



Chaminade University Of Honolulu



2008-2009
UNDERGRADUATE GENERAL CATALOG

Chaminade University of Honolulu
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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 post-secondary 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.

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Memberships

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
College Entrance Examination Board
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Servicemembers Opportunity Colleges Associate Degree Program
Western Association of Schools and Colleges
Western College Association

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.

The designated Title IX coordinator is Bro. Frank Damm, Freitas Hall 211, phone 808 739-4645. For the full treatment of the Chaminade discrimination and harassment policy see the University Policy Manual Volume II Section 2.3.

Reservation of the Right to Modify

The information contained in this catalog is considered to be descriptive in nature. It does not constitute an irrevocable contract between the student and Chaminade University. The University reserves the right to make any changes in the contents of this catalog or in the documented course of study that it deems necessary or desirable. These changes are made through established procedures and announced by the University in its publications.



Chaminade University

OF HONOLULU

19 June, 2008

The changes below have been made to the 2008-2009 Undergraduate General Catalog that was published in May 2008.

Changes.

- 1) The following line has been added to the course description of PSY 490, found on pages 208 and 213 "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."
- 2) Correction of the Family Discount found on page 28 from 20% to 10%.
- 3) Correction of SO/CJ/HI/RE 495 from 3 credits to 1 credit.

A handwritten signature in black ink that reads "John H. Morris".

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Contents

Chaminade University of Honolulu	5
Academic Affairs	18
Admissions	21
Expenses	25
Financial Aid	34
Student Affairs	35
Campus Security & Drug Policy	40
Registration and Records	42
Institutional and Academic Policies	50
Degree Requirements	61
Major Programs and Course Descriptions	73
Regents, Governors, Faculty, and Staff	245
2008-2009 Academic Calendar	264
Index	270

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2008-2009 General Catalog
Vol. 53 No. 1

Welcome to Chaminade University!

This catalog is written for you. It describes the mission and vision of Chaminade and the programs, courses, activities, and services we offer. There are listings of faculty, administrators, and staff who will work with you to have a successful experience here.

At Chaminade University we are dedicated to educating you as a whole person. Through a rich curriculum and student support services, we offer learning experiences in and out of the classroom that provide opportunities to develop personal competencies, spiritual values, and professional skills. We also believe that our graduates will have much to contribute to improving their communities and we encourage leadership development and service learning.

Our location in the Pacific bridges the cultures of West and East. The diversity of nationalities, heritages, religious beliefs, and backgrounds that our students bring to Chaminade make our whole campus a lively classroom for learning about living and working in the 21st century.

With our 17-to-1 student-to-teacher ratio, you will enjoy small classes and many opportunities to interact informally with faculty and staff. There are opportunities for internships and career preparation activities. A variety of on-campus student clubs, an NCAA Division II sports program, and the many cultural and recreational activities in Hawai'i will be available to you.

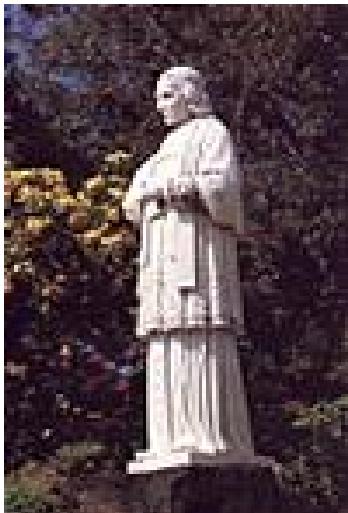
College is a special time in your life. In welcoming you to Chaminade, I encourage you to take advantage of the many resources here. And let us know how we can help you.

Aloha,

Sue Wesselkamper
President



Chaminade University of Honolulu



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, Fr. Chaminade faced a new apostolic challenge: ignorance of the faith, religious indifference, 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.

Fr. 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 re-Christianize France. Within the lay Christian communities he initiated, some expressed the desire to follow Christ as vowed religious. Thus, in 1816, Fr. Chaminade, in collaboration with Adele de Batz de Trenquelleon, 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 Fr. 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 a 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, Fr. 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, Fr. 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 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 Fr. Chaminade.

The Marianists in Hawai'i

The Marianists first arrived in Hawai'i 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 Reverend 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.

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 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 Hawai'i or from the U.S. mainland. Chaminade also attracts many students from the islands of the Pacific: Samoa, Guam, Micronesia, and other nations (over 20 in all).

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

1. 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 be 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 cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent 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.

3. 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 everyone 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, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

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 the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to 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 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.

The Chaminade University 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 which both amplify and specify the Mission. We understand our Core Commitments as guiding both the service we offer and the formation of our educational 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 Educational Community

- to be a unified educational 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 educational 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.

Chaminade's Symbols

Chaminade University's colors are blue and white. The flaming sword on the Chaminade seal symbolizes the twofold "sword": the Word of God, Christ, the life of the soul; and 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; and to produce 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 Hawai'i and found on Haleakala, a dormant volcano on the Island of Maui. The flowers of this exotic 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.

Undergraduate Study

Undergraduate study at Chaminade University is structured in three parts:

- 1) a general education core of basic skills development and liberal arts inquiry;
- 2) intensive study in a chosen field of concentration (the major); and
- 3) elective courses, three of which must be upper division and taken from outside the major.

All baccalaureate degrees require a minimum of 120 credit 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 studies 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.

Degrees

A.A.	Associate of Arts
A.S.	Associate of Science
B.A.	Bachelor of Arts
B.F.A.	Bachelor of Fine Arts
B.S.	Bachelor of Science
M.A.P.L	Master of Arts in Pastoral Leadership
M.B.A.	Master of Business Administration
M.Ed.	Master of Education
M.P.T.	Master of Pastoral Theology
M.S.C.J.A.	Master of Science in Criminal Justice Administration
M.S.C.P.	Master of Science in Counseling Psychology
M.S.F.S.	Master of Science in Forensic Sciences

Undergraduate Programs

Chaminade University offers 23 majors in:

Major	Degree
Accounting	B.S.
Behavioral Sciences	B.S.
Biology	B.A. or B.S.
Business Administration	AA. or B.A.
Computer Information Systems	A.S. or B.S.
Computer Science	B.S.
Communication	B.A.
Criminology and Criminal Justice	A.S. or B.S.
Early Childhood Education	A.S. or B.S.
Elementary Education	B.S.
English	B.A.
Environmental Studies	B.S.
Forensic Sciences	B.S.
Historical and Political Studies	B.A.
Humanities	B.A.
Interior Design	A.A. or B.F.A.
International Studies	B.A.
Liberal Arts	A.A.
Management	B.A.
Psychology	B.A.
Religious Studies	B.A.
Secondary Education	B.S.
Social Studies	B.A.

Students may elect to pursue a minor in most of the major programs listed above, as well as in the following:

Anthropology	Mathematics	Political Science
Chemistry	Physics	Sociology
Hawaiian and Pacific Studies	Philosophy	Studio Art
History	Performing Arts	

Undergraduate Certificate Programs

Certificate in Gender Studies
Certificate in Entrepreneurial Studies
Certificate in Environmental Studies

Graduate Programs

Master's degrees are offered in the following disciplines:

Business Administration	M.B.A.
Counseling Psychology	M.S.C.P.
Criminal Justice Administration	M.S.C.J.A.
Forensic Sciences	M.S.F.S.
Pastoral Leadership	M.A.P.L.
Pastoral Theology	M.P.T.
Education	M.Ed.

Professional Certificate Programs

Montessori Credential
Department of Education Basic Teaching Certificate
Department of Education Professional Certificate

Special Programs

Campus Ministry

Director: Kristina Stone

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 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.

Service Learning

Coordinator: Candice Sakuda

Service Learning is an important component of the University curriculum. It is a way of learning via volunteer service at an agency in Honolulu that serves the poor, the homeless or the environment. The service relates directly to the subject matter of the course. Essential to the success of service learning is the student's reflection on the service experience. This reflection raises questions that go beyond the subject matter of the course causing the student to ponder why things are the way they are. Service learning at Chaminade University stems immediately from Jesus' imperative to love one another.

Currently, students can take courses that include a service learning component in a wide range of disciplines, including: accounting, business, communications, education, English, environmental studies, psychology, religious studies, and sociology. Students are encouraged to ask any professor for the service learning approach to a course. With the professor's consent, a suitable

placement at an agency and volunteer activity relating to the course can be arranged with the help of the Coordinator of the Service Learning Program.

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 are enrolled in CUH 100, the First Year Experience Seminar. CUH 100 is a one-semester-hour seminar course, open only to incoming students, 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 first time college students adjust to the university, gain a better understanding of the learning process, and develop critical thinking skills. The course provides a support group for students in their critical first year by examining problems common to the first year experience. CUH 100 is conducted in small groups by either faculty or administrative personnel accompanied by a peer leader. Credit is applicable toward all undergraduate degrees offered by the University.

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. For more information on study at Chaminade's sister universities, students can visit http://www.chaminade.edu/misc/mep.php?pg=content_mep.html on Chaminade's website.

Pre-Engineering Computer/Electrical

The two-year Pre-Engineering program prepares students for transfer to a college of engineering as third-year students in computer or electrical engineering. Two years of calculus, chemistry, physics, computer science, and general education requirements will prepare students to transfer all or most accumulated units to the University of Dayton engineering program or to another university's engineering program – a GPA of 3.0 will typically be required for transfer. Optionally students can stay at Chaminade to declare a major in Computer Science.

Study Abroad

At Chaminade, we believe that studying in a foreign country is an integral part of a 21st century education. Chaminade offers study abroad programs in 10 different countries to students through an agreement with the University of Hawaii-Manoa. Students can choose from either summer or semester programs. Students must have completed a minimum number of credits and maintained a 3.0 GPA or above to be eligible. The costs vary depending on the program, but study abroad is affordable, and financial aid may be available. For further information, contact the Academic Advising and Study Abroad Center in Freitas Hall, Room 252.

Preprofessional 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.

Pre-Law

While schools of law require a baccalaureate degree as a prerequisite for admission, most do not require a specific undergraduate major. Courses recommended by law schools include literature and upper level writing courses, history, political science, accounting, economics, mathematics, and other courses demanding analytical thinking and oral and written proficiency.

The Law School Admission Test (LSAT) is required of every applicant to law school. It is recommended that this test be taken in June before the senior year. The chances for admission are greatest for students with a high cumulative grade point average and a high LSAT score.

Pre-Health Sciences

Careers in medicine, dentistry, and veterinary medicine require a bachelor's degree and a graduate medical degree. Most pre-medicine, pre-dentistry, or pre-veterinary students take an undergraduate major in one of the sciences, although that is not generally required. The emphasis is on biological and physical sciences, but some schools prefer that applicants take a minimal number of advanced biology courses, stressing instead a well-rounded background in the liberal arts. First year students should begin with those 200 level introductory science courses for which they have the appropriate preparation and the recommended seminar, BI 190.

The Medical College Admission Test (MCAT) is required of students applying to medical schools. It should be taken in the junior year. Admission to medical schools is highly competitive, requiring high grade point average and MCAT scores, together with strong academic and personal recommendations. Students should consult with the Pre-professional Committee for Biomedical Sciences for help in planning their programs. This committee provides assistance on the selection of professional and graduate schools.

Pre-Nursing Program

Students preparing for acceptance to nursing programs can take advantage of the pre-nursing sequence. Five courses that are prerequisites to many nursing programs are offered in the pre-nursing program.

Other Pre-Health Science Programs

Students preparing for transfer to medical technology, pharmacy, pre-physical therapy, and other health science programs should consult the catalogs of the schools they plan to enter and select equivalent courses at Chaminade. Some programs are four or five years in length, and they all require a strong background in the natural sciences.

Internship Program

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, however, 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 decides 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 Career Services Office.

Early Childhood Lab School

The L. Robert Allen Montessori Learning Center on campus brings to life Father Chaminade's vision of a Christian education "from the cradle to the grave." As part of the University's Education program, the school serves as a laboratory providing intern experiences for the Montessori Teacher Education Program as well as research opportunities for faculty and students in the Behavioral Sciences and in Education.

Developmental Skills Program

A Developmental Skills Program is available for students who need to improve their skills in reading, writing, and mathematics. Students are required to register for developmental courses based on their high school record and scores achieved on placement examinations given during the orientation period at the beginning of each semester. Some students will be required to complete these courses in reading, writing, and mathematics prior to registration in first year level English and mathematics courses.

These courses are described in this catalog as EN 100, MA 098, and EN 091. See Course Descriptions for additional information on course content.

Publications

Chaminade University publishes the *Chaminade Quarterly*.

Student Publications

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

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

Ahinahina was originally the name of the Chaminade yearbook, it has been replaced with a student-produced video project created under the direction of members of the Communication faculty.

Office of Alumni Relations

The Office of Alumni Relations of Chaminade University continues life long relationships with graduates through programs and services. The Office of Alumni Relations Department serves the alumni of Chaminade by planning and implementing programs to connect with alumni through a variety of interests and activities. The annual reunion is one way for out alumni to come together with classmates and re-kindle friendships and reminisce (the yesteryears). 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 mission of the University.

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.

Delta Rho Chapter of Delta Epsilon Sigma, national scholastic honor society for men and women of colleges and universities with a Catholic tradition, fosters scholarly activities and encourages a sense of intellectual community among its members. Students who have completed 50 percent of their course work, who have a record of outstanding academic accomplishment, who have shown dedication to intellectual activity, and who have accepted their responsibility of service to others are eligible for membership.

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% 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 Iota Chapter of Delta Epsilon Iota, national honor society whose mission is to educate its members on career development issues, encourage students to excel academically, and promote principles of dedication, enthusiasm, and initiative in all aspects of campus life. To be part of this honor society, students must have completed a minimum of 30 credit-hours with a minimum grade point average of 3.30.

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 majoring in Forensic Sciences, Biology, and Pre-Med, (in addition to) a minor in chemistry.

Psi Chapter of, Delta Mu Delta, a national honor society in business administration, recognizes superior scholastic achievement of students majoring in business. Membership is awarded to students of good character who are registered in the Business program as candidates for the baccalaureate degree, who have completed at least half of the work required for this degree (62 hours), and who have achieved a cumulative GPA of 3.2 or better.

Psi Chi, a national honor society in Psychology, recognizes superior scholastic achievement of students majoring in Psychology. Membership is awarded to Undergraduate students of good character who are a declared Psychology major, have completed three semesters of study, completed nine (9) credits in Psychology beyond PSY 101 and PSY 200 (15 credits, total), have a cumulative GPA of 3.0, a Psychology GPA of 3.5 and have completed a minimum of three (3) hours of verified community service or service learning prior to Induction.

Xi Eta Chapter of, Pi Sigma Alpha, a national honor society in political science, recognizes superior scholastic achievement of students majoring in political science or international studies.

Chaminade Center for Lifelong Learning

The Center for Lifelong Learning has three basic goals: to bring Chaminade's name and a quality educational opportunity into the community; to bring the expertise of the Chaminade faculty into the community; and to bring the community to the Chaminade campus. To accomplish these goals the Center has three programs: it provides local business with interesting, effective training; it provides full-service training programs on a contract basis for local businesses; and it provides a forum to the community for Chaminade non-credit classes by presenting workshops and conferences on campus.

Chaminade's Commitment to Lifelong Learning

Chaminade University's commitment to your career is matched by our commitment to your lifelong learning. To ensure that we play a part in your continued intellectual growth, after you have graduated from Chaminade, you may return to take any undergraduate course in your major field of study for half the current tuition. (Some conditions may apply.)

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Academic Affairs

Faculty members and administrative officials of Chaminade University are deeply committed to helping students acquire professional knowledge and skill and to supporting their growth. Each faculty member and academic administrative officer is charged with responsibility for helping to meet the academic needs of Chaminade students.

The Academic Affairs Division offers 23 undergraduate degree programs, three certificate programs, seven graduate programs, and the academic support services described in other sections of this catalog.

A number of the undergraduate programs are interdisciplinary; that is, faculties from several disciplines collaborate on integrated programs of study.

Adult Evening and Online Program (AEOP)

In 1967 Chaminade University began offering accelerated evening and weekend programs for members of the armed forces, their family members and other working adults wishing to seek degrees or take courses of interest. This program has expanded to sites on six military bases and seven Catholic parishes and school sites on the island of Oahu and serves both military and community students with a complete set of classroom and on-line courses.

Accelerated courses are offered in four 10-week semesters beginning January, April, July and October. Selected courses are offered during intensive sessions between the 10-week semesters. Students may earn academic credits for applicable military work experience and training.

The following certificate and degrees are offered in the Adult Evening and Online Program:

CDA in Early Childhood Education

ASSOCIATE OF ARTS

Liberal Arts
Business Administration

ASSOCIATE OF SCIENCE

Criminology and Criminal Justice
Early Childhood Education

BACHELOR OF ARTS

Management
English
Historical and Political Studies
Psychology
Social Studies

BACHELOR OF SCIENCE

Criminology and Criminal Justice
Secondary Education
Early Childhood Education

Chaminade counselors may be contacted at the following locations:

Camp Smith	487-0181
Hickam A.F.B.	422-1647
Kaneohe Marine Corps Base	254-1256
Pearl Harbor Naval Base	422-8860
Schofield Barracks	624-2515
Tripler Army Medical Center	840-1025
Main Campus	735-4755
Fax	735-4766

Chaminade University is a member of the Servicemembers Opportunity Colleges (SOC), sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community Colleges (AACC). Service men and women and their family members have the opportunity of beginning or continuing their education at Chaminade. Formal learning contracts for completion of the degree programs above are available to students who complete residency requirements. SOC students transferring to another duty station will be allowed to complete remaining requirements at any other regionally accredited institution.

Distance Learning

The online program uses e-mail and the World Wide Web to facilitate communication among students and instructors. Courses are highly interactive, emphasizing dialogue among students and instructors as the central aspect of online learning. For more information and a current schedule visit the web page at <http://www.chaminade.edu/online/>

Academic Support and Learning Resources

Academic Advising & Study Abroad Center

The Academic Advising & Study Abroad Center is responsible for:

- Assisting students in making a smooth transition from their high school or transfer college
- Assisting students in registering for classes, and with adding or dropping classes during the add/drop period of each semester.
- Assisting students in withdrawing from classes when appropriate
- Providing information and assistance to students regarding their academic progress
- Assistance with declaring a major field of study.
- Counseling students who are struggling academically, and referring them to resources such as tutoring or career counseling that will help them succeed.
- Assisting students with clearance for graduation.
- Assisting students in participating in Study Abroad through our agreements with other universities.

Students will be assigned to faculty advisors for guidance once they have officially declared a major. Ordinarily majors are declared no later than after the first year and one-half of study.

Media Center

The multipurpose Media Resource Center provides instructional media technology support to all divisions, student activities, special, cultural, and evening programs, and other events. Although the center's first priority is to support instructors in the classroom, arrangements can be made for loans of appropriate materials for class-related activities. The Center is a resource for videos, slides, CDs, and other media, along with their associated apparatus.

Library

Sullivan Family Library provides support to curricular programs and extracurricular interests of students. The library houses 70,000 print volumes and has network access to over 34,000 volumes of digital full-text monographs through ebrary, PsychBooks, and ForensicNETbase. Digital format books are available on- or off-campus with proper authentication as a Chaminade student, faculty, or staff member. It subscribes to 239 print journals and about 19,000 full-text online journals. The library licenses over fifty databases including Business Source Premier, Criminal Justice Periodicals, ERIC, LexisNexis Academic, Literature Resource Center and PsycINFO. Electronic resources are available in the library, over the Internet, or via the campus and residence halls wireless LAN.

Special collections include the Oceania Collection, the Julius J. Nodel Judaica Collection, and the Hawaiian/Pacific Collection. The library provides small group study and conference rooms, as well as photocopying and interlibrary loan services.

Computer Center

A Computer Center is available for students to complete assignments requiring computer use. Located on the central floor of The Sullivan Family Library, the Center provides students and faculty with a variety of microcomputers, software programs, and reference materials for instruction, word processing, and programming, as well as intranet and Internet access.

Student Achievement Information

Student Achievement Information (e.g. retention and graduation rates, evidence of program graduates achieving stated learning outcomes) can be found on our website at <http://www.chaminade.edu/wasc/>.

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Admissions

Chaminade University welcomes applications from all students who have the ability, motivation, and preparation to benefit from the various programs offered. All applicants should have earned a high school diploma or the equivalent. Adequate preparation typically includes:

English	Four years
Social Studies	Three years
Mathematics	Three years
Science	Two years
College Preparatory Electives	Four years

Application for Admission

An application for admission must be completed by each candidate seeking admission to any credit course or program offered. Application forms may be obtained from:

Admissions Office
Chaminade University of Honolulu
3140 Waialae Avenue
Honolulu, HI 96816-1578
Telephone: (808) 735-4735
Fax: (808) 739-4647
Toll-free: (800) 735-3733
E-mail: admissions@chaminade.edu
Web: www.chaminade.edu

When and How to Apply

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:

Fall semester	May 1
Spring semester	December 1

First Time College Students

Applicants who have or will be completing high school are required to do the following:

Send the completed paper application form with a \$50 application fee to the Admissions Office. On-line applications are encouraged and may be found on our website at www.chaminade.edu. The fee for the on-line application is \$25.

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 Test (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 Ave., NY, NY 10023-6992 or www.collegeboard.org, or for the ACT from Registration Unit, Box 168, Iowa City, IA 52243-0168 or www.act.org.)

Additional documentation may be required at the request of the Admissions Office. Applicants accepted for admission will be required to make an advance deposit on tuition of \$150 on a date prior to registration. This fee is not refundable.

Home-schooled first time college students are required to complete and pass the General Educational Development Test with a minimum average standard score of 500 or higher and no score in the five subtests of the examination lower than 450.

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. Specific credit award information may be obtained from the Records Office.

Advanced Placement (AP)

Advanced placement courses are accepted for credit if the student scores 3 or better on the AP exams. Specific credit information may be obtained from the Enrollment Specialist.

Early Admission

Part-time: Students who have completed their junior year in high school and who have demonstrated exceptional ability and maturity may enroll concurrently in courses at Chaminade University. The necessary qualifications include satisfactory scores on the College Board Scholastic Aptitude Test or the American College Test, submission of a transcript of satisfactory high school work including the work of the eleventh grade; and two letters recommending admission: one from the high school principal and one from an instructor or counselor, attesting to the student's preparation, ability, and maturity. The student should also inquire of high school officials how subsequent credit earned at the University applies to the high school diploma. A written request for early admission must accompany the application for admission, official transcripts, official SAT or ACT scores, and application fee.

Admission of 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.

Returning Students

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 Academic Advising and Study Abroad Center and when completed should be returned to this office. Returning students who have been absent from the university for five years and longer are required to complete a new application that will be processed by the Admissions Office.

Transfer Students

Students from 2 or 4-year colleges may transfer at any time. No minimum number of units is required for transfer. Applicants who have completed high school and are attending college or have attended college and earned more than 24 semester hours of college credit are required to submit the following credentials:

- A completed application form accompanied by a \$50 application fee. The on-line application is available on the university's website at www.chaminade.edu.

- Complete official transcripts of all applicants' university or college attended record and a list of courses in progress. Upon completion of work in progress, a supplementary transcript must be sent to the Admissions Office.
- If less than 24 semester hours of college credits have been earned, high school transcripts and official SAT/ACT scores are required.

*Additional documentation may be required, at the request of the Admissions Office.

Applicants accepted for admission will be required to make an advance deposit on tuition of \$150 on a date prior to registration.

Conditional Acceptance:

Under some circumstances, students may be granted a conditional acceptance. Policies governing conditional acceptance will be communicated to the students at the time of acceptance. Students on conditional acceptance are not able to compete in NCAA Division II sports during their first year at Chaminade University.

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 from the Enrollment Specialist.

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

1. Official records for at least the last four years of secondary school study and any university level or post-secondary school 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.

Transcripts from non-U.S. schools must be sent for evaluation through the World Education Services (WES). WES is a not-for-profit organization dedicated to providing accurate and reliable evaluations of academic credentials earned outside of the U.S.

The application for WES evaluation can be obtained from the WES website at www.wes.org or the Chaminade Admissions office. There is a fee of \$150 for this evaluation. The student makes payment for the evaluation directly to WES.

If you have questions regarding this evaluation service, please contact WES:

World Education Services
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087

Tel: 212-966-6311
Fax: 212-739-6100
San Francisco Tel: 415-677-9378
E-mail: inquiry@wes.org

Send documents to: World Education Services
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087

2. Non-native speakers of English: If English is not your native language, you are required to submit official results of either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). When taking the TOEFL, please indicate the Chaminade school code 4105 so that the test scores will be sent directly to Chaminade University.

Students with TOEFL scores of at least 213 (computer based), 79 (internet based), 550 (paper based), or IELTS overall band scores of at least 6.0 with no individual band score below 5.0, who otherwise meet the university admission requirement, are eligible for regular admission.

3. All international students must provide evidence of financial capacity for the cost of their education, including tuition, fees, course materials and living expenses.

- Day Undergraduate Students—Full payment for tuition, residence hall and meal plan (for the entire school year) is due at the beginning of the first semester in each academic year. Payment for course materials and fees are due at the beginning of each semester.
- Graduate Students—Payment of tuition, course materials, fees or any other charges are due at the beginning of each semester.

Send documents to: World Education Services
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087

2. Non-native speakers of English: If English is not your native language, you are required to submit official results of either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). When taking the TOEFL, please indicate the Chaminade school code 4105 so that the test scores will be sent directly to Chaminade University.

Students with TOEFL scores of at least 213 (computer based), 79 (internet based), 550 (paper based), or IELTS overall band scores of at least 6.0 with no individual band score below 5.0, who otherwise meet the university admission requirement, are eligible for regular admission.

■ **Expenses** **2008-2009 Academic Year (Subject to Change)**

The tuition charged by Chaminade University does not cover the total cost of instruction for each student. The University undertakes to raise the balance through gifts and grants. For information regarding tuition support, refer to the section on Financial Aid. **Tuition and fees must be paid in full prior to the start of the semester.** Payments by major credit cards are accepted. Payments of tuition, fees, room and board, may be made at the Business Office cashier window, through the mail, or online.

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 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

Together with a private firm, Chaminade University offers a tuition payment plan. This plan allows students to pay tuition on a monthly basis. There is a start-up fee but no monthly finance charges. For more information, contact the Business Office at (808) 735-4898.

Tuition Charges

Regular Day Session

Full-time Undergraduate (12 to 19 semester hours)	
On campus, per semester	\$8,000

Over 19 Semester Hours

Undergraduate, per semester hour	\$533
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Part-time Undergraduate on Campus

(day and weekends)	
Per semester hour	\$533

Students who have paid full-time tuition for fall or spring semester may enroll in a combination of undergraduate , and AEOP classes up to a total of 19 semester hours. Full-time tuition for the fall semester will cover enrollments in the fall undergraduate and the fall AEOP term. Full-time tuition for the spring semester will cover enrollments for the spring undergraduate and the winter AEOP 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 tuition. Any semester hours over 19 will be charged at the undergraduate rate per semester hour.

Under this policy, students may add AEOP 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 Associate Provost. Approval is rarely granted. Once enrolled in 19 semester hours, students may not withdraw from a class and subsequently add an AEOP or weekend course without paying additional tuition.

Summer Undergraduate Sessions 2008

Per credit hour	\$210
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Adult Evening and Online Sessions - 2008***Undergraduate Courses***

Consult with the Adult Evening and Online Programs Office at (808) 735-4755 for current tuition rates.

Other Charges***Credit by Examination***

Per examination	\$533
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Individualized Studies

Full-time students taking more than one Individualized study course or part-time per semester hour	\$533
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Credit Granted for Experiential Learning

Per examination	\$533
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Fees***Application Fee***

Payable upon application	\$50
Online application	\$25
Unclassified application	\$25

Tuition Deposit

A one-time fee, applicable to a student's first semester tuition. (Non refundable)	\$150
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Matriculation Fee

Required for new students matriculating	\$160
Fall Day	

Late Payment Fee***Late Registration Fee******Student Government and Publications Fee***

Per semester	\$70
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RHA Fee (Housing)

<i>Graduation Fee</i>	\$135
Undergraduate with Two Degrees	\$200

Transcript of Record

Normal Processing	\$7
Rush Processing: Processed Immediately	\$14

Note: Normal transcription processing shall be 5 working days, from request to outgoing mail. Be sure to allow for sufficient postal time, 4-5 days each way for mail to and from the U. S. mainland, more during peak mailing seasons.

Parking**Each semester or session**

Automobile - regular session	\$130
Motorcycle - regular session	\$43
Moped and Bicycle (if parked in assigned areas)	Free

Laboratory and Studio Art fees**(applicable to Full and Part Time enrollment)**

Art 101	\$55
Business	\$9
Computer Science 103	\$55
Science Laboratory, per lab course	\$55
Ceramics Studio	\$85
Art Studio	\$55
Interior Design (100 or 200 level course)	\$35
Interior Design (300 or 400 level course)	\$75
Education O&P	\$55
Individualized performance Courses, Per Credit	\$145
Music, Art & Creative Movement (ED 215)	\$25
Music, Art & Creative Movement (ED 450)	\$55
Live Text Fee (ED 220)	\$94

Business Office Fees

Checks returned for insufficient funds	\$25
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Check Cashing Policy

The Business Office and Bookstore do not cash checks.

NOTE: There are several local banks conveniently located within a few blocks of the campus.

Room and Board

Housing Application Deposit, new students (non-refundable)	\$300
Housing Application Deposit, returning students	\$150
Housing Damage Deposit *	\$300

All students desiring housing must file an application along with the deposit applicable towards the total cost per semester. Housing contracts are for one academic year.

Per Semester Housing Cost

Double room - KIEFFER, LOKELANI	\$2,450
Triple room – KIEFFER, LOKELANI	\$1,855
Single room - KIEFER 205-216, LOKELANI	\$3,215
Standard Room (5 persons suite) – POHAKU	\$2,450
Apartment suite – double - POHAKU	\$3,030
ADA apartment suite – POHAKU	\$3,940
Apartment suite – double - DATE ST./IOLANI TERRACE/WAIALAE	\$3,030
Single Apartment suite - DATE ST./IOLANI TERRACE/WAIALAE	\$3,940
One Bedroom Single Apartment suite double – 3353 WAIALAE	\$3,790

* The damage deposit is charged to all residents and is refundable, less any damages, when the resident vacates the residence halls.

Contact the Residential Life Office for more details at (808) 739-4648.

Meal Plan

ARAMARK, a nationwide food service organization, provides meals in the Silversword Café located in Tredtin Hall and runs a snack shop on campus. All residents in single and double rooms are required to have a meal plan. The semester rates are:

Hula Plan	9 meals per week + \$100 DB dollars + 2 guest meals	\$1850
Mahalo Plan	12 meals per week + 175 DB dollars + 2 guest meals	\$2415
Aloha Plan	14 meals per week + \$250 DB dollars + 2 guest meals	\$2500
* Any three (3) meals per week + \$150 DB dollars per semester		\$735

* Only for apartment and off campus residents.

Semester meal plans listed above do not include meal service during spring break. An additional spring break meal plan may be purchased for \$120, for students who will remain in housing during the break.

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%. Family is defined as parents, siblings, and dependent children or spouse. For details of this and other possible discounts, contact the Business Office at (808) 739-4634. Percentage changed 06/19/2008 see changes page

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 120 days past due and continuing until the balance is paid in full. Collection costs on referred accounts are the responsibility of the student.

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 as stated below. For example, a student dropping from 15 to 9 semester hours during the first week of school would receive a refund of 75% 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 for Undergraduate Session

Prior to the first day of the semester	100% refund
During the add/drop period	75% refund*
During the second week of instruction	50% refund
During the third week of instruction	25% refund
During the fourth week of instruction and thereafter	No refund

* The add/drop period is posted in the schedule for each term.

Withdrawal for AEOP Session

Prior to the first day of instruction	100% refund
During the first week of instruction	75% refund*
During the second week of instruction	25% refund
During the third week of instruction and thereafter	No refund

* The add/drop period is posted in the schedule for each term.

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Financial Aid

The Financial Aid Office handles all federal, state, and institutional aid. Additionally, it maintains the records for more than 40 donor scholarships as well as many out-of-state loans/grants. Financial assistance to students at Chaminade University (CUH) amounts to well over \$20 million annually.

What Is Available

Chaminade University financial aid is provided through a combination of federal, institutional, and private donor-based sources, and comes in three forms: 1) grants and scholarships (i.e. gift aid); 2) work-study programs which provide students the opportunity to earn their money while being employed in campus jobs; and 3) loans provided at reasonable interest rates and repayment terms. Your award offer will be determined by your enrollment status, your level of financial need, and fund availability.

Note: Programs and scholarships listed under Institutional Programs and Donor-Funded Scholarships reflect awards available during the 2008-2009 academic year. While in general, most aid awards will continue, programs may change from year to year.

Federal Programs

Gift Aid

Federal Pell Grant
Federal Supplemental Educational Opportunity Grant (FSEOG)
Leveraging Educational Assistance Partnership (LEAP) Grant
Academic Competitiveness Grant (ACG)
National SMART (Science and Mathematics Access to Retain Talent) Grant

Work-Study

Federal Work-Study Program

Loans¹

Federal Perkins Loan
Federal Parent (PLUS) Loan
Federal Subsidized Stafford Loan
Federal Unsubsidized Stafford Loan
Federal Graduate PLUS Loan

Institutional Programs

Institutional programs include the following (all awards are forms of gift aid):

Tuition Reduction Programs

Employee Discount
Full-Time Employee Education Benefit
Family Discount
Religious Discount
MBA Alumni Certificate Program
Spouses of Deployed Military Members Discount

¹ In addition, a variety of alternative educational loans are available through private lenders.

Institutional Grants And Scholarships

Archdiocese of Samoa – Apia Scholarship
Association of Hawaiian Civic Clubs Scholarship
Catholic Scholarship
Council of Independent Colleges (CIC) Tuition Exchange Program (TEP)
Department of Hawaiian Home Lands Scholarship
Diocese of Samoa – Pago Pago Scholarship
Father Chaminade Grant
Hawai'i Grant
History Day Scholarship
IAAY Talent Search One Course Scholarship
Leadership Grant
Marianist Leadership Scholarship
Miss Hawaii Filipina Scholarship
Miss Hawai'i Scholarship
Need Based Grant
Parish Scholarship
Phi Theta Kappa Transfer Scholarship
Presidential Scholarship
Chaminade Regents Scholarship
Chaminade ROTC Scholarship
Chaminade Transfer Grant

Athletic Scholarships

Men's Basketball
Men's Cross Country
Men's Soccer
Women's Basketball
Women's Volleyball
Women's Softball
Women's Tennis
Women's Cross Country
Women's Soccer

Donor-Funded Scholarships

Donor-Funded Scholarships are forms of gift aid and are separated into Endowed and Restricted Scholarships. Endowed scholarships reflect scholarship funds in which just the earnings of the endowment are awarded to eligible students each year. Restricted Scholarships reflect annual contributions from donors that are in turn awarded entirely to eligible students.

Endowed Scholarships

Antone J. & Mary C. Lopez Endowed Scholarship
Biology Scholarship
Brother Elmer Sebastian Dunsky Scholarship
Brother Oliver M. Aiu Scholarship
Bruggeman-Kearsley Scholarship Fund
Charles R. Borns Memorial Scholarship
Chun-Hoon Family Biology Scholarship
Clarence T.C. Ching Scholarship
David & Vanessa Hulihee Scholarship

Dr. Larry Price Scholarship
Dr. Mary Lou Morgado Scholarship
Edwin Glenn Maier Endowed Scholarship
Elaine S. Sue Trust Memorial Scholarship
Faafofoga Steele Scholarship
First Insurance Company Scholarship
Henry Zuberano Scholarship
Herbert & Phyllis Weaver Endowed Scholarship
Irene Costa Endowed Scholarship
James Byrne Scholarship
J. Luis Zabala Endowed Scholarship
John A. Hughes Scholarship
John Young Scholarship
Judge Barry Rubin Scholarship
J. Watumull Endowed Scholarship Fund
Leslie A. Hicks Scholarship
Marge Sylvester Scholarship
Mark & Jennifer Johnson Memorial Scholarship
Patricia To Scholarship
Paul & Vi Loo Scholarship
President's Quasi Endowed Scholarship Fund
Rev. Robert R. Mackey Scholarship
Stuart Petrie Memorial Scholarship
Thomas Steven Dal Ponte Memorial Scholarship
Vance O. Smith Memorial Scholarship
Victoria Gomes Joseph Memorial Scholarship Fund
William Croarkin Scholarship
William Randolph Hearst Foundation Scholarship
Will Pounds Memorial Scholarship for Student Athletes

Restricted Scholarships

Accounting Scholarship
Alpha Phi Sigma Scholarship
Antone & Edene Vidinha Charitable Trust Scholarship
Antone J. & Mary C. Lopez Restricted Scholarship
ASAP Union Bank & Trust Scholarship Program
Brother Joseph Becker Scholarship
City Mill Current Scholarship/Ai Foundation
Chaminade University Educational Foundation (CUEF)
Early Childhood Education (ECE) Castle Scholarship
Freedom Scholarship
Founders Service/Leadership Award Scholarship
Howard R. Starke & Dwayne Nakila Steele English Scholarship.
Hugh R. Pingree Scholarship
John B. & Nelly Llanos Kilroy Foundation Scholarship
John Young Scholarship
Kellogg Grant
Leo M. Shortino Family Foundation Scholarship
Milly C. Henderson Memorial Scholarship
Peggy & Keith Chock Family Scholarship for Student Athletes
Peter & Doris Ng Scholarship

R. Dwayne & Marti Steele Scholarship
St. Francis Xavier Club Scholarship
Vincent E. & Katherine J. Neal Memorial Scholarship
William H. Hannon Scholarship
Wilmot J. (Bill) Nicholson Scholarship
Wong & Shea CPAs Scholarship
W & P Tallet Scholarship

Donor-Funded scholarships are awarded (in preference) to those enrolled in the undergraduate day program on a full-time basis. Scholarship eligibility criteria varies according to donor specifications. Fund availability may vary from year-to-year based on donor contributions and endowment earnings. Initial awarding of these scholarships is administered through the CUH Scholarship Committee.

NOTE: Chaminade students of Native Hawaiian ancestry have also qualified for scholarships through the Kamehameha Schools Financial Aid and Scholarship Services Program. Interested students should contact their offices at: 567 S. King St., Suite 102, Honolulu, HI 96813, 808-523-6261. Additional assistance is also available through the Office of Student Resource Development at Chaminade University. 808-735-4744

Who Is Eligible

In general, you can apply for financial aid if you are, or will be, a classified (i.e. degree seeking) student at Chaminade University, a U.S. citizen or eligible non-citizen, maintain satisfactory academic progress, 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 applies to U.S. males ages 18 to 25). Other qualifications such as financial need, enrollment status, and scholastic ability may be applicable for certain types of aid programs. Note: These basic requirements pertain to all Federal financial aid programs, but will also generally be used to evaluate eligibility for Institutional aid, although CUH reserves the right to make exceptions. Donor-Funded scholarships have specific individual requirements stipulated by each donor.

Academic Progress

All recipients of student financial assistance must maintain satisfactory academic progress according to University policy. In keeping with the University's policy, they must maintain a minimum cumulative grade point average (GPA) of 2.00 for undergraduate study. In addition, course work must be completed in a timely manner. Students must attain a sufficient number of credits to assure completion of their academic program within a reasonable time. No student is offered or continued on student financial assistance unless that student is making satisfactory academic progress according to the CUH Financial Aid Office's Satisfactory Academic Progress Policy. A copy of this policy is available for review at the Financial Aid Office.



How To Apply

All persons who wish to apply for student financial assistance should file the Free Application for Federal Student Aid (FAFSA). This form is the basis for determining one's eligibility. The FAFSA can be filed online at: www.fafsa.ed.gov

When To Apply

The priority application date for filing the FAFSA is March 1st for the ensuing academic year. Applications are reviewed and processed throughout the year, but as financial aid is generally awarded on a first-come-first-served basis, students are encouraged to apply as soon as possible.

For More Information

All persons desiring more information about financial assistance can call (808) 735-4780; or write to Financial Aid Office, at Chaminade University of Honolulu, 3140 Waialae Avenue, Honolulu, Hawai'i 96816-1578; or e-mail at finaid@chaminade.edu. Walk-in counseling services are also available on every work day at the office in Freitas Hall, Room 11.

Student Loans and Disclosure of Lender Relationships to the University

The Financial Aid Office is a source for providing information on student loans. Please be advised that in the course of providing this service, the University may accept certain forms of financial or in-kind vendor support to promote the loan programs, student recruitment or offset financial aid department operating expenses. Acceptable forms of support include advertising, printing, information distribution, office support services, hosting information meetings, and minor scholarships. The University does not receive any form of rebate, commission, finder's fee, or payment from the provider of your loan. As a convenience, the Financial Aid Office maintains a list of preferred lenders familiar with our operations and students' needs; however students may make arrangements to borrow from any lender they choose. The "preferred lender list" should not be regarded as a comprehensive directory of student loan providers, nor providers offering the most favorable loan terms and conditions. The University does not endorse the product(s) of any lender. Business conditions and products are subject to change, and prospective borrowers are encouraged to exercise due diligence and care in their selection of a loan provider.

Student Affairs

The collegiate experience is much more than class, work in labs and academic research. The Chaminade experience is also rich with opportunities for the personal development of each student. Charged with facilitating and providing opportunities for such growth, the Student Affairs division is committed to enhancing the quality of student life at Chaminade. The division consists of departments providing programs and services ranging from operation of the residence halls to career planning, from recreational sports to intercollegiate sports, and from personal counseling support to a calendar of fun and educational student activities.

Residential 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 Hawai'i, 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:

Hale Lokelani	All first year, co-ed 5 person furnished suites
Hale Pohaku	First year and upperclass, co-ed, 5 person furnished suites
Kieffer Hall	First year and upperclass female, tripled double and single furnished rooms (respectively)
Waialae Ave	Upperclass, co-ed, 2 and 3 person furnished apartments
Date Street	Upperclass, co-ed, 6 person furnished apartments
Iolani Terrace	Upperclass, co-ed, 4 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 educational process.

For students who desire off-campus rentals, Residential 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.

Students who desire University housing are urged to submit a housing application to the Admissions Office, Freitas Hall along with a nonrefundable \$300 housing deposit once they are accepted to Chaminade University. Students submitting a housing contract, health forms and deposit by June 15 will be guaranteed university housing. After June 15, space is assigned on a first come, first served basis. All students living in residential halls must show proof of health insurance before being assigned housing. For more information, contact the Office of Residential Life, at 739-4648 or email dbareng@chaminade.edu

New Student Orientation

Multi-day orientations are offered prior to the fall and spring semesters to help students make a successful adjustment to the Chaminade campus and its academic programs. The program consists of introductions to programs and services, tours, placement testing, opportunities to meet faculty mentors, and social programs to build new friendships with other students. All new students are charged a matriculation fee to help defer the costs of activities and meals for the week, and full participation is mandatory. Failure to attend may result in a delay in enrollment and possibly restricted choices of courses or sections, as well as missing out on important information and a lot of fun. For more information, call 440-4235 or email orient@chaminade.edu

Student Support Services

All CUH undergraduate students are eligible to receive free tutoring through Student Support Services. Students wishing to make appointments should contact 735-4770. Graduate students are also eligible for tutoring in certain subject areas. Please contact 735-4770 for further information.

In addition to tutoring, the Office of Student Support Services offers an array of programs to foster academic and personal growth. For those beginning their work at Chaminade it sponsors New Student Orientation and the first semester CUH 100 course. For all, its workshops and special events throughout the year focus on such themes as health, career, financial and other personal issues. For information on what is currently being offered, please contact the Student Support Services at 735-4733.

Academic Achievement Program

The Academic Achievement Program (AAP) offers a variety of free services to eligible undergraduate students. Program advisors work with each student to create a semester success plan to help students develop the skills necessary to accomplish their academic and personal goals. The AAP has a staff of professional and peer tutors ready to give students one-on-one or group assistance in their class work. All tutors are approved by Chaminade faculty members and are trained and certified according to guidelines set by the College Reading and Learning Association. Free tutoring is available for all undergraduate students in most subjects offered on campus. The AAP also has a library of books, videos, CD-ROMs and DVDs that can help students master the material in their classes.

The AAP offers access to PC computers in the learning center, along with printers, scanners, and a television with VCR and DVD player. Eligible students may borrow a laptop computer, free of charge, for 48 hours to help complete their assignments.

