

## COURSES (E-I)

### EAST ASIAN LITERATURE & LANGUAGE

#### **EALL 261 Chinese Literature in Translation - to 850 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.*

EALL 261 focuses on major works of Chinese prose, poetry, fiction and history from the earliest era to the Tang dynasty. Emphasis on analysis and cultural context.

Upon successful completion EALL 261, the student should be able to:

1. List and identify several major Chinese authors.
2. Recognize the form and content of traditional Chinese poetry and prose.
3. Recognize major themes in Chinese literature.
4. Use critical thinking to identify the implications and basic assumptions of major themes in Chinese literature.
5. Describe how traditional Chinese values shape local, regional and global communities.
6. Exercise creative thinking to compare traditional Chinese values to those of your own culture.
7. Apply information literacy skills in finding online and offline resources relating to Chinese history and literature.
8. Demonstrate sensitivity to literary devices used by Chinese authors.
9. Compose and convey your ideas in writing clearly and effectively.

#### **EALL 262 Chinese Literature in Translation - 850 to the Present (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100 or ENG 160.*

EALL 262 focuses on major works of Chinese poetry, fiction and drama from the Tang dynasty to the 20th century. Emphasis on analysis and cultural context.

Upon successful completion of EALL 262, the student should be able to:

1. List and identify several major Chinese authors.
2. Recognize the form and content of traditional Chinese poetry and prose.
3. Recognize major themes in Chinese literature.
4. Use critical thinking to identify the implications and basic assumptions of major themes in Chinese literature.
5. Describe how traditional Chinese values shape local, regional and global communities.
6. Exercise creative thinking to compare traditional Chinese values to those of your own culture.
7. Apply information literacy skills in finding online and offline resources relating to Chinese history and literature.
8. Demonstrate sensitivity to literary devices used by Chinese authors.
9. Compose and convey your ideas in writing clearly and effectively.

#### **EALL 269 Study Abroad (3) KCC AA/DL**

*90 hours per seminar*

*Prerequisite(s): Consent of instructor.*

*Recommended Preparation: Completion of a first-year college level language course (101 and 102).*

EALL 269 is a summer seminar tour of a country in East Asia, Southeast Asia, the Pacific or Europe. Students will study the language and culture of the country by participating in seminars/courses at a host university or institution and traveling to important cultural and historical cities.

Upon successful completion of EALL 269, the student should be able to:

1. Demonstrate, in a written examination and report, understanding of the people and culture of the country.
2. Demonstrate an awareness of internationalism and the interdependency of cultures.
3. Understand and appreciate the practical application of sociolinguistic theory in analyzing the culture.
4. Understand the nuances of typical non-verbal communication.
5. Demonstrate, in an examination, increased competence in aural and oral skills.

**EALL 269J Study Abroad-Japan (3) KCC AA/DL**

*3-4 hours hands-on study per week for 13 weeks*

*Comment: Letter grade only. EALL 269J may not be audited. EALL 269J may not be taken credit/no credit.*

EALL 269J is a seminar tour of Japan. Students will study the language and culture of Japan by participating in seminars/courses at a host university or institution and traveling to important cultural and historical sites.

Upon successful completion of EALL 269J, the student should be able to:

1. Demonstrate, in a written report, understanding of the people and culture of Japan.
2. Demonstrate an awareness of internationalism and the interdependency of cultures.
3. Examine and appreciate the practical application of social linguistic theory in analyzing the culture.
4. Identify the nuances of typical, non-verbal communication.
5. Demonstrate in a capstone project increased competence in aural and oral skills.

**EALL 271 Japanese Literature in Translation – Traditional (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100, ESL 100, or ENG 160.*

EALL 271 is a survey of major Japanese literary forms from the earliest era to mid-19th century. Knowledge of Japanese not required.

Upon successful completion of EALL 271, the student should be able to:

1. List and identify the major Japanese authors before the mid-19th century.
2. Identify the development of Japanese literary history including all major forms of Japanese literature from the earliest era to the mid-19th century.
3. Identify major themes in traditional Japanese literature.
4. Critically analyze works of Japanese literature identifying the implications and basic assumptions of major themes in traditional Japanese literature.
5. Identify language and literary devices commonly used by Japanese authors.
6. Extricate Japanese moral and aesthetic values, thought, and culture from works of pre-modern Japanese literature and recognize the cultural underpinning of behavior, views, and opinions in the present day.
7. Compare traditional Japanese values to those of your own culture and recognize the importance of diverse cultural frames of reference in thinking critically and solving problems.
8. Effectively compose and convey your opinion and ideas on traditional Japanese literature, in papers and oral presentations.

**EALL 272 Japanese Literature in Translation – Modern (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100, ESL 100, or ENG 160.*

EALL 272 is a survey of Japanese literature from the mid-19th century to the present; emphasis on fiction. Knowledge of Japanese not required.

Upon successful completion of EALL 272, the student should be able to:

1. List and identify the major Japanese authors from the mid-19th century to the present.
2. Identify the development of Japanese literary history including all major forms of Japanese literature from the mid-19th century to the present.
3. Identify major themes in modern Japanese literature.
4. Critically analyze works of Japanese literature identifying the implications and basic assumptions of major themes in modern Japanese literature.
5. Identify language and literary devices commonly used by Japanese authors.
6. Extricate Japanese moral and aesthetic values, thought, and culture from works of modern Japanese literature and recognize the cultural underpinning of behavior, views, and opinions in the present day.
7. Compare Japanese values to those of your own culture and recognize the importance of diverse cultural frames of reference in thinking critically and solving problems.
8. Effectively compose and convey your opinion and ideas on modern Japanese literature, in papers and oral presentations.

**e-BUSINESS**

**EBUS 101 Teamwork Fundamentals (3)**

*3 hours lecture per week*

*Recommended Preparation: Credit or concurrent enrollment in ENG 22 or qualification for ENG 100 or equivalent course; qualification for MATH 24 or higher level math course; ICS 100 or ICS 101 or equivalent.*

EBUS 101 presents the study and application of the fundamentals of teamwork, project management and presentation skills. Focus is on developing critical paths for the management of projects and experiencing the dynamics of working in a team environment. The course covers methods of communication, which may include the use of presentation software and the development of printed and electronic materials.

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

1. Practice the values and skills of teamwork to:
  - a. Complete a major teamwork project.
  - b. Solve team conflicts.
  - c. Develop a critical path to accomplish teamwork goals.
2. Justify revenue projections and conduct a cost benefit analysis.
3. Effectively use appropriate measurement tools to assess project outcomes.
4. Explain the role of social, legal and ethical issues in business decisions.
5. Apply technology to develop and manage a project.
6. Produce team projects using a variety of presentation techniques such as whiteboard, flipchart, PowerPoint and/or webpage.
7. Conduct secondary research.
8. Communicate effectively with team members.

**ECONOMICS**

**ECON 120 Introduction to Economics (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

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

ECON 120 focuses on general understanding of the functions of economic systems, including various approaches to the organization of production and allocation of resources, and of policies to achieve national economic goals; these include the determination of national income, inflation, recession, unemployment, taxation, labor unions, environmental pollution, energy, and economic growth.

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

1. Explain how the American Economic System works, including organization of production and the allocation of resources.
2. Explain how American Economic Policies are used to achieve national economic goals.
3. Specify tools of macroeconomic analysis in determining the level of national income and apply these tools to such problems as unemployment, recession, and inflation.
4. Analyze current events, government fiscal policies, and Federal Reserve policies using macroeconomic tools.
5. Specify tools of microeconomic analysis, e.g. demand and supply, diminishing returns, price and income elasticity, cost-benefit analysis, and externalities, and apply these tools to such economic problems as energy, environmental pollution, market power of business and labor, the world food problem, and poverty.

**ECON 130 Principles of Economics (Microeconomics) (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture, 1 hour lab per week*

*Prerequisite(s): MATH 25; qualification for ENG 100.*

*Comment: Students will complete one hour lab outside of class time.*

ECON 130 focuses on the price system and market structures; theory of consumer behavior and market demand; production costs and the theory of the firm under competition, monopoly, oligopoly, and monopolistic competition; social costs, ecology, and externalities; public policy and income distribution; conservation and energy; food and the agricultural sector; and fundamentals of international economics. Emphasis will be placed on writing, problem-solving, critical thinking, and abstract reasoning. Students must fulfill one hour of lab work per week.

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

1. Explain how the American Economic System works, including various approaches to the organization of production and the allocation of resources.
2. Explain how policies of microeconomics nature achieve national and specific goals of public policy.
3. Describe the tools of microeconomics analysis and use them to formulate and analyze possible solutions to contemporary economic and social issues such as agricultural production, world food problems, poverty and the distribution of income, the energy crisis, and environmental pollution.

**ECON 131 Principles of Economics (Macroeconomics) (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture, 1 hour lab per week*

*Prerequisite(s): ECON 130; MATH 25; qualification for ENG 100.*

*Comment: Students will complete one hour lab outside of class time.*

ECON 131 focuses on macroeconomics with emphasis on modern theory of income determination indicating how and why income, production, employment and price levels fluctuate; on the structure of the banking system and its role in the economy; and on public policy questions arising from changes in these aggregates. Emphasis will be placed on writing, problem-solving, critical thinking and abstract reasoning. Student must fulfill one hour of lab work per week.

Upon successful completion of ECON 131, the student should be able to:

1. Demonstrate how the American Economic System works.
2. Describe the tools of classical, Keynesian, and macroeconomics analysis, e.g. demand and supply, the consumption function, the multiplier effect, the quantity theory of money, and the accelerator effect, all of which analyze the change in and determination of national income.
3. Explain government fiscal and Federal Reserve policies and apply these to current economic events.
4. Explain other economic topics, such as economic forecasting and government taxation.

**EDUCATION**

**ED 100 Introduction to Education and Teaching (3)**

*3 hours of lecture per week*

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

ED 100 is an introductory course where students will learn about the teaching profession, the professional teacher, and the learner. The roles and responsibilities of the educator and the educational system in Hawai'i will be examined. Students will also learn about diverse learners and learning styles and theories. Creating a positive learning environment, managing classrooms effectively, and developing and conducting standards-based lesson plans will be covered. Students will also explore various careers in education and debate issues facing today's teachers and students.

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

1. Explain the primary roles and responsibilities of a teacher.
2. Differentiate how the public and private education systems in Hawai'i are governed and supported.
3. Demonstrate learning theories in practice.
4. Employ appropriate teaching strategies to match the learning styles and address the needs of diverse learners.
5. Create a positive learning environment.
6. Practice classroom management techniques.
7. Plan and conduct a standards-based lesson.
8. Determine which professions in education are suitable career choices.
9. Debate and problem solve issues facing teachers and students.

**ED 260 Positive Behavior Supports (3) Inactive***3 hours lecture per week**Prerequisite(s): Qualification for ENG 100; qualification for MATH 24.**Comment: ED 260 is currently inactive.*

ED 260 integrates and builds upon the competencies in ED 285. Students will apply what they have learned in ED 285 to work with learners with disabilities who have challenging behaviors. A detailed overview of the classroom management and instructional approaches that were covered in ED 285 will be recounted. Students will learn about learners with disabilities and their challenging behaviors, and how to deal with such behaviors in a positive way. The conceptual framework, planning, implementation, and evaluation of positive behavior supports (PBS) will be discussed. Ethical practices and ways to collaborate with families, schools, and communities in regards to PBS will be addressed. Students will go through the steps of the functional behavior assessment and analysis process, and determine the appropriate reinforcers, consequences, and alternative behaviors to use with learners with disabilities and their challenging behaviors. Creating long-term supports and building self-determination skills for these learners will be examined. PBS issues and challenges will also be debated.

Upon successful completion of ED 260, students should be able to:

1. Apply the framework of PBS to learners with disabilities and challenging behaviors.
2. Properly execute the steps of a functional behavior assessment and analysis.
3. Use ethical practices and collaborative practices when working with learners with disabilities, their challenging behaviors, and their families.
4. Determine the appropriate reinforcers, consequences, and alternative behaviors to use with learners with disabilities and their challenging behaviors.
5. Propose long-term supports and ways to build self-determination skills for learners with disabilities with challenging behaviors.
6. Debate PBS issues and challenges.
7. Develop, implement, and evaluate a PBS plan.

**ED 276 Technology in Education (3)***3 hours lecture per week**Prerequisite(s): Qualification for MATH 24; qualification for ENG 100.*

ED 276 introduces students to integrating technology in the classroom to enhance standards-based teaching and learning. This course provides hands-on experience with computer and Internet applications such as productivity software (word processors, spreadsheet managers, database managers, presentation programs), Web 2.0 tools (blogs, image sharing sites, social networking services, presentation and digital storytelling tools, etc.) and emerging technologies. Internet resources and their use in educational settings are addressed. Universal design for learning principles and assistive technologies both hardware and software that are commonly used by students with disabilities in the classroom will also be covered.

