degradation on humans and the potential sustainable solutions to the greatest environmental challenges. Course must be taken in the junior or senior year.

ENV 401: Current Topics in the Environment & Human Health (3)

Selected timely and pressing topics related to the environment and human health will be addressed. Examples include: food hygiene, climate change and human health, food security, enviro justice, bats and zoonotic transmission, habitat degradation and human well-being, green spaces, and perceptions of health.

ENV 415 Advanced Marine Environmental Sciences (3)

This course examines in depth students the scientific causes and consequences of the current major marine environmental issues. Topics include: effects of climate change on ocean ecosystems, marine pollution, marine debris, oil spills, fisheries exploitation, fisheries by-catch, marine alien species and coral reef degradation. The course focuses on making students aware of the material causes and consequences of each issue as well as the role of science in devising sustainable solutions to each issue. Course must be taken concurrently with ENV 415L.

ENV 415L Advanced Marine Environmental Sciences Laboratory (1)

This course introduces students to the scientific methodologies used to determining and studying the current major marine environmental issues. Issues studied include: climate change, marine pollution, marine debris, oil spills, fisheries exploitation, fisheries by-catch, marine alien species and coral reef degradation. Laboratory exercises are conducted in the field and on the Chaminade campus. Students taking this course will conduct a laboratory or field research project of their own. Course must be taken concurrently with ENV 415.

ENV 431 Environmental Ethics (3)

Examines religious perspectives on ethical issues within the context of an ecumenical and inter-religious dialogue in the field of environmental studies, with particular attention paid to contemporary Catholic ethicists. The goals are to assist students in their study and understanding of the personal and social dimensions of these ethical perspectives and learn effective methods for dealing with relevant ethical issues within environmental studies and sustainable practices. Fulfills interdisciplinary course requirement. Offered alternate semesters. Prerequisites: RE 103, RE 205, RE 211; and ENV 100 or permission of instructor. Cross-listed with RE 431.

ENV 450 Earth System Science (3)

Earth system science is a new and growing scientific sub-discipline that focusses on the causal connectedness and nature of the interactions between Earth's atmosphere, hydrosphere, lithosphere and biosphere. The course considers the particular interactions within Earth's natural system as well as anthropogenic alterations of it. Finally the course seeks solutions that synergize with or enhance the natural systems.

ENV 485 Environmental Capstone Course (3)

This capstone course seeks to integrate and assess the experiences and program learning outcomes of the Environmental Studies around a real environmental issue that the student actively participates in problem solving through research and/or service. Projects undertaken should evidence an understanding and mastery of areas such as research, policy, ethics, advocacy or resource management these course.

ENV 490 Current Environmental Studies Seminar (1 to 3)

Selected topics of current interest in environmental studies will be addressed. Prerequisites: none. Offered annually, Spring semester.

Finance (FIN) Courses

Course Descriptions

FINANCE (FIN)

English 102 and Communication 101 are prerequisites for all upper-division courses.

FIN 301 Principles of Finance (3)

This course introduces the role of financial management in the operation of a business. The focus is on understanding the issues and choices involved in maximizing the results of financial decisions. Topics include time value of money, equity valuation, capital budgeting, risk assessment, and capital markets. Offered every semester. Prerequisites: AC 201.

Foreign Languages Courses

Course Descriptions

Foreign Languages

HAWAIIAN (HA)

HA 101-HA 102 Basic Hawaiian Conversation and Grammar (3/3)

(‘Olelo Hou) Introduction to conversational Hawaiian, a member of the Malayo-Polynesian family of languages; emphasis placed on the oral-aural approach and the application of new sounds and speech patterns; develops the ability to recognize, process, and use the language in its oral as well as written form; provides the context to demonstrate how nature affected the native Hawaiians and their oral traditions. Offered annually. Students may be placed directly in HA 102 based on instructor evaluation of competence.

HA 201-HA 202 Intermediate Hawaiian (3/3)

(‘Olelo Hou) Emphasis on acquiring oral fluency, creative writing, and translations from oral traditions and written records; the grammatical orthography and phonology of spoken Hawaiian; active participation in chants, songs, dances, field trips, and language conferences with the Hawaiian community. Offered when a viable cohort of students is put together. Prerequisite: HA 102 or equivalent.

JAPANESE (JA)

JA 105-JA 106 Elementary Japanese (3/3)

Listening, speaking, sentence structure, and introductory reading and writing for beginners as well as an introduction to Japanese culture. Offered annually. Students may be placed directly in JA 106 based on the evaluation of competence.

JA 205-JA 206 Intermediate Japanese (3/3)

Continuation of JA 106. Continued practice in listening and speaking. Introduction to Kanji (script) writing. Offered when a viable cohort of students is put together. Prerequisite: JA 106 or equivalent.

KOREAN (KOR)

KOR 101 Elementary Korean Level A (3)

This course involves the development of basic listening, speaking and grammar skills of conversational Korean. It includes introductory reading and writing for beginners, with an introduction to Korean culture.

KOR 102 Elementary Korean Level B (3)

This course continues the development of basic listening, speaking and grammar skills of conversational Korean begun in KOR 101. It includes further introductory reading and writing for beginners, with an introduction to Korean culture. Students may be placed directly in KOR 102 based on instructor evaluation of competence.

KOR 201 Intermediate Korean Level A (3)

This course is the continuation of KOR Beginning Level B. It involves further development of listening, speaking and grammar skills of conversation Korean. It includes reading, writing and Korean culture as well. Prerequisite: KOR 102 or permission of instructor.

KOR 202 Intermediate Korean Level B (3)

This course is the continuation of KOR Intermediate Level A. It involves more advanced listening and reading comprehension. It also includes further development of writing, speaking and grammar skills of conversational Korean as well as Korean culture. Prerequisite: KOR 201 or permission of instructor.

SPANISH (SPN)

SPN 101-SPN 102 Elementary Spanish (3/3)

Basic structures of Spanish, oral and written; and introduction to Spanish speaking cultures. Offered annually. Students may be placed directly in SPN 102 based on instructor evaluation of competence.

SPN 201-SPN 202 Intermediate Spanish (3/3)

Expansion of language skills and cultural awareness through written and oral projects and in-class activities. Offered when a viable cohort of students is put together. Prerequisite: SPN 102 or equivalent or permission of the instructor.

Forensic Sciences (FS) Courses

Course Descriptions

FORENSIC SCIENCES (FS)

FS 230 Forensic Sciences (3)

Survey of scientific methods applied to the collection, analysis and preservation of physical evidence as it is used from the crime scene to the courtroom; quality assurance, ethics, professional practice.

English 102 and Communication 101 are prerequisites for all upper division courses.

FS 333L Physical Forensic Sciences Laboratory (1)

Laboratory exercises to analyze various forms of physical evidence. Explores the underlying theory, protocols, and relevance for the examination and interpretation of physical evidence. Prerequisites: FS 230 or CJ 220.

FS 340 Crime Scene Investigation (3)

Introduction to techniques of crime scene investigation. Emphasis will be on search techniques, scene diagramming, photography, proper documentation, recover and preservation of different categories of evidence. Aspects of chain of custody of materials collected and other problems related to admissibility of evidence will be discussed. Prerequisites: FS 333 or FS 333L. Concurrent registration in FS 340L is required.

FS 340L Crime Scene Investigation Laboratory (1)

Laboratory and field exercises to provide experience in crime scene search and processing, recognition, collection and preservation of different categories of evidence. Applications of photography to scene documentation. Use of proper personal safety precautions while at crime scene. Prerequisites: FS 333 or FS 333L. Concurrent registration in FS 340 is required. Materials intensive fee applies.

FS 430 Forensic Chemistry (3)

This course introduces the application of analytical chemistry to forensic science. A focus will be placed on obtaining analytical results through sample preparation, instrumental analysis, data quality, and data interpretation in various forensic chemistry applications. Prerequisites: CH 324/L and CH 334/L. Concurrent registration in FS 430L required.

FS 430L Forensic Chemistry Laboratory (1)

Laboratory exercises will concentrate on techniques and forensic methodologies for qualitative and quantitative analysis of chemical evidence. Prerequisites: CH 324/L and CH 334/L. Concurrent registration in FS 430 required.

FS 450 Forensic Anthropology (3)

This course is an introduction to the techniques of anthropology, archaeology, osteology and anthropometry as applied to forensic problems. Techniques covered will include those involved in determination of the individual's age at death, sex, height and detection of antemortem/perimortem trauma. Prerequisites: FS 230 or CJ 220.

FS 455 Medicolegal Death Investigation (3)

Covers the operations of medicolegal death investigation including field and morgue duties, relationships with law enforcement, hospitals, emergency services, and health systems. Students will be responsible for learning medical terminology, common medicines, medical procedures (particularly emergency medical intervention), decomposition, and the recognition and documentation of medical paraphernalia related to procedures. Also covered will be scene interview techniques, evidence recovery, photography, and postmortem fingerprinting. Prerequisites: FS 340/L.

FS 460 Forensic Taphonomy (3)

Processes associated with the decomposition and preservation of organic materials with an emphasis placed on human remains. Prerequisites: CH 323/L. Concurrent registration in FS 460L required.

FS 460L Forensic Taphonomy Laboratory (1)

Quantitative and qualitative methods for investigating decomposition and its application in medicolegal death investigation. Concurrent registration in FS 460 required. Materials intensive fee applies.

FS 487 Internship (3 to 6)

Field work experience in an approved criminal justice agency. A minimum of 45 clock hours of work experience per credit hour is required. In addition to the field work, the student will be required to write a paper, be evaluated by the agency, and complete an oral interview with a faculty member. Departmental approval is required prior to enrollment. A minimum of three and a maximum of six credit hours. Prerequisites: FS 340/L.

FS 490 Senior Seminar (1)

Discussion and presentation of current issues in forensic science. One oral presentation by each participant required. Prerequisites: FS 340/L.

FS 491 Professional Skills for Forensic Scientists (3)

Introduces professional practices and expectations for the forensic scientist. Includes discussion of employment preparation, leadership, professional organization, ethics, certification, accreditation, and research skills including data generation, analysis, and interpretation. Prerequisites: Senior Standing.

THE FOLLOWING COURSE DESCRIPTIONS APPLY ONLY TO THE MSCJA FORENSIC LABORATORY MANAGEMENT TRACK:

FS 600 FORENSIC SCIENCES I (3)

A survey of the forensic sciences focusing on the legal system, professional and ethical conduct, pattern evidence, crime scene investigation, and medicolegal death investigation. Includes the management of human, technological and informational resources.

FS 601 FORENSIC SCIENCES II (3)

A survey of the forensic sciences focusing on biological and chemical evidence. Includes the management of human, technological, and informational resources.

FS 620 LABORATORY MANAGEMENT (3)

Examines organization and role of the manager, leadership and communications, problem solving, decision-making and time management. Also includes manager's function in training, research and development, case prioritization, evaluation, budgeting, planning and laboratory design. Laboratory security and safety stressed. Explores employee concerns including motivation, morale, stress management, discipline, complaints, grievances, hiring, job descriptions, and laboratory protocols.

FS 650 FORENSIC ANTHROPOLOGY (3)

This course will provide students with the skills to develop a biological profile on examination of human remains. The biological profile includes age at death, ancestry, sex, stature, trauma, dental and skeletal x-rays, basics of bone remodeling (healing), mtDNA, osteometrics, and personal identification from bones and teeth. Other topics of discussion include human variation, testifying as an expert witness, buried and surface scattered remains, evidence handling, taphonomy, and introduction to archaeology. A portion of the semester will be devoted to students examining remains, writing reports of findings, and presenting their findings to the class each week.

FS 675 MANAGEMENT OF CHEMICAL INSTRUMENTATION AND ANALYSIS (3)

Introduction to the application of analytical instruments commonly employed in forensic science and criminalistics with a focus on managing instrument performance, quality assurance, data collection and treatment, calibration methods, and sample preparation techniques. Forensic science ethical issues will be integrated into lecture and discussions.

Geography (GE) Courses

Course Descriptions

GEOGRAPHY (GE)

GE 102 World Regional Geography (3)

The purpose of this course is to provide a spatial approach to understanding the complexities of the contemporary human experience around the world. The course examines how social and physical factors that have led to contemporary regional patterns. This course meets the Behavioral Science student learning outcomes: 1) the scientific method and its application; 2) human and cultural diversity; 3) social and individual dynamics; 4) the relationship between the self and the group. Course offered annually in the Spring semester.

GE 103 Human Geography (3)

This course is designed to provide a basic background in the study of human geography, or the relationship between people and the physical landscape. Geography is the study of space, while human geography is the study of people in physical space. Topics include: changing patterns of land use, migration and interaction; and the cultural logic in environmental degradation. Course offered annually in the Fall semester.

GE 204 Landscapes of Hawaii (3)

This course is designed to provide a basic introduction into the human and physical environments found in Hawaii. We will examine both past, present and future landscapes in Hawaii with a major emphasis on the interaction between the human and physical conditions. Topics will include; the unique nature of the ecosystems in Hawaii, their fragility and the implications for planning and social change here in Hawaii; spatial aspects of development, tourism and urbanization; and the environmental implications of development. Offered annually.

English 102 and Communication 101 are prerequisites for all upper division courses.

GE 324 Geography of Tourism (3)

Tourism has grown into one of the major economic and social activities within the last 100 years. In Hawaii more than 8.2 million tourists visited Hawaii in 2013, spending approximately 14.5 billion U.S. dollars. This averaged out to 1 out of 8 people in Hawaii on any day being a tourist (HTA 2014). Tourism geography examines the complex relationship between the stereotype of the tourist destination(s), the tourist as consumer and the impacts

of tourism both physically and socially. A portion of the course will be an examination of tourism in Hawaii both with the traditional short-term tourist and evolving forms of the “part-time resident”. Course offered annually in the Spring semester. Fulfills Global Awareness course requirement.

GE 335 Socio-Cultural Aspects of Design (3)

This course is designed to provide students with a background in cross-cultural aspects of both exterior and interior design. The main emphasis is on the use of space and symbolism as both conscious and subliminal forms of communication within a cultural and ritual context. Topics include: symbolic and cultural templates on the image of the home; geomantic/feng shui logic in exterior and interior layout in different cultures; analysis of how pervasive cultural aspects of design, especially spatial and symbolic, are in all societies; the power and significance of symbols and icons in human habitation. The major areas from which course material is drawn include the Americas (both pre-contact and Euro American), East Asia and the Pacific. Fulfills interdisciplinary course requirement. Cross-listed with EID 335. Course offered annually in the Spring semester.

Health Professions (HP) Courses

Course Descriptions

HEALTH PROFESSIONS (HP)

HP 190 Health Professions Seminar I (1)

Introduction to the course of study and preparation necessary for making application to schools of medicine or schools of other health professions. The course includes an overview of the health professions, entrance requirements for such programs, and the application timeline. Course will include guest speakers, resume writing, co-curricular enrichment activities, and individual advising sessions.

English 102 and Communication 101 are prerequisites for all upper division courses.

HP 390 Advanced Topics in Health Professions Preparation (1)

Health Professions (HP 390), Advanced Topics in Health Professions Preparation addresses advanced topics regarding the preparations necessary for applying to schools of medicine or schools of other health professions. Course work will include application timeline development, personal statement and CV/resume development, essay writing pertinent to the professional school application process, interview skills development, professionalism, and development of interprofessional communication skills and cultural competency. Prerequisite: HP 190 or Instructor's Consent.

History (HI) Courses

Course Descriptions

HISTORY (HI)

HI 151 World Civilizations I (3)

A multicultural approach to studying the world's early civilization, it examines their political, social, economic and cultural evolutions. It focuses on the lives, work and service of Confucius, the Buddha, Jesus Christ, Mohammed and other individuals who made meaningful impacts on the moral ethical development of humankind. Along with historical knowledge, the course emphasizes the development of reading, writing, speaking, cognitive and collaborative skills crucial to success in college and beyond. Offered every semester.

HI 152 World Civilizations II (3)

A multicultural approach to studying the world's modern civilizations, it examines their political, social, economic and cultural evolutions. It focuses on modern moral and ethical dilemmas such as the colonization of peoples, world wars, genocide programs, women's rights and the ecological consequences of industrialization. Along with historical knowledge, the course emphasizes the development of reading, writing, speaking, cognitive and collaborative skills crucial to success in college and beyond. Offered every semester.

HI 201 America through Civil War (3)

Starting with the convergence of European, African and Native American cultures in the sixteenth century, this course studies the multicultural history of the United States through its civil war. It focuses on the lives, work and service of Thomas Jefferson, Tecumseh, Harriet Tubman and other individuals who made meaningful impacts on the moral and ethical development of the nation. Along with historical knowledge, the course emphasizes the development of reading, writing, speaking, cognitive and collaborative skills crucial to success in college and beyond. Offered annually.

HI 202 America since Civil War (3)

A study of the political, social, economic and cultural history of the United States since its Civil War. It focuses on the moral and ethical dilemmas associated with immigration, industrialization, economic depressions, world wars, the Cold War, the rights of women, African Americans, Native Americans, and other groups. Along with historical knowledge the course emphasizes the development of reading, writing, speaking, cognitive and collaborative skills crucial to success in college and beyond. Offered annually.

English 102 and Communication 101 are prerequisites for all upper division courses.

HI 301 Early America (3)

American history from 1492 to 1815, analyzing the formation and growth of European colonies in America, their break with the British Empire and the formation of the United States of America. Offered alternate years.

HI 302 American Civil War Era (3)

American History from 1815 to 1877, examining the Age of Jackson, the growth of sectionalism, the Civil War, and the Reconstruction. Offered alternate years.

HI 304 American Between the Wars (3)

American history from 1917 to 1945, it examines the Prohibition, organized crime, the Ku Klux Klan, the “monkey trial” over the teaching of evolution, the migration of African Americans from the rural South to the urban North, the Great Depression, the New Deal and the isolationist foreign policy of the 1920s and 1930s. This course integrates history and literature through the writings of Sinclair Lewis, F. Scott Fitzgerald, Ernest Hemingway, John Steinbeck and Zora Neale Hurston. Offered alternate years.

HI 305 Contemporary America (3)

Analyses of the forces that shaped contemporary American, focusing on the Cold War, the Civil Rights Movement and the counter-cultural movements of the 1960s. Fulfills interdisciplinary course requirement. Cross-listed with POL 305. Offered alternate years.

HI 321 Ancient Europe (3)

Analyzes Ancient Greek, Hellenistic, and Roman history, politics, and culture. Focuses on political leaders such as Pericles, Julius Caesar and Augustus; philosophers such as Pythagoras, Socrates, Plato and Aristotle; poets/dramatist such as Homer, Aeschylus, Sophocles, and Euripides. This course also examines how these civilizations viewed and treated women. Offered alternate years.

HI 322 Medieval Life and Thought (3)

This course integrates the perspectives of history and religion into the study of medieval Europe (ca. 500 to 1500 A.D.). Religious history combines insight into the nature of religious experiences and structures with a proper understanding of their political, economic, and social setting. Fulfills interdisciplinary course requirement. Offered alternate years. Cross-listed with RE 322.

HI 323 Pre-Modern Europe (3)

Emergence of Europe as the most dynamic region on earth between 1500 and 1815, including subjects such as the Renaissance, reformation, beginnings of modern science and modern nations, and the first global economy. Offered alternate years.

HI 324 Modern Europe (3)

Europe from 1815 to the present gained global hegemony and then lost it after World War II. Analyzes developments leading to the world wars and the Cold War, the rise of the European Common Market, and the collapse of communist regimes in Eastern Europe. Fulfills interdisciplinary course requirement. Cross-listed with POL 324. Offered alternate years.

HI 341 Vietnam War (3)

This course examines why the United States went to war in the jungles of Southeast Asia that few Americans knew anything about. Students will examine the nature of the war itself, the tactics and strategies applied by both sides to the conflict, and experiences of soldiers on both sides. Central to the war effort, the home fronts held the keys to success or failure for both sides. Along with historical and political knowledge, the course emphasized the development of reading, writing, speaking, cognitive and collaborative skills. Cross-listed with POL 341. Offered alternate years.

HI 344 Modern Southeast Asia (3)

This course surveys the history of Southeast Asia from the nineteenth century to the present. It considers the nature of the traditional communities of Southeast Asia, the imposition and impact of western colonial rules, the emergence and activities of anti-colonial movements, the formation of sovereign states, the effects of the Cold War, and contemporary politics. Fulfills Global Awareness course requirement. Cross-Listed with POL 344. Offered alternate years.

HI 401 U.S. Constitution I (3)

Examines the nature of law and constitutionalism in the United States, with an emphasis on the struggles for power and calls for accountability from various sectors. Cross-Listed with POL 401. Offered alternate years.

HI 402 U.S. Constitution II (3)

Examines the evolution of civil liberties in the United States, including free speech, religious liberties, rights of the accused and the right to privacy. Cross-Listed with POL 402. Offered alternate years.

HI 403 American Diplomacy (3)

A study of America's international relations from 1776 to the present, including the influence of domestic affairs on diplomacy. Cross-Listed with POL 403. Offered alternate years.

HI 405 African Americans (3)

This course is designed to examine the uniqueness of the African American experience and to show the integral part African Americans played in the history politics and culture of the United States. Using a variety of sources including books, letters, diaries, autobiographies, fiction, and film, this course will explore the public and private lives of African Americans and their impact on American society. Offered alternate years.

HI 406 Women in America (3)

This course is designed to explore women's experiences both as an integral part of American history/politics and as a distinct and exciting perspective on studying those fields. Using a variety of sources including books, letters, diaries, fiction, and film, this course will examine the public and private lives of American women of divergent class, racial, ethnic, and religious backgrounds from the colonial era to the present. Offered alternate years.

HI 407 History of Rock-n-Roll (3)

Examines the dynamic force that helped to shape contemporary American society and culture; looking at its roots in black gospel and blues, folk, country-western, and pop; and following its evolution from rhythm and blues, folk rock, acid rock, heavy metal, disco, punk, and rap. Offered alternate years.