The AAP offers a number of workshops each semester designed to help students develop skills, such as searching for scholarships, developing strong study habits, combating test anxiety, managing individual finances and more. The AAP also helps motivate students to consider graduate school and offers workshops and other resources to assist students in preparing for graduate school admissions tests such as the GRE, GMAT, LSAT, MCAT and the Praxis exam.

Finally, the AAP offers a number of cultural events each semester, designed to offer students a chance to learn about things that are happening in the local, off-campus community. Past events have included visits to the Hawaii Opera Theater, Iolani Palace, Manoa Valley Theater and USS Arizona Memorial, to name a few.

The AAP is funded through a grant from the U.S. Department of Education as one of the federal TRIO programs. All services and events are provided at no cost to registered and eligible undergraduate students.

Student Activities and Leadership

The Office of Student Activities and Leadership is committed to offering opportunities that will connect and involve students in University life through a broad range of co-curricular and extra-curricular events, activities, and programs. If you are interested in becoming an active participant in campus life by attending activities, joining a student organization, participating in leadership programs, signing up for intramural sports, and many more, contact the office at 739-4688.

Student Government

The Chaminade Student Government Association (CSGA) has a charter from the University as the official representative organization of the student body. Each full-time student of Chaminade becomes a member upon payment of fees. CSGA focuses on improving the quality of life of undergraduate student

life and represents the needs, interests, and concerns of its constituents. If you are interested in getting involved, contact the CSGA office at 739-8378.

Student Clubs and Organizations

Clubs and organizations offer all students a chance to pursue interests and extend their activities beyond the classroom. They are also wonderful laboratories to develop and hone leadership skills. From recreational clubs and specific ethnic interests to honors associations and organizations whose central point is on pre-professional development, the Chaminade student organizations serve a wide variety of interests. To receive information on active organizations, or on starting a new club, contact the Office of Student Activities and Leadership at 739-4688.

Recreational and Intramural Sports

The Recreational and Intramural Sports program, open to all students, faculty, staff and alumni is designed to provide an opportunity for enjoyable, organized recreational activities. Diverse programming is geared to promote healthy lifestyles through physical fitness, social engagement, skill development, and competition. Active participation is encouraged in the hopes that participants will develop an appreciation of the worthy use of leisure time and a wholesome attitude toward physical activity for recreational purposes later in life.

Past recreational classes and intramural sports include Muay Thai Kickboxing, Self-Defense, Wellness & Nutrition, Latin Dancing, Hip Hop Dancing, basketball, volleyball, billiards, softball, soccer and many more. For more information about the program or to rent out recreational equipment such as camping gear, a volleyball set, basketball, and so forth, contact the Office of Student Activities and Leadership at 739-4688.

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 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, or speak with the campus judicial officer at 440-4275, or email at rmuraka2@chaminade.edu.

Intercollegiate Athletics

Chaminade University competes at the NCAA Division II level. The institution is a member of the Pacific West Conference, a six-team league representing institutions from Hawai'i, Arizona, 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 EA SPORTS 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 county 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.

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 to and from several local public clinics and area hospitals.

Chaminade supports health requirements that complement the goals of maintaining a healthy, safe campus. Many of 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 or attending class or moving into the residence halls.

The following information is required:

Residence Hall Students, Intercollegiate Athletes, and/or International Students

- completed Confidential Student Support Services form, available in Admissions packet and online at: <http://www.chaminade.edu/studentLife/health.php>
- a copy of your current health insurance card complete with expiration date
- a negative Tuberculin (TB) test or chest x-ray from no earlier than one year prior to enrollment
- proof of immunity to measles, mumps and rubella (MMR) by either two immunizations or positive blood titers (tests).

All Other Students

- completed Confidential Student Support Services form, available in Admissions packet and online at: <http://www.chaminade.edu/studentLife/health.php>
- a copy of your current health insurance (recommended)
- a negative Tuberculin (TB) test or chest x-ray from no earlier than one year prior to enrollment
- proof of immunity to measles, mumps and rubella (MMR) by either two immunizations or positive blood titers (tests)

Exceptions for Local Hawai'i High School Graduates, Hawai'i Transfer Students and Active Military

- graduates of a Hawai'i high school, transfers from other Hawai'i colleges, as well as Active Military must fulfill all health requirements as stated above but are exempt from TB testing and MMR requirements with proof of prior school enrollment or military services.

Any student needing health insurance may pick up student health insurance brochures at Student Support Services. For more information call 735-4733.

Career Planning and Placement

Career Services provides students with information on the career planning/development process and the job market. Services include individual career counseling and guidance (some computerized testing), resume and job application assistance and job placement, both on and off campus.

Seminars and workshops are presented by staff and employers on career related topics such as job preparation, resume writing, interview strategies, networking, and mentoring. Career fairs occur in each semester.

Placement services for students seeking part-time and full-time job opportunities, on and off campus while attending the University are offered through a registry of job listings, web sites on the internet, direct employer referrals, work study and on campus recruiting. Current materials relevant to careers, employers, and continuing education are maintained in the Career Resource Library. All services are provided without charge to students and alumni. For more information, call 739-4787.

Personal/Group Counseling

The Counseling and Wellness Center provides free personal counseling for all Chaminade students. Students can work on issues relating to relationships, substance abuse, family, self-esteem, and other areas of concern. All counseling services are private and confidential within the limitations of the laws of Hawai'i. The Center is directed by a licensed psychologist who provides services to individuals as well as couples and groups. In addition to counseling services, the Center provides consultation for staff and faculty and is available to provide seminars, workshops and presentations on various topics. Appointments can be made by phone, 735-4845.

Dining Services

There are three locations on the Chaminade University campus to enjoy a meal or a snack.

The Brothers' Brew is located in the Paul & Vi Loo Student Center.

The Courtyard at Henry Hall provides hot breakfast entrees, wraps and hot entrees for lunch and a hot entree for dinner and is a place for a quick snack or a grab and go meal. The Courtyard, located at the center of campus activities, also has a self-serve smoothie machine and an entire wall of bottled and canned drinks.

The Silversword Cafe, located in Tredtin Hall, has a program designed more for the traditional residential dining program and is open for service seven days a week for lunch, brunch on weekends, and dinner. The resident dining program features self-serve fresh salad and sandwich bar, as well as a hot entree line and made-to-order grill. A variety of meal plans are available to our residents and an off-campus plan is also available to apartment and commuter students.

Campus Security & Drug Policy

The safety and well-being of our students, faculty and staff are the highest priority at Chaminade University and the full support and cooperation of the entire University community is required to allow for the pursuit of knowledge in a safe and secure environment.

University security, with jurisdiction over the campus, are present 24 hours a day, seven days a week, to assist you. They may be contacted any time by dialing 735-4792 from an outside telephone or extension 792 from an on campus telephone.

Chaminade University's campus is safe, but as is true anywhere, crimes do occur. The University Security Department therefore solicits your active support in reporting all crimes and incidents immediately to the Security Office.

A summary of all reported campus crime is available on our website at http://www.chaminade.edu/studentLife/index.php?pg=content_campusCrimeStats.html and upon request.

Access to Campus Buildings

All educational buildings and facilities are accessible to members of the community and to guests and visitors during normal business hours, Monday through Friday, and for limited hours on Saturday and Sunday, while school is in session. During semester breaks, hours of access may be greatly reduced. Most buildings are closed to all but faculty and staff for University observed holidays. Only residents, or escorted guests, are permitted in the residence halls.

Safety and Security Services

Please do not hesitate to call the Chaminade University Security Office at 735-4792 to assist you in the following areas:

- Vehicle jump starts
- Personal escorts
- Vehicle unlocking
- Reporting suspicious persons and activities
- Emergency medical assistance
- Reporting road and parking hazards

Dangerous Chemicals and Devices

The unapproved use, possession, or sale of firearms, explosives (including firecrackers), dangerous chemicals, or other dangerous weapons are prohibited on campus.

Intoxicants and Drugs

Possession, consumption, being under the influence, or furnishing of alcoholic beverages on campus property or at supervised functions of student organizations, except as provided by the rules, policies, and procedures of Chaminade University are prohibited.

Possession, consumption, being under the influence, or furnishing of any narcotic or dangerous drugs, except when use or possession is lawfully prescribed by an authorized medical doctor or dentist, are prohibited.

Use, Possession and Sale of Alcohol and Illegal Drugs

Chaminade University seeks to sustain an environment that both respect individual freedom and promotes health, safety and wellness for all members. The University's alcohol, drug and substance abuse policies and required information on penalties and health hazards comply with the Drug Free Workplace Act of 1988, the Drug-Free Schools and Communities Act Amendments of 1989, and Hawai'i state law.

Alcohol Consumption, possession and furnishing of alcoholic beverages is limited to designated areas for officially sanctioned Chaminade University events for persons 21 years of age or older, subject to regulations consistent with Hawai'i state law. It is illegal for individual(s) under the age of 21 to manufacture, possess, consume or furnish alcoholic beverages. Intentionally or knowingly providing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the University. Public intoxication is strictly prohibited.

Illegal Drugs and Substance Abuse

Possession, manufacture, consumption or furnishing of marijuana and other controlled substances, such as, but not limited to, cocaine, heroin or ice not medically authorized, is a crime under federal and state law. Therefore, possession, manufacture, consumption or furnishing of any such controlled substance on University owned or controlled property, or at University sponsored even is strictly prohibited.

Students are responsible for notifying the Dean of Students in writing of any criminal drug statute conviction or finding of guilt for an illicit drug/substance abuse violation occurring on University controlled property no later than five (5) days after such conviction.

Disciplinary Action

The above are also violations of the Chaminade University Student Handbook. When a student violates local, state, or federal laws, and at the same time violates Chaminade University's Student Code of Conduct, either on- or off-campus, Chaminade University reserves the option of initiating disciplinary action, whether or not legal charges are filed.

■ **Registration and Records**

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; spring semester from early January to mid-May. The first summer session starts in mid-May and the second in early July.

The AEOP program on- and off-campus consists of four accelerated semesters of approximately 10 weeks each, beginning in January, April, July, and October. Some accelerated courses are conducted on weekends with varying starting dates.

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 AEOP 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 interior design studios meet for 30 hours per credit; laboratory sections meet for 45 hours per credit.

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

Student Classification

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 AEOP classes for 12 or more semester hours. Full-time AEOP students are those who are enrolled exclusively in the 10-week sessions for 9 or more semester hours. AEOP and undergraduates are full-time with one class during the interim sessions.

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 AEOP classes for 11 or fewer semester hours. Part-time AEOP 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.

- Unclassified students, although registered for credit, are not candidates for a degree.
- First Year are those who have completed fewer than 30 semester hours.
- Sophomores are those who have completed from 30 to 59 semester hours.
- Juniors are those who have completed from 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 with prior permission of instructors.

International Student Services

This University is responsible to the Bureau of Citizenship and Immigration Services(BCIS) 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-94 form (white card attached to the passport) and a copy of the I-20 ID form issued to the student at the port of entry which is considered a permanent record to be used for all BCIS 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 (at least 12 credits for undergraduate students and 6 credits per term for graduate students);
4. Apply for extension of stay when necessary;
5. Follow procedures to continue from one educational level to another and/or transfer;
6. Obtain authorization prior to accepting any employment; and
7. 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. Other concerns, such as adjustment and cultural issues, assistance is available through the Student Affairs Division.

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 Academic Advising and Study Abroad Center.

Maximum Student Load

The maximum student load per term is six semester hours for a six-week summer session, nine 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, the student may request an exception to this rule from the Associate Provost. Approval is rarely granted.

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 waiver of the course prerequisite. 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 on their transcript to register for more advanced courses, they must present the signed prerequisite course waiver form at the time of registration. The prerequisite course waiver form may be obtained from the Records Office or an academic advisor and must be completed and signed by the course instructor, division dean, and the Associate Provost.

Registration for Undergraduate Courses

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. A late registration fee is charged. Registration is not complete until all fees and tuition have been paid, and health clearance requirements are met.

Undergraduate Enrollment for AEOP Courses

Immediate registration is permitted in AEOP courses provided the undergraduate student is a graduating senior or requires classes for financial aid purposes. All other eligible undergraduate students will be permitted to register on a space available basis on the day before the class begins. Students must consult the AEOP office to check space availability.

No enrollment of first year/sophomore undergraduate students will be permitted in on-line courses, except during the summer session. Enrollment of any other undergraduate students will follow the policy cited above.

Interim courses are very time consuming and demanding. An average of two weeks in duration, one absence is equivalent to missing one week of a normal semester session. The immersion-like nature requires a greater than normal attention to the time and material being presented.

Enrollment of undergraduate students already enrolled in 9 credit hours or more of coursework is not permitted in Fall Interim classes. Enrollment in Winter and Summer Interim sessions is allowed provided the student is not on Academic Warning and/or Academic Probation.

Add/Drop (Change in Registration)

Add/Drop forms are available in the Academic Advising and Study Abroad Center, the AEOP Office, and the Records Office on the main campus and at the Chaminade offices on military installations. Such changes require the approval of an academic advisor and in the case of closed classes, the instructor. Transfer from one section of a course to another is considered a change of registration and requires the same procedure.

Full-Time Status

Fulltime students are those who are enrolled in the 16 week day session for 12 or more semester hours or are enrolled in a combination of 16 week day session classes and AEOP classes for 12 or more semester hours. In the AEOP Full-time students are those enrolled in the 10 week term for 9 or more credit hours.

Enrollment at Other Institutions

On the recommendation of the student's advisor, a student may be authorized to enroll concurrently at another institution on Oahu.

Each institution may impose conditions on Chaminade students enrolling concurrently. Generally students must meet application deadlines and qualify for admission as unclassified students. To ensure transferability of credits, authorization to enroll at other institutions at any time, including the summer recess, must be obtained from the Registrar in writing. AEOP students must obtain written authorization from their Advisor.

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.

Grades

Letter grades are given in all courses except those taken 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:

- 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, not satisfactory for fulfillment of prerequisite course work.
- F** Failed to grasp the minimum subject matter; no credit given.
- P** Satisfactory completion of course.
- W** Withdrawal before published deadline.
- I *** At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed [i.e., 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.
- AU** Audit.
- CR/NC**** Credit/No Credit.

Incomplete Coursework

* The issuance of an 'I' grade is not automatic. 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. Email notification will be provided to the student and instructor within the final 30 days by using student and instructor Chaminade University email addresses. The faculty member will award the student a letter grade, including the possibility of an "F." An "I" grade that is not replaced by a letter grade by the 90-day deadline will automatically become the indicated alternate grade on the incomplete contract.

Credit/No Credit

**The credit/no credit option enable students to elect courses of interest without grade penalty. This option applies to all 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 thesis 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 elected on Credit/No Credit for a maximum of eight courses. This election is in addition to courses where only that option is available. Since credit will be given for the

lowest 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.

Repeating a Course

A student may repeat a course regardless of the first grade received. Both the original grade and the second grade 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.

Withdrawals from the University

Complete withdrawal from the University by day session students must be initiated through the Office of the Dean of Students. An exit interview with the Dean of Students is required. Withdrawal from the university becomes official after the student has submitted a completed *Withdrawal from the University* form (signed by appropriate personnel) to the Records Office.

Students enrolled in developmental courses are expected to complete them. Withdrawals will be permitted only for serious reasons, and with the approval of the Associate Provost.

Withdrawal forms are available in the Academic Advising and Study Abroad Center and the Dean of Students Office on the main campus and at the Chaminade offices on military installations.

Withdrawals

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. The signature of the instructor of the course is required.

Students in the Undergraduate Program may Withdraw Without Record from a course until the last day of week 5 of a 15-16 week semester. Students in the Adult Evening and Online 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 45% complete. If a student withdraws by this date, the course does not appear on the students official transcript. Withdrawal from a course after the last day of withdrawal without record will be noted as a W on a student's transcript and the deadline will be listed in the schedule.

Only when the student presents written evidence such as military orders, a doctor's statement, or other reasonable justifying documentation for post-deadline withdrawal will the request be approved.

Withdrawals by Instructor

Students who miss two consecutive weeks of class (prior to the withdrawal deadline) may be withdrawn by the instructor. 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. Note that this will have the same effect on financial aid as a voluntary withdrawal.

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 Associate Provost and the Executive Vice President & 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 of the study. The material covered in a directed study is not covered by any existing, approved course. The Associate Provost and Executive Vice President & Provost must approve a directed study.

Deficiency Report

By the fourth week of instruction or the equivalent, deficiency reports are issued for students who are officially registered but not attending class or are not doing satisfactory work. A student who has received a deficiency report has the option of withdrawing from the course without grade penalty provided the withdrawal occurs within established deadlines. Four week grades shall be assigned to students.

Grade Report

Grades will be made available online at Chaminade's website, webportal.chaminade.edu, at the end of each semester or accelerated 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 after receiving the report. 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, three grade points; a C, two grade points; and a D, 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.

Veterans Affairs

The VA certification specialist, under the guidance of the Department of Veterans Affairs, certifies enrollment for all students eligible to receive educational benefits under Chapters 30, 31, 32, and 35 of Title 38, U.S.C. and Chapters 1606 & 1607 of Title 10, U.S.C. VA students need to submit form CUH 29A to request enrollment certification upon each registration.

Financial Obligations

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, diploma, or transcripts of their records.

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 AEOP terms carrying 12 or more semester hours for the combined summer/fall sessions or winter/spring sessions are eligible for inclusion on this list.

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 Registrar. Undergraduate students should obtain clearance for graduation at least two semesters prior to the intended graduation date. Students in the AEOP should obtain clearance for graduation at least four 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 September 15 for the following December graduation and March 31 for the following May graduation. 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.

Transcript of Permanent Record

Normal transcript processing shall be 5 working days, from request to outgoing mail. Be sure to allow for sufficient postal time, 4-5 days each way for mail to and from the US mainland, more during peak mailing seasons.

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

Each transcript includes the student's complete academic record at Chaminade. Official transcripts of credit earned at another institution 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 academic record from another university or college; however, no copies will be allowed.

A transcript is official only if it bears the seal of the University and the signature of the Registrar. Transcripts not prepared in the Records Office will not be certified as accurate. Transcripts issued directly to the student will bear the statement "Issued to Student."

Commencement

Commencement is a ceremony. Conferring of your diploma is contingent upon the successful completion of all graduation requirements as noted in the catalog. Commencement exercises are held in December and May of each academic year. 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.

NOTE: For May Commencement, students may enroll in Spring semester/term and/or Summer 1 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 honors at graduation: Cum Laude (cumulative GPA of 3.51), Magna Cum Laude (cumulative GPA of 3.76), and Summa Cum Laude (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

The Outstanding Student award is presented to a graduating senior 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.



■ **Institutional and Academic Policies**

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.

Freedom of Expression

Students are free to take reasoned exception to the views offered in particular courses of study. They may, however, be required to know thoroughly the specific bodies of knowledge or interpretations or theories set by the professor, but are free to reserve personal judgment as to the truth or falsity of them.

Students are expected to maintain the standards of academic performance articulated in course syllabi, and assignments, and academic and student life policies. The instructor is considered the normal and competent judge of academic work. Students are protected from unjust grading and evaluation by due process procedures detailed in the Academic Grievance section of the Student Handbook.

Privacy Act (FERPA)

Chaminade University applies as policy the Family Educational Rights and Privacy Act of 1974. The Family Educational Rights and Privacy Act (FERPA) deals specifically with the educational records of students, affording students certain rights with respect to those records. These rights include:

1. The right to inspect and review their own educational records within 45 days of the day the University receives a written request for access. Students should submit to the Records Office written requests that identify the record(s) they wish to inspect. The Records Office will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request amendment or correction of educational records that the student believes are inaccurate or misleading. The student should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory academic or research, or support staff position (including security unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records to officials of another school in which a student seeks or intends to enroll.
4. The right to file complaints with the Department of Education concerning alleged failures by institutions to comply with the Act. Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 500 Independence Avenue, SW, Washington, DC 20202-4605.

Chaminade University designates the following categories of student directory information. Such information may be disclosed by the University for any purpose, at its discretion.

Category I: Name, address, telephone number, dates of attendance, enrollment status, class.

Category II: Previous institutions attended, major fields of study, awards, honors (includes Dean's List, degrees conferred including dates).

Category III: Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes, date and place of birth).

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, currently enrolled students may withhold disclosure of any category of information. To withhold disclosure, written notification must be received in the Records Office at the time of registration or during the add/drop period. Forms requesting the withholding of directory information are available at the Records Office. Chaminade University assumes that failure on the part of any student to specifically request the withholding of directory information indicates approval for disclosure. Requests for withholding of directory information are effective for one academic year.

The institution will honor the students request to withhold any of the categories listed above but cannot assume responsibility to contact the student for subsequent permission to release them. Regardless of the effect upon the student, the institution assumes no liability for honoring his/her instructions that such information be withheld.

Parental Notification

Chaminade University strongly believes in the value and importance of the family. The family has great potential for encouraging students to pursue academic goals and to develop ethical decision making skills. Therefore, in keeping with provisions of the federal Family Educational Rights to Privacy Act as amended, Chaminade University may notify a parent or guardian if a student, who is a dependent as defined by the Internal Revenue Service Code, is at risk of receiving serious academic or disciplinary sanctions.

It is the intention of this policy to partner with parents or guardians so as to maximize the value of the educational experience and to help the student understand the ramifications of his or her behavior.

Notification may be done in the following instances:

1. the student has been found in violation of any of the Prohibited Conduct rules, as stated in the Student Code of Conduct.
2. the student is in danger of losing financial support from scholarships or government loans.
3. the student has been placed on academic probation.
4. the student has withdrawn or is facing withdrawal from the University.

A parent or guardian may have access to a student's educational records when the student:

1. has authorized access to his/her records; or
2. is a dependent as defined by the Internal Revenue Service Code.

The University will pursue both of the following options to establish the list of students for whom educational records can be shared with parent or guardian.

Student will be given the opportunity to sign an authorization form at registration time and/or at any other convenient time.

Parents will be asked to provide IRS documentation of dependency, if they wish to be informed in the cases indicated above. This can be done at the parent's orientation program and in mailings to the parents. The documentation should include the parent or guardians name and address.

Written notification including a University contact number will be sent to the parent or guardian at the appropriate address.

Academic Standing

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

Academic Warning

Students not on probation whose semester or term GPA falls below 2.0 or who fail to complete at least 50 percent of enrolled courses will receive a warning of unsatisfactory progress. Full-time students are expected to complete and receive credit for at least 12 credit hours per semester or 24 credit hours per academic year. Part-time students must complete and receive credit for at least 50 percent of enrolled courses.

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. After completing 12 credit hours, part-time students whose cumulative GPA falls below 2.0 will also be placed on probation. Students placed on probation because of unsatisfactory progress in completion of courses enrolled must complete at least 50 percent of the courses enrolled in the first semester on probation. Provided improvement in the GPA is shown for the first semester or term on probation, students will be allowed an additional semester to attain good standing.

Academic Suspension

Students who fail to meet the requirements to be removed from probation are subject to suspension from Chaminade for the subsequent semester, after which they may reapply for admission. An advising hold will be placed on the record of those new students who fail to earn a GPA of at least 1.00 at the end of their first semester or the term when a total of 12 credit hours have been attempted.

Academic Dismissal

Students who are readmitted 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 reapply for 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 1.00 with notification that the student will be suspended if the GPA is not raised to above 1.00 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 GPA is not raised above 2.0 upon attempting 12 credits and suspension should the students GPA fall below 1.00.

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.

Students on suspension must submit a request for re-admittance on special academic probation from the Associate Provost for the Undergraduate Program for undergraduate students or the Director of Adult Evening and Online Program for AEOP students . Readmitted 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 be considered for re-admission if such action was the result of illness or other extraordinary and extenuating circumstances.

Appeals from any of the above actions must be submitted in writing to the Associate Provost within 30 days of the date the student received notification of suspension or dismissal action.

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.

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 the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

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 course work.
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 issue with the course instructor. Significant reasons may have developed—such a major discovery which necessitate 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 issue with the instructor, the student may speak with the Division Dean or Graduate Dean or Program Director (If the Dean or Graduate Program Coordinator is the instructor in question, the concern should be directed to the Associate Provost; if the Associate Provost is the instructor in question, the concern should be directed to Executive Vice President and Provost.) 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 no 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 Associate Provost; if the Associate Provost is the instructor in question, the concern should be directed to Executive Vice President and Provost.) This meeting must be requested within two weeks of receipt of the final grade, and must take place within 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 Executive Vice President and 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 a 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 acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
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 the Director is the instructor in question, the concern should be directed to the Associate Provost; if the Associate Provost is the instructor in question, the concern should be directed to the Executive Vice President and Provost.) 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 Executive Vice President and Provost. The findings, in either case, are final.

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by 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 absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Classroom Policies

While each instructor has his/her 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.
- Radios, CD players, headsets, televisions, and other personal audiovisual equipment not pertinent to the class are prohibited during class.
- Beepers and cellular telephones are 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 images.
- A dress code requiring footwear and appropriate attire (shirts, pants, skirts) to be worn in classrooms, as well as in the library, cafeteria and administrative offices. No beachwear is allowed.
- 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).
 - indeed 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 outlined 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.

Writing Standards

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignments should develop ideas, themes, and main points coherently and concisely.
3. Written assignments should adopt modes and styles appropriate to their purpose and audience.
4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

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.

Change of Major

A student may change their major at any time, as long as the student meets the minimum requirements of that major.

Declaration of Major

Undergraduate students must declare a major no later than upon attaining junior status. Students who have accumulated 45 semester hours are required to declare a major before registering for the next term. The only exceptions to this regulation 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.

Time Limit on Completion of Degrees

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.

Resident Credit

Credit earned in courses offered by Chaminade University in its undergraduate and AEOP 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 bachelors degree and 15 semester hours for the associate degree are required for graduation.

Candidates for degrees must be registered and in attendance during the session in which the degree is to be completed, unless granted a leave of absence to complete the remaining requirements at another institution.

Transfer Credit

Credit courses earned at other colleges or universities, completed with a grade of 'C' or better (2.00-4.00), not 'C-', 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 England Association of Schools and Colleges
North Central Association of Colleges and Schools
Northwest Association of Schools and Colleges
Southern Association of Colleges and Schools
Western Association of Schools and Colleges

3. Courses completed with a grade of 'CR' or 'P' are not transferable to Chaminade unless these grades are equivalent to a grade of C or better (2.00-4.00).
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 major field of concentration must be evaluated by an advisor in that discipline.
5. Courses are appropriate and applicable to the program and degree sought at Chaminade.
6. Courses were not of a remedial, technical, vocational, 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 U.S. (listed above).

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 Tests

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 of 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. There is a charge for credits granted. 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 at the Academic Advising and Study Abroad Center.

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 Program

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 at the American Council on Education (ACE) recommended score, based on national norms for college sophomores taking the CLEP examinations. A maximum of 30 semester hours may be granted toward any associate and bachelors program at Chaminade.

The CLEP 1 English Composition general examination may be used in lieu of EN 101. An additional three semester hours may be granted as elective credit.

The CLEP 2 Social Sciences-History general examination may be used to meet the behavioral sciences and history requirement of all degrees.

The CLEP 3 Biological and Physical Sciences general examination may be used to meet one of the two course requirements in natural science. The second course requirement in natural science must be met with a course and laboratory. An additional three semester hours may be granted as elective credit.

The CLEP 4 Fine Arts and Literature general examination may be applied toward the course requirement in both.

The CLEP 5 Mathematics Skills and Content general examination may be taken in lieu of MA 100 Survey of Mathematics. An additional three semester hours may be granted as elective credit.

CLEP subject examinations may be taken to satisfy the equivalent courses. Three semester hours may be granted if a satisfactory score is attained.

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 Educational 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 Credit

Students enrolling who are **actively** employed in law enforcement **may** receive up to 18hours credit for their academy instruction based on an examination of the academy curriculum.

Those students applying who are Honolulu Police Department (HPD) officers will receive credit for the following courses. The curriculum of HPD academy is approved by three police accreditation agencies, based on national standards and in consultation with Chaminade faculty. Instructors are highly qualified. This is not a “life’s 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.

Four lower level courses

CJ 151 – Criminal Justice Systems
CJ 220 - Criminal investigation
CJ 223 - Introduction to law
CJ 270 – Supervisions and management

Two upper level

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 oral and written examinations 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 Executive Vice President and 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 the 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.

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 three parts: 1) a core of basic skills development and liberal arts inquiry; 2) intensive study in a chosen field of concentration (the major); and 3) elective courses, three of which must be upper division and taken from outside the major.

All baccalaureate degrees require a minimum of 120 credit hours of course work which must include a minimum of 45 hours in upper division courses (courses numbered 300 and above). Within these basic guidelines, the individual student selects a program of studies appropriate to personal needs and interests.

Core Curriculum Requirements

Basic Skills Requisite for University Dialogue

Some skills are so basic they 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, are integrated into all programs of study.

Since computer skills are also basic, students have the opportunity to learn the potential and limitation of computers through the use of word processing, database management, and spreadsheet software in various contexts in all fields.

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:

- 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

Along with practice in speaking and writing, students are expected to complete courses in seven fundamental fields of knowledge: History, Literature, Fine Arts, Social and Behavioral sciences, Global Awareness, Religion, Philosophy, Natural Sciences and Mathematics. Within most fields, students choose from a variety of courses according to their personal interests.

Through this course work, students are encouraged to define their own cultural heritage in relation to other cultural traditions. They explore the diversity of civilizations past and present, of world religions and aesthetic expression, and the political, social, and economic foundations of the world's institutions. Students learn to question from the differing perspectives of the humanities, the sciences, and the behavioral and social sciences.

An interdisciplinary course, normally taken in the fourth year of study, guides students to recognition of the interrelationships among disciplines. Topics for interdisciplinary courses vary. The primary objective of each interdisciplinary course is to encourage students to synthesize what they have learned from many disciplines into a coherent whole.

The Undergraduate Major

Chaminade students choose a major program of study from 23 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 electing courses outside the major field. These may be as varied as their interests or concentrated into a second major or a minor program. Of the 45 upper division credits required for graduation, nine must be in disciplines offered outside their own major. Although elective, these courses enhance the student's general education.

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 the University.

Core Curriculum Requirements for Associate Degrees

Basic Skills

These requirements should be fulfilled in the first year of attendance. Developmental courses in English, mathematics, reading, and study skills may also be required.

EN 101 and 102; or CLEP I and EN 102	6 semester hours
MA 100, 103 or higher; or CLEP V	3 semester hours
COM 101 Introduction to Communication	3 semester hours

Humanities

EN 201, 255, 256 or CLEP IV	3 semester hours
History (any 100 or 200 level course or CLEP II)	3 semester hours
Philosophy 100, 103 or 105	3 semester hours
Religion 103, 205, or 211	3 semester hours
Fine Arts/Performing Arts (select one): (AR 101, AR 103, AR 111, AR 201, AR 202, AR 250, AR 255, MU 208, PAR 100, PAR 101, PAR 102, PAR 201, PAR 205 or CLEP IV).	3 semester hours

Social and Behavioral Sciences

AN 200, CJ 201, EC 201, ENV 100, GE 102, GE 103, HI 201, HI 202, POL 111, POL 211, PSY 101, SO 200, or CLEP II (SS)	3 semester hours
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Natural Sciences

One course including laboratory or CLEP III	4 semester hours
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Total: 34 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 above. 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.

Associate of Science (A.S.)

The Associate of Science degree requires the completion of a minimum of 60 semester hours of credit with a grade point ratio of at least 2.0 (C) for all work completed at Chaminade. The degree also requires completion of the general education core above. At least 15 semester hours of course work must be completed at Chaminade. Areas of emphasis are offered in Criminology and Criminal Justice, Computer Information Systems, and Early Childhood Education.

Core Curriculum Requirements for All Baccalaureate Degrees

Basic Skills

These requirements should be fulfilled in the first year of attendance. Developmental courses in English, mathematics, reading, and study skills may also be required.

EN 101 and 102; or CLEP I and EN 102	6 semester hours
COM 101 Introduction to Communication	3 semester hours
Mathematics, one course according to track*	3 semester hours
Computer Literacy (CS 103, Literacy test, or Workshop)	0-3 semester hours

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

Track A: General Mathematics, 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. Consult specific program requirements.

Track B: Algebra/Non-Calculus Based Statistics Preparation, MA 103:

This track will satisfy the math pre-requisite required for the baccalaureate degrees in Accounting, Business Administration, Management, Behavioral Sciences and Environmental Studies.

Track C: Elementary Education, MA 105

This track will satisfy the requirements for teaching of mathematics at the 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, MA 210

(Prerequisites are MA 103 and MA 110 or the equivalent in prior learning.)

This track will satisfy the basic calculus requirement in Biology, Pre-Med, and Forensic Sciences. Additionally, MA 211 is required for Biology, and Forensic Sciences, the minor in Physics, and MA 331 is required for the major in Forensic Sciences and MA 311 is required for the minor in Physics.

Humanities

EN 201, 255 or 256 or CLEP IV	3 semester hours
History (any 100 or 200 level or CLEP II)	3 semester hours
Fine Arts/Performing Arts (select one):	3 semester hours
(AR 101, AR 103, AR 111, AR 201, AR 202, AR 250, AR 255, MU 208, PAR 100, PAR 101, PAR 102, PAR 201, PAR 205 or CLEP IV).	
Philosophy 100, 103, or 105	3 semester hours
Religion 103, 205, or 211	3 semester hours
Religion (300 level course)	3 semester hours
Global Awareness	3 semester hours

One course chosen from:

- AN 340, 350, 357, 360;
- COM 310;
- EN 305, 422;
- HI/POL 342, 344, 442, 443, 444, 450, 451, 452, 453;
- PH 475;
- PSY 436, 475, 476, 477, 478, 479;
- RE 357, 359, 365, 450, 460, 461, 469, 471, 472, 475, 476, 477, 478; or
- SO 331, SO 401
- Second semester of a Foreign Language

Behavioral Science

One course chosen from AN 200, CJ 201, ENV 100, PSY 101, SO 200 or CLEP II	3 semester hours
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Social Science

One course chosen from EC 201, GE 102, GE 103, HI 201, HI 202, POL 111, POL 211	3 semester hours
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Natural Sciences

Two courses including laboratories; or CLEP III and one course with laboratory	8 semester hours
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Interdisciplinary

One upper division interdisciplinary course	3 semester hours
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Upper Division Elective Requirements

Three upper division courses taken from disciplines outside the major	9 semester hours
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Total 59-62 semester hours

To graduate with a bachelor's degree, each student must have:

- Satisfied all core curriculum requirements including nine credits of upper division course work outside the disciplines required for the declared major, and the interdisciplinary course;
- Satisfied all requirements for the major discipline;
- Completed a minimum of 45 upper division credits;
- Achieved a minimum GPA of 2.0 (some majors may require a higher GPA);
- Completed at least 30 semester hour credits in residence, including at least half of the credits in the major discipline; and
- Completed a minimum of 120 semester hours.

At least half of the credits required for a minor must be earned in residence.

Model Program

Students may complete these requirements in various ways, but the following is considered a model program of studies. The Academic Advising and Study Abroad Center has 4 year academic plans for every degree offered in the Undergraduate program. You are encouraged to consult those plans, as some majors are highly structured, and require precise academic planning in order to complete your degree in a timely manner:

First Year

EN 101 and 102, English Composition	6 semester hours
COM 101, Introduction to Communication	3 semester hours
CS 103, Computers and Application Software	3 semester hours
CUH 100, First Year Experience	1 semester hour
Mathematics (required course by track)	3 semester hours
Religion (103, 205 or 211)	3 semester hours
History	3 semester hours
Natural Science (major may indicate which)	4 semester hours
Electives or prerequisites for study in major	3 semester hours
Total	29 semester hours

Sophomore Year

Foreign Language or Global Awareness	3 semester hours
English Literature	3 semester hours
Philosophy	3 semester hours
Social or Behavioral Science	3 semester hours
Fine Arts/ Performing Arts	3 semester hours
Natural Science	4 semester hours
Electives, Prerequisites, or Major	10-12 semester hours
Total	32-34 semester hours

Junior Year

Religion (one upper division course)	3 semester hours
Social or Behavioral Science	3 semester hours
Elective (upper division courses outside major)	6 semester hours
Major, Core Courses, Electives	21 semester hours
 Total	33 semester hours
 Senior Year	
Upper division elective outside major	3 semester hours
Interdisciplinary course	3 semester hours
Major, electives, internships	24 semester hours
 Total	30 semester hours
 Grand Total:	120 semester hours

Interdisciplinary Courses

Each of the following courses will satisfy the requirement for the upper division interdisciplinary course:

CJ/RE 435	Ethics and Criminal Justice
COM/RE 433	Media Law and Ethics
EN 307	Nature Writing
ENV/RE 431	Environmental Ethics
GE>ID 335	Sociocultural Aspects of Design
HI/POL 305	Contemporary America
HI/POL 324	Modern Europe
HI/POL 442	Modern China
HI/POL 444	Modern Japan
HI/RE 322	Medieval Life and Thought
PH/RE/SO 305	Sociology and Philosophy of Religion
PH/SO 360	Sociology and Philosophy of Gender
PH/RE 425	Religion, Science and the Modern Prospect
PH/PSY 471	Existential Psychology
PH/PSY/RE 475	Transpersonal Psychology
PSY/RE 476	Buddhist Psychology
PSY/RE 477	Taoist Psychology
PSY/RE 478	Psychology of T'ai Chi Ch'uan
PH/PSY/RE 463	The Psychology of Death and Dying
RE/PH 473	Holocaust
PH/RE/SO 338	Religion, Philosophy and Social Ethics

Bachelor of Arts (B.A.)

The Bachelor of Arts degree requires the completion of a minimum of 120 semester hours of credit comprised of a general education core, a major field of concentration, and electives. At least 45 semester hours must be upper division (300/400 level). At least nine of the 45 semester hours of upper division credits required for the degree must be in disciplines outside the major field of concentration. A grade point average of 2.0 (C) or better, is required in all course work. A minimum grade point average of 2.0 (C) is also required in the academic major. One year of residence (at least 30 semester hours) is required. At least half of the upper division credits required for the major must be completed at Chaminade.

Bachelor of Fine Arts (B.F.A.)

The Bachelor of Fine Arts degree requires the completion of the general education core, a fine arts core of courses, and a major concentration. Elective courses to round out the degree requirements are chosen with the approval of the major advisor. At least 45 semester hours must be upper division (300/400 level). At least nine of the 45 semester hours of upper division credits required for the degree must be in disciplines outside the major field of concentration. The Bachelor of Fine Arts degree is offered in interior design. A grade point average of 2.0 (C) or better, is required in all course work. One year of residence (at least 30 semester hours) is required. At least half of the upper division credits required for the major must be completed at Chaminade.

Bachelor of Science (B.S.)

The Bachelor of Science degree requires the completion of the general education core, a fine arts core of courses, and a major concentration. Elective courses to round out the degree requirements are chosen with the approval of the major advisor. At least 45 semester hours must be upper division (300/400 level). At least nine of the 45 semester hours of upper division credits required for the degree must be in disciplines outside the major field of concentration.. The degree requires the completion of a minimum of 120 semester hours of credit. An average grade of 2.0 (C) or better must be earned for all courses completed at Chaminade. An average grade of 2.0 (C) or better is also required in the major with some majors requiring a higher GPA. 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.

Policy which Permit/Prohibit the use of a single course to fulfill more than one requirement**Lower Division Courses and Major/Minor Pre-requisites**

Chaminade's core curriculum 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 Interior Design Major may specify the Physics of Photography as a pre-major requirement. Students who take this course and lab will also fulfill four hours of the natural science requirement.

Upper Division/General Education Core

There are five upper division (UD) course requirements in the general education core.

They are:

1. One UD interdisciplinary
2. One UD religion
3. One Global Awareness
4. Three UD courses outside of the major

There are a number of interdisciplinary courses which are cross-listed such as RE/PSY. Such an interdisciplinary course may be used to fulfill one but only one of the five possible requirements: an UD requirement of the religion major; the UD religion requirement of general education; one of the UD outside the major requirements of general education; or the UD interdisciplinary requirement of general education. The same course cannot be used to fulfill the two or more separate requirements.

An UD interdisciplinary or religion course may be used to fulfill a requirement of a minor but not a major and one of the general education requirements. The three courses outside the major may fulfill requirements of a major or minor and the general education requirement. These possibilities are described below.

Minor

Students who decide to pursue a minor may use three UD courses in the minor to also satisfy the general education requirement of completing three UD courses outside of the major.

If a particular minor course is designated as an interdisciplinary or global awareness course, it may be used to fulfill both the interdisciplinary and the minor requirements. The UD religion course may be used to satisfy both the general education requirement and one of the requirements for the religion minor provided the interdisciplinary religion course is one of the specific courses listed for the minor.

Major

Majors require at least 24 semester hours of UD coursework and the courses are strictly used to satisfy the particular major requirements. An interdisciplinary or global awareness course cannot be used to fulfill a major requirement and the interdisciplinary requirement at the same time. An UD course in religion may not be used to satisfy both an UD requirement for the major and the UD religion requirement of the general education core. If a major requires UD course outside the discipline of the major (e.g., Forensic Sciences requires as co-requisites, UD course in biology, chemistry and mathematics) completion of these courses fulfills the requirement of both the major and general education.

Double Majors with Single Degree

When evaluating the transcript of a student applying for the award of two majors the principle to be followed is that when the courses completed are evaluated they must fulfill all the requirements of each of the two majors, the evaluation of the degree requirements being independent of one another. Thus, the same course evaluated from the perspective of the first major may be used in one way, but when evaluated from the perspective of the second major may be used in another.

Thus a student must fulfill the general education requirements for both majors. However, the courses in the general education requirement that satisfy one major may also be used to satisfy the general education requirements of the second major.

Double Degrees

A student earns at least 120 semester hours for one degree. In order to obtain a second degree, the student needs to earn a minimum of an additional 30 semester hours of credit for two degrees (e.g., BA in English and a BS in Criminology and Criminal Justice). As in the case of double majors, to be awarded two degrees a student's transcript must be such that when evaluated from the perspective of each degree all requirements have been met.

Learning Outcomes of the Core Curriculum

Students who have successfully completed the various portions of the core curriculum will be able to demonstrate the learning outcomes listed below.

Basic Skills

CUH 100 First Year Experience Seminar

1. Interact effectively with classmates and generate new friendships
2. Describe the support services offered to students at Chaminade.
3. Articulate the distinct mission of Chaminade University and the goals of Marinist education.
4. Identify how your gifts can benefit the community.
5. Define and set academic and professional goals.
6. Plan and budget effectively to meet your financial needs.
7. Demonstrate skills that will help maximize the ability to learn and succeed.

English

I. Clarity

- A. To demonstrate paragraph and essay development in a written text
 1. To demonstrate thesis sentences
 2. To demonstrate topic sentences
 3. To demonstrate clear supporting examples for thesis sentence and topic sentences
 4. To demonstrate logical and clear connections between topic/thesis sentences and supporting examples
- B. To demonstrate organizational development in a written text
 1. To demonstrate an effective introductory paragraph
 2. To demonstrate an effective concluding paragraph
 3. To demonstrate the use of transitions (internal/within a paragraph and external/between paragraphs) in a written text
- C. To demonstrate the ability to edit a text with grammar, punctuation, word choice, mechanics, and sentence structure errors.