Upon successful completion of ED 276, the student should be able to:

1. Evaluate the importance of using technology in the classroom with students with and without disabilities, and in their professional lives as educators.
2. Integrate technology into educational material and activities to enhance students' learning, and in their professional lives to foster their growth as an educator.
3. Use technology appropriately in educational settings, citing relevant learning theories and creating samples of technology integration in the curricula and technology proposals.
4. Use productivity tools as follows: a word processor to produce instructional material such as exams and handouts; a spreadsheet manager to integrate an instructional activity; and presentation software to create an instructional lesson.
5. Assess assistive technologies both hardware and software that are commonly used by students with disabilities.
6. Reflect on universal design for learning principles and integrate them in class activities.
7. Create a comprehensive electronic portfolio of work produced for the course.

**ED 277 Introduction to Multicultural Education (3)**

*3 hours lecture per week*

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

ED 277 provides an examination of multicultural philosophies, approaches, and methods to prepare students in becoming culturally competent educators and communicators. Students will learn how to create mutually respectful and caring classroom, school, and community environments by discovering and using students' cultural assets and strengths. Ways to develop, deliver, and adapt culturally-responsive instruction and technology will be introduced. Language-rich instruction to support English language learners and building an awareness of diversity within language learners will also be addressed. Students will explore authentic assessments to evaluate learning will be explored. Issues and challenges facing students and educators in today's culturally diverse classrooms will be discussed and ways to advocate within and beyond the classroom walls will be examined.

Upon successful completion of ED 277, the student should be able to:

1. Demonstrate cultural competence as an educator.
2. Develop an educational philosophy reflecting culturally responsive principles and practices.
3. Examine and problem-solve multicultural issues in the classroom, school, and society.
4. Create a mutually respectful and caring classroom, school, and community environments by discovering and using students' cultural assets and strengths.
5. Use language-rich instruction and other multicultural instructional approaches and methods to promote the engagement, learning, and achievement of all learners.
6. Integrate culturally responsive technology in the classroom.
7. Plan, adapt, and conduct curriculum while employing authentic assessments to evaluate student learning.
8. Interact and communicate with students, families, professionals, and community members in culturally respectful ways.
9. Advocate for all students and their families within and beyond the classroom walls.

**ED 278 (Alpha) Special Topics in Education (2)**

*2 hours lecture per week*

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

ED 278 (Alpha) investigates a variety of topics related to the current issues in early childhood, elementary, secondary, and special education. Selected topics will vary from semester to semester.

Upon successful completion of ED 278 (Alpha), the student should be able to:

1. Engage in inquiry and discourse regarding issues in education.
2. Demonstrate a global perspective when examining issues in education.
3. Apply critical thinking, reflection, and problem-solving skills to issues in education.
4. Devise and systematically conduct a research study on issues in education.
5. Generate practical solutions to issues in education.
6. Disseminate key research information to stakeholders in the field of education.
7. Appraise experiences in terms of personal and professional growth.

**ED 283 Family-Professional Partnerships in Education (3)**

*3 hours lecture per week*

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

ED 283 introduces students to family theories, models of family involvement, and effective principles and practices for working with culturally diverse families, including families of learners with disabilities, within the school system. Students will explore family characteristics, functions and interactions, and the changes in families and schools in today's society; and examine how the differences between their value and belief systems influence the family-professional partnership. Students will also study the historical and current roles of families, particularly families with students with disabilities, and learn how to build partnerships with families to support the individualized education of students. Related issues and ethical considerations regarding families of culturally diverse backgrounds, including families of students with disabilities, will be discussed. The laws and rights of families and how to advocate for all families in the education milieu will be addressed.

Upon successful completion of ED 283, the student should be able to:

1. Apply appropriate family theories, models of family involvement, and effective family-professional principles and practices to various scenarios and situations.
2. Communicate and collaborate with families, school personnel, and community members in a respectful, professional, ethical, and culturally responsive way.
3. Ascertain the educational and psychological implications of family characteristics, functions, roles, and interactions on students'

learning and the family-professional partnership.

4. Explain how the changes in families and schools and the differences between their value and belief systems influence the family-professional partnership.
5. Construct and implement individualized family support plans in partnership with families.
6. Debate and problem solve social, educational, ethical, legal, and cultural issues and its impact on family-professional interactions.
7. Advocate for students' and families' rights for quality education.

### **ED 284 Foundations of Inclusion in Teaching (3) KCC AA/DS**

*3 hours lecture per week*

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

ED 284 surveys the field of special education, related philosophies, models, theories, and trends, and learners with disabilities within an inclusive framework. An in-depth examination of the disability classifications, its characteristics, prevalence, and causes will be addressed. Students will explore relevant laws and rights, the special education process, and key principles to engaging in culturally responsive interactions with students, their families, school personnel, and other professionals. For each disability category, appropriate instructional approaches, behavioral and transitional strategies, interventions, assessments, eligibility, placements, and related services will be covered. Students will examine various forms of media from diverse viewpoints to understand the culture of disability, and research special education issues and controversies to inclusion, using qualitative and quantitative methods. The importance of advocacy and skills to advocate will be introduced.

Upon successful completion of ED 284, the student should be able to:

1. Analyze varying perspectives, philosophies, models, theories, and trends regarding special education and the inclusion of learners with disabilities.
2. Develop a personal philosophy of educating learners with disabilities in inclusive settings, and create positive learning environments.
3. Summarize the disabilities classified under the state and federal guidelines, the special education process, and its laws.
4. Interact with students, their families, school personnel, and other professionals in culturally responsive and respectful ways.
5. Implement relevant instructional approaches, behavioral and transitional strategies, interventions, and assessments; and recommend appropriate eligibility, placements and related services.
6. Evaluate media from varying viewpoints to better understand the culture of disability.
7. Conduct research on special education and inclusion issues.
8. Advocate for learners with disabilities and their families.

### **ED 285 Classroom Management within the Instructional Process (3)**

*3 hours lecture per week*

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

ED 285 provides foundational principles and practices to classroom management and instruction. Creating positive, inclusive classroom environments by establishing strong teacher-student relationships, respectful communication with families, and solid community relationships will be introduced. Students will learn how to develop classroom discipline plans and individualized behavior plans. Proactive approaches to student behavior in group and individual instruction will be discussed. Instructional strategies to foster students' learning styles, strengths, and motivation will be addressed. Students will develop, implement, and evaluate lesson plans. Issues and implications of effective classroom management and instruction for diverse learners will be examined.

Upon successful completion of ED 285, the student should be able to:

1. Apply appropriate principles and practices of classroom management and instruction.
2. Create positive, inclusive classroom environments.
3. Develop classroom discipline and individualized behavior plans.
4. Demonstrate proactive approaches to student behavior in group and individual instruction.
5. Employ relevant instructional strategies to foster students' learning styles, strengths, and motivation.
6. Create, conduct, and assess lesson plans.
7. Discuss and problem solve classroom management and instructional issues for diverse learners.

**ED 289 Educational Psychology (3) KCC AA/DS**

*3 hours lecture per week*

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

ED 289 introduces students to the major psychological theories of learning, development, and motivation as applied to education, including cognitive, developmental, and behavioral learning theories. An overview of how schooling influences and is influenced by a learner's cognitive, physical, social, and moral development will be addressed. Students will explore how learners' culture, community, and gender influence their learning and experiences in school and how teachers promote equity. Research of relevant educational issues, using qualitative and quantitative methods, will be conducted. Students will learn how to create and implement lessons plans for individual and small group instruction, and evaluate its effectiveness using various theories and models of learning. The use of assessments and its advantages and disadvantages will be discussed. Students will appraise themselves as teachers in terms of personal strengths and weaknesses, beliefs about teaching and learning, and values and perspectives on ethical conduct.

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

1. Apply relevant major theories of learning, development, and motivation when working with diverse students in the classroom.
2. Examine how schooling influences and is influenced by students' cognitive, personal, physical, social, and moral development.
3. Assess how learners' culture, community, and gender influence students' learning and experiences in school and how teachers promote equity.
4. Conduct research on current issues in education, using quantitative and qualitative methods.
5. Analyze individual and small group instruction in terms of lesson planning, theories/models of learning, assessment, and efficacy as a teacher.
6. Explain, use, and interpret various forms of classroom assessments and explain the advantages and disadvantages of using such measurements.
7. Articulate personal strengths and weaknesses as a teacher, and personal beliefs about teaching and learning.
8. Articulate values and rationale for various perspectives on ethical issues in education.

**ED 290 Foundations of Education (3)**

*3 hours lecture per week*

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

ED 290 introduces students to the teaching profession and the interrelated historical, philosophical, legal, financial, and sociocultural contexts of American education. The rights of students and teachers, professional and ethical considerations, and how to establish equal educational opportunities for all learners will be addressed. Social, family, cultural, gender, and other related influences on student learning and achievement will be examined. Contemporary issues impacting the foundation of the educational system will be investigated. Students develop and implement appropriate environments, curriculum, and instructional and technological approaches with diverse learners in the classroom. Education in the U.S. and other countries will be researched and the commonalities and differences will be analyzed. Current and future perspectives of the teaching profession and the field of education will be considered.

Upon successful completion of ED 290, the student should be able to:

1. Investigate the teaching profession and create a teaching philosophy.
2. Examine the historical, philosophical, legal, financial, and sociocultural roots of education and evaluate its influence on American education.
3. Explain social, cultural, gender, and other related factors on student learning and success and explore professional, ethical, and other challenges affecting the fundamentals of the education system.
4. Develop and implement appropriate learning environments, curriculum, and instructional and technological approaches with diverse students.
5. Advocate for the rights of students and teachers to promote equal educational opportunities for all learners.
6. Critique the similarities and differences between education in the U.S. and other countries.

**ED 294 Education Capstone Seminar & Practicum (3)**

*Seminar Face-to-Face Contact Hours: 12 hours (1.5 hours every other week for 8 weeks)*

*Seminar On-line Contact Hours: 12 hours (1.5 hours every other week for 8 weeks)*

*Practicum Hours: 150 (10 hours per week for 15 weeks)*

*Prerequisite(s): Instructor consent*

*Comment: Letter grade only. ED 294 may not be audited. ED 294 may not be taken credit/ no credit. Students must obtain fingerprint, background check, and TB test clearance, as required by their practicum site. Students will also be required to obtain liability insurance. In addition to completing practicum and seminar requirements, students must achieve acceptable ratings or target level on suitability/disposition criteria. A breach of confidentiality during the practicum experience will result in immediate failure of this class.*

ED 294 provides a culminating opportunity for pre-education majors and educational paraprofessionals in Elementary, Secondary, and Special Education to effectively apply and integrate what they have gained in previous program courses and field assignments to preK-12 settings. In their practicum settings, students will be expected to use appropriate teaching methods and learning principles, conduct classroom instruction and activities, and manage behaviors in small and/or large groups, under the direction and supervision of a mentor teacher. Students will also be expected to demonstrate effective communication and collaboration skills in all interactions and situations. In seminar sessions, students will be expected to problem-solve relevant issues, share pivotal learning incidents, and appraise their personal and professional growth. Students will also create a comprehensive portfolio, showcasing evaluations of their practicum performances, communication, collaboration, and interaction abilities, professional disposition and conduct, ethical behaviors, and knowledge of the field.

Upon successful completion of ED 294, the student should be able to (under the direction and supervision of a mentor teacher):

1. Effectively apply and integrate what they have learned from previous program courses and field assignments.
2. Use appropriate teaching methods and learning principles.
3. Conduct classroom instruction and activities and manage behaviors in small and/or large groups.
4. Apply critical thinking, reflection, and problem-solving skills to relevant issues.
5. Reflect on and appraise experiences in terms of personal and professional growth.
6. Demonstrate professional disposition and conduct, ethical behaviors, and effective communication and collaboration skills in all interactions and situations.
7. Complete a Professional Portfolio.

**ELECTRICAL ENGINEERING****EE 160 Programming for Engineers (4) KCC AA/DP**

*3 hours lecture, 3 hours lab per week*

*Prerequisite(s): MATH 135.*

*Recommended Preparation: MATH 140.*

EE 160, a course for prospective engineers, is an introductory course on computer programming and modern computing environments with an emphasis on algorithm and program design, implementation, and debugging. A hands-on laboratory to develop and practice programming skills is included.

Upon successful completion of EE 160, the student should be able to:

1. Explain the steps involved in the programming process.
2. Solve simple problems and express those solutions as algorithms.
3. Use the fundamental techniques of selection, looping, assignment, input, and output to describe the steps the computer takes to solve a problem.
4. Write algorithms and code in a top-down manner.
5. Work with arrays in searching and sorting applications.
6. Work with structures and unions types.
7. Write, test, and debug small programs.
8. Write functions and use pointers.
9. Work with characters and strings.
10. Work in text based environment like UNIX.
11. Interface with text base using a GUI interface.

**EE 211 Basic Circuit Analysis (4) KCC AA/DP**

*3 hours lecture per week, 3 lecture/lab per week*

*Prerequisite(s): Credit or concurrent enrollment in MATH 231; credit or concurrent enrollment in PHYS 272.*

EE 211 is the study of linear circuits, time domain analysis, transient and steady state responses, phasors impedance, and admittance; network or system function, frequency responses and filtering, and resonance.