HI 418 International History of the Cold War (3)

This course considers problems and issues that affected different regions of the world as those problems and issues related to the Soviet-American rivalry, or the Cold War, between 1945 and 1991. Specifically, it explores the origin of the Cold War; its implications for the United States and the Soviet Union; its impact in Europe, Latin America, the Middle East, Sub-Saharan Africa, South and Central Asia, East Asia, and Southeast Asia; and the collapse of Sovietstyle communism in Eastern Europe and the Soviet Union itself. Cross-Listed with POL 418. Offered alternate years.

HI 419 Contemporary World Order (3)

This course considers the rapid changes and new challenges facing humanity in the contemporary era. Using the "Rise and Fall of Great Powers" as its conceptual background, this course explores the emergence of a new world order, with special emphasis on the rise of China and other emerging market economies, accelerated globalization (i.e., the economic, cultural, and political integration of global communities), growing economic and

social inequalities, as well as new social movements and key security issues. Cross-listed with POL 419. It is offered alternate years. Fulfills either the interdisciplinary or global awareness requirement.

HI 422 Pre-Modern Russia (3)

Explores the beginning, flourishing, and decline of the Russian Empire from the first Slaves until the October Socialist Revolution of 1917. The course will provide insights into Russian lifelong hidden behind the “iron curtain” including the history of Russian spirituality, literature, ballet, theater, folk art and other aspects of Russian culture. Classes are augmented by slides and demonstrations of Russian folk arts. Offered alternate years.

HI 424 Modern Russia (3)

Explores the history of Russia from the Socialist Revolution of 1917 to the present. The course of historical events and the main trends of life in contemporary Russia will be recounted and analyzed. Great works of Russian philosophers and writers, composers and artists will be interwoven with the historical observations, as well as the customs of Russian daily life, beliefs, traditions, and habits. Classes are augmented by slides, videos and materials from the Russian media and taped interviews with Russian veterans and politicians, housewives, and university students. Offered alternate years.

HI 438 Globalization and Capitalism (3)

This course introduces students to the study of political economy. It surveys the thought of political economists ranging from Adam Smith, Karl Marx and Joseph Schumpeter to contemporary thinkers. It also analyzes the contemporary global capitalist system as it affects inequalities, varieties of capitalism, U.S. competitiveness, the dynamics of the international financial system and the sustainability of the globe’s environment. Cross-listed with POL 438. Fulfills either the interdisciplinary or global awareness requirement.

HI 439 Global Financial Crises (3)

The international financial crisis that originated in the U.S. subprime mortgage market has deeply affected the global political economy. It indicates a shift in economic power away from the advanced economies of Europe, the United States and Japan to rapidly emerging economies such as China, India and Brazil. Indeed, the crisis is likely to trigger fundamental changes in the institutional architecture of international finance and the geo-economic landscape of globalization. This course aims to provide a macro-perspective on the evolution of the global financial system since 1850, an analysis of the origins of the 2008 Financial Crisis and the likely consequences of this crisis for the global political economy to students. Cross-listed with POL 439. Fulfills either the interdisciplinary or global awareness requirement.

HI 442 Modern China (3)

Examines China's internal and external struggles in the modern world. Including the rise and fall of the China dynasty, the Nationalist period, the civil war and communist rule. Fulfills either interdisciplinary or global awareness requirement. Cross-listed with POL 442. Offered alternate years.

HI 443 Pre-Modern Japan (3)

The Shinto religion's reverence for nature, the Heian aristocrat's penchant for the subtle and the sublime, the samurai warrior's insistence on loyalty and honor, and Zen Buddhism's reminder that nothing lasts come together to form the culture that produced Tanka/Haiku poems, the tea ceremony, Noh drama, the Bushido (warrior) Code and the world's first great novel The Tale of Genji. Offered alternate years. Fulfills Global Awareness course requirement.

HI 444 Modern Japan (3)

Study of the rise, fall and rebirth of Modern Japan, focusing on her internal politics, economics and culture, and how they relate to her internal posture. Cross-listed with POL 444. Fulfills either interdisciplinary or global awareness requirement. Offered alternate years.

HI 446 Modern Middle East (3)

A study of the modern history, politics and culture of the Middle East, with emphases on the Arab-Israeli conflict, oil, Islam and the analyses of different governments and policies. Cross-listed with POL 446. Offered alternate years.

HI 450 Pre-Modern Hawaii (3)

This course is designed to broaden the understanding and appreciation of Hawaii's oral tradition and its impact on the development of Hawaii's history during the pre-Western contact era. Emphasis is placed on the lineal descent of significant hereditary chiefs of Hawaii, Maui, O'ahu, and Kaua'i. The student will gain deeper appreciation of the importance of Oral tradition and Oratory. Fulfills Global Awareness course requirement. Offered alternate years.

HI 451 Modern Hawaii (3)

This course examines the political, economic, and cultural forces that shaped modern Hawaii and its people from first contact in 1778 to Hawaii's overthrow, annexation and through the present day. Cross-listed with POL 451. Fulfills Global Awareness course requirement. Offered alternate years.

HI 452 Pre-Modern Pacific Islands (3)

This course examines the settlement of Polynesia, Micronesia, and Melanesia and their colonial experiences from first contact through the 18th century. This course focuses on the indigenous development of this diverse region as well as the cross-cultural experiences of colonialism. Fulfills Global Awareness course requirement. Offered alternate years.

HI 453 Modern Pacific Islands (3)

This course examines the impact and legacy of imperialism and colonialism on the indigenous inhabitants of the Pacific. Examining the Pacific from the 18th century to the present, this course focuses on the emergence of the Pacific as a distinct and influential region in today's global community and how indigenous islanders have adapted and fared during this post-colonial period. Cross-listed with POL 453. Fulfills Global Awareness course requirement. Offered alternate years.

HI 475 History and Politics of Film (3)

This course is an inquiry into the relationship between film, history, and politics. It will examine how film is shaped by the politics, economics and culture of the society in which it is created. It will also study how film reflects that culture. It will relate how class, gender, ethnicity and other issues relate to the making and interpreting of film. Questions on morality, justice, service and community will be central to the course. Cross-listed with POL 475. Offered alternate years.

HI 480 Special Topics (3)

Selected topics in history to be announced.

HI 490 Directed Study (3)

Individualized study of a topic arranged through the program advisor. Prerequisite: Consent of instructor.

HI 494 Research Seminar (3)

This is a capstone course that explores the core principles and methodologies of historical and political studies. It also monitors the students' career preparation. In this course, the student will conduct research in history and political science (learning outcome 4). Utilizing this research, the student will write a research paper and present it in class (learning outcome 4). The research paper written by the student will incorporate the following principles and methodologies: understanding change, continuity and causality (learning outcome 1), comprehension of the workings of politics and governance (learning outcome 2), awareness of perspectives and interpretations (learning outcome 3). During the course, the

instructor will review the progress of each student in preparing for his or her career (learning outcome 5). Offered Fall Semesters. Prerequisites: Students must be in their junior or senior year; will complete a minimum of 18 credits of the major in the semester they enroll in HI/POL 494; and have the permission of the discipline coordinator to enroll in this course.

Interdisciplinary (HU) Courses

Course Descriptions

HUMANITIES (HU)

HU 120 Western Academic Education (1)

This course examines college life from the perspective of a cultural outsider. It explores residential life, college communities, diversity, and academic expectations. In addition it offers practice in writing for academic success with a specific emphasis on e-mail communication, short written communication, and writing for tests (short answer and essay exams). Offered for Caroline College and Pastoral Institute students only.

HU 122 Cross-cultural Communication (1)

Formed around a series of readings reflecting on the meaning of and skills necessary for effective cross-cultural communication, the student will examine their own values, beliefs, expectations, customs and attitudes and their impact on the process and methods of communication within their own and other cultures. Using both indigenous and western texts, the student will identify and begin to develop the skills needed to communicate across cultural boundaries. They will also continue to develop specific skills for summarizing texts, and posing questions based on readings. Offered for Caroline College and Pastoral Institute students only.

HU 124 Indigenous Themes (1)

This course has a variety of possible themes dependent on the expertise of the instructor and the cultural origin of the student participants. Sections may focus on Chuukese, Pohnpeian, Yapese, Palauan, Kosraean, Marshallese, Samoan, other South Pacific cultures, Hawaiian, Korean, Japanese, or Chinese cultural themes. Through applied exercises, they will continue to develop their short essay writing skills, goal setting skills, improve their research skills, and produce a short research based thesis paper. Offered for Caroline College and Pastoral Institute students only.

HU 126 Catholic Social Thought (1)

Students will explore Catholic Social Thought through the lens of the CUH mission and identity documents, Native Hawaiian and Pacific authors, and documents derived from the Catholic Conferences of their original homeland. Within this multi-faceted approach, students will explore the implications of justice, peace, and service for their personal faith journey. They will explore why the Church is committed to global solidarity and how we can

cultivate this preeminent social virtue. This course will have a service learning experience focused on “vocation in life, career and service”. Offered for Caroline College and Pastoral Institute students only.

HU 128 Approaches to Information Literacy (3)

The course includes the instruction and practice in identifying, retrieving, evaluating, and summarizing sources appropriate for a college level research paper.

English 102 and Communication 101 are prerequisites for all upper division courses.

HU 494 Senior Thesis Research (3)

This course is required for completion of the Humanities major. It is offered annually and is set up in consultation with the instructor to meet the requirements of the individual student degree plan.

HU 498 Senior Thesis Writing (3)

This course is required for completion of the Humanities major. It is offered annually and is set up in consultation with the instructor to meet the requirements of the individual student degree plan. Prerequisite: HU 494.

Management (MGT) Courses

Course Descriptions

MANAGEMENT (MGT)

English 102 and Communication 101 are prerequisites for all upper-division courses.

MGT 301 Organizational Behavior (3)

This course introduces students to the fundamental issues in managing individuals and groups in organizations. Students will explore opportunities to apply course learning in their own organizational settings and to understand their personal theories of people at work. Topics include personality, culture, motivation, power, communication, decision-making, and group dynamics. Offered in Online and Military Base Undergraduate program annually. Prerequisites: BU 200.

MGT 305 Management of Information Resources (3)

This course introduces students to the development and use of information resources for organizational decision making. Topics include systems analysis, data communications, internet research, decision support systems, planning and implementing management information systems, and future trends in technology. Students design and operate a functional information system. Offered every semester. Prerequisites: BU 200 and CIS 103.

MGT 306 Management Human Resources (3)

This course provides an introduction to the field of human resource management. Students learn the implications of organizational behavior theory for the design of HR practices that facilitate employee performance and success. Topics include recruitment and selection, socialization, training and development, performance appraisal, compensation and benefits, and the strategic use of HR in organizational operations. Offered every semester. Prerequisites: BU 200.

MGT 311 Organizational Design (3)

This course examines the macro aspects of organizational effectiveness and the internal and environmental factors which shape organizational structures. Organizational design options and determinants are considered in the framework of systems theory. Practical applications emphasize understanding and developing structures that support. Offered in the Online and Military Base Undergraduate program annually. Prerequisites: BU 200.

MGT 312 Organizational Leadership (3)

This course explores traditional and transformational perspectives on leadership and identifies the tasks of leadership in complex organizations. The course provides and understanding of the challenges leaders face in successfully guiding people and systems. Special focus is given to the issue of change management and the leader as a change agent. Offered in the Online and Military Base Undergraduate program annually. Prerequisites: MGT 301.

MGT 407 Operations Management (3)

This course examines how organizations manage the transformation of resources and materials into the goods and services they provide. Topics include operations strategies and procedures; production; quality management; productivity; location, layout, and capacity; and operations planning and scheduling. Offered every semester. Prerequisites: AC 201, EC 202, BU 324, and FIN 301.

MGT 420 Team Building and Process Management (3)

Effective teamwork depends on groups managing their work and members' interactions successfully. This course focuses on constructing and managing "great groups" at work. The course provides an understanding of group composition and member diversity, goal setting, establishment of process expectations, communication, and task coordination. Development and application of process skills is emphasized. Offered in the Online and Military Base Undergraduate program annually. Prerequisites: MGT 301.

MGT 421 Negotiation & Conflict Resolution (3)

Managers and professionals in all fields benefit from having the skills and perspective to respond to situations where the people involved have different goals, different strategies, or different styles. This course identifies methods and techniques for developing influence and persuading others in negotiations and dispute resolution. Emphasis is placed on skill building to manage interpersonal differences and improve the quality of relationships. Offered in the Online and Military Base Undergraduate program annually. Prerequisites: MGT 301.

MGT 422 Professional Development for Managers (3)

Charting a management career presents many challenges. New skills are needed, personal demands are heightened, and work/life balance can seem impossible. This course provides a laboratory for examining the abilities, perspectives, and self-knowledge needed for personal and professional effectiveness in a managerial career. Experiential learning and reflection provide the basis for enhancing self-management skills and personal empowerment at work. Offered in the Online and Military Base Undergraduate program annually. Prerequisites: MGT 301 and BU 308.

MGT 425 Strategic Project Management (3)

This capstone course for management majors provides students the opportunity to integrate the knowledge gained in their management course work to effectively engage the tasks of project management. The course provides hands-on learning that prepares students to develop project planning and oversight systems, identify and implement best practices, and establish measurable linkages between an individual project and organizational strategy and objectives. Offered in the Online and Military Base Undergraduate program annually. Prerequisites: MGT 305, BU 308, MGT 311, MGT 420, and senior standing.

Marketing (MKT) Courses

Course Descriptions

MARKETING (MKT)

English 102 and Communication 101 are prerequisites for all upper-division courses.

MKT 301 Principles of Marketing (3)

This course addresses the broad and diverse nature of the marketing function in organizations. The terminology that marketers use is covered, as well as the theories, models, and research activities that guide marketing decision making. The challenge of understanding consumer behavior is introduced. Various trends in the environment that affect marketing are examined. For non-majors, this course provides a solid foundation of marketing knowledge for any businessperson. For students majoring in marketing, this course is the prerequisite for all other marketing courses. Offered every semester. Service-Learning.

MKT 431 Integrated Marketing Communication (3)

Public relations and advertising promotions as integrated marketing communications. Topics include theory, budgeting, communication, media forms, creativity, coordination and evaluation of campaigns. Cross-listed with COM 431. Offered fall semester. Prerequisites: COM 200, COM 375, BU 200 and MKT 301 or permission of instructor.

MKT 432 Sales and Customer Relationships (3)

Study of basic principles of selling and sales management and their application to specific cases. Topics include sales planning; sales personnel selection, training and motivation; sales force management and compensation. Offered annually. Prerequisite: MKT 301.

MKT 436 Marketing Globally (3)

This course revisits basic marketing principles, considering the context of the global marketplace rather than domestic markets. Central issues and controversies surrounding global marketing will be discussed, as well as the adjustments that need to be made to the basic marketing tools, methods, and approaches to accommodate the expanded scope of serving global markets. The familiar principles of marketing are studied in the context of global markets, using real world case studies to highlight the unique opportunities and challenges of going global. Special attention is given to an understanding of cultural differences and how they affect marketing strategy. Prerequisite: MKT 301.

MKT 437/L Consumer Research (3/1)

Students learning the purpose of consumer research and how to implement a market research project. The class explores traditional types of research designs, as well as newer ethno-graphic approaches to both quantitative and qualitative research. Ethical issues related to the practice of consumer research are also covered. Cross-listed with COM 437/L. Offered Fall semester. Prerequisite: MKT 301.

MKT 440 Marketing Strategy (3)

This course addresses the organization and coordination of the total marketing program, including the marketing mix elements, market research, market segmentation and positioning in a case analysis format. Students will understand the interrelationships among all elements of marketing critical to strategic decision-making. Students develop a strategic marketing plan for a real organization, providing hands-on experience with the process. Cross-listed with COM 440. Offered spring semester. Prerequisites: MKT 301, MKT 437/MKT 437L and senior standing.

Mathematics (MA) Courses

Course Descriptions

MATHEMATICS (MA)

MA 100 Quantitative Reasoning and Mathematical Skills (3)

A study of various topics including an introduction to sets, logic, number systems, basic skills in algebra and geometry, consumer mathematics, probability and statistics, with an emphasis on problem solving, quantitative and logical thinking. This course fulfills the Track A general education requirement in mathematics. The course is intended as a terminal course and is not a prerequisite for any other course in mathematics. Offered every semester.

MA 102 Introductory Algebra (3)

Introductory algebra. Real numbers and their basic properties, polynomials, factoring, rational expressions, simple radicals expressions, square roots and cube roots, lines and linear equations, inequalities, systems of linear equations, and applications of equations (word problems). Credits not applicable towards the general education requirement in mathematics for any degree.

MA 103 College Algebra (3)

Algebra knowledge and skills for college studies: Sets and real number system; exponents and polynomials, rational and radical equations, and systems of equations; introductions to analytic geometry and functions; exponential and logarithmic functions; the binomial theorem and integer functions. Fulfills Track B general education requirement in mathematics. MA 103 may be used as a preparative course for the pre-calculus/calculus sequence required for degrees with upper division math requirements, such as biology, forensic sciences and biochemistry. Not open to students with credits in MA 110, MA 210, or other higher numbered mathematics courses. Offered every semester. Prerequisites: MA 102 or placement.

MA 104 College Algebra for the Calculus Sequence (3)

Algebra knowledge and skills for college studies: Sets and real number system; exponents and polynomials, rational and radical equations, and systems of equations; introductions to analytic geometry and functions; exponential and logarithmic functions; the binomial theorem and integer functions. Preparative course for the pre-calculus/calculus sequence required for degrees with upper division math requirements, such as biology, chemistry,

data science, forensic sciences and biochemistry. Restricted to students intending a science major (biology, chemistry, biochemistry, data science, forensic science) but may be used to fulfill Track B if a student changes major out of a science major after taking the course. Not open to students with credits in MA 110, MA 210, or other higher numbered mathematics courses. Offered every semester. Prerequisites: none, placement applies. MA102 may be required depending on placement and prior math courses.

MA 105 Math for Elementary Teachers I (3)

Provides a foundation for prospective early childhood and elementary education majors with pre-K to 8 mathematics. Guided by NCTM Standards and through the study of concepts and properties of number systems; the four fundamental operations of arithmetic; the basic knowledge in data, the student will be able to undertake further study in mathematics education. Offered every semester. This course fulfills Track C general education requirement in mathematics for Early Childhood Education and Elementary Education majors.

MA 107 Algebra for Health Care Professionals (3)

Algebra for Health Care Professionals is a required course for all nursing majors. This is a college-algebra based course that also promotes math competency to prevent errors in a variety of calculations used in nursing. The Quality and Safety Education for Nurses (QSEN) competency of patient safety is addressed through application of algebraic operations that include calculations used in nursing, such as solution/dosage preparations and healthcare facilities/inventories management. Credits cannot be transferred in to meet this mathematics requirement. Fulfills Track E general education requirement in mathematics. Prerequisites: MA 102 or placement. Restricted to students accepted in the CUH Nursing major.

MA 110 Pre-Calculus (3)

Foundation for further study in mathematics. Primarily the preparatory course for MA 210. Topics include polynomials in general, functions and inverse functions, functions and graphs, exponential and logarithmic functions, trigonometric functions and their inverses, the binomial theorem, mathematical induction, all complex numbers. Not open to students with credit in MA 210 or higher courses. Offered every semester. Prerequisites: MA 103 or placement.

MA 210 Calculus I (4)

The first course in the calculus sequence. Topics include limits, differentiation and integration of single variable functions including polynomials, rational powers, and trigonometric functions, the mean value theorem, and the fundamental theorem of

calculus. Both concepts and techniques as well as application will be stressed. Fulfills Track D general education requirement in mathematics. Offered every semester. Prerequisites: MA 110 or equivalent or placement.

MA 211 Calculus II (4)

Continuation of MA 210. Differentiation and integration of transcendental functions including exponential, logarithmic, and inverse trigonometric functions, and more techniques of integration make up the first part of the course. The second part covers topics in sequences and series, limits of sequences, L' Hopital's rule, convergence and divergence of series, Taylor series, and general discussion of power series. Offered every semester. Prerequisites: MA 210 or equivalent or placement.

English 102 and Communication 101 are prerequisites for all upper division courses.

MA 301 Number Theory (3)

Congruences, divisibility and primes, quadratic reciprocity, quadratic residues, the Legendre and Jacobi symbols, elementary number theoretic functions, Diophantine equations, and recurrence functions. Prerequisites: MA 105 or MA 110 or equivalent. Recommended for secondary mathematics education program.

MA 304 College Geometry (3)

Fulfills the Hawaii Teachers Standards Board requirement for a Geometry course, as required for secondary licensure. Includes the use of basic geometry skills as tools in solving real-world problems. Topics will include: lines and angles, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships in triangles, proportions and similarities, right triangles and trigonometry, quadrilaterals, transformations, circles, areas of polygons and circles, surface area and volume.

MA 305 Mathematics for Elementary Teachers II (3)

This course provides prospective elementary education majors with a deeper and more comprehensive understanding of the fundamental concepts underlying the mathematics taught in grades K through 8. Guided by NCTM Principles and Standards, this course focuses on the big ideas of geometry, measurement, data analysis, and probability and statistics. This course fulfills an upper division elective requirement in mathematics for Elementary Education majors. Prerequisites: MA 105.

MA 308 Discrete Mathematics (3)

Symbolic logic, sets and relations, algorithms, mathematical induction, counting techniques in combinatorics, recurrence relations, trees and other graphs, and other topics. Recommended for secondary mathematics education and computer and information science programs. Offered annually. Prerequisites: MA 110 or equivalent.

MA 311 Calculus III (4)

Calculus of functions of several variables. Polar coordinates, parametric equations, vectors and vector calculus, plane and space curves, partial derivatives, directional derivatives and gradients, extreme values and second-partials test, double and triple integrals, cylindrical and spherical coordinates, and Green's Stoke's theorems. Offered annually. Prerequisites: MA 211 or equivalent.