II. Originality

- A. To demonstrate pre-writing strategies and techniques such as mapping, freewriting, and listing.
- B. To demonstrate the ability to identify an audience and articulate an argument specific to that audience
- C. To identify and apply rhetorical writing techniques (narrative, descriptive, exposition/illustration, comparison and contrast, cause and effect, definition, persuasion, classification, division)
 1. To demonstrate logical structure utilizing the rhetorical techniques
- D. To demonstrate the ability to evaluate and synthesize research information
 1. To demonstrate the ability to evaluate the validity of source information
 2. To demonstrate the ability to distinguish between reason and belief
- E. To demonstrate the ability to compare and contrast induction and deduction

III. Mechanics and Research

- A. To demonstrate the ability to retrieve information from various sources (internet and library resources)
- B. To demonstrate the ability to research, draft, revise, and edit a research paper
- C. To demonstrate the ability to apply and integrate material from sources
- D. To demonstrate the correct use of MLA documentation
 - 1. To demonstrate an understanding of the difference between a bibliography and a works cited page
 - 2. To demonstrate an understanding of plagiarism
 - 3. To demonstrate the ability to cite sources within the body of a text
- E. To recognize other documentation formats (APA, COS)

Communication

- 1. To understand the human aspect of communication: personification vs. objectification
- 2. To assess personal communication styles and develop effective verbal and nonverbal interpersonal communication skills
- 3. To understand and apply active listening and response behaviors in interpersonal communication
- 4. To apply appropriate assertiveness and conflict resolution skills in both interpersonal and group discussion settings
- 5. To understand the dynamics of group discussion and to develop effective individual and leadership roles for small group interactions
- 6. To understand and appreciate cultural differences in communication
- 7. To organize informative, persuasive and impromptu speeches which include the key elements of an effective speech: attention-getting opening, well developed body, strong conclusion, clear transitions and appropriate research data
- 8. To deliver speeches using an emphatic voice, a conversational style, meaningful eye contact, and appropriate facial and body gestures
- 9. To develop and effectively incorporate into a speech appropriate visual aids, including PowerPoint

Mathematics

- 1. An understanding of basic mathematical principles needed to function effectively in our world
- 2. An understanding of basic symbolic reasoning that can be used to describe relationships and patterns found in nature
- 3. An understanding of the mathematical tools necessary for success in their selected major

Computer Literacy

- 1. Identify components or hardware of a computer system (e.g. monitor, CPU, mouse etc.)
- 2. Recognize different types of software
- 3. Identify different storage devices and units of storage
- 4. Identify the main functions of an operating system
- 5. Define and utilize files and icons
- 6. Use of MS Word
- 7. Use of MS PowerPoint
- 8. Use of Internet and Networks

General Education Learning Outcomes

Students who successfully complete the General Education Core program will:

History

1. Demonstrate an understanding of diversity
2. Demonstrate an understanding of the concepts and processes of change, continuity, and causality when looking at history

Fine Arts

1. Demonstrate an understanding of the value of creative expression
2. Demonstrate an understanding of the roles and contributions of the arts (visual and performing) to the positive development of society and culture

Philosophy

1. Demonstrate an understanding of the broad themes found in the Western philosophical tradition
2. Demonstrate an understanding of the Socratic method and its application to discussions on fundamental questions of meaning in today's world
3. Demonstrate facility in such philosophical skills as thinking clarifying and analyzing concepts, justifying evaluations, and integrating concepts into a theoretical system

Religious Studies

1. Demonstrate an understanding of Catholic theology, its historical development and position within the broader Christian and human traditions
2. Demonstrate a capacity to articulate the fundamental questions of ultimate meaning that will intellectually and spiritually engage them throughout their lives

Global Awareness/Foreign Language

1. Demonstrate an awareness of the diversity of peoples and cultures

Behavioral Science

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts
2. An understanding of human behavior relative to various environmental contexts
3. An understanding of human behavior relative to adapting to various changing environmental contexts

Social Science

1. Demonstrate an understanding of social science theory as applied in the study of human social systems
2. Demonstrate an understanding of social science methodologies as applied in articulating an understanding of the human experience and social structures

Natural Sciences

1. An understanding of and the ability to recognize and use the scientific method
2. The ability to recognize the dual nature of humans as being both from nature and a part of nature
3. An understanding of the impacts of human activities on nature and natural systems

Interdisciplinary course Requirement

1. Demonstrate the ability to approach particular areas of human culture and experience utilizing a variety of disciplinary perspectives
2. Demonstrate the ability to transcend disciplinary boundaries in articulating approaches to the ultimate questions of meaning in human experience

Major Programs and Course Descriptions

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: 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.

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. This course meets the student learning outcomes: 1) the scientific method and its application; 2) human and cultural diversity. Course offered annually in the Fall semester.

AN 210 Archaeological Methods and Analysis (3)

Archaeology is the study of cultures and societies through their material remains. This course will provide a general introduction to techniques and analysis practiced in real archaeological projects. It is designed to serve as the foundation class for further coursework in archaeology or as the training course prior to participating in actual archaeology field projects. It also serves as a basic course for individuals in fields where archaeological techniques and procedures are an important part of their work, especially forensic science and historical research. This course meets the student learning outcomes: 1) the scientific method and its application; 2) human and cultural diversity; 4) the relationship between the self and the group. Offered every spring. Course offered annually in the Spring semester.

English 102 and COM 101 are prerequisites for all upper division courses

AN 340 Contemporary Peoples of Hawai'i (3)
This course is designed to assist the student in developing an appreciation for the cultural diversity of contemporary Hawai'i. This includes increased knowledge of the historical and contemporary inter-group dynamics that allow for multiethnic co-existence. 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. This course meets the student learning outcomes: 2) human and cultural diversity; 3) social and individual dynamics; 4) the relationship between the self and the group. Course offered annually in the Fall semester. Fulfills Global Awareness course requirement. Prerequisite: AN 200, PSY 101, or SO 200.

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 organization; issues of land tenure; and the effects of contact with Western society. This course meets the student learning outcomes: 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. Fulfills Global Awareness course requirement. Prerequisite: AN 200, PSY 101, or SO 200.

AN 357 East Asian Societies (3)

This course consists of an examination of traditional and contemporary Japanese and Chinese societies. The 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 1/5 of the world's population) and the tremendous cultural differences within the term East Asian. This course meets the student learning outcomes: 2) human and cultural diversity; 3) social and individual dynamics; 4) the relationship between the self and the group. Course offered annually in the Fall semester. Fulfills Global Awareness course requirement. Prerequisite: AN 200, PSY 101, or SO 200.

AN 360 Native American Societies (3)

This course is intended as an introduction to Native American peoples and cultures. A major emphasis of the class will be the -process of acculturation to modern Euro-American value systems and ethnic identity. Topics will include: the complex diversity of cultures subsumed under the title 'American Indians'; increased awareness of the complex relationships of the Anglo-American power structure as it has impacted Native America; ethnocentrism, stereotyping and its impact on acculturation; contemporary issues of ethnic and Indian identity in modern Native American populations. This course meets the student learning outcomes: 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. Fulfills Global Awareness course requirement. Prerequisites: AN 200 or permission of instructor.

AN 480 Special Topics (1-4)

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 (3)

See SO 498. Course offered annually.

■ 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.

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: Two courses selected from AR 101, AR 103, AR 111, AR 201, AR 202, 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

Students successfully completing the minor will demonstrate:

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; and
4. an understanding of the fine arts as an essential part of human culture that enriches their lives.

Program Assessment

1. 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.

2. Program Assessment (cumulative)

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:

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

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.

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. Offered annually.

AR 103 Visual Design (3)

Elements and principles that are fundamental to all visual arts. Visual composition is stressed as well as handling of media. Six hours per week. This course fulfills the Fine Arts general education requirement. Cross listed as ID 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 3D Design (3)

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 COM 101 are prerequisites for all upper division courses

AR 350 Intermediate Ceramics (3)

Intermediate techniques in ceramics. Six hours per week. Offered every semester. Prerequisites: AR 250 or consent of instructor.

AR 355 Intermediate 3D Design (3)

Intermediate techniques in sculpture. Six hours per week. Offered every semester. Prerequisites: AR 255 or consent of instructor.

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 3D Design (3)

Advanced techniques and concepts in sculpture. May be repeated. Six hours per week. Offered every semester. Prerequisites: AR 355 or equivalent.

AR 480 Special Topics (3)

Selected topics in art to be announced.

AR 499 Directed Studio Work (1-3)

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.



BEHAVIORAL SCIENCES PROGRAM

In the Division of Behavioral Sciences

Dr. Robert Santee, Dean

Faculty: Dr. Richard Bordner, Bro. James Christiana, S.M. Ph.D. and Dr. Bryan Man

The Behavioral Sciences Program is centered on the development of student awareness of the importance of social and cultural groups in contemporary and past human experience. The merging of three related disciplines: Anthropology, Geography, and Sociology, along with major contributions from other disciplines such as English, History, Political Science and Religion form the academic basis of the Behavioral Sciences Program. Behavioral Sciences is grounded in the fields of Anthropology, Geography and Sociology, but incorporates related areas of study as evidenced by the number of disciplines that engage in cross-cultural research. These themes include the socio-cultural basis of human behavior, the theory and reality of cross-cultural interaction, dialog and understanding, and awareness of the patterns and meaning across socio-demographic categories (such as gender, age, ethnic identity, and socio-cultural status).

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 competency in a complex culturally 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. The Program works toward this goal by two specific techniques:

- 1) The material covered in anthropology, geography 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 in 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 most of our majors this consists of a structured internship project (frequently within social services agencies and schools). This achieves several goals simultaneously:

- a) 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 they have absorbed to the real world in which they operate;
- b) 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;
- c) The Behavioral Sciences faculty provide a role model for our students with our involvement in community activities 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 Program Outcomes

Upon completion of the program in Behavioral Sciences, the student will demonstrate command of the following program outcomes:

1. Will clearly and effectively articulate the role of theory in cross-cultural Studies from anthropology and sociology;
2. Will demonstrate an understanding of the reciprocal relationships between the individual and the group (ethnic or society);
3. Will demonstrate the use of appropriate methodology and data analysis from anthropology and sociology in social research;
4. Will demonstrate an understanding of anthropological and sociological concepts and appropriate use of the discipline terminology;
5. Will demonstrate the understanding of basic knowledge, questions and issues in substantive areas of sociology and anthropology.

Degree Requirements

Pre-major requirements: AN200 (Cultural Anthropology) and SO200 (Introductory Sociology)(6 credits).

Foundation courses: AN/SO302 (Theory in the Behavioral Sciences)(3 credits).
SO 317 (Behavioral Science Methods)(3 credits).

Areas of Concentration:

1) Cultural Diversity (31 hours)

The following courses are required:

Social Issues [9 credits from the following]: SO 305 (Soc. of Religion), SO 308 (Social Problems), SO 401 (Race-Ethnic Relations), SO 407 (Society Mental Disorders) or SO 412 (Soc. of Sports).

Cross-Cultural Experience [9 credits from the following]: AN 340 (Peoples of Hawai`i), AN 350 (Cultures of Oceania), AN 357 (East Asian Societies), AN 360 (Nat. Amer. Cultures), GE/ID 335 (Sociocultural Aspects of Design) or SO 331 (Chinese in the U.S.).

Regional Histories: [6 credits from the following]: Two courses focused on a particular region from the following: HI/POL 343 (HI/POL SE Asia), HI/POL 444 (HI/POL Modern SE Asia), HI/POL 442 (HI/POL Modern China), HI/POL 443 (Way of Tea), HI/POL 444 (HI/POL Modern Japan), HI/POL 452 (HI/POL Early Pacific), HI/POL 453 (HI/POL Modern Pacific) or RE 365 (Intro. Chinese Thought), RE 478 (Psychology of T'ai Chi Ch'uan).

Pre-Professional Course [3 cr]: AN/GE/PSY/SO 327

Senior Thesis [4 cr]: SO 494 and SO 498.

Option: Hawaiian Studies emphasis within Cultural Diversity (34 hours)

Culture and History of Hawai`i Emphasis [15 cr]: GE 204 (Landscapes of Hawai`i), AN 340 (Peoples of Hawai`i), HI/POL 450 (HI/POL Early Hawai`i), HI/POL 451 (HI/POL Modern Hawai`i), HI/POL 453 (HI/POL Modern Pacific), SO 331 (Chinese in the U.S.)

**Hawaiian Language [6 cr]: HA 101-102

Hawaiian Religion [3 cr]: RE 250

Pacific Realities [3 cr]: One course from: AN 350 (Cultures of Oceania), EN 422 (Pacific Literature) or HI/POL 452 (HI/POL Early Pacific)
 Pre-Professional Course [3 cr]: AN/GE/PSY/SO 327
 Senior Thesis [4 cr]: SO 494 and SO 498

The following is a Model 4 Year Plan for the Cultural Diversity Track (entering 2008-09):

Fall Year 1	Spring Year 1
CUH 100 (First Year Experience) EN 101 (Intro to Expository Writing) CS 103 (Computers and Applications) COM 101 (Intro to Communications) MA 103 or equivalent (College Algebra) AN 200 (Cultural Anthropology)	EN 102 (Expository Writing) Religion (RE 103, 205 or 211) History (any 100-200 level course) Science (including lab) Philosophy (PH 100, 103 or 105)
Fall Year 2	Spring Year 2
English Literature (EN 201, 255 or 256) Science (including lab) SO 200 (Intro to Sociology) Social Science (GE 102) Foreign Language recommended (1 year)	Fine Arts (any 100-200 level course) Foreign Language (recommended) General electives
Fall Year 3	Spring Year 3
AN/SO 302 (Theory in Beh. Sciences) Research module: CJ/PSY 317 (Beh. Science Methods) Cross-Cultural module (AN 340, AN 350, AN 357, AN 360, GE/ID 335 or SO 331) Regional Histories module (HI/POL 343, 344, 442, 443, 444, 452, 453 or RE 365)	Social Issues module 1: SO 308 (Social Problems) Social Issues module 2: SO 401 (Race-Ethnic Relations) Cross-Cultural module (AN 340, AN 350, AN 357 or AN 360, GE/ID 335 or SO 331) Regional Histories module (HI/POL 343, 344, 442, 443, 444, 452, 453 or RE 365)
Fall Year 4	Spring Year 4
Social Issues module 3: SO 305, SO 407 or SO 412 Cross-Cultural Experience module: AN 360 or SO 480 Pre-Professional module: AN/GE/PSY/SO 327 Senior Thesis module 1: AN/SO 494 (Senior Research)	Social Structure module 2: SO 480 External Realities module 1: EN 305, RE 250, 355, 360, 367, 368 or RE 478 Senior Thesis module 2: AN/ SO 498 (Senior Thesis)

Areas of Concentration:

2) Sociology (27 hours):

The following courses are required:

Social Issues [9 cr]: SO308 (Social Problems), SO 407 (Society Mental Disorders), or SO491 (Juvenile Deviancy)

Social Structure [6 cr]: AN 340 (Peoples of Hawai`i), SO401 (Race-Ethnic Relations) or substitution

Minorities [3 cr]: AN360 (Nat. Amer. Cultures) or SO 331 (Chinese in the U.S.)

Social Institutions [3 cr]: SO305 (Soc. of Religion), SO360 (Soc. of Gender) or SO412 (Soc. of Sports)

Pre-Professional Course [3 cr]: AN/GE/PSY/SO 327

Senior Thesis [4 cr]: AN/SO494 and AN/SO498

Model 4 Year Plan for Sociology Track (entering 2008-09)

Fall Year 1 CUH 100 (First Year Experience) EN 101 (Intro to Expository Writing) CS 103 (Computers and Applications) COM 101 (Intro to Communications) MA 103 or equivalent (College Algebra) AN 200 (Cultural Anthropology)	Spring Year 1 EN 102 (Expository Writing) Religion (RE 103, 205 or 211) History (any 100-200 level course) Science (including lab) Philosophy (PH 100, 103 or 105)
Fall Year 2 English Literature (EN 201, 255 or 256) Science (including lab) SO 200 (Intro to Sociology) Social Science (GE 102 or 103) Foreign Language recommended (1 year)	Spring Year 2 Fine Arts (any 100-200 level course) Foreign Language (recommended) General electives
Fall Year 3 AN/SO 302 (Theory in Beh. Sciences) Social Issues module 1: SO 308 (Social Problems) Social Structure module 1: AN 340 (Peoples of Hawai'i)	Spring Year 3 Research module: SO 317 (Methods) Social Institutions module (SO 305, SO 360 or SO 412) Social Issues module 2: (407 or SO 491)
Fall Year 4 Social Issues module 3: (SO 407 or SO 491) Minorities module: (AN 360 or SO 331) Pre-Professional module: AN/GE/PSY/SO 327 Senior Thesis module 1: AN/SO 494 (Senior Research)	Spring Year 4 Social Structure module 2: SO 401 (Race-Ethnic Relations) External Voices module: EN 305, HI 300-400 course or PSY 436 Senior Thesis module 2: AN/ SO 498 (Senior Thesis)

(AN) Anthropology

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. This course meets the student learning outcomes: 1) the major theoretical principles, controversies, and critiques in anthropology and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) how to critique inequalities within and/or between social systems; 4) the relevance of multicultural studies to contemporary public issues; 5) the ability to explain how the self develops socially; 6) how societal and social structural factors influence individual behavior and the development of the self; 7) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in the United States and in the world; 9) ethical practices in conducting cross-cultural research. Course offered annually in the Fall semester.

AN 210 Archaeological Methods and Analysis (3)

Archaeology is the study of cultures and societies through their material remains. This course will provide a general introduction to techniques and analysis practiced in real archaeological projects. It is designed to serve as the foundation class for further coursework in archaeology or as the training course prior to participating in actual archaeology field projects. It also serves as a basic course for individuals in fields where archaeological techniques and procedures are an important part of their work, especially forensic science and historical research. This course meets the student learning outcomes: 1) the major theoretical principles, controversies, and critiques in anthropology and sociology;

2) the role of anthropological and sociological theory in areas of social reality; 3) the relevance of multicultural studies to contemporary public issues; 4) how societal and social structural factors influence individual behavior and the development of the self. Offered every spring. Course offered annually in the Spring semester.

English 102 and COM 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 Behavioral Sciences, specifically Behavioral Sciences (Sociology, Social Services), Criminal Justice, Environmental Studies, 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. Offered annually in the Fall semester. Cross-listed with CJ/ENV/GE/PSY/SO 327

Division Student Learning Outcome

Student will demonstrate an understanding of career development relative to the field of Behavioral Sciences.

AN 340 Contemporary Peoples of Hawai'i (3)

This course is designed to assist the student in developing an appreciation for the cultural diversity of contemporary Hawai'i. This includes increased knowledge of the historical and contemporary inter-group dynamics that allow for multiethnic co-existence. 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. This course meets the student learning outcomes: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public

issues; 3) the ability to explain how the self develops socially; 4) how societal and social structural factors influence individual behavior and the development of the self; 5) the ability to compare and contrast methods of social research; 6) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 7) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in the United States and in the world. Course offered annually in the Fall semester. Prerequisite: AN 200, PSY 101, or SO 200.

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 organization; issues of land tenure; and the effects of contact with Western society. This course meets the student learning outcomes: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues; 3) the ability to explain how the self develops socially; 4) how societal and social structural factors influence individual behavior and the development of the self; 5) the ability to compare and contrast methods of social research; 6) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 7) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in the Pacific. Course offered annually in the Spring semester. Prerequisite: AN 200, PSY 101, or SO 200.

AN 357 East Asian Societies (3)

This course consists of an examination of traditional and contemporary Japanese and Chinese societies. The 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 1/5 of the world's population) and the tremendous cultural differences within the term East Asian. This course meets the student learning outcomes: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues; 3) the ability to explain how the self develops socially; 4) how societal and social structural factors influence individual behavior and the development of the self; 5) the ability to compare and contrast methods of social research; 6) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 7) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in East Asia. Course offered annually in the Fall semester. Prerequisite: AN 200, PSY 101, or SO 200.

AN 360 Native American Societies (3)

This course is intended as an introduction to Native American peoples and cultures. A major emphasis of the class will be the -process of acculturation to modern Euro-American value systems and ethnic identity. Topics will include: the complex diversity of cultures subsumed under the title 'American Indians'; increased awareness of the complex relationships of the Anglo-American power structure as it has impacted Native America; ethnocentrism, stereotyping and its impact on acculturation; contemporary issues of ethnic and Indian identity in modern Native American populations. This course meets the student learning outcomes: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues; 3) the ability to explain how the self develops socially; 4) how societal and social structural factors influence individual behavior and the development of the self; 5) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 6) to describe cultural diversity in North America. Course offered annually in the Spring semester. Prerequisites: AN 200 or permission of instructor.

AN 480 Special Topics (1-4)

Selected topics in anthropology to be announced. Past offerings include Contemporary American Cultures, Old China-New Chinas Spring Field Trip and the summer Archaeology Field School. Prerequisites vary according to topic.

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. Students will demonstrate an understanding of: 1) the scientific method and its application; 2) human and cultural diversity; 3) social and individual dynamics; and 4) the relationship between the self and the group. Course offered every semester.

SO 210 Introduction to Social Services (3)

The course is designed to introduce students to social service as a helping profession. The history, values and ethics, knowledge base, methods, practice, and organizational structure of social service are examined. Student will demonstrate an understanding of: 1) the scientific method and its application; 2) human and cultural diversity. Course offered annually.

English 102 and COM 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. Students will demonstrate an understanding of: 1) the major theoretical principles, controversies, and critiques in anthropology and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) social and individual dynamics; and 4) the relationship between the self and the group. Course offered annually. Prerequisites: AN 200, SO 200, or permission of instructor.

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. Fulfills interdisciplinary course requirement. Students will demonstrate an understanding of: 1) the scientific method and its application; 2) social and individual dynamics; and 3) the relationship between the self and the group. Cross-listed as PH/RE 305. Course offered annually. Prerequisites: PH 100 or SO 200 or permission of instructor.

SO 308 Social Problems (3)

Inquiry into the nature, extent, causes, effects, and possible solutions to the important problems confronting modern American society. Students will demonstrate an understanding of: 1) of the critiques of inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues, 3) how the self develops socially; and 4) how societal and social structural factors influence individual behavior and the development of the self. Course offered annually in the Spring semester. Prerequisites: SO 200 or permission of instructor.

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. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relationship between the self and the group; and 3) how societal and social structural factors influence individual behavior and the development of the self. Course offered annually in the Spring semester. Prerequisites: SO 200 or permission of instructor.

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. Students will demonstrate an understanding of: 1) the scientific method and its application to social issues research. Course offered annually. Prerequisites: 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 (Sociology, Social Services), Criminal Justice, Environmental Studies, 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. Offered annually in the Fall semester. Cross-listed with AN/CJ/ENV/GE/PSY 327

Division Student Learning Outcome

Student will demonstrate an understanding of career development relative to the field of Behavioral Sciences.

SO 331 Chinese in the U.S. (3)

Historical, cultural, and social analysis of the Chinese American community in the context of its China heritage and its U.S. and Hawai'i experiences. Looks at Chinese American identity, role, and contributions in American culture. Students will demonstrate an understanding of: 1) the major theoretical principles, controversies, and critiques in anthropology and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) the definitions and application of the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; and 4) the cultural diversity in the United States and in the world. Course offered annually in the Spring semester.

Prerequisite: SO200 or permission of instructor.

SO 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 will major issues of public policy. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; and 3)

how societal and social structural factors influence individual behavior and the development of the self. Cross-listed as PH 360. Fulfills interdisciplinary course requirement. Course offered annually. Prerequisites: PH 100 or SO200.

SO 380 Special Topics (3)

Selected topics in sociology to be announced. 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. Students will demonstrate an understanding of: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues; 3) how the self develops socially; and 4) how societal and social structural factors influence individual behavior and the development of the self. Course offered annually. Prerequisites: SO200, 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. Students will demonstrate an understanding of: 1) social and individual dynamics; and 2) the relationship between the self and the group. Course offered annually. Prerequisites: SO200, 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. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; and 3) how societal and social structural factors influence individual behavior and the development of the self. Course offered

annually. Prerequisites: SO200, junior or senior status, or permission of instructor.

SO 438 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. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; 3) how societal and social structural factors influence individual behavior and the development of the self. Cross-listed as PH 438/RE 338. Offered alternate years. Fulfills interdisciplinary course requirement. Prerequisites: RE 103 or RE 205 or PH 105, 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. Student learning outcomes from this course will vary according to the topic and focus of the course. Prerequisites vary according to topic.

SO 487 Internship (1-3)

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 as AN 487. Course offered annually. Course offered as an IS (Individualized Study) Prerequisites: SO200, 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.

Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; 3) how societal and social structural factors influence individual

behavior and the development of the self. Cross-listed as CJ 491. Course offered annually in the Fall semester. Prerequisites: 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. Students will demonstrate an understanding of: 1) the scientific method and its application. Specifically, the understanding of: a) ethical practices in conducting cross-cultural research; b) the integration and/or incorporation of multiple authors, ideas and perspectives from anthropology and sociology; c) the methodological possibilities employed in anthropology and sociology; d) designing and carrying out of a social research project; e) writing a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling; f) the appropriate format for citing source material; and g) applying the principles of academic honesty and professional ethics as defined in the Student Handbook and within the program. Cross-listed as AN 494. Course offered annually. Prerequisites: AN/SO 317 and senior standing in behavioral sciences.

SO 495 Capstone Course in Gender Studies (3)

(See Gender Studies Undergraduate Program). The objective of this required capstone course is to allow students working toward a Certificate in Gender Studies to demonstrate their ability to cumulatively apply the knowledge from previous coursework and/or internships in the program to the development of a research/position paper. 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 as CJ/HI/RE 495. Course offered annually in the Spring semester. Prerequisites: consent of the instructor.

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. Students pursuing a concentration in social services will prepare a thesis reporting their observations and experiences during their SO 487 internship. Students will demonstrate an understanding of: 1) the scientific method and its application.

Specifically, the understanding of: a) ethical practices in conducting cross-cultural research; b) the integration and/or incorporation of multiple authors, ideas and perspectives from anthropology and sociology; c) the methodological possibilities employed in anthropology and sociology; d) designing and carrying out of a social research project; e) writing a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling; f) the appropriate format for citing source material; and g) applying the principles of academic honesty and professional ethics as defined in the Student Handbook and within the program. Cross-listed as AN 498. Course offered annually. Prerequisites: SO 494 or SO 487 and senior standing in behavioral sciences.

SO 499 Directed Study (1-3)

Individualized study on a topic arranged through the program advisor. Offered every semester. Prerequisites: junior or senior standing; and consent of program advisor.

(GE) Geography

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 major theoretical principles, controversies, and critiques in anthropology, geography and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) how to critique inequalities within and/or between social systems; 4) the relevance of multicultural studies to contemporary public issues; 5) the ability to explain how the self develops socially; 6) how societal and social structural factors influence individual behavior and the development of the self; 7) the ability to compare and contrast methods of social research; 8) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 9) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 10) to describe cultural diversity in the United States and in the world. 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. This course meets the Behavioral Science student learning outcomes: 1) the major theoretical principles, controversies, and critiques in anthropology, geography and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) how to critique inequalities within and/or between social systems; 4) the relevance of multicultural studies to contemporary public issues; 5) how societal and social structural factors influence individual behavior and the development of the self; 6) the ability to compare and contrast methods of social research; 7) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 8) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity. Course offered annually in the Fall semester.

GE 204: Landscapes of Hawai`i

This course is designed to provide a basic introduction into the human and physical environments found in Hawai`i. We will examine both past, present and future landscapes in Hawai`i with a major emphasis on the interaction between the human and physical conditions. Topics will include: the unique nature of the ecosystems in Hawai`i, their fragility and the implications for planning and social change here in Hawai`i; spatial aspects of development, tourism and urbanization; and the environmental implications of development. This course meets the Behavioral Science student learning outcomes: 1) the major theoretical principles, controversies, and critiques in anthropology, geography and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) how to critique inequalities within and/or between social systems; 4) the relevance of multicultural studies to contemporary public issues; 5) the ability to compare and contrast methods of social research; 6) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 7) the ability to define and apply the following

concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in Hawai'i. Offered annually.

English 102 and COM 101 are prerequisites for all upper division courses

GE 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 (Sociology, Social Services), Criminal Justice, Environmental Studies, 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. Offered annually in the Fall semester. Cross-listed with AN/CJ/ENV/PSY/SO 327

Division Student Learning Outcome

Student will demonstrate an understanding of career development relative to the field of Behavioral Sciences.

GE 335/ID 335 Sociocultural 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 Euroamerican), East Asia and the Pacific.

This course meets the Behavioral Science student learning outcomes: 1) the relevance of multicultural studies to contemporary public issues; 2) the ability to explain how the self develops socially; 3) how societal and social structural factors influence individual behavior and the development of the self; 4) the ability to compare and contrast methods of social research; 5) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 6) to describe cultural diversity in spatial perception and use in the United States and in the world. Fulfills interdisciplinary course requirement. Cross-listed as ID 335. Course offered annually in the Spring semester.

Biology

Program Advisors: Ronald Iwamoto, Dr. Michael Dohm, Dr. Teena Michale, Lisa Perry, and Patricia Lee-Robinson

Chaminade University's Biology Department recognizes its Catholic/Marianist tradition and attempts to include the five principles that make Chaminade unique in its curriculum. Those principles are providing a quality education, educating for formation in faith, in maintaining family spirit, working towards service, peace, and justice, and preparing students for adaptation and change. No major can cover all of these points equally; however, the Biology curriculum has successfully offered a quality education for years. The laboratory environment of the program encourages and fosters a family spirit amongst its majors. The very nature of science, indeed the very cornerstone of the scientific method encompasses adaptation and change, fundamental components of a Biological education. Faith is involved in all manner of educational pursuit and biology works unceasingly towards improving the human condition and the society in which we must all participate.

Chaminade University offers major programs in biology leading to the Bachelor of Arts and the Bachelor of Science in Biology. A minor in biology is also offered. The major program in biology is designed to fulfill the needs of students interested in diverse fields of biology, zoology, botany, microbiology, marine biology, science education, and biomedical-health sciences. To meet these diverse interests, the primary objectives of the Biology Department are to:

1. provide the student with information about living organisms and their environment and thereby increase the student's ability to perceive and make decisions concerning themselves and other living things;
2. offer programs to the individual student that combine theoretical and practical experiences; and
3. prepare the individual student for diverse career fields and graduate or professional training.

Research Programs

Research is an important aspect of the undergraduate biology curriculum. Two courses culminate a student's biology major program at Chaminade. These are research-related courses: BI 490 Senior Seminar and BI 499 Directed Senior Research. BI 490 Senior Seminar prepares the individual student to complete a research project by examining research articles, the design of experiments, the writing of research reports, and presentation of a seminar. BI 499 Directed Research is a course in which the student chooses a topic, conducts the research, writes a research paper, and presents a seminar. The research is directed by a faculty member in the area of the student's interest.

Students interested in zoology, botany, and science education enroll in a typical four-year curriculum that includes courses in biology, chemistry, mathematics, and physics. Courses in these areas include such diverse topics as invertebrate zoology, nutrition, botany, ethnobotany, microbiology and cell biology.

Students interested in becoming teachers have a choice of programs that includes elementary or secondary education emphasis. Each student in secondary science education is required to major in a science area, e.g., biology.

Students interested in pursuing careers in biomedical research, medicine, dentistry, pharmacy, veterinary medicine, nursing, medical technology, physical therapy, specialties in public health, and other related biomedical fields may select a program to meet graduate or professional school admissions requirements.

Field Experience courses (BI 287 and BI 487) are open to biology students wishing actual work experience and exposure to their selected field of study. Arrangements with various research centers, dental and medical facilities, and other health-related institutions allow the student to experience first-hand the daily routines in their area of interest.

Pre-professional Committee

All entering students interested in postgraduate work in the biological or biomedical sciences should consult with the Pre-professional Committee which is composed of faculty from the science departments.

Members of this committee work cooperatively with the math and science advisors in counseling students on recommended course schedules, requirements for advanced work, professional examinations, and current opportunities and alternatives in biomedicine and related fields. They also act as a recommending body for applicants applying for advanced and professional schools.

Since entrance requirements to professional and graduate schools vary, a student who has a particular school in mind should inquire about specific requirements so that they can be included in his or her program at Chaminade University.

Major Programs

Bachelor of Arts

The major in biology leading to the Bachelor of Arts degree is suggested for those students planning to pursue a master's degree, a doctorate, or a professional degree. The program allows for more electives within the major and liberal arts areas.

A foundation of core courses is offered for the first two years of the Bachelor of Arts program in biology to provide a broader base on which successive courses may build logically. The aim of the program is to make students sufficiently aware of the broad scope of biology that they may appreciate the potential as well as the limits of the training they are receiving.

The major in biology leading to the Bachelor of Arts degree includes the following requirements:

Pre-major requirements: BI 203 and BI 203L, BI 204 and BI 204L, BI 210, CH 203 and 203L, CH 204 and CH 204L, CH 323 and CH 323L, CH 324 and CH 324L, MA 210, PHY 151 and PHY 151L, PHY 152 and PHY 152L.

Major requirements: 31 semester hours of upper division courses to include BI 351 and BI 351L, BI 370 and BI 370L, BI 431 and BI 431L, BI 471 and BI 471L, and BI 490 and fourteen elective credits chosen with the approval of the major advisor.

Minor requirements: 12 semester hours of upper division courses to include at least one of the following courses: BI 351 and BI 351L, BI 353 and BI 353L, and BI 454 and BI 454L.

Declaration of minor should be filed prior to the end of the sophomore year.

Other requirements: See degree requirements.

Bachelor of Science

The major in biology leading to the Bachelor of Science degree is designed to fulfill the needs of students interested in graduate and professional programs. The additional units in Biology are intended to heighten the student's preparation for professional training.

The major in biology leading to the Bachelor of Science Degree includes the following requirements:

Pre-major requirements: BI 203 and BI 203L, BI 204 and BI 204L, BI 210, CH 203 and CH 203L, CH 204 and CH 204L, CH 323 and CH 323L, CH 324 and CH 324L, MA 210, MA 211, PHY 251 and PHY 251L, and PHY 252 and PHY 252L.

Major requirements: 35 semester hours of upper division courses to include BI 351 and BI 351L, BI 370 and BI 370L, BI 431 and BI 431L, BI 442 and BI 442L, BI 490, a 3 credit experimental design and statistical analysis course to be developed, and fifteen elective credits chosen with the approval of the major advisor.

Other requirements: See degree requirements section.

Biology (BI)

BI 101-BI 102 General Biology (3-3)

Overview of basic biological principles, human concerns of overpopulation, environmental pollution, genetic engineering. Recommended for non-majors. BI 101 is not a prerequisite for BI 102. BI 101 and BI 102 offered annually. Concurrent registration in BI 101L and BI 102L necessary for lab science credit.

BI 101L-BI 102L General Biology

Laboratory (1-1)

One three-hour laboratory period per week to accompany BI 101 and BI 102. Laboratory work and field trips related to lecture topics. BI 101L and BI 102L offered annually.

BI 103 Botany (3)

Distribution, identification, structure, and physiology of plants with special attention to identification, distribution, and uses of tropical plants of Hawai'i. Recommended for non-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. Laboratory work and field trips based on experiments,

examinations of microscopic plant structure, and identification of Hawaiian specimens.

BI 110 People and Nature (3)

Addresses biological, ecological and public health questions which may have social, ethical, religious, or political implications. Recommended for non-majors. Offered annually. 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 the like. Offered annually.

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. Recommended for non-majors. Offered annually. 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. Offered annually.

BI 130 Ethnobotany (3)

Common native and introduced flora of Hawai'i are investigated. Endangered and threatened species, identification, communities, and uses are stressed. Recommended for non-majors. Concurrent registration in BI 130L necessary for lab science credit.

BI 130L Ethnobotany Lab (1)

One three-hour laboratory per week to accompany BI 130. Field trips for identification purposes are made as well as ecology studies and nature walks.

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. Recommended for non-majors. Offered annually. Concurrent registration in BI 131L necessary for lab science credit.

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. Offered annually.

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. Recommended for allied health sciences students.

Prerequisites: BI 151 for BI 152.

Recommended preparation: High school chemistry or biology.

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.

Prerequisites: BI 151L for BI 152L.

Concurrent registration in BI 151-152 required.

BI 162 General Microbiology (3)

An introduction to microbiology, with special emphasis on human health. Topics covered include basic metabolism and microbial growth, sterilization and disinfection, host-microorganism interactions, the immune response, and a survey of pathogenic microorganisms and their mode of action. Concurrent registration in BI 162L required.

BI 162L General Microbiology Laboratory (1)

Laboratory course to accompany BI 162. Examination, cultivation, and identification of microorganisms pertinent to human health. Techniques covered include asepsis, isolation, culturing, and identification of microorganisms.

BI 190 Premedical and Prehealth Sciences Seminar I (1)

Introduction to the course of study and preparations necessary for making application to schools of medicine or schools of other health professions. The course will include an overview of the entrance requirements for such schools. Coursework will include experiences preparing for standardized examinations, resume writing and co-curricular enrichment activities.

BI 203 and BI 204 Cellular and Organismic Biology (3-3)

Concepts of cellular and molecular biology stressed in first semester; second semester devoted to organisms stressing phylogenetic, ecological, and genetic relations in plants and animals. Recommended for science majors. Offered annually. Recommended: one year each of high school biology and chemistry. Concurrent registration in BI 203L - BI 204L required.

BI 203L and BI 204L Cellular and Organismic Biology Laboratory (1-1)

One three-hour laboratory period per week to accompany BI 203 and BI 204. Laboratory work such as thin layer chromatography and enzyme kinetics experiments. Offered annually.

BI 210 Biological Technique (1)

Introduction to biological techniques. Techniques used in the fields of microbiology, histology, ecology, biochemistry, botany, and physiology are covered. One three-hour period per week. Offered annually. Prerequisites: One semester of biology.

BI 287 Introductory Field Experience (1-3)

Supervised work at a cooperating agency by arrangement with 45 hours of work required per credit hour. Student journal, progress reports, final paper, agency supervisor's evaluation, and faculty supervisor's visits used in grading. Offered every semester. Prerequisites: freshman or sophomore standing and consent of instructor.

English 102 and COM 101 are prerequisites for all upper division courses**BI 301 Comprehensive Science Review (1)**

A course integrating major theories and principles of mathematics and the natural sciences. Foundation in preparation for graduate or professional studies and standardized entrance examinations. Grading is on a credit/no credit basis. May be repeated. Prerequisites: One year of biology and one semester of chemistry, or consent of instructor.

BI 331 Advanced Human Nutrition (3)

Basic biochemistry and physiology of human nutrition with emphasis on nutrient requirements of healthy individuals through the life cycle, functions and food sources of nutrients, and current topics pertaining to food science and human nutrition such as food safety, energy imbalance, malnutrition, and nutrition and chronic diseases.

Concurrent registration in BI 331L required. Prerequisites: BI 203/203L,BI 204/204L.

BI 331L Advanced Human Nutrition Laboratory (1)

Laboratory to accompany BI 331. Laboratory includes nutrient analyses and nutritional assessment. Concurrent registration in BI 331 required. Prerequisites: BI 203/203L, BI 204/204L.

BI 341 Botany (3)

This course is designed to provide students with an in-depth study of Botany including terrestrial and marine adaptations, diversity, and form and function. It will include how humans use and depend on plants. Offered alternate years. Prerequisites: BI 101-102 or BI 203-204 for science majors or ENV 115 or 201. Concurrent registration in BI 341L required.

BI 341L Botany Laboratory (1)

One three hour laboratory period per week to accompany BI 341. Students will apply techniques from molecular through ecological methods to address the lecture

topics with emphasis on observation, analysis, and experimentation. Offered alternate years. Concurrent registration in BI 341 required.

BI 351 Comparative Vertebrate Anatomy (3)

Comparative study of vertebrate structure, organization and adaptation. Concurrent registration in BI 351L required.

Prerequisites: BI 203/203L, BI 204/204L.

BI 351L Comparative Vertebrate Anatomy Laboratory (1)

One three-hour laboratory period per week to accompany BI 351. Laboratory dissections of lamprey, dogfish, and cat.

BI 352 Embryology (3)

Experimental and anatomical analysis of vertebrate development. Concurrent registration in BI 352L required.

Prerequisites: BI 203/203L, BI 204/204L.

BI 352L Embryology Laboratory (1)

One three-hour laboratory period per week to accompany BI 352. Laboratory work examining morphogenesis, differentiation, and growth. Student experimental project.

BI 353 Invertebrate Zoology (3)

Structure and function of invertebrates with emphasis on phylogenetic-ecological relationships. Taxonomy, life cycles, and distribution. Emphasis also on marine invertebrates, especially those involved in coral reef and estuarine ecology. Offered alternate years. Prerequisites: One year of introductory biology. Concurrent registration in BI 353L required.

BI 353L Invertebrate Zoology Laboratory (1)

One three-hour laboratory per week to accompany BI 353. Work includes identification, dissection, experiments, and ecology. Offered alternate years. Concurrent registration in BI 353 required.

BI 360 Biochemistry (3)

Chemistry of carbohydrates, proteins, lipids, enzymes, and DNA; metabolism of carbohydrates, lipids, and amino acids; cycles thermodynamics, biosynthesis, and degradation; nucleic acids; physiological applications. Concurrent registration in BI 360L. Cross-listed as CH 360. Offered alternate years. Prerequisites: BI 203/203L, BI 204/204L and CH 324/324L.

BI 360L Biochemistry Laboratory (1)

Laboratory techniques, methods, and instrumentation used in analysis of carbohydrates, proteins, lipids, and nucleic acids. Cross-listed as CH 360L. Offered alternate years. Concurrent registration in BI 360 required.

BI 362 Microbiology (3)

Taxonomy, morphology, general physiology, genetics, immunology, and applied aspects of representative microorganisms. Offered alternate years. Prerequisites: BI 203/203L and BI 204/204L. Recommended: CH 103/103L or CH 203/203L and CH 204/204L. Concurrent registration in BI 362L also required.

BI 362L Microbiology Laboratory (1)

One three hour laboratory period per week to accompany BI 362. Examination, cultivation and identification of microorganisms. Including methods such as straining, aseptic techniques, isolation, growth, biochemical and serological tests. Offered alternate years. Concurrent registration in BI 362 required.

BI 363 General Entomology (3)

Structure and function of the insects and closely related arthropods with emphasis on taxonomy, life cycles, distribution, and ecological relationships. Special emphasis will be given to groups of special significance to human health and well being. Prerequisites: BI 203 & 204 L/L, BI 353/353L. Concurrent registration in BI 363L required.

BI 363L General Entomology Laboratory**(1)**

One three-hour laboratory period per week to accompany BI 363. The laboratory will provide experience in collecting, mounting, and identification of insects to the family level, in addition to their structure.

Concurrent registration in BI 363 required.

BI 370 Cell and Molecular Biology (3)

A study of the highly organized molecular and biochemical systems of the fundamental units of all living organisms, with an emphasis on structure and function.

Requirement for Biology majors and those applying to medical school. Concurrent registration in BI 370L required.

Prerequisites: BI 203/203L, BI 204/204L, CH 323/323L and CH 324/324L.

BI 370L Cell and Molecular Biology Lab (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.

BI 395 Introduction to Biomedical Science (1)

A special seminar designed for students in biomedical research training, including principles of how to prepare, complete, and present biomedical research. Field trips to biomedical laboratories, local guest speakers, and national guest speakers are included. One three-hour period per week. Offered annually. Prerequisites: BI 203/BI 203L and BI 204/BI 204L.

BI 431 Genetic Biology (3)

Nature of the gene; molecular, physiological mechanisms of inheritance, molecular biology, and modern and classical principles. Offered annually. Concurrent registration in BI 431L required.

Prerequisites: BI 203/203L, BI 204/204L. Recommended: CH 203/203L and CH 204/204L.

BI 431L Genetic Biology Laboratory (1)

One three hour laboratory period per week to accompany BI 431. Laboratory work such as fruit fly crosses, isozyme and nucleic acid, electrophoresis, and genetic experiments with microorganisms. Offered annually. Concurrent registration in BI 431 required.

BI 442 General and Comparative Physiology (3)

General and comparative study of fundamental activities of cells, tissues, and organ systems. Offered alternate years.

Prerequisites: BI 203/203L and BI 204/204L, CH 323/323L and CH 324/324L, or consent of instructor. Concurrent registration in BI 442L required.

BI 442L General and Comparative Physiology Laboratory (1)

One three-hour laboratory period per week to accompany BI 442. The laboratory utilizes a variety of apparatus to measure physiological phenomena, including metabolic rate, muscle contraction, and membrane transport. In-depth laboratory reports are emphasized. Offered alternate years. Concurrent registration in BI 442 required.

BI 444 Forensic Biology (3)

A scientific examination of biological evidence. Includes examining the scientific basis of many types of biological evidence, applying scientific methods to, and interpretation of biological evidence. Cross-listed as FS 444. Prerequisites: BI 203/ 203L and BI 204/204L, CJ/FS 330. CH 203/203L and CH 204/204L Concurrent registration in BI/FS 444L is required.

BI 444L Forensic Biology Laboratory (1)

One three-hour laboratory period per week to accompany BI 444. Laboratory work includes such topics as blood analysis and identification, use of chromatographic and electrophoretic techniques, and PCR as applicable to forensic identification. Concurrent registration in BI 444 required.

BI 454 Histology (3) The study and identification of animal cells and tissue with particular emphasis on mammalian tissue. Prerequisites: BI 203/203L and BI 204/204L. Concurrent registration in BI 454L required.

BI 454L Histology Laboratory (1) One three-hour laboratory period per week to accompany BI 454. Techniques used in collecting and cultivating organisms, cells, and tissues; and sectioning methods of cytological, histological, and histochemical studies. Several experiments will be run on an open basis. Concurrent registration in BI 454 required.