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

1. Identify linear electric circuit variables and their units.
2. Identify resistive circuit elements and explain the physical laws that govern these circuits.
3. Utilize different methods of analyzing resistive circuits.
4. Identify energy storage elements and explain the physical laws that govern these circuits.
5. Utilize mathematical transforms in the analysis of electrical circuits.
6. Understand mathematical techniques in the analysis of electrical circuits.
7. Design, construct and test resistive circuits using resistive and energy storage elements.
8. Utilize analytical reasoning and critical thinking to solve problems in electricity.

**EE 260 Introduction to Digital Design (4) KCC AA/DP**

*3 hours lecture, 3 hours lab per week*

*Prerequisite(s): EE160.*

EE 260 is an introduction to digital/logic design process using combinational and sequential logical circuits. Computer architecture, microprocessors and microcomputers are covered.

Upon successful completion of EE 260, the student should be able to:

1. Design logic circuits and a simple digital processor.
2. Explain the numbering systems, base conversion, Boolean algebra, systematic reduction of Boolean expressions, and basic forms of multi-level gate networks.
3. Use combinational and sequential MSI circuit, finite state machine, and memory devices to develop and practice digital/logic design skills.
4. Explain and apply knowledge of basic microprocessor based design, microprocessor hardware/software, and interfacing requirements.

**EE 296 Sophomore Project (1-3)**

*1 lecture hour per week per credit*

*Prerequisite(s): A grade of "C" or higher in Physics 170 or instructor's consent.*

*Comment: A minimum of a 1 credit in EE 296 is required for the University of Hawaii at Manoa's Electrical Engineering program. EE 296 is repeatable for a maximum of 3 credits with permission of the instructor. EE 296 may be taken for a letter grade only. EE 296 may not be audited. EE 296 may not be taken for credit/no credit.*

EE 296 is a sophomore level individual or team project under the direction and guidance of pre-engineering faculty. This variable credit course provides basic design experience and develops practical skills for pre-engineering students intending to transfer to a four-year engineering program and major in Electrical Engineering.

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

1. Construct a beginning-level design with respect to engineering standards and practical constraints.
2. Apply design methodologies, tools, and techniques for data collection and analysis.
3. Work independently on projects with minimal coaching from the instructor.
4. Communicate design and engineering concepts effectively to other students and faculty
5. Prepare and present written reports to other students' and faculty for feedback.

**EMERGENCY MEDICAL TECHNICIAN****EMT 100 Emergency Medical Technician (10)**

8.5 hours lecture, 8.5 hours lecture/lab for 12 weeks

*Prerequisite(s): ENG 100; HLTH 125; placement test qualification for MATH 100.*

*Comment: Letter grade only. EMT 100 may not be audited. EMT 100 may not be taken credit/no credit.*

EMT 100 provides students with theory and laboratory practice of basic and advanced life support skills (advanced life support skills can only be performed with a MICT present) and procedures in the pre-hospital setting. EMT 100 focuses on basic airway and circulatory management, assessment and treatment of medical and trauma related emergencies, pathophysiology, basic pharmacology, and mass casualty triage. This course meets the curriculum standards set forth by the National Highway Traffic Safety Administration (NHTSA).

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

1. Define the role and scope of an EMT, AEMT, and a paramedic in the State of Hawai`i and nationally.
2. Define a medical, trauma, and pediatric emergencies.
3. Explain and demonstrate assessing the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating the patient.
4. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.
5. Safely and accurately perform basic life support procedures as prescribed by the State Department of Health and the EMT National Standard Curriculum.
6. Safely and accurately perform the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, apply pneumatic anti-shock garment, operate medical communication systems, operate and emergency vehicle, application of 12-lead electrocardiogram, provide necessary basic pharmacological interventions and perform intravenous cannulation.
7. Establish rapport with the patient in a manner designed to decrease their state of crisis.
8. Explain how an Emergency Medical Technician would participate as a team member with another EMT, under the direction of an Advanced Emergency Medical Technician or Paramedic to ensure the safety and care of a patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients.
10. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Communicate with the medical care facility about the patient's condition status and arrival.
12. Document in writing and on the electronic patient care record the details related to the patient's emergency care and the incident.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority/protocol.
14. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

**EMT 101 Practicum for Emergency Medical Technician (3)**

*Approximately 40 hours clinical per week for 4 weeks*

*Prerequisite(s): EMT 100 with a grade of "C" or higher.*

*Comment: Letter grade only. EMT 101 may not be taken credit/no credit. EMT 101 may not be audited. In order to be eligible to sit for the state EMT licensure or national registry exam, a student must earn a grade of "A" in EMT 101. Students will be required to purchase uniforms, scissors, stethoscope, liability insurance, a medical dictionary, a road map of Honolulu, and State of Hawai`i Standing Orders.*

EMT 101 provides students with opportunities to apply EMT knowledge and skills in the setting of ambulances, hospitals, and clinics.

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

1. Perform within the state and national scope of practice for a basic Emergency Medical Technician.
2. Define medical, trauma, behavioral, pediatric, obstetric, and geriatric emergencies in the clinical environment.
3. Assess the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating and transporting the patient.
4. Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate treatments for all medical and traumatic conditions including but not necessarily limited to: respiratory emergencies, cardiovascular

emergencies, neurological emergencies, endocrine emergencies, infectious disease, allergic reaction, poisoning/overdose, obstetrical and/or gynecologic emergencies, traumatic injuries, shock, and psychiatric emergencies.

5. Safely and accurately perform basic life support procedures as prescribed by the State Department of Health and the National EMS Education Standards for an Emergency Medical Technician.
6. Safely and accurately perform skills including the following: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain basic airway adjuncts, administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, externally stabilize pelvic fractures, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, initiate IV therapy, apply 12 lead EKG leads, operate medical communication systems, operate and emergency vehicle, assist with necessary pharmacological interventions in the scope of a basic EMT.
7. Establish rapport with the patient in a manner designed to decrease their state of crisis.
8. Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.
10. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Communicate with the medical care facility about the patient's condition status and arrival.
12. Document in writing and on the electronic patient care record the details related to the patient's emergency care and the incident.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority/protocol in the clinical environment.
14. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

#### **EMT 110V EMT Internship (1-6)**

*45 internship hours per credit*

*Prerequisite(s): Current Hawai'i EMT certification.*

*Comment: Credit/no credit grading only.*

EMT 110V is a supervised ambulance internship experience for EMT program graduates. It is a work-study internship course designed to provide the supervised application of Kapi'olani Community College's EMT program knowledge and skill on an ambulance.

Upon successful completion of EMT 110V the student should be able to:

1. Demonstrate skill at an entry-level Emergency Medical Technician.
2. Demonstrate safe and accurate performance of all basic and advanced life support procedures as listed by the Department of Health and the Board of Medical Examiners rules for Emergency Ambulance Personnel.
3. Demonstrate ability to participate as a team member with another Emergency Medical Technician, or under the direction of a Mobile Intensive Care Technician (Paramedic) to ensure the safety and care of the patient.
4. Demonstrate the following skills safely and accurately in a non-patient care situation: cardiopulmonary resuscitation, basic patient history and physical examination, assessment and monitoring of vital signs, establish and maintain patent airway (basic and advanced), administer free-flow 100% oxygen safely, ventilate with bag-mask, correctly apply and use mechanical automatic heart/lung resuscitators, control hemorrhage, apply bandages, immobilize or splint fractures, dislocations / sprains, immobilize / extricate motor vehicle accident victims, perform light rescue and triage, perform emergency delivery of baby, and provide newborn care, initiate intervention with behavioral disorders, apply pneumatic anti-shock garment, correctly operate medical communication systems, operate emergency vehicle, perform 12-lead electrocardiogram, interpret 3-lead electrocardiogram, provide necessary pharmacological interventions, and perform intravenous cannulation.
5. Demonstrate the process to obtain a basic history and physical examination, including assessment of the patient's condition.
6. Explain and demonstrate the initiation and continuation of emergency medical care, including the recognition of presenting conditions and initiation of appropriate noninvasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, pediatric emergencies, medical emergencies, trauma and shock.
7. Demonstrate rapport with the patient and others to decrease their anxiety and fear in the crisis.
8. Explain how an EMT would participate as a team member with another EMT, or under the direction of a Paramedic, to ensure the safety and care of the patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients.
10. Demonstrate the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Demonstrate accurate communication with the medical care facility receiving the patient about the patient's condition, status, and estimated arrival time.
12. Demonstrate appropriate and accurate documentation related to the emergency situation and care of the patient.

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13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority / protocol.
14. Demonstrate the use a critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

### **EMT 193V EMT-Intermediate Internship (1-5)**

*45 internship hours per credit*

*Prerequisite(s): EMT 100; EMT 101; National Registry certification in progress or completed.*

*Comment: Credit/no credit grading only. Student will be required to purchase uniforms, scissors, stethoscope, liability insurance, a medical dictionary, a road map of Honolulu.*

EMT 193V is a work-study internship course designed to provide supervised application of basic and advanced life support knowledge and skills on ambulance units.

The intern will be required to demonstrate the clinical application of basic and advanced life support procedures in local hospitals and ambulance units.

Upon successful completion of EMT 193 the intern should be able to:

1. Perform in an entry-level position as an Emergency Medical Technician- Intermediate.
2. Safely and accurately perform all basic and advanced life support procedures as listed by the Department of Health and the Board of Medical Examiners rules for Emergency Ambulance Personnel.
3. Participate as a team member with another Emergency Medical Technician or under the direction of a Mobile Intensive Care Technician (Paramedic) to ensure the safety and care of patients.
4. Safely and accurately perform the following skills in the nonpatient care situation: perform cardiopulmonary resuscitation, obtain basic patient history and physical examination, obtain and monitor vital signs, establish and maintain airways (basic and advanced), administer free-flow 100% oxygen, ventilate with bag-mask, apply and use mechanical automatic heart/lung resuscitators, control hemorrhage, apply bandages, immobilize or splint fractures, dislocations / sprains, immobilize / extricate automobile injury patients, perform light rescue and triage, perform emergency delivery of baby, and provide newborn care, initiate intervention with behavioral disorders, apply pneumatic anti-shock garment, operate medical communication systems, operate emergency vehicle, perform 12-lead electrocardiogram, interpret 3-lead electrocardiogram, provide necessary pharmacological interventions and perform intravenous cannulation.
5. Demonstrate the process to obtain a basic history and physical examination, including assessing the patient(s) condition.
6. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate noninvasive and invasive treatments for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, pediatric emergencies, medical emergencies, trauma and shock.
7. Demonstrate establishment of rapport with the patient others to decrease their state of crisis.
8. Explain how an EMT-I would participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of the patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients.
10. Demonstrate the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Demonstrate communicating with the medical care facility receiving the patient about the patient's condition, status, and arrival time.
12. Demonstrate recording in writing the details related to the patient's emergency care and the incident.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority / protocol.
14. Use a sequential thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

## **ENGLISH**

### **ENG 21 Introduction to College Reading Skills (3)**

*3 lecture hours per week*

*Prerequisite(s): PCC 20, or score equivalent to ninth grade reading level, or qualification for ENG 21 on the KCC Placement Test, or instructor recommendation.*

*Comment: ENG 21 may not be audited.*

ENG 21 is designed to develop reading, vocabulary, and study skills essential for successful academic achievement.

Upon successful completion of ENG 21, the student should be able to:

1. Identify main ideas and supporting details in paragraphs and entire selections.
2. Recognize the structure and organization of paragraphs.
3. Make valid inferences based upon suggestions or evidence presented.
4. Draw accurate conclusions and predict outcomes by logically putting together facts and details.
5. Differentiate between fact and opinion.
6. Recognize the use of connotative and denotative language to determine bias, tone, and purpose.
7. Use college-level vocabulary.
8. Apply context clues and structural analysis to determine meaning of unfamiliar words in sentences, paragraphs, and articles.
9. Apply the SQ3R method of textbook study to readings from various content areas.
10. Adapt reading rate and method of reading according to the purpose of the reading.
11. Use outlining or other organizational tools.
12. Choose appropriate study skill strategies to maximize academic achievement

### **ENG 22 Introduction to Composition (3)**

*3 lecture hours per week*

*Prerequisite(s): Qualification for English 22 on the KCC placement instrument or ENG 21 with a grade of "C" or higher or instructor recommendation.*

ENG 22 assists students in understanding the writing process and shaping their ideas into effective essays. Conventions of academic writing are introduced, including research, technology, and social practices of writing.

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

1. Practice writing as a process, which includes gathering and organizing information, revising, editing, and proofreading.
2. Employ active reading skills such as annotating, cultivating vocabulary, and objectively summarizing and analyzing information and main ideas.
3. Write essays with content, organization, language, and tone suited for various purposes and audiences.
4. Write sustained essays (minimum 3000 words or 12-15 pages over the semester) that may include narrative, descriptive, evaluative, analytical, and persuasive modes; focused on a central idea; adequately supported; and logically divided into focused paragraphs.
5. Identify patterns of error and learn to edit sentences for grammar and style.
6. Utilize sources (such as surveys, interviews, observations, books, periodicals, and online resources), and demonstrate understanding of MLA documentation by creating a Works Cited page as well as correct in-text citation for quotations and paraphrases from sources.
7. Participate in the social aspect of writing, including giving and receiving feedback, utilizing tutoring resources, and writing collaboratively.
8. Employ computer literacy skills including word processing, use of online resources, and visual formatting of written documents.
9. Use effective planning, time management, and organizing strategies for writing projects and college course work.
10. Produce a portfolio reflecting growth and self-awareness in writing as well as evidence of mastery of the above competencies.