MA 331 Introduction to Probability and Statistics (3)

Samples space, random variables, classical distributions, the central limit theorem, estimation, testing of hypotheses for parameters, the first and second kinds of errors, correlations, regressions, and analysis of variance. Offered annually. Prerequisites: MA 110 or equivalent or placement.

MA 401 Linear Algebra (3)

Matrices, elementary row operations, vector spaces, linear transformations, determinants, applications to system of linear equations, bases and orthonormal bases, eigenvalues, and eigenvectors. Offered annually. Prerequisites: MA 110 or equivalent.

MA 480 Special Topics in Mathematics (3)

Special topics in mathematics for advanced undergraduate students. Offered according to demand. Prerequisite: MA 211.

MA 490 Mathematics Seminar (1)

Contemporary and research topics in mathematics. Offered according to demand. Prerequisite: MA 211 or consent of instructor.

Course Descriptions

MILITARY SCIENCE (MS)

A weekly two-hour leadership laboratory is required for courses numbered 200 and above. This laboratory is optional for the 100-level courses. The laboratory includes practical application of leadership skills, land navigation, basic tactical skills, and physical fitness training.

MS 101 Introduction to Physical Fitness (1)

Hands-on participatory course following the Army's physical fitness program. Classes conducted three days per week with army R.O.T.C. cadets. Focus is on aerobic conditioning, muscular strength and endurance. Repeatable three times.

MS 105 Introduction to Military Science I (2)

Introduces cadets to personal challenges and competencies critical for effective leadership; personal development of life skills such as goal setting, time management, physical fitness, and stress management related to leadership, officership, and the Army profession. Focus on developing basic knowledge and comprehension of Army Leadership Dimensions while understanding the R.O.T.C. program, its purpose in the Army, and its advantages for the student.

MS 105L Introduction to Military Science I Lab (1)

Practical application in adventure training, one-rope bridges, rifle marksmanship, land navigation, drill and ceremonies, physical training. Prerequisites: MS 105 or concurrent registration.

MS 106 Introduction to Military Science II (2)

Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Explores leadership values, attributes, skills, and actions in the context of practical hands-on and interactive exercises. Cadre role models and building stronger relationships among cadets through common experience and practical interaction are critical.

MS 106L Introduction to Military Science II Lab (1)

Practical application in adventure training, one-rope bridges, rifle marksmanship, land navigation, drill and ceremonies, physical training. Prerequisites: MS 106 or concurrent registration.

MS 205 Intermediate Military Science I (3)

Explores creative and innovative tactical leadership strategies and styles through historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building by planning, executing, and assessing team exercises. Focus is on continued development of leadership values and attributes through understanding of rank, uniform, customs and courtesies. Leadership laboratory for contracted cadets required 2 hours per week.

MS 206 Intermediate Military Science II (3)

Challenges of leading complex, contemporary operational environments. Dimensions of cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations.

Cadets develop greater self-awareness as they practice communication and team building skills, and tactics in real world scenarios. Provides a smooth transition to MS 305. Leadership laboratory for contacted cadets required 2 hours per week.

MS 207 ROTC Basic Camp (6)

Four-week summer course conducted at Fort Knox, Kentucky. Substitutes for R.O.T.C. basic course (MS 105, MS 106, MS 205, and MS 206) and fulfills course requirement for admission to R.O.T.C. advanced courses. Credit will be given for MS 207 or basic courses, but not both. Prerequisite: consent of Professor of Military Science and must meet physical requirements dictated by camp director.

MS 305 Leading Small Organizations I (4)

(2-hr Lecture, 2-hr Lab) Challenges cadets to study, practice, and evaluate adaptive leadership skills with demands of the R.O.T.C. Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations will develop self-awareness and critical thinking skills. Cadets will receive systematic, specific feedback on their leadership abilities, and analyze/evaluate their leadership values, attributes, skills and actions. Writing intensive. Co-requisite: MS 101. Prerequisites: MS 105, MS 106, MS 205, and MS 206; or consent of instructor.

MS 306 Leading Small Organizations II (4)

(2-hr Lecture, 2-hr Lab) Intense situational leadership challenges to build cadet awareness and skills in leading small units. Decision-making, persuading, and motivating team members under fire are explored, evaluated, and developed. Military operations are reviewed to prepare for the R.O.T.C. LDAC. Cadets apply principles of Law of Land Warfare,

Army training, and motivation to troop leading procedures; and are evaluated on what they know and do as leaders. Co-requisite: MS 101. Prerequisites: MS 105, MS 106, MS 205, MS 206, and MS 305; or MS 305 and consent of instructor.

MS 307 ROTC Advanced Camp (6)

Six-week summer field training exercise conducted at Fort Lewis, Washington. Arduous and intensified leadership training is conducted throughout the six-week period. Required for U.S. Army commissioning. Prerequisites: MS 305, MS 306, and consent of instructor.

MS 391 History of Military Warfare (3)

Lecture/discussion on the art and science of warfare with concentration on U.S. military history from the Colonial Period onward. Generally restricted to Army R.O.T.C. students, with few exceptions to non-R.O.T.C. students. Writing intensive. A to F only. Prerequisite: consent of instructor.

MS 399 Directed Reading and Research (5)

Limited to military science students who have had at least one previous military science course for which a grade of B or higher was earned and a cumulative GPA of 2.0 or better, writing intensive. Prerequisite: consent of instructor.

MS 400 Fundamentals of Leadership (3)

Introduces students to the fundamentals of leadership. Activities challenge students to connect theory to practice, develop positive relationships through application of effective leadership concepts for leader development, and team-building.

MS 405 Leadership Challenges and Goal Setting (4)

(2-hr Lecture, 2-hr Lab) Develops proficiency to plan, execute, and assess complex operations; function as a staff member, provide leadership performance feedback to subordinates. Situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow R.O.T.C. cadets; challenged to analyze, evaluate, and instruct younger cadets. Writing intensive. Co-requisite: MS 101. Prerequisites: MS 105, MS 106, MS 205, MS 206, MS 305, and MS 306; or MS 305, MS 306, and consent of instructor.

MS 406 Transition to Lieutenant (4)

(2-hr Lecture, 2-hr Lab) Explores dynamics of leading on complex situation of current military operation. Examines differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Interaction with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Case studies, scenarios, and What Now, Lieutenant? Exercises

prepare cadets to lead as commissioned officers in the U.S. Army. Co-requisite: MS 101. Prerequisites: MS 105, MS 106, MS 205, MS 206, MS 305, MS 306, and MS 405; or MS 305, MS 306, MS 405, and consent of instructor.

MS 499 Advanced Military Reading and Research Variable (2 to 4)

Limited to military science students (Army R.O.T.C. cadets) or military personnel completing an advanced degree. Student/cadet conducts detailed research on a finite military topic and then presents to the department chair and MS 400 series students. The presentation of material is divided between discussions, topic reviews, presentations, and independent research. This course will cover military topics selected by the students and approved by the department chair. The focus is the contemporary issues facing the military relevant to future junior leaders in the United States Army and its role in American society and global developments. Prerequisite: consent of instructor.

Nursing (NUR) Courses

Course Descriptions

NURSING (NUR)

NUR 200 Introduction to Nursing Concepts (4)

This course is an introduction to the science and art of the profession of nursing. The conceptual framework, overarching themes, and key concepts for the Chaminade University School of Nursing are explored. Nursing evolution, role, ethics, scope and standards of practice, nursing process, responsibilities and professionalism, are applied. The central concepts of the nursing discipline, health and wellness, and culture and diversity including Native Hawaiian and Pacific Island and Marianist principles and values, provide the context for teaching and learning. Service-learning is a required element of the course, with a 10-hour service-learning activity.

NUR 202 Pathophysiology/Pharmacology I (3) 2 credits Didactic, 1 credit Lab

This nursing course explores processes underlying all disease; systematically reviews pathological changes; and integrates it with pharmacology concepts. There is a focus on disease processes associated with physiologic responses, manifestations, and diagnostic testing of selected health alterations. The complexity of disease and chronic disease will be explored. This course builds upon the knowledge of human anatomy and physiology. This course also provides an overview of pharmacology with a systemic study of representative drugs in each category. Critical and analytical thinking in the application of the nursing process to disease alterations and drug therapy in individuals across the life span and in diverse populations is stressed. This course is divided into two sections over the academic year. NUR 202 Pathophysiology/Pharmacology I serves as the foundation. NUR 203 Pathophysiology/Pharmacology II will build on material covered in the first semester and increases the level of complex diseases and pharmacological interventions. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, NUR 190, MA 107.

NUR 203 Pathophysiology/Pharmacology II (3) 2 credits Didactic, 1 credit Lab

This nursing course explores processes underlying all disease; systematically reviews pathological changes; and integrates it with pharmacology concepts. There is a focus on disease processes associated with physiologic responses, manifestations, and diagnostic testing of selected health alterations. The complexity of disease and chronic disease will be explored. This course builds upon the knowledge of human anatomy and physiology. This course also provides an overview of pharmacology with a systemic study of representative

drugs in each category. Critical and analytical thinking in the application of the nursing process to disease alterations and drug therapy in individuals across the life span and in diverse populations is stressed. This course is divided into two sections over the academic year. NUR 202 Pathophysiology/Pharmacology I serves as the foundation. NUR 203 Pathophysiology/Pharmacology II builds on material covered in the first semester and increases the level of complex diseases and pharmacological interventions. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, NUR 190, MA 107, NUR 202.

NUR 204 Complex Disease I (4) 2 credits Didactic, 2 credits Clinical

This course provides knowledge of the aging adult and related nursing skills. It introduces age related changes, their impact on the functional health patterns and issues concerning the older adult population. The premise that nurses have an essential role in promoting wellness for older adults, which involves supporting their optimal level of functioning and quality of life will be incorporated. The complexities of disease processes and the impact of chronic disease on aging populations will be explored. Clinical experience takes place in long-term care facilities and in the community with aging adults. Immunization record, health record, background check, and other clinical requirements must be complete and on file in the university Nursing Office prior to beginning this course. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, MA 107, NUR 202, NUR 207, NUR 290, Current Certified Nurse Assistance Certification.

NUR 207 Health Promotion & Assessment (4) 3 credits Didactic, 1 credit Lab

This course develops the knowledge, skills and attitudes required to collect health history data and to perform a systematic physical examination. Developmental and transcultural considerations are addressed, along with the concepts of health promotion and disease prevention. The focus in this course is integration of the components of the nursing health assessment in the context of teaching and supporting lifestyle choices for individuals of all ages. Service Learning will be a required element of the course, in the form of a 10-hour service-learning activity and a written reflection about the experience. Prerequisite(s): BI152/L, NUR 200. Corequisite(s) for transfer student: NUR 200.

NUR 290 Nursing Concepts (2)

This course focuses on exploring basic nursing concepts including holism, diversity, health, illness, healthcare delivery systems, continuity of care, developmental care, and care across the lifespan. Legal and ethical issues related to nursing will be explored. The nursing process will be introduced and applied in patient care scenarios. Professionalism of the nurse including research and evidence-based practice will be discussed. Service-learning will be a required element of the course, in the form of a 10-hour service-learning activity and a written reflection about the experience. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, MA 107, NUR 190.

NUR 302 Complex Disease II (5) 3 credits Didactic, 2 credits Clinical

This course incorporates the nursing process theory related to care of adults needing restorative and maintenance care and has a medical/surgical focus. In addition, a holistic approach will be emphasized in studying the following body systems with key disease exemplars: Fluid and electrolytes; hematology; oncology; oxygenation; perfusion, and mobility. Content will build on previous knowledge related to the complexities of disease and acute versus chronic conditions. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291. **NUR 303 Complex Disease III (4) 2 credits Didactic, 2 credits Clinical** This course incorporates the nursing process theory related to care of adults needing restorative and maintenance care with a medical/surgical focus. In addition, a holistic approach will be emphasized in studying the following body systems and disease exemplars: Neurology, endocrine, upper and lower gastrointestinal disorders, renal disorders, and perioperative nursing. Content will build on previous knowledge related to the complexities of disease and acute versus chronic conditions. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302.

NUR 303 Complex Disease III (5) 3 credits Didactic, 2 credits Clinical

This course incorporates the nursing process theory related to care of adults needing restorative and maintenance care with a medical/surgical focus. In addition, a holistic approach will be emphasized in studying the following body systems and disease exemplars: Neurology, endocrine, upper and lower gastrointestinal disorders, renal disorders, and perioperative nursing. Content will build on previous knowledge related to the complexities of disease and acute versus chronic conditions.

Prerequisites: NUR 302.

NUR 306 Nursing Care of the Maternal Newborn Family (3) 2 credits Didactic, 1 credit Clinical

This course provides a holistic approach to the study of maternal-newborn nursing concepts. Content includes normal and high-risk childbearing women and their neonates within a family context. Current research and ethical/legal principles are presented and applied in clinical practice. Maternal-newborn concepts are applied in the hospital maternity unit and the community. The course will prepare the student to deal with a range of health care needs and issues related to the childbearing family. The student will have the opportunity to integrate prior skills and knowledge regarding human development into culturally sensitive care. The student will continue to develop the ability to apply critical thinking, participate in classroom discussions, seminars, and case studies to add breadth and depth to their

understanding of care of the childbearing family. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291.

NUR 307 Nursing Care of Children and Family (3) 2 credits Didactic, 1 credit Clinical

This course provides a holistic approach to the study of child & family nursing concepts. The course uses a family centered approach to health promotion and health alterations in children from infancy through adolescence within the family context. Current research and ethical/legal principles are presented and applied in clinical practice. Well-child and child health nursing concepts are applied in the school laboratory as well as in a variety of pediatric clinical, and community settings. The course will prepare the student to deal with a range of health care needs and issues related to the child and family. The student will have the opportunity to integrate prior skills and knowledge regarding human development into culturally sensitive care. The student will continue to develop the ability to apply critical thinking, participate in classroom discussions, seminars, and case studies to add breadth and depth to their understanding of care of the child and family. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291.

NUR 380 Special Topics (3)

This selected topics in nursing is offered periodically. Pre-requisites may vary per topics and/or consent of the instructor. Past offerings include Care Management Principles and Primary Care in Community Health Centers.

NUR 401 Public Health Nursing (4) 2 credits Didactic, 2 credits Clinical

Public health theory, health promotion, and the nursing process are studied and applied to individuals, families, groups, and communities across the life span with diverse populations and in a variety of settings. Environmental health, epidemiology, health care systems, policy development, economics, and disaster nursing are studied. The roles of the public health nurse including care provider, educator, manager, advocate, research, and member of the nursing profession are discussed and incorporated into a variety of clinical experiences and settings. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, BI 304, BI 305, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302, NUR 303, NUR 306, NUR 307.

NUR 402 Psychiatric and Mental Health Nursing (4) 2 credits Didactic, 2 credits Clinical

This course focuses on a broad-based understanding and clinical application of mental health concepts and behavioral aberrations that occur in mental illness. Nursing students analyze the nursing process with a critical view towards the individual, family, ethical

aspects and resources for the mentally ill. The complexity of disease from a holistic viewpoint will be explored. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, BI 304, BI 305, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302, NUR 303, NUR 306, NUR 307.

NUR 403 Nursing Leadership (3)

Management and leadership skills are essential for all professional nurses. The skills are “community based” in that it is the community in which we serve that defines the needed abilities of managers and leaders in healthcare systems. The focus of this course is an introduction to varied theoretical frameworks that support principles of leadership and management in nursing and in all types of organization settings. Emphasis is placed on developing, enhancing, and demonstrating leadership skills. Students are exposed to practical situations in the management of patient care in various health care settings. This course provides an opportunity for the senior nursing student to investigate the role of nurse managers and leaders and to prepare for the practice of nursing management within various health care settings. Organizational structure, methods of nursing care delivery, comparison of management and nursing processes, decision-making, change, communication skills, collaboration, team building, ethical considerations, interpersonal skills of effective nursing leadership and management, and organization issues related to the quality of client, family, and personnel outcomes are integrated in the course. Service-learning will be a required element of the course, in the form of a 10-hour service-learning activity and a written reflection about the experience. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, BI 304, BI 305, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302, NUR 303, NUR 306, NUR 307.

NUR 404 Evidence-based Practice Theory (1)

This course will focus on the definition of evidence-based practice and the application of evidence to inform nursing practice. The research process as related to qualitative and quantitative methods as well as other sources of data will be explored. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, BI 304, BI 305, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302, NUR 303, NUR 306, NUR 307.

NUR 405 Complex Disease IV (4) 2 credits Didactic, 2 credits Clinical

This clinical course continues to look at the complexity of disease and focuses on the care of adults needing complex restorative and maintenance interventions in the area of critical care. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, BI 304, BI 305, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302, NUR 303, NUR 306, NUR 307.

NUR 406 Evidence-based Practice Practicum (2) Clinical

This is a clinical course and will provide the student the opportunity to apply evidence-based practice theory to the clinical setting. Service-learning will be a required element of the course, in the form of a 10-hour service-learning activity and a written reflection about the experience. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, BI 304, BI 305, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302, NUR 303, NUR 306, NUR 307, NUR 403, NUR 404.

NUR 407 Evidence-Based Practice (3)

This course will focus on the definition of evidence-based practice and the application of evidence to inform nursing practice. The research process as related to qualitative and quantitative methods as well as other sources of data will be explored. Students will apply evidence-based practice theory to the clinical setting. An evidence-based project will be completed as a culmination of the application of research concepts in the clinical setting. Service-learning will be a required element of the course, in the form of a 10-hour service-learning activity and a written reflection about the experience. Prerequisite(s): All 300-level NUR courses.

NUR 490 NCLEX Seminar (1)

This course will consist of the administration of the NCLEX Predictor and review for the NCLEX examination. Students will develop a self-directed study and preparation plan. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, BI 304, BI 305, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302, NUR 303, NUR 306, NUR 307, NUR 403, NUR 404.

NUR 499 Clinical Immersion (6) Clinical

This capstone course with a clinical immersion experience offers the student the opportunity to synthesize nursing knowledge. The student will have the opportunity to further develop clinical skills and practice leadership and management skills through immersion in a clinical setting. Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, BI 304, BI 305, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291, NUR 301, NUR 302, NUR 303, NUR 306, NUR 307, NUR 401, NUR 402, NUR 403, NUR 404, NUR 405.

Performing Arts (PAR) Courses

Course Descriptions

PERFORMING ARTS (PAR)

PAR 100 Introduction to Performing Arts (3)

The student will explore the content, history, and meaning of the performing arts, styles, genres in western and world music and theatre. Students will be introduced to critical reviews and the difference between what we like and what is good music and theatre. Finally, students will be introduced to a variety of performances and the importance of the arts in society and the quality of life one leads. This course satisfies the Fine Arts/Performing Arts general education requirement. Recommended for non-minors. Offered in the Online & Military Base Undergraduate program.

PAR 101 Introduction to Music of the Great Composers (3)

A survey of musical history from the Baroque to the 20th century. Lectures, listening, and video presentations. No prior musical experience is necessary. This course satisfies the Fine Arts/Performing Arts general education required. Offered annually.

PAR 102 Introduction to World Music (3)

A survey of world ethnic music emphasizing listening skills and musical criticism within a cultural context. Polynesian, Asian, African, European, and North and South American music will be studied. No prior musical experience is necessary. This course satisfies the Fine Arts/Performing Arts general education requirement. Offered alternate years.

PAR 201 Introduction to Motion Pictures (3)

A study of the aesthetic and technical aspects of motion pictures, with emphasis on the film making elements. Includes viewing, scriptwriting, and critiquing. This course satisfies the Fine Arts/Performing Arts general education requirement. Offered annually.

PAR 205 Acting (3)

Beginning work on individual skills through acting exercises, improvisation, and scene study. Concentration on voice, relaxation, and freedom from self-consciousness is developed through solo and group work. No previous acting experience is required. This course satisfies the Fine Arts/Performing Arts general education requirement. Offered every semester.

PAR 208 Fundamentals of Music (3)

An introduction to the basic aspects of music theory and fundamentals of western staff notation. This course is geared toward building a foundation of knowledge in music and prepares the student for further musical pursuits, teaching music, while developing an appreciation of music and building compositional skills. Topics include rhythm, meter, melody, harmony, musical terms, clefs and staff notion. This course satisfies the Fine Arts/Performing Arts general education requirement. Offered annually.

PAR 210 Fundamentals of Theatre (3)

The student will prepare for the academic study of theatre. Students will be introduced into thematic and historical data on the development and execution of theatre. This course satisfies the Fine Arts/Performing Arts general education requirement. Offered annually.

PAR 230 Introduction to Stagecraft (3)

Introduction to Stagecraft is designed to provide introductory level technical training in all theatrical technical disciplines including set design and construction, rigging, special effects, audio reinforcement, video, lighting, electrical, stage and production management. The intent is to educate and develop students who can capably fill technical roles on production crews. This course satisfies the Fine Arts/Performing Arts general education requirement. Offered every semester.

MUSIC (MU)

MU 150 University Chorus I (1)

Rehearsal and performance of a wide variety of choral music, including classical, sacred, folk, contemporary, and popular. This course does not satisfy the fine arts general education requirement. It is offered every semester. This course may be repeated. Grading is by credit/no credit only. Prior choral experience is helpful, but not required.

MU 162 O'ahu Civic Orchestra I (1)

Rehearsal and performance with the O'ahu Civic Orchestra. This course does not satisfy the fine arts general education requirement. It is offered every semester. This course may be repeated. Grading is by credit/no credit only. Acceptance and evaluation by concert master or designee is required.

MU 185 Private Instruction I (1)

Private lessons in beginning piano, guitar, 'ukulele, strings, brass, woodwinds, and voice. Students may participate in the end of semester group performance depending on their level of achievement. This course does not satisfy the fine arts general education

requirement. This course may be repeated. This is a credit/no credit course. Offered every semester by arrangement with instructor. Prerequisite: Consent of instructor. This course has an individualized performance course fee.