BI 471 Ecology (3) Environmental-biological interrelations. Concepts of populations, communities, ecosystems, and conservation of resources by man. Offered alternate years. Prerequisites: BI 203/203L and BI 204/204L. Concurrent registration in BI 471L required.

BI 471L Ecology Laboratory (1) One three-hour laboratory period per week to accompany BI 471. Methods such as transects and coliform tests are covered. For several experiments the laboratory is run on an open basis and emphasizes field work. Offered alternate years. Concurrent registration in BI 471 required.

BI 480 Special Topics (1-3) Selected topics in biology. May be repeated. Previously offered courses: coral reef ecology and advanced invertebrate zoology. Prerequisites: one year of biology.

BI 487 Field Experience (1-3) Supervised research work at a cooperating agency by arrangement; 45 hours of work required per credit. Student journal, progress reports, final paper, and agency supervisor's reports used in grading. No more than six semester hours of internship experience may be applied to graduation in biology. Offered every semester. Prerequisites: junior or senior standing, one year of biology, and consent of instructor.

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. Offered annually. Prerequisites: senior standing in biology or consent of program advisor.

BI 495 Honors Research (1-3) Research in an area of biology of special interest to the student. No more than four semester hours of honors work may be applied to graduation in biology. Prerequisites: senior or second semester junior majoring in biology or recommendation of program advisor.

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. Offered annually. Prerequisites: Biology senior standing or approval of program advisor.

BI 499 Directed Senior Research (3) Individualized research on topic arranged through the program advisor. Offered annually. Prerequisites: senior standing in biology and consent of program advisor.

■ Business

Accounting Program Advisors:	Richard Kido and Wayne Tanna
Business Administration Program Advisors:	Dr. Caryn Callahan, Dr. John Steelquist, Dr. Barbara Street, and Wayne Tanna
Management Program Advisor:	Dr. Scott Schroeder

The business programs at Chaminade prepare students to enter careers in industry, government agencies, and non-profit organizations. In the business majors, students develop their ability to work with others effectively in professional settings and become skilled in using technology and information resources to make sound, 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, culture, membership) and processes (operations and strategic management) of organizations that facilitate their success. And students broaden their awareness of the economic, social, and political issues that impact how business is conducted around the world.

Chaminade business programs have several distinguishing features which make them an attractive choice for students looking to start their careers. 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 coursework builds on the liberal arts core curriculum to further students’ skills in critical thinking, using theory for taking action, and communicating with clarity and impact. And the programs actively engage Marianist values to prepare students to lead with integrity and make important contributions to their organizations and communities. Outstanding graduates may complete their MBA at Chaminade with an additional year of full-time study beyond the bachelor’s degree.

Chaminade offers the following undergraduate degree programs in Business in the Undergraduate Program:

ASSOCIATE OF ARTS

Business Administration

BACHELOR OF ARTS

Business Administration

International Studies (Joint Program with Political Science)

BACHELOR OF SCIENCE

Accounting

Chaminade offers the following undergraduate degree programs in Business in the AEOP.

ASSOCIATE OF ARTS

Business Administration

BACHELOR OF ARTS

Management

Pre-Major Coursework for B.A. and B.S. Degrees in Business

In order to advance to coursework in any of the business majors leading to the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.), students are required to complete pre-major coursework. This coursework should be taken during students' first and second years in their undergraduate program.

Pre-major requirements:*

BU 200 Introduction to Business	3 semester hours
BU 224 Applied Business Statistics	3 semester hours
AC 201 Principles of Accounting I	3 semester hours
AC 202 Principles of Accounting II	3 semester hours
EC 201 Principles of Macroeconomics	3 semester hours
EC 202 Principles of Microeconomics	3 semester hours

*EC 201 will satisfy the Social Science general education requirement.

Bachelor of Arts (B.A.)

Business Administration

The major in Business Administration leading to the Bachelor of Arts degree prepares graduates to have a broad understanding of business operations; the technical skills, environmental awareness, and ethical perspectives for functional analysis and effective decision-making regarding business situations; and the professional readiness to initiate and advance their careers.

Major requirements:*

FIN 301	Principles of Finance	3 semester hours
MKT 301	Principles of Marketing	3 semester hours
MGT 305	Management of Information Resources	3 semester hours
MGT 306	Human Resource Management	3 semester hours
BU 308	Professional Writing and Presentation	3 semester hours
BU 324	Quantitative Methods in Business	3 semester hours
BU 362	Legal and Ethical Issues in Business	3 semester hours
BU 402	International Business	3 semester hours
MGT 407	Operations Management	3 semester hours
BU 416	Career Development	3 semester hours
BU 469	Business Strategy	3 semester hours
BU 470	Senior Field Project	3 semester hours

Students majoring in other fields may choose to minor in Business Administration as an enhancement to their program of study.

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.

Management (AEOP)

The major in Management leading to the Bachelor of Arts degree prepares graduates to effectively lead and develop people, work teams, projects, and organizational systems. This preparation involves building four core competencies: human relations, systems and strategic thinking, creative problem-solving, and self-management. The major is designed for those with the professional maturity and interest to engage the challenges and complexity of managerial work.

Major requirements:*

MGT 301	Organizational Behavior	3 semester hours
MGT 311	Organizational Design	3 semester hours
MGT 312	Organizational Leadership	3 semester hours
MGT 306	Human Resource Management	3 semester hours
BU 308	Professional Writing and Presentation	3 semester hours
MGT 305	Management of Information Resources	3 semester hours
BU 362	Legal and Ethical Issues in Business	3 semester hours
MGT 420	Team Building & Process Management	3 semester hours
MGT 421	Negotiation & Conflict Resolution	3 semester hours
MGT 422	Professional Development	3 semester hours
MGT 425	Strategic Project Management	3 semester hours

Bachelor of Science (B.S.)

Accounting

The major in Accounting leading to the Bachelor of Science degree provides students with both the theoretical and practical knowledge to succeed in careers in public, corporate, governmental and not-for-profit accounting. Students will be readily prepared for employment directly upon completion of the program. Additionally, by continuing their education to complete Chaminade's Accounting MBA program or equivalent work at another university, students will meet the necessary academic requirements for taking the CPA examination.

Major requirements:*

MGT 306	Human Resource Management	3 semester hours
MGT 305	Management of Information Resources	3 semester hours
AC 301	Intermediate Accounting I	3 semester hours
AC 302	Intermediate Accounting II	3 semester hours
AC 303	Managerial Accounting	3 semester hours
AC 306	Tax ConceptsPrinciples of Taxation	3 semester hours
BU 324	Quantitative Methods in Business	3 semester hours
BU 308	Professional Writing and Presentation	3 semester hours
MKT 301	Principles of Marketing	3 semester hours
FIN 301	Principles of Finance	3 semester hours
BU 362	Legal and Ethical Issues in Business	3 semester hours
BU 416	Career Development	3 semester hours

AC 408	Governmental Accounting	3 semester hours
AC 404	Auditing	3 semester hours
BU 469	Business Strategy	3 semester hours
BU 470	Senior Field Project	3 semester hours

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 general education requirement.

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:

BU 200	Introduction to Business	3 semester hours
AC 201	Principles of Accounting I	3 semester hours
AC 202	Principles of Accounting II	3 semester hours
BU 224	Applied Business Statistics	3 semester hours
EC 201	Principles of Macroeconomics	3 semester hours
EC 202	Principles of Microeconomics	3 semester hours

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 and CS 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 COM 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. 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. 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 fall semester. Prerequisites: AC 202.

AC 404 Auditing (3)

This course examines the theory and practice of auditing as applied to cash, receivables, and inventory; internal control procedures, reporting on audited statements; and review and analysis of statements on auditing standards. Emphasis is given to issues of professional ethics in audit activities and reporting. Offered fall semester. Prerequisites: AC 302.

AC 406 Advanced Taxation (3)

Study of tax laws and regulations related to partnerships, corporations, estates and trusts. Emphasis on development of ability to conduct research related to complex tax issues. Offered annually. Prerequisites: AC 306 or consent of instructor.

AC 408 Governmental Accounting (3)

This course provides an introduction to the principles and procedures of fund accounting for government and non-profit institutions. Topics include budgetary control, types of funds, revenue and expenditure accounting, and financial reporting for public sector organizations. Offered spring semester. Prerequisites: AC 202.

Business (BU)**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 COM 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. Offered every semester.

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 spring semester.
Prerequisites: 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 a personal portfolio of resources for use in job search.
Offered every semester.

BU 469 Business Strategy (3)

This capstone course for business majors provides students the opportunity to integrate the knowledge gained in their business coursework to better understand and engage the work of organizations. Topics include organizational assessment; organizational "visioning" and mission composition; 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, BU 308 and senior standing.

BU 470 Senior Field Experience (3)

This course is designed to connect students' coursework 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. 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 GPA.

BU 499 Directed Study (1-3)

Individualized study on a student-selected topic arranged through the program advisor. Prerequisites: junior or senior standing and consent of program advisor.

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. Offered every semester. Prerequisites: MA 103 or equivalent.

English 102 and COM 101 are prerequisites for all upper division courses**EC 313 Contemporary Economic Issues (3)**

This course provides students an opportunity to develop skills at using economic analysis to understand and consider current issues and challenges facing our society. The focus of the course is on the environmental impact of economic decisions, but the frameworks and tools examined can be applied to a wide range of social issues. Offered fall semester. Prerequisites: EC 202 and ENV 201. Cross-listed as ENV 313.

EC 320 Economic Systems in the Age of Globalization (3)

This course examines how representative economic systems function within the global economy. Emphasis is given to the study of individual features of economic systems and their impact on the performance and development of the respective economies. Offered alternate years. Prerequisites: EC 201 and EC 202.

EC 420 International Economics (3)

This course examines international trade and financial relations and international economic institutions. Offered annually. Offered alternate years. Prerequisites: EC 201 and EC 202.

Finance (FIN)**English 102 and COM 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 of the course 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 202.

FIN 303 Principles of Investment (3)

This course provides an introduction to the concepts, analytical methods, and action principles which are useful for making investment decisions. Focus is given to investment theory and applications to security markets. Topics include market indexes, sources of investment information, technical analysis, portfolio management, and problems of individual and corporate investing. Offered spring semester.

Prerequisites: FIN 301.

Management (MGT)**English 102 and COM 101 are prerequisites for all upper division courses****MGT 301 Organizational Behavior (3)
(AEOP)**

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 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 CS 103.

MGT 306 Management of 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)
(AEOP)**

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 an organization's mission, vision, and strategy. Offered annually.

Prerequisites: BU 200.

**MGT 312 Organizational Leadership (3)
(AEOP)**

This course explores traditional and transformational perspectives on leadership and identifies the tasks of leadership in complex organizations. The course provides an 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 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 201, and BU 324.

MGT 420 Team Building and Process Management (3) (AEOP)

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 annually.
Prerequisites: MGT 301.

MGT 421 Negotiation & Conflict Resolution (3) (AEOP)

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 annually. Prerequisites: MGT 301.

MGT 422 Professional Development for Managers (3) (AEOP)

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 annually.
Prerequisites: MGT 301 and BU 308.

MGT 425 Strategic Project Management (3) (AEOP)

This capstone course for management majors provides students the opportunity to integrate the knowledge gained in their management coursework 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 annually. Prerequisites: MGT 305, BU 308, MGT 311, MGT 420, and senior standing.

Marketing (MKT)

English 102 and COM 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.
Prerequisites: EC 201 and EC 202.

■ ■ Chemistry

Program Advisors: Janet Jensen, Dr. Joel Kawakami, and Dr. Bulent Terem

Chemistry has justifiably been labeled 'The Central Science'. Training in this discipline is essential for all citizens of the modern world. Since there is no material in the universe not made up of chemicals, a knowledge of chemistry is indeed a knowledge of ourselves.

The objectives of the Chemistry program are to

1. To promote molecular literacy, i.e., the growing awareness of the importance of understanding physical, chemical and biological changes on the atomic and molecular scale.
2. To demonstrate hands-on laboratory skills utilizing modern instrumentation and techniques.
3. To offer science majors the opportunity to engage in an undergraduate research program; and
4. To enable students in other disciplines to demonstrate their integrated knowledge of the world about them.

Pre-minor requirements: CH 203-CH 203L, CH 204-CH 204L, MA 110.

Minor requirements: 12 semester hours of upper division courses in chemistry and CH 490.

Chemistry (CH)

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. *Prerequisites: 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. Offered annually.

CH 107 Marine Sciences: Chemical Perspectives (3)

This course acquaints the non-specialist with the multi-faceted marine environment. The topics covered range from wave action and reef eco-systems to marine invertebrates and drugs from the sea. Many unique features of the marine environment around the Hawaiian Islands are also covered. Offered annually. *Prerequisites: Concurrent registration in CH 107L and consent of instructor required.*

CH 107L Marine Sciences: Chemical Perspectives Laboratory (1)

Hands-on experience in data-collection and processing, observations of marine eco-systems, sample collecting, and isolation techniques are introduced through field trips and laboratory experiments. One three-hour laboratory period per week to accompany CH 107. 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 (4)

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 required.

Concurrent registration in MA 110 or consent of instructor required.

CH 203L General Chemistry 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.*

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, and CH 203 or equivalent. Concurrent registration in CH 204L required.

CH 204L General Chemistry Laboratory II (2)

Two three-hour laboratory periods per week to accompany CH 204. Offered annually.

Concurrent registration in CH 204 required.

CH 254 A Survey of Organic and Bioorganic Chemistry (3)

An introductory course aiming at surveying what goes on within biological systems from a molecular point of view, with an emphasis on specific ecological interactions. Offered annually. *Prerequisites: CH 103 or consent of instructor. Concurrent registration in CH 254L required.*

CH 254L A Survey of Organic and Bioorganic Chemistry Laboratory (1)

One three-hour laboratory period per week to accompany CH 254. Offered annually.

Prerequisites: CH 103L or consent of instructor.

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: One year of college chemistry. Concurrent registration in CH 323L required.*

CH 323L Organic Chemistry Laboratory I (1)

Separation and purification techniques such as distillation, recrystallization, 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 CH 323 required.*

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 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: CH 323. Concurrent registration in CH 324L required.*

CH 324L Organic Chemistry Laboratory II

(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. *Concurrent registration in CH 324 required.*

CH 360 Biochemistry (3)

This is a one-semester 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 studied is utilized to cover individual metabolic pathways in detail. Cross-listed as BI 360. Offered annually.

Prerequisites: BI 203/203L, BI 204/204L, CH 324/342L. Concurrent registration in CH 360L required.

CH 360L Biochemistry 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. Cross-listed as BI 360L. Offered annually.

Concurrent registration in CH 360 required.

CH 434 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. During the latter part of the semester instrumental methods are emphasized. Offered annually.

Prerequisites: CH 204, CH 324, and PHY 252. Concurrent registration in CH 434L required.

CH 434L Analytical Chemistry Laboratory (1)

One three-hour laboratory period per week to accompany CH 434. Offered annually. *Concurrent registration in CH 434 required*

CH 480 Special Topics (1-3)

Special topics in organic, inorganic, physical, analytical, or biochemistry. Prerequisites vary according to course.

CH 490 Seminar (2)

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. May be repeated for credit. Offered annually.



Communication

Program Advisor: Clifford Bieberly, Carolyn Kuriyama, Eva Lindstrom

Mass Communication Sequence Advisors: Tom Galli

Marketing Communication Sequence Advisors: Clifford Bieberly

We live in the “Age of Information” where careers in communication are in demand. The Chaminade Communication Department offers a well-balanced, multifaceted, liberal arts-based curriculum to help students achieve their personal and professional goals. Whether it is through a major, minor or simply an elective course, developing communication skills is an asset to any student. The department’s mission is to prepare students for effective communication in social, cultural and interpersonal settings as well as for work in media professions or for further study. The communication program, leading to a Bachelor of Arts degree, offers two areas of focus: mass communication (broadcasting or print journalism) and marketing communication (advertising and public relations). The department also offers a minor in communication. In completing a major in communication, a graduating student should be able to demonstrate the following competencies:

- 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 and application of professional ethical principles in the pursuit of truth, accuracy, fairness and diversity.
- an understanding of client and media relations.
- the ability to evaluate research by methods appropriate to the communication professions.
- the ability to write correctly and clearly in forms and styles appropriate for the various communication professions, audiences and purposes.
- the ability to critically evaluate personal work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Students develop competencies in both personal and professional communication through the major’s core courses, and they complement this breadth of knowledge with additional focused coursework in mass communication or marketing communication. Majors can finish the program with internships and participation in a communication practicum.

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 prior to petitioning for graduation.

Communication majors must fulfill the general education lab science requirement by taking PHY 121/L Physics of Photography.

COM 200 Introduction to Mass Communication
COM 250/L Introduction to Video Production
COM 274 Writing for Mass Communication

Major Requirements

A total of at least 37 semester hours in upper division coursework is required for communication majors. The following are required courses in the major.

COM 320 Professional Presentations
COM 333 Media Law and Ethics
COM 350/L Studio Video Production
COM 370 News Writing
COM 371/L Communication Practicum
COM 375 Public Relations
COM 378 Graphic and Publication Design
COM 387 Communication Internship (1-3)

In addition, students add focused competencies in marketing communication or mass communication by taking at least two of the following courses:

Mass Communication (Broadcast and Journalism)

COM 330 Intermediate Video Production
COM 430 Advanced Video Production
COM 450/L Studio Video Production II
COM 471/L Communication Practicum

Marketing Communication (Advertising and Public Relations)

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 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 communication students interested in broadcasting, the following courses will provide them with additional background in media and technology: ED 470, EN 362, HI 407, HI/POL 475 and/or PH 310.

For mass communication 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 marketing communication 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 (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. Examination 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 with 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 annually.

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 annually. 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 are introduced to video and audio editing techniques. They work individually and in groups throughout the semester to create several short videos. Offered annually. 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 annually.

English 102 and COM 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 communicating 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 330 Intermediate Video Production (3)

Fundamentals of scripting, single camera field production, use of professional equipment, and editing are developed through a series of practical exercises. Offered annually. Prerequisite: COM 250/L.

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. Offered annually. Prerequisite: COM 250/L.

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 annually. 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. Prerequisite, COM 274 and COM 378, 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. Offered annually. 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 annually. Prerequisites: COM 200.

COM 380 Special Topics (3)
Selected topics in communication offered periodically. Prerequisites vary according to topic.

COM 387 Communication Internship (1-3)
Internships in communication fields: advertising, broadcasting, journalism or public relations. Three semester hours may be used to fulfill major requirements in Communication; nine semester hours only in any combination of practica and internships may be used to fulfill the total number needed for graduation. Offered every semester. Prerequisites: junior or senior standing and approval of advisor.

COM 430 Advanced Video Production (3)
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. Prerequisite, COM 330.

COM 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 as MKT 431. Offered annually.
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 judgment within contemporary writers in philosophy and theology of communication. Fulfils interdisciplinary course requirements. Cross-listed as RE 433. Offered annually. 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 ethno-graphic approaches for both quantitative and qualitative. Ethical issues

related to the practice of consumer research are also covered.

COM 440 Strategic Marketing (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. Offered every semester. Prerequisites: MKT 301, COM 437/L 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. The 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/COM 450L required. Prerequisite, COM 350/L.

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/COM 471L required.
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. Offered annually. Concurrent registration in COM 476/COM 476L required. 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 opportunities for hands-on experience. Offered annually. Prerequisites: permission of instructor.

Computer Science

Program Advisors: Bro. Robert Maruyama, S.M., Dr. Paulo Martins Pedro

The Computer Science Program at Chaminade University offers the Bachelor of Science degree in Computer Science (CS), the Bachelor of Science degree in Computer Information Systems (CIS), the Associate of Science degree in CIS, and minors in both CS and CIS. The various programs are designed to prepare students to meet professional and individual needs in computer and information technology in a wide range of workplace environments as well as to prepare them for graduate study. The CIS program concentrates on business applications: it includes a minor in Business Administration. The CS program concentrates on a deeper understanding of computer technology, computer systems and mathematical foundations.

The CS courses teach both CS and CIS students the tools needed for software development, the principles underlying the development of software systems, and applications in a variety of hardware and software environments. Studying the principles of computer operations and software development enables students to adapt to the change that is continual in the computer and information technology fields. Learning practical applications helps students to take advantage of current technology in their academic and professional work.

Bachelor of Science in Computer Science (CS)

Pre-major requirements for CS: CS 110, CS 150, MA 110, BU 362.

Major requirements for CS: CS 310, CS 330, CS 350, CS 410, CS 420, CS 430, CS 460, CS470, one CS elective, MA 308, MA 331, and MA 401.

Bachelor of Science in Computer Information Systems (CIS)

Pre-major requirements for CIS: CS103, CS 110, CS 150, MA 110, BU 200, AC 201, EC 202, MA 331.

Major requirements for CIS: CS 310, CS 350, CS 420, CS 430, CS 460, CS elective (to be selected from the following classes: CS 330, CS 470, CS 480, CS 487, CS 499, ID 318, ID 319, COM 330), BU 324, BU 362, MA 308, MKT 301, MGT 407, MGT 305.

Associate of Science in Computer Information Systems

AS requirements: BU 200, BU 224, CS 103, CS 110, CS 150, CS 310, CS 350 .

Minor in CS or CIS

Pre-minor requirements for CS and CIS: CS 110, CS 150, CS 310, MA 110.

CS minor requirements: 12 semester hours of upper division CS courses which focus on deeper understanding of computer technology, computer systems and mathematical foundations.

CIS minor requirements: 12 semester hours of upper division CS courses which focus on business applications.

Computer Science (CS)

CS 103 Computers and Application Software (3)

Introduction to the computer as a productivity tool. Covers the basic concepts and uses of the Internet including email, FTP, and WWW; application packages including word processing, spreadsheet, presentation graphics, and database management system. Offered every semester.

CS 110 Introduction to Web Page Design (3)

Introduction to the design and implementation of Web pages. Survey of HTML elements including tables, forms, and images; cascading style sheet; Javascript; introduction to website development software. Offered every semester.

CS 150 Introduction to Programming (3)

Principles and techniques in algorithm development; basic concepts including variables, primitive types, arrays, events, functions, and procedures, using a high-level programming language. Offered every semester.

English 102 and COM 101 are prerequisites for all upper division courses

CS 310 Object-Oriented Programming (3)

Fundamental concepts in object-oriented programming, using a suitable programming language, including abstraction, encapsulation, inheritance, and other OOP concepts; container classes and their implementation. Offered annually in the fall semester. Prerequisite: CS 150.

CS 330 Computer Architecture (3)

Architecture versus organization; logic modules; CPU, memory and I/O; instruction cycles and the control unit; datapath implementation of the CPU; memory structure and timing; I/O interface, interrupts, programmed I/O and DMA; and assembly language programming. Offered annually in the spring semester. Prerequisite: CS 150.

CS 350 Data Structures (3)

Representation of information in computers including process and data abstraction techniques; static and dynamic storage methods, lists, stacks, queues, and binary trees; recursion,

analysis of algorithms, and searching and sorting. Offered annually in the spring semester. Prerequisite: CS 150.

CS 410 Operating Systems (3)

Operating system concepts: process management, memory management, file systems, distributed systems, protection and security. Study of operating system types and examples. Offered alternate years in the fall semester. Prerequisite: CS 150.

CS 420 Database Management Systems (3)

Logical organization of databases; relational databases, entity-relationship model, data manipulation language to query and modify database; Web-based applications. Offered alternate years in the spring semester.

Prerequisite: CS 150.

CS 430 Software Engineering (3)

An overview of methodologies for producing software systems, including requirements analysis, tools and techniques, and design principles and implementations. Includes structured and object-oriented approaches. Offered alternate years in the fall semester. Prerequisite: CS 150.

CS 460 Telecommunications and Network Systems (3)

Basic concepts in data transmission and network systems, including transmission protocols, network configurations, packet switching, and network interconnection. Offered alternate years in the fall semester. Prerequisite: CS 150.

CS 470 Network Management (3)

Techniques, tools, and systems to manage local and networks. Includes an overview of network management, diagnostic and performance tools, security issues, and requirements for the LAN manager. Offered alternate years in the spring semester. Prerequisite: CS 150.

CS 480 Special Topics (1-3)

Lecture or laboratory work on selected topics; e.g., artificial intelligence, parallel processing, information retrieval, data communications technology. Prerequisites: Permission of program advisor.

CS 487 Internship (3)

CS or CIS-related work experience in an approved organization. Prerequisites: 6 semester hours of upper-level CS courses with GPA of 3.0 and overall GPA of 2.5, and permission of program advisor.

CS 499 Directed Study (3)

Individualized study on a topic arranged through the program advisor. Offered every semester. Prerequisites: junior or senior standing and consent of program advisor.

■ **Criminology and Criminal Justice**

Program Advisors: Collin Lau, Dr. Janet Davidson, Dr. Joseph Allen

Degrees offered are Associate of Science (A.S.) and Bachelor of Science (B.S.). Fields of concentration for the Bachelor of Science are Criminology and Criminal Justice.

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

Associate of Science

The Associate of Science degree requires the completion of a minimum of 60 semester hours of credit with a grade point ratio 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, and CJ 291. At least 9 semester hours of course work must be completed at Chaminade.

Bachelor of Science

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. An average grade of 2.0 (C) or better must be earned for all courses completed at Chaminade. An average grade 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.

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, CJ 291.

Students must also complete the major requirements of: CJ 315, CJ 327, CJ 375, CJ 423, CJ 424, CJ 432, CJ 451, CJ 470, CJ 490, CJ 491; and one of the following: PSY 321, PSY 424, SO 401, or SO 407.

Minor Requirements:

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.

Recommended Interdisciplinary Course: Criminology and Criminal Justice majors are encouraged to take CJ/RE 435 as their upper division interdisciplinary course.

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.

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 coursework.
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 HPD academy is approved by three police accreditation agencies, based on national standards and in consultation with Chaminade faculty. Instructors are highly qualified. This is not a “life’s 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 (HPD) 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

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 to designate themselves as pre-law would select courses with the assistance of their pre-law advisor from the following list:

Pre-law Courses

Freshman courses

COM	274	Writing for Mass Communication
*CJ	223	Introduction to Law
*PH	103	Critical Thinking

Sophomore courses

*COM	320	Professional Presentations
*CJ	435	Ethics and Criminal Justice
*EN	302	Creative Writing
ENV	300	Environmental Policy and Law

Junior courses

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

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

**Courses that are most strongly recommended.*

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 coursework plan will be designed for the student and this plan will be updated and revised as the student progresses within the program.

Criminology and Criminal Justice (CJ)

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.

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 COM 101 are prerequisites for all upper division courses

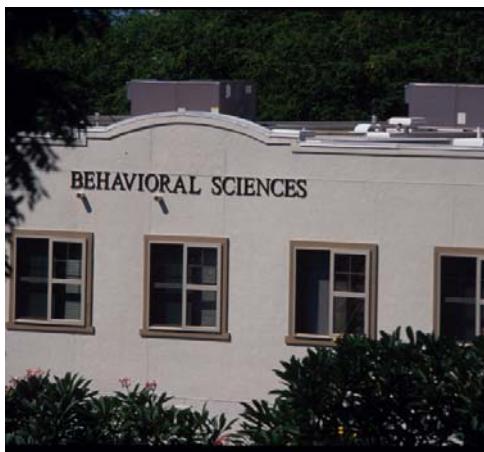
CJ 315 Behavioral Sciences Statistics (3)

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 as PSY 315. Offered Fall 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 Behavioral Sciences, specifically Behavioral Sciences (Sociology, Social Services), Criminal Justice, Environmental Studies, 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. Crosslisted as AN 327, ENV 327, PSY 327, and SO 327. Offered Fall semester



CJ 330 Forensic Science (3)

Scientific methods applied to the gathering and preservation of criminal 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. Cross-listed as FS 330. Offered alternate years.

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 Fall 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. Prerequisites: Junior or senior standing or written consent of the instructor.

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. Prerequisite: Junior or senior standing or written consent of instructor.

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 communities 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 as RE 435. Offered every semester. Prerequisites: RE 103, CJ 151 or CJ 201, or permission of instructor.

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 470 Management and Public Administration (3)

Theories of administrative organization, management, and leadership. 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. Offered Fall semester. Prerequisites: CJ 151 and CJ 270.

CJ 480 Special Topics (1-3)

Selected topics in criminal justice and criminology. May be repeated for credit. Open to non-majors.

CJ 487 Internship (3-6)

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. Pre-requisites: See Internship Criteria above.

CJ 490 Seminar in Criminal Justice Agencies (3)

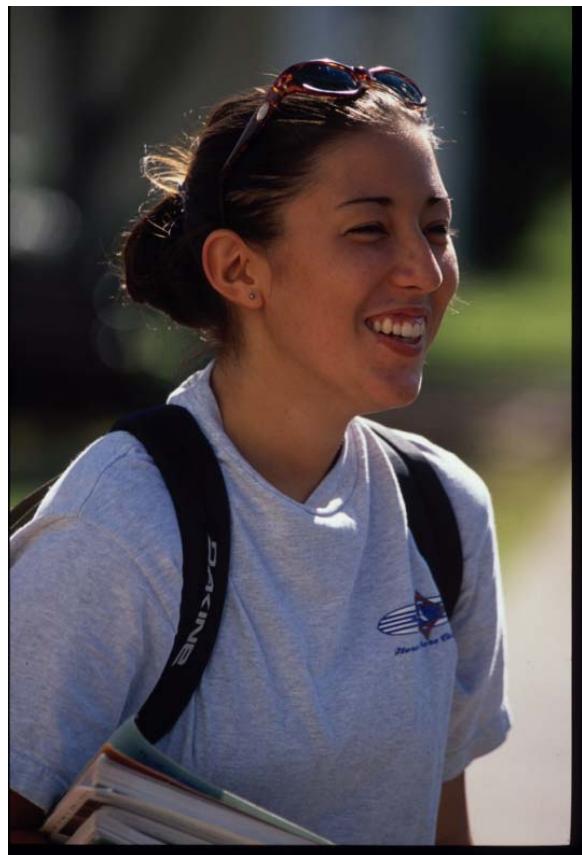
This is a criminal justice capstone course. Students will complete an array of assignments that integrate contemporary knowledge and understanding of criminal justice agencies with coursework completed in the major. As an integral part of the capstone experience, students will complete an exit assessment instrument. Offered every semester. Prerequisites: CJ major, CJ/PSY 315 or concurrent enrollment, and senior standing (completion of 95 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 as SO 491. Offered Fall semester. Prerequisites: CJ 291.

CJ 499 Directed Study (1-3)

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.



■ Education

Interim Dean of Education: Dr. David Grossman

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Mission

The mission of the Education Department at Chaminade University is to foster the development of highly qualified teachers and leaders in education through programs based in the liberal arts traditions, Catholic Marianist values, current theory, and best practices. All Chaminade University education licensure programs are approved by the Hawaii State Department of Education and recognized by over forty states throughout the U.S.

Overview of Education Programs

Chaminade University's education programs are offered in a variety of formats as well as day and evening hours on and off campus. This scheduling allows students to work and to participate in the field experiences required for the programs. Classes are small and faculty is available to offer students individualized attention. The education programs, both licensure and non-licensure, are offered both through the Undergraduate Program and the (AEOP). The programs offered in the Undergraduate Program are held on the main campus of Chaminade and online. The AEOP offers most of their program courses at satellite locations and online.

Education course work progresses from introduction and foundational courses to methodology and field experiences. Strategies presented in methods courses are solidly based on current research, best practices, and theory. Field experiences are intended to provide exposure to current educational practice and trends in classrooms. Field experience provides the synthesis for each student's program.

All Chaminade University education licensure programs are approved by the Hawai'i Department of Education (HIDOE) and recognized by over forty states and the District of Columbia through the Reciprocity Agreement. The Reciprocity Agreement and listed member states can be found at <http://www.nasdtec.org>. Graduates in Elementary Education or the Secondary Education licensure programs may be recommended to the Hawai'i Teacher Standards Board (HTSB) for Initial Licensure in appropriate fields.

Chaminade also has a partnership with the DOE for Education Assistants (EA). This Cohort Program offers a Dual Licensure in Elementary Education and in Special Education. Students who are employed with the DOE may enter this program to earn their degree while continuing working.

Degree Options

Degree	Program	Licensure/Credential	Offered By
N/A	Child Development Associate	Child Develop. Associate Credential	AEOP
Associate of Science	Early Childhood Education	N/A	AEOP
Bachelor of Science	Early Childhood Education	N/A	AEOP
Bachelor of Science	Elementary Education w/ K-6 Licensure	K-6 Licensure	Day Undergrad
Bachelor of Science	Dual Certification in Elementary and Special Education	K-6 Licensure and Special Education Licensure	AEOP (cohort)
Bachelor of Science	Secondary Education w/ English Licensure	Secondary Licensure in English	AEOP
Bachelor of Science	Secondary Education with Social Studies Licensure	Secondary Licensure in Social Studies	AEOP

Child Development Associate

The Child Development Associate (CDA) credential course of study provides the student with the necessary background information and support to develop the resource file and competencies necessary to obtain the CDA credential. The program consists of nine credits of academic coursework to prepare the student for the Associate of Science in Early Childhood Education. Courses are offered through the Adult Evening and Online Program (AEOP) during evening and weekend hours at various satellite locations or online.

Core Course (Required)	Credits
ED217 Health and Family Issues in Early Childhood Education	3
ED233 Introduction to Early Childhood Education I	3
ED234 Introduction to Early Childhood Education II	3

Associate of Science in Early Childhood Education

The Associate of Science degree requires the completion of a minimum of 60 semester hours of credit with a grade point ratio of at least 2.0 for all work completed at Chaminade. The degree also requires the completion of the general education core. At least 15 semester hours of course work and 12 semester hours in the area of emphasis must be completed at Chaminade. PSY 101 (General Psychology) is general education requirement. Demonstrated computer proficiency is required.

Pre-Major Requirements	Credits
PSY202 Child Development	3
Area of Emphasis	
ED215 Music, Art, and Creative Movement in ECE	3
ED217 Health and Family Issues in Early Childhood Education	3

ED233 Introduction to Early Childhood Education I	3
ED234 Introduction to Early Childhood Education II	3
ED297 Fieldwork Practicum in Early Childhood Education	3

Bachelor of Science in Early Childhood Education

This degree prepares students interested in working with young children ages 2 ½ through six years in the private school setting and other educational environments. Upon declaration of major, students must complete a pre-admittance interview. The Early Childhood Education major meets NAEYC accreditation standards and Hawaii state registry requirements for ECE.

The successful undergraduate candidate in the Early Childhood Education program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

- (*PLAN*) promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education.
- (*TEACH*) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education.
- (*ASSESS*) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education.
- (*REFLECT*) builds family and community relationship by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education.
- (*ADAPT*) strives to be a professional in the field of early childhood education by evaluating elements of changes in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community.

Pre-Major Requirements	Credits
PSY202 Child Development	3
ED215 Music, Art and Creative Movement in ECE	3
ED217 Health and Family Issues	3
ED233 Introduction to Early Childhood Education I	3
Major Requirements	
ED413 Children's Literature	3
ED433 Developmentally Appropriate Practice I	3
ED434 Developmentally Appropriate Practice II	3
ED471 Language Arts: Curriculum and Methods	3
ED473 Math Curriculum and Methods	3
ED474 Curriculum Foundations	3
ED479 Leadership and Guidance in ECE	3
ED491A Seminar	2
ED491B Seminar	1
ED498A Fieldwork Experience	3
ED498B Fieldwork Experience	3

Note: Fieldwork Experience and Seminar must begin within two semesters of completion of ED474. ED491A and ED498A must be taken concurrently in the winter or summer term and ED491B and ED498B taken in the following spring or fall term.

Bachelor of Science in Elementary Education (K-6 Licensure)

This is a licensure program that prepares students to work with children from kindergarten through grade six.

The successful undergraduate candidate in the K-6 licensure program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

- (*PLAN*) designs meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment for grades K – 6.
- (*TEACH*) has a competent grasp of content knowledge, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for students in grades K – 6.
- (*ASSESS*) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the grade K – 6 learner.
- (*REFLECT*) engages in the process of continual and thoughtful reflection on his/her grade K – 6 teaching practices.
- (*ADAPT*) evaluates elements of change in the grade K – 6 classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

In addition to the courses listed below, students must complete additional licensure requirements (*please see Additional Licensure Requirements.*)

Pre-Major Requirements	Credits
ED100 Survey of Education *	1
ED220 Educational Foundations (10 hrs service learning)	3
MA105 Math for Elementary Teachers I	3
PSY202 Child Development	3
Major Requirements (Courses need to be taken in the sequence indicated)	
ED221 Educational Psychology	3
ED222 Educational Technology	3
MA 305 Math for Elementary Teachers II	3
ED223 Music, Art & Physical Education** (6 hrs O&P)	3
ED320 Elementary Language Arts Methods I** (6 hrs O&P)	3
ED322 Elementary Math Methods I** (6 hrs O&P)	3
ED324 Elementary Science Methods** (10 hrs O&P)	3
ED321 Elementary Language Arts Methods II** (6 hrs O&P)	3
ED323 Elementary Math Methods II** (6 hrs O&P)	3
ED325 Elementary Social Studies Methods** (10 hrs O&P)	3
ED326 Exceptional Children	3
ED404 Managing School Environments** (10 hrs O&P)	3
ED420 Integrated Curriculum** (10 hrs O&P)	3
ED408 Classroom Assessment	3
ED490 Seminar - Elementary	3
ED494 Student Teaching: Elementary	9

***ED 100 is required for first semester freshman only**

****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. For students holding teaching positions, O&P may be completed in the classroom under the observation of a colleague. See the course descriptions for O&P courses. Please visit our Education Division website at <http://acad.chaminade.edu/dept/education/> for Observation and Participation FAQ's and forms.

Course Number & Name Changes for Bachelor of Science in Elementary Education (*K-6 Licensure*)

The following table indicates previous course numbers and names and the equivalent new course numbers and names. Any courses taken under the previous course number and name designations may be substituted for the new equivalent course number and name.

Previous Course Number and Name	New Equivalent Course Number and Name
ED200 or 303 Educational Foundations	ED220 Educational Foundations
ED306 Psychological Foundations of Education	ED221 Educational Psychology
ED470 Technology for Teachers	ED222 Educational Technology
ED450 Music, Art, and Creative Movement	ED223 Music, Art, and Physical Education
ED418 Elementary Language Arts Methods I & ED413 Children's Literature	ED320 Elementary Language Arts Methods I
ED415 Teaching Reading in Elementary Schools	ED321 Elementary Language Arts Methods II
ED419 Math Curriculum & Methods	ED322 Elementary Math Methods I
ED446 Advanced Math and Geometry	ED323 Elementary Math Methods II
ED448 Environmental Studies	ED324 Elementary Science Methods
ED480 Social Studies Methods	ED325 Elementary Social Studies Methods
ED460 Intro to Exceptional Children	ED326 Exceptional Children
ED420 Curriculum Foundations	ED420 Integrated Curriculum

Bachelor of Science: Dual Licensure in Elementary and Special Education

This program offers an alternative licensure through a partnership with the DOE for Educational Assistants. This cohort program offers courses in a prescribed sequence that includes upper division courses required by the University. Students entering the program must have met Chaminade's lower division course requirements. The successful undergraduate candidate in the dual Elementary & Special Education licensure program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

- (*PLAN*) designs meaningful learning experiences for regular and special education students that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment.
- (*TEACH*) employs appropriate pedagogical practices and utilizes resources to facilitate the learning process. This requires a competent grasp of content knowledge and appropriate teaching strategies for regular and special education students.
- (*ASSESS*) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of regular and special education learners regardless of differences.

- (*REFLECT*) engages in the process of continual and thoughtful reflection on his/her teaching practices in either elementary or special education.
- (*ADAPT*) evaluates elements of change in elementary and special education classrooms and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

In addition to the courses listed below, students must complete additional licensure requirements. For further information regarding the dual licensure program, please contact Sheila Apisa at 440-4264 or at sapisa@chaminade.edu.

Major Requirements	Credits
ED306 Psychological Foundations of Education	3
ED404 Managing School Environments	3
ED415 Teaching Reading in the Elementary School	3
ED418 Language Arts: Curriculum and Methods	3
ED420 Curriculum Foundations	3
ED450 Music, Art, Creative Movement for Elementary Teachers	3
ED408 Assessment	3
ED448 Environmental Studies	3
ED490 Seminar	3
ED494 Student Teaching Elementary Education	3
ED468 Student Teaching Practicum and Seminar: Special Education	3
ED419 Math Curriculum and Methods	3
ED460 Introduction to Exceptional Children	3
ED461 Issues in Special Education	3
ED465 Mild/Moderate Disabilities	3
ED464 Seminar	3

Bachelor of Science in Secondary Education (*English or Social Studies Licensure*)

The Bachelors of Science in Secondary Education is offered only through the Adult Evening and Online Program (AEOP). Students must choose between two licensure tracks: English or Social Studies. Admission to the program is through the AEOP satellite office. In addition to the courses listed below, students must complete additional licensure requirements (*please see Additional Licensure Requirements.*)

Major Requirements	Credits
PSY304 Psychology of Adolescence	3
ED300 Introduction to Secondary Education	3
ED404 Managing School Environments	3
ED421 Literature for Adolescents OR ED462 Multicultural Ed.	3
ED423 Teaching Strategies: Secondary*	3
ED427 Teaching in Area of Specialization	3
ED408 Assessment	3
ED490 A & B Seminar**	3
ED495 A & B Student Teaching: Secondary Education**	6

*Student teaching must start within two semesters of completion of ED423.

**ED490A and 495A must be taken concurrently in the winter or summer terms with ED490B and 495B in the following spring or fall terms.

Additional Licensure Requirements

Praxis Requirements

Students in the licensure program must earn Hawaii qualifying scores on the PPST (reading, writing, and math) exam before enrolling in methods courses.

- Elementary and Special Education students must pass the Praxis II Content Area Exercises exam prior to student teaching. Students who do not pass the Praxis II exam will not be able to student teach.
- Secondary students must take and pass Praxis II Content area exam before registering for methods courses and Student Teaching.

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. For students holding teaching positions, O&P may be completed in the classroom under the observation of a colleague. See the course descriptions for O&P courses. Please visit our Education Division website for Observation and Participation FAQ's and forms.

Student Teaching

Student teaching is offered twice a year (July-December or January-May) and is a minimum of 15 weeks, not including breaks and intercessions. 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 coursework and student disposition over the duration of the program. Students are not allowed to work or take additional classes during the 15 weeks of student teaching. Student teaching requirements include:

- Completion of all course requirements, including O&P assignments;
- Excellent O&P evaluations
- Excellent student disposition evaluations by all course instructors
- At least a B in all courses
- Student teaching application, including three letters of recommendation from education faculty
- Verification of passing PPST scores and Praxis II
- Fingerprinting clearance
- Proof of TB clearance
- Proof of enrollment in Hawaii State Teachers Association (provides teacher liability insurance)
- Submission of Graduation Clearance form

Students who are currently employed as full-time classroom teachers in a public or private school may submit a request for validation. To be considered, students 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. Please visit the Education Division website for more information on student teaching and validation policies.

Portfolio

During the student teaching seminar, students will finalize a portfolio that documents achievement of specific skill competencies aligned with Hawaii State Teacher Performance and Licensing Standards, and Council for Exceptional Children (CEC) Standards in the case of special education licensure. Successful completion of student teaching is contingent on successful completion of the seminar and review of the portfolio.

Application & Admission Requirements

Students who are interested in applying to the education program must complete a Declaration of Major form with an advisor. (Students interested in a program offered through AEOP must complete the form with an AEOP advisor at the satellite office.) Additional admission requirements include:

- Undergraduate Program: a minimum GPA of after completion of general education requirements
- AEOP: minimum GPA of 2.0 after completion of at least 30 general education credits (including ENG102 and COM101);
- Three letters of recommendation;
- Criminal background clearance (as required by the DOE);
- Letter of Acceptance from the Education division;

Academic Policies

Scheduling:

Students must schedule an appointment prior to each term to register for course.

Course Load:

Students may not take more than four education courses per semester without advisor and Dean approval.

Leave of Absence:

Lacking an official leave, students who are unregistered for twelve months must reapply for admission. If readmitted, the student must fulfill any additional requirements of the new program.

Grades:

Education students are required to maintain a program GPA of at least 3.0

Licensure Recommendation:

Recommendation for licensure is not guaranteed after acceptance into the Education program. Licensure recommendation is based on student's overall performance in the classroom and in the field. In the case that a student is not recommended for licensure, he/she will complete the 120 credit hours to graduate with a Bachelor of Science in Education (without licensure).