### **ENG 100 Composition I (3) KCC AA/FW**

*3 hours lecture per week*

*Prerequisite(s): ENG 22 with a grade of "C" or higher, or qualification for ENG 100 on the KCC placement instrument.*

ENG 100 students will develop strategies for effective college writing, with an emphasis on critical reading and thinking. This course includes instruction in the composing process and practice in various kinds of writing, including analysis, interpretation, and research writing from sources. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

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

1. Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
2. Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction, and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
3. Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).
4. Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.
5. Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
6. Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
7. Write a coherent in-class response to an assigned question or topic.

**ENG 102 College Reading Skills (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 102 on the KCC placement test, concurrent enrollment in ENG 22, a grade of "C" or higher in ENG 21, or instructor recommendation.*

ENG 102 is designed to develop students' critical/analytical reading skills and their ability to read and respond to ideas and issues from various fields. Moreover, students will read their textbooks actively by previewing, questioning, responding, summarizing, interpreting, analyzing, and evaluating.

Upon successful completion of ENG 102, the student should be able to:

1. Apply formal textbook reading process on textbook chapters.
2. Summarize and respond to the meanings and implications of materials read.
3. Recognize organizational structures in readings from various disciplines.
4. Identify purpose in writing and for reading and adapt reading speed.
5. Summarize and analyze online journal and magazine articles.
6. Use context clues and structural analysis to figure out approximate meanings of unfamiliar words.
7. Define and use college-level vocabulary words.
8. Apply lecture notetaking procedure.

**ENG 108G Editing (1)**

*3 hours of lecture/lab per week for 5 weeks*

*Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100.*

ENG 108G offers the student intensive practice in identifying and correcting common problems in grammar, punctuation, and style.

Upon successful completion of ENG 108G, the student should be able to:

1. Recognize parts of speech and identify basic sentence structures.
2. Edit sentences to correct errors in grammar and punctuation.
3. Edit to eliminate redundancy and wordiness.

**ENG 160 Business and Technical Writing (3)**

*3 lecture hours per week*

*Prerequisite(s): A grade of "C" or higher in ENG 22 or qualification for ENG 100 on the Kapi'olani CC placement test.*

*Comment: Letter grade only. ENG 160 may not be audited. ENG may not be taken credit/no credit.*

ENG 160 emphasizes mastery of the principles and practice of writing for business and technical purposes. Students conduct research (primary and secondary) on business-related issues and write reports. They write business correspondence (letters and memos) directed at specific readers. They also compose and present procedures and instructions. The course covers grammatical and rhetorical topics as they relate to clear, concise, and precise professional writing.

Upon successful completion of ENG 160, the student should be able to:

1. Write clear, concise, consistent, and correct prose for business purposes.
2. Write good news, bad news, and persuasive business letters, including a letter of application.
3. Write informational, analytical, and persuasive memos and reports.
4. Use appropriate formats and styles for business letters, memos, and reports.
5. Give clear instructions and make effective inquiries and requests.
6. Summarize information accurately.
7. Conduct library and electronic research, and write a survey of literature, with proper documentation, for a topic in the student's area of study or interest.
8. Prepare a resume (hard copy and electronic).
9. Use word processing software to prepare professional reports and correspondence.

**ENG 200 Composition II (3)**

*3 lecture hours per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100, ESL 100, or ENG.*

*Comment: Letter grade only. ENG 200 may not be audited. ENG 200 may not be taken credit/no credit.*

Students practice sustained argumentative and analytical writing in ENG 200, with an emphasis on further developing the processes and skills acquired in ENG 100 or ESL 100. Analysis will focus on a range of texts (non-fiction, fiction, and other literary forms). Emphasis will be on rhetorical and literary principles, strategies, and techniques; stylistic concerns; and research methods and use of secondary source materials

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

1. Write sustained argumentative and analytical essays.
2. Adopt a stance and voice, based on his or her background and identity, for writing about experiences, issues, and readings.
3. Develop complex theses and analyses.
4. Select content, form, and style appropriate to audience, purpose, and subject.
5. Argue persuasively to support an analysis or interpretation.
6. Synthesize ideas and evidence in clear, coherent essays.
7. Reference and document information, as needed.
8. Gather and evaluate information from a variety of sources, including observation, personal experience, interviews, surveys, as well as, electronic and printed library sources.
9. Reference and document information in accordance with the conventions of the publication for which an essay is written.
10. Revise his/her own writing.
11. Provide editorial advice to other writers.
12. Identify the audience(s) and purpose(s) of a text.
13. Identify the relationship between a writer's audience(s) and purpose(s) and his or her rhetorical and literary strategies and techniques.
14. Discuss how a writer's background, values, and beliefs shape his or her text.
15. Discuss how readers interact with texts in sociohistorical contexts to produce meaning.
16. Evaluate the validity of arguments and interpretations.

**ENG 209 Business & Managerial Writing (3)**

*3 lecture hours per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100, ENG 160 or ESL 100.*

*Comment: Letter grade only. ENG 209 may not be audited. ENG 209 may not be taken credit/ no credit.*

ENG 209 is designed for students who intend to transfer to a four-year business program. Students master the principles of business and managerial communications through analyzing various kinds of business messages and writing informatively, analytically, and persuasively for business purposes. They consider multiple audiences and the implications for clear and complete communication. They produce letters and memos, a research project, and an in-depth analysis of an organization and its corporate culture.

Upon successful completion of ENG 209, the student should be able to:

1. Describe the nature and functions of business communications.
2. Identify interpersonal and intercultural communication barriers and suggest ways of overcoming them
3. Recognize the impact of corporate culture on modes of communication within an organization
4. Consider the legal aspects of business communication
5. Write business messages that are adapted to their context, audience(s), and purpose
6. Proofread and revise business messages for positive effect on readers
7. Adapt the organization of correspondences to support the purpose of the message: giving good news or bad news; informing or persuading
8. Evaluate business messages written by others and make suggestions for improvement
9. Prepare a research report using varied sources of information - hard copy and electronic
10. Produce business communication using a variety of technologies

**ENG 214 Types of Literature: Nonfiction (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ENG 100, ENG 160, or ESL 100.*

ENG 214 introduces students to the genre of literary nonfiction. Emphasis will be on literary, cultural, rhetorical, and stylistic concerns in interpreting nonfiction texts.

Upon successful completion of ENG 214, the student should be able to:

1. Engage in an active, deliberative, interpretative process of reading non-fiction texts.
2. Identify the audience(s) and purpose(s) of a text.
3. Analyze a writer's rhetorical, stylistic, and literary strategies and techniques and their relationship to a writer's audience and purpose.
4. Discuss subject, theme, point-of-view, descriptive and narrative style, and figurative language in nonfiction works.
5. Demonstrate an understanding of (1) how a writer's background, values, and beliefs shape his or her writing; (2) how texts interact with readers and socio-historical contexts to produce meaning and interpretations; and (3) how a reader's background, values, and beliefs affect his or her responses and interpretations of texts.
6. Compare and contrast works from different cultural traditions and historical periods to highlight similarities and differences.
7. Demonstrate an understanding of how the validity of interpretation is established.
8. Express one's insights and interpretations clearly and persuasively in writing.

### **ENG 215 Research and Argumentative Writing (3) KCC AA/DL**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher, or consent of instructor.*

In ENG 215 students will practice sustained expository and argumentative writing, building on the strategies and skills acquired in ENG 100, ESL 100, or ENG 160 for effective academic and research writing. Emphasis will be on research and documentation methods and presenting ideas and information clearly and persuasively.

Upon successful completion of ENG 215, the student should be able to:

1. Write sustained expository and argumentative essays.
2. Gather and evaluate information from primary and secondary sources, including library and internet sources.
3. Examine critically local, national, and international issues from various points of view, including those different from or opposed to one's own.
4. Use writing to explore and formulate ideas and theses.
5. Synthesize ideas and information in clear, coherent essays
6. Argue a thesis logically and persuasively.
7. Choose language, style, and organization appropriate to particular purposes, audiences, and subjects.
8. Reference and document information appropriately.
9. Demonstrate proficiency in revision and editing.
10. Provide editorial advice to other writers.

### **ENG 225 Technical Writing (3)**

*3 hours lecture per week*

*Comment: ENG 225 may not be audited. ENG 225 may not be taken credit/ no credit.*

ENG 225 emphasizes the principles and techniques used in technical communication, both written and oral. The course covers strategies for transmitting technical information in reader-friendly, well-written and -designed documents. Students will analyze rhetorical concepts as they apply to organizing and presenting technical information to specific audiences for specific purposes. The development of technical communication skills is promoted through the analysis of selected documents, by the discussion of the writing and editing process, and by the composition of solutions to practical problems. Students will conduct an intensive semester-long research project and report findings both verbally and graphically. Students will write memos, letters, technical descriptions, procedures, proposals, reports, and make oral presentations.

Upon successful completion of ENG 225, the student should be able to:

1. Write clear, concise, consistent, and correct prose for technical purposes.
2. Write technical documents that demonstrate stylistic awareness and grammatical correctness.
3. Apply the basic format and design standards used in the technical writing community.
4. Analyze audiences and respond accordingly by adapting form, content, and language to suit both technical and non-technical audiences.
5. Evaluate documents for usability and readability for various audiences.
6. Conduct primary research and present findings.
7. Conduct library and electronic research and summarize findings.
8. Use word processing and graphics software to prepare professional reports, manuals, and correspondence.

**ENG 227 Writing for Publication (3) KCC AA/DL Spring**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher or consent of instructor.*

*Recommended Preparation: JOUR 205; JOUR 205L*

*Comment: ENG 227 is offered in the Spring semester only. ENG 227 is cross-listed as JOUR 227.*

ENG 227 focuses on writing feature articles for publication in newspapers, magazines, the Internet, and radio. Emphasis is on developing a voice, a focus, and an appropriate structure. Interviewing techniques, research skills, and editing are also stressed. Work may be published in campus and off-campus print and Internet publications or read at campus events.

Upon successful completion of ENG 227, the student should be able to:

1. Use several approaches to generate ideas for articles.
2. Recognize and develop appropriate voice and tone.
3. Choose the appropriate focus and approach to the subject for a selected audience and purpose.
4. Gather information from a variety of sources including interview, observation, printed materials and internet, and evaluate its accuracy and pertinence.
5. Know how and when to attribute information.
6. Write the following types of articles: personality profiles, travel, investigative or in-depth features with a personal focus (commonly called the Wall Street Journal format), analogies providing scientific or technical information, narratives, reviews, informatives, humor.
7. Use pacing, sentence ordering, parallel structure, repetition, metaphor dialogue and flashback.
8. Document information for different kinds of publications.
9. Edit for punctuation, grammar, word choice, appropriate style and format.
10. Understand First Amendment rights and legal and ethical constraints in the areas of copyright, privacy, libel and obscenity.
11. Have some familiarity with various markets for publication and standard procedures in marketing an article.

**200 LEVEL LITERATURE COURSES**

Upon successful completion of any 200 level literature course the student should be able to:

1. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
2. Examine a work of literature from various vantage points.
3. Examine and analyze the various elements of a literary work.
4. Use basic concepts and terminology particular to literary analysis.
5. Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
6. Analyze structure; understand how form contributes to meaning.
7. Show greater sensitivity to language and literary devices authors use in literature.
8. Appreciate the artistry of literary works and become better acquainted with writers as artists.
9. Recognize the need for literary evidence to support opinions and ideas regarding literary work.
10. Express opinions and responses to literature clearly and effectively in writing.

**ENG 256 Poetry and Drama (3) KCC AA/DL and KCC AS/AH (Inactive)**

*3 lecture hours per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100*

ENG 256 Types of Literature: Poetry and Drama is an introduction to the genres of poetry and drama through the study of selected major American and European texts.

Upon successful completion of ENG 256, the student should be able to:

1. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with his or her own.
2. Examine a work of literature from various vantage points.
3. Examine and analyze the various elements of a literary work.
4. Use basic concepts and terminology particular to literary analysis.
5. Recognize major themes in a work of literature, explore their implications, and identify their basic assumptions.
6. Analyze structure; explain how form contributes to meaning.
7. Explicate literary language and explain how literary techniques contribute to meaning.
8. Describe the artistic merits of literary works and the artistic achievements of writers.
9. Use literary evidence to support opinions and ideas regarding literary works.

10. Express opinions and responses to literature clearly and effectively in writing.
11. Demonstrate knowledge of some major poets and dramatists, their characteristic themes and techniques.
12. Recognize the distinction between poetry and drama as types of literature.
13. Write papers on different literary problems related to the study of poetry and drama.