MU 250 University Chorus II (1)

Rehearsal and performance of a wide variety of choral music, including classical, sacred, folk, contemporary, and popular. This course does not satisfy the fine arts general education requirement. It is offered every semester. This course may be repeated. Grading is by credit/no credit only. Prerequisite: successful credit in MU 150 or permission of instructor.

MU 262 O'ahu Civic Orchestra II (1)

Rehearsal and performance with the O'ahu Civic Orchestra. This course does not satisfy the fine arts general education requirement. It is offered every semester. This course may be repeated. Grading is by credit/no credit only. Acceptance and evaluation by concert master or designee is required. Prerequisite: successful credit in MU 162 or permission of instructor.

MU 285 Private Instruction II (1)

Private lessons in intermediate piano, guitar, 'ukulele, strings, brass, woodwinds, and voice. Students are required to participate in the end of semester group performance. This course does not satisfy the fine arts general education requirement. This course may be repeated. This is a credit/no credit course. Offered every semester by arrangement with instructor. Prerequisite: successful credit in MU 185 or permission of instructor. This course has an individualized performance course fee.

English 102 and Communication 101 are prerequisites for all upper division course.

MU 325 Musical Theatre Production I (1 to 3)

Credit for this course is earned through a work experience in musical theatre and a presentation of a journal and/or analytical paper to the director of the production or designee. It is cross-listed with THR 325. This course does not satisfy the fine arts general education requirement. Offered every semester by arrangement with director of the musical. Prerequisite: Either PAR 208, PAR 210, PAR 230, or permission of instructor.

MU 350 University Chorus III (1)

Rehearsal and performance of a wide variety of choral music, including classical, sacred, folk, contemporary, and popular. This course does not satisfy the fine arts general education requirement. It is offered every semester. Prerequisite: PAR 208 and successful credit in a 200-level applied music course, or permission of instructor.

MU 351 Hawaii Vocal Arts Ensemble I (2)

Rehearsal and performance with the Hawaii Vocal Arts Ensemble. This course does not satisfy the fine arts general education requirement. It is offered every semester. Prerequisite: PAR 208 and successful credit in MU 250. Permission of H.V.A.E. director or designee is required prior to registration for this course.

MU 362 O'ahu Civic Orchestra III (2)

Rehearsal and performance with the O'ahu Civic Orchestra. This course does not satisfy the fine arts general education requirement. It is offered every semester. PAR 208 and successful credit in MU 262, or permission of the concert master or designee.

MU 385 Private Instruction III (1)

Private lessons in advanced piano, guitar, 'ukulele, strings, brass, woodwinds, and voice. Students are required to participate in the end of semester group performance. This course does not satisfy the fine arts general education requirement. Offered every semester by arrangement with instructor. Prerequisite: PAR 208 and successful credit in MU 285 in the instrument the student wishes to study, AND permission of the instructor. This course has an individualized performance course fee.

MU 425 Musical Theatre Production II (1 to 3)

Credit for this course is earned through a work experience in musical theatre and a presentation of a journal and/or analytical paper to the director of the production or designee. Cross-listed with THR 425. This course does not satisfy the fine arts general education requirement. This course may be repeated. Offered every semester by arrangement with director of the musical. Prerequisite: Either MU 325, or permission of instructor.

MU 450 University Chorus IV (1)

Rehearsal and performance of a wide variety of choral music, including classical, sacred, folk, contemporary, and popular. This course does not satisfy the fine arts general education requirement. Offered every semester. This course may be repeated. Prerequisite: MU 350 or permission of instructor.

MU 451 Hawaii Vocal Arts Ensemble II (2)

Rehearsal and performance with the Hawaii Vocal Arts Ensemble. This course does not satisfy the fine arts general education requirement. It is offered every semester. This course may be repeated. Prerequisite: MU 351, or permission of H.V.A.E. director or designee.

MU 462 O'ahu Civic Orchestra IV (2)

Rehearsal and performance with the O'ahu Civic Orchestra. This course does not satisfy the fine arts general education requirement. It is offered every semester. This course may be repeated. Acceptance and evaluation by concert master or designee is required. Prerequisite: MU 362, or permission of the concert master or designee.

MU 485 Private Instruction IV (1)

Private lessons in advanced piano, guitar, 'ukulele, strings, brass, woodwinds, and voice. Students are required to participate in the end of semester group performance. This course does not satisfy the fine arts general education requirement. This course may be repeated. Offered every semester by arrangement with instructor. Prerequisite: MU 385 in the instrument the student wishes to study, or permission of the instructor. This course has an individualized performance course fee.

MU 490 Senior Music Capstone (2)

This course is the capstone requirement for the music concentration in the performing arts. Typically, students will prepare a 30 minute recital under the direction of music coordinator or designee or a 25 to 30 page paper on a topic related to musical performance; an in-depth life and works study; or an analysis of a major musical work. Offered every semester with permission of the Music Coordinator.

THEATRE (THR)

THR 120 Theatre Production I (1 to 3)

Credits are awarded to anyone working on a CUH production of a full-length play. The director of the production (or designee) must approve the credits after the student has presented a journal and/or analytical paper. This is a credit/no credit course. It does not satisfy the general education fine arts requirement. Prerequisite: permission of director.

THR 220 Theatre Production II (1 to 3)

Credits are awarded to anyone working on a CUH production of a full-length play. The director of the production (or designee) must approve the credits after the student has presented a journal and/or analytical paper. This is a credit/no credit course. It does not satisfy the general education fine arts requirement. This course may be repeated for credit. Prerequisite: successful credit in THR 120 or permission of director.

English 102 and Communication 101 are prerequisites for all upper division course.

THR 305 Acting II (3)

Various theories, principles, and practices of acting on stage are presented and experienced. Improvisations, exercises, monologues, and scenes are all learned and utilized. Offered every semester. Prerequisites: PAR 205 or PAR 210, or permission of instructor.

THR 320 Theatre Production III (1 to 3)

Credits are awarded to anyone working on a CUH production of a full-length play. The director of the production (or designee) must approve the credits after the student has presented a journal and/or analytical paper. It does not satisfy the general education fine arts requirement. Prerequisite: PAR 210 and THR 220, or permission of director.

THR 325 Musical Theatre Production I (1 to 3)

Credit for this course is earned through a work experience in musical theatre and a presentation of a journal and/or analytical paper to the director of the production or designee. Cross-listed with MU 325. This course does not satisfy the fine arts general education requirement. Offered every semester by arrangement with director of the musical. Prerequisite: Either PAR 208, PAR 210, or permission of instructor.

THR 330 Advanced Stagecraft (3)

Advanced Stagecraft is designed to provide advanced level technical training in all theatrical technical disciplines including set design and construction, rigging, special effects, audio reinforcement, video, lighting, electrical, stage and production management. The intent is to educate and develop students who can capably fill technical roles on production crews. Prerequisite: THR 230 or permission of instructor. Offered every semester.

THR 405 Acting III (3)

Advanced work on various theories, principles, and practices of acting on stage are presented and experienced. This course may be repeated for credit. Offered every semester. Prerequisites: THR 305 or permission of instructor.

THR 420 Theatre Production IV (1 to 3)

Credits are awarded to anyone working on a CUH production of a full-length play. The director of the production (or designee) must approve the credits after the student has presented a journal and/or analytical paper. It does not satisfy the general education fine arts requirement. This course may be repeated for credit. Offered every semester. Prerequisite: THR 320 or permission of director.

THR 425 Musical Theatre Production II (1 to 3)

Credit for this course is earned through a work experience in musical theatre and a presentation of a journal and/or analytical paper to the director of the production or designee. Cross-listed with MU 425. This course does not satisfy the fine arts general education requirement. This course may be repeated for credit. Offered by arrangement with director of the musical. Prerequisite: THR/MU 325 or permission of director.

THR 490 Senior Student Performance (1 to 3)

This course is the capstone requirement for the theatre concentration in the performing arts. Typically, students will prepare an individual performance under the direction of theatre coordinator or designee. Offered every semester with permission of the Theatre Coordinator.

Philosophy (PH) Courses

Course Descriptions

PHILOSOPHY (PH)

PH 100 Introduction to Philosophy (3)

A study of the nature of philosophical thought and methods by examining actual examples from a selection of classical Greek, medieval Christian, and modern European philosophers. Students will develop an understanding of the ways in which western culture functions. Offered every semester.

PH 103 Critical Thinking (3)

Designed to be more than a study of non-formal reasoning methods, the course includes but is not limited to the study of logical fallacies. Assembling approaches from analytic philosophy, literary theory and cultural studies, the course models the rhetorical dimension of language and discourse. The course is useful for those who want to think, write and talk in a clear and straight forward manner. Offered annually.

PH 105 Ethics (3)

The study of the concepts of good and bad, right and wrong, has a long history. This course will study the origins and legitimacy of our standards of conduct and character and will discuss modern studies which consider the compelling and unconditional overtones of ethical demands. The course will also discuss the ways in which we talk to children and young people about what is right and wrong. Offered every semester.

PH 250 Introduction to Asian Thought (3)

Are there fundamental differences between Western and Asian assumptions about life and reality? How do Confucian ideas manifest themselves in China, Taiwan, and Japan after modernization? What secular forms do Hinduism and Buddhism take in modern times? The course is useful for those who wish to understand Asia and how its people think and do business. It will introduce Asian ideas at an elementary level. Offered alternate years.

English 102 and Communication 101 prerequisites for all upper division courses.

PH 300 Philosophical Psychology (3)

What concepts or metaphors help us frame the notions of mind, consciousness, and self? Often called the philosophy of the mind in contemporary analytic culture, the subject examines the presuppositions of empirical studies of mental notions and explores the possibility of grounding them in language, culture, social practices. The course studies the ways in which we can be clear about mind and other ideas dependent on it. Offered alternate years. Prerequisite: any 100-level Philosophy course or consent of instructor.

PH 305 Sociology and Philosophy of Religion (3)

Religion from the perspectives of the behavioral sciences, especially sociology, and philosophy; the nature of religious experiences; higher states of consciousness (brought about by the use of drugs or other means); politics and religions; religion in the U.S. today; fundamentalism and electronic-media religions, ritual, belief and myth; faith and reason; problems of evil, death, salvation, immortality, and the existence of God. Cross-listed with RE 305 and SO 305. Offered annually. Prerequisite: any 100-level Philosophy course and SO 200 or consent of instructor. This course may be used to satisfy the 300- level Religious Studies General Education Core requirement or the Interdisciplinary requirement.

PH 310 Philosophy of Communication (3)

Moving beyond just using tools for enhancing our lives, we have first attempted to make technology become the extensions of our limbs and then have in recent times begun to reconstitute our own selves in accordance with the demands of technology. The course examines the relationship between the medium and the message in the context of this emergent technology, which demands that we be more like machines. The course examines the consequences of the technological revolution. Offered alternate years. Prerequisite: any 100-level Philosophy course or consent of instructor.

PH 315 Social Philosophy (3)

Poets, philosophers, novelists, and in our own times, film makers and musicians, have provided an immense variety of drama and narration responsible for making our lives meaningful and enjoyable. From Durkheim and Weber to sitcom artists and pop musicians, social philosophy examines life's ongoing narratives and attempts to determine whether there is a master narrative of life. Offered alternate years. Prerequisite: any 100-level Philosophy course or consent of instructor.

PH 325 Philosophy of Law (3)

What is law, what does it do, and what can it do? Enjoying a historically venerable status, legal institutions are privileged in western civilization as the locus of ultimate social decision-making. Central to the philosophies that inform their structures is the controversy between the concepts of justice and order. The course examines whether laws maintain or

attempt to change the status quo. The course also studies mediation as an alternative to litigation. Offered alternate years. Prerequisite: any 100-level Philosophy course or consent of instructor.

PH 338 Religion, Philosophy and Social Ethics (3)

Designed to give students an interdisciplinary experience in the study of social ethics from the perspectives of theology, religion and philosophy. Students will explore the theory and practice of social ethics and develop the knowledge and skills for philosophical and theological critique of ethical systems and social policy. Cross-listed with SO 338 and RE 338. Course offered annually. This course may be used to satisfy the 300-level Religious Studies General Education Core requirement or the interdisciplinary requirement. Prerequisites: any 100 or 200 level Religion course or any 100 level Philosophy course or consent of instructor.

PH 360 Sociology and Philosophy of Gender (3)

An interdisciplinary course on gender from the perspective of the social sciences, philosophy, and the humanities. Students will evaluate arguments which view gender as a cultural construct or as corresponding to an essential reality. The nature of masculinity and femininity will be explored as well major issues of public policy. Cross-listed with SO 360. Offered every two years. Fulfills interdisciplinary course requirement. Prerequisite: any 100-level Philosophy course or SO 200 or consent of instructor.

PH 405 Theory of Knowledge (3)

Beginning with a discussion of the kind of questions that brought theory of knowledge into central focus as a philosophical discipline at the beginning of the Enlightenment, the course will examine a variety of modern approaches which study the intimate relationship between the quest for knowledge and the quest for power. The course explores what knowledge is and why we value it. Offered alternate years. Prerequisite: any 100-level Philosophy course or consent of instructor.

PH 410 Aesthetics (3)

Appreciating the fact that ideas of truth, goodness and beauty mark norms or standards of perfection, the course assembles a diversity of views on the constitution and consequences of the ideal of perfection. Of special significance is the impact of the distinction between the beautiful and the sublime for contemporary intellectual culture. The course studies art not as a decoration of life, but as the very constitution of it. Offered alternate years. Prerequisite: any 100-level Philosophy course or consent of instructor.

PH 415 Philosophy of Language (3)

Assuming that reality is accessible to us only through the mediation of a symbolic system, the course will discuss various theories about the relationship between language and reality. Discussion of the ways in which we establish objectivity and other points of reference will be emphasized. The course studies language and culture as implicated in the very ways in which we think of the real and the valuable. Offered alternate years. Prerequisite: any 100-level Philosophy course or consent of instructor.

PH 425 Religion, Science and the Modern Prospect (3)

Can a person meaningfully believe in God in a world of quantum indeterminacy? Can the many discourses of the world's religions help us to find hope in a world that the sciences tell us start with a big bang and is evolving towards a heated death? This course brings the method of the philosophy of science and that of the philosophy of religion to focus on what the sciences and religions actually do and what their respective perspectives tell us about our realities. It will be argued that contrary to the customary image of sciences and religions locked in conflict, these inquiries actually share a domain of mutual interest. Offered alternate years. See current syllabus for themes and focus of this interdisciplinary course. Cross-listed as RE 425, Fulfills the interdisciplinary requirement. Prerequisites: any 100 or 200 level Religion course or any 100 level Philosophy course or consent of instructor.

PH 463 The Psychology of Death and Dying (3)

The scope of this course is an exploration into the domain of death and dying. The focus of the course will be a psychological, philosophical, theological, ethical, biological, social and scientific inquiry to the nature of death. Topics to be examined include nature of death, life after death, assisted suicide, right to die, suicide, bereavement, death system, death counseling, death in society, and Eastern approaches to death. Focus on death will be guided by concepts derived from evolutionary theory, the stress response and stress management. Fulfills interdisciplinary course requirement. Cross-listed with PSY/RE 463. Offered annually. Prerequisites: PSY 101 or RE 103.

PH 471 Existential Psychology (3)

A philosophical and psychological inquiry into the core of human existence. This course will examine the relationship between Psychology and philosophy exploring such topics as anxiety, death, meaninglessness, freedom, isolation, free choice, and responsibility. Fulfills interdisciplinary course requirement. Cross-listed with PSY 471. Offered alternate years. Prerequisite: PSY 101 or any 100-level Philosophy course or consent of instructor.

PH 473 Holocaust (3)

Students will examine the history of anti-Semitism that led to the tragic destruction of most of European Jewry in the Holocaust. It involves a critical reflection on the relationship between Christianity and Judaism and the sources of the anti-Jewish polemic and modern anti-Semitism. From Elie Wiesel's autobiographical accounts to numerous stories and experience of the Holocaust, students will confront their own doubts and fears, hopes and dreams about the meaning of humanity after the Holocaust. Cross-listed with RE 473. Offered annually. Fulfills the interdisciplinary course requirement. Prerequisite: Any lower division Religion course; any 100-level Philosophy course, or consent of instructor.

PH 475 Transpersonal Psychology (3)

A phenomenological exploration of spiritual experience and self-transformation; focus on eastern and western traditions such as Hinduism, Buddhism, Taoism, mystic Judaism, Christian mysticism, and Sufism. The approach is interdisciplinary, integrating Psychology, philosophy and religion. Meditation exercises will be taught as part of the class. Fulfills either interdisciplinary or global awareness general education requirement. Cross-listed with RE/PSY 475. Offered alternate years. Prerequisite: PSY 101; and RE 103 or any 100-level Philosophy course or consent of instructor.

PH 480 Special Topics (3)

Selected topics in philosophy to be announced. Past offerings include Political Philosophy, Philosophy of Education, and Metaphysics. Prerequisite: any 100-level Philosophy course or consent of instructor.

PH 490 Senior Seminar (3)

This is the capstone seminar for the Philosophy minor. Students will select a topic from their area of study, develop a research plan, and implement that plan to produce a final work that will be presented at an open forum at the conclusion of the semester. Students will participate in a series of program related assessment projects based on the program learning outcomes. Seminar sessions will be held throughout the semester to cover topics of interest to the participants and the enhancement of their understanding of the field. Offered annually. Prerequisite: any 100-level Philosophy course or consent of instructor.

PH 499 Directed Study (3)

Individualized study on a topic arranged with the program advisor. Prerequisites: Consent of the program advisor.

PH 550 PHILOSOPHY OF THOMAS AQUINAS (2)

This prerequisite course provides a study and overview of the major themes of philosophy as represented in the work of Thomas Aquinas and his impact on Western Thought. It will examine representative philosophers for these themes from each of the periods of philosophical history and provide the basis for more in depth examination of the role of philosophy in theology.

PH 650 PHILOSOPHY I (3)

Examines the philosophy of the Classical and Medieval periods with particular attention to how Christian thinkers like Augustine and Thomas Aquinas adopted the philosophical principles of Plato and Aristotle to the Christian theological tradition.

Physics (PHY) Courses

Course Descriptions

PHYSICS (PHY)

PHY 130 Physics of Human Motion (3)

Introduction to physical principles of mechanics, thermodynamics and electricity using the motion and physiology of the human body as a model. Application of physical principles to real-world examples found in exercise physiology, kinesiology and healthcare. Recommended General Education course for pre-health professions students in non-science majors interested in Physical Therapy or Occupational Therapy career paths. Concurrent registration in PHY 130L required. Satisfies natural science requirement for non-science majors when taking in combination with PHY 130L.

PHY 130L Physics of Human Motion Laboratory (1)

Hands-on experimentation to explore principles of physics using the human body as a model. Concurrent registration in PHY 130 is required. Satisfies natural science requirement for non-science majors when taken in combination with PHY 130.

PHY 150 Earth and Space Science (3)

Principles of earth and space science including volcanic geology, oceanography and astronomy with an emphasis on the Hawaiian Island chain. Fulfills natural science general education lecture requirement for non-science majors. Concurrent registration in PHY 150L is required.

PHY 150L Earth and Space Science Laboratory (1)

Field trips and laboratory exercises in support of PHY 150. Fulfills natural science general education laboratory requirement for non-science majors. Concurrent registration in PHY 150 is required.

PHY 251 University Physics I (4)

A broad calculus-based introduction to mechanics and fluids. Offered annually. Prerequisites: MA 210. Concurrent registration in PHY 251L is required.

PHY 251L University Physics I Laboratory (1)

One three-hour laboratory period per week to accompany PHY 251. Offered annually. Concurrent registration in PHY 251 is required.

PHY 252 University Physics II (4)

A broad, calculus-based introduction to electricity and magnetism, oscillations and waves, and optics. Offered annually. Prerequisites: MA 211, PHY 251. Concurrent registration in PHY 252L is required.

PHY 252L University Physics II Laboratory (1)

One three-hour laboratory period per week to accompany PHY 252. Offered annually. Concurrent registration in PHY 252 is required.

English 102 and Communication 101 are prerequisites for all upper division courses.

PHY 310 Classical Mechanics (3)

An extended mathematical treatment of Newtonian and Lagrangian mechanics, small oscillations and fluid mechanics. Offered according to demand. Prerequisites: PHY 251 and MA 311.

PHY 311 Electricity and Magnetism (3)

An extended mathematical treatment of electricity and magnetism, including Maxwell's equations, electromagnetic waves, and the effects of media. Offered according to demand. Prerequisites: PHY 252, MA 311, and MA 313.

PHY 312 Modern Physics (3)

Atomic and nuclear physics, special relativity, quantum mechanics, wave mechanics and elementary particles. Offered according to demand. Prerequisites: PHY 252 or consent of instructor.

PHY 313 Thermodynamics (3)

An extended mathematical treatment of thermodynamics and an introduction to statistical mechanics. Topics include thermodynamic laws, thermodynamic potentials, quasistatic processes, kinetic theory, and statistical methods. Offered according to demand. Prerequisites: PHY 252/L and MA 311.

PHY 480 Special Topics (1 to 3)

Selected topics in physics, such as relativity, holography, chemical physics, and mathematical methods, May be repeated for credit. No prerequisites.

Political Science (POL) Courses

Course Descriptions

POLITICAL SCIENCE (POL)

POL 111 Comparative Government and Politics (3)

Survey of the various areas of political science to include a comparative study of the government and politics of the United States and selected European, Asian, Latin American, or African nations. Offered annually.

POL 211 American Government and Politics (3)

An examination of how Washington works through a study of the dynamics of the American political system. Includes a review of the Constitution, the Congress, the presidency, the bureaucracy, the courts, elections, and the media. Offered annually.

English 102 and Communication 101 are prerequisites for all upper division courses.

POL 305 Contemporary America (3)

Analyses of the forces that shaped contemporary American, focusing on the Cold War, the Civil Rights Movement and the counter-cultural movements of the 1960s. Fulfills interdisciplinary course requirement. Cross-listed with HI 305. Offered alternate years.