Course Substitutions:

If a student has already taken a course at another institution that is equivalent to a course required by the education program, then a course substitution form may be filled out and submitted to the Dean for approval. A copy of the course being substituted should accompany the substitution form when it is submitted.

Catalog for Students to Follow:

Students follow the program that is in effect when the student is accepted into the Education Division. Once accepted, students are expected to complete all licensure/certification program requirements within three years. State Approved Teacher Education Program (SATEP) students are expected to student teach within one semester after completing their education coursework.

Changing Programs:

Students must submit a written request to his/her advisor to switch programs (i.e. from Elementary to Secondary Education). Upon the Dean's approval, a new acceptance letter will be sent along with an advising sheet. Students follow the program enforced at the time they request a change in program.

Course Descriptions

ED 100 Survey of Education (1)

This course introduces prospective educators to the field of education and the Chaminade University Education Programs. It is a one unit course following on the heels of CUH 100, First Year Experience.

ED 215 Music, Art, and Creative Movement in Early Childhood Education (3) (AEOP)

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. Prerequisite: PSY 202*

ED 217 Health & Family Issues (3) (AEOP)

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.

Requirement: 10 hours of Service Learning

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: ED220, MA105, PSY202*

ED 222 Educational Technology (3)

This course focuses on the integration of educational technology in classrooms. Topics include: information systems, presentations, word processing, spreadsheets, databases, online information research and retrieval, website authoring and publishing, and ethical and responsible use of information systems. *Prerequisite: ED 220, MA105, PSY202*

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.*

Required: 6 hours of O&P

Prerequisites: Pass Praxis I, ED220, ED 221, ED 222

ED 233 Introduction to Early Childhood Education I (3) (AEOP)

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) (AEOP)

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(s): ED 233*

ED 297 Fieldwork Practicum in Early Childhood Education (3) (AEOP)

The focus is on application of methods and theory from previous coursework. The student may be employed. The childcare setting and mentor teacher 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 COM 101 are prerequisites for all upper division courses

ED 300 Introduction to Secondary Education (3) (AEOP)

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.

ED 306 Psychological Foundations of Education (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.

ED 320 Elementary Language Arts Methods I (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. The course also 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.

Requirement: 6 hours of O&P

Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223

ED 321 Elementary Language Arts Methods II (3)

This course reviews the philosophy and rationale for the teaching of language arts to young children, including receptive and expressive, visual and auditory experience, vocabulary development and enrichment. Focus is on the development of language skills of young children with attention to the influence of culture in language. Strategies include how to develop a language-rich environment at the early childhood level that includes oral language, writing and reading activities, and development.

Requirement: 6 hours of O&P

Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223, ED320

ED 322 Elementary Math Methods I (3)

This course provides an overview and applications of best practice mathematical instructional approaches, strategies, techniques, and assessment methods for students in the kindergarten to grade 3 settings.

Required: 6 hours of O&P

Prerequisite: Pass Praxis I, ED220, ED221, ED222, ED223, MA 305

ED 323 Elementary Math Methods II (3)

Mathematics concepts for grades 3 through 8 are explored using hands-on and problem solving approaches. Teaching strategies include fractions, decimals, percentages, ratio, proportion, area, volume, pre-algebra, plane and solid geometry.

Required: 6 hours of O&P

Prerequisite: Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223, ED322, MA 305

ED 324 Elementary Science Methods (3)

This course focuses on helping the classroom teacher uncover *big picture* concepts through inquiry-based 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 K-6 students.

Required: 10 hours of O&P

Prerequisite: Pass Praxis I, ED220, ED221, ED222, ED223, MA 305

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: 10 hours of O&P

Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223, ED320, ED322, ED324

ED 326 Exceptional Children (3)

This course 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.

Prerequisites: Pass Praxis I, ED220, ED221, ED222, ED223, ED320, ED322, ED324

ED 380 Special Topics (1-3)

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.

Requirement: 10 hours of O&P.

For AEOP Secondary students: \$50 O&P fee.

ED 405 Math Methods (3) (EA)

This course provides an overview and application of best practice mathematical instructional approaches, strategies, techniques, and assessment methods for students with mild to moderate disabilities in the Kindergarten to grade 12 settings.

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: Pass Praxis I, ED 220/300 courses

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

ED 418 Language Arts: Curriculum and Methods (3)

This course reviews the philosophy and rationale for the teaching of language arts to young children, including receptive and expressive, visual and auditory experience, vocabulary development and enrichment. Focus is on the development of language skills of young children with attention to the influence of culture in language. Strategies include how to develop a language-rich environment at the early childhood level that includes oral language, writing and reading activities, and development.
Requirement: 10 hours of O&P

ED 419 Math Curriculum and Methods (3)

This course includes the philosophy and rationale for the teaching of math to young children. General math theory and concepts are demonstrated with manipulatives. Instruction includes introduction to numeration, the decimal system, linear counting, memorization, fractions, and the applications of math. *Requirement: 10 hours of O & P.*

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

Prerequisites: Pass Praxis I, ED 220/300 courses

ED 421 Literature of Adolescents (3) (AEOP)

This course provides an introduction to adolescents, their physical development, 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) (AEOP)

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; \$50 O&P fee*

ED 427 Teaching in the Area of Specialization (3) (AEOP)

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 for instruction, presenting strategies for reading, writing, studying, and translating information gained into practice. *Requirement: 20 hours of O&P; \$50 O&P fee*

ED 433 Develop Appropriate Pract. I (3) (AEOP)

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 Develop Appropriate Pract. II (3) (AEOP)

This course provides an extension of the concepts and research-based practices that were taught in ED433-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.

Prerequisites: ED 433

ED 446 Advanced Math (3)

Mathematics concepts for grades 3 through 8 are explored using hands-on and problem solving approaches. Teaching strategies include fractions, decimals, percentages, ratio, proportion, area, volume, pre-algebra, plane and solid geometry.

ED 448 Environmental Studies (3)

This course 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)

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.*

ED 460 Introduction to Exceptional Children (3)

This course 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.

ED 462 Multicultural Education (3) (AEOP)

This course 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.

ED 464 Consultation in Special Education (3) (EA)

This course 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/Moderate Disabilities (3) (EA)

This course provides an overview of learning, behavioral disabilities, and personality characteristics of students diagnosed as cognitively challenged. Topics include issues experienced in the special education field, service delivery options, assessment, and intervention strategies.

ED 468 Student Teaching – Special Education (6) (EA)

Students will teach in a public school special education setting along side a licensed special education teacher for a period of 15 weeks.

Prerequisites: Acceptance into and completion of all course requirements for the Dual Licensure in Elementary Education and Special Education

ED 470 Technology for Teachers (3)

This course focuses on the use of educational technology in classrooms. Topics include: information systems, presentations, word processing, spreadsheets, databases, online information research and retrieval, website authoring and publishing, and ethical and responsible use of information systems.

ED 471 Language Arts: Curriculum and Methods (3) (AEOP)

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) (AEOP)

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 Curriculum Foundations (3) (AEOP)

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. *Prerequisites: ED 434, ED 471, ED 473*

ED 479 Leadership and Guidance in Early Childhood Education (3) (AEOP)

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. *Prerequisites: ED 433, ED 471 & ED 473*

ED 490 Seminars (3)

This seminar is integrated with all student teaching practica. Students prepare portfolios, discuss teaching experiences, and review standards. *Requirement: Successful completion of Praxis I and II.*

ED 490 (A&B) Seminars (2-1) (AEOP)

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 495A & 495B and Successful completion of Praxis I and register for Praxis II.

ED 491 (A&B) Seminar- Early Childhood Education (2-1) (AEOP)

This course gives direction and support will be given for the fieldwork in Early Childhood

Education. Instructor and students will work through challenges and struggles encountered in the classroom. *Requirement: (A): Concurrent enrollment in ED 498A.*

(B): Concurrent enrollment in ED 498B.

Prerequisites: PSY 202, ED 215, ED 217, ED 233, ED 413, ED 433, ED 434, ED 470, ED 471, ED 473, ED 474, ED 479

ED 494 Student Teaching: Elementary (9)

This course provides supervised teaching in approved elementary schools. Concurrent enrollment in the ED 490 seminar is required. *Prerequisites: PSY 202, MA 105, ED 200, ED 306, ED 470, ED 418, ED 419, ED 450, ED 415, ED 446, ED 408, ED 448, ED 480, ED 404, ED 420, ED 460, Pass Praxis II.*

ED 495 (A&B) Student Teaching: Secondary (3-3) (AEOP)

This course provides supervised student teaching in approved secondary schools. *Requirement: Concurrent enrollment in ED 490A & 490B.*

ED498 (A&B) Student Teaching: Early Childhood Education (3-3) (AEOP)

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: (A): Concurrent enrollment in ED 491A.*

Prerequisite: (B): Concurrent enrollment in ED 491B.

Prerequisite: Acceptance and completion of all course requirements for Early Childhood Education major.

ED 499 Directed Study (1-3)

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(s): Acceptance as an education major.



■ English

Program Advisors: Dr. Cheryl Edelson, Dr. Allison E. Francis, Dr. James Kraus, Koreen Schroeder

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.

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*, which is published twice yearly.

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 form, providing the opportunity to explore and examine the full range of human experience.

Major Program of Study: English

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, each of these concentrations is suited to distinct interests and aspirations that may guide the student's course of study. The writing concentration provides students with the study and practice of various forms of written expression and practical publishing experience. The Literature and Criticism concentration emphasizes an historical knowledge of western literary history as well as familiarity with diverse interpretive approaches. After completing this concentration, students should be prepared for graduate studies in English. Drawing upon literature and writing coursework, 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.

Program Learning Outcomes

Students who complete this program will demonstrate:

1. a proficiency in writing through an analytical literary research paper.
2. a proficiency in creative writing through an original production of poetry, fiction, or non-fiction.
3. the ability to define various literary critical approaches and apply them to given texts.
4. the ability to define, identify, and articulate major movements/periods in British and American literature.
5. the ability to critically analyze significant authors, texts, and issues in British and American Literature.

Assessment

The program assessment for the English Discipline Learning Outcomes is linked to student coursework (student course learning outcomes) and will be implemented and compiled in the Senior Seminar capstone course (EN 499).

1. 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.

2. Program Assessment (cumulative)

The program assessment for the English Discipline Learning Outcomes is linked to student coursework (student course learning outcomes) and will be implemented and compiled in the Senior Seminar capstone course (EN 499).

Each student will submit a portfolio that contains the following:

1. An introduction letter (this letter will introduce the contents of the portfolio and detail how the contents meet the program learning outcomes. It should also include vocational goals and a reflection/projection of their continued learning process);
2. An analytical literary research paper with revisions (outcome 1);
3. An original work of poetry, fiction, or non-fiction (outcome 2);
4. A paper that applies a critical approach to a text(s) (outcome 3);
5. An essay that demonstrates student knowledge of one or several period(s) in British Literature. The student must cite specific authors and texts in his/her response. (outcome 4 and 5);
6. An essay that demonstrates student knowledge of one or several period(s) in American Literature. The student must cite specific authors and texts in his/her response. (outcome 4 and 5).

Advising

Chaminade's English faculty believes that advising is part of the call to teach. English majors are required to confer with an assigned advisor before completing the registration process and to assist them in designing a course of study appropriate to career goals. Students will confer with their advisor regularly throughout their term of study to ensure they are fulfilling their requirements and satisfying their principle interests.

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), EN 315 Backgrounds in British Literature (3), and EN 499 Senior Seminar (3). 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.

The English major requires a total of 24 credits; therefore, in addition to the requirements listed above, 15 upper division credits are required. It is highly recommended that they be taken in one of the following areas of concentration:

Concentration: Writing

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.

Concentration: Literature and Criticism

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.

Concentration: Teaching

The following two 300 level courses: 319 Studies in Shakespeare and 362 Advanced Expository Writing. Any three 400 level courses.

Minor Programs of Study: English

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), and the major/minor discipline requirements (6 credits), the student must complete a total of two upper division English courses (6 credits) covering the following areas of study:

- a. One 300 level course (three credits)
- b. One 400 level course (three credits)

English (EN)

All prerequisites for English courses must be completed with a minimum grade of ‘C’ or better.

EN 091 Reading Improvement I (4)

This basic course in the key skills is necessary for the successful study and comprehension of academic textbooks. Skills highlighted are: building vocabulary through context clues, finding main ideas, determining significant details and relationships of ideas, outlining, understanding graphic material and interpreting figurative language. Weekly timed readings encourage increased proficiency. Enrollment determined by performance on reading placement test. *Credit not applicable to degree requirements. Offered every Fall semester. 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 which support the writer's central purpose. Enrollment determined by performance on the English Department Placement Examination. *Offered annually.*

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, evaluating, 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 and modern works primarily of major English, Continental, and American authors. *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 COM 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 annually.*

EN 303 Creative Writing: Poetry (3)

Study of the techniques of contemporary poetry and practice in writing metric and free verse poems. *Offered alternative 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. *Offered alternative years.*

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. *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 annually.* *Prerequisite:* Any 200-level English offering.

EN 371 Publications Workshop (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, Introduction to LGBT Literature, and Literary Criticism and Theory. *May be repeated.* *Prerequisite:* Any 200-level English offering.

EN 402 Advanced Fiction Writing (3)

Offered alternative years. *Prerequisite:* Grade of 'C' or better in EN 302.

EN 403 Advanced Poetry Writing (3)

Offered alternative 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 written by indigenous Pacific Islanders and explores issues of anti-colonialism, modernization, and traditional culture. Works include writers from New Zealand, Hawai'i, Fiji, Solomon Islands, Vanuatu, Tonga, and Samoa. *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 the 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 alternative 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:* EN 314 and EN 315.

EN 490 Directed Study (1-3)

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.

Environmental Studies

Program Advisor: Dr. Gail Grabowsky

Environmental Studies Program Description

The major and minor in Environmental Studies (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, and (4) prepare students for environmental careers and graduate or professional schools with environmental emphases.

Students seeking the major in Environmental Studies will acquire the broad-based knowledge required to fully comprehend and successfully problem-solve environmental challenges, work in the environmental industry and run environmental businesses and organizations. The major prepares students for careers in environmental: service, science, 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 coursework, fieldwork, research, service and apprenticeship in the community.

Environmental Studies Program Student Learning Outcomes

The Environmental Studies student will demonstrate an understanding of:

1. The central importance of spirituality, ethics and worldviews in the “environmental movement”
2. The importance of the environment in our own health and well being
3. The major environmental issues and their potential solutions
4. Problem-solving skills from diverse disciplines for diverse populations
5. Scientific reasoning and methodology
6. The roles and importance of laws, politics and economics in environmental issues
7. Career opportunities in the environment

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-minor requirements: ENV 100, GEO 204 and any two of the following three science courses with the corresponding laboratory: CH102 and CH 102L, ENV 201 and ENV201L, ENV 202 and ENV 202L.

Minor requirements: ENV 300, ENV 313/EC313, EN 405 and ENV 400.

Pre-major requirements: ENV 100, CH102 and CH 102L, ENV 201 and ENV 201L, ENV 202 and ENV 202L, GEO 204 and BU 200.

Major requirements: ENV 300, ENV 313/EC313, ENV/RE 431, SOC 317, EN 307, ENV 327, PSY 434, ENV 400 and ENV 485.

Environmental Studies (ENV)

ENV 100 Introduction to Environmental Issues (3)
(formerly *Environmental Design Conference*): An interdisciplinary course in which students are introduced to the ethical issues, tools and techniques involved in environmental problem-solving. Students are presented with a series of real (often Hawaiian) environmental problems which 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 solutions to each issue.

ENV 115 L Marine Environmental Science Lab (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.

ENV 201 Conservation Biology & Ecology (3)
(Formerly *Environmental Science I*): 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. 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.

ENV 201L Conservation Biology & Ecology Laboratory (1)

(Formerly Environmental Science I Laboratory): 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. Crosslisted as 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 first hand the application of the relevant physical principles to environmental issues. Activities are conducted in the laboratory and in the field. Course must be taken concurrently with ENV 202. Crosslisted as PHY 111L.

English 102 and COM 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 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 Hawai'i 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 313: Contemporary Economic Issues (3)

This course provides students an opportunity to develop skills at using economic analysis to understand and consider current issues and challenges facing our society. The focus of the course is on the environmental impact of economic decisions, but the frameworks and tools examined can be applied to a wide range of social issues. Offered fall semester. Prerequisites: EC 202 or ENV 201 and ENV 201L. Cross-listed as EC 313.

ENV 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 (Sociology, Social Services), Criminal Justice, Environmental Studies, 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. Offered annually in the Fall.

Prerequisite: ENV 100. Cross-listed with AN/CJ/GE/PSY/SO

Division Student Learning Outcome

Student will demonstrate an understanding of career development relative to the field of Behavioral Sciences.

ENV 400 Current Global Environmental Issues (3)

This reading-intensive course surveys diverse publications explaining the major environmental threats facing the world today. 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 solutions to the greatest environmental challenges. Course must be taken in the junior or senior year.

ENV 401 Nature, Culture, Gender and Environmental Policy (3)

This course explores cross-culturally ideas, attitudes, and values about the natural environment. It studies the impacts of philosophies of nature and culture on human perceptions and their roles in the development of environmental policy. The questions of gender roles in the context of nature and culture and its application to the treatment of the environment will be discussed as part of environmental philosophy and policy formation.

ENV 431 Environmental Ethics (3)

Examines religious perspectives on ethical issues within the context of an ecumenical and inter-religious dialogue in the field 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. Fulfills interdisciplinary course requirement. Cross-listed as RE 431. Offered alternate semesters. Prerequisites: RE 103 or RE 205 or permission of instructor.

ENV 485 Environmental Capstone Experience (3)

This capstone course seeks to integrate and assess the experiences and program learning outcomes of the Environmental Studies major around a real environmental issue that the student actively participates in problem-solving through research and/or service. Each student is required to demonstrate their interdisciplinary understanding and problem-solving competency pertaining to the particular issue they are involved in.

Fine Arts

FINE ARTS MISSION STATEMENT

The mission of the Fine Arts discipline is to promote creativity, creative thinking and appreciation for both visual and performing arts.

FINE ARTS VISION STATEMENT

The Fine Arts program nurtures the students' ability to appreciate and analyze works of art in depth critically and sympathetically. It stimulates their personal, social and intellectual growth in the liberal arts tradition, and connects artistic activities with other facets of the human experience. When they find joy and talents in the fine arts, it automatically promotes their sense of self-confidence. Students have found that having the ability to express very personal aesthetics, and analyze/evaluate others' art works helps them to distinguish themselves in their chosen career fields.

PROGRAM LEARNING OUTCOMES

Students successfully completing the Fine Arts program will demonstrate:

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 value the finished product; and
4. an understanding of the fine arts as an essential part of human culture that enriches their lives.

ASSESSMENT

1. Individual Course Assessment.

Each course in the program is linked to the 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.

2. Program Assessment (cumulative)

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:

5. a digital record of their work during the program; (PLO 1 and 2)
6. projects examples and analysis demonstrating personal uniqueness in the design or project content; (PLO 1and 3)
7. projects and accompanying analysis which demonstrate development of technical expertise and skill sets linked to program learning outcomes; (PLO 1 and 3) and
8. an essay demonstrating the student's understanding of art appreciation and the arts as an essential dimension of human culture. (PLO 4) ■

Foreign Languages

Teaching Goals

The goals of the foreign language program are two-fold:

1. to develop understanding of other cultures and an appreciation for cultural diversity through language learning, and
2. to develop introductory proficiency in listening comprehension, speaking, reading, and writing.

Program Learning Outcomes

Students successfully completing the first year of study will demonstrate:

- introductory proficiency in listening comprehension, speaking, reading and writing in their chosen language; and
- understanding of how language provides insight into culture and cultural diversity.

Assessment Plans

Student Program Learning Outcomes are linked to and assessed individually in specific coursework (student course learning outcomes).

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.

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.

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.

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.

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

Forensic Sciences

Program Advisor: Dr. Lee Goff

Degrees Offered: Bachelor of Science in Forensic Sciences

Minor Offered: Forensic Sciences

Program Objective

To provide students with knowledge and skills for application of scientific principles and technological; skills to further the purpose of justice in the study and resolution of criminal, civil and regulatory issues.

Career Options

A Bachelor of Science degree in Forensic Sciences prepares the student for a career in a crime laboratory, crime scene investigation, and provides an excellent basis for further studies in Forensic Sciences at the graduate level. This degree also provides an excellent basis for students seeking to enter professional schools of medicine, dentistry and veterinary medicine.

Advantages of the Chaminade Forensic Sciences Program

1. Integrates the functional (lab experience, field work, internships) with academic (solid sciences and criminal justice cores);
 2. Small classes (Avg. 15 in lecture/lab; avg. 10 or less in upper division);
 3. Committed to personal advising and mentoring;
 4. Hands-on experience with current molecular techniques;
 5. Encourages individual research and cooperates with other research and law enforcement institutions;
 6. Actively assists students' attendance at national and international meetings and conferences;
- Encourages and prepares students to pursue further graduate studies.

The forensic sciences major require the completion of the following courses:

Pre-Major courses: 56 credit hours; 13 courses to include the following:

BI 203 and BI 203L	Cellular and Organismic Biology (3-1)
BI 204 and BI 204L	Cellular and Organismic Biology (3-1)
CH 203 and CH 203L	General and Analytical Chemistry (4-1)
CH 204 and CH 204L	General and Analytical Chemistry (3-2)
CH 323 and CH 323L	Organic Chemistry (4-1)
CH 324 and CH 324L	Organic Chemistry (4-1)
CJ 151	Criminal Justice Systems (3)
CJ 223	Introduction to Law (3)
FS 190	Introduction to Forensic Sciences (1)
FS 330	Forensic Sciences (3)
MA 210	Calculus I (4)
MA 211	Calculus II (4)
PHY 251 and PHY 251L	University Physics I (4-1)
PHY 252 and PHY 252L	University Physics II (4-1)

Major courses: 34-37 credit hours, 10 courses 300 level and above courses to include the following:

BI 431 and BI 431L	Genetics (3-1)
CH 360 and CH 360L	Biochemistry (3-1)
CH 434 and CH 434L	Analytical Chemistry (3-1)
CJ 423	Criminal Law II (3)
FS 333	Physical Forensic Sciences (3)
FS 340 and FS 340L	Crime Scene Investigation (4)
FS 444 and FS 444L	Forensic Biology (3-1)
FS 487	Internship (3-6)
FS 490	Seminar- 2 semesters req. (2)
MA 331	Introduction to Probability and Statistics (3)

Major electives: 6-9 credits from courses listed below:

BI 362 and BI 362L	Microbiology (3-1)
BI 370 and BI 370L	Cell and Molecular Biology (3-1)
BI 454 and BI 454L	Histology (2-1)
CJ 463	Sex Crimes (3)
CJ 465	Narcotics and Drug Use (3)
FS 335 and FS 335L	Forensic Entomology (4)
FS 350 and FS 350L	Forensic Photography (4)
FS 440	Detection and Rec. of Human Remains (2)
FS 450	Forensic Anthropology (3)

Minor in Forensic Science: 11 credit hours, 300 level and above, courses to include all of the following:

CJ 330/FS 330	Forensic Sciences (3)
FS 333	Physical Forensic Sciences (3)
FS 444 and 444L	Forensic Biology (3-1)
FS 487	Internship (1)

Please see the sections in biology, chemistry, criminal justice, mathematics and physics for course descriptions.

Forensic Sciences (FS)

FS 190 Introduction to Forensic Sciences Seminar (1)

A seminar series designed to present an overview of different areas of the Forensic Sciences. Areas to be covered include: Anthropology, Crime Scene Investigation, Criminalistics, Engineering, Ethics, Jurisprudence, Pathology, Toxicology, Questioned Documents, and related topics. Offered Spring and Fall Semester. Required of Forensic Sciences majors. No prerequisite

English 102 and COM 101 are prerequisites for all upper division courses

FS 330 Forensic Sciences (3)

Scientific methods applied to the gathering and preservation of criminal evidence. Cross-listed as CJ 330. Offered annually.

FS 333 Physical Forensic Sciences (3)

A scientific examination of various non-biological types of evidence. Examines the underlying theory and relevance of each type of evidence; applies the scientific techniques of examination for each type of evidence; and interpretation of each type of evidence. Offered annually. Prerequisites: BI 203, BI 204, CJ 330 or concurrent registration.

FS 335 Forensic Entomology (3)

Introduction to scientific examination of medicocriminal entomological evidence. Taxonomy of insects and other arthropods of forensic significance; collection and preservation techniques; insect life cycles; and techniques for analyses data to include estimations of time since death, postmortem movement of body, wound assessment, entomotoxicology, DNA and applications to cases of abuse and neglect. Offered annually. Prerequisites: BI 203, BI 204. FS 330 or concurrent registration recommended.

FS 335L Forensic Entomology Lab (1)

2, 1.5 hour laboratory periods per week to accompany FS 335. Laboratory work includes practical identifications of insects and other arthropods of forensic significance; decomposition studies; collection and preservation of specimens; and field exercises. Offered annually. Concurrent registration in FS 335 is required.

FS 340 Crime Scene Investigation (3)

Introduction to techniques of crime scene investigation. Emphasis will be on search techniques, scene diagramming, photography, proper documentation, recovery 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. Offered annually. FS 330 or consent of instructor. Concurrent registration in FS 340L is required.

FS 340L Crime Scene Investigation Laboratory (1)

Two, one and a half hour laboratory periods per week to accompany FS 340. 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. Offered annually. Concurrent registration in FS 340 is required.

FS 350 Forensic Photography (3)

Introduction to photographic techniques use in the various forensic sciences. Emphasis will be placed on crime scene photography, beginning with general scene photos followed by detailed, often macro photography. Included will be fingerprint photography, fluorescence and luminescence photography of body fluids and latent fingerprints, and photography of laser beams in bullet trajectory cases. The use of filters will be stressed. Methods of

“painting with light” will be discussed for large outdoor scenes. Students will also receive instruction in photo microscopy. Student must be familiar with the SLR format camera.

Prerequisites: FS 330, FS 333 or permission of instructor.

FS 350L Forensic Photography Laboratory (1)

Two one and a half hour laboratory periods per week, to accompany FS-350. Laboratory exercises will be hands on assignments with the 35 mm SLR Camera. Students will get experience in general crime scene photography, macro and wide angle photography, fluorescence and luminescence photography, photo microscopy, and night operations which will have exercises in large area open night scenes and bullet trajectory photos. Students will also understand the use of many different filters used in forensics. Prerequisite: Concurrent registration in FS 350 is required.

FS 440 Detection and Recovery of Remains (2)

Intensive one-week surveying techniques used to detect and recover decomposing human remains in an outdoor habitat. Emphasis will be on scattered surface remains and detection of clandestine graves. Techniques presented will include those from anthropology, archeology, entomology, geophysical, and remote sensing. Materials will be presented as a series of lectures and field exercises. Prerequisites: FS 330 and FS 333 or consent of instructor; preference given to presently enrolled Chaminade students.

FS 444 Forensic Biology (3)

A scientific examination of biological evidence. Includes examining the scientific basis of many types of biological evidence, applying scientific methods to and interpretation of biological evidence. Cross-listed as BI 444. Offered annually. Prerequisites: BI 203/203L and BI 204/204L, CJ/FS 330. CH 203/203L and CH 204/204L Concurrent registration in BI/FS 444L is required.

FS 444L Forensic Biology Laboratory (1)

One three-hour laboratory period per week to accompany FS 444. Laboratory work includes such topics as blood analysis and identification, use of chromatographic and electrophoretic techniques, and PCR as applicable to forensic identification. Concurrent registration in FS 444 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: BI 203, BI 204, BI 351, FS 330 or concurrent registration recommended.

FS 487 Internship (1-6)

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. Offered Spring and Fall. Prerequisites: FS 333, FS 444, and senior in forensic science.

FS 490 Senior Seminar (1)

Reading and discussion of most recent forensic techniques and applications. One oral presentation by each participant required. May be repeated for credit. Offered Spring and Fall. Prerequisites: senior standing in forensic science.

■ 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 human cultures and nature;
2. how human-environment relationships are reflected on the physical landscape; and
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.

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. 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 Fall semester.

GE 204: Landscapes of Hawai'i (3)

This course is designed to provide a basic introduction into the human and physical environments found in Hawai'i. We will examine both past, present and future landscapes in Hawai'i with a major emphasis on the interaction between the human and physical conditions. Topics will include: the unique nature of the ecosystems in Hawai'i, their fragility and the implications for planning and social change here in Hawai'i; spatial aspects of development, tourism and urbanization; and the environmental implications of development. 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 Offered annually.

**English 102 and COM 101 are prerequisites
for all upper division courses**

GE 335 Sociocultural 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 Euroamerican), East Asia and the Pacific. This course meets the Behavioral Science student learning outcomes: 2) human and cultural Diversity; 3) social and individual dynamics; 4) the relationship between the self and the group. Fulfills interdisciplinary course requirement. Cross-listed as ID 335. Course offered annually in the Spring semester.

Hawaiian and Pacific Studies

Program Advisors: Dr. Richard Bordner, Frank Bailey, and Kumu John Lake

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.

A minor in Hawaiian and Pacific Studies is offered. The objectives of this program are:

- to enhance the student's understanding of the diversity and value of the different cultures found here in Hawai'i, and throughout the Pacific;
- to place into context the influence and importance of the student's own culture in relationship to the importance of the other cultures found in the region;
- to make students more aware of the growing economic, political, and social influence of this region in an increasing global community; and
- to promote Marianist ideology through service-oriented activities in the courses and in extracurricular activates.

In connection with any major here at Chaminade University a minor in Hawaiian and Pacific Studies will provide a rich and beneficial component in your college experience.

Pre-minor requirements: Any two lower division courses from the following:

AN 200	Cultural Anthropology
BI 130/L	Ethnobotany
GE 204	Landscapes of Hawai'i
HI 152	World Civilizations II
POL 111	Introduction to Comparative Governments and Politics
RE 103	World Religions

Minor Requirements: 12 semester hours of upper division courses from the following:

AN 340	Contemporary Peoples of Hawai'i
AN 350	Cultures of Oceania
EN 422	Modern Pacific Literature
HI/POL 450	History of Hawai'i I
HI/POL 451	History of Hawai'i II
HI/POL 452	Pacific Islands History I
HI/POL 453	Pacific Islands History II
RE 450	Hawaiian Oral and Religious Traditions

Historical and Political Studies

Program Advisors: Dr. Mitch Yamasaki and 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 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

Program Learning Outcomes

Upon completion of this program, students will demonstrate an understanding of:

1. 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.

2. The workings of politics and governance;

Students will learn how and why people create forms of governance. This knowledge can be used to evaluate the effectiveness of laws and political institutions. The skills and competencies in this area are developed in all regularly offered political science courses.

3. Historical and political perspectives and interpretations;

Students will explain historical events and political developments with multiple views and interpretations thereby avoiding explanations that point to historical linearity or political inevitability. Skills and competencies in this area are primarily developed in: HI 304, HI/POL 305, HI 321, HI 322, HI/POL 324, HI/POL 341, HI 344, POL 374, POL 375, POL 376, HI/POL 401, HI/POL 402, HI/POL 403, HI 405, POL 411, HI/POL 420, HI 422, HI 424, HI/POL 442, HI/POL 444, HI/POL 446, HI/POL 451, HI/POL 453

4. How to conduct and present historical and political research;

Students will use the tools and methods of historians or political scientists to transform learning from memorization to actually “doing” history or political science. Skills and competencies in this area are developed primarily in HI 490, POL 490, and the required capstone course HI/POL 494.

5. Preparation for an intended career;

The Program offers preparation for the following career areas:

- a. Law: student has taken or will enroll in the pre-law seminars offered by Chaminade University; student has taken or will complete by the end of the HI/POL 494 course three practice LSAT examinations.
- b. Education: student has taken or is prepared to take PRAXIS I (pre-professional skills test) and PRAXIS II (subject assessments) examinations by the end of the HI/POL 494 course; student understands the licensure process for the school district in which he or she intends to teach.
- c. Government: student knows or will know by the end of the HI/POL 494 course how to locate jobs, identify qualifications and prepare for civil service examination(s) with the country, state and federal governments.

Skills and competencies in this area are reviewed in the required course HI/POL 494

Assessment

1. 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.

2. Program Assessment (cumulative)

Program student learning outcomes are assessed individually in specific coursework (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).

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 interested 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 116-117. 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 Hawai'i and those students who intend to teach elsewhere.

Consultation with advisors is necessary to insure 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 PLO 1. All upper division Political Science courses fulfill PLO 2. See PLO 3 above for courses that satisfy this outcome. PLO 4 and PLO 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 (7) 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 coursework before enrolling in this course).

Consult with program adviser to be sure that the courses selected cover program learning outcomes 1-3.

Path Towards a Career in Education

Lower-division requirements: These 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 Hawai'i and many other states.

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 (7) 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 342, 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;
 - a. students preparing to teach in Hawai'i must take HI 450 Pre-Modern Hawai'i and HI/POL 451 Modern Hawai'i
2. HI/POL 494 Research Seminar (Student must complete at least 12 hours of upper-division history/political science coursework before enrolling in this course).

Consult with program adviser to be sure that the courses selected cover program learning outcomes 1-3.

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 7 courses from:** HI 301, HI/POL 305, HI 323, HI/POL 324, HI 342, HI/POL 401, HI/POL 402, HI/POL 403, HI 406, HI/POL 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 coursework before enrolling in this course).

Consult with program adviser to be sure that the seven courses selected cover program learning outcomes 1-3.

Minors in History and Political Science

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 (4) upper division History courses, upon approval of program advisor.

Requirement for a minor in Political Science: Four (4) upper division Political Science courses, upon approval of program advisor.

■ **History**

Program Advisors: Dr. Mitch Yamasaki, and 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.

History Minor

Pre-minor requirements: HI 201, HI 202 with grades of “C” or better.

Minor requirements: twelve (12) semester hours of upper division courses in History selected in consultation with the program advisor.

History Minor Program Learning Outcomes

Upon completion of the program, students will demonstrate...

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.

Program Assessment

1. Individual Course Assessment is carried out at the major program level.

2. Program student learning outcomes are assessed individually in specific coursework (course student learning outcomes) as part of the major program assessment. Based on the student's course plan, an exit assessment tool based on the minor program will be given as part of the graduation clearance process.

History (HI)

HI 151 World Civilizations I (3)

A multicultural approach to studying the world's early civilizations, 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 COM 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. *Prerequisite: Any 100 or 200 level history course.*

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. Prerequisite: Any 100 or 200 level history course.*

HI 304 America 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 1930's. 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. *Prerequisite: Any 100 or 200 level history course.*

HI 305 Contemporary America (3)

Analyses of the forces that shaped contemporary America, focusing on the Cold War, the Civil Rights Movement and the counter-cultural

movements of the 1960's. Fulfills interdisciplinary course requirement. Cross-listed as POL 305. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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. *Prerequisite: Any 100 or 200 level history course.*

HI 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.). 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. Cross-listed as RE 322. Offered alternate years. *Prerequisite: Any 100 or 200 level history course.*

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. *Prerequisite: Any 100 or 200 level history course.*

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 as POL 324. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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 as POL 341. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI 342 Pre-Modern Southeast Asia (3)

This course surveys the history of Southeast Asia from pre-historic times to the beginning of the 19th century. It examines the physical environment, indigenous cultures, the nature and impact of Indian and Chinese influences, the process of state formation, the rise of major empires, the importance of trade, the coming of Islam, and early contacts with the West. Cross-Listed as POL 342. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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 rule, the emergence and activities of anticolonial movements, the formation of sovereign states, the effects of the Cold War, and contemporary politics. Cross-Listed as POL 344. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI 371 History Publication Workshop (1-3)

The goal of this workshop is to enhance the reading, writing, and cognitive skills of history/political science students by direct engagement in the publication of scholarly works. This will be accomplished primarily through the publication of the Chaminade Historical Review. This journal will contain research papers, essays and book/film reviews

submitted by students and faculty of the Chaminade University and other educational institutions. Students enrolled in this workshop, in conjunction with historical and political studies faculty advisor(s) will assemble, edit and publish the journal. Number of credits awarded will depend on position held by student (assistant editor, associate editor, editor) and the number of hours devoted to the course. Offered annually. *Prerequisite: Consent of instructor.*

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 as POL 401. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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 as POL 402. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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 as POL 403. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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. *Prerequisite: Any 100 or 200 level history course.*

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. *Prerequisite: any 100 or 200 level history course.*

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. *Prerequisite: Any 100 or 200 level history course.*

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 Soviet-style communism in Eastern Europe and the Soviet Union itself.

Crosslisted as HI 418 and POL 418. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI 419 Contemporary World Order (3)

This course considers problems and issues that have affected humanity since the end of the Cold War. Specifically, it explores how the end of the Cold War contributed to the creation of a new world order, and how that order has served to shape world societies and the challenges they currently face. While the end of the Cold War contributed in no small measure to the expansion

and acceleration of globalization (i.e., the economic, cultural, and political integration of global communities), it also produced a variety of new and serious challenges, several of which are directly attributable to developments in the period from the end of World War Two to 1991. The primary objective of this course is to help students recognize and understand those challenges – and the legacies of the Cold War generally – as they pertain to ethnic and religious fundamentalism, economic dislocation, cultural homogenization, environmental degradation, and global terrorism and the so-called "War on Terror." This course is cross-listed as HI 419 and POL 419. It is offered alternate years. *Prerequisite: Any 100 or 200 level history or political science course.*

HI 420 Cold War and After (3)

Analyzes the 'new world order' after the 'fall of communism' beginning in the late 1980s. Cross-listed as POL 420. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI 422 Pre-Modern Russia (3)

Explores the beginning, flourishing, and decline of the Russian Empire from the first Slavs until the October Socialist Revolution of 1917. The course will provide insights into Russian life long 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. *Prerequisite: HI 151 or HI 152.*

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.

Prerequisite: HI 151, HI 152, or HI 422.

HI 442 Modern China (3)

Examines China's internal and external struggles in the modern world. Including the rise and fall of the Ching dynasty, the Nationalist period, the civil war and communist rule. Fulfills interdisciplinary course requirement. Cross-listed as POL 442. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI 443 The Way of Tea: Cultural History of Early 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. *Prerequisite: Any 100 or 200 level history course.*

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 international posture. Cross-listed as POL 444. Fulfills interdisciplinary course requirement. Offered alternate years.

Prerequisite: any 100 or 200 level history or political science course.

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 as POL 446. Offered alternate years.

Prerequisite: any 100 or 200 level history or political science course.

HI 450 Pre-Modern Hawai'i (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 Hawai'i, Maui, Oahu and Kauai. The student will gain deeper appreciation of the importance of Oral tradition and Oratory. Offered alternate years.

Prerequisite: Any 100 or 200 level history course.

HI 451 Modern Hawai'i (3)

This course examines the political, economic, and cultural forces that shaped modern Hawai'i and its people from first contact in 1778 to Hawaii's overthrow, annexation and through the present day. Cross-listed as POL 451. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI 452 Pacific Islands in the Pre-Modern Era (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. Offered alternate years.

Prerequisite: Any 100 level or 200 level history course.

HI 453 Pacific Islands in the Modern Era (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 as POL 453. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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 as POL 475. Offered alternate years. *Prerequisite: Any 100 or 200 level history course.*

HI 480 Special Topics (3)

Selected topics in history to be announced. *Prerequisite: Any 100 or 200 level history course.*

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 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). Offered annually. *Prerequisites: Students must be in their senior year, completed a minimum of 12 credits of the major, and have the permission of the discipline coordinator to enroll in this course.*

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Humanities

Program Advisors: Dr. Rick Bordner, Dr. Lilia Castle, Dr. Chitha Unni

Program Description:

The Bachelor of Arts degree program with a major in Humanities is an interdisciplinary program which may include studies in history, literature, philosophy, religion, foreign languages, 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 Humanities 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 and 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.

Program Requirements:

Together, the student and advisor outline a program of studies according to the student's individual interests and objectives. Through this degree program, a student may pursue, for example, a concentration in American Studies, Asian Studies, European Studies, Hawaiian Studies, Pacific Island Studies. They may develop a thematic course of study dealing with issues and ideas such as justice, development or human rights, or look at the contribution of the arts to society and notions of culture.

Students, with the consultation of their advisor, must submit a degree plan consistent with the program learning outcomes for approval to the Dean of Humanities and Fine Arts. Faculty who agree to direct the student's program of study are required to submit an assessment plan for the program of study and provide data to the program advisors so that program assessment can be completed.

Pre-Major Requirements (30 credits):

All majors must complete the following pre-major requirements:

- English Literature (3 credits): EN 200-level (3 credits)
 - History (6 credits): HI 151and HI 152
 - Fine and Performing Arts (6 credits): AR 201 or 202; and PAR 100
 - Philosophy (3 credits): PH 100, 103, or 105
 - Religion (3 credits): RE 103, 205, or 211
 - Social Sciences (6 credits): choose two courses from SO 200, AN 200, and PSY 101
 - Environmental Studies (3 credits): ENV 100
 - Political Science (3 credits): POL 111
- (Students will complete 21 credits of General Education at the same time.)

Major Requirements (36 credits):

The student is required to complete a minimum of 36 credits of upper division courses in disciplines related to the area of concentration, to include three semester hours of directed research in a topic chosen in consultation with the program advisor.

The program shall include:

- A minimum of 12 credit hours of study in a single discipline organized around a specific theme or concentration articulated in the student's degree plan.
- A minimum of 18 credit hours of study in other disciplines that support development of research and knowledge of the specific theme or concentration.
- A minimum of six credit hours of senior research and completion of a senior thesis on a related topic in consultation with the student's research advisor. The senior thesis will be read by the research advisor and one other faculty member.

A program in Asian Studies, for example, might include language studies, anthropology courses examining Asian cultures and behavior (12 credits), courses in Asian history, philosophy and religions, sociology courses examining race and ethnic relations and Asian cultures in the United States (totaling 18 credits), directed research (3 credits), and senior thesis writing (3 credits).

Program Learning Outcomes and course outcome links

Students successfully completing the Humanities major program will demonstrate:

1. an understanding of the importance of humanities and the arts in society.
2. an understanding of change, continuity and causality.
3. an understanding of the Marianist educational tradition of education for service, justice and peace.
4. outcomes appropriate to a minor in the selected area of concentration (see the specific minor programs in humanities, fine arts, and social sciences)

Acquisition of Skills and Competencies for Program Learning Outcomes

Successful completion of major requirements guarantees that, at a 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.

Humanities 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.

Interior Design

Discipline Coordinator: Joan D. Riggs, ASID, CAPS
Internship Coordinator: Deborah Lowry, ASID

MISSION STATEMENT: The mission of the CUH Interior Design Program is to graduate entry-level practitioners who embody creativity, critical thinking and character, and who are prepared to work along side interior designers, architects and related industry professionals.

Chaminade University of Honolulu offers a Bachelor of Fine Arts and an Associate of Arts degree in Interior Design.

Bachelor of Fine Arts

The Bachelor of Fine Arts degree with a major in Interior Design is structured to prepare students for a professional career in Interior Design and related fields. Interior Design majors are offered a wide range of courses, exposing them to various components that are incorporated in the work of a design professional. The interior design curriculum emphasizes the visual arts, classic art and architecture, as well as problem solving, materials research, universal and sustainable design principles, computer skills and professional ethics and business practice. Students also learn to assess and interpret human interaction with the built environment, as well as building codes essential to the health, safety & welfare of the general public. All Interior Design majors are encouraged to seek creative, innovative solutions to identified design problems, developing safe, functional, and aesthetically pleasing spaces in which to work and live.

Pre-Major requirements: AR 111, AR 201 or AR 202, CS 103, ID 201, ID 202, ID 205, ID 211, ID 216, and ID 230. The student shall also take three credits from the Fine or Performing Arts from the following options: AR 250, MU 185-485 (three credits total), or PAR 205 Acting I.

Pre-Major recommendation on Natural Science general education requirement: It is recommended that students take PHY 121/121L, ENV 115/115L, ENV 201/201L, or ENV 202/202L for their natural science requirements.

Major Requirements: 33 Upper division interior design credits to include: ID 310, ID 311 ID 312, ID 317, ID 318, ID 321, ID 325, ID 410, ID 415, ID 416, ID 417 and two upper division electives: ID 319, ID 335, ID 380, ID 382, ID 480, and ID 481.

BFA and AA Program Outcomes

Students will demonstrate emerging or developing competence in the program outcomes upon completion of the Associate of Arts degree. Students will demonstrate developing competency or mastery of the program outcomes upon completion of the Bachelor of Fine Arts degree. See the program outcome rubric for further information.