**ENG 257C Themes in Literature: Literature of Oceania (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher.*

*Recommended Preparation: HWST 107 or PACS 108 with a grade of "C" or higher.*

*Comment: ENG 257C is cross-listed as PACS 257.*

ENG 257C is a study of selected works of the literature of Oceania created in the 19th and 20th centuries outside Hawai'i. Students will focus on the interaction between and among people from across Oceania through these works. Themes such as place and identity, cultural norms and ideals, and responses to change: assimilation, alienation, and issues of nationalistic movements in Oceania will be discussed.

Upon successful completion of ENG 257C, the student should be able to:

1. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
2. Examine a work of literature from various vantage points.
3. Examine and analyze the various elements of a literary work.
4. Use basic concepts and terminology particular to literary analysis.
5. Recognize major themes in a work of literature; explore their implications and identify their basic assumptions.
6. Analyze structure; understand how form contributes to meaning.
7. Show greater sensitivity to language and literary devices authors use in literature.
8. Appreciate the artistry of literary works and become better acquainted with writers as artists.
9. Recognize the need for literary evidence to support opinions and ideas regarding literary works.
10. Express opinions and responses to literature clearly and effectively in writing.
11. Demonstrate knowledge of some of the authors of 19th and 20th century in the Pacific, from a range of ethnic and cultural groups.
12. Recognize the universality in human experience, as well as the qualities that make a particular ethnic or cultural group distinct.
13. Recognize the diversity of literary opinions, conflict and commonality in relationship to cross-cultural perspectives in Oceania.

**ENG 257P Themes in Literature: Literature and the Environment (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 109, ENG 160 or ESL 100.*

ENG 257P is a study of the relationship between human beings and the environment as reflected in selected literature, focusing on the changing environment and its effects upon human experience.

Upon successful completion of ENG 257P, the student should be able to:

1. Consider a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
2. Examine a work of literature from various vantage points.
3. Examine and analyze the various elements of a literary work.
4. Use basic concepts and terminology particular to literary analysis.
5. Recognize major themes in a work of literature; explore their implications and identify their basic assumptions.
6. Analyze structure; understand how form contributes to meaning.
7. Show greater sensitivity to language and literary devices authors use in literature.
8. Appreciate the artistry of literary works and become better acquainted with writers as artists.
9. Recognize the need for literary evidence to support opinions and ideas regarding literary works.
10. Express opinions and responses to literature clearly and effectively in writing.
11. Demonstrate knowledge of some major literary works, their characteristic themes and techniques.
12. Write papers on different literary problems related to literature.

**ENG 270 (Alpha) Literary History (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: A maximum of 6 credits of ENG 270 (Alpha) may be used as electives in the AA degree.*

ENG 270 (Alpha) focuses on significant literary texts from various historical periods. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 270 (Alpha), the student should be able to:

1. Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
2. Identify and use literary terms to analyze literary works.
3. Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
4. Analyze structure; explain how form contributes to meaning.
5. Evaluate the artistic merits of literary works and the artistic achievements of writers.
6. Use literary evidence to support interpretations and ideas regarding literary works.
7. Produce clear and effective written responses to literature.
8. Describe the significance of the literature of a selected historical period.

**ENG 270B Literary History: American Literature (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100 with a grade of "C" or higher, or consent of instructor.*

ENG 270B is a historical study of selected major authors in American Literature from the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.

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

1. Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
2. Identify and use literary terms to analyze literary works.
3. Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
4. Analyze structure; explain how form contributes to meaning.
5. Evaluate the artistic merits of literary works and the artistic achievements of writers.
6. Use literary evidence to support interpretations and ideas regarding literary works.
7. Produce clear and effective written responses to literature.
8. Describe the significance of the literature of a selected historical period.
9. Evaluate major 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> century works of American Literature.
10. Relate the significance of major works of American Literature to their historical periods.
11. Write papers on different literary periods in American Literature.

**ENG 270E Literary History: World Literature: Classical Times to 1600 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: Refer to ENG 270 (Alpha) for additional course description.*

ENG 270E is a study of selected major authors from classical, medieval, renaissance, and non-western cultures.

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

1. Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
2. Identify and use literary terms to analyze literary works.
3. Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
4. Analyze structure; explain how form contributes to meaning.
5. Evaluate the artistic merits of literary works and the artistic achievements of writers.
6. Use literary evidence to support interpretations and ideas regarding literary works.
7. Produce clear and effective written responses to literature.
8. Describe the significance of the literature of a selected historical period.

- Analyze a work of literature with respect to the historical contexts that have informed its production and both current and past reception.
- Demonstrate ways that historical and cultural forces shape literary texts as well as ways that texts inform cultural and historical realities.
- Analyze some significant works of world literature, their characteristic themes and techniques.
- Use basic concepts and terminology particular to literary analysis when analyzing a work of literature.
- Identify major themes in literature, explore their implications, and analyze their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Evaluate the artistry of literary works and analyze techniques employed by writers as artists.
- Use evidence to support opinions and ideas regarding literary works, especially different literary problems related to specific historical periods.
- Produce clear, effective, and well-supported written opinions and responses to literature.

**ENG 270F Literary History: World Literature: 1600 to the Present (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: Refer to ENG 270 (Alpha) for additional course description.*

ENG 270F is a historical study of significant works of World Literature from 1600 to the present.

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

- Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
- Identify and use literary terms to analyze literary works.
- Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Evaluate the artistic merits of literary works and the artistic achievements of writers.
- Use literary evidence to support interpretations and ideas regarding literary works.
- Produce clear and effective written responses to literature.
- Describe the significance of the literature of a selected historical period.
- Analyze a work of literature with respect to the historical contexts that have informed its production and both current and past reception.
- Demonstrate ways that historical and cultural forces shape literary texts as well as ways that texts inform cultural and historical realities.
- Analyze some significant works of world literature, their characteristic themes and techniques.
- Use basic concepts and terminology particular to literary analysis when analyzing a work of literature.
- Identify major themes in literature, explore their implications, and analyze their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Evaluate the artistry of literary works and analyze techniques employed by writers as artists.
- Use evidence to support opinions and ideas regarding literary works, especially different literary problems related to specific historical periods.
- Produce clear, effective, and well supported written opinions and responses to literature.

**ENG 270M Literary History: British Literature to 1800 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: Refer to ENG 270 (Alpha) for additional course description.*

ENG 270M is a study of selected major authors from the Old English, Medieval, Renaissance, and Neoclassical Periods.

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

- Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
- Identify and use literary terms to analyze literary works.
- Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
- Analyze structure; explain how form contributes to meaning.
- Evaluate the artistic merits of literary works and the artistic achievements of writers.
- Use literary evidence to support interpretations and ideas regarding literary works.

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7. Produce clear and effective written responses to literature.
8. Describe the significance of the literature of a selected historical period.
9. Evaluate the works of some major British authors before 1800.
10. Relate the significance of major works of British Literature to their historical periods.
11. Write papers on different literary periods in British Literature.

### **ENG 270N Literary History: British Literature after 1800 (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: Refer to ENG 270 (Alpha) for additional course description.*

ENG 270N is a study of selected British short stories, major British plays, and major British poetry since 1800.

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

1. Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
2. Identify and use literary terms to analyze literary works.
3. Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
4. Analyze structure; explain how form contributes to meaning.
5. Evaluate the artistic merits of literary works and the artistic achievements of writers.
6. Use literary evidence to support interpretations and ideas regarding literary works.
7. Produce clear and effective written responses to literature.
8. Describe the significance of the literature of a selected historical period.
9. Evaluate the works of some major British authors after 1800.
10. Write papers on different literary genres in British Literature including stories, poems and plays.

### **ENG 271 (Alpha) Genre (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, or ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: A maximum of 6 credits of ENG 271 (Alpha) may be used as electives in the AA degree.*

ENG 271 (Alpha) focuses on the formal aspects of selected genres. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 271 (Alpha), the student should be able to:

1. Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
2. Identify and use literary terms to analyze literary works.
3. Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
4. Analyze structure; explain how form contributes to meaning.
5. Evaluate the artistic merits of literary works and the artistic achievements of writers.
6. Use literary evidence to support interpretations and ideas regarding literary works.
7. Produce clear and effective written responses to literature.
8. Describe the distinctive features of a literary genre.

### **ENG 271N Genre: Short Story and Novel (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

ENG 271N is a study of the form and content of selected short stories and novels.

Upon successful completion of ENG 271N, the student should be able to:

1. Identify the distinctive features of the short story and novel.
2. Distinguish between some short story writers and novelists and their characteristic themes and techniques.
3. Write papers on different literary problems related to the study of the short story and novel.
4. Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
5. Identify and use literary terms to analyze literary works.
6. Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
7. Analyze structure; explain how form contributes to meaning.
8. Evaluate the artistic merits of literary works and the artistic achievements of writers.
9. Use literary evidence to support interpretations and ideas regarding literary works.
10. Produce clear and effective written responses to literature.
11. Describe the distinctive features of a literary genre.

### **ENG 272 (Alpha) Literature and Culture (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, or ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: A maximum of 6 credits of ENG 272 (Alpha) may be used as electives in an AA degree.*

ENG 272 (Alpha) studies the theme of Literature and Culture through significant works of selected cultures and cultural formations focusing on the cultural contexts of literary texts. Course work includes critical thinking skills related to interpreting the significance of the action, characters, themes, and literary devices used by the author. Emphasis is placed on writing, both as a way of discovering ideas and as a way of expressing knowledge of the reading material. Students are expected to be actively engaged in responding to the literature. As students read, discuss, and write about the literature, they should gain a better understanding of themselves and the world they live in. The content may vary from topic to topic, depending on the particular works selected for study.

Upon successful completion of ENG 272 (Alpha), the student should be able to:

1. Analyze a work of literature as a reflection of its cultural milieu and compare that milieu with one's own.
2. Identify and use literary terms to analyze literary works.
3. Identify major themes in a work of literature, explore their implications, and identify their basic assumptions.
4. Analyze structure; explain how form contributes to meaning.
5. Evaluate the artistic merits of literary works and the artistic achievements of writers.
6. Use literary evidence to support interpretations and ideas regarding literary works.
7. Produce clear and effective written responses to literature
8. Describe the cultural diversity of world views expressed in literary works

### **ENG 272B: Literature and Culture: Multiethnic Literatures of Hawai'i (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

ENG 272B explores selected works of multiethnic literatures of Hawai'i focusing on the interaction between and among cultures as reflected in 19<sup>th</sup> and 20<sup>th</sup> century Hawai'i literature, dealing with such themes as cultural knowledge and values, identity, place, responses to change – assimilation and alienation—and postcolonial perspectives and the revival of Native Hawaiian culture.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272B, the student should be able to:

1. Identify the achievements of some of the major writers of Hawai'i from the 19<sup>th</sup> century to the present, from a range of ethnic and cultural groups, including the Native Hawaiian.
2. Examine both the universality of human experience as well as the qualities that make a particular ethnic or cultural group distinct.
3. Write papers on different literary problems related to cross-cultural perspectives.

**ENG 272F Literature and Culture: Women Writers on Women (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, or consent of instructor.*

ENG 272F is a study of the images of women as reflected by the works of selected women writers of the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries, with a focus on women's issues within various cultures, such as domesticity, autonomy, ethnicity, and psychological and physical constraints.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272F, the student should be able to:

1. Identify some of the major women writers of the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.
2. Examine the major issues and motifs regarding women in literature.
3. Write papers on different literary problems related to women in literature.

**ENG 272G Literature and Culture: Myths, Dreams, and Symbols (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

ENG 272G explores the major archetypal patterns across cultures that appear in literature such as patterns that relate to character: the earth mother, the temptress, the scapegoat, the double, the outcast, the wise fool; and patterns that relate to actions and themes: initiation, the quest, death and rebirth, transformation, and the return to the womb.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272G, the student should be able to:

1. Identify some of the major archetypal patterns in literature.
2. Relate the significance of archetypal patterns in literature to their cultural contexts.
3. Write papers on different literary problems related to archetypal patterns in literature.

**ENG 272M Literature and Culture: Cross-Cultural Perspectives: Literature of Hawai'i, Oceania, and Asia (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

ENG 272M engages students in the study and interpretation of selected literary works of Hawai'i, Oceania, and Asia, focusing on the interaction between and among peoples and cultures as reflected in literature and exploring such themes as place and identity, migration and colonization, conflicts among cultural norms and ideals, and responses to change (resistance, assimilation, alienation, transformation).

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272M, the student should be able to:

1. Identify the literary achievements of selected writers and storytellers of Hawai'i, Oceania, and Asia.
2. Examine both the universality of human experience as well as the qualities that make a particular ethnic or cultural group distinct.
3. Write papers on different literary problems related to cross-cultural perspectives.

**ENG 272N: Literature and Culture: Literature and Film (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: Refer to ENG 272 (Alpha) for additional course description.*

ENG 272N examines the relationships between literature and cinematic adaptations of literature.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272B, the student should be able to:

1. Analyze a work of literature and/or a film with respect to the cultural contexts that have informed its production and both current and past reception.
2. Analyze some significant literary works and their film adaptations, their characteristic themes and techniques.