POL 324 Modern Europe (3)

Europe from 1815 to the present gained global hegemony and then lost it after World War II. Analyzes developments leading to the world wars and the Cold War, the rise of the European Common Market, and the collapse of communist regimes in Eastern Europe. Fulfills interdisciplinary course requirement. Cross-listed with HI 324. Offered alternate years.

POL 341 Vietnam War (3)

This course examines why the United States went to war in the jungles of Southeast Asia that few Americans knew anything about. Students will examine the nature of the war itself, the tactics and strategies applied by both sides to the conflict, and experiences of soldiers on both sides. Central to the war effort, the home fronts held the keys to success or failure for both sides. Along with historical and political knowledge, the course emphasized the development of reading, writing, speaking, cognitive and collaborative skills. Cross-listed with HI 341. Offered alternate years.

POL 344 Modern Southeast Asia (3)

This course surveys the history of Southeast Asia from the nineteenth century to the present. It considers the nature of the traditional communities of Southeast Asia, the imposition and impact of western colonial rules, the emergence and activities of anti-colonial movements, the formation of sovereign states, the effects of the Cold War, and contemporary politics. Fulfills Global Awareness course requirement. Cross-Listed with HI 344. Offered alternate years.

POL 345 Comparative Asian Politics (3)

A study of the governments, politics, foreign affairs, defense policies, political economy and internal socio-economic conditions of selected Asian nations. Special emphasis rests on the explosive political, economic and military changes taking place in contemporary Asia, including the rise of China. Offered alternate years.

POL 347 Justice, Development and Human Rights (3)

This course examines the inter-relationships between justice, development and human rights norms and institutions at the global level. Students will explore the historical development of these concepts and their application and evolution from the 19th century to the present. Particular emphasis will be placed on the contemporary dialogue between Catholic Social Thought and secular international institutions that sets global norms for justice, human development and the international human rights regime. Cross-listed with RE 347. Prerequisite: RE 103, RE 205, or RE 211. Offered annually. This course satisfies the 300-level religion general education requirement.

POL 374 International Law (3)

A review of the development of international law and the study of how international law works and why states obey it. Offered alternate years.

POL 375 International Relations (3)

An investigation into the development of the relations between nations aimed at providing a conceptual framework within which current events can be organized and understood. Offered alternate years.

POL 401 U.S. Constitution I (3)

Examines the nature of law and constitutionalism in the United States, with an emphasis on the struggles for power and calls for accountability from various sectors. Cross-Listed with HI 401. Offered alternate years.

POL 402 U.S. Constitution II (3)

Examines the evolution of civil liberties in the United States, including free speech, religious liberties, rights of the accused and the right to privacy. Cross-Listed with HI 402. Offered alternate years.

POL 403 American Diplomacy (3)

A study of America's international relations from 1776 to the present, including the influence of domestic affairs on diplomacy. Cross-Listed with HI 403. Offered alternate years.

POL 418 International History of the Cold War (3)

This course considers problems and issues that affected different regions of the world as those problems and issues related to the Soviet-American rivalry, or the Cold War, between 1945 and 1991. Specifically, it explores the origin of the Cold War; its implications for the United States and the Soviet Union; its impact in Europe, Latin America, the Middle East, Sub-Saharan Africa, South and Central Asia, East Asia, and Southeast Asia; and the collapse of Sovietstyle communism in Eastern Europe and the Soviet Union itself. Cross-Listed with HI 418. Offered alternate years.

POL 419 Contemporary World Order (3)

This course considers the rapid changes and new challenges facing humanity in the contemporary era. Using the "Rise and Fall of Great Powers" as its conceptual background, this course explores the emergence of a new world order, with special emphasis on the rise of China and other emerging market economies, accelerated globalization (i.e., the economic, cultural, and political integration of global communities), growing economic and social inequalities, as well as new social movements and key security issues. Cross-listed with HI 419. It is offered alternate years. Fulfills either the interdisciplinary or global awareness requirement.

POL 438 Globalization and Capitalism (3)

This course introduces students to the study of political economy. It surveys the thought of political economists ranging from Adam Smith, Karl Marx and Joseph Schumpeter to contemporary thinkers. It also analyzes the contemporary global capitalist system as it affects inequalities, varieties of capitalism, U.S. competitiveness, the dynamics of the international financial system and the sustainability of the globe's environment. Cross-listed with HI 438. Fulfills either the interdisciplinary or global awareness requirement.

POL 439 Global Financial Crises (3)

The international financial crisis that originated in the U.S. subprime mortgage market has deeply affected the global political economy. It indicates a shift in economic power away from the advanced economies of Europe, the United States and Japan to rapidly emerging economies such as China, India and Brazil. Indeed, the crisis is likely to trigger fundamental changes in the institutional architecture of international finance and the geo-economic landscape of globalization. This course aims to provide a macro-perspective on the evolution of the global financial system since 1850, an analysis of the origins of the 2008 Financial Crisis and the likely consequences of this crisis for the global political economy to students. Cross-listed with HI 439. Fulfills either the interdisciplinary or global awareness requirement.

POL 442 Modern China (3)

Examines China's internal and external struggles in the modern world. Including the rise and fall of the China dynasty, the Nationalist period, the civil war and communist rule. Fulfills either interdisciplinary or global awareness requirement. Cross-listed with HI 442. Offered alternate years.

POL 444 Modern Japan (3)

Study of the rise, fall and rebirth of Modern Japan, focusing on her internal politics, economics and culture, and how they relate to her internal posture. Cross-listed with HI 444. Fulfills either interdisciplinary or global awareness requirement. Offered alternate years.

POL 446 Modern Middle East (3)

A study of the modern history, politics and culture of the Middle East, with emphases on the Arab-Israeli conflict, oil, Islam and the analyses of different governments and policies. Cross-listed with HI 446. Offered alternate years.

POL 451 Modern Hawaii (3)

This course examines the political, economic, and cultural forces that shaped modern Hawaii and its people from first contact in 1778 to Hawaii's overthrow, annexation and through the present day. Cross-listed with HI 451. Fulfills Global Awareness course requirement. Offered alternate years.

POL 453 Modern Pacific Islands (3)

This course examines the impact and legacy of imperialism and colonialism on the indigenous inhabitants of the Pacific. Examining the Pacific from the 18th century to the present, this course focuses on the emergence of the Pacific as a distinct and influential

region in today's global community and how indigenous islanders have adapted and fared during this post- colonial period. Cross-listed with HI 453. Fulfills Global Awareness course requirement. Offered alternate years.

POL 475 History and Politics of Film (3)

This course is an inquiry into the relationship between film, history, and politics. It will examine how film is shaped by the politics, economics and culture of the society in which it is created. It will also study how film reflects that culture. It will relate how class, gender, ethnicity and other issues relate to the making and interpreting of film. Questions on morality, justice, service and community will be central to the course. Cross-listed with HI 475. Offered alternate years.

POL 480 Special Topics (3)

Selected topics on any aspect of political science or international studies to be announced. Prerequisite: varies according to topic.

POL 486 Legislative Internship (1 to 15)

Internship with the City Council, State Legislature or Congress. A maximum of six semester hours may be applied to the major requirement. Offered according to sessions, junior or senior standing and consent of program advisor. Prerequisite: major in Historical and Political Studies.

POL 490 Directed Study (1 to 3)

Individualized study on a topic arranged through program advisor. Prerequisite: junior or senior standing or consent of program advisor.

POL 494 Research Seminar (3)

This is a capstone course that explores the core principles and methodologies of historical and political studies. It also monitors the students' career preparation. In this course, the student will conduct research in history and political science (learning outcome 4). Utilizing this research, the student will write a research paper and present it in class (learning outcome 4). The research paper written by the student will incorporate the following principles and methodologies: understanding change, continuity and causality (learning outcome 1), comprehension of the workings of politics and governance (learning outcome 2), awareness of perspectives and interpretations (learning outcome 3). During the course, the instructor will review the progress of each student in preparing for his or her career (learning outcome 5). Prerequisites: Students must be in their junior or senior year; will complete a minimum of 18 credits of the major in the semester they enroll in HI/POL 494; and have the permission of the discipline coordinator to enroll in this course.

Psychology (PSY) Courses

Course Descriptions

PSYCHOLOGY (PSY) (PP) (SP)

PSY 101 General Psychology (3)

Survey the major theories and concepts in the study of behavior. Introduction to the psychological aspects of sensory processes, normal and abnormal development, learning, drives, emotions and social behavior. Offered every semester.

PSY 200 Life Span Development (3)

This course is a beginning developmental Psychology course to introduce students to biosocial, cognitive, and psychosocial issues of the life span. The course focuses on growth and development beginning with conception and following the unfolding life through death/dying at the end of the life cycle. Offered annually in the Spring semester. Prerequisite: PSY 101.

PSY 202 Child Development (3)

Psychological implications of human growth and behavior from infancy to adolescence, stressing affective and cognitive development. Prerequisite: PSY 101. This course is required for Early Childhood and Elementary Education majors.

English 102 and Communication 101 are prerequisites for all upper division courses.

PSY 304 The Psychology of Adolescence (3)

Psychology investigation of developmental factors in the crucial period of adolescence and analysis of youth problems in contemporary society. Prerequisite: PSY 101.

PSY 315 Behavioral Sciences Statistics (3)

Introduction to the methods and rules for organizing and interpreting observations; descriptive and inferential statistics, including frequency distributions, hypothesis testing, simple analysis of variance, estimation, and Chi-Square. Prerequisite: PSY 101. Cross-listed with CJ 315. Offered annually in the Fall semester.

PSY 316 Research Methods in Psychology (3)

Introduction to quantitative and qualitative research methodology and design; the research process; measurement; sampling; ethics in social research (to include consideration of culture and ethnicity); survey, experimental and field research. As one of the requirements for this course, students will complete a research study and paper. Prerequisite: PSY 101.

PSY 321 Psychology of Personality (3)

This course reviews multiple perspectives of personality, including psychodynamics, trait behavior, cognitive, and phenomenological approaches. Offered annually in the Fall semester. Prerequisite: PSY 101.

PSY 322 Social Psychology (3)

This course examines the impact of social interaction on how we think, feel, and behave. The course explores interpersonal relations, social attitudes, group dynamics, inter-group relations, class and cultural influences. Offered annually in the Spring semester. Prerequisites: PSY 101.

PSY 327 Career Development in the Behavioral Sciences (3)

This course examines vocational values, interests, and aptitudes in the identification and development of a career in the Behavioral Sciences, specifically Behavioral Sciences programs, Criminal Justice, Anthropology, and Psychology. The vital role of a student's academic background is explored relative to creating a goodness-of-fit between the student and the world of work. Students will be introduced to career guidance programs, develop a career personality profile, generate a career road map, and investigate/utilize career development tools and techniques. A broad spectrum of resources will be explored against the backdrop of local, national, and international job market trends, and the goals, interests and abilities of the job seeker. Behavioral Science Division requirement. Offered each semester. Division majors will have priority enrollment; non- majors will be enrolled based on space availability. Cross-listed with AN 327, CJ 327, and SO 327. Prerequisite: AN 200, PSY 101, or SO 200 respectively.

PSY 340 Psychology of Sexual Expression (3)

Role of Psychology in human experience as it relates to sexuality; development of individual self-concepts regarding sexuality as they relate to socially accepted behavior. Offered annually in the Fall semester. Prerequisite: PSY 101. PSY 362 Biopsychology (3) This course will review the field of biological Psychology encompassing neuroanatomy, neurophysiology, sensory, perceptual, and motor functions, psychopharmacology, including substance use/abuse, and clinical syndromes. Topics relate to the clinical practice of Psychology (i.e., roles of neuropsychologist, rehabilitation psychologist, health

psychologist), such as the assessment and treatment of brain injury/cognitive deficits, neurological syndromes, psychiatric disorders, substance abuse/dependency, learning problems and sleep disorders. Prerequisite: PSY 101.

PSY 406 Counseling Psychology (3)

Counseling approaches and techniques used in helping relationships. The course combines experiential and didactic instruction, giving the student an opportunity to explore helping strategies and develop a philosophy of counseling. Offered annually in the Spring semester. Prerequisites: PSY 101 and PSY 321.

PSY 411 The Psychology of Small Groups (3)

Behavior as a function of factors operating in groups, especially in face-to-face contact. Assessment of principles of group dynamics, alternative techniques for leadership, organization, and control. Prerequisite: PSY 101.

PSY 424 Abnormal Psychology (3)

Study of the development, treatment, and prevention of psychological disorders. Presentation of the dynamics of abnormal behavior from a biological, psychological, and socio-cultural context. Current research and assessment tools will also be covered. Offered each semester. Prerequisite: PSY 101.

PSY 434 Organizational Psychology (3)

The subfield of Psychology that deals with work in commercial and industrial settings. Areas covered include job morale, satisfaction, organizational effectiveness, growth, and change. The field covers the individual worker plus the worker in a group setting. Offered annually in the Spring. Prerequisite: PSY 101.

PSY 436 Cross-Cultural Psychology (3)

This course will provide an overview of the field of cross-cultural Psychology and examine theories of Psychology, which claim to be universal in scope. The student will learn how psychological problems and conditions vary across cultures and that the Western view of Psychology should not necessarily be taken as the norm. Prerequisite: PSY 101.

PSY 441 Community Psychology (3)

This course introduces students to the science and practice of community Psychology. It provides an overview of theory, research and action in community Psychology, which is the study and application of psychological solutions to community-based problems. It explores the relationship between stressful environments, supportive social systems and individual and family wellbeing to the development of mental illness. Prerequisites: PSY 101.

PSY 450 The Psychology of Serial Killers (3)

This course explores the minds of serial killers and mass murderers with a focus on the factors that psychologists have identified which can lead to the creation of such killers. Additionally, the course will explore many of the myths surrounding their complex psychological dynamics of serial killers. A variety of serial killers, from sexual predators to psychotic killers, from murder teams to odd eccentric stalkers will be explored. Finally, the possible motives of the serial killer will be addressed including lust, control, glory, profit, thrill, delusions, rage, the desire for company, the need to please a partner, and even murder as an intellectual exercise.

PSY 451 Health and Stress Psychology (3)

This field of Psychology deals with the relationship between psychological states, social contexts, and physical reactions. The course will examine the relationship between Psychology and health exploring such topics as stress, illness, exercise, nutrition, sleep, coping skills, relaxation, social support, and life-style changes. The focus of the course will be on stress management, adaptation to change, and preventative Psychology. Offered annually in the Fall semester. Prerequisites: PSY 101.

PSY 452 Sports Psychology (3)

This course provides an overview of the growing field of sports psychology. Topics including motivation, team cohesion, and leadership will be covered as well as psychological interventions that can be utilized by coaches and players to improve performance.

PSY 454 Extreme Psychology (3)

This course will provide an overview of some of the extreme aspects of psychology. Students will explore some of the exciting and interesting extremes of psychology including thrill seekers, high endurance athletes, warriors, mixed martial arts, isolation, cults, and genius.

PSY 455 Positive Psychology (3)

This course provides an in-depth overview of the rapidly growing field of positive Psychology. Positive Psychology is a scientific approach to maximizing human potential, well-being, and happiness. The course focuses on the psychological aspects of a fulfilling and flourishing life. Human resiliency, optimism, self-esteem, empathy, friendship, love, creativity, spirituality, humor, stress management, coping, human strengths, positive outcomes, resources, wellness and positive contexts/institutions are all central to the field of positive Psychology. The domain of positive Psychology will also be examined from Daoist, Confucian, and Buddhist perspectives. Prerequisite: PSY 101.

PSY 456 The Psychology of Movies (3)

Examination of how motion pictures depict mental illness, relationships, and other psychologically relevant issues, as well as how films depict the field of psychology itself. Topics of discussion include universal themes, the psychological value of film-making and viewing, application of theories and concepts, accuracy in the depiction of psychological variables, and psychological impact. Character analyses involve examination of personality, mental illness, developmental issues, conflicts, and motivation.

PSY 458 The Psychology of Relationships (3)

This course reviews theories, models, and the research related to different relationship formations such as familial, romantic, and friendship, and includes perspectives of healthy and distressed relationships.

PSY 463 The Psychology of Death and Dying (3)

The scope of this course is an exploration into the domain of death and dying. The focus of the course will be a psychological, philosophical, theological, ethical, biological, social and scientific inquiry to the nature of death. Topics to be examined include nature of death, life after death, assisted suicide, right to die, suicide, bereavement, death system, death counseling, death in society, and Eastern approaches to death. Focus on death will be guided by concepts derived from evolutionary theory, the stress response and stress management. Cross-listed with PH/RE 463. Offered every semester. Prerequisites: PSY 101 or RE 103.

PSY 464 Evolutionary Psychology (3)

This course focuses on the application of Darwinian and cognitive Psychology principles of evolution to the domain of Psychology. It will examine how psychological processes have evolved to assist the individual to adapt to the environment. Offered annually in the Fall. Prerequisites: PH 100 or PSY 101 or RE 103.

PSY 471 Existential Psychology (3)

A philosophical and psychological inquiry into the core of human existence. This course will examine the relationship between Psychology and philosophy exploring such topics as anxiety, death, meaninglessness, freedom, isolation, free choice, and responsibility. Cross-listed with PH 471. Prerequisites: PSY 101 or any 100-level Philosophy course or consent of instructor.

PSY 475 Transpersonal Psychology (3)

A phenomenological exploration of spiritual experience of self-transformation, with a focus on eastern and western traditions such as Hinduism, Buddhism, Daoism, mystic Judaism, Christian mysticism, and Sufism. The approach is interdisciplinary, integrating Psychology,

philosophy and religion. Meditation exercises will be taught as part of the class. Cross-listed with RE/PH 475. Prerequisite: PSY 101; RE 103 or any 100-level Philosophy course or consent of instructor.

PSY 476 Buddhist Psychology (3)

A phenomenological exploration of psychological concerns such as feeling, thinking, behavior and therapy from a Buddhist perspective, including classical Buddhism, Theravada Buddhism, and Mahayana Buddhism. Special emphasis will be given to Chan/Zen Buddhism. The focus will be on the Buddhist concepts of self, existence, meditation, suffering, consciousness, and causality. Gong Zi F Hu Quan (pinyin) Gung Ji Fuk Fuk Fu Keun (Cantonese) will be taught as part of the course. Cross-listed with RE 476. Prerequisites: PSY 101 or RE 103.

PSY 477 Daoist Psychology (3)

This course will examine the domains of consciousness, self, behavior, spirit, social interaction, and therapeutic intervention from the perspective of Daoism. The course will explore Daoist Psychology as found in the Yijing, Daodejing, Zhuangzi, Liezi, and later Daoists. The course will examine the relationship between the Daoist perspective and the contemporary psychological perspectives of humanistic therapy, cognitive therapy, and existential therapy. To assist the exploration of the psychological approach to Daoism, Taijiquan, Qigong, and Daoist breathing exercises will be taught s part of the class. Cross-listed with RE 477. Prerequisites: PSY 101 or RE 103 or permission of instructor.

PSY 478 The Psychology of Taijiquan (3)

This course explores the art of Taijiquan from an interdisciplinary perspective that incorporate Psychology, philosophy, science and religion. The 40 form Yang style will be taught and Tuishou and Qigong will be included as supplements. The course will examine the cultural influence of Sharmanism, Confucianism, Daoism, Chan Buddhism, Neo-Confucianism, and the Yijing on the moving meditation of Taijiquan. The influence of Taijiquan on such areas as physical health, mental well- being, consciousness, spirituality, culture, and martial arts will also be explored. Cross-listed with RE 478. Prerequisites: PSY 101 or RE 103 or permission of instructor.

PSY 479 Psychology of Zen (3)

This course is a psychological examination of Zen and its relationship to the “self”; the focus will be on how Zazen and the Koan affect consciousness. Zen will be examined from neurological, cognitive, affective, behavioral, and spiritual perspectives. Students will engage in Zazen and Koan exploration and monitor changes in their conscious awareness.

The course also explores the psychological aspects of Zen aesthetics in such areas as tea ceremony, painting, poetry, calligraphy, gardens, and martial arts. Offered alternate years. Prerequisites: PH 100 or PSY 101 or RE 103.

PSY 480 Special Topics (3)

Selected topics in Psychology to be announced. Prerequisites vary according to topic.

PSY 487 Field Experience (3)

Field experience is designed to provide field work experience/research at an approved site. Students will be supervised by an on-site supervisor and course instructor. Students will have the opportunity to gain practical experience in a real-world setting. Prerequisites: PSY 101, Psychology major, and junior or senior standing.

PSY 490 Senior Seminar in Psychology (3)

This is a capstone course that collaboratively explores the relationship between the core and elective psychology courses for students majoring in psychology. This course will guide the student toward developing an understanding of the relationship and application of the course work they have taken in the field of psychology. Students will write a research paper that integrates the core and elective courses relative to psychological research. Students will also write a paper that examines the relationship between the field of Psychology and the five Marianist educational values. At the end of the course students will sit for a Psychology program Comprehensive Exam. Students will also participate in an Exit Evaluation of the Psychology program. Offered annually in the Spring semester. Prerequisites: PSY 101, 316, and senior standing.

PSY 499 Applied Research in Psychology (3)

This is a 3-credit course that provides hands-on research experience in the field of Psychology. The topic varies by semester but will involve participation in original psychological research. This course emphasizes field experience and a mentor-mentee relationship between student and faculty. The student will gain experiencing in research ethics, data collection, data entry, basic statistical analysis, and writing and presenting research findings. Students will review the role of research scholarship in preparing for graduate education in Psychology and related fields. Production of scholarship appropriate for a conference presentation is required. Prerequisites: PSY 101, PSY 316 or consent of instructor.

PSY 500 SCHOOL COUNSELING AND EXCEPTIONAL CHILDREN (3)

The scope of this course will be an examination of learning disabilities, emotional impairment, speech language disabilities, behavioral disturbances, mental retardation, physical and health impairments, visual and hearing disorders, early childhood learning impairments, child abuse, and alcohol/substance abuse within the K-12 educational context. The specific focus will be on the role of the counselor interventions, the special educational referral and diagnostic process, and the program evaluation.