Upon completion of a B.F.A. degree in the Interior Design Program, students will demonstrate:

1. **Professionalism:** an understanding and application of ethical design practices on a personal, project, peer, and industry wide level. (CIDA 1, 2, 5, 8)
2. **Process:** an understanding of the complete design process from inception to installation, execute documentation supporting design decisions and effect comprehensive, creative, focused and functional design solutions. (CIDA 1, 2, 3, 4, 5, 6, 7, 8)
3. **Principles and Priorities:** an integration of pedagogy, research, historic contexts, theory, and interdisciplinary collaboration to effectively and creative analyze, evaluate and execute best design practices resulting in functional and aesthetically inspiring design. (CIDA 1, 2, 3, 4, 6, 7, 8)
4. **Public and Environmental Protection:** an understanding of the concepts, resources and implications of design decision relative to the human interaction, the technological impact and the ecological balance of the built environment. (CIDA 2, 3, 4, 6, 7)
5. **Presentation:** an understanding of design concepts and problem solving justifications through written, oral and variety of visual media. (CIDA 4, 5, 8)

Assessment Plan: Students are given an initial pre-program survey at the time they take ID 201. Each individual course is linked to the program outcomes and provides data and course work examples in support of the skills and knowledge required in the program outcomes. Three comprehensive exam/projects modeled on the NCIDQ national certification exam will be given to students at the completion of course work in ID 230, ID 321, and ID 417 respectively. Data from the exams will be used for program assessment at each of these three critical points in the program, with ID 417 being the true capstone providing cumulative data for program assessment. Exams assess the student learning process and will be also be used as indicators for the likelihood of student success in the next level of courses, or their readiness for successful entry into the profession after ID 417.

Hogan Entrepreneurial Program

Students in the Interior Design program are encouraged to participate in this program. Should an Interior Design student be accepted into the Hogan entrepreneurial program, the Interior Design Discipline Coordinator will work with the student to substitute appropriate courses to allow participation in the requirements of the program.

Associate of Arts

The Associate of Art Degree in Interior Design offers students the option of completing a two-year degree in Interior Design. The two-year curriculum offers the fundamental courses that provide students with a foundational understanding of the profession of Interior Design. The National Council for Interior Design Qualification (NCIDQ) recognizes a two-year degree with four years experience in the field of Interior Design as a means of qualifying to sit for the NCIDQ exam, which, upon successful completion, qualifies individuals for Professional status in the American Society of Interior Design (ASID). A student who wishes to continue in the four-year program at Chaminade may do so at any time.

Pre-Concentration requirements: AR 111. The student shall also take three credits from the Fine or Performing Arts from the following options: AR 250, MU 185-485 (three credits total), or PAR 205 Acting I.

Pre-Concentration recommendation on Natural Sciences general education requirement: We recommend that students take PHY 121/121L, ENV 115/115L, ENV 201/201L, or ENV 202/202L to fulfill their lab science general education requirement.

Concentration Requirements: Completion of the following courses: AR 201, AR 202, CS 103, ID 201, ID 202, ID 205, ID 211, ID 215, ID 216, ID 230.

Interior Design (ID)

ID 201 Fundamentals of Interior Design (3)

Introduction to the theory, practice and application of Interior Designers' skill sets including the analysis and interpretation of quality design. The student reflects on the important social and cultural issues that arise as we construct living spaces appropriate to our needs in all the settings human communities exist. This course also serves as an introduction to the vocabulary, principles and theories pertinent to the core curriculum of the major, interweaving them with an appreciation of the arts and sciences behind creative thinking and problem-solving. Students learn that quality design is a personal expression or interpretation (designer), of identified problems or challenges (space/product), that meet or exceed the needs of the end-users (clients), while simultaneously providing a functional, safe, environmentally sensitive, and aesthetically pleasing experience.

Open to all majors

ID 202 Introduction to Drafting (3)

Introduction to drafting and mechanical drawing tools and techniques used in the field of Architecture and Interior Design. Students will review working drawings in the form of blueprints and production drawings such as floor plans, elevations, sections and details for the purpose of learning to execute these drawings to create their own designs. Offered Fall and Spring semesters. (Studio Course – 6 hours per week) Open to all majors.

ID 205 Color For Interiors (3)

Extensive study of the use and application of color in interior environments, including color notation, the psychology of color and human response and application of color course examining color and the use of color in interior environments. The course examines color theories, notation, application, and human responses to color as well as application of color in interior materials and furnishings. (Studio Course – 6 contact hours per week) Offered Annually. Open to all majors.

ID 211 Textiles (3)

Research into fibers, detailed construction methods and the practical application of textiles and theirs 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.

ID 215 Professional Practice-Internship (3)

Students research career opportunities in their specialized area of the interior design profession and seek job opportunities available. Student's portfolios, resumes, and business stationary are assessed on an individual basis to determine readiness to enter the workforce. Students are required to complete 85 hours of documented work experience in cooperation with the firm of their choice. This course may be waived if student is already working and wishes to replace with Hogan entrepreneurial program or upper division elective. Compensation is determined by the employer. Prerequisite: Permission of program advisor.

ID 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 principals that are fundamental to all the visual arts is stressed through visual compositions and handling of media. Cross listed as AR 103. Offered Annually. Open to all majors.

ID 230 Building Systems and Interior Materials (3)

This course is designed to give students an understanding of designing within the context of building systems and how to specify appropriate materials and products. Students will examine building systems, flooring systems, and acoustics. Installation and material maintenance will be examined. This course examines a wide variety of decorative materials and examines sustainable environmentally friendly products and building practices. Offered Fall and Spring (Studio Course – 6 contact hours per week) Prerequisites: ID 201 & ID 202.

English 102 and COM 101 are prerequisites for all upper division courses

ID 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. Open to all majors.

ID 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. Open to all majors.

ID 312 Presentation Methods (3)

Study of the materials and techniques used in the preparation of presentations for interior design and architectural projects. Perspective drawing, orthographic and volumetric drawing techniques will be reviewed and exercised with an emphasis on the illustration of three-dimensional space. Sketching skills are developed using various media: graphite, ink, marking pens, colored pencils and watercolor. The design and assembly of models, material boards and portfolios will also be examined. (Studio Course – 6 contact hours per week). Prerequisites: AR 111, ID 201 & ID 202.

ID 317 Universal Design (3)

Universal Design focuses on personal independence and equity of use of both the built environment and products for daily living. This course investigates design challenges which address ADA requirements in commercial design, aging in place in residential, retirement community and long-term care design, effectiveness of evidence based design in healthcare design and wayfinding as a universal design concept for all environments. An appreciation for and sensitivity toward person's with varying abilities will be explored through videos, site visits, interviews, projects and student experimentation with mobility, vision and hearing disability role playing.

Appropriate use of finish materials for various interior environments will also be reviewed. Projects may include residential, commercial and/or product design. Prerequisites: ID 201, ID 202, ID 230 and ID 321

ID 318 Introto Computer Aided Design (3)

Introduction to computer aided design using AutoCAD Lt software. Working drawings such as floor plans, furniture plans, elevations, and sections used in interior design and architecture. Offered annually fall semester. (Studio Course – 6 hours per week). Prerequisites: CS 103, ID 202 or consent of instructor.

ID 319 Advanced Computer Aided Design (3)

Computer aided design course to learn advanced applications and techniques in computer aided design. Student will utilize on line catalogues and CD ROM technology to insert products into existing floor plans and presentation. Three dimensional drawing and rendering techniques will also be introduced. Offered annually spring semester. (Studio Course – 6 hours per week) Prerequisite: ID 318 or consent of instructor.

ID 321 Programming & Space Planning (3)

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) Prerequisites: ID 201, ID 202, ID 230

ID 325 Introduction to Lighting Design (3)

Design course designed to give students an introduction to the specialized field of lighting design. History of lighting advancements and terminology used in the field will be researched and various products and new technology be discussed as well as pricing, specification, and end uses in design projects. Offered alternating Fall semesters.

Prerequisites: ID 201 & ID 202.

ID 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 as 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/feng shui logic in exterior and interior layout in different cultures (specifically Hawai'i, 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 are the Americas (both pre-contact and Euroamerican), East Asia and the Pacific.

General Course Objectives: To increase your awareness of how pervasive cultural aspects of design, especially spatial and symbolic, are in most societies, including contemporary American society; To sensitize you to the need to accommodate cultural logic in design decisions; To develop a more comprehensive understanding of the basic logic underlying some geomantic systems and feng-shui principles and their application in design decisions; To enhance the ability to "read" symbols and icons, both physical and spatial, and be able to interpret their meaning. Fulfills interdisciplinary course requirement. Cross-listed as GE 335.

ID 380 Special Topics (3)

Selected topics in interior design to be announced. Prerequisites: upper division standing and approval of program advisor.

ID 382 Introduction to Historic Preservation (3)

Introduction to the philosophy and techniques of preservation currently practice in America today. Field studies, walking tours, and research of current structures are assessed to examine current practices of preservation and adaptive use. Offered Summer Session II. Open to all majors.

ID 410 Interior Design Business Principles and Practices (3)

Basic principals of Interior Design business management, professional ethics and practice are examined to prepare students for the professional working environment. Professional resumes and business cards are also prepared. Prerequisite: ID Major with senior standing.

ID 415 Professional Practice-Internship (3)

Students research career opportunities in their specialized area of the interior design profession and seek job opportunities available. Student's portfolios, resumes, and business stationary are assessed on an individual basis to determine readiness to enter the workforce. Students are required to complete 85 hours of documented work experience in cooperation with the firm of their choice. This course may be waived if student is already working and wishes to replace with Hogan entrepreneurial program or upper division elective. Compensation is determined by the

employer. Prerequisite: ID Major with senior standing.

ID 416 Senior Studio—Commercial (3)

Creation and presentation of individualized commercial interior design projects for the purpose of applying all previous course work and showcasing student's individual creativity and problem solving capabilities. Three design scenarios will be completed to include: healthcare, hospitality, store planning, and restaurant design. Instructor will offer individualized direction to assist individual needs of meeting project requirements. (Studio Course – 6 contact hours per week) Prerequisite: ID Major with senior standing, ID 312 and ID 321.

ID 417 Senior Studio – Residential (3)

This studio concentrates on the creation and presentation of individualized residential interior design project(s) for the purpose of applying all previous course work and showcasing student's individual creativity and problem-solving capabilities. Various design scenarios will be completed to include remodeling 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. Instructor will offer individualized direction to assist individual student needs of meeting project requirements. (Studio course – 6 contact hours per week) Prerequisites: ID Major with senior standing, ID 312 & ID 321.

ID 480 Special Topics (3)

Selected topics in interior design to be announced. Prerequisites: upper division standing and approval of program advisor.

ID 481 Kitchen and Bath Design (3)

Explores design scenarios in the residential design sub-specialty of kitchen and bath design. Construction documents, working drawings, finish schedules and material specifications to complete several solutions for the design and installation in a residential environment. This special topic course may be substituted for the Senior Studio in Commercial design with consent of advisor. (Studio Course – 6 hours per week) Prerequisite: ID major with senior standing.

■ International Studies

Program Advisors:

Dr. David L. Coleman, Dean, Humanities and Fine Arts
Dr. Caryn Callahan, Professor of Finance

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, human rights, 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 students' capacity to think comprehensively, creatively, and critically about such issues as commerce, finance, governance, social justice, development and human rights, 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.).

Program Requirements:

The Bachelor of Arts degree with a major in International Studies is an integrated interdisciplinary program with two study concentrations: International Relations and International Trade. The International Relations concentration requires completion of 24 pre-major, lower division credits, and 39 upper division credits. The International Trade concentration requires 30 pre-major, lower division credits, and 39 upper division credits. In the process of completing the pre-major requirements, students will complete 12 credits within the General Education core. While the program has no language requirements, students are strongly encouraged to take a minimum of two years of language study.

Pre-Major/Minor Requirements (24 credits): All majors and minors must complete the following pre-major/minor requirements:

- AN 200 Cultural Anthropology
- BU 200 Introduction to Business
- EC 201 Principles of Macroeconomics
- EC 202 Principles of Microeconomics
- GE 102 World Regional Geography
- POL 111 Comparative Government and Politics
- RE 103 World Religions
- HI 152 World Civilizations

In addition, International Trade Majors are required to take AC 201 and AC 202 as they are pre-requisites for FIN 301.

Program Assessment and the Pre-major requirements:

- ❖ Each of the courses included in the pre-major requirements has its own course assessment learning outcomes associated with their respective discipline programs. In general these courses will contribute to the International Studies Program in the following manner:

- ❖ AN 200, BU 200, GE 102, HI 152, and RE 103 convey to the student in a general sense the variety of disciplinary approaches and insights into the social and cultural contexts within which international trade and relations occur. BU 200 is also a pre-requisite for the core requirement, BU 402. HI 152 and RE 103 are pre-requisites for various upper-division courses included in the program.
- ❖ EC 201 and EC 202 convey to the student in a general sense the theoretical and practical structures of economies and economic which influence international trade and relations. They are pre-requisites for core requirements, EC 320 and EC 420.
- ❖ RE 103, HI 152, and POL 111 convey to the student in a general sense the variety of disciplinary approaches and insights into the political, legal, and value systems and issues which influence the conduct of international trade and relations. HI 152 and POL 111 are pre-requisites for the core courses, HI/POL 419, POL 374, and POL 375. RE 103 is a pre-requisite for various upper-division courses included in the program.
- ❖ AC 201 and AC 202 convey to the students in the International Trade concentration a general understanding of the functional areas of business, including central theories, modes of analysis, tasks, and strategies. AC 202 is a pre-requisite for the FIN 301.

Major Requirements (39 credits):

Required Core Courses: (21 credits)

BU 402 International Business
 EC 320 Economic Systems in the Age of Globalization
 EC 420 International Economics
 ENV 313 Contemporary Economic Issues
 HI/POL 419 Contemporary World Order
 POL 374 International Law
 POL 375 International Relations

International Relations Concentration:

Required Ethics Course (3 credits): POL/RE 347 Justice, Development and Human Rights (This course can not used to satisfy the general education requirement in Religion since it is used to satisfy this major's requirement for ethics.)

Required Course (3 credits): HI/POL 418 International History of the Cold War

Elective Courses (12 credits): Choose four courses from the following:

AN 357 East Asian Societies
 ENV 400 Current Global Environmental Issues
 HI/POL 324 Modern Europe
 HI/POL 341 Vietnam War
 HI/POL 344 Modern Southeast Asia
 HI/POL 403 American Diplomacy
 HI 424 Modern Russia
 HI/POL 442 Modern China
 HI/POL 444 Modern Japan
 HI/POL 446 Modern Middle East
 HI/POL 453 Pacific Islands in the Modern Era
 RE 460 Buddhist Wisdom
 RE/PH 473 Holocaust

International Trade Concentration:

Required Ethics Course(3 credits): BU 362 Legal and Ethical Issues in Business

Required Courses (12 credits):

BU 487 Internship
COM 310 Intercultural Communication
FIN 301 Principles of Finance
MKT 301 Principles of Marketing

Elective (3 credits): Choose one elective from the following:

MKT 439 Consumer Research
FIN 303 Investments

Program Learning Outcomes and course outcome links

Upon successful completion of the program, students will demonstrate an understanding of:

- 1) the social and cultural contexts and issues which influence the conduct of international relations and trade.
AN 200, GE 102, COM 310, ENV 313, HI 152, RE 103, POL/RE 347, HI/POL 418, HI/POL 419
- 2) the economic systems and issues which influence the conduct of international relations and trade.
EC 201, EC 202, EC 320, EC 420
- 3) the political, legal, and value systems and issues which influence the conduct of international relations and trade.
POL 111, BU 362, POL 374, POL 375, HI/POL 419, POL/RE 347
- 4) the primary environmental challenges facing the global community at present and the international institutions and agreements created to address them.
ENV 313
- 5) the distinctive features and challenges of conducting business internationally.
BU 402

Students who pursue a concentration in International Studies will further demonstrate:

1. an enhanced comprehension of politics, governance, culture, history, and/or religion as they concern particular regions of the world.
HI/POL Electives, RE 460, AN 357, POL/RE 347
2. an understanding of seminal events and processes that marked the contemporary era.
HI/POL 419, RE/PH 473

Students who pursue a concentration in International Trade will further demonstrate:

1. an understanding of the functional areas of business, including central theories, modes of analysis, tasks, and strategies.
BU 200, AC 201, AC 202, FIN 301, MKT 301
2. the ability to apply knowledge of international trade in the context of actual firm operations.
BU 487

Acquisition of Skills and Competencies for Program Learning Outcomes

Successful completion of major requirements guarantees that, at a minimum, students will have mastered the skills and competencies listed in the previous section. Program Learning Outcomes are linked to the courses in the program. The links are shown in the Program Learning Outcomes and Course Matrix.

Skills and competencies satisfying the International Relations concentration learning outcomes listed above are shown in the Program Learning Outcomes and Course Matrix. Skills and competencies satisfying the International Trade concentration learning outcomes listed above are shown in the Program Learning Outcomes and Course Matrix.

Minor Requirements (24 pre-minor credits; 12 upper division credits):

The minor in International Studies does not have the International Relations/International Trade concentrations. Students seeking a degree with a minor in International Studies must complete all pre-major requirements as well as a minimum of 12 credits selected from the list below.

Pre-Minor Requirements: All minors must complete the following pre-minor courses:

- AN 200 Cultural Anthropology
- BU 200 Introduction to Business
- EC 201 Principles of Macroeconomics
- EC 202 Principles of Microeconomics
- GE 102 World Regional Geography
- POL 111 Comparative Government and Politics
- RE 103 World Religions
- HI 152 World Civilizations

Minor Requirements: Students must complete a minimum of four (4) courses from the following list:

BU 402	International Business
EC 320	Economic Systems in the Age of Globalization
EC 420	International Economics
ENV/EC 313	Contemporary Economic Issues
HI/POL 418	International History of the Cold War
HI/POL 419	The Contemporary World Order
POL 374	International Law
POL 375	International Relations
POL/RE 347	Justice, Development and Human Rights

Minor Program Learning Outcomes:

Students completing the Minor in International Studies, depending on the upper division electives they choose, will demonstrate an understanding of:

- 1) the social and cultural contexts and issues which influence the conduct of international relations and trade.
AN 200, GE 102, HI 152, RE 103, ENV 313, POL/RE 347, HI/POL 418, HI/POL 419
- 2) the economic systems and issues which influence the conduct of international relations and trade.
EC 201, EC 202, EC 320, EC 420
- 3) the political, legal, and value systems and issues which influence the conduct of international relations and trade.
POL 111, BU 362, POL 374, POL 375, HI/POL 419, POL/RE 347
- 4) the primary environmental challenges facing the global community at present and the international institutions and agreements created to address them.
ENV 313
- 5) the distinctive features and challenges of conducting business internationally.
BU 402

Assessment Plan:

Student mastery of program skills and competencies is assessed in individual courses by means of specific requirements that include but are not limited to quizzes, examinations, oral presentations, and analytical, synthetically, and/or research papers. At the time of the declaration of the major or minor, students will take a pre-program assessment which will be used in assessing student learning and readiness for the program. A systematic program assessment in the form of a comprehensive examination is conducted during the semester preceding graduation. Conferment of the Bachelor's degree with a major or minor in International Studies is NOT contingent upon successful completion of the comprehensive examination which is used solely for program assessment purposes. International Trade majors will also use the business internship (BU 487) for assessment evidence and reporting.

Course Descriptions

Pre-Major Requirements:

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. This course meets the student learning outcomes: 1) the scientific method and its application; 2) human and cultural diversity. Course offered annually in the Fall semester. *This course satisfies the Behavioral Science general education requirement.*

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.

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. *This course satisfies the Social Science general education requirement.*

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. Offered every semester. Prerequisites: MA 103 or equivalent.

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. *This course satisfies the Social Science general education requirement.*

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. *This course satisfies the History general education requirement.*

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. *This course satisfies the Social Science general education requirement.*

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.*

International Trade concentration additionally requires AC 201 and AC 202 which develop fundamental conceptual and skill development for financial analysis.

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 and CS 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.

Core Requirements:

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 spring semester. Prerequisites: BU 200.

EC 320 Economic Systems in the Age of Globalization (3)

This course examines how representative economic systems function within the global economy. Emphasis is given to the study of individual features of economic systems and their impact on the performance and development of the respective economies. Offered alternate years. Prerequisites: EC 201 and EC 202.

EC 420 International Economics (3)

This course examines international trade and financial relations and international economic institutions. Offered annually. Offered alternate years. Prerequisites: EC201 and EC 202.

ENV/EC 313 Contemporary Economic Issues (3)

This course provides students an opportunity to develop skills at using economic analysis to understand and consider current issues and challenges facing our society. The focus of the course is on the environmental impact of economic

decisions, but the frameworks and tools examined can be applied to a wide range of social issues. Offered fall semester. Prerequisites: EC 202 and ENV 201. Cross-listed as ENV 313 and EC 313.

HI/POL 419 Contemporary World Order (3)

This course considers problems and issues that have affected humanity since the end of the Cold War. Specifically, it explores how the end of the Cold War contributed to the creation of a new world order, and how that order has served to shape world societies and the challenges they currently face. While the end of the Cold War contributed in no small measure to the expansion and acceleration of globalization (i.e., the economic, cultural, and political integration of global communities), it also produced a variety of new and serious challenges, several of which are directly attributable to developments in the period from the end of World War Two to 1991. The primary objective of this course is to help students recognize and understand those challenges – and the legacies of the Cold War generally – as they pertain to ethnic and religious fundamentalism, economic dislocation, cultural homogenization, environmental degradation, and global terrorism and the so-called "War on Terror." This course is cross-listed as HI 419 and POL 419. It is offered alternate years.

Prerequisite: Any 100 or 200 level history or political science course.

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. *Prerequisite: Any 100 or 200 level political science course.*

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. *Prerequisite: any 100 or 200 level political science course.*

Concentration Requirements and Electives

International Relations:

AN 357 East Asian Societies (3)

This course consists of an examination of traditional and contemporary Japanese and Chinese societies. The 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 1/5 of the world's population) and the tremendous cultural differences within the term East Asian. This course meets the student learning outcomes: 2) human and cultural diversity; 3) social and individual dynamics; 4) the relationship between the self and the group. Course offered annually in the Fall semester. Prerequisite: AN 200, PSY 101, or SO 200.

ENV 400 Current Global Environmental Issues (3)

This reading-intensive course surveys diverse publications explaining the major environmental threats facing the world today. 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 solutions to the greatest environmental challenges. Course must be taken in the junior or senior year.

HI/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 as HI 324 and POL 324. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI/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 as HI 341 and POL 341. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI/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 rule, the emergence and activities of anticolonial movements, the formation of sovereign states, the effects of the Cold War, and contemporary politics. Cross-Listed as HI 344 and POL 344. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI/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 as HI 403 and POL 403. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI/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 Soviet-style communism in Eastern Europe and the Soviet Union itself. Crosslisted as HI 418 and POL 418. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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 Russian 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. *Prerequisite: HI 151, HI 152, or HI 422.*

HI/POL 442 Modern China (3)

Examines China's internal and external struggles in the modern world. Including the rise and fall of the Ching dynasty, the Nationalist period, the civil war and communist rule. Fulfills interdisciplinary course requirement. Crosslisted as HI 442 and POL 442. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI/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 international posture. Cross-listed as HI 444 and POL 444. Fulfills interdisciplinary course requirement. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI/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. Crosslisted as HI 446 and POL 446. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

HI/POL 453 Pacific Islands in the Modern Era (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 as HI 453 and POL 453. Offered alternate years.

Prerequisite: any 100 or 200 level history or political science course.

POL/RE 347 Justice, Development and Human Rights

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 as POL 347 and RE 347. Offered annually. *This course satisfies the 300-level religion general education requirement, but it cannot be used to satisfy both the "Ethics" requirement for the*

International Relations concentration and the general education requirement.

RE 460 Buddhist Wisdom (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. *Prerequisites: RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

RE/PH 473 Holocaust (3)

Students will examine the history of anti-Semitism which 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 as RE 473 and PH 473. Offered annually. Fulfills the interdisciplinary course requirement. Prerequisites: RE 103 or RE 205; PH 100 or PH 105; or permission of the instructor.

International Trade:**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. Offered every semester.

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 GPA.

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 communicating across cultural boundaries. Offered each semester. Fulfills Global Awareness course requirement.

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 ethno-graphic approaches for both quantitative and qualitative. Ethical issues related to the practice of consumer research are also covered.

FIN 301 Principles of Finance (3)

This course introduces the role of financial management in the operation of a business. The focus of the course 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 202.

FIN 303 Principles of Investment (3)

This course provides an introduction to the concepts, analytical methods, and action principles which are useful for making investment decisions. Focus is given to investment theory and applications to security markets. Topics include market indexes, sources of investment information, technical analysis, portfolio management, and problems of individual and corporate investing. Offered spring semester. Prerequisites: FIN 301.

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. Prerequisites: EC 201 and EC 202

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 Advisors: Dr. Chock Wong, Dr. Eiko Tyler, Dr. James W. Miller

The mission of the Mathematics Program is to promote mathematical literacy and prepare students for careers in pure and applied mathematics, statistics, mathematics education, 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 needs for the mathematically literate graduates and to ensure the effectiveness of learning, every Chaminade student is required to take a mathematics course specified according to his or her major. (See the three 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.

The Mathematics program's objectives are to enable students:

1. to demonstrate their understanding and skills in reading, interpreting and communicating mathematical contents;
2. to demonstrate their understanding and skills with numeric and symbolic computations, and with problem solving using numeric, analytic and graphic methods;
3. to articulate their understandings of and skills with logical thinking, deductive and inductive reasoning; and
4. to demonstrate their understandings and skills to undertake higher level studies in mathematics and related fields.

Currently a minor in mathematics is offered.

Pre-minor requirements: MA 210 and MA 211.

Minor requirements: 12 semester hours of upper division courses in mathematics. Students who plan to become secondary school teachers of mathematics should include MA 331, MA 401 and MA 490 in their program.

Mathematics (MA)

MA 098 Basic Mathematics (3)

Three class hours per week. Improvement of basic arithmetic skills and introduction to algebra. Required of all entering students as determined by performance on the mathematics placement examination. Offered every semester.

MA 100 Survey of Mathematics (3)

Mathematical thought is studied through interactions between the foundations of knowledge and the study of the nature of both algebra and geometry. Issues of mathematical thought are addressed through selected studies of the nature of sets, logic, numbers and operations, algebra, geometry, measurement, financial management, probability, statistics, graphs and functions and mathematical systems. 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.

Prerequisites: MA 098 or placement.

MA 102 Introductory Algebra (3)

Introductory algebra. Real numbers and their basic properties, polynomials, factoring, rational expressions, simple radicals, square roots and cube roots, linear equations and inequalities, lines in the plane, systems of linear equations, applications of equations (word problems). Credits not applicable towards the general education requirement in mathematics for any degree. Offered every semester in the Adult Evening and Online ProgramProgram.

MA 103 College Algebra (3)

Algebra knowledge and skills for college studies: Sets and real number system; exponents and polynomials, rational and radical expressions; equations and inequalities with applications, including equations containing rational or radical expressions and systems of equations; beginning analytic geometry and functions; exponential and logarithmic functions; the binomial theorem, and progressions. Fulfills Track B general education requirement in mathematics. Not open to students with credits in MA 110, MA 210, or other higher numbered mathematics courses. Offered every semester. Prerequisites: MA 098, MA 102 or placement.

MA 105 Mathematics for Elementary School Teachers (3)

This course is 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 shapes, measurement and transformation of geometric figures; and basic concepts in prealgebra, the student will be able to undertake further study in mathematics education. Offered every semester. This course fulfills the general education requirement in mathematics for Early Childhood Education and Elementary Education majors. Prerequisites: MA 098 or placement.

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 which include 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 C 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 annually. Prerequisites: MA 210 or equivalent or placement.

English 102 and COM 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. Recommended for secondary mathematics education program.

MA 305 Mathematics for Elementary

Teachers I (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 number theory, number and operations, and algebra. Offered every semester. 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 and Stoke's theorems. Offered annually. Prerequisites: MA 211 or equivalent.

MA 313 Differential Equations (3)

Study of ordinary differential equations leading to solutions by series. Topics also include Laplace transformations and introduction to partial differential equations. Offered annually. Prerequisites: MA 211 or equivalent.

MA 331 Introduction to Probability and Statistics

(3)

Sample space, random variables, classical distributions, the central limit theorem, estimation, testing of hypotheses for parameters, the first and the 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 eigen vectors. Offered annually. Prerequisites: MA 110 or equivalent.

MA 402 Abstract Algebra (3)

Introduction to groups, rings, and fields. Offered alternate years. Prerequisites: MA 401 or consent of instructor; MA 301 is recommended but not required.

MA 411 Advanced Calculus I (3)

Theories on the real number system, limits, continuity, properties of continuous functions, theory of differentiation and integration, and infinite series. Restricted to one variable. Offered alternate years, according to demand. Prerequisite: MA 311, or consent of instructor.

MA 425 Topology (3)

Introduction to point-set topology. Topics include neighborhoods, open and closed sets, compactness, connectedness, separability conditions, metrizable spaces, complete spaces, mapping, continuity of mappings, and homeomorphisms. Not regularly offered. Prerequisite: MA 411 or consent of instructor.

MA 480 Special Topics (1-3)

Selected topics in mathematics to prepare students for graduate study or careers. May be repeated for credit. May include: Geometry, Combinatorial Mathematics, Complex Variable, Fields and Galois Theory, Graph Theory, Mathematical Logic, Mathematical Modeling, Numerical Analysis, Probability and Statistics, Real Analysis, Topology, Transform Methods.

MA 490 Seminar (1)

Readings and discussion of selected topics. Minimum of one oral presentation by participant required. Repeatable for credit. Offered annually.

■ Performing Arts Minor (PAR; MU; THR)

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 instructors, and the scores and plays 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.

Program Learning Outcomes

Upon successful completion of this program the student will demonstrate an understanding of:

1. critiquing a performance and the rules for criticism in the performing arts.
2. the basic terminology and techniques used in the performing arts.
3. taking direction from a faculty mentor in the performing arts.
4. the history and development of the performing arts, particularly development of the art forms, styles and genres;
5. the major actors, directors, musicians, and other artists who have contributed to music and the theatre
6. the interaction with plays, musical scores, and the learning community that develops around the production of music and/or theatre.

Assessment

Program student learning outcomes are assessed individually in specific coursework (course student learning outcomes) and cumulatively in the Capstone Course MU 490 or THR 490.

Structure of the program

Students will complete a minimum of eight credits of pre-minor requirements. The minor has 12 upper division credits, made up of 10 credits of applied Music and/or Theatre Production. There are two tracks in the minor: Music and Theatre. Minor requirements may be divided between the two tracks according to the interest of the student, but must include at least four upper division credits from each track. In addition two credits of either THR 490 or MU 490, the capstone courses for the minor are required. General education courses (PAR courses) do not qualify as part of the minor's credits.

Pre-minor requirements: PAR 100 (3 credits); PAR 208 or PAR 210 (3 credits) depending on chosen concentration; and a minimum of two credits from MU or THR lower division production courses which are the prerequisites for 300-level production courses.

Minor Requirements:

Applied Music and Theatre Production (10 upper division credits):

The student will select courses from the theatre and music concentrations (a minimum of three upper division credits from each concentration). All applied music and theatre production courses, as well as the capstone have a studio fee requirement.

Theatre: Select a minimum of three credits from THR 305, 320, 325, 405, 420, or 425 (maximum of seven credits for the minor concentration)

Music: Select a minimum of three credits from MU 325, 350, 351, 362, 385, 425, 450, 451, 462, or 485 (maximum of seven credits of music for the minor concentration)

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 general education requirement.
Offered every semester.

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 general education requirement. 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 general education requirement.
Offered alternate years.

Music or Theatre Capstone Course (two credits)

Select one course from MU 490 or THR 490 (two credits)

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. Satisfies the fine arts general education requirement. Offered annually.

PAR 204 Jazz History (3)

An exploration of the development of jazz from 1900 to the revolutionary music of Parker, Gillespie, and Monk; through the innovations of Davis, Evans, Rollins, Coltrane, and Coleman. Special consideration is given to the influence of the racial interaction to the music. Offered alternate years.

PAR 205 Acting I (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 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 notation. This course satisfies the Fine 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 general education requirement. Offered annually.

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 Oahu Civic Orchestra I (1)

Rehearsal and performance with the Oahu 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 (1-2)

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. This course has a Music Studio fee. Offered every semester by arrangement with instructor. Prerequisite: Consent of instructor.

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. Pre-requisite: successful credit in MU 150 or permission of instructor.

MU 262 Oahu Civic Orchestra II (1)

Rehearsal and performance with the Oahu 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. Pre-requisite: successful credit in MU 152 or permission of instructor.

MU 285 Private Instruction II (1-2)

Private lessons in intermediate 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. Pre-requisite: successful credit in MU 185 or permission of instructor. This course has a Music Studio fee.

English 102 and COM 101 are prerequisites for all upper division courses

MU 325 Musical Theatre Production I (1-3)

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. Prerequisites: Either MU 208, THR 210, 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. Pre-requisite: MU 208 and successful credit in a 200-level applied music course, or permission of instructor.

MU 351 Hawai'i Vocal Arts Ensemble I (2)

Rehearsal and performance with the Hawai'i Vocal Arts Ensemble. This course does not satisfy the fine arts general education requirement. It is offered every semester. Pre-requisite: MU 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 Oahu Civic Orchestra III (2)

Rehearsal and performance with the Oahu Civic Orchestra. This course does not satisfy the fine arts general education requirement. It is offered every semester. Pre-requisite: MU 208 and successful credit in MU 262, or permission of the concert master or designee.

MU 385 Private Instruction III (1-2)

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. Pre-requisite: MU 208 and successful credit in MU 285 in the instrument the student wishes to study, or permission of the instructor. . This course has a Music Studio fee.

MU 425 Musical Theatre Production II (1-3)

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 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. Prerequisites: 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. It is offered every semester. This course may be repeated. Pre-requisite: MU 350 or permission of instructor.

MU 451 Hawai'i Vocal Arts Ensemble II (2)

Rehearsal and performance with the Hawai'i Vocal Arts Ensemble. This course does not satisfy the fine arts general education requirement. It is offered every semester. This course may be repeated. Pre-requisite: MU 351 , or permission of H.V.A.E director or designee.

MU 462 Oahu Civic Orchestra IV (2)

Rehearsal and performance with the Oahu 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. Pre-requisite: MU 362 or permission of the concert master or designee.

MU 485 Private Instruction IV (1-2)

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. Prerequisites: MU 385 in the instrument the student wishes to study or consent of instructor. This course has a Music Studio 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 25-30 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. Pre-requisite: Senior Standing and permission of music coordinator. This course has a Music Studio Fee.

THEATRE (THR)

THR 120 Theatre Production I (1-2)

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. Pre-requisite: permission of director.

THR 220 Theatre Production II (1-2)

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. Pre-requisite: successful credit in THR 120 or permission of director.

English 102 and COM 101 are prerequisites for all upper division courses

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. Pre-requisites: PAR 205 and THR 210, or permission of instructor.

THR 320 Theatre Production III (1-2)

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 Fine Arts general education requirement. Pre-requisite: THR 210 and THR 220, or permission of director.

THR 325 Musical Theatre Production I (1-3)

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. Prerequisites: Either MU 208, THR 210, or permission of instructor.

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. Pre-requisites: THR 305 or permission of instructor.

THR 420 Theatre Production IV (1-2)

Credits are awarded to anyone successfully 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. It is offered every semester. Pre-requisite: THR 320, or permission of director.

THR 425 Musical Theatre Production II (1-3)

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 MU 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. Prerequisites: THR/MU 325 or permission of instructor.

THR 490 Senior Student Performance (2) 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 the theatre coordinator or designee. Offered every semester with permission of the theatre coordinator. This course has a Theatre Studio fee.

■ **Philosophy**

Program Advisor: Dr. Chitta 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 judgments, 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 the Humanities major. See the structure of that program under "Humanities."

Program 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.

Pre-minor requirements: PH 100 and PH 105.

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 coursework (course student learning outcomes) and cumulatively in the capstone course, PH 490.

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 200 History of Philosophy (3)

An examination of the passage of time in intellectual history and its ruling concepts. The course attempts to probe reflectively the existence of continuities in the development of central notions that have provided the intellectual horizons within which the organization of the life world is carried on. Offered alternate years.

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 COM 101 are 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, or social practices. The course studies the ways in which we can be clear about mind and other ideas dependent on it. Offered alternate years. Prerequisites: PH 100 or PH 103 or consent of instructor.

PH 305 Sociology and Philosophy of Religion (3)

Going beyond examining the validity of the proofs for the existence of God, the course studies religion as providing continuity between mythological ways of experiencing the world and its later rational investigations. As a source of powerful passions responsible for many of the moving forces of history, religion is an unavoidable subject for our study and reflection. The course especially studies the possibility of a Christian life in modern times. Fulfills interdisciplinary course requirement. Cross-listed as RE/SO 305. Offered annually. Prerequisites: PH 100 or SO 200 or consent of instructor.

PH 310 Philosophy of Communications (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 technopoly which demands that we be more like machines. The course examines the consequences of the technological revolution. Offered alternate years. Prerequisites: PH 100 or PH 103 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. Prerequisites: PH 100 or PH 103 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. Prerequisites: PH 100 or PH 103 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, and sociology. Students will explore the theory and practice of social ethics and develop the knowledge and skills for philosophical, sociological, and theological critique of ethical systems and social policy. Offered annually. Cross-listed as RE/SO 338. Fulfills interdisciplinary course requirement. Prerequisites: RE 103 or RE 205, or PH 105, or permission 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 will major issues of public policy. Cross-listed as SO 360. Offered alternate years. Fulfills interdisciplinary course requirement. Prerequisites: PH 100 or SO 200.

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. Prerequisites: PH 100 or PH 103 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. Prerequisites: PH 100 or PH 103 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. Prerequisites: PH 100 or PH 103 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 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. Offered in alternate years. Cross listed as RE 425. Fulfills the interdisciplinary requirement. Prerequisites: RE 103 or RE 205, or permission of the instructor.

PH 463 The Psychology of Death and Dying (3)
This course is a psychological, philosophical, theological, ethical, biological, and social inquiry into the nature of death. It examines issues including life after death, assisted suicide, right to die, relationship of the medical system and right to life, bereavement, death system, and Eastern approaches to death. Fulfills interdisciplinary course requirement. Cross-listed as PSY/RE 463. Offered alternate years. 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 as PSY 471. Offered annually. Prerequisite: PSY 101 or PH 100.

PH 473 Holocaust (3)
Students will examine the history of anti-Semitism which 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 as RE 473. Offered annually. Fulfills the interdisciplinary course requirement. Prerequisites: RE 103 or RE 205; PH 100 or PH 105; or permission of the 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 interdisciplinary course requirement. Cross-listed as RE/PSY 475. Offered alternate years. Prerequisites: PSY 100 and PH 100, or RE 103.

PH 480 Special Topics (3)

Selected topics in philosophy to be announced. Past offerings include Political Philosophy, Philosophy of Education, and Metaphysics. Prerequisites vary according to course.

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.

Prerequisites: Upper division standing; minors must have completed at least nine upper division credits within the discipline or consent of program advisor.

PH 499 Directed Study (3)

Individualized study on a topic arranged with the program advisor. Prerequisites: Consent of the program advisor.

Physics

Program Advisor: Dr. David Cooke, Dr. Franklin Minami.

The offerings in physics are primarily intended to provide the physics components required for degree majors in, for example, biology and chemistry. Additionally, physics courses meet the general education science requirements for the other degrees. A minor in physics is offered.

Pre-minor requirements: PHY 251-PHY 251L and PHY 252-PHY 252L; and MA 210, MA 211, and MA 311.

Minor requirements: 12 semester hours of upper division physics course work to include PHY 315.

Note: some additional upper division math courses may be prerequisites for upper division physics classes. Other requirements: see degree requirements.

Physics (PHY)

PHY 111 Environmental Physics (3)

Introduction to physical principles as they relate to societal impact on the environment. Offered according to demand. Concurrent registration in PHY 111L is required.

Cross listed as ENV 202.

PHY 111L Environmental Physics Lab (1)

One three-hour laboratory period per week to accompany PHY 111. Offered according to demand.

Concurrent registration in PHY 111 required. Cross listed as ENV 202L.

PHY 121 Physics of Photography (3)

Knowledge of the science and technology that underlie photography intended to help those interested in photography to become knowledgeable and skilled photographers.

This course presents the history of photography, as well as a detailed presentation of how it “works” from the point of view of the simple physics relating to light, color, lenses, image formation and storage, etc. Both film based and digital imaging are covered. Offered annually. Concurrent registration in PHY 121L.

PHY 121L Physics of PhotographyLab (1)

One three-hour laboratory period per week to accompany PHY 121. Offered annually.

Concurrent registration in PHY 121 required.

PHY 140 Introduction to Astronomy (3)

Historical overview: the Earth-Moon system; the solar system; stellar evolution; white dwarfs, pulsars, and black holes; galaxies; the Big Bang, cosmology and structure of the Universe.

Offered according to demand. Concurrent registration in PHY 140L required.

PHY 140L Intro to Astronomy Lab (1)

One three-hour laboratory period per week to accompany PHY 140. Includes field trips to planetariums and star gazing sessions. Offered annually. Concurrent registration in PHY 140 required.

PHY 151 College Physics I (3)

Introduction to mechanics, heat, and fluids. Offered annually. Prerequisites: MA 110 and concurrent registration in PHY 151L.

PHY 151L College Physics I Lab (1)

One three-hour laboratory period per week to accompany PHY 151. Offered annually. Concurrent registration in PHY 151 required.

PHY 152 College Physics II (3)

Introduction to electricity and magnetism, waves, sound, optics and topics in modern physics. Offered annually. Prerequisites: PHY 151. Concurrent registration in PHY 152L.

PHY 152L College Physics II Lab (1)

One three-hour laboratory period per week to accompany PHY 152. Offered annually. Concurrent registration in PHY 152 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 required.

PHY 251L University Physics I Lab (1)

One three-hour laboratory period per week to accompany PHY 251. Offered annually. Concurrent registration in PHY 251 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.

PHY 252L University Physics II Lab (1)

One three-hour laboratory period per week to accompany PHY 252. Offered annually. Concurrent registration in PHY 252 required.

PHY 253 University Physics III (4)

A broad, calculus-based introduction to thermodynamics, special relativity and the quantum theory. Offered according to demand. Prerequisites: PHY 252 and MA 211.

English 102 and COM 101 are prerequisites for all upper division courses**PHY 301 Instrumentation Electronics I (3)**

Network analysis for AC and DC circuits, discrete semiconductor devices, amplifiers, transducers, logic circuits, Boolean algebra, and an introduction to the operations of microprocessors and minicomputers. Offered according to demand. Prerequisites: PHY 252.

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 152 or 252 or consent of instructor. Concurrent registration in PHY 315 required.

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 253 and MA 311. Concurrent registration in PHY 315 required.

PHY 315 Advanced Physics Lab (1)

One three-hour laboratory period per week, designed to accompany PHY 312 or PHY 313. Perform experiments involving advanced physical phenomena, including incorporation of advanced experimental techniques such as apparatus calibration and chi-squared analysis. Offered according to demand. Prerequisites: PHY 253.

PHY 480 Special Topics (1-3)

Selected topics in physics, such as relativity, holography, chemical physics, and mathematical methods. May be repeated for credit. Prerequisites vary according to course

Political Science

Program Advisors: Dr. Mitch Yamasaki, and Frank Bailey

The B.A. in Historical and Political Studies with an emphasis in Political Science equips students with the knowledge, research experience, and analytical skills for successful careers in politics, law, government, international organizations, journalism, education, and interest groups.

The study of historical and current affairs at the local, national and international level trains students to analyze the policies, structures and changing environment of government and politics. Students are also strongly encouraged to acquire first-hand experience and further develop their research, analytical and leadership skills with internships in government or political organizations.

Major Requirements: See Historical and Political Studies

Political Science Minor

The Minor in Political Science is designed to educate the whole person in the Marianist tradition and to assist their preparation for careers in law, government and education through the development of an understanding of change, continuity and causality and the workings of politics and governance.

Pre-minor requirements: POL 111 and POL 211 with grades of 'C' or better.

Minor Requirements: twelve (12) semester hours of upper division political science courses, selected in consultation with program advisor.

Political Science Minor Program Learning Outcomes

Upon completion of the program, students will demonstrate...