3. Use basic concepts and terminology particular to literary and film analysis when analyzing a work of literature and/or a film from various vantage points.
4. Identify major themes in literature and/or film, explore their implications, and analyze their basic assumptions.
5. Analyze structure; describe how form contributes to meaning.
6. Analyze the ways that language and technical devices are used in literature and film.
7. Evaluate the artistry of literary works and films and analyze techniques employed by writers and film-makers as artists.
8. Use evidence to support opinions and ideas regarding literary works and films, including different literary problems related to interrelationships between literature and film.
9. Produce clear and effective written opinions and responses to literature and films.

**ENG 272Q Literature and Culture: The Hero (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

ENG 272Q is a study of the hero as treated in selected works of world literature.

In addition to the general ENG 272 (Alpha) competencies, upon successful completion of ENG 272Q, the student should be able to:

1. Write papers on different literary problems related to the study of the hero in literature.
2. Identify "hero themes" in the works studied.

**ENG 273 (Alpha) Creative Writing and Literature (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: ENG 273 is the umbrella course for the Creative Writing and Literature course category. A maximum of 6 credits of ENG 273 (Alpha) may be used as electives in an AA degree.*

ENG 273 (Alpha) studies significant works of selected genres through analytical and creative writing. Students are introduced to significant works of literature to improve their ability to understand and respond to such works, and to develop their analytic and interpretive skills. Course work includes both critical analysis and creative writing. Students will practice critical thinking skills related to interpreting literary devices used by creative writers and become involved in the process of creation of literary genres such as fiction, poetry, and creative nonfiction.

Upon successful completion of ENG 273 (Alpha), the student should be able to:

1. Identify the basic elements of imaginative writing.
2. Evaluate the artistic merits of well-written creative work and the artistic achievements of writers.
3. Use imaginative writing to discover and express ideas, feelings, and attitudes.
4. Produce creative writing of recognizable form and acceptable quality.
5. Analyze the artistry of one's own writing and the writing of others.
6. Produce clear and effective written responses to literature.
7. Identify and use writing processes—planning, drafting, critiquing, revising, and editing.
8. Provide critiques and editorial advice to other writers.

**ENG 273C Creative Writing and Literature: Fiction and Poetry (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

ENG 273C introduces students to the basic principles and practices of the literary arts through the analysis and interpretation of fiction and poetry, and then through their own creative writing. Students will read and discuss the works of published authors and will focus on creating and developing their own stories and poems.

In addition to the general ENG 273 (Alpha) competencies, upon successful completion of ENG 273C, the student should be able to:

1. Identify and analyze the basic elements of fiction and poetry.
2. Evaluate the artistic merits of well-written poems and short stories, and the artistic achievements of poets and fiction writers.

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3. Produce effective writings in various forms of fiction and poetry.
4. Critique and analyze poems and stories of one's own and one's classmates.

### **ENG 273N Creative Nonfiction (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100 with a grade of "C" or higher, ENG 160 with a grade of "C" or higher, ESL 100 with a grade of "C" or higher, or consent of instructor.*

*Comment: Refer to ENG 273 (Alpha) for additional course description.*

ENG 273N focuses on introducing creative nonfiction as a literary genre, critical analysis and writing of various kinds of creative nonfiction, such as autobiography, biography, nature and travel writing, writing on historical and scientific subjects, and cultural criticism. Emphasis will be on logical, rhetorical, stylistic, and aesthetic concerns of the genre.

In addition to the general ENG 273 (Alpha) competencies, upon successful completion of ENG 273N, the student should be able to:

1. Distinguish the characteristics of various sub-genres of creative nonfiction.
2. Analyze language, point-of-view and style in various texts and in own writing.
3. Analyze ways in which a writer's background, values and beliefs may shape the text.
4. Analyze how a reader's background, values and beliefs may affect his/her reaction to a text.
5. Produce clear and effective writings in various forms of creative nonfiction.
6. Develop subjects of personal interest into essays.
7. Develop a voice, a point of view and a perspective from which to write.
8. Adapt organization and style to audience, purpose, and subject.

## **ENGLISH AS A SECOND LANGUAGE**

### **ESL 100 Composition I (3) KCC AA/FW**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ESL 100 on the KCC placement instrument, or a grade of "C" or higher in ENG 22, or successful completion of ESOL 94, or instructor recommendation.*

*Comment: ESL 100 satisfies ENG 100 requirements at Kapi'olani Community College.*

ESL 100 focuses on critical reading and expository college-level writing within a framework designed for non-native speakers of English. This course provides extensive practice in the writing process through the composition and revision of essays and other forms of expository writing including analysis, interpretation and research writing based on sources. In this course, students practice identifying and applying linguistic devices used in effective written communication. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

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

1. Employ a writing process, which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
2. Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction and style are effectively adapted to various writing situations, purposes, audiences, and subjects.
3. Analyze and evaluate the logic, evidence and strategies of an argument (written and/or presented in a visual or digital medium).
4. Analyze and interpret a literary work (non-fiction, fiction, poetry, or drama) or other textual material.
5. Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.
6. Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.
7. Write a coherent in-class response to an assigned question or topic.
8. Identify linguistic features, techniques and devices used by an author and apply these to produce clear, coherent prose that effectively accomplishes an established purpose for a specified audience.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES****ESOL 90F (8) Beginning English for Speakers of Other Languages (Fall)**

*4 hours lecture, 8 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 90 on the KCC placement test OR a grade of CR for ESOL 90F/90S OR instructor recommendation. With instructor approval, students can self-place if they feel that their language proficiency is at the basic level.*

*Comment: ESOL 90F is offered in the Fall semester only.*

ESOL 90F provides for accelerated language development of academic English for beginning speakers who are preparing for entrance into ENG100/ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using internet resources and www 2.0 tools like blogs, discussion boards, and wikis.

Upon successful completion of ESOL 90F, the student should be able to:

1. Retrieve information by identifying key words, recognizing patterns of organization, and identifying generalizations made by the writer.
2. Seek out information to further clarify and extend information received.
3. Work in groups to share and report information.
4. Organize and write simple paragraphs using basic sentence structures.
5. Write short journal entries and free write.
6. Make simple oral presentations using clear pronunciation.
7. Request information and assistance, provide clarification, negotiate and manage simple interactions.

**ESOL90S Beginning English for Speakers of Other Languages (Spring) (8)**

*4 hours lecture, 8 hours lecture/lab per week.*

*Prerequisite(s): Qualification for ESOL 90 on the KCC placement test OR a grade of CR for ESOL 90F/90S OR instructor recommendation. Comment: ESOL 90S is offered only in the Spring semester. ESOL 90S is repeatable for credit with no maximum credit limit.*

ESOL 90S provides for accelerated language development of academic English for beginning speakers who are preparing for entrance into ENG100/ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using internet resources and www 2.0 tools like blogs, discussion boards, and wikis.

Upon successful completion of ESOL 90S, the student should be able to:

1. Retrieve information by identifying key words, by recognizing patterns of organization, and by identifying the generalizations made by the writer.
2. Seek out information to further clarify and extend information received.
3. Work in groups sharing and reporting information.
4. Organize and write simple paragraphs using basic sentence structures.
5. Write short journal entries and free write.
6. Make simple oral presentations using clear pronunciation.
7. Request information and assistance, provide clarification, negotiate and manage simple interactions.

**ESOL 91F Intermediate English for Speakers of Other Languages (Fall) (8)**

*4 hours lecture, 8 hours lecture/lab per week*

*Prerequisite(s): Qualification for ESOL 91 on the KCC placement test OR a grade of CR+ for ESOL 90F/90S OR a grade of CR for ESOL 91F/91S OR instructor recommendation.*

*Comment: ESOL 91F is offered in the fall semester only. ESOL 91F is repeatable for credit with no maximum credit limit. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 91S/91F), CR (earns credit for the course but must enroll in another semester of ESOL 91S/91F) and CR+ (earns credit for the course and is eligible for ESOL 92S/92F).*

ESOL 91F provides for accelerated language development of academic English for intermediate speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using Internet resources and WWW 2.0 tools such as blogs, discussion boards, and wikis.

Upon successful completion of ESOL 91F, the student should be able to:

1. Demonstrate comprehension of the information presented in the course.
2. Give simple summaries ideas expressed in Intermediate level reading selections.
3. Report and evaluate the facts, ideas, and concepts presented in the readings.
4. Write essays on the social issues discussed in the readings.
5. Edit irrelevant ideas out of their own writing.
6. Use their knowledge of grammar to edit papers.

### **ESOL 91S Intermediate English for Speakers of Other Languages (Spring) (8)**

*4 hours lecture, 8 hours lecture/lab per week.*

*Prerequisite(s): Qualification for ESOL 91 on the KCC placement test or a grade of CR+ for ESOL 90F/90S OR a grade of CR for ESOL 91F/91S OR instructor recommendation.*

*Comment: ESOL 91S is offered in the spring semester only. ESOL 91S is repeatable for credit with no maximum credit limit. ESOL 91S may not be audited. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 91S/91F), CR (earns credit for the course but must enroll in another semester of ESOL 91S/91F), and CR+ (earns credit for the course and is eligible for ESOL 92S/92F).*

ESOL 91S provides for accelerated language development of academic English for intermediate speakers who are preparing for entrance into ENG100, ESL 100 and other college-level courses. This course includes basic grammar structures, vocabulary development, writing at the paragraph level, and aspects of academic and American culture. The course also provides a writing workshop that will include using Internet resources and WWW 2.0 tools such as blogs, discussion boards, and wikis.

Upon successful completion of ESOL 91S, the student should be able to:

1. Demonstrate comprehension of the information presented in the course.
2. Give simple summaries ideas expressed in Intermediate level reading selections.
3. Report and evaluate the facts, ideas, and concepts presented in the readings.
4. Write essays on the social issues discussed in the readings.
5. Edit irrelevant ideas out of their own writing.
6. Use their knowledge of grammar to edit papers.

### **ESOL 92F High Intermediate ESOL (Fall) (8)**

*4 hours lecture, 8 hours lecture/lab per week.*

*Prerequisite(s): Qualification for ESOL 92 on the KCC placement test OR a grade of CR+ for ESOL 91F/91S OR a grade of CR for ESOL 92F/92S OR instructor recommendation.*

*Comment: ESOL 92F is offered in the fall semester only. ESOL 92F is repeatable for credit with no maximum credit limit. ESOL 92F may not be audited. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 92F/92S), CR (earns credit for the course but must enroll in another semester of ESOL 92F/92S), and CR+ (earns credit for the course and is eligible for ESOL 94F/94S).*

ESOL 92F provides for accelerated language development of academic English for high intermediate speakers who are preparing for entrance into ENG100/ESL 100 and other college-level courses. This course includes intermediate grammar structures, vocabulary development, essay writing, and aspects of academic and American culture. The course also provides a writing workshop that will include using internet resources and www 2.0 tools like blogs, discussion boards, and wikis.

Upon successful completion of ESOL 92F, the student should be able to:

1. Analyze, synthesize, and validate in written and oral reports information found in reading and listening material.
2. Evaluate, persuade, and argue a point orally and in writing.
3. Apply self-monitoring and self-corrective strategies.
4. Demonstrate ability to respond tactfully and completely when working collaboratively with peers to accomplish tasks that elaborate and extend other people's ideas.

**ESOL 92S High Intermediate ESOL (Spring) (8)**

*4 hours lecture/8 hours lecture/lab per week.*

*Prerequisite(s): Qualification for ESOL 92 on the KCC placement test OR a grade of CR+ for ESOL 91F/91S OR a grade of CR for ESOL 92F/92S OR instructor recommendation.*

*Recommended preparation: Completion of ESOL 91F and/or 91S or placement into ESOL 92 on Kapi'olani Community College ESOL Standardized and Writing Sample Tests, or instructor recommendation.*

*Comment: ESOL 92S is offered in the spring semester only. ESOL 92S is repeatable for credit with no maximum limit. ). ESOL 92S may not be audited. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 92S/92S), CR (earns credit for the course but must enroll in another semester of ESOL 92F/92S), and CR+ (earns credit for the course and is eligible for ESOL 94F/94S).*

ESOL 92S provides for accelerated language development of academic English for high intermediate speakers who are preparing for entrance into ENG100/ESL 100 and other college-level courses. This course includes intermediate grammar structures, vocabulary development, essay writing, and aspects of academic and American culture. The course also provides a writing workshop that will include using internet resources and www 2.0 tools like blogs, discussion boards, and wikis.

Upon successful completion of ESOL 92S, the student should be able to:

1. Analyze, synthesize, and validate in written and oral reports information found in reading and listening material.
2. Evaluate, persuade, and argue a point orally and in writing.
3. Apply self-monitoring and self-corrective strategies.
4. Demonstrate ability to respond tactfully and completely when working collaboratively with peers to accomplish tasks that elaborate and extend other people's ideas.