PSY 501 THE SCHOOL COUNSELOR IN AN EDUCATIONAL CONTEXT (3)

The scope of this course will be the development of skills and techniques for a counselor to assist teachers and students within a learning context, kindergarten to grade 12; assist teachers in classroom management; design, assess, implement and evaluate a school counseling and a school guidance program; create a curriculum for a school guidance program; and assess, evaluate, and interpret students' performance on tests within a K-12 educational environment.

PSY 521 PERSONALITY (3)

This course provides the study of personality and its theoretical development, including assessment, major theories, history, and continuity and change. The focus is on understanding personality and its relationship to counseling theory and techniques.

PSY 524 ABNORMAL PSYCHOLOGY (3)

This course provides the study of psychological disorders with an emphasis on DSM-5 categories. Biological and environmental determinants of abnormal behavior, symptomatology, assessment, and intervention strategies are also covered in course material. The course focuses on understanding psychological disorders relative to the counseling context, with special emphasis given to the DSM-5 diagnostic process through the format of case studies.

PSY 601 ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING (3)

This course examines ethical, legal, and professional issues central to the practice of community counseling, school counseling, marriage and family therapy, and group work. Development of professional identity, ethical responsibilities and legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations. Note: It is a program requirement that all students in PSY 601 obtain membership in a professional organization to be maintained throughout their time in the program.

PSY 602 LIFE SPAN DEVELOPMENT (3)

This course is an in-depth study of the biosocial, cognitive, and psychosocial aspects of development across the span of life beginning with prenatal growth and ending with death. The life-span perspective will focus on relevant counseling issues and concerns, discussing how development and counseling interrelate.

PSY 603 INTRODUCTION TO COUNSELING SKILLS (3)

First Benchmark Course PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.

PSY 606 PSYCHOLOGICAL TESTING AND MEASUREMENTS (3)

This course analyzes various kinds and uses of tests, gives a history and background for each, discusses their strengths and weaknesses, and develops the student's understanding of the quantitative measurement foundations of tests. Evaluation, selection, and interpretation of psychological tests for guidance and the use of psychometric data in counseling are also covered topics. As part of the course requirement, students will administer, score, and interpret tests. Lab fee applies.

PSY 611 GROUP PROCESSES (3)

Second Benchmark Course where the MSCP faculty continues to observe the actual interpersonal skills and competencies of the students. This course explores the theoretical nature of groups and the application of group theory to the group counseling process. In examining and applying theories of group counseling, the student counselor gains self-understanding of peer behavior, group dynamics, and the group building process as a function of participation in the group process. Prerequisite PSY 603.

PSY 616 STATISTICS, RESEARCH, AND EVALUATION (3)

This course covers the fundamentals of research design, statistical analysis, and evaluation of research results within the counseling context. Computer applications for statistical analysis are utilized.

PSY 627 CAREER DEVELOPMENT (3)

This course reviews theories of vocational development, types, sources, and uses of occupational and educational information in career counseling and decision making processes in the local, national, and international job market.

PSY 636 COUNSELING THEORIES (3)

An overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation. Prerequisite: PSY 521, 524, 601.

PSY 646S PRACTICUM IN COUNSELING TECHNIQUES, SCHOOL COUNSELING (3)

Third Benchmark Course Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed school counselor. Prerequisite: PSY 611, 636, 771.

PSY 646MH PRACTICUM IN COUNSELING TECHNIQUES MENTAL HEALTH COUNSELING (3)

Third Benchmark Course Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed mental health therapist. Prerequisite: PSY 611, 636, 741.

PSY 646M PRACTICUM IN COUNSELING TECHNIQUES, MARRIAGE AND FAMILY COUNSELING (3)

Third Benchmark Course Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed marriage and family therapist. Prerequisite: PSY 611, 636, 756

PSY 671 INTERNSHIP A – SCHOOL COUNSELING (3)

This course offers the student an opportunity to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. However, given the environment and site needs, the requirement for Internship A should be a “reasonable” amount of hours to be able to meet course and program requirements to proceed to Internship B, at which time the remainder of the 600 hours will be completed. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in both an elementary and a secondary school setting where they will counsel under supervision of a licensed school counselor. Prerequisite: PSY 646S, PRAXIS II Exam-Content (School Counseling and Guidance)

PSY 672 INTERNSHIP B – SCHOOL COUNSELING (3)

This course offers the student an opportunity to continue to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. During Internship B the remainder of the 600 hours started during Internship A will be completed in both an elementary and a secondary school setting where the student will counsel under supervision of a licensed school counselor. Prerequisite: PSY 671.

PSY 673 INTERNSHIP A – MENTAL HEALTH COUNSELING (3)

This course offers the student an opportunity to practice counseling in a supervised mental health counseling setting. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised mental health setting with a variety of populations including individuals, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. However, given the specific environment and site needs, the 300 hour requirement for Internship A is flexible but should include a “reasonable” number of hours which will enable the student to meet course and program requirements. During Internship B, the remainder of the 600 hours will be completed. Supervision will be with a licensed mental health therapist. Prerequisite: PSY 646MH.

PSY 674 INTERNSHIP B – MENTAL HEALTH COUNSELING (3)

This course offers the student an opportunity to continue to practice counseling in a supervised mental health counseling setting with a variety of populations including individuals, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. During Internship B, the remainder of the 600 hours started during Internship A will be completed. Supervision will be with a licensed mental health therapist. Prerequisite: PSY 673.

PSY 677 INTERNSHIP A MARRIAGE AND FAMILY COUNSELING (3)

This course offers the student an opportunity to practice family systems approaches to counseling in a mental health counseling setting, under the supervision of a licensed marriage and family therapist. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised mental health setting with a variety of populations including individuals, couples, groups, children, adults, and/or families working with problems and issues as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. However, given the specific environment and site needs, the 300 hour requirement for Internship A is flexible, but should include a “reasonable” number of hours which will enable the student to meet course and program requirements. During Internship B, the remainder of the 600 hours will be completed. Prerequisite: PSY 646M.

PSY 678 INTERNSHIP B – MARRIAGE AND FAMILY COUNSELING (3)

This course offers the student an opportunity to continue to practice family systems approaches to counseling in a supervised mental health setting with a variety of populations including individuals, couples, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living, under the supervision of a licensed marriage and family therapist. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between A and B. Ideally, there would be an equal distribution for each term. During Internship B, the remainder of the 600 hours started during Internship A. will be completed. Prerequisite: PSY 677

PSY 705 FORENSIC PSYCHOLOGY (3)

The study of criminal behavior from a psychological perspective, which looks at the criminal offender as embedded in and influenced by multiple systems within the psychosocial environment. The course will review contemporary research, theory, and practice concerning the psychology of crime and psychopathy. It reviews current research that focuses on the cognitive aspects of criminal offenders, delving into their perceptions, reasoning, beliefs, decision making, and attitudes. Aspects of prevention, intervention and treatment will be discussed along with important topics as profiling, terrorism, criminology, and forensics. This course is cross-listed as CJA 705.

PSY 710 DRUG ABUSE COUNSELING (3)

This course is designed to increase the student’s understanding of drug abuse assessment and counseling. The course emphasizes the goals, strategies, and skills needed to be effective.

PSY 712 ALCOHOL ABUSE COUNSELING (3)

This course is designed to give the student an in-depth examination of one of the most pressing social problems of our times. The course will examine the drug itself, the environment in which it is taken, influencing factors in its abuse, the effects of abuse and addiction, the disease that it becomes, and how to treat it.

PSY 720 PSYCHOLOGICAL AND EDUCATIONAL TESTING (3)

This course is designed for persons working in a school or clinic who have the responsibility for selecting, administering, and interpreting tests. This course includes review of (1) the principles of test reliability and validity; (2) survey of ability, achievement, and personality tests; and (3) practice in administering, scoring, and interpreting educational and psychological tests. The primary focus of this course is the administration, scoring, interpretation, and application of individual IQ, achievement, personality tests within a school counseling context. This is a required course for the School Counseling emphasis. Prerequisite: PSY 500, 501, 606. Lab fee applies.

PSY 736 CROSS-CULTURAL COUNSELING (3)

This course will be an examination of the theory and processes of counseling persons in mental health, school, and marriage and family contexts from the perspectives of clients from diverse cultural backgrounds by counselors of equally diverse cultural backgrounds. The focus of the course will be on the impact of the counselor's prejudices, biases, values, ethics, and social/cultural expectations on the counselor from a culturally diverse background. The client must be seen as part of an integrated system of mutually reciprocal components (family, environment, school, social structure, friends, culture, etc.). The counseling context will be viewed from a holistic, integrative perspective rather than an individual perspective.

PSY 740 ADVANCED PSYCHOPATHOLOGY (3)

Familiarizes the student with concepts and philosophies related to psychopathology. Covers the DSM-5 classification and the different formulations which determine the development of psychopathology. Review of current assessment skills to include psychological intake, mental status exam, and the use of psychopharmacology, diagnosis/differential diagnosis, prognosis, psychological formulation, and treatment plan. Prerequisite: PSY 521, 524, 601.

PSY 741 MENTAL HEALTH COUNSELING (3)

This course will examine counseling psychology within the mental health environment. The general focus of the course will be on preventative counseling within the mental health context. Models of service delivery, the impact of the environment, cross cultural concerns, ethics, the history of mental health, research, and counselor competencies will be explored.

The course will specifically examine alcohol and substance abuse, physical and sexual abuse, stress management, health psychology, managed care, the relationship between economics status and mental health, delinquency and criminality, crisis counseling gerontology, consultation, social support, mental health agencies and programs, and legal and social policies related to adult individual, children, and families.

PSY 751 HEALTH, STRESS MANAGEMENT AND COUNSELING (3)

This course is an examination of counseling an individual from a holistic perspective. The course explores the relationship between health and psychological moods in such areas as stress management, diet, exercise, sleep, mind/body relations, support groups, humor, faith, responsibility, interpersonal relationships, and choice. The emphasis will be on preventative psychology. Students will participate in Taijiquan, Qugong, relaxation exercises, meditation, and visualization as part of the course.

PSY 756 MARITAL AND FAMILY COUNSELING (3)

A basic introduction to the history, development and theories of the field of family therapy. Focus is on the major theoretical models of family therapy, their similarities and differences, and conceptual foundations. Students will develop a basic understanding of family therapy concepts as applied in clinical practice, and begin to formulate their own personal framework through integration across theoretical models. Course work will also review current issues and sample recent developments in family therapy. Prerequisite: PSY 521, 601.

PSY 757 FAMILY SYSTEMS APPROACH TO COUNSELING (3)

A study of the family as a system of interactive elements, with a focus on the therapeutic implications of treating patterns of behavior rather than personalities. Course work combines readings, simulations, and videotaped role-plays to increase understanding of the complexities and intricacies of a family system. Students will examine basic differences between individual problems and family problems, individual maladaptive behaviors compared to family maladaptive behaviors, and individual consequences versus family consequences as these impact treatment design and interventions. Prerequisite: PSY 756.

PSY 758 SOLUTION FOCUSED FAMILY COUNSELING (3)

Treatment planning and interventions for family counseling from a solution-focused perspective. As an alternative to traditional counseling approaches that focus on family problems and weaknesses, students will develop an understanding of and practice counseling approaches based on family solutions and strengths. Course work also combines readings, simulations, and videotaped role-plays to examine the role of the counselor as facilitator rather than as an “expert”. Prerequisite: PSY 756.

PP 7000 History and Systems (3)

This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development of western thought, tradition, culture, religion, medicine, and social institutions.

PSY 759 FAMILY ABUSE: SEX AND VIOLENCE (3)

An in-depth examination of the problem of family abuse designed to facilitate an understanding of the complexities of family abuse patterns, their causes, and effects. Special attention is given to the roles sex and violence play in destructive family behavior. Course work also combines readings, simulations, and videotaped role-plays to develop student understanding of the practice with systemic interventions strategies employed in cases involving family abuse. Prerequisite: PSY 756.

PSY 760 RELATIONSHIP COUNSELING (3)

Theories and associated techniques of couples, marital or relationship counseling will be explored. Course work combines readings, simulations, and videotaped role-plays to increase understanding of the complexities and intricacies of relationship counseling. Developmental issues, societal factors and cultural diversity aspects of relationships will be explored. Prerequisite: PSY 756.

PSY 761 ADVANCED THEORIES AND MODELS IN MARRIAGE AND FAMILY THERAPY (3)

This course builds on the foundations of Family Systems theory and the classical theoretical models, and will introduce advanced and contemporary therapy models within the Marriage and Family Therapy field. Students will develop an understanding of how to conceptualize couple and family relationships using the concepts of the advanced models, how to critically assess and cohesively synthesize family models, and how to utilize current evidence-based research to formulate a personal framework to work with couples and families. Prerequisite: PSY 756.

PSY 771 SCHOOL COUNSELING (3)

Examination of the most important concepts, principles, and techniques of guidance and counseling at different educational levels. This is a required course for the School Counseling emphasis. Prerequisite: PSY 500, 501. PSY 773 SPIRITUAL DIMENSIONS OF

COUNSELING (3) For some people, spirituality has been called the fifth force in counseling psychology. This course will explore the nature, meaning, and significance of human spirituality and religion, especially as they relate to the counseling experience. To facilitate discovery, the course will employ self-examination, sharing of experiences, reading, lecture, various exercises, projects, research, and guest speakers.

PSY 775 CRISIS COUNSELING: MENTAL HEALTH IN THE COMMUNITY (3)

Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises within the community and determine appropriate interventions for each. This is a required course for the Mental Health Counseling emphasis.

PSY 776 CRISIS COUNSELING SCHOOL (3)

Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises and determine appropriate interventions for each. This is a required course for the School Counseling emphasis.

PSY 777 EXISTENTIAL/PHENOMENOLOGICAL INTERVENTION (3)

This course explores the fundamental components of human existence relative to the therapeutic context. Such areas as anxiety, death, isolation, meaninglessness, freedom, responsibility, and choice are examined.

PSY 778 ORGANIZATIONAL PSYCHOLOGY (3)

The focus of this course is an examination of the impact/interaction of individual processes, group processes, and organizational processes upon productivity, job satisfaction, absenteeism, and turnover. The course will focus on psychology and organizations, motivation, attitudes, social behavior in organizations, leadership, stress management, analyzing work, performance appraisal and feedback, staffing, communications, groups and teams, decision making, designing effective organizations, managing change in organizations and the organizational culture.

PSY 779 PSYCHOLOGY OF DEPRESSION (3)

Depression may be a normal human emotion, a response to loss, disappointment, or failure. Some depressions, however, are biological diseases and need treatment on a biological, cognitive, and psychosocial level. Seven out of 10 persons in America will suffer a depression (of this sort) during the course of their lives. Looking at depression, causal factors, treatments (both traditional and alternative), and outcomes is the focus of this course.

PSY 780 SPECIAL TOPICS (3)

Special topics in psychological counseling.

PSY 799 DIRECTED STUDY (3)

Individualized study in counseling or related areas are arranged through the MSCP Program Director

PP 7010 Lifespan Development (3)

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology are considered throughout the course.

PP 7040 Cognition and Affective Processes (3)

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making are considered. Clinical applications are emphasized throughout the course.

PP 7041 Quantitative Inquiry (3)

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored.

PP7042 Statistics Laboratory (1)

Students learn statistics necessary for describing data and evaluating research instruments and complete analyses associated with the methodologies surveyed in PP7041 - Quantitative Inquiry.

PP 7043 Qualitative Inquiry (3)

This course explores qualitative research methodologies to answer clinical questions both in research and in practice. Students develop critical thinking skills to evaluate and review published qualitative research, and gain knowledge and skills in the design of rigorous and systematic qualitative approaches relevant to clinical work and understudied populations.

PP 7044 Consultation and Community Mental Health (3)

This course will introduce students to the theoretical and empirical knowledge as it relates to consultation and community mental health. Students will become familiar with the multiple systemic arenas in which clinical psychologists function as consultants within diverse community settings. An overview of consultation theory (including models of consultation), research, and practice will be reviewed as well as a systemic review of community mental health. Emphasis will also include application of this knowledge through comprehension of diverse relational dynamics as a psychologist working within community mental health settings.

PP 7045 Psychopathology (3)

The concentration of the study is on the observation, description, etiology, assessment and understanding of the moderate range of symptomatology and personality and behavioral disorders of adulthood. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Also, the assessment, etiology, description, understanding and treatment of the more severe psychological disorders are emphasized. Included in the study are schizophrenia spectrum, affective disorders, and borderline psychopathology. Emphasis is on recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

PP 7051 Biological Bases of Behavior (3)

This course introduces students to the gross anatomy and the neurophysiology of the nervous system. Students are presented with updated data and findings regarding neurological functions as the foundations of human behavior. It presents an overview of endocrinological processes, adding more breadth to the purpose of this course, introducing students to the fundamentals of physiology behavior correlates. In addition, this course introduces students to the clinical ramifications of primitive reflexes and developmental undertones.

PP 7060 Social Psychology (3)

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings are emphasized.

PP 7100 Professional Issues: Ethics, Conduct, and Law (3)

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

PP 7110 Professionalization Group I (1)

These discussion groups for first-year students are led by a core faculty. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience. The professionalization group does not carry academic credit.

PP 7111 Professionalization Group II (1)

This course is a continuation of PP7110 - Professionalization Group I.

PP 7342 Evaluation and Treatment of Diverse and Marginalized Populations (3)

This course is designed to sensitize students to issues of inclusion, exclusion, and power in clinical work with ethnically, racially, and culturally-defined groups, women and men, gay/lesbian/bisexual/ transgendered people, people with disabilities, elders, people with HIV disease, and other groups of involuntary and voluntary affiliation. Students' awareness of their own biases and strengths in human relations is facilitated. Theory and research relevant to the mental health needs of marginalized groups is reviewed, and students develop strategies for integrating this knowledge base into clinical practice. The focus of this course is to empower the students' continual process of self-understanding and awareness in considering the nuances that may impact them as clinicians. In addition, this course supports students in their assessment, case conceptualization, and treatment of diverse and marginalized populations as a means of promoting clinician competency, providing ethical and professional services, and maintaining self-reflexivity.

PP 7352 Clinical Supervision (3)

The aim of this course is to provide students with an overview of theory, research and practice models for clinical supervision. Numerous conceptual models for clinical supervision are described and discussed with an emphasis on the following approaches: developmental, person-centered, psychodynamic, cognitive behavioral, skill training, systemic, and integrated. Students use role plays to begin exploring the nature of the supervisory relationship and their own emerging approach to supervising others. They also discuss common strategies, modalities, training issues and dilemmas.

PP 7360 Clinical Psychopharmacology (3)

This course provides an introduction to psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application.

PP 7365 Clinical Interviewing (3)

This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of an initial assessment. Students examine directive and nondirective approaches to interviewing, and read and discuss theoretical and empirical literature. Through demonstrations, role-playing, and structured exercises, students practice and develop these skills.

PP7370 Cognitive Assessment (3)

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. It covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

Prerequisite(s): (CH) an undergraduate tests and measures course; (ORA) an undergraduate tests and measures course or psychological assessment concurrent; (PHX) undergraduate tests and measures course; (TAM) undergraduate tests and measures course.

PP7371 Objective Personality Assessment (3)

This course introduces the student to the major approaches and techniques for objective personality assessment in adults. Topics covered include general principles and issues in objective assessment, and techniques of personality assessment. The primary emphasis is on the MMPI-2, with an overview of other commonly used measures of objective personality assessment. The class includes a laboratory in which skills in administration and interpretation can be practiced.

PP7372 Projective Personality Assessment (3)

This course covers the Exner Comprehensive System for the Rorschach as well as selected projective tests. In addition to understanding theoretical underpinnings, the student is expected to develop some competency in the administration, scoring, and interpretation of these instruments. The class includes a laboratory in which skills in administration and interpretation can be practiced.

PP7373 Integrative Assessment (3)

The course builds skills in integration of assessment data, communication of results toward answering a specific question, and development of treatment recommendations.

PP8010 Cognitive Behavioral Theory and Therapy (3)

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

PP8020 Person-Centered and Experiential Theory and Therapy (3)

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

PP8030 Psychodynamic Theory and Therapy (3)

The course reviews major schools of psychodynamic theories and methodology of each approach in clinical settings. Both classic psychoanalysis and contemporary theoretical approaches are covered. Attention is given to case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy. Case material is used to help students better understand the theories and techniques.

PP8060 Group Psychotherapy (3)

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are also addressed.

PP8201 Practicum I (3)

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and Practicum II) will focus on assessment issues and the second year on psychotherapy (Practicum III and Practicum IV), or that both assessment and intervention experience will be intermixed over the two years of practicum.

PP 8202 Practicum II (3)

See description for Practicum I (PP8201).

PP 8203 Practicum III (3)

See description for Practicum I (PP8201).

PP 8204 Practicum IV (3)

See description for Practicum I (PP8201).

PP 8501 Clinical Research Project I (1)

This course provides academic credit while students are in the process of completing their Clinical Research Project (CRP). Students who have completed all degree requirements except for the CRP are required to register for CRP credit each semester until their CRP is approved by their faculty committee.

PP 8646 Introduction to Neuropsychological Assessment (3)

This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all of the data available, including historical, interview, observational, and test data.

PP8900 Internship (0)

This course offers a supervised field experience in a variety of community settings.

SP 600 PROFESSIONAL SCHOOL PSYCHOLOGIST IN EDUCATIONAL CONTEXT (3)

This course deals with issues in school psychology, including the history and foundations of school psychology, ethics, emergent technologies, legal issues, professional issues and standards, alternative models for delivery of school-based psychological services, as well as the roles and responsibilities of the school psychologist.

SP 601 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION, DEVELOPMENT, AND LEARNING (3)

This course examines psychological theories of learning and development with a focus on their application to the classroom and school setting. Theories of human development, learning, information processing, teaching, constructivism, motivation, and cultural factors are examined.