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

Recommended preparation for law school:

1. Develop writing and speaking skills with extra writing and speech courses.
2. Develop knowledge and critical thinking ability through a broad background in history, political science, philosophy, literature, business and criminal justice. Gain experience and contacts through internships in law and government. See program advisor for details.

Program Assessment

1. Individual Course Assessment is carried out at the major program level.

2. Program student learning outcomes are assessed individually in specific coursework (course student learning outcomes) as part of the major program assessment. Based on the student's course plan, an exit assessment tool based on the minor program outcomes will be given as part of the graduation clearance process.

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 COM 101 are prerequisites for all upper division courses

POL 305 Contemporary America (3)

Analyses of the forces that shaped contemporary America, focusing on the Cold War, the Civil Rights Movement, and the counter-cultural movements of the 1960's. Fulfils interdisciplinary course requirement. Cross-listed as HI 305. Offered alternate years.

Prerequisite: any 100 or 200 level history or political science course.

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. Fulfils Interdisciplinary course requirement. Cross-listed as HI 324. Offered alternate years.

Prerequisite: any 100 or 200 level history or political science course.

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 as HI 341. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

POL 342 Pre-Modern Southeast Asia (3)

This course surveys the history of Southeast Asia from pre-historic times to the beginning of the 19th century. It examines the physical environment, indigenous cultures, the nature and impact of Indian and Chinese influences, the process of state formation, the rise of major empires, the importance of trade, the coming of Islam, and early contacts with the West. Cross-Listed as HI 342. Offered alternate years.

Prerequisite: any 100 or 200 level history or political science course.

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 rule, the emergence and activities of anticolonial movements, the formation of sovereign states, the effects of the Cold War, and contemporary politics. Cross-Listed as HI 344. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

POL 345 Comparative Asian Politics (3)

A study of the governments, politics, foreign affairs, defense policies, internal conditions of selected Asian nations and the explosive political, economic and military changes taking place in Asia. Offered alternate years.

Prerequisite: any 100 or 200 level history or political science course.

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 as POL 347 and RE 347. Offered annually. *This course satisfies the 300-level religion general education requirement, but it cannot be used to satisfy both the "Ethics" requirement for the International Relations concentration and the 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. *Prerequisite: Any 100 or 200 level political science course.*

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. *Prerequisite: any 100 or 200 level political science course.*

POL 376 Public Administration (3)

Examines the theories and practices of bureaucracies and proposals for reform such as public-private partnerships and results-oriented government. Offered alternate years.

Prerequisite: any 100 or 200 level political science course.

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 as HI 401. Offered alternate years.

Prerequisite: any 100 or 200 level history or political science course.

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 as HI 402. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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 as HI 403. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

POL 411 Public Policy (3)

Examination of the relationship between Congress, the bureaucracy, the executive branch, and interest groups in the development and implementation of public policy. Offered alternate years. *Prerequisite: Any 100 or 200 level political science course.*

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 Soviet-style communism in Eastern Europe and the Soviet Union itself.

Crosslisted as HI 418 and POL 418. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

POL 419 Contemporary World Order (3)

This course considers problems and issues that have affected humanity since the end of the Cold War. Specifically, it explores how the end of the Cold War contributed to the creation of a new world order, and how that order has served to shape world societies and the challenges they currently face. While the end of the Cold War contributed in no small measure to the expansion and acceleration of globalization (i.e., the economic, cultural, and political integration of global communities), it also produced a variety of new and serious challenges, several of which are directly attributable to developments in the period from the end of World War Two to 1991. The primary objective of this course is to help students recognize and understand those challenges – and the legacies of the Cold War generally – as they pertain to ethnic and religious fundamentalism, economic dislocation, cultural homogenization, environmental degradation, and global terrorism and the so-called "War on Terror." This course is cross-listed as HI 419 and POL 419. It is offered alternate years. *Prerequisite: Any 100 or 200 level history or political science course.*

POL 420 Cold War and After (3)

Analyzes the 'new world order' after the 'fall of communism' beginning in the late 1980s. Cross-listed as HI 420. *Prerequisite: any 100 or 200 level history or political science course.*

POL 442 Modern China (3)

Examines China's internal and external struggles in the modern world, including the rise and fall of the Ching dynasty, the Nationalist period, the civil war and communist rule. Fulfills interdisciplinary course requirement. Cross-listed as HI 442. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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 international posture. Fulfills interdisciplinary course requirement. Cross-listed as HI 444. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

POL 446 Modern Middle East (3)

A study of the modern history, politics and culture of the Middle East, with emphasis on the Arab-Israeli conflict, oil, Islam and the analysis of different governments and policies. Cross-listed as HI 446. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

POL 451 Modern Hawai'i (3)

This course examines the political, economic, and cultural forces that shaped modern Hawai'i and its people from first contact in 1778 to Hawaii's overthrow, annexation and through the present day. Cross-listed as HI 451. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

POL 453 Pacific Islands in the Modern Era (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 as HI 453. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

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 it 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 as HI 475. Offered alternate years. *Prerequisite: any 100 or 200 level history or political science course.*

POL 480 Special Topics (3)

Selected topics on any aspect of political science or international studies to be announced. Prerequisite vary according to topic.

POL 486 Legislative Internship (1-15)

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 & Political Studies.*

POL 490 Directed Study (1-3)

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 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). Offered annually. *Prerequisites: Students must be in their senior year, completed a minimum of 12 credits of the major, and have the permission of the discipline coordinator to enroll in this course.*

Psychology

Program Advisor: Dr. Robert Santee

Faculty: Dr. Dale Fryxell, Dr. Irene Mulford, Dr. Lynn Simek-Morgan, Dr. Harlene Simonelli, and Dr. Tracy Trevorow

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 perspectives in psychology, and fostering of the application of psychology to the self and others in the global community.

Mission

The Bachelor of Arts 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 to various, interrelated environments.

Requirements

Pre-major and pre-minor requirements: PSY 101 with a grade of "C" or better.

Minor requirement: 15 semester hours of upper division courses to be chosen with the approval of the program advisor.

Major requirements: PSY 200 and 39 semester hours of upper division Psychology courses to include PSY 315, PSY 316, PSY 321, PSY 322, PSY 327, PSY 406, PSY 424, PSY 434, PSY 451, PSY 490 (Senior Seminar in Psychology), and three elective courses.

In addition to University requirements of a minimum GPA of 2.0 to graduate, students must have **minimum GPA of 2.0** in their Psychology major or minor course work.

Program Student Learning Outcomes:

Student will demonstrate an understanding of

- 1. The Scientific Method and its Application in the Field of Psychology**
 - a. Skills and competencies in this area are primarily developed in the required courses of PSY 315 Statistics and PSY 316 Research Methods in Psychology. They are also addressed in all psychology courses. **Six Credits.**
- 2. Life Span Development**
 - a. Skills and competencies in this area are primarily developed in the required courses of PSY 200 Life Span Development, PSY 321 Personality, and PSY 424 Abnormal Psychology. **Nine Credits.**
- 3. Applied Psychology**
 - a. Skills and competencies in this area are primarily developed in the required courses of PSY 434 Organizational Psychology and PSY 451 Health and Stress Psychology. **Six Credits.**
- 4. Counseling Theory**
 - b. Skills and competencies in this area are primarily developed in the required course of PSY 406 Counseling Psychology. **Three Credits.**

5. Social and Cross-Cultural Psychology

- c. Skills and competencies in this area are primarily developed in the required course of PSY 322 Social Psychology. With the exception of PSY 315 Statistics, cross-cultural issues are discussed in all classes. **Three Credits.**

6. Psychology as an Integrated System

- a. Skills and competencies in this area are primarily developed in the required course of PSY 490 Senior Seminar in Psychology. **Three Credits.**

7. Specific Focuses in Psychology

- a. Skills and competencies in this area are primarily developed in the three required elective courses in Psychology. **Nine Credits.**

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.

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 a common thread weaving through the field of psychology. 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, 200, 315, plus six psychology core classes, and two psychology electives (one may be taken concurrently), and consent of the instructor* Description changed 06/19/2008 see changes page

Psychology (PSY)

PSY 101 General Psychology (3)

Survey of 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. This course develops and assesses the skills and competencies for the General Education Core requirement of demonstrating an understanding of the Behavioral Sciences.

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. This course develops and assesses the skills and competencies for the program student learning outcome of Life Span Development. In addition, this

course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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 COM 101 are prerequisites for all upper division courses

PSY 304 The Psychology of Adolescence (3)

Psychological investigation of developmental factors in the crucial period of adolescence and analysis of youth problems in contemporary society. Offered annually in the Spring semester. Prerequisite: PSY 101. This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method

and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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. Cross-listed as CJ 315. Offered annually in the Fall semester. This course develops and assesses the skills and competencies for the program student learning outcome of the Scientific Method and its Application in the Field of Psychology.

PSY 316 Research Methods in Psychology (3)

Introduction to quantitative research methodology and design; the research process; measurement; sampling; ethics in social research; survey, experimental and field research. As one of the requirements for this course, students will complete a research paper. Offered annually in the Spring semester. Prerequisite: PSY 315. This course develops and assesses the skills and competencies for the program student learning outcome of the Scientific Method and its Application in the Field of Psychology. In addition, this course also addresses the program student learning outcomes Cross-Cultural Psychology.

PSY 321 Psychology of Personality (3)

This course reviews multiple perspectives of personality, including psychodynamics, trait behavioral, cognitive, and phenomenological approaches. Offered annually in the Fall semester. Prerequisite: PSY 101.

This course develops and assesses the skills and competencies for the program student learning outcome of Life Span Development. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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. Prerequisite: PSY 101.

This course develops and assesses the skills and competencies for the program student learning outcome of Social and Cross-Cultural Psychology. In addition, this course also addresses the program

student learning outcome of Scientific Method and its Application in the Field of Psychology.

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 (Sociology, Social Services), Criminal Justice, Environmental Studies, 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, cross-listed as AN/CJ/ENV/GE/SO 327. Offered annually in the Fall semester.

Prerequisite: PSY 101

Behavioral Sciences Division Student

Learning Outcome

Student will demonstrate an understanding of career development relative to the field of Behavioral Sciences.

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.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

PSY 362 Biopsychology (3)

The study of the interrelation between the central nervous system and behavior. Course reviews the physiological components of such topics as: sleep, altered consciousness, aggression, and drug effects. Offered alternate years. Prerequisite: PSY 101.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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.

This course develops and assesses the skills and competencies for the program student learning outcome of Counseling Theory. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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. Offered alternate years. Prerequisite: PSY 101.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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.

This course develops and assesses the skills and competencies for the program student learning outcome of Life Span Development. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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.

This course develops and assesses the skills and competencies for the program student learning outcome of Applied Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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. Offered alternate years.

Prerequisite: PSY 101.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of Scientific Method and its Application in the Field of Psychology.

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 well being to the development of mental illness. Offered alternate years.

Prerequisite: PSY 101.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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 each semester. Prerequisite: PSY 101.

This course develops and assesses the skills and competencies for the program student learning outcome of Applied Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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. Offered alternate years. Prerequisite: PSY 101

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of: 1) Scientific Method and its Application in the Field of Psychology and 2) Social and Cross-Cultural Psychology, 3) and Applied Psychology.

PSY 463 The Psychology of Death and Dying (3)

This course is a psychological, philosophical, theological, ethical, biological, and social inquiry into the nature of death. It examines issues including life after death, assisted suicide, right to die, relationship of the medical system and right to life, bereavement, death system, and Eastern approaches to death. Fulfills interdisciplinary course requirement. Cross-listed as PH/RE 463. Offered alternate years. Prerequisites: PSY 101 or RE 103.

This course develops and assesses the skills and competencies for the program student learning

outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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 alternate years. Prerequisite: PSY 101.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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. Fulfils interdisciplinary course requirement. Cross-listed as PH 471. Offered alternate years. Prerequisite: PSY 101 or PH 100. This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

PSY 475 Transpersonal Psychology (3)

A phenomenological exploration of spiritual experience and self-transformation, with a 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. Fulfils either interdisciplinary or global awareness requirement. Cross-listed as PH 475 and RE 475. Offered alternate years. Prerequisite: PSY 101 or RE103.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method

and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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 Ch'an/Zen Buddhism. The focus will be on the Buddhist concepts of self, existence, meditation, suffering, consciousness, and causality. Fulfills either interdisciplinary or global awareness requirement. Cross-listed as RE 476. Offered alternate years. Prerequisite: PSY 101 or RE 103.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

PSY 477 Taoist Psychology (3)

This course will examine the domains of consciousness, self, behavior, spirit, social interaction, and therapeutic intervention from the perspective of Taoism. The course will explore Taoist psychology as found in the I Ching, Tao Te Ching, Chuang Tzu, Lieh Tzu, and Later Taoists. The course will examine the relationship between the Taoist perspective and the contemporary psychological perspectives of humanistic therapy, cognitive therapy, and existential therapy. To assist the exploration of the psychological approach to Taoism, T'ai Chi Ch'uan, Ch'i Kung, and Taoist breathing exercises will be taught as part of the class. Fulfills either interdisciplinary or global awareness requirement. Cross-listed as RE 477. Offered annually in the Fall semester. Prerequisite: PSY 101 or RE 103.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

PSY 478 The Psychology Of T'ai Chi Ch'uan (3)

This course explores the art of T'ai Chi Ch'uan from an interdisciplinary perspective that incorporates psychology, philosophy, science and religion. The long form of the Yang style will be taught and T'u 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 T'ai Chi Ch'uan. The influence of T'ai Chi Ch'uan on such areas as physical health, mental well being, consciousness, spirituality, culture, and martial arts will also be explored. Cross-listed as RE 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 develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

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. Prerequisite: PSY 101. This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

PSY 480 Special Topics (3)

Selected topics in psychology to be announced. Prerequisites vary according to topic. These courses develop and assess the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, these courses also address the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

PSY 487 Field Experience (1-3)

Forty hours per credit of field work experience/research at an approved site. Work done under site supervisor and instructor. Prerequisites: PSY 101, PSY 200, psychology major, junior or

senior standing, and prior written consent of instructor.

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. This is only applicable if the course is for 3 credits.

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 a common thread weaving through the field of

psychology. 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, 200, 315, plus six psychology core classes, and two psychology electives (one may be taken concurrently), and consent of the instructor.* [Description changed 06/19/2008 see changes page](#)

Religious Studies

Major Program Advisor: Dr. David Anderson, Dr. Lilia Castle, Bro. James Christiana, S.M., Ph.D., Dr. David Coleman, Dr. Regina Pfeiffer, and Dr. Peter Steiger

Asian and Pacific Religions Minor Program Advisors: Dr. David Coleman, Dr. Poranee Natadecha-Sponsel, Dr. Robert Santee, Kumu John Lake

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:

Goal One: 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.

Goal Two: We will promote the integral growth and development of both faculty and students as moral and spiritual persons.

Goal Three: 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.

Major Program Student Learning Outcomes

Students successfully completing the Religious Studies program will demonstrate an understanding of:

1. Catholic theology, its diversity, historical development and position within the broader Christian and human traditions;
2. Christianity and its relationship with other major world religions;
3. Ethics, morality and methods of moral decision making in the Christian tradition;
4. the Catholic Intellectual Tradition, particularly the Marianist tradition of education for service, social justice and peace;
5. the role of the gospel in both affirming and challenging secular cultural values;
6. the uniqueness of Hawaii and the Pacific Rim as a meeting place for various religious traditions

Assessment

Student Program Learning Outcomes are linked to and assessed individually in specific coursework (student course learning outcomes) and cumulatively in the Senior Seminar which is the capstone course for both majors and minors. A comprehensive assessment tool will be used to assess achievement of learning outcomes by graduating majors. Alumni surveys will assess relevance of the program to career and personal goals of graduates.

Structure of the Religious Studies Programs

Pre-major and pre-minor requirements (12 credits): RE 103 and either RE 205 or RE 211; and PH 105 and one course chosen from PH 100 or PH 200. All requirements must be passed with a grade of "C" or better.

Major Program of Study: Christian Studies

The Christian Studies major requires 27 300-level semester credits to include:

- 2) one ethics course (three credits) selected from either RE 308, RE 336, RE 338, or RE 347, RE 473;
- 3) one Asian or Hawaiian religion course (three credits) selected from RE 357, RE 359, RE 365, RE 450, RE 455, RE 460, RE 461, RE 469, RE 471, RE 472;
- 4) total of five 300-level religion courses (15 credits) covering the following areas of study:
 - a. ***Scripture (six credits):*** RE 314 and RE 315;
 - b. ***Church History (three credits):*** chosen from RE 306, RE 307, or RE/HI 322, RE 346;
 - c. ***Christology (three credits):*** RE 301;
 - d. ***Spirituality (three credits):*** chosen from RE 324, RE 326, or RE/PH 425;
- 5) RE 487 (three credits);
- 6) RE 490 (three credits); and three additional 600-level elective religion (RE or PL) courses (nine credits).

Minor Programs of Study

Students may minor in Religious Studies in the programs listed below. All minors require completion of the pre-minor requirements, 18 credits of upper division courses including successful completion of RE 490.

- **Christian Studies Minor (18 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 (18 credits) covering the following areas of study:
 - a. ***Scripture (six credits):*** RE 314 and RE 315;
 - b. ***Spirituality (three credits):*** chosen from RE 324, RE 326, or RE/PH 425;

- c. ***Christology (three credits)*** RE 301;
 - d. **Elective:** choose one three credit upper division course in selected from the religion (RE or PL) courses in the Christian Studies area in consultation with program advisor;
 - e. ***Senior Capstone course:*** RE 490 (three credits).
- **Asian and Pacific Religions Minor (18 credits):** In addition to completion of the pre-minor requirements, the student must complete
 - a. two courses (six credits) selected from RE 357, RE 359, RE 365, RE 450, or RE 460;
 - b. two courses (six credits) selected from RE 455, RE 461, RE 469, RE 471, RE 472, or RE 480 Special Topic in Asian or Hawaiian Religions.
 - c. The student must also select one course (three 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.
 - d. Senior Capstone course: RE 490.

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 Prerequisites

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 Associate Provost.

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.*

RE 287 Community Service Internship (1-3 credits)

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. Selection based on permission of program advisor, job supervisor, and application interview. Credits earned according to work load. Offered every semester. *Prerequisites: RE 103, RE 205, or RE 211; and consent of program advisor.* *This course may not be used to satisfy the lower division Religious Studies General Education Core requirement.*

English 102 and COM 101 are prerequisites for all upper division courses

RE 301 Jesus, God and Man (3)

Students will explore the Jesus of History & 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)

Going beyond examining the validity of proofs for the existence of God, students will study religion as a response to the sacred which provides continuity between mythological ways of experiencing the world and its later rational investigations. Students will examine religion as the passionate center of historical change and study the possibilities of a Christian life in modern times. Cross-listed as SO 305 and PH 305. Fulfills interdisciplinary course requirement. Offered alternate years. *Prerequisites: RE 103, RE 205, or RE 211; and PH 100 or SO 200.* *This course satisfies the 300-level Religious Studies General Education Core 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 annually. *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 annually. *Prerequisites: 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 alternate years. *Prerequisites: 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 their 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 a 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. *Prerequisites: 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. *Prerequisites: 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 an 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 as HI 322. Offered alternate years. *Prerequisites: RE*

103, RE 205, RE 211 or RE 306; and HI 151. This course satisfies the 300-level Religious Studies General Education Core 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. Offered alternate years. Cross-listed as PH/SO 338. Fulfills interdisciplinary course requirement. *Prerequisites: RE 103, RE 205, or RE 211; or PH 100 or PH 105. This course satisfies the 300-level Religious Studies General Education Core 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 annually. *Prerequisites: 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 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 as POL 347 and RE 347. Offered annually. *This course satisfies the 300-level religion general education requirement, but it cannot be used to satisfy both the "Ethics" requirement for the International Relations concentration and the general education 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. *Prerequisites: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core 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. *Prerequisites: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core 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. *Prerequisites: RE 103, RE 205, or RE 211. This course satisfies the 300-level Religious Studies General Education Core 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 and RE 480 Special topics may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

RE 425 Religion, Science and the Modern Prospect (3)

Develops a vision of biblical spirituality that allows for common discourse with the modern scientific world view, particularly biology, physics, and cosmology. This course brings the methods of the philosophy of science, theology, and 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 that impacts contemporary spirituality. Offered in alternate years. See current syllabus for themes and focus of this interdisciplinary course. Cross-listed as PH 425. Fulfills the interdisciplinary course requirement. *Prerequisites: RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

RE 430 Biomedical Ethics (3)

Examines religious perspectives on ethical issues within the context of an ecumenical and inter-religious dialogue in the fields of biology, medicine, and the life sciences, with particular attention paid to contemporary Catholic ethicists. The goals are to assist students in their understanding of the personal and social dimensions of these ethical perspectives and learn effective methods for dealing with relevant ethical issues in the life sciences and medicine. Offered alternate years. *Prerequisites: RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core 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 Christian 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. Fulfills interdisciplinary course requirement. Cross listed as ENV 431. Offered alternate years. *Prerequisites: RE 103, RE 205, or RE 211; and ENV 100. 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 judgment within contemporary writers in philosophy and theology of communication. Fulfills interdisciplinary course requirements. Cross-listed as COM 433. Offered annually. *Prerequisites: COM 200; and RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

RE 434 Business Ethics (3)

Examines religious perspectives on ethical issues within the context of an ecumenical and inter-religious dialogue in the field of business, 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 in their field of business. Offered alternate semesters. Prerequisites: RE 103 or RE 205 or permission of instructor.

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 communities 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 as CJ 435. Offered every semester. Prerequisites: RE 103, CJ 151 or CJ 201, or permission of instructor.

RE 446 Sex and Social Roles in Religions (3)

The different social roles based on sex and gender will be examined in the major world religions. The course will analyze how women and men are treated in religious and social contexts. Utilizing sociological theories and religious doctrines, students will be able to understand how women have been inspired by their faith to attempt to achieve equal recognition in churches, mosques, synagogues, and temples and in society at large. Cross listed as Sociology 44x. This course satisfies the interdisciplinary course requirement. Offered alternate years. *Prerequisites: RE 103, RE 205, RE 211, or RE 34x. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

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 Hawai‘i to the monarchy. Offered annually. *Prerequisites: RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

RE 455 Hula Ki'i: Religion and Art through Imagery of Dance (3)

Focus on using multi-disciplinary culturally-based strategies to actively engage students in a Pacific Island-oriented social studies curriculum. Emphasis will be on developing a working knowledge of the art from called Hula ki'i (Hawaiian puppetry/ Image dance). Offered annually. *Prerequisites: RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

RE 460 Buddhist Wisdom (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. *Prerequisites: RE 103, RE 205, or RE 211. 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 understand this tradition from their own faith background. Students will also practice zazen. Offered annually. *Prerequisites: RE 103, RE 205, or*

RE 211. 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)

This course is a psychological, philosophical, theological, ethical, biological, and social inquiry into the nature of death. It examines issues including life after death, assisted suicide, right to die, relationship of the medical system and right to life, bereavement, death system, and Eastern approaches to death. Fulfills interdisciplinary course requirement. Cross-listed as PH/PSY 463. Offered alternate years. *Prerequisites: PSY 101, RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

RE 469 Islam in Asia (3)

Students will begin with a general survey of Islam from its origins to its contemporary global presence, with particular emphasis on Islamic communities in eastern Asia. The course will focus on the Q'uran and places Islam within its various cultural, political, social, and religious contexts and examines its connections with Judeo-Christian theology and morals. The expectation is that such an integrative study of the doctrinal and devotional elements of Islam will enable students to see how Muslims think and live--engendering understanding and breaking down stereotypes. Offered alternate years.

Prerequisites: RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

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 QiGong 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.

Prerequisites: RE 103, RE 205, or RE 211. 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 teachings of Confucianism through the works of Confucius, Mencius, Hsun Tzu, Han 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 Ch'i (energy). Offered alternate years. *Prerequisites: RE 103, RE 205, or RE 211. 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 which 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 as PH 473. Offered annually. Fulfills the interdisciplinary course requirement. *Prerequisites: RE 103, RE 205, or RE 211; and PH 100 or PH 105. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

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. Fulfils interdisciplinary course requirement. Cross-listed as PH/PSY 475. Offered alternate years. *Prerequisites: PSY 101, RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

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. Fulfils interdisciplinary course requirement. Cross-listed as PSY 476. Offered alternate years. *Prerequisites: PSY 101, RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level*

Religious Studies General Education Core requirement.

RE 477 Taoist Psychology (3)

This course will examine the domains of consciousness, self, behavior, spirit, social interaction, and therapeutic intervention from the perspective of Taoism. The course will explore Taoist psychology as found in the I Ching, Tao Te Ching, Chuang Tzu, Leih Tzu, and later Taoists. The course will examine the relationship between the Taoist perspective and the contemporary psychological perspectives of humanistic psychology and existential psychology. To assist the exploration of the psychological approach to Taoism, T'ai Chi Ch'uan, Ch'i Kung, and Taoist breathing exercises will be taught as part of the class. Fulfils interdisciplinary course requirement. Cross-listed as PSY 477. Offered alternate years. *Prerequisites: PSY 101, RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

RE 478 The Psychology of T'ai Chi Ch'uan (3)

This course explores the art of T'ai Chi Ch'uan from an interdisciplinary perspective that incorporates psychology, philosophy, science and religion. The long form of the Yang style will be taught and T'u 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 T'ai Chi Ch'uan. The influence of T'ai Chi Ch'uan on such areas as physical health, mental well-being, consciousness, spirituality, culture, and martial arts will also be explored. Cross listed as PSY 478. Offered spring semesters. This is an interdisciplinary course. *Prerequisites: PSY 101, RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.*

RE 487 Community Service Internship (1-9)

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. *Prerequisites: 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 programs. Majors (or minors) 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.
Prerequisites: Senior in Religious Studies; majors

must have completed at least 24 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 (1-3)

Individualized study on a topic arranged through the program advisor. *Prerequisites: 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.*

Graduate Courses Available for Religious Studies Majors/Minors

600-level courses are generally scheduled during the 10-week Masters terms on the graduate calendar. They may be either traditional courses or online courses. Undergraduate Religious Studies students must get permission from the program chair to register for the graduate electives in their program. Other senior students may apply to the program chair for possible admittance to individual courses.

RE 607 Jesus in the Synoptic Gospels (3)

This course will work through a general survey of the Matthew, Mark and Luke/Acts. Students will examine the particular religious issues, cultural background and needs of the different communities from which these Gospels were written. The study will enable the student to understand the distinct theological vision of each of the synoptic gospels and Acts. *Prerequisites: RE 315; 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.*

and consent of program advisor. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirement.

RE 610 Old Testament Themes (3)

This course presents an overview of the major texts and themes in the Old Testament with a focus on the themes of covenant, election and salvation. While it will invite the students to explore the Old Testament from a Christian perspective, it will challenge them to understand it in its original context. *Prerequisites: RE 314; 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 608 Pauline Epistles (3)

This course will introduce the students to St. Paul and his writings, paying close attention to what can be known about Paul's life from his own writings and from other witnesses. Students will also look at the early Christian communities Paul served and the theological vision he gave them to survive in the Greco-Roman world of the first century.
Prerequisites: RE 315; 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 630 Modern Theological Methods and Movements (3)

Introduction to the work of theologians in the development of the moving stream of faith-filled reflections and actions. Analysis of theological methods of the last two centuries with particular emphasis on the insights of the Second Vatican Council and the challenges of doing theology in the Third Millennium. *Prerequisites: RE 301; 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 609 John and Revelation (3)

This course will introduce the students to the Gospel of John and the Revelation of John (Apocalypse). Students will explore the content and context of these New Testament scriptures and discuss their relevance for contemporary Christian worship and spirituality.
Prerequisites: RE 315; Junior or Senior standing,

RE 635 God and Human Existence (3)

A survey of Christian theologies of God, traditional and modern, and viewpoints they represent on the nature and purpose of human existence. This is a

variable credit course. *Prerequisites: RE 301; 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 642 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.

Prerequisites: RE 301 or RE 315; 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 643 Sacramental Theology (3)

Detailed study of the principle of sacramentality and of the individual sacrament, stressing the historical development of each and its contemporary renewal. This is a variable credit course. *Prerequisites: RE 301 or RE 315; 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 requirements*

Social Studies

Program Advisor: Dr. Mitch Yamasaki

This major, leading to a Bachelor of Arts (B.A.) degree, prepares students to teach social studies in middle and secondary schools. It is designed as a State of Hawai'i Department of Education (D.O.E.) approved content area, and may be used by students seeking a State of Hawai'i license to teach in secondary schools. This license is earned within the Master of Education (M.Ed.) degree program. Please consult your advisor. In addition to this approved content area, students must complete additional licensing courses in Education, which may be applied toward the M.Ed. degree.

Program Learning Outcomes

Upon completion of this program, students will demonstrate an understanding of:

1. 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.
2. The workings of politics and governance;
Students will learn how and why people create forms of governance. This knowledge can be used to evaluate the effectiveness of laws and political institutions. The skills and competencies in this area are developed in all regularly offered political science courses.
3. Historical and political perspectives and interpretations;
Students will explain historical events and political developments with multiple views and interpretations thereby avoiding explanations that point to historical linearity or political inevitability. Skills and competencies in this area are primarily developed in HI 304, HI/POL 305, HI 321, HI 322, HI/POL 324, HI/POL 341, HI 344, POL 374, POL 375, POL 376, HI/POL 401, HI/POL 402, HI/POL 403, HI 405, POL 411, HI/POL 420, HI 422, HI 424, HI/POL 442, HI/POL 444, HI/POL 446, HI/POL 451, HI/POL 453
4. How to conduct and present historical and political research;
Students will use the tools and methods of historians or political scientists to transform learning from memorization to actually “doing” history or political science. Skills and competencies in this area are developed primarily in HI 490, POL 490, and the required capstone course HI/POL 494.
5. Preparation for an intended career;
The Program offers preparation for the following career areas:
 - a. Law: student has taken or will enroll in the pre-law seminars offered by Chaminade University; student has taken or will complete by the end of the HI/POL 494 course three practice LSAT examinations.
 - b. Education: student has taken or is prepared to take PRAXIS I (pre-professional skills test) and PRAXIS II (subject assessments) examinations by the end of the HI/POL 494 course; student understands the licensure process for the school district in which he or she intends to teach.
 - c. Government: student knows or will know by the end of the HI/POL 494 course how to locate jobs, identify qualifications and prepare for civil service examination(s) with the

country, state and federal governments. Skills and competencies in this area are reviewed in the required course HI/POL 494

Assessment

Program student learning outcomes are assessed individually in specific coursework (course student 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).

General Requirements:

The B.A. degree with a major in Social Studies requires 24 credits of upper division courses taken from the History and/or Political Science disciplines.

Lower-division requirements: These 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 Hawai'i and many other states.

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 (7) 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 342, 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;
 - a. **students preparing to teach in Hawai'i must take** HI 450 Pre-Modern Hawai'i and HI/POL 451 Modern Hawai'i
2. **HI/POL 494 Research Seminar** (Student will have to complete at least 12 hours of upper-division history/political science coursework before enrolling in this course).

Consult with program adviser to be sure that the courses selected cover program learning outcomes 1-3.

Faculty Advising in Social 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. 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 middle and 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.

Consultation with advisors is necessary to insure 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 PLO 1. All upper division Political Science courses fulfill PLO 2. See PLO 3 above for courses that satisfy this outcome. PLO 4 and PLO 5 are satisfied within HI/POL 494.

Sociology

Program Advisors: Dr. Bryan Man, Bro. James J. Christiana, S.M., Ph.D.

The program prepares the student for professional and graduate work in sociology or related fields. The Program Student Learning Outcomes are:

1. Scientific knowledge of the structure, processes, and functions of society in relation to understanding human behavior;
2. Substantive background in the specialized fields, such as deviance or race and ethnic relations, within the discipline;
3. Grounding in social theory and research methodology and their integration; and knowledge base and critical perspective to participate in society as an informed citizen; and
4. The basis for self-reflection in relation to the nature of the group and of the group dynamics.

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.

Pre-minor requirements: SO 200 and AN 200

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

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. Students will demonstrate an understanding of: 1) the scientific method and its application; 2) human and cultural diversity; 3) social and individual dynamics; and 4) the relationship between the self and the group. Course offered every semester.

SO 210 Introduction to Social Services (3)

The course is designed to introduce students to social service as a helping profession. The history, values and ethics, knowledge base, methods, practice, and organizational structure of social service are examined. Student will demonstrate an understanding of: 1) the scientific method and its application; 2) human and cultural diversity. Course offered annually.

English 102 and COM 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. Students will demonstrate an understanding of: 1) the major theoretical principles, controversies, and critiques in anthropology and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) social and individual dynamics; and 4) the relationship between the self and the group. Course offered annually. Prerequisites: AN 200, SO 200, or permission of instructor.

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. Fulfils interdisciplinary course requirement. Students will demonstrate an understanding of: 1) the scientific method and its application; 2) social and individual dynamics; and 3)

the relationship between the self and the group. Cross-listed as PH/RE 305. Course offered annually. Prerequisites: PH 100 or SO 200 or permission of instructor.

SO 308 Social Problems (3)

Inquiry into the nature, extent, causes, effects, and possible solutions to the important problems confronting modern American society. Students will demonstrate an understanding of: 1) of the critiques of inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues, 3) how the self develops socially; and 4) how societal and social structural factors influence individual behavior and the development of the self. Course offered annually in the Spring semester. Prerequisites: SO 200 or permission of instructor.

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. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relationship between the self and the group; and 3) how societal and social structural factors influence individual behavior and the development of the self. Course offered annually in the Spring semester.

Prerequisites: SO 200 or permission of instructor.

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. Students will demonstrate an understanding of: 1) the scientific method and its application to social issues research. Course offered annually. Prerequisites: 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 (Sociology, Social Services), Criminal Justice, Environmental Studies, 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. Prerequisite: SO 200. Offered annually in the Fall. Cross-listed with AN/CJ/ENV/GE/PSY 327

Division Student Learning Outcome

Student will demonstrate an understanding of career development relative to the field of Behavioral Sciences.

SO 331 Chinese in the U.S. (3)

Historical, cultural, and social analysis of the Chinese American community in the context of its China heritage and its U.S. and Hawai'i experiences. Looks at Chinese American identity, role, and contributions in American culture. Students will demonstrate an understanding of: 1) the major theoretical principles, controversies, and critiques in anthropology and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) the definitions and application of the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; and 4) the cultural diversity in the United States and in the world. Course offered annually in the Spring semester. Prerequisite: SO 200 or permission of instructor.

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. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; 3) how societal and social structural factors influence individual behavior and the development of the self. Cross-listed as PH/RE 338. Course offered annually. Fulfills interdisciplinary course requirement. Prerequisites: RE 103 or RE 205 or PH 105, or permission 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. Students will

demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; and 3) how societal and social structural factors influence individual behavior and the development of the self. Cross-listed as PH 360. Fulfills interdisciplinary course requirement. Course offered annually.

Prerequisites: PH 100 or SO 200.

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. Students will demonstrate an understanding of: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues; 3) how the self develops socially; and 4) how societal and social structural factors influence individual behavior and the development of the self.

Course offered annually. Prerequisites: SO 200, 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. Students will demonstrate an understanding of: 1) social and individual dynamics; and 2) the relationship between the self and the group. Course offered annually. Prerequisites: SO 200, 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. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; and 3) how societal and social structural factors influence individual behavior and the development of the self. Course offered annually. Prerequisites: SO 200, junior or senior status, or permission of instructor.

SO 446 Sex and Social Roles in Religion (3)

The different social roles based on sex and gender will be examined in the major world religions. This course will analyze how women and men are treated in religious and social contexts. Utilizing sociological theories and religious doctrines, students will be able to understand how women have been inspired by their faith to attempt to achieve equal recognition in churches, mosques, synagogues, and temples and in society at large. Students will demonstrate an understanding of: 1) how to critique inequalities within and/or between social systems; and 2) how societal and social structural factors influence individual behavior and the development of the self. Cross-listed as RE 446. This course satisfies the interdisciplinary course requirement. Offered alternate years. Prerequisites: RE 103, RE 205, or RE 211. This course may not be used to satisfy the 300-level Religious Studies General Education Core requirements.

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 (1-3)

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 as 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. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; 3) how societal and social structural factors influence individual behavior and the development of the self. Cross-listed as CJ 491. Course offered annually in the Fall semester. Prerequisites: CJ 291.

SO 494 Senior Thesis Research (3)

Limited to senior students majoring in behavioral sciences. Students will demonstrate an understanding of: 1) the scientific method and its application. Specifically, the understanding of: a) ethical practices in conducting cross-cultural research; b) the integration and/or incorporation of multiple authors, ideas and perspectives from anthropology and sociology; c) the methodological possibilities employed in anthropology and sociology; d) designing and carrying out of a social research project; e) writing a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling; f) the appropriate format for citing source material; and g) applying the principles of academic honesty and professional ethics as defined in the Student Handbook and within the program. Cross-listed as AN 494. Course offered annually. Prerequisites: AN/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. Students pursuing a concentration in social services will prepare a thesis reporting their observations and experiences during their SO 487 internship. This course meets the student learning outcomes: 1) the scientific method and its application. Cross-listed as AN 498. Course offered annually. Prerequisites: SO 494 or SO 487 and senior standing in behavioral sciences.

■ **Military Programs** **Aerospace Studies (A.F.R.O.T.C.)**

The cooperation of the University of Hawai‘i at Manoa (UH) makes it possible for Chaminade students to participate in the Air Force Reserve Officer Training Corps (A.F.R.O.T.C.) program. Chaminade grants credit for this program and includes it in grade point computation.

Aerospace studies (AS) is part of the Air Force Reserve Officers Training Corps (AFROTC) Program. This program will be provided the chance to hone your time management, physical fitness, and analytical skills – and help you push yourself to achieve your goal. Men and women who successfully complete all requirements are commissioned as second lieutenants in the U.S. Air Force. They then serve on active duty or may, in some cases, obtain educational delay for graduate studies. Two and a half-, three-, and four-year program options are 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 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. This entitles you to a monthly \$450-\$500 nontaxable stipend.

Students who have participated in JROTC or have had more than two months of active duty may have a portion or all of the GMC waived. Between their sophomore and junior years, students will attend an all expense-paid, four-five week field training at Maxwell Air Force base in Montgomery, AL.

Expense-paid Air Force incentive programs and specialized Airmanship training programs are offered to qualified candidates during the summer terms. All interested candidates may receive free flight indoctrination through a local Civil Air Patrol/AFROTC sponsored program. You may also qualify to do a foreign language immersion in various countries around the world.

In addition, various four-, three-, and two-year scholarships covering tuition, fees, \$900 annual for books, and up to \$500 monthly stipend are available on a competitive national basis to candidates in academic majors the Air Force aligns to "critical" career fields. Current examples are computer, environmental, and electrical engineering, foreign languages and nursing.

Interested students may obtain information from the admissions office at the AFROTC building on the University of Hawaii at Manoa lower campus, or www.afrotc.com

Aerospace Studies (AS)

The leadership laboratory is required for all courses except AS 304 and 306. 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 U.S. 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.

AS 102 U.S. Air Force (1)

Continuation of 101.

AS 201 The Air Force Way (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.

AS 202 The Air Force Way (2)

Continuation of 201.

English 102 and COM 101 are prerequisites for all upper division courses

AS 304 Air Force AFROTC Four-Week Field Training (4)

Four week field experience and training at selected Air Force bases on the Mainland. Required of A.F.R.O.T.C. students for Air Force commission. Prerequisites: AS 101-102, 201-202, enrolled in A.F.R.O.T.C. program, and consent.

AS 306 Air Force ROTC Six-Week Field Training (6)

Six-week field experience and training at selected Air Force bases on the Mainland. Required of A.F.R.O.T.C. students for Air Force commission. Prerequisites: Enrolled in AFROTC program and consent.

AS 351 Air Force Leadership and Management (3)

Integrated management course emphasizing the military office as manager in Air Force milieu, including individual motivational and behavioral processes, leadership, communication and group dynamics.

AS 352 Air Force Leadership and Management (3)

Continuation of 351.

AS 401 Preparation for Active Duty (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.

AS402 Preparation for Active Duty (3)

Continuation of 401.

Military Science

A partnership agreement with the University of Hawai'i (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, Hawai'i 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.

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 obligations are incurred.

The two-year advanced program can be taken, without taking the basic courses, by attending and completing a five-week summer camp at Fort Knox, Kentucky, for which the student receives approximately \$600. 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 five-week summer camp between the junior and senior years at a Mainland military installation. Pay for the advanced course is \$650-\$700 per month during the school year and approximately \$650 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, and (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 Hawai'i 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.

Scholarships of two, three, and four years are available. They provide for 100% of tuition, fees, books, laboratory expenses, travel, and \$500 -\$700 per month for the period of the scholarship.

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.

Information and counseling on the R.O.T.C. program are available at the offices of the Military Science Program at the University of Hawai'i, (808) 956-7766 or (808) 956-4137.

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 applications of leadership skills, drills and ceremonies, and basic soldiering skills.

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 ROTC 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 ROTC program, its purpose in the Army, and its advantages for the students.

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 1 (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 MSL 305. Leadership laboratory for contracted 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.

English 102 and COM 101 are prerequisites for all upper division courses

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 ROTC 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.

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 ROTC 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.

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.

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 ROTC* students, with few exceptions to non-ROTC students. Writing intensive. A-F only. Prerequisite: consent.

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.

MS 405 Leadership Challenges and Goal Setting (4)
(2-hour 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 ROTC cadets; challenged to analyze, evaluate, and instruct younger cadets. Writing intensive. Co requisite: MS 101. Prerequisite: MS 105, MS 106, MS 205, MS 206, MS 305, and MS 306; or MS 305, MS 306, and consent.

MS 406 Transition to Lieutenant (4)
(2-hr Lecture, 2-hr Lab) Explores dynamics of leading in 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. Prerequisite: MS 105, MS 106, MS 205, MS 206, MS 305, MS 306, and MS 405; or MS 305, MS 306, MS 405, and consent.

MS 499 Advanced Military Reading and Research Variable (2-4)
Limited to military science students (Army ROTC 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.

Hawaiian Leadership Training

Program Advisor: Henry Halenani Gomes

Na Ala Hele I Ke Ao - Hawaiian Leadership Training Program prepares highly motivated students for careers in a diverse range of disciplines, from science to business to government, as well as non-profit organizations. This interdisciplinary preparation draws upon their innate leadership ability, pulls together the culturally grounded tradition of their own cultural (Hawaiian and other) experience, builds on their capacity to innovate, and attempts to synthesize an overall service leadership role in their community and career firmly based in Hawaiian cultural values and traditions. The program, steeped in the guidelines of a Hawaiian cultural tradition and Marianist values, is open to students from all undergraduate majors. Those chosen, take part in a variety of curricular and co-curricular activities during their junior and senior years. Students completing the program are designated as Na Ala Hele I Ke Ao Scholars.

(HLT) Hawaiian Leadership Training Courses

English 102 and COM 101 are prerequisites for all upper division courses

HLT 310 Hawaiian Leadership Protocol Colloquium (3)

This course establishes a foundation for the program by providing grounding in Hawaiian history, beliefs, and traditions. It examines familial and social structure and establish the connection between Hawaiian traditional values and leadership and the welfare and health of the community, great and small. Special visiting guest speaker.

HLT 320 Hawaiian Leadership Training (3)

This course provides an overview of Hawaiian leadership models. It examines the external environment of non-profit community organizations engaged in civic service to a wide range of community constituencies. Speakers are Hawaiian role models in the Honolulu community who represent virtually every field of endeavor. They will discuss their organizations and share their personal challenges. Internship opportunities will be

discussed in preparation for the summer institute. Special visiting guest speaker.

HLT 410 Professional Development (3)

This course will prepare students for conference participation; collect, examine, and make applications to graduate programs; seek financial aid assistance opportunities; and examine graduate and professional school models and expectations. Models of personal leadership skills and resume construction will be examined and developed. Workshops will develop students' skills in professional communication, culturally sensitive work etiquette and protocol. Special visiting guest speaker.

HTL 420 Community Building (3)

Students work together to create a new non-profit community based plan specifically addressing a community need and resulting in a fundable proposal. The project can be based on topics ranging from business, health issues, social justice inequities, to education. Students will draw upon all of their academic, community and HLT courses to successfully complete this project. Special visiting guest speaker.

The Hogan Entrepreneurial Program

Director: Dr. John Webster

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 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 the program are designated **HOGAN ENTREPRENEUR GRADUATES**. Central objectives of the program are the following:

- Inspire and develop outstanding Chaminade students for entrepreneurial and “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.