**ESOL 94F Advanced ESOL (Fall) (7)**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): (1) Qualification for ESOL 94F on the KCC placement test OR (2) a grade of CR+ for ESOL 92F/92S OR (3) a grade of CR for ESOL 94S OR (4) a TOEFL score over 500 OR (5) instructor recommendation.*

*Comment: ESOL 94F is repeatable for credit with no maximum credit limit. ESOL 94F may not be audited. ESOL 94F may not be taken for a letter grade. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 94F/ESOL 94S), CR (earns credit for the course but must enroll in another semester of ESOL 94F/ESOL 94S), and CR+ (earns credit for the course and is eligible for ESL/ENG 100 or ENG 160).*

ESOL 94F provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG 100, ESL 100 and other college-level courses. This course provides intensive practice in academic reading, writing, thinking, and speaking.

Upon successful completion of ESOL 94F, the student should be able to:

1. Independently write comprehensible academic essays, reflections, and short in-class essays totaling 20 pages of revised prose.
2. Attend to feedback on the clarity, accuracy, precision, relevance, depth, breadth of their writing.
3. Access and evaluate the validity of information from resources inside and outside the classroom by identifying the purpose, issues, assumptions and point of view of the text.
4. Recognize implications, make inferences and raise questions about information from multiple sources.
5. Study the Academic Words that appear in the readings used in class.
6. Listen to extended listening texts including academic lectures.
7. Work collaboratively to identify problems and report on solutions.

**ESOL 94S Advanced ESOL (Spring) (7)**

*4 hours lecture, 6 hours lecture/lab per week*

*Prerequisite(s): (1) Qualification for ESOL 94 on the KCC placement test OR (2) a grade of CR+ for ESOL 92F/92S OR (3) a grade of CR for ESOL 94F/94S OR (4) a TOEFL score over 500 OR (5) instructor recommendation.*

*Comment: ESOL 94S is repeatable for credit with no maximum credit limit. ESOL 94S may not be audited. ESOL 94S may not be taken for a letter grade. Special grading options are NC (earns no credit for the course and must enroll in another semester of ESOL 94F/ESOL 94S), CR (earns credit for the course but must enroll in another semester of ESOL 94F/ESOL 94S), and CR+ (earns credit for the course and is eligible for ESL/ENG 100 or ENG 160).*

ESOL 94S provides for accelerated language development of academic English for advanced speakers who are preparing for entrance into ENG100, ESL 100, and other college-level courses. This course provides intensive practice in academic reading, writing, thinking, and speaking.

Upon successful completion of ESOL 94S, the student should be able to:

1. Independently write comprehensible academic essays, reflections, and short in-class essays totaling 20 pages of revised prose.
2. Attend to feedback on the clarity, accuracy, precision, relevance, depth, breadth of their writing.

3. Access and evaluate the validity of information from resources inside and outside the classroom by identifying the purpose, issues, assumptions and point of view of the text.
4. Recognize implications, make inferences, and raise questions about information from multiple sources.
5. Study the Academic Words that appear in the readings used in class.
6. Listen to extended listening texts including academic lectures.
7. Work collaboratively to identify problems and report on solutions.

## **ENTREPRENEURSHIP**

### **ENT 125 Starting a Business (3)**

*3 hours lecture per week*

ENT 125 focuses on the structure and operation of the business environment and incorporates topics of business decision-making processes, marketing assessments, business financing and accounting, human resources, ethics, and government regulations. This course comprises the development of a business plan. ENT 125 is highly suitable for those who wish to start or are currently operating their own business.

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

1. Demonstrate the application of principles, concepts, and requirements of Business operations/management including the major functional areas of human resources, marketing, finance, operations, accounting.
2. Relate the importance of relevant regulations, ethics, and laws for the selected business practices.
3. Identify and adopt entrepreneurship characteristics as it applies to oneself in the business market.
4. Differentiate among the various types of business (sole proprietorship, corporations, partnerships, Limited Liability Company (LLC), etc.) and business practices in Hawai'i.
5. Perform marketing analysis using marketing strategies and research methodologies.
6. Develop a comprehensive formal business plan.

### **ENT 130 Marketing for the Small Business (3)**

*3 hours lecture/lab per week for 16 weeks or 6 hours lecture/lab per week for 8 weeks*

*Recommended Preparation: ENG 50, ENG 100 or ENG 160.*

ENT 130 is a marketing course covering key concepts and issues underlying the modern practice of marketing for the small business. The course provides a clear understanding of marketing's role in the management of a small business. The course covers marketing terminology, consumer-oriented approach to marketing, channels of distribution, correct usage of methods in marketing research, concepts and practices of retailing, wholesaling, and physical distribution, role of marketing communication, correct usage of procedures in personal selling, and principles and practices of marketing organization.

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

1. Apply concepts and principles of marketing strategies for the small business.
2. Apply concepts and principles of product strategies.
3. Apply concepts and principles of price strategies.
4. Apply concepts and principles of promotion strategies.
5. Apply concepts and principles of place strategies.
6. Develop a viable marketing plan.

### **ENT 150 Basic Accounting and Finance for Entrepreneurs (3)**

*3 hours lecture per week*

*Recommended Preparation: Qualification for MATH 24 or higher.*

ENT 150 introduces accounting concepts and principles, procedures and systems for the Entrepreneur. Application skills include recording, summarizing, reporting, analyzing and using accounting information for a small business. The development of a financial plan for a small business will incorporate the basic concepts of financial statement and financial planning.

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

1. Apply concepts and principles of accounting and finance for the small business.
2. Use accounting software program to record and maintain financial records and to prepare financial documents and reports.

3. Explain the importance of establishing an accurate and timely record keeping system.
4. Compute value of inventory Last In, First Out (LIFO), First In, First Out (FIFO) and weighted average.
5. Distinguish between short- and long-term financing.
6. Describe advantages and disadvantages of various sources of capital.
7. Differentiate the basic financial reports - Balance Sheet, Income Statement, Statement of Owner's Equity and the Statement of Cash Flow.
8. Analyze financial statements and compute ratios to enhance the decision making process and the management of the business.
9. Create pro forma financial statements/plan and maintain a set of accounting books.
10. Explain the importance of cash management and methods of financing growth and expansion to the success of the small business.
11. Identify the process in raising capital to launch or expand a business.
12. Analyze business opportunities using the concepts of risk factors and return on investment.

## EXERCISE AND SPORT SCIENCE

### ESS 100 Introduction to Wellness and Fitness (3) KCC AA/DB

3 hours lecture per week

Recommended Preparation: BIOL 130 or ZOOL 141.

Comment: Letter grade and audit only. ESS 100 may not be taken credit/no credit. ESS 100 is repeatable for a maximum of six credits.

Permission is required for a student to repeat ESS 100.

ESS 100 explores the concept of wellness and fitness. The course is designed to provide students with the knowledge and skills to improve their own quality of life. The course provides clear and objective research-based information pertinent to personal wellness, behavior change, exercise, nutrition, weight management, disease prevention, stress management, and health risk reduction.

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

1. Describe and contrast the normal chronic responses to cardiovascular versus resistance exercise.
2. Explain the physiologic principles related to warm-up and cool-down.
3. Explain the common theories of muscular fatigue and delayed-onset muscle soreness (DOMS).
4. Contrast rest, sub-maximal exercise, and maximal exercise in terms of physiological adaptation following chronic aerobic & anaerobic exercise.
5. Apply the principle of specificity and reversibility and explain their application to improving fitness and implications for fitness programming.
6. Compare Isotonic, isometric, isokinetic, concentric, and eccentric muscle contractions.
7. Contrast muscular hypertrophy, atrophy, and hyperplasia.
8. Explain the following terms: shin splints, sprain, strain, tennis elbow, bursitis, stress fracture, tendonitis, patello-femoral pain syndrome, low back pain, plantar fasciitis, and rotator cuff tendonitis.
9. Analyze the potential risks associated with: straight-leg sit-ups, double leg raises, full squats, hurdler's stretch, yoga plow, forceful back hyperextension, and standing bent-over toe touch.
10. Analyze the risk-factor concept of coronary artery disease (CAD), the influence of heredity and lifestyle on the development of CAD, and how CAD risk factors may be favorably modified by physical activity.
11. Explain how lifestyle factors - including nutrition, physical activity, and heredity influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.
12. Explain the physiological basis for improvements in flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
13. Analyze the principles of overload and progression and how they relate to exercise prescription.
14. Analyze modifications of exercise programming for participation at altitude, in different ambient temperatures, in a humid environment, and taking into consideration levels of environmental pollution.
15. Evaluate the importance of Activities of Daily Living (ADLs) in contributing to the overall health of the individual.
16. Demonstrate ability to model and prescribe appropriate exercise for improving range of motion of all major joints.
17. Compare and contrast the amount of physical activity required for health benefits and the amount required for fitness development.
18. Demonstrate the ability to determine training heart rates using two methods: Percentage of age-predicted maximum heart rate and heart rate reserve (Karvonen).
19. Apply training principles so as to distinguish between the goals of an athlete and an individual exercising for general health.
20. Demonstrate exercises designed to safely enhance muscular strength or endurance.
21. Apply the number of kilocalories per gram of carbohydrate, fat, protein, and alcohol to dietary food consumption.
22. Define the following terms: obesity, overweight, percent fat, body mass index (BMI), lean body mass, anorexia nervosa, bulimia nervosa, and body fat distribution.
23. Explain the relationship between body composition and health based on epidemiological data.
24. Explain the Female Athlete Triad and its effects on health.

25. Apply the behavioral strategies to enhance exercise and health behavior change (e.g. reinforcement, goal setting, social support).
26. Apply the stages of motivational readiness and effective strategies that support and facilitate behavioral change.
27. Analyze the common obstacles that interfere with adherence to an exercise program and strategies to overcome these obstacles.
28. Identify, clarify, and set realistic behavioral goals for clients (e.g. S.M.A.R.T. goals).
29. Define the term wellness and its relationship to health and disease.
30. Identify major muscles involved in movement and exercise training.
31. Apply relaxation techniques to stress reduction/management.
32. Apply principles of behavior modification to assessing and reducing: stress risk, risk of common injuries, risk of back injury, cancer risk, addictive behaviors, risk of acquiring a sexually transmitted disease.
33. Explain the following: musculoskeletal injuries: contusions, sprains, strains, and fractures.
34. Summarize the effects on wellness of the following cardiovascular conditions: tachycardia, bradycardia, hypotension/hypertension, and tachypnea.
35. Distinguish between the following metabolic abnormalities: Fainting/syncope, hypoglycemia/hyperglycemia, and hypothermia/hyperthermia.
36. Apply the kilocalories equivalent of losing one pound of body fat to weight loss/management goals.

### **ESS 140 Anatomy & Physiology for Fitness Professionals (3) Fall**

*3 hours lecture per week*

*Corequisite(s): ESS 190; ESS 253; ESS 253L.*

*Comment: Letter grade only. ESS 140 may not be audited. ESS 140 may not be taken credit/no credit. ESS 140 is offered in the fall semester only.*

ESS 140 presents those systems in human anatomy and physiology that relate most directly to the knowledge needed by individuals working in a fitness or sport performance setting. This course includes a study of the skeletal, muscular, respiratory, circulatory, and nervous systems along with a section on metabolism. The emphasis of this course will be to guide students towards acquiring the foundational knowledge they need in order to understand the acute and chronic adaptations to exercise and physical activity.

Upon successful completion of ESS 140, the student should be able to:

1. Explain the basic structure of bone, skeletal muscle, and connective tissue.
2. Describe the functional relationship between the musculoskeletal, cardiovascular, and pulmonary systems.
3. Explain the basic anatomy of the cardiovascular & respiratory systems.
4. Explain the terms lordosis, scoliosis, and kyphosis.
5. Explain the difference between aerobic and anaerobic metabolism.
6. Explain the normal acute responses to cardiovascular exercise.
7. Explain the normal chronic responses to resistance training.
8. Identify the major muscles trained for improved strength, power, & performance.
9. Identify the major bones that major muscles attach to.
10. Explain the classification of the types of joints in the body.
11. Explain the terms: hypertrophy, atrophy, and hyperplasia.
12. Explain the physiologic basis for: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
13. Explain the anatomical components used during a Valsalva maneuver and its associated risks.
14. Explain the following musculoskeletal injuries: contusions, sprains, strains, and fractures.
15. Explain the following cardiovascular complications: tachycardia, bradycardia, hypotension/hypertension, and tachypnea.
16. Explain the following metabolic abnormalities: Syncope, hypoglycemia, hyperglycemia, hypothermia, and hyperthermia.
17. Discuss the effects of aging on the musculoskeletal and cardiopulmonary systems.
18. Explain how metabolic processes contribute to the ability to engage in exercise and sport.
19. Explain how lifestyle factors - including nutrition, physical activity, and heredity - influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.

### **ESS 180 Introduction to Careers in Exercise Science (3) Fall**

*3 hours lecture per week*

*Corequisite(s): ESS 100; ESS 140 or ZOOL 141; ESS 190; ESS 253; ESS 253L.*

*Comment: Letter grade only. ESS 180 may not be audited. ESS 180 may not be taken credit/no credit. ESS 180 is offered in the fall semester only.*

ESS 180 will introduce students to a variety of career pathways related to Exercise Science and Sports Science.