SP 602 CHILD AND ADOLESCENT PSYCHOPATHOLOGY (3)

This course focuses on the exploration of the classification, causes, origins (etiology), and treatment of the major psychological disorders that occur during childhood and adolescence.

SP 603 CONSULTATION AND COLLABORATION (3)

This course explores the role of the School Psychologist as a collaborative practitioner with teachers and other professionals in education classrooms and settings as well as with students and parents of students with special needs. Effective consultation and collaboration are key for ensuring the development of programs for children with special needs the success of all children.

SP 604 SPED ASSESSMENT, IDENTIFICATION, AND PLANNING (3)

This course focuses on both the quantitative and qualitative assessment of students referred to or enrolled in special education programs. Major topics include exceptional children, writing IEPs, behavioral observation, psychometric properties of tests, cognitive tests of ability, perceptual-motor tests, and measures of social and emotional functioning.

SP 605 BEHAVIORAL ASSESSMENT AND INTERVENTION (3)

This course examines the major behavioral models and strategies for addressing behavior and emotional problems in the school and classroom setting. Principles of learning theory, behavior modification, and positive behavioral supports will be focused on throughout the course. Behavioral skills and techniques will prepare students to be able to select target behaviors, understand techniques for increasing and decreasing behaviors, and develop interventions skills in areas like contingency contracting and group management strategies.

SP 606 COGNITIVE ASSESSMENT (3)

This course is designed to address the administration, scoring, and interpretation of individual intelligence and cognitive assessment instruments. It includes practice in administering assessments, test interpretation, report writing, and making specific recommendations for teaching strategies and materials.

SP 607 THEORY AND ASSESSMENT O PERSONALITY (3)

This course will provide an examination of personality assessment instruments that are applicable to school settings. Students will administrator, score, interpret, and write psychological reports for selected personality assessment instruments.

*Praxis Exam for School Psychologist required before entering Internship A

SP 671 SCHOOL PSYCHOLOGIST INTERNSHIP A (3) (300 hours)

This course offers the student an opportunity to explore the most important concepts and techniques of school psychology, with emphasis on the specific function and responsibilities of the school psychologist. Internship requires a total of 600 hours to be distributed between Internships A and B. Internships students will be under the supervision of a qualified school psychologist. Pre-requisite: PRAXIS II Exam-Content (School Psychologist)

SP 672 SCHOOL PSYCHOLOGIST INTERNSHIP B (3) (300 hours)

This course offers the student an opportunity to continue to explore the most important concepts and techniques of school psychology, with emphasis on the function and responsibilities of the school psychologist. Internship requires a total of 600 hours under the supervision of a qualified school psychologist. Prerequisite: PSY 671.

Religion (RE) Courses

Course Descriptions

RELIGION (RE)

RE 103 World Religions (3)

Within the context of the dialogue between Christianity and the other world religions, the student will explore the diverse historical, philosophical, and spiritual foundations from which the major religious traditions in the world have arisen. The course examines the lives of their founders, their basic teachings, and the historical development of their communities and institutions, while providing an inter-religious survey of ethics. Offered every semester. This course fulfills the lower division Religious Studies General Education Core requirement.

RE 205 The Christian God and Human Experience (3)

Students probe the nature of human experience and religious meaning, with special attention given to experience of the Judeo-Christian God. Contemporary Catholic-Christian faith is systematically analyzed in terms of its core concepts, values and visions. This study addresses the question and critique of God in the modern world and surveys contemporary theology in a spirit that is Catholic, Christian and Ecumenical. Offered every semester. This course fulfills the lower division Religious Studies General Education Core requirement.

RE 211 The Bible as Controversy (3)

Ancient scriptural documents have erupted into modern controversies, ranging from questions over biblical fundamentalism to the meaning of Jesus in contemporary times. Questions concerning the creation stories, the monarchy of Israel, the movement of Jesus the Jew, the writings of Paul, and the historical and contemporary uses and abuses of the Bible will be examined in detail. Offered annually. This course fulfills the lower division Religious Studies General Education Core requirement.

English 102 and Communication 101 are prerequisites for all upper division courses.

RE 301 Jesus, God and Man (3)

Students will explore the Jesus of History and the Christ of Faith with consideration given to the varied perspectives of the Church's living-faith tradition. Students will study contemporary controversies that pertain to the meaning, person and story of Jesus of Nazareth. Special attention will be given to understanding the applicability of Jesus'

message and spirit for our global human predicament. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 305 Sociology and Philosophy of Religion (3)

Religion from the perspectives of the behavioral sciences, especially sociology, and philosophy; the nature of religious experiences; higher states of consciousness (brought about by the use of drugs or other means); politics and religions; religion in the U.S. today; fundamentalism and electronic-media religions, ritual, belief and myth; faith and reason; problems of evil, death, salvation, immortality, and the existence of God. Cross-listed with PH/SO 305. Offered annually. Prerequisites: any 100-level Philosophy course and SO 200 or consent of instructor. This course may be used to satisfy the 300-level Religious Studies General Education Core requirement or the Interdisciplinary requirement.

RE 306 Early Christianity: Prophets, Martyrs, Virgins and Teachers (3)

This course will examine the central features of early Christian life: the formation of a distinct Christian identity, Christian worship and prayer, morality and ethics, theology and community organization. Of particular concern will be the thought and practice of the early Christians and how this led to the transformation of their culture in literature, spirituality, art, architecture, music and pilgrimage. Offered alternate years. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 307 Christianity in the Modern Age (3)

From the Reformation and Enlightenment periods to the dawn of the Third Millennium, Christianity has wrestled with modern philosophies and ideologies, the birth of the sciences and modernity's socio-political events. Attention will be given to the spread of denominationalism and the ensuing ecumenical movement, the developing gospel of social consciousness, the complex relationship of Christian churches to secular society, the renewal efforts of Vatican II, and the ongoing work of Christian mission. Offered alternate years. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 308 Christian Ethics (3)

Examines the ethical implications of the Christian faith for the individual and community. Students will be engaged in a dialogue among Christian and non-Christian traditions of human dignity and social justice. Special emphasis will be placed on liberation from oppressive social structures, competing images of church and religion in society, and the

assertion that humans are created in the image of God. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 314 Hebrew Scriptures (3)

This course introduces the God of the Old Testament and details Israel's relationship with its God over a two thousand year journey of faith. The sacred writings of the Pentateuch and both the Prophetic and Wisdom literature of Israel will be examined in detail. An understanding of Israel's speech about the God who spoke is worthy study in itself, and an essential theological pre-history for understanding Jesus and Christianity. The significance of these texts for both contemporary Judaism and Christianity will be explored. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 315 Christian Scriptures (3)

This course presents the New Testament times and literature as a rich mosaic of Christianity's primal era. Examined in detail, the Pauline letters and the Gospels will serve as a window into the early Christian movement, its beliefs and practices, its diversity and unity. The major theological themes of these sacred texts will be studied, with special attention given to their application within the Christian tradition and their enduring value for the universal Christian community. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 322 Medieval Life and Thought (3)

This course integrates the perspectives of history and religion into the study of medieval Europe (ca. 500-1500 A.D.). Students will undertake a historical overview of medieval times with a dual focus on both Church and State and their mutual influences. Consideration will be given to significant events, ideas, conditions and personalities that constitute the genesis of Europe and Christendom. Cross-listed with HI 322. Offered alternate years. Prerequisites: Any 100 or 200-level history course and any 100 or 200-level religion course. This course satisfies the 300-level Religious Studies General Education Core requirement or the Interdisciplinary requirement.

RE 324 Sexuality in Christian Life (3)

Students will explore the Christian views of marriage and the single life as a means to making their own informed choices regarding sexuality, with its moral and social responsibilities. Students will examine the paradigm of Jesus as Sacrament and the human response to that image as an adult. They will evaluate differing views regarding human

behavior and lifestyles as consistent with or in opposition to a sacramental understanding of human life. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 326 Christian Prayer (3)

Christian prayer emerges from the human response to the Trinitarian understanding of God that develops out of the experiences of early and continuing followers of Jesus Christ. Students will study both its communal and individual aspects recognizing the correlation between them in terms of life in the Christian community and the world. Students will engage in the study of several aspects of prayer, its foundation in Jesus' life and ministry, its development as communal celebration and its continuing source for personal relationship with God. Students will be encouraged to develop their personal prayer life through participation in prayer activities throughout the term. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 336 Ethics of Leadership (3)

Students explore the relationship between ethics and leadership in a variety of settings, within the context of an ecumenical and inter-religious dialogue. Special attention will be given to moral development theories, value conflicts and diversity, and servant leadership as a model for contemporary leadership. The goals include assisting students in their study and understanding of the personal and social dimensions of ethical perspectives and learning effective methods for dealing with relevant ethical issues within leadership studies. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 338 Religion, Philosophy and Social Ethics (3)

Designed to give students an interdisciplinary experience in the study of social ethics from the perspectives of theology, religion and philosophy. Students will explore the theory and practice of social ethics and develop the knowledge and skills for philosophical and theological critique of ethical systems and social policy. Cross-listed with PH 338 and SO 338. Offered annually. Prerequisites: Any 100 or 200-level Religion course or any 100-level Philosophy course or consent of instructor. This course may be used to satisfy the 300-level Religious Studies General Education Core requirement or the Interdisciplinary requirement.

RE 346 Influential Women in Christianity (3)

This course surveys the life and work of especially significant women in Christianity with an emphasis on the Catholic Church. Analytical discussion employing socio-cultural, philosophical, theological, and feminist approaches will help students to understand how

women have been perceived in Christian history and literature. The struggles and successes of these women will exemplify how strong faith can overcome obstacles based on stereotypes and other images. Offered alternate years. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 347 Justice, Development and Human Rights (3)

This course examines the inter-relationships between justice, development and human rights norms and institutions at the global level. Students will explore the historical development of these concepts and their application and evolution from the 19th century to the present. Particular emphasis will be placed on the cotemporary dialogue between Catholic Social Thought and secular international institutions that sets global norms for justice, human development and the international human rights regime. Cross-listed with POL 347. Offered annually. Prerequisites: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement.

RE 357 Christians and Buddhists in Dialogue (3)

This course surveys both Christianity and Buddhism, their individual responses to questions of ultimate meaning, and their shared dialogues toward mutual understanding and challenges. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement or the Global Awareness requirement.

RE 359 India: Crossroads of Religions (3)

Throughout its history, India has been the site for the beginnings of major religious traditions and the home for imported ones as well. In the context of world religions, India serves as the fruitful ground for inter-religious dialogue as encouraged by the document *Nostra Aetate* from the Second Vatican Council. This course will explore the meaning of inter-religious dialogue in India, and how the society and history of India has shaped and been shaped by the many religious traditions within its borders. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement or the Global Awareness requirement.

RE 365 Introduction to Chinese Thought (3)

Students will explore Chinese thought, political structures, and patterns of harmony that have contributed to the development of Chinese culture and life. The specific emphases will include shamanism, Chinese folk religion, and the traditions of Confucianism, Taoism, Chinese Buddhism, and Neo-Confucianism. Contemporary Chinese literature will be used to explore Chinese life and religion today, as well as provide a critical frame for the analysis of

western notions of philosophy and religion relative to the Chinese perspective. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement or the Global Awareness requirement. If used as an elective within the major, it cannot be used for General Education requirements.

RE 371 Nursing: Ethics and Spirituality (3)

This nursing and religious studies course explores the foundations of nursing practice from the perspectives of ethics and spirituality. The goal is to prepare nursing students to confront, understand, and communicate contemporary ethical issues, integrating a personal and social spirituality that will ground their service in the nursing profession. They will explore the Ethical and Religious Directives for Catholic Health Care Services by the United States Conference of Catholic Bishops as an example of the integration of ethics and spirituality in health care. Prerequisite: RE 103, RE 205, or RE 211. This course may be used to satisfy the 300-level Religious Studies General Education Core requirement or the Interdisciplinary requirement.

RE 380/480 Special Topics (3)

Selected topics in religious studies to be announced. Past offerings include Catholic Intellectual Tradition, Judaism, Religious Education, Theology and Politics, Liturgy and Christian Worship, Spirituality of Thomas Merton, Jewish Prophets, and Taoism. May be repeated. Prerequisites vary according to topic. RE 380 Special Topics may be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 390 Transformational Leadership (3)

Transformational leadership begins with recognizing and understanding one's own giftedness in the image of Christ to authentically respond to opportunities to serve and lead for the greatest good of the world. Building upon the servant leadership examples of biblical leaders, Chaminade's Marianist founders and other contemporary Christian models, this course is designed to equip students with the purpose-centered skills, principles, attitudes and practiced experience needed to become transformational leaders of tomorrow whether it be among their peers, in their families, church communities, workplace, graduate school, or in public service. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core requirement. For Religious Studies majors, this course will fulfill the Capstone requirement if additional requisites are met.

RE 425 Religion, Science and the Modern Prospect (3)

Can a person meaningfully believe in God in a world of quantum indeterminacy? Can the many discourses of the world's religions help us to find hope in a world that the sciences tell us started with a big bang and is evolving towards a heated death? This course brings the method of the philosophy of science and that of the philosophy of religion to focus on what the sciences and religions actually do and what their respective perspectives tell us about our realities. It will be argued that contrary to the customary image of sciences and religions locked in conflict, these inquiries actually share a domain of mutual interest. Cross-listed with PH 425. Offered alternate years. Prerequisite: Any 100 or 200-level Religion course or any 100-level Philosophy course or consent of instructor. See current syllabus for themes and focus of this interdisciplinary course. Satisfies the Interdisciplinary requirement.

RE 431 Environmental Ethics (3)

Examines religious perspectives on ethical issues within the context of an ecumenical and inter-religious dialogue in the field of environmental studies, with particular attention paid to contemporary Catholic ethicists. The goals are to assist students in their study and understanding of the personal and social dimensions of these ethical perspectives and learn effective methods for dealing with relevant ethical issues within environmental studies and sustainable practices. Fulfills interdisciplinary course requirement. Cross-listed with ENV 431. Offered alternate semesters. Prerequisites: RE 103, RE 205, or RE 211; and ENV 100 or permission of instructor. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 433 Media Law and Ethics (3)

Examines the secular and religious perspectives of law and ethics in the media communication fields. Study includes First Amendment issues, prior restraint, defamation, privacy and copyright. Perspectives on personal and social meaning and moral judgement within contemporary writers in philosophy and theology of communication. Fulfills interdisciplinary course requirements. Cross-listed with COM 433. Offered spring semester. Prerequisites: COM 200 and RE 103 or RE 205 or permission of instructor. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 435 Ethics and Criminal Justice (3)

Examines Christian perspectives on ethical issues in the field of criminal justice. The goals are to assist students to develop an understanding of the personal and social dimensions of these ethical perspectives, methods for dealing with relevant ethical issues, and the historical development of the Christian community's reflections and moral teachings relevant to criminal justice. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of practical knowledge

regarding the inherent complexities and day-to-day operations of the American criminal justice system. Fulfills interdisciplinary course requirement. Cross-listed with CJ 435. Offered every semester. Prerequisites: RE 103, CJ 151 or CJ 201, or permission of instructor.

RE 450 Hawaiian Oral and Religious Traditions (3)

Religion has, first of all, explanatory functions: it answers systematically the overall “why” questions. Secondly, it has validating functions: it sanctions all basic institutions, values, goals; sets the standard of righteousness, personal conduct, social orders and continuity. Discussions of Hawaiian religious beliefs will establish a cultural foundation on which a clearer understanding of Hawaiian religious practices can be built. It will introduce the student to historical, cultural and religious experiences and development of the Hawaiian society from pre-contact Hawaii to the monarchy. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. Fulfills Global Awareness course requirement. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 460 Buddhism (3)

This course will explore the basic teaching of Buddhist religions through the historical development of early Buddhism and the major three branches of Theravada, Mahayana and Vajrayana. The major concepts of truth, happiness versus suffering, and interconnection of all beings will be critically discussed to illustrate the significant meaning of various types of relationships and the objectives of purposeful living. Buddhist and Catholic understandings of social issues like peace and justice will be compared and analyzed. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. Fulfills Global Awareness course requirement. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 461 Zen: Self, Being and Time (3)

A general survey of the historical development of Zen Buddhism in the East and the West will introduce student to this popular subject for many Westerners. Samples of meditation will illustrate the meaning and practice of Zen. Analytical discussion and comparison of concepts such as self, being, and time will provide students with the opportunity to understanding this tradition from their own faith background. Students will also practice zazen. Offered annually. Prerequisite: RE 103, RE 205, or RE 211. Fulfills Global Awareness course requirement. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 463 The Psychology of Death and Dying (3)

The scope of this course is an exploration into the domain of death and dying. The focus of the course will be a psychological, philosophical, theological, ethical, biological, social and scientific inquiry to the nature of death. Topics to be examined include nature of death, life after death, assisted suicide, right to die, suicide, bereavement, death system, death counseling, death in society, and Eastern approaches to death. Focus on death will be guided by concepts derived from evolutionary theory, the stress response and stress management. Fulfills interdisciplinary course requirement. Cross-listed with PSY/PH 463. Offered annually. Prerequisites: PSY 101 or RE 103.

RE 471 Taoism (3)

Students will explore Taoism through its religious and philosophical thought and practices. This will entail a journey into Chinese shamanism, the Tao Te Ching, and later religious practices including magic, divination, ceremonies and rituals, and internal alchemical Taoism. Taoist meditation, yoga and OiGong will be examined, as well as the influences of Taoism on Chinese medicine, feng shui, martial arts, aesthetics, Ch'an Buddhism and neo-Confucianism. Students will practice T'ai Chi Ch'uan as part of this course. Offered alternate years. Prerequisite: RE 103, RE 205, or RE 211. Fulfills Global Awareness course requirement. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 472 Confucianism (3)

Students will explore the basic teaching of Confucianism through the works of Confucius, Mencius, Hsun Tzu, Fei Tzu, and the Neo-Confucians. Special attention is given to fundamental concepts such as Jen (human heartedness), Yi (right choice/conduct), Chih (wisdom), Hsin (sincerity), Li (propriety/ritual), Tao, Te (virtue), Li (principle), and Chi'I (energy). Offered alternate years. Prerequisite: RE 103, RE 205, or RE 211. Fulfills Global Awareness course requirement. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 473 Holocaust (3)

Students will examine the history of anti-Semitism that led to the tragic destruction of most of European Jewry in the Holocaust. It involves a critical reflection on the relationship between Christianity and Judaism and the sources of the anti-Jewish polemic and modern anti-Semitism. From Elie Wiesel's autobiographical accounts to numerous stories and experiences of the Holocaust, students will confront their own doubts and fears, hopes and dreams about the meaning of humanity after the Holocaust. Cross-listed with PH 473. Offered annually. Fulfills the interdisciplinary course requirement. Prerequisite: Any lower division Religion course; any 100-level Philosophy course, or consent of instructor.

RE 475 Transpersonal Psychology (3)

A phenomenological exploration of spiritual experience and self-transformation; focus on eastern and western traditions such as Hinduism, Buddhism, Taoism, mystic Judaism, Christian mysticism, and Sufism. The approach is interdisciplinary, integrating Psychology, philosophy and religion. Meditation exercises will be taught as part of the class. Fulfills either interdisciplinary or global awareness general education requirement. Cross-listed with PH/PSY 475. Offered alternate years. Prerequisite: PSY 101; and RE 103 or any 100-level Philosophy course or consent of instructor.

RE 476 Buddhist Psychology (3)

A phenomenological exploration of psychological concerns such as feeling, thinking, behavior and therapy from a Buddhist perspective, including classical Buddhism, Theravada Buddhism, and Mahayana Buddhism. Special emphasis will be given to Ch'an/Zen Buddhism. The focus of the course will be on the Buddhist concepts of self, existence, meditation, suffering, consciousness, and causality. Fulfills either interdisciplinary or global awareness requirement. Cross-listed with PSY 476. Offered alternate years. Prerequisites: PSY 101 or RE 103. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 477 Daoist Psychology (3)

This course will examine the domains of consciousness, self, behavior, spirit, social interaction, and therapeutic intervention from the perspective of Daoism. The course will explore Taoist Psychology as found in the I Ching, Dao De Ching, Chuang Tzu, Leih Tzu, and later Daoists. The course will examine the relationship between the Daoist perspective and the contemporary psychological perspectives of humanistic Psychology and existential Psychology. To assist the exploration of the psychological approach to Daoism, T'ai Chi Chu'an, Ch'I King, and Daoist breathing exercises will be taught as part of the class. Fulfills either interdisciplinary or global awareness requirement. Cross-listed with PSY 477. Offered annually in the Fall semester. Prerequisites: PSY 101 or RE 103 or permission of instructor. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 478 The Psychology of Taijiquan (3)

This course explores the art of Taijiquan from an interdisciplinary perspective that incorporates Psychology, philosophy, science and religion. The long form of the Yang style will be taught and T'ui Shou and Ch'I Kung will be included as supplements. The course will examine the cultural influence of Shamanism, Confucianism, Taoism, Ch'an Buddhism, Neo- Confucianism, and the I Ching on the moving meditation of Taijiquan. The influence of Taijiquan on such areas as physical health, mental well-being, consciousness, spirituality, culture, and martial arts will also be explored. Cross-listed with PSY 478. Offered annually in

the Spring semester. Fulfills either interdisciplinary or global awareness requirement. Prerequisites: PSY 101 or RE 103 or permission of instructor. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 487 Community Service Internship (1 to 9)

Students will select a community service project that will involve them in volunteer work in religious or other non-profit institutions providing direct service to the community. They are required to maintain a journal of their work experience, attend scheduled reflection sessions, prepare a final paper based on the experience, readings, and their reflection sessions, and present a job evaluation from the on-site supervisor. Selection based on permission of program advisor, job supervisor, and application interview. Credits awarded according to work load. Offered every semester. Prerequisite: RE 103, RE 205, or RE 211; junior or senior standing; and consent of program advisor. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 490 Senior Seminar (3)

This is the capstone seminar for the Religious Studies majors. Majors will select a topic from their area of study, develop a research plan, and implement that plan to produce a final work that will be presented at an open forum at the conclusion of the semester. Sessions will be held throughout the semester to cover topics of interest to the participants and the enhancement of their understanding of the field. Offered annually. Prerequisite: Senior in Religious Studies; majors must have completed at least 21 credits or consent of program advisor. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 499 Directed Study (1 to 3)

Individualized study on a topic arranged through the program advisor. Prerequisite: Junior or Senior standing, and consent of program advisor. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 500 RESEARCH METHODS (1)

Students will be introduced to the resources and skills required for effective research and writing in graduate-level study in theology.