Program Components

The program includes both coursework and additional activities to foster entrepreneurial thinking and skill development.

ACADEMIC COURSEWORK IN ENTREPRENEURSHIP (Curricular)

English 102 and COM 101 are prerequisites for all upper division courses

ENT 301 Entrepreneurship (3) (To be taken in Fall of the First Year)

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.

ENT 302 Hogan Colloquium (3) (To be taken in Spring of the First Year)

This course involves participation in the Hogan speaker series and professional development workshops. Speakers are drawn from companies, non-profit organizations, and government to share first hand experience or research on entrepreneurial ventures. Workshops develop students’ skills in areas such as professional communications, business etiquette and protocol, and media relations.

ENT 401 Entrepreneurship – Applied Concepts and Practices I (3) (To be taken in Fall of the Second Year)

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.

ENT 402 Entrepreneurship – Applied Concepts and Practices II (3) (To be taken in Spring of the Second Year)

This course involves participation in the Hogan speaker series and advanced professional development workshops. Speakers are drawn from companies, non-profit organizations, and government to share first hand 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.

NON – ACADEMIC ACTIVITIES (Co – Curricular)

International Study Mission (Must be selected)

Students may be eligible to attend 6 week international trip to be exposed to business in a foreign culture. This is offered in the summer and may include trips to China, India, Singapore or Malaysia.

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.

Gonzaga Internship Exchange (Must be selected)

Each year one Hogan Student will be selected to travel to Gonzaga University for a 6 – week internship and an opportunity to study with students in their Hogan Entrepreneurial Leadership Program.

Mentor Relationships (Optional)

All students are assigned entrepreneurial mentors to provide advice and support in developing their entrepreneurial skills and interests.

Social Entrepreneurial Opportunities (Optional)

Student 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, Environmental Net Zero Project, 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.

- 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.

Distinguishing Features of the Hogan Program at Chaminade

- An “honors” orientation.
- A unique blend of program components to foster both students’ self-management abilities and their contribution to the community.
- Extensive contact with members of the Hawaii business community.
- A focus on developing critical thinking and process skills to prepare students from diverse academic disciplines for innovative work in a wide range of organizations.
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■ Pre-Engineering

Program Advisor: Dr. Helen Turner

The two-year Pre-Engineering program prepares students for transfer to a college of engineering as third-year students in computer or electrical engineering. Two years of calculus, chemistry, physics, computer science, and general education requirements will prepare students to transfer all or most accumulated units to the University of Dayton engineering program or to another university's engineering program – a GPA of 3.0 will typically be required for transfer. Optionally students can stay at Chaminade to declare a major in Computer Science.

Students completing this program will be able to demonstrate mastery of mathematics, science, computers, and electronics at a level comparable to students entering their third year at a college of engineering. No degree is awarded in the Pre-Engineering program.

The following curricula have been pre-approved for transfer by the University of Dayton and are typical.

Electrical Engineering

<u>First Semester</u>		<u>Second Semester</u>	
CUH 100	1	COM 101	3
PH 100 (Gen. Ed.)	3	REL 103 (Gen. Ed.)	3
CH 203	5	CS 150	3
MA 210	4	MA 211	4
EN 101	3	EN 102	3
TOTAL	16	TOTAL	16

<u>Third Semester</u>		<u>Fourth Semester</u>	
HI 151/152 (Gen. Ed.)	3	Gen. Ed. (Required)	3
PHY 251 & Lab	5	Gen. Ed. (Elective)	3
MA 311	4	CS 201 Ckt Design & Lab	5
CS 310	3	MA 313	3
CS 350 (Tech. Elective)	3	MA 308 (Tech. Elective)	3
TOTAL	18	TOTAL	17

Computer Engineering

<u>First Semester</u>		<u>Second Semester</u>	
CUH 100	1	COM 101	3
PH 100 (Gen. Ed.)	3	REL 103 (Gen. Ed.)	3
CH 203	5	CS 150	3
MA 210	4	MA 211	4
EN 101	3	EN 102	3
TOTAL	16	TOTAL	16

<u>Third Semester</u>		<u>Fourth Semester</u>	
HI 151/152 (Gen. Ed.)	3	Gen. Ed. ((Req'd)/Tech.El)	3
PHY 251 & Lab	5	Gen. Ed. (Elective)	3
MA 311	4	CS 201 Ckt Design & Lab	5
CS 310	3	MA 313	3
CS 350 (Tech. Elective)	3	MA 308 (Tech. Elective)	3
TOTAL	18	TOTAL	17

Environmental Studies Undergraduate Certificate Program

Program Advisor: Dr. Gail Grabowsky

The Certificate in Environmental Studies (1) teaches students the many interconnected components of environmental issues, (2) clarifies the ethics that guide decision-making processes pertaining to environmental issues, (3) enables students to experience environmental activities, research, policy and professions first-hand, (4) prepares students for environmental careers and graduate or professional schools with environmental emphases, and (5) offers unique on-line educational opportunities that are innovative and convenient for students.

Students seeking the Certificate 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.

Students may begin their Certificate coursework (ENV 100 Environmental Design Conference) as incoming freshman or anytime thereafter. After taking ENV 100 the remaining courses (GE 204, ENV 201/L, ENV 202/L, ENV 300, ENV 313/EC 313, EN 405) 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). The Certificate takes a minimum of four semesters to complete but may be spread out over a longer period if the student so desires.

Mission of the Certificate Program:

Chaminade University is a Marianist institution committed as an extension of Marianist values to creating local, state, national and international servant-leaders adept in the multidisciplinary acts of understanding, communicating, and ameliorating man's relationships with the natural environment. The University's Certificate in Environmental Studies produces intellectual pre-professionals considerate of the ethical, scientific, economic, political and legal aspects of environmental issues, while affording a more in-depth body of knowledge from a primary, traditional major. Students in Chaminade's Environmental Studies Program benefit from a learning experience which prepares them for the real world through coursework, research, service and apprenticeship in the community.

Requirements:

- I. Required Introductory Course:
ENV 100 Introduction to Environmental Issues(3)
- II. Other Required Courses (20 credits):
GE 204 Landscapes of Hawai'i (3)
ENV 201/201L Conservation Biology & Ecology (3/1)
ENV 202/202L Environmental Physics(3/1)
ENV 300 Environmental Policy & Law (3)
ENV 313/EC 313 Contemporary Economic Issues (3)
EN 405 Nature Writing (3)
- III. Required Capstone Course:
ENV 485 Senior Capstone Experience (3)

ENV 100 may be taken concurrently with ENV 201L/ENV 202L. ENV 485 may be taken concurrently with the final required course(s) to be completed from list II above.

Gender Studies Undergraduate Certificate Program

Program Advisor: Dr. Poranee Natadecha-Sponsel

Program Objectives:

1. increase student knowledge about the different social roles of women and men cross-culturally;
2. better understand the different expectations and experiences of different gender roles in diverse societies;
3. enhance the student's ability to effectively work with people from different cultures and sexes in their career;
4. motivate students to make a difference in social justice concerns by contributing to applied research that promotes possible solutions to conflicts and misunderstandings based on gender differences; and add value to their undergraduate degree for employment.

The program aims to develop a holistic understanding of both sexes. It has a focus on working together in partnership to better understand differences in social structures. Students need to develop their knowledge of inclusiveness and not be one-sided on either women's or men's issues only. In teaching and learning, the class needs to approach the subject from both the female and male perspectives to fully understand the materials.

To achieve the program objectives students are required to complete 12 credit hours chosen from a set of interdisciplinary courses listed in the Chaminade University Undergraduate Catalog. At least 50% of the contents of these courses must deal with the problems and issues of women and men in various subjects and disciplines.

Students have a large pool from which to make their choices to enhance their knowledge of gender related issues in their major academic discipline.

In addition, there are two required core courses to complete for the total of the 16 credit hours needed to receive the certificate: SO/PH 360 Sociology and Philosophy of Gender (3), and the capstone course, Topic in Gender Studies (1).

Goals:

- To enhance the professional qualifications of Chaminade graduates majoring in any field of study.
- To develop awareness of gender issues.
- To identify the key problems and issues through the exploration of the relevant literature.

Requirements:

16 credits in courses covering gender issues

Required Core Course (3 Credit Hours):

SO/PH 360 Sociology and Philosophy of Gender (3)

Required Elective Courses (12 Credit Hours)

Students select four courses from the following list. These courses may also satisfy

1. requirements in the student's major program, and
2. three upper division requirements outside the major.

COM 310	Intercultural Communication (3)
COM/RE 433333	Media Law and Ethics (3)
COM 340	Interpersonal Relations (3)
CJ/RE 435332	Ethics and Criminal Justice (3)
CJ 463	Sex Crimes (3)
EN 305	Multicultural Literature (3)
HI 406	Women in America (3)
PSY 436	Cross – Cultural Psychology (3)
RE/ENV 431	Environmental Ethics (3)
RE 434	Business Ethics (3)
RE/PH/SO 338	Religion, Philosophy, and Social Ethics (3)
RE 346	Influential Women in Christianity (3)
RE 460	Buddhist Wisdom (3)
RE 473	Holocaust (3)
SO 311	Marriage and the Family (3)
SO 401	Race and Ethnic Relations (3)
SO 412	The Sociology of Sports (3)

In addition to the list above, the Program Advisor may approve additional courses in various subjects when at least 50% of the course contents deal with the problems and issues of women and men.

Required Capstone Course (1 credit):

SO/CJ/HI/RE 495 Capstone Course in Gender Studies (1)

The objective of this required capstone course is to allow students working toward a Certificate in Gender Studies to demonstrate their ability to cumulatively apply the knowledge from previous coursework and/or internships in the program to the development of a research/position paper. Cross-listed as SO/CJ/HI/RE 495. Course offered annually in the Spring semester. Prerequisites: consent of the instructor. [Credit hour changed 06/19/2008 see changes page](#).

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Jon Nakasone, Ed.D.
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Associate Dean, Students
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B.A., University of Washington
M.A., U.S. Navy Postgraduate School
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B.A., M.A., University of Hawai'i
- 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 Hawai'i

Murray, William F., Jr.
Emeritus Professor of Business Administration
(1989)
B.G.S, Chaminade College
M.A., Pepperdine University
Ed.D., University of Southern California

Petrie, Loretta
Emerita Professor of English (1978)
B.A., M.A., Ph.D., University of Washington

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

Smith, Robert M.
Emeritus Professor of Political Science (1972)
B.S., Babson Institute
M.A., Ph.D., The American 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

Yamauchi, Hiroshi
Emeritus Professor of Mathematics and Physics
(1966)
B.S., University of Hawai'i
M.A., Ph.D., Harvard University

Yee, Daniel J.W.
Emeritus, Associate Professor of Mathematics and
Science (1965)
B.S., University of Dayton
M.Ed., University of Hawai'i

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

Ranked Faculty

- Allen, Joseph
Assistant Professor of Criminology & Criminal Justice (2004)
B.A., University of Hawaii
M.A., University of Hawaii
- Anderson, David
Assistant Professor of Religious Studies (2000)
B.A., St. Anthony College
M.Div., M.Th., Maryknoll School of Theology
S.T.L., S.T.D., Pontifical Gregorian University
- Bailey, Frank
Instructor of History (1998)
B.A., Chaminade University
M.A., University of Hawai'i
- Fr. H. James Bartlett, S.M.
Instructor of Religious Studies
B.S. University of Dayton
S.T.B. University of Fribourg, Switzerland
S.T.L. University of Fribourg, Switzerland
M. Rel. Ed. Loyola University, Chicago
C.T.S. Jesuit School of Theology: Graduate Theological Union, Berkley
- Becker, Ronald
Associate 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
- Bieberly, Cliff
Instructor of Communication (2002)
B.A., M.A., Wichita State University
- Bordner, Richard M.
Professor of Behavioral Science (1983)
B.A., University of Oregon;
M.A., Ph.D., University of Hawai'i
- Bouffier, S.M., Fr. Robert J.
Visiting Associate Professor of Fine Arts (2002)
B.A., M.A., University of Dayton
M.F.A., Catholic University of America
- Callahan, Caryn Ann
Professor of Business (1989)
B.A., Colby College;
M.A., Ph.D., Harvard University;
M.B.A., University of California, Los Angeles
- Carney, Timothy F.
Associate Professor of Fine Arts in Residence (2000)
B.A., Hamilton College;
M. Mus., University of Tennessee, Knoxville;
D. Mus., University of Illinois at Urbana-Champaign
- Castle, Lilia
Associate Professor of Philosophy & Religion,
History & Political Science (1999)
Ph.D., St Petersburg University
- Christiana, S.M., Bro. James J.
Associate Professor of Behavioral Science,
Philosophy, and Religion (1990)
B.A., City University of New York
M.A., Columbia University
M.A., Harvard University
Ph.D., University of California, Berkeley
- Coleman, David L.
Professor of Philosophy & Religion (1984)
B.A., M.A., University of Hawai'i
M.A., University of San Francisco
Ph.D., University of Hawai'i
- Coleman, Valerie M.
Librarian III (1989)
B.A., M.L.I.S., University of Hawai'i
- Davidson, Janet
Assistant Professor of Criminology & Criminal Justice (2005)
B.A., M.A., Ph.D., University of Hawaii
- Dohm, Michael
Assistant Professor of Biology (2005)
B.S., University of Washington
M.S., Ph.D., University of Wisconsin
- Duich-Perry, Lisa
Lecturer of Biology (2004)
B.A., University of California, Santa Cruz
M.S., University of California, Davis
- Edelson, Cheryl
Assistant Professor of English (2006)
B.S., University of California, Riverside
M.A., University of California, Irvine
Ph.D., University of California, Riverside

Eden, S.M., Fr. Timothy
Assistant Professor of Education, Philosophy &
Religion (2002)
B.A., Chaminade College
M. Div., St. Michaels College
Ed.D., University of San Francisco

Francis, Allison E.
Assistant Professor of English (2003)
B.A., University of California, Berkeley
M.A., Ph.D., Washington University in St. Louis

Friedman, Margaret
Associate Professor of Business (2001)
B.A., Smith College
M.B.A., Ph.D., University of Wisconsin, Madison

Fryxell, Dale R.
Professor of Psychology (1998)
B.A., University of Minnesota
M.A. University of St. Thomas
M.A., Ph.D., University of Hawai'i

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

Goff, Lee M.
Professor of Forensic Sciences (2001)
B.S., University of Hawaii at Manoa
M.S., California State University, Long Beach
Ph.D., University of Hawaii at Manoa

Gomes, Henry H.
Associate Provost for Undergraduate Programs
Associate Professor of Biology (1978)
B.A., Chaminade University
M.S., Bowling Green State University
M.S., University of Hawai'i

Grabowsky, Gail G.
Associate Professor of Environmental Studies (1997)
B.S., B.A., Ph.D., Duke University

Hayashi, Junie
Librarian I (2006)
B.A., University of Washington
M.B.A., University of Hawaii
J.D., University of California, San Francisco
M.L.I.S., University of Hawaii

Honda, Glenn
Associate Professor of Education (2003)
B.A., Western State College
M.Ed., Ed.D., University of Hawaii

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Associate Professor of Biology (1967)
B.A., Northwestern University
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Associate Professor of Education (2006)
B.A., Rudolf Steiner College
B.A., California State University, Northridge
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Jensen, Janet S.
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B.S., University of California-Santa Barbara
M.S., University of California-Los Angeles

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Kido, Nolan
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Kido, Richard
Associate Professor of Business (2002)
B.A., East Lansing
M.A., University of Hawaii
C.P.A

Kimitsuka, Richard
Adjunct in Biology (2005)
B.A., M.A., Pacific Union College

Kraus, James
Professor of English (1985)
B.A., M.A., Ph.D., University of Hawai'i

Kuriyama, Carolyn
Senior Lecturer of Communication (2001)
B.A., University of Washington
M.A., Harvard University

Lake, John
Kumu-in-Residence, Hawaiian Studies (2003)
B.A., University of San Francisco
M.A., University of Hawaii

Lau, Collin K.C
Lecturer of Criminology and Criminal Justice (1997)
B.Ed., J.D., University of Hawai'i

Lee-Robinson, Patricia M.
Associate Professor of Biology (1978)
B.A., Mount Holyoke College
M.Ed., M.S., University of Hawai'i

LePage, Sharon Librarian II B.A., M.L.I.S., University of Hawai'i	Mize, Margaret Assistant Professor of Education (2003) B.A., Lock Haven State College M.A., University of North Carolina Ed.D., North Carolina State University
Lindstrom, Eva Lecturer of Communications (2004) B.A., M.A., Silliman University M.S., Southern Connecticut State University	Morris, S.M., Bro. Gary Associate Professor of Drama in Residence (2003) B.A., University of Dayton M.A., San Francisco State University
Lowry, Deborah B. Assistant Professor of Interior Design (2002) A.A., Art Institute of Houston B.F.A., Chaminade University M.S., University of Tennessee, Knoxville	Moseley, Bryan Assistant Professor of Education (2008) B.A., University of California, San Diego Ph.D., University of California, Santa Barbara
Man, Bryan D.Y. Professor of Behavioral Science (1980) B.A., M.A., University of Hawai'i Ph.D., University of California, Los Angeles	Mulford, Irene Assistant Professor of Psychology (2003) B.S., M.Ed., Ed.D., University of Hawaii
Martins Pedro, Paolo Assistant Professor of Computer Science (2004) B.A., M.A., Brazil-SC-Florianopolis Ph.D., York University, U.K.	Natadecha-Sponsel, Poranee Assistant Professor of Philosophy & Religion (2002) B.A. (Hon.), Chulalongkorn University, Thailand M.A., Ohio University Ed.D., University of Hawai'i
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	Ohta, Alan Adjunct of Biology (2004) B.A., M.A., Ph.D., University of Hawaii
McCarrick, Mary Lecturer in English (2005) B.A., Central Michigan University M.A., Western Michigan University	Ozaki, Yukio Professor of Fine Arts (1986) B.A., Gakushuin University, Tokyo M.F.A., University of Hawai'i
Michael, Teena Assistant Professor of Biology (2003) B.A., M.A., Sonoma State University Ph.D., University of Hawai'i	Pfeiffer, Regina Assistant Professor of Philosophy & Religion (2002) B.A., University of Hawaii M.A., St. Mary-of-the-Woods D.Min., Graduate Theological Foundation
Miller, James W. Associate Professor of Mathematics (2002) B.Ed., University of Hawaii M.Ed., Ed.D., Harvard University	Poole Street, Barbara Professor of Business (1981) B.A., Skidmore College; Ph.D., University of Virginia
Milnes, Faith Assistant Professor of Interior Design (2002) B.F.A., M.F.A., University of Hawaii	Price, Larry Professor in Residence of Human Resource Management (2003) B.S., M.Ed., University of Hawaii Ed.D., University of Southern California
Minami, Franklin Adjunct of Physics (2003) B.E.E., Rensselaer Polytechnic Institute M.B.A., University of Southern California M.A., Ph.D., Harvard University	Riggs, Joan Assistant Professor of Interior Design (2004) B.A., B.S., M.S., Southern Illinois University

Santee, Robert G. Professor of Psychology (1994) B.A., M.A., M.Ed., Ph.D., University of Hawai'i	Steiger, Peter Assistant Professor of Philosophy & Religion (2005) B.A., The Ohio State University M.A., University of Dayton Ph.D., The Catholic University of America
Schonleber, Nanette S. Associate Professor of Education (1994) B.A., San Francisco State University M.S.T., Chaminade University Ph.D., University of Hawaii	Sullivan, Wilson Assistant Professor of Forensic Sciences in Residence (2003) B.A., M.A., University of Hawaii
Schroeder, Koreen Senior Lecturer of English (2000) B.A., M.A., University of Hawai'i	Sun, Li-Ling S. (on leave) Associate Professor in Education (2008) BA, MA, National Cheng-Chi University Ph.D., University of California at Santa Barbara
Schroeder, Scott Professor of Business (2001) B.A., Santa Clara University M.A., Arizona State University Ph.D., University of California, Los Angeles	Takeda, Walter N. Professor of Fine Arts (1970) B.A., M.A., University of Hawai'i
Simek-Morgan, Lynn Associate Professor of Psychology (2004) B.A., Clark University Ed.D., University of Massachusetts	Tanna, Wayne M. Professor of Business (1993) B.A., University of Hawai'i J.D., Northwestern School of Law, Lewis & Clark College L.L.M., McGeorge School of Law, University of the Pacific
Simonelli, Harlene A. Professor of Psychology (1972) B.A., Western Michigan University M.S., University of Michigan Ph.D., The Union Institute	Terem, Bulent Professor of Chemistry (1988) B.S., Robert College (Istanbul) M.Sc., Ph.D., University of East Anglia
Sjostrom, Mary Pat Assistant Professor of Education (2005) B.S., Wright State University M.S., University of South Florida Ph.D., Georgia State University	Trevorrow, Tracy Professor of Psychology (1997) B.S., Bethany College M.S., San Diego State University Ph.D., University of Hawai'i
Smith, Mary Assistant Professor of Education (2005) B.A., Fairfield University M.S., Wagner College Ph.D., University of Virginia	Turner, Helen Associate Professor of Biology (2007) B.Sc. (Hons), University of York, U.K. Ph.D., University of London, U.K.
Steelquist, John A. Professor of Business (1984) B.S., Baylor University M.S., Ph.D., Texas A&M University	Tyler, Eiko Nakayama Assistant Professor of Mathematics (2004) B.S., M.A., Ph.D., University of California, Davis
	Unni, Chitha R. Professor of Philosophy & Religion (1966) B.A., M.A., University of Madras M.A., Ph.D. University of Hawai'i

Wesselkamper, Thomas
Visiting Professor of Computer Science (1998)
B.S., University of Dayton
M.S., University of Notre Dame
Ph.D., University of London

Yamasaki, Mitch
Professor of History (1988)
B.A., M.A., Ph.D., University of Hawai'i

Wong, Chock Y.
Associate Professor of Mathematics (1989)
B.S., Guangzhou Teachers College (China)
M.A., Ph.D., University of Hawai'i
Note: Date shown in parenthesis is the year of
initial appointment

Adjunct Faculty

Abeshima, Ann Education M.A., Pacific Oaks College	Belle, Barbara Computer Science M.B.A., University of Dayton
Allen, Kevin S. History M.L.I.S., University of Hawaii M.P.T., Chaminade University of Honolulu	Billings, Lorie A. Psychology M.A., Argosy University
Anzalone, Peter M. Mathematics M.Ph., New York Medical College	Black, Rebecca English M.A., University of Wyoming
Apisa, Sheila Education M.A., Saginaw Valley State College	Blanchard, Kelly History/Political Science M.S., George Mason University
Apisa Jr., William Education M.Ed., Chaminade University of Honolulu	Boyd, Kimberly H Sociology M.A., College of William & Mary
Apo, Byron A. L. Management/Economics M.B.A., Chaminade University of Honolulu	Bradley, Michelle Religion/History M.A., Texas A&M
Arakaki, Regina H.N. Education M.Ed., Chaminade University of Honolulu	Brasher, Mark Philosophy Ph.D., Catholic University of Louvain, Belgium
Arnold, Lawrence G. Jr. Religion M.A., University of Hawaii	Brown, Genotra D. Psychology M.S., Chaminade University of Honolulu
Arnold, Loralee Interior Design B.A., University of Oregon	Cervantes, Carrie E.K. Criminology and Criminal Justice M.S.C.J.A., Chaminade University of Honolulu
Asuncion, Christine K Education M.Ed., Chaminade University of Honolulu	Chaparro Lafranco, Maria Pia Biology M.S., University of Hawaii
Bach, Dorothy N. Psychology M.S.C.P., Chaminade University of Honolulu	Coleman, Thomas P. Music B.A., University of Hawaii
Barnes, Shawn Biology M.A., University of Pennsylvania	Colon, Edna Business/Management Ph.D., University of Phoenix
Bauer, William J. English/Performing Arts M.A., University of Hawaii	Copp, David K. III Criminal Justice M.B.A.A., Embry Riddle

Cordero, Modesto Communications M.A., University of Northern Colorado	Echeverria, Freddy H. Mathematics M.S., Nova Southeastern University
Crozier-Garcia, Jaime H. History M.A., Northern Arizona University	Ecklund, Christofer Psychology M.S.C.P., Chaminade University, Honolulu
Cullen, James J. History M.A., University of Missouri-Columbia	Fernandez, Anna Biology M.S., Chaminade University of Honolulu
Cusick, John Geography M.A., University of Hawaii	Fernandez, Karli-Marie Criminology and Criminal Justice J.D., California Western School of Law
Dahlman, Jill English M.A., University of Hawaii	Foster, Lisa Education Ph.D., Brigham Young University
Datta, Monique Education B.A., California State University, Los Angeles	Foto, Jasetta Education M.S., Manhattan College
DeMattos, Francesca Education M.Ed., University of Hawaii	Fuchigami, Brian S. English M.A., University of Hawaii
Denys, Albert J. History M.S., Campbell University	Gacis, Achilles S. Religion/Performing Arts M.Div., Holy Cross Greek Orthodox School of Theology
Devlbiss, John W. Music Ph.D., Stanford University	Gaud, Caren M. Psychology M.A., Antioch University
Dias, Gary A. Criminology and Criminal Justice M.S.C.J.A., Chaminade University of Honolulu	Gerum, Shirley B. Biology M.Ph., University of Hawaii
Domen, Harry Biology M.S., University of Hawaii	Gomes, Tina Education M.B.A., Chaminade University of Honolulu
Dudock, Jacqueline Education M.S., The University of Akron	Graulty, Reynaldo D. Criminology and Criminal Justice J.D., University of Hawaii
Duellberg, Donna J. Psychology/Criminal Justice M.Ed., Boston University	Guerrera, Michael Math M.S., Naval Post-Graduate School
Dung, Denby A.K. Music B.A., University of Hawaii	

Halloff, Debbie Management/Entrepreneurship B.S., University of Toronto	Joseph, Eugenie Communications/Performing Arts M.A., Greenwich University
Hamaji, JoAnn S. Criminology and Criminal Justice M.S., Chaminade University of Honolulu	Kalus, Janet M. English Ph.D., Walden University
Hamburger, Henry Criminal Justice M.E.D., Bowie State College	Kealoha, Louis M. Criminology and Criminal Justice M.S.C.J.A., Chaminade University of Honolulu
Hansen, Christine M. English M.A., San Francisco State University	Kim, Gregory Communication M.B.A., University of California Berkeley
Hansen, Karon Biology M.S., Chaminade University of Honolulu	Kimura, So Jin, Music M.Mus., University of Hawaii, Manoa
Higgins, Lee C Education M.Ed., Chaminade University of Honolulu	Knotts, Janet Education M.Ed., Troy State University
Holmberg, Michael Criminology and Criminal Justice M.P.A., Chaminade University of Honolulu	Kontanis, Elias J. Biology Ph.D., Cornell University
Horrace, Tyrone Communication M.E.D., University of Phoenix	Kuamo'o, Michelle Education M.Ed., Northern Arizona University
Horton, Adrienne Criminology and Criminal Justice M.S.C.J.A., Chaminade University of Honolulu	Kuch, Beth Communication M.A., University of Southern California
Hottenstein, Crystalyn L. Psychology M.S.W., University of Hawaii, Manoa	Laycock, Steven W. Philosophy Ph.D., Indiana University
Ichimura, Dawnie Criminology and Criminal Justice J.D., California Western School of Law	Lee, Meredith J. English Ph.D., University of Washington
Iwamoto, Vicki V. Education Ed.D., University of Southern California	Leitel, Gretchen Education M.Ed., Lesley University
Jennings, Carl Art M.A., University of Plymouth	Lemon, Alice Communication/Performing Arts M.A., University of Hawaii
Akau, Nova Criminology and Criminal Justice M.S.C.J.A., Chaminade University of Honolulu	Le Saux, Claude J. Biology Ph.D., University of Provence, France

Lewis, Jo-Anne W. Education M.S.C.P., Chaminade University of Honolulu	Matsumoto, Anakonia L. Education M.Ed., Chaminade University of Honolulu
Lewis, Mary Jane Communication Ph.D., New York University	Matsumoto, Kris History/Political Science J.D., University of Iowa
Libarios, Joanne Mathematics M.Ed., Temple University	Matsunaga, Paula M.M. Education M.Ed., University of Hawaii
Little, John Wayne Criminology and Criminal Justice M.S.C.J.A., Chaminade University of Honolulu	McCloskey, Roxanne K. English M.Ed., Central Michigan University
Los Banos, Harsjasti Education M.A., University of Phoenix	McGinnis, Dean F. Religion M.A.P.L., Chaminade University of Honolulu
Lum, Danielle L. Communication M.P.A., University of Hawaii, Manoa	McIntyre, Kelly Psychology M.S., Chaminade University of Honolulu
Maharaj, Briarlyn Education M.Ed., University of Phoenix	McMillan, Jack F. Physics Ph.D., University of Hawaii
Makahalaoa, Alysa K. Criminology and Criminal Justice M.S.C.J.A., Chaminade University of Honolulu	Mead, III, George Mathematics M.S., University of Kansas
Malanaphy, Maureen Education Ph.D., University of Hawaii	Mew, Cynthia Y.J. Education M.Ed., University of Hawaii at Manoa
Mann, Robert Forensic Sciences Ph.D., University of Hawaii	Miller, Harry Business M.A., University of Arizona
Marchant, Janis L. H. English M.A., Virginia Polytechnic Institute & State Univ.	Miller, Joseph T. Philosophy M.A., Gonzaga University
Martel, Roberta Education M.S., Laverne University	Mironesco, Monique Political Science M.A., San Diego State University
Martinez, Jessica J. Education M.A., California State U, Sacramento	Miyashiro, Lori Business M.B.A., Chaminade University of Honolulu
Matanane, Nichole Education M.Ed., Chaminade University of Honolulu	Monroe, Terrence L. History/Political Science M.A., University of Hawaii

Moore, Willis H. History/Political Science M.Ed., University of Hawaii	Reasoner, Dalybeth Psychology M.S., Chaminade University of Honolulu
Moses, James Management M.S., Chaminade University of Honolulu	Reeves, Tom-Brian English M.A., Florida State University
Muncy, Dorothy K. Music B.S., University of Oklahoma	Renaud, Ralph Keahi Hawaiian M.E.D., University of Hawaii, Manoa
Nikolaychuk , Alexander Mathematics M.S., Portland State University	Richmond, Jerry C. Education M.S., Nova Southeastern University
O'Neal, Patricia Psychology M.S.C.P., Chaminade University of Honolulu	Riggs, Brian K. Education M.Ed., Chaminade University of Honolulu
Palacat, Jr., Francis Criminology and Criminal Justice M.S.C.P., Chaminade University, Honolulu	Riggs, David Japanese M.A., University of Hawaii
Paragosa, Aaron L. Music B.A., University of Hawaii	Rogers, Robert English M.A., University of Hawaii
Park, Elizabeth Education M.A., Chaminade University of Honolulu	Romano, Marie English M.A., University of Notre Dame
Perch, Rosanna K. Music B.MUS., University of Hawaii, Manoa	Russo, Anthony Mathematics Ph.D., Florida Insitute of Technology
Pollack, Debra Education M.A., Chaminade University of Honolulu	Samari, Jeanne M. Education M.E.D., Endicott College,
Prasad, Usha Anthropology Ph.D., University of Hawaii	Sentell, Adrienne L. Biology M.S., University of Hawaii
Puana-Kealoha, Katherine Criminology and Criminal Justice J.D., University of Hawaii	Shapiro, Michael English Ph.D., Brandies University
Purnell, Susan M. Music B.A., Concordia College	Simms, Sandra A. Criminal Justice J.D., DePaul University
Read, Thomas Criminology and Criminal Justice J.D., Faulkner University	Simonelli, Shannon Psychology Ph.D.,The Union Institute

Simonsen, Kirsten Communication M.F.A., University of Chicago	Trevorrow, Torrance Mathematics M.S., Pacific University
Skaf, Daniel M. Communication M.F.A., Chapman University	Uchida, Duane Interior Design B.A., University of Hawaii, Manoa
Soots, Lynn Psychology M.Ed., University of Maryland	Valverde, Clay W. Criminology and Criminal Justice J.D., Stanford University
Sousie, Lawrence Criminology and Criminal Justice J.D., Western New England Law School	Wade, Patrick Psychology M.S.C.P., Chaminade University of Honolulu
Stone, Kristina Religion M.A.P.L., Chaminade University of Honolulu	Wengler, Timothy C.K. Hawaiian M.S.C.P., Chaminade University of Honolulu
Street, Amanda Education M.Ed., University of Missouri	Wilson, Donald W. History M.A., University of Hawaii
Szymkowiak, Kenneth F. Criminology and Criminal Justice Ph.D., University of Hawaii	Wong, Kahoano R. Chemistry B.S., University of Notre Dame
Tennent, Leslie Music M.A., Manhattan School of Music	Wong, Timothy Sociology M.A., University of Hawaii
Thomas, Gary Criminology and Criminal Justice M.S.C.J.A., Chaminade University of Honolulu	Wong, O.P., Sr. Malia D. Religion M.A.S., University of San Francisco
Thomas, Jerry A. Accounting M.B.A., Mississippi College	Yos, Thomas Philosophy Ph.D., University of Hawaii
Tope, Jennifer History/Political Science M.A., Northwestern University	Yoshida, Glenn K. Criminology and Criminal Justice J.D., University of Hawaii
Topping, Priscilla Communication M.S., Boston University	Young, Melissa M Education B.A., Chaminade University of Honolulu

Academic Year Calendar 2008-2009

June 2008

2, Monday	Pre-registration for Summer AEOP/Graduate
30, Monday	Summer Session II begins

July 2008

4, Friday	4 th of July (no classes; offices closed)
7, Monday	Summer AEOP/Graduate begins

2008 Fall Undergraduate Semester - August 25, 2008 - December 11, 2008

August 2008

1, Friday	Summer Session II ends
19-20, Tuesday-Wednesday	Faculty Retreat
21, Thursday	New Faculty Orientation
21, Thursday	New students move into residence halls
21-24, Thursday-Sunday	New Student Orientation
22, Friday	Academic Convocation
22, Friday	Last day of regular registration
23, Saturday	Returning students move into residence halls
25, Monday	Undergraduate Classes begins
25, Monday -September 2, Tuesday	Add-drop period
29, Friday	Fall Spiritual Convocation, 11:00 to 1:00pm (11:00 classes cancelled and offices closed from 11:00-1:00pm)

September 2008

1, Monday	Labor Day (no classes; offices closed)
2, Tuesday	Pre-registration for Fall AEOP/Graduate
5, Friday	Deadline to submit Clearance for May 2009 Graduation
12, Friday	Deadline to submit petition for December 2008 graduation
13, Saturday	Adjunct Faculty Orientation
15, Monday	Summer AEOP/Graduate ends
16, Tuesday (tentative)	Fall Interim AEOP begins

October 2008

1-3, Wednesday-Friday	WASC Capacity and Preparatory Review
4, Saturday (tentative)	Fall Interim AEOP ends
6, Monday	Fall AEOP/Graduate begins
13, Monday	Discoverers' Day (no classes; offices closed)
25, Saturday	Seniors Pre-registration for Spring Undergraduate 2009 semester
30, Thursday	Juniors Pre-registration for Spring Undergraduate 2009 semester

November 2008

3, Monday	Pre-registration for Spring Undergraduate 2009 semester
7, Friday	Deadline to withdraw from classes and last day to apply for credit/no credit option
11, Tuesday	Veterans' Day Observed (no classes; offices closed)
19, Wednesday	Interfaith Thanksgiving Services at noon (offices closed from noon-1:00pm)
24-26, Monday-Wednesday	Maui Invitational
27-28, Thursday-Friday	Thanksgiving Recess (no classes; offices closed)

December 2008

5, Friday	Last day of Instruction
8-11, Monday-Thursday	Final Examinations
8, Monday	Pre-registration for Winter AEOP/Graduate
12, Friday	Last day to submit Clearance for December 2009 graduation
12, Friday	Residence halls close at noon except for graduating seniors and residents staying during the Winter break
14, Sunday	Baccalaureate Service and Awards Ceremony to follow
15, Monday	Fall Commencement
16, Tuesday	Residence halls close at noon for graduating seniors
18, Thursday	Fall AEOP/Graduate ends
17, Wednesday (tentative)	Winter Interim AEOP begins
25, Thursday	Christmas holiday (offices closed)

2009 Spring Undergraduate Semester – January 12, 2009 - May 7, 2009

January 2009

1, Thursday	New Year's Holiday (offices closed)
6-8, Tuesday- Thursday	Faculty Retreat (mornings only)
8, Thursday	New Students move into residence halls
9-11, Friday- Sunday	New Student Orientation
9, Friday	Last day of regular registration
10, Saturday	Returning students move into residence halls
10, Saturday (tentative)	Winter Interim AEOP ends
12, Monday	Undergraduate Classes begin
12, Monday	Winter AEOP/Masters begins
12-20, Monday-Tuesday	Add-drop period
19, Monday	Father Chaminade/Martin Luther King Day (no classes; offices closed)
20, Tuesday	Add-drop period ends
21, Wednesday (tentative)	Founders' Day Mass 11:00 am (11:00 classes cancelled and offices closed from 11:00-1:00 pm)

February 2009

13, Friday (tentative)	Cohort Faculty Appreciation Gathering
13, Friday	Deadline to submit Petition for May 2009 Graduation
16, Monday	Presidents' Day (no classes: offices closed)
21, Saturday	Seniors Pre-registration for Fall Undergraduate 2009 semester
25, Wednesday	Ash Wednesday Lenten Service at 12 noon (offices closed from noon-1:00 pm)
26, Thursday	Juniors Pre-registration for Fall Undergraduate 2009 semester
27, Friday	Celebration of Service Learning

March 2009

2, Monday	Pre-registration for Fall Undergraduate 2009 semester
2, Monday	Pre-registration for Spring AEOP/Graduate
23-27, Monday-Friday	Spring Recess (no classes)
25, Wednesday	Winter AEOP/Masters ends
26, Thursday	Prince Kuhio Day (no classes; offices closed)

April 2009

3, Friday	Na Liko Na'auao – Celebration of Student Scholarship
3, Friday	Deadline to withdraw from classes; last day to apply for credit/no credit option
6, Monday	Spring AEOP/Masters begins
9, Thursday (tentative)	Holy Thursday (no AEOP/graduate classes after 5:00 pm)
10, Friday	Good Friday (no undergraduate classes; no AEOP/graduate classes until after 5:00 pm; offices closed)

May 2009

1, Friday	Last day of instruction
4-7, Monday-Thursday	Final Examinations
8, Friday	Residence halls close at noon for everyone except graduating seniors and students remaining for the summer session
10, Sunday	Baccalaureate Service and Awards Ceremony
11, Monday	Spring Commencement
12, Tuesday	Residence halls close at noon for graduating seniors
18, Monday	Summer Session I begins
25, Monday	Memorial Day (no classes; offices closed)

June 2009

1, Monday	Pre-registration for Summer AEOP/Graduate
8, Monday (tentative)	Graduate Summer Institute begins

11, Thursday	Kamehameha Day (no classes; offices closed)
15, Monday	Spring AEOP/Masters ends
16, Tuesday (tentative)	Summer Interim AEOP begins
26, Friday	Summer Session I ends
26, Friday (tentative)	Graduate Summer Institute ends
29, Monday	Summer II Session begins

Index

Academic Advising & Study Abroad Center	19
Academic Affairs.....	18
Academic Honesty.....	53
Academic Standing.....	52
Academic Support and Learning Resources.....	19
Adult Evening and Online Program (AEOP).....	18
Accounting (AC)	101
Administration.....	249
Admissions	21
Application	21
Early Admission	22
First time freshmen	21
International Students	23
Returning Students.....	22
Transfer Students	22
Unclassified Students.....	22
When and How to Apply	21
Office of Alumni Relations	15
Art.....	78
Associate of Arts (A.A.)	63
Associate of Science (A.S.)	63
Athletics	
Intercollegiate	37
Intramural	37
Attendance.....	55
Auditors	45
Awards.....	49
Baccalaureate Degrees	
Model Program	66
Requirements	64
Bachelor of Arts Degree (B.A.).....	67
Bachelor of Fine Arts Degree (B.F.A.).....	68
Bachelor of Science Degree (B.S.)	68
Behavioral Sciences.....	80
Biology	91
Business.....	99
Calendar, 2008-2009	264
Campus Ministry	11
Campus Security & Drug Policy	40
Career Planning and Placement.....	38
Certificate Programs	11
Chaminade Student Government Association (CSGA)	36
Chaminade University of Honolulu.....	5
Check Cashing Policy.....	27
Chemistry	110
Clearance	48
Clubs, Student.....	37
Commencement.....	48
Communications.....	113
Computer Center.....	20
Computer Science.....	118
Conduct, Student	37
Counseling, Personal/Group	39

Credit	
Advanced Placement Tests (AP).....	59
By Examination	59
College-Level Examination Program (CLEP)	59
Credit/No Credit	45
Life Experiences	60
Military	60
Police Academy	60
Resident	57
Transfer.....	58
Criminology and Criminal Justice.....	121
Dean's List	48
Declaration of Major	57
Deficiency Report.....	47
Degree Requirements	61
Degrees Offered	
Graduate.....	11
Undergraduate.....	10
Developmental Skills Program.....	15
Dining Services	39
Directed Study	47
Distance Learning.....	19
Education.....	128
English.....	143
Enrollment at Other Institutions	44
Environmental Studies.....	148
Environmental Studies Certificate.....	242
AEOP and Weekend Programs.....	See Adult Evening and Online Program
Expenses.....	25
Family Discount.....	28
Fees.....	26
Other Charges	26
Room and Board	28
Tuition	25
Withdrawal Credit Policy	28
Faculty	251
Family Educational Rights and Privacy Act.....	50
Fees.....	26
Final Examinations	57
Financial Aid	30
Financial Obligations.....	47
Fine Arts	151
Foreign Languages	152
Forensic Sciences	153
Freedom of Expression.....	50
French.....	152
Gender Studies.....	243
Geography	157
Governors, Board Of	248
Grade Point Average	47
Grade Report	47
Grades.....	45
Graduate Programs	11
Graduation	48
Clearance For.....	48
Petition For	48

Hawaiian.....	152
Hawaiian and Pacific Studies	159
Hawaiian Leadership Training.....	237
Historical and Political Studies.....	160
History of the University	5
History	164
Hogan Entrepreneurial Program	238
Honor Societies	15
Honors	49
Housing	35
Fees.....	28
Humanities.....	170
Individualized Study.....	47
Interdisciplinary Courses	67
Interior Design.....	172
International Baccalaureate (IB).....	22
International Students	23
International Studies	177
Internship Program	14
Japanese.....	152
Liberal Arts.....	186
Library	19
Logo.....	9
Major	
Declaration of	57
Second Major.....	57
Major Programs Offered	
Graduate.....	11
Undergraduate.....	10
Management.....	102
Master's Degrees.....	See Graduate Programs
Mathematics	187
Meal Plan.....	28
Media Center	19
Military Programs.....	232
Military Science.....	234
Mission Statement	7
Off-campus program.....	See Adult Evening and Online Program
Organizations, Student.....	37
Orientation.....	35
Parking.....	27
Performing Arts	190
Philosophy	196
Physics.....	200
Plagiarism.....	56
Political Science	202
Pre-Engineering.....	12, 241
Preprofessional Programs	13
Preschool (Lab school)	15
Psychology	207
Publications	15
Regents, Board Of	246
Regents, Governors, Faculty, and Staff.....	245
Registration and Records.....	42
Religious Studies	214
Repeating a Course.....	46

Resident Credit	58
Returning Students, Admission	22
Scholarships.....	31
Second Baccalaureate Degree.....	70
Service Learning.....	11
Social Studies	225
Sociology	228
Spanish	152
Special Programs	11
Sports	
Intercollegiate	37
Intramural	37
Student	
Classification	42
Conduct.....	37
Government	36
Health.....	38
Organizations.....	37
Parking.....	27
Publications.....	15
Support Services	19
Students	
Study at a Sister University.....	12
Transfer.....	22
Unclassified	22
Study Abroad.....	12
Sullivan Library.....	19
Support Services.....	19
Time Limit on Completion of Degrees.....	58
Transcript of Permanent Record.....	48
Transfer Credit.....	59
Transfer Students, Admission.....	22
Tuition	25
Undergraduate majors.....	10
Veterans Affairs.....	47
Withdrawal Credit Policy	28
Withdrawals.....	46
Writing	
Proficiency	62
Standards.....	58