RE 501 FOUNDATIONS OF BIBLICAL THEOLOGY (2)

Students will be introduced to the historical, literary, and religious aspects of the Bible as scripture and a record of a people's faith journey. Historical data for each of the books of the Bible, story narratives, source theories, interpretive styles, and critical methodologies will be

covered so that students will have a foundational understanding of the way the texts have been used within the relevant communities of faith.

RE 502 FOUNDATIONS IN SYSTEMATIC THEOLOGY (2)

Students will be introduced to the major topics within systematic theology and will study each of the topics with a variety of relevant methodologies. They will become acquainted with the theological discipline, its terms and central concepts, and the ways each church and denominational tradition influences the reading of theology and its meaning for the faith communities.

RE 503 FOUNDATIONS IN HISTORICAL THEOLOGY (1)

Students explore and engage the representative texts in the related fields of church history, history of Christianity, and historical theology. Through a process of reading, writing and discussion of specific texts, students will probe the historical narratives through which authors have communicated their vision of the people, events, and institutional realities that have shaped the story of Christianity.

RE 504 FOUNDATIONS IN MORAL THEOLOGY (1)

Students will explore the development of moral theology in the Christian tradition, and its relationship to moral philosophy and ethics. Emphasis will be on clarifying Catholic Moral Theology, its historical development in relation to emerging theological stances in the Christian tradition and moral discourse in the wider society.

RE 515 INTRODUCTION TO THE NEW TESTAMENT (3)

Students will explore the development of the New Testament within the context of early Christianity. The major exegetical tools will be applied to an understanding of historical-critical meaning that leads to contemporary application.

RE 602 RETREAT: SPIRITUAL JOURNEYS (1) (REPEATABLE)

Students will share an intensive 15 hour residential retreat focused on prayerful reflection of their own spiritual journey. They will explore the relationship between their personal spiritual journeys, the study of theology, and service to the Church and community. The retreat will include structured prayer and group reflections, the role of theology in Church and society, as well as experimental learning connecting theology and pastoral ministry. This is a requirement for graduation and is offered in alternative years, generally in conjunction with PL 601 Theology of Leadership. It may be repeated.

RE 600/401 PROPHETS AND WRITINGS (3)

Students will explore the Major and Minor Prophets and Writings, including Psalms, Ruth, Lamentations, and Daniel, 1 and 2 Chronicles and Wisdom Literature.

RE 606/400 PENTATEUCH AND HISTORICAL BOOKS (3)

Studies the distinct theological traditions found in the first five books of the Bible and surveys the historical books. Students will examine the four great traditions relative to their historical period, and the other traditions with which each is joined. Emphasis on exegesis of selected passages in the Pentateuch and the Historical Books.

RE 607/413 SYNOPTIC GOSPELS AND ACTS (3)

Provides general survey of Matthew, Mark and Luke/Acts. Examines the particular religious issues, cultural background and needs of the different communities from which these Gospels were written. Enables students to understand the distinct theological vision of each on the synoptic gospels and Acts.

RE 608/415 PAULINE CORPUS AND CATHOLIC EPISTLES (3)

Introduces St/ Paul, his writings, and other significant epistles in the New Testament. Students will explore what can be known about Paul's life from his own writings and from other witnesses. Also looks at the other major epistles developing their themes in relation to the Pauline letters.

RE 609/414 JOHANNINE WRITINGS AND REVELATION (3)

Introduces the Gospel of John and the Revelation of John (Apocalypse). Explores the content and context of these New Testament scriptures and discusses their relevance for contemporary Christian worship and spirituality.

RE 616/416 HISTORY AND THEOLOGY OF VATICAN II AND THE CATHOLIC CATECHETICISM (3)

The course studies the significant ecclesial renewal confirmed by the Second Vatican Council; the People of God, the universal call to holiness, privileges, and responsibilities of the baptized community of disciplines in mission, the role of ordained and lay faithful. It presents the foundational images of the Church as described by the Second Vatican Council. It familiarizes the student with Catholic Doctrine and belief as presented in the Catechism of the Catholic Church.

RE 621/411 HISTORY OF THE EARLY CHURCH (3)

This course surveys in depth the history of the Church: from its historical, and theological beginnings through the Middle Ages, Renaissance, and Reformation. Specific consideration will be given to: apologetic and patristic literature, theological and conciliar tracts, struggles

between orthodoxy and heresy, schools and monasteries, the politics and polities of the institutional church.

RE 622/422 INTERRELIGIOUS DIALOGUE/ECUMENICAL MINISTRY (3)

The student will study efforts to recover the unity of all Christians as the gift of Christ and the work of the Holy Spirit, the common spiritual values shared by all believers and non-believers, the similarities and differences among the Catholic tradition and other Christian traditions, Jewish faith and tradition and other non-Christian religious traditions and the gifts they bring to humankind.

RE 626/426 THEOLOGICAL ANTHROPOLOGY SIN AND GRACE (3)

The student will learn basic aspects and principles of Christian anthropology: incarnation, grace, sin, redemption, resurrection, the sacredness of human life, etc. The course will also look at issues in eschatology: death, particular judgement, purgatory, hell, heaven, last judgement, and the hope of the new heaven and the new earth.

RE 628/428 NEW EVANGELIZATION SMALL CHRISTIAN COMMUNITIES (1 to 3)

The student will learn the theological and scriptural foundations of Catholic evangelization and catechesis, develop an appreciation for strategies for evangelization in the United States in Go and Make Disciples, skills in adult catechesis, the nature and purpose of Small Christian Communities in the contemporary Church.

RE 629/RE 429 CATHOLIC SOCIAL TEACHING (3)

RE 629/RE 429 is part of the Diaconate Education Program. We will explore Catholic Social Thought, community and the common good. We will discuss the impact of Catholic Social Thought on the Church and society as Christians work toward a more peaceful and just society within a pluralistic secular world. Our work will include a detailed look at discussion within the Church on the nature and meaning of Catholic Social Teaching and how this is lived by the Church in the contemporary world.

RE 637/408 CHRISTOLOGY AND TRINITY (3)

The course examines approaches taken by contemporary theologians in discussing Jesus the Christ and his significance for the Christian faith. It looks at God as unity and trinity, God's self-revelation in the person of Jesus, traditional, and contemporary Christological issues relating to Jesus life, death, and resurrection. Prerequisites for RE 637; either RE 607, 608 or 609: Prerequisite for RE 408 in the diaconate program is RE 501 or permission of the instructor.

RE 642 /405 ECCLESIOLOGY- THE NATURE AND MISSION OF CHURCH (3)

Vatican II invited the Roman Catholic community to renew its understanding of the nature and mission of the Church in the world today. In this course, students will examine how the Church today is invited to understand itself in light of its ongoing journey, its assumption of a sacramental perspective and worldview, and its relationship with other Christian communities and global faiths.

RE 643/407 SACRAMENTAL THEOLOGY AND PRACTICE (3)

Detailed study of the principle of sacramentality and of the individual sacrament, stressing the historical development of each and its contemporary renewal. RE 661 APPROACHES TO MORALITY (3) The student will explore and discuss the foundations of Christian morality, consisting of a historical survey of approaches and developments from the New Testament period to the present.

RE 662 CONTEMPORARY MORAL PROBLEMS (3)

An open approach to contemporary moral issues within theological perspectives.

RE 664/410 MORAL THEOLOGY: FUNDAMENTAL AND APPLIED (3)

Within an ecumenical and inter-religious discourse, the student will apply contemporary moral and ethical reasoning to the various personal and social issues encountered in contemporary society.

RE 680 SPECIAL TOPICS IN SYSTEMATIC THEOLOGY (1 to 3)

Special Topics are theme courses that are offered on an irregular basis. They include modern theological movements, God and human existence, ecumenical theology and dialogue, theology of ministry, politics of the sacred, religion and science, religion and art, theology and film. This course is repeatable. This is a variable credit course.

RE 685/412 PASTORAL COUNSELING (3)

Study of contemporary methods of counseling in use today with specific emphasis on major concerns faced by counselors in the pastoral area.

RE 687 INTRODUCTION TO SPIRITUAL DIRECTION (2 to 3)

This introductory course will enable the student to explore the process of Spiritual Direction. It will involve one, in the skills needed to help others with their religious experience, including prayer. Basic listening and counseling skills will be practiced. Selected related topics including the theological contexts of spirituality, integration, ministry, and professional ethics as related to Spiritual Companionship and Spiritual Direction, the difference between Spiritual Companionship, Spiritual Direction, and Pastoral Counseling, and the complex issue of when and how to refer to counseling will be discussed.

RE 689 RETREAT SPIRITUAL-DIRECTION/COMPANIONSHIP (1)

This retreat will enable participants to strengthen their understanding of Spiritual Accompaniment/Companionship. They will practice the skills of listening and accompanying/companionship another within the context of prayer, explore the importance of the “contemplative posture”, practice helping the other to “notice” God’s presence, inviting God into one’s experience, and sharing that experience with a Spiritual Companion/Director. Finally, participants will discuss the importance of professional boundaries and the delicate question of when and how to refer to counseling or Spiritual Direction. May be repeated for credit.

RE 730/404 HOMILETICS (3)

Students will learn the form and structure of homily, techniques for research and presentation, and its context within the Eucharistic celebration. Emphasis on application of techniques of presentation during shared class time.

RE 731/406 CODE OF CANON LAW (3)

Students will explore the role and meaning of Canon Law in the Church. General principles of interpretation, history and its relationship to theology and pastoral praxis will be discussed. The class will focus on selected topics relevant to those in ministry.

RE 740/418 MARY IN THE CHRISTIAN TRADITION (1 to 3)

Our subject is the person and role of the mother of Jesus in religion and culture. We will examine the Scriptural teaching on Mary and continue with the historical developments in the patristic medieval, reformation and modern periods. Our course continues with anthropological considerations of Marian legends, devotions, and apparitions through depth psychology and art. This is a variable credit course.

RE 790 PASTORAL THEOLOGY SEMINAR (1)

Designed as the closure experience for practitioners, students will participate in a Capstone Seminar devoted to integration of their program studies and the outcomes of the program. Prerequisite: admission to candidacy, completion of at least one summer retreat.

PL 670/PSY 521 PERSONALITY (3)

This course provides the study of personality and its theoretical development, including assessment, major theories, history, and continuity and change. The focus is on understanding personality and its relationship to counseling theory and techniques.

PL 671/PSY 601 ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING (3)

This course examines ethical, legal, and professional issues central to the practice of community counseling, school counseling, marriage and family therapy, and group work. Development of professional identity, ethical responsibilities and legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations.

PL 673/PSY 603 INTRODUCTION TO COUNSELING SKILLS (3)

First Benchmark Course PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.

PL 675/PSY 611 GROUP PROCESSES (3)

Second Benchmark Course PSY 611 is the second benchmark class where the MSCP faculty continues to observe the actual interpersonal skills and competencies of the students. This course explores the theoretical nature of groups and the application of group theory to the group counseling process. In examining and applying theories of group counseling, the student counselor gains selfunderstanding of peer behavior, group dynamics, and the group building process as a function of participation in the group process. Prerequisite PSY 603.

PL 772/PSY 736 CROSS-CULTURAL COUNSELING (3)

This course will be an examination of the theory and processes of counseling persons in mental health, school, and marriage and family contexts from the perspectives of clients from diverse cultural backgrounds by counselors of equally diverse cultural backgrounds. The focus of the course will be on the impact of the counselor's prejudices, biases, values, ethics, and social/cultural expectations on the counselor from a culturally diverse background. The client must be seen as part of an integrated system of mutually reciprocal components (family, environment, school, social structure, friends, culture, etc.). The counseling context will be viewed from a holistic, integrative perspective rather than an individual perspective.

PL 775/PSY 773 SPIRITUAL DIMENSIONS OF COUNSELING (3)

For some people, spirituality has been called the fifth force in counseling and psychology. This course will explore the nature, meaning, and significance of human spirituality and religion, especially as they relate to the counseling experience. To facilitate discovery, the course will employ self-examination, sharing of experiences, reading, lecture, various exercises, projects, research, and guest speakers.

Course Descriptions

SOCIOLOGY (SO)

SO 200 Introductory Sociology (3)

Introduction to the theories and to the scientific research methodology and knowledge, as they relate to the understanding of the structure, process, and functions of society and human behavior; exposure to the major social issues, such as deviance, class, gender and race relations, and to the major social institutions, like the family, that make up society. Course offered every semester.

English 102 and Communication 101 are prerequisites for all upper division courses.

SO 302 Theory in the Behavioral Sciences (3)

Systematic treatment of contemporary theory in anthropology and sociology through examining the historical development of social thought and the intellectual growth of the analysis of human behavior and societies. Course offered biennially.

SO 305 Sociology and Philosophy of Religion (3)

Religion from the perspectives of the behavioral sciences, especially sociology, and philosophy; the nature of religious experiences; higher states of consciousness (brought about by the use of drugs or other means); politics and religions; religion in the U.S. today; fundamentalism and electronic-media religions, ritual, belief and myth; faith and reason; problems of evil, death, salvation, immortality, and the existence of God. Cross-listed with RE/PH 305. Offered annually. Prerequisites: any 100-level Philosophy course and SO 200 or consent of instructor. This course may be used to satisfy the 300-level Religious Studies General Education Core requirement or the Interdisciplinary requirement.

SO 308 Social Problems (3)

Inquiry into the nature, extent, causes, effects, and possible solutions to the important problems confronting modern American society. Course is offered biennially.

SO 311 Marriage and the Family (3)

Study of marriage and the family as basic institutions in American society. Emphasis is placed upon theory and research in this area with consideration given to social change and interpersonal relationships. Course offered biennially.

SO 317 Social Research Methods and Evaluation (3)

Introduction to the quantitative and qualitative research methodologies and designs, used in the behavioral and social sciences; the scientific method, measurement, sampling, ethics in research, and the application of descriptive and inferential statistics to research data to evaluate research questions. Course offered annually in Spring semester. Prerequisite: MA 103.

SO 327 Career Development in the Behavioral Sciences (3)

This course examines vocational values, interests, and aptitudes in the identification and development of a career in the Behavioral Sciences, specifically Behavioral Sciences programs, Criminal Justice, Anthropology, and Psychology. The vital role of a student's academic background is explored relative to creating a goodness-of-fit between the student and the world of work. Students will be introduced to career guidance programs, develop a career personality profile, generate a career road map, and investigate/utilize career development tools and techniques. A broad spectrum of resources will be explored against the backdrop of local, national, and international job market trends, and the goals, interests and abilities of the job seeker. Behavioral Science Division requirement. Offered each semester. Division majors will have priority enrollment; non- majors will be enrolled based on space availability. Cross-listed with AN 327, CJ 327, and PSY 327. Prerequisite: SO 200.

SO 331 Asian American Communities (3)

Historical, cultural, and social analysis of selected Asian American communities in the context of their heritage and their U.S. and Hawaii experiences. Looks at Asian American identity, role, and contributions in American culture. Fulfills Global Awareness course requirement. Course offered biennially.

SO 338 Religion, Philosophy and Social Ethics (3)

Designed to give students an interdisciplinary experience in the study of social ethics from the perspectives of theology, religion and philosophy. Students will explore the theory and practice of social ethics and develop the knowledge and skills for philosophical and theological critique of ethical systems and social policy. Cross-listed with PH 338 and RE 338. Course offered annually. This course may be used to satisfy the 300-level Religious Studies General Education Core requirement or the Interdisciplinary requirement. Prerequisites: Any 100 or 200-level Religion course or any 100-level Philosophy course or consent of instructor.

SO 360 Sociology & Philosophy of Gender (3)

An interdisciplinary course on gender from the perspective of the social sciences, philosophy, and the humanities. Students will evaluate arguments which view gender as a cultural construct or as corresponding to an essential reality. The nature of masculinity and

femininity will be explored as will major issues of public policy. Cross-listed with PH 360. Offered every two years. Fulfills interdisciplinary course requirement. Prerequisites: any 100-level Philosophy course or SO 200 or consent of instructor.

SO 380 Special Topics (3)

Selected topics in sociology to be offered, such as Social Issues in Hawaii. Past offerings include Urban Sociology. Prerequisites vary according to topic.

SO 401 Race and Ethnic Relations (3)

Concept and current theories of race. Causes and results of race and group prejudices. The position of races and minority groups in the United States. The effects of interracial contacts. Fulfills Global Awareness course requirement. Course offered biennially. Prerequisites: junior or senior status or permission of instructor.

SO 407 Society and Mental Disorders (3)

Definition and classification of mental disorders; theoretical overviews of neurotic reactions and functional psychoses; description of personality and sexual disorders; the role of society and culture in epidemiology and control of the mental patient. May be substituted for PSY 424 with approval of program advisor. Course offered biennially. Prerequisites: junior or senior status, or permission of instructor.

SO 412 The Sociology of Sports (3)

Analysis of sport as a social institution, its structure and function throughout history. Examines male and female roles, race and sports, economics and politics and sport, the role of coaches, athletes, fans, and the media, and deviance and violence in sport. Course offered biennially. Prerequisites: junior or senior status, or permission of instructor.

SO 480 Special Topics (3)

Selected topics in sociology to be announced. Past offerings include Sociology of Health and Sociology of Occupations. Future topics include Asian American Experience and American Culture. Student learning outcomes met by this course will vary according to the topic and focus of the course. Prerequisites vary according to topic.

SO 487 Internship (1 to 3)

This course is composed of fieldwork in a community services agency. Students will demonstrate an understanding of: 1) the scientific method and its application; 2) human and cultural diversity; 3) social and individual dynamics; 4) the relationship between the self and

the group. Cross-listed with AN 487. Course offered annually. Course offered as an IS (Individualized Study) Prerequisites: SO 200, junior or senior status, or permission of instructor.

SO 491 Juvenile Deviancy and Juvenile Justice (3)

Patterns of deviancy in youths, with particular emphasis on roles and relationships of the family, school, and peer groups; theories of causation and influence of middle-class culture on deviancy. Cross-listed with CJ 491. Course offered annually in the Fall semester. Prerequisite: CJ 291.

SO 494 Senior Thesis Research (3)

Limited to senior students majoring in behavioral sciences. Students will design a research project in the area of their interest and gather data for their senior thesis. Cross-listed with AN 494. Course offered every semester as an Individualized Study course. Prerequisites: SO 317 and senior standing in behavioral sciences.

SO 498 Senior Thesis (1)

Limited to senior students. Students pursuing a concentration in sociology will prepare a thesis incorporating theory, methodology, and data gathered in SO 494. Course offered every semester as an Individualized Study course. Prerequisites: SO 494 and senior standing in behavioral sciences.

SO 499 Directed Study (1 to 3)

Individualized study on a topic arranged through the program advisor. Offered every semester. Prerequisites: junior or senior standing; and consent of program advisor.

Surf Studies Courses

Surf Studies Courses

Surf Studies (SURF)

SURF 341 Surf Studies in Hawaii (3)

This is the introductory course for the Surf Studies minor/certificate program. Surf Studies in Hawai'i presents surfing as a global cultural phenomenon that has Hawai'i as its place of origin. Students develop skill at analyzing and critiquing key aspects in the growth of surfing culture through the study of diverse cultural perspectives using sources that include books, magazines, film and other aspects of popular culture, as well as interviews with key people in contemporary surf culture. The course is forward-looking with regard to contemporary technological developments (e.g. artificial surfing sites, jet-skis) and the introduction of surfing into the Olympics. Because of Hawaii's centrality to global surf culture, students' own experiences as surf participants and spectators figure prominently in the course.

SURF 351 Philosophy of Surfing (3)

One of the most influential historians of classical western philosophy in the past 25 years is Pierre Hadot, whose ground breaking work emphasized that philosophy as practiced in the ancient world was always more than an academic pursuit, it was a way to organize and live an examined life that addressed issues of ethics, physical/emotional/mental health, connection to nature, and, ultimately, the goal of human being. For this reason, many contemporary authors have begun to refer to avid surfers as possessing a kind of philosophy of life. This course will examine the philosophical theories of Hadot and a few others and consider whether the writings of modern surfers correspond or conflict with these theories.

SURF 361 Business and Entrepreneurship in Surfing (3)

Overview of different dimensions of the surfing industry; case studies in surf business and entrepreneurship; surf tourism; Surf design; ethics and impacts of surfing industry.

SURF 371 Environmental Studies and Surf Science (3)

This course will explain, explore and analyze surfing from a scientific perspective. The course summarizes the dynamic meteorological, oceanographic and coastal phenomena that determine the size, shape and frequency of ocean swells, inshore waves, tidal bores and tsunamis. The course explores the relationships between the many sizes and shapes of surf

boards and the types of waves each is designed to best surf. The course requires students to analyze surf skills, catalog terms that describe them, like “floater,” “hanging ten” and “pearl” and explain the dynamic physical processes that enable us to catch a wave, or not and bust these moves. Students will also identify anthropogenic ocean threats that degrade surf breaks, coral reefs and water quality and learn how to protect each.

SURF 410 Surfing and Marine Science (3)

Wave dynamics and theory; meteorology and surfing; surfing and the nearshore coastal environment; surfing environmental impacts; surfing and climate change; surfing as a vehicle for conservation messaging.

SUR 480 Special Topics in Surf Studies (3)

This course is designed for Surf Studies minors. Topics include, but are not limited to Surf Feminism; Surfing in Film and Television; Health, Fitness, and Nutrition in Surfing; Surfing and the Olympics, etc. May be repeated for credit.