Upon successful completion of ESS 180, the student should be able to:

1. Describe the emergence of exercise science as an academic discipline from a historical perspective.
2. Summarize the anatomical and physiological systems approach of exercise science.
3. Compare and contrast the normal acute responses to cardiovascular exercise versus resistance exercise.
4. Distinguish between exercise physiology and clinical exercise physiology and their integration into the discipline of exercise science and sports medicine.
5. Describe the role of the strength and conditioning specialist as part of the athletic performance team.
6. List the personal, professional, and educational requirements within the field of personal training.
7. State how athletic training is integrated into the healthcare delivery system
8. Describe how sports nutrition is integrated into the discipline of exercise science.
9. Explain how psychology is applied to the discipline of exercise science. Explore the history of human motor behavior and its contributions to exercise science.
10. Analyze how biomechanics is integrated into the discipline of exercise science and sports.
11. Analyze the risk-factor concept of coronary artery disease (CAD) and the influence of heredity and lifestyle on the development of CAD.
12. Discern between several different subdisciplines and career pathways in exercise science and sports medicine.
13. Identify the various instruments used for exercise testing in both clinical and fitness settings and how the data collected from such equipment is used.
14. Summarize the career and professional issues in exercise science related to level of education, professional certification, licensure, continuing education, membership in professional organizations, and potential employment.
15. Give an informed opinion on the future course that the study of and careers in exercise science may take.

### **ESS 190 Introduction to Fitness Training (1) Fall**

*3 hours lab per week*

*Corequisite(s): ESS 140; ESS 253; ESS 253L.*

*Comment: Letter grade only. ESS 190 may not be audited. ESS 190 may not be taken credit/no credit. ESS 190 is offered in the fall semester only.*

ESS 190 introduces students to safe and effective resistance, cardiovascular, and flexibility exercises with the goal of improving fitness. The format of the course is a brief lecture followed by a one-hour lab during which students are guided through the demonstration, practice, and supervision of various exercise modalities.

Upon successful completion of ESS 190, the student should be able to:

1. Demonstrate the procedures for conducting a pre-exercise evaluation, warm-up, aerobic exercise, cool-down, and muscular fitness, and flexibility exercises.
2. Explain and implement exercise prescription guidelines for apparently healthy clients or those who have medical clearance to exercise.
3. Explain the physiologic principles related to warm-up and cool-down.
4. Demonstrate which major muscles are commonly trained for improved strength, power, and performance.
5. Demonstrate exercises designed to safely enhance muscular strength or endurance.
6. Compare the advantages and disadvantages of implementing interval, continuous, and circuit training programs.
7. Demonstrate the ability to design training programs using interval, continuous, and circuit training programs.
8. Demonstrate the safe use of a wide variety of conditioning exercises and contrast proper and improper technique in the use of equipment such as stability balls, BOSU balls, elastic bands, medicine balls, weights, etc.
9. Apply the appropriate intensity, duration, frequency, and type of physical activity to the prescription of exercise for the development of cardiorespiratory fitness in an apparently healthy population.
10. Compare proper and improper technique in the use of cardiovascular conditioning equipment (e.g., stair-climber, stationary cycles, treadmills, and elliptical trainers.)
11. Explain the importance of appropriate clothing, shoes, progression, and acclimatization to injury prevention during cardiorespiratory exercise.
12. Demonstrate a wide variety of conditioning exercises that promote improvements in agility, balance, coordination, reaction time, speed, and power.
13. Demonstrate a variety of plyometric exercises and be able to determine when such exercises would be inappropriate to perform.
14. Demonstrate the ability to evaluate, prescribe, and demonstrate appropriate exercise for improving range of motion of all major joints.
15. Demonstrate the ability to model and prescribe the appropriate use of a foam roller for improving flexibility.
16. Demonstrate the ability to record exercise sessions and perform periodic evaluations to assess changes in fitness status.
17. Demonstrate the various methods used to establish the level of exercise intensity using heart rate and rate of perceived exertion (RPE), and METs.
18. Explain the concept of exercise progression and be able to instruct a client regarding proper progression for all major muscle groups to improve muscular fitness.

19. Demonstrate the ability to adapt frequency, intensity, duration, mode, progression, level of supervision, and monitoring techniques in exercise programs for apparently healthy clients or those who have medical clearance to exercise.
20. Apply training principles so as to distinguish goals between an athlete and an individual exercising for general health.

### **ESS 215 Professional Issues in Fitness (3) Spring**

*3 hours lecture per week*

*Prerequisite(s): ESS 100 with a grade of "C" or higher; ESS 140 or ZOOL 141 with a grade of "C" or higher; ESS 190 with a grade of "C" or higher; ESS 253 with a grade of "C" or higher; ESS 253L with a grade of "C" or higher.*

*Corequisite(s): ESS 254; ESS 254L; ESS 273; ESS 280; ESS 290; ESS 294E.*

*Comment: Letter grade only. ESS 215 may not be audited. ESS 215 may not be taken credit/no credit. ESS 215 is offered in the spring semester only.*

ESS 215 provides an overview of the field of personal training. It will also explore the professional and interpersonal skills needed to ensure a successful relationship between a health fitness professional and her/his client.

Upon successful completion of ESS 215, the student should be able to:

1. Contrast the Certified Personal Trainer's responsibilities, limitations, and the legal implications of carrying out emergency procedures.
2. List the precautions taken by the trainer to reduce the client's risk of injury when using exercise equipment.
3. Analyze the legal implications of documented safety procedures, the use of incident documents, and ongoing safety training.
4. Apply the appropriate emergency procedures (i.e. telephone procedures, written emergency procedures, personnel responsibilities) in a health fitness setting.
5. Analyze the Certified Personal Trainer's scope of practice and role in administration/program management within a health/fitness facility.
6. Apply the appropriate documentation required when a client shows abnormal signs or symptoms during an exercise session and should be referred to a physician.
7. Explain professional liability and list the most common types of negligence seen in training environments.
8. Contrast the practical and legal ramifications of the employee vs. independent contractor classifications as they relate to the Certified Personal Trainer.
9. Compare the appropriate professional responsibilities, practice standards, and ethics in relationships dealing with clients, employers, and other allied health/medical/fitness professionals.
10. Identify cardiovascular, respiratory, metabolic, and musculoskeletal risk factors that may require further evaluation by medical or allied health professionals before participation in physical activity.
11. Describe the steps taken in preparation for the initial client consultation
12. Apply American College of Sport Medicine risk stratification guidelines to requiring a medical clearance prior to beginning an exercise test or before participating in an exercise program.
13. Compare the relative and absolute contraindications to exercise testing and exercise participation.
14. Analyze the limitations of informed consent and medical clearance.
15. Analyze interpersonal limitations when working with clients one-on-one.
16. Demonstrate leadership techniques appropriate for working with participants of all ages.
17. Apply the behavioral strategies to enhance exercise and health behavior change (e.g. reinforcement, goal setting, social support).
18. Apply effective teaching attributes to personal training.
19. Apply the stages of motivational readiness and effective strategies that support and facilitate behavioral change.
20. Compare and contrast the three stages of learning: cognitive, associative, and autonomous.
21. Compare the various techniques used to enhance motivation (e.g. posters, recognition, bulletin boards, games, competitions).
22. Compare and contrast the different types of learners (e.g. auditory, visual, kinesthetic) and apply the appropriate teaching and training techniques to optimize an exercise training session.
23. Compare the different types of feedback and demonstrate the ability to use communication skills to optimize a client's training session.
24. Analyze the common obstacles that interfere with adherence to an exercise program and strategies to overcome these obstacles.
25. Analyze the critical components of a comprehensive informed consent.
26. Give examples of the various professional organizations, resources and certifications in the health fitness industry.
27. List effective strategies for establishing professional relationships with Health Care providers.

28. Design exercise programs that are appropriate for special populations (e.g. pregnancy, seniors, diabetics, etc.)
29. Define and give examples of intrinsic and extrinsic reinforcement.

### **ESS 253 Functional Anatomy for Fitness Professionals (3) Fall**

*3 hours lecture per week*

*Corequisite(s): ESS 140; ESS 190; ESS 253L*

*Recommended Preparation: 100 level or higher course in biology or zoology.*

*Comment: Letter grade only. ESS 253 may not be audited. ESS 253 may not be taken credit/no credit. ESS 253 is offered in the fall semester only.*

ESS 253 examines the structure and function of human skeletal muscle and how it contributes to the mechanics of human movement. As the moving part of the musculoskeletal system, this course will focus on the structure and function of human skeletal muscle from its microscopic structure to its function as a whole muscle. Adaptations of the musculoskeletal system to external stressors and varying amounts of neural recruitment will also be considered. Finally, changes in both the structure and function of the musculoskeletal system during the aging process will be developed.

Upon successful completion of ESS 253, the student should be able to:

1. Explain the implications for development and maintenance of muscular force and velocity when sarcomeres are arranged in parallel or in series.
2. List the levels of integration of skeletal muscle structure, from subcellular components to whole muscle.
3. State the functional significance of the major sarcomeric proteins as they relate to muscular contraction.
4. Recite the series of events that occur at the neuromuscular junction that permit skeletal muscle cells to contract and produce force and velocity about a joint.
5. Describe the steps involved in the cross-bridge cycle as they relate to the development and maintenance of force and velocity during joint movement.
6. List the components and functional significance of motor units as they relate to the development and maintenance of muscular force and velocity during joint movement.
7. Compare the functional relationships between: a) velocity and duration; b) velocity and force; and c) force and duration.
8. Analyze the anatomical and functional implications of skeletal muscle fiber architecture as it relates to the development and maintenance of force and velocity during muscular contraction.
9. Summarize the basic events involved in skeletal muscle development in utero.
10. Explain the changes that occur to skeletal muscle during the aging process as it relates to the development and maintenance of muscular force and velocity during joint movement.
11. Describe the adaptations that skeletal muscle will undergo as a result of chronic physical activities with a bias toward high levels of neural recruitment of skeletal muscle fibers.
12. Describe the adaptations that skeletal muscle will undergo as a result of chronic physical activity with a bias toward high levels of muscular force development.
13. Explain the process of skeletal muscle damage that is associated with vigorous resistance training.
14. Summarize the physiologic basis for muscular hypertrophy as an adaptation to chronic resistance training.
15. Demonstrate the three classes of human joint levers and the mechanical advantage associated with each type of lever.
16. Describe the basic structure of bone, skeletal muscle, and connective tissue.
17. Apply the physiologic principles involved in promoting muscular strength & endurance gains.
18. Compare muscular hypertrophy, atrophy, and hyperplasia.
19. Apply biomechanical principles to the performance of walking and running.
20. Describe the progressive muscular adaptations to resistance training and the implications on program design and periodization.

### **ESS 253L Functional Anatomy for Fitness Professionals Laboratory (1) Fall**

*3 hours lecture/lab per week*

*Corequisite(s): ESS 140; ESS 190; ESS 253*

*Recommended preparation: 100 level or higher course in biology or zoology.*

*Comment: Letter grade only. ESS 253L may not be audited. ESS 253L may not be taken credit/no credit. ESS 253L is offered in the fall semester only.*

ESS 253L, Functional Anatomy for Fitness Professionals Laboratory is the lab that accompanies ESS 253. This lab will involve presentations of musculoskeletal and neuromuscular anatomy. A majority of the time in this lab will be dedicated to working with anatomical models, learning how to quantify movement at each major joint, and the student's active work towards learning the arrangement and function of the bones, muscles, and nerves at each major joint and how these structures contribute to movement in sport and exercise. Practical written and oral exams will be used to test each student's knowledge and understanding.

Upon successful completion of ESS 253L, the student should be able to:

1. Explain Isotonic, isometric, isokinetic, concentric, and eccentric muscle contractions.
2. Be able to identify the muscles trained for improved strength, power, & performance.
3. Describe the primary action and joint range of motion for each major muscle group.
4. Explain interrelationships among COG, base of support, balance, stability, & alignment.
5. Demonstrate the ability to assess body alignment and recognize postural abnormalities that may affect exercise performance.
6. Demonstrate the proper method to measure and quantify joint range of motion during passive and active joint movements.
7. Use the three planes and axes of human motion to explain human movement in kinesiological terms.
8. Identify the major bones and skeletal muscles that comprise and surround the spinal column.
9. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the talocrural, and subtalar joints.
10. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the glenohumeral joint.
11. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the femoroacetabular joint.
12. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the patellofemoral joint.
13. Identify the major nerve(s), bones, skeletal muscles, and actions that comprise and surround the humeroulnar, humeroradial, and radioulnar joint complex.
14. Explain the following terms: shin splints, sprain, strain, tennis elbow, bursitis, stress fracture, tendonitis, patello-femoral pain syndrome, low back pain, plantar fasciitis, and rotator cuff tendonitis.
15. Explain the potential risks associated with performing: straight-leg sit-ups, unsupported, standing hip and lumbar flexion, double leg raises, full squats, a hurdler's stretch, the yoga plow, and resisted lumbar hyperextension.

### **ESS 254 Physiological Principles for Exercise and Sport Training (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ESS 100; a grade of "C" or higher in ESS 140 or ZOOL 141; grade of "C" or higher in ESS 180; a grade of "C" or higher in ESS 190; a grade of "C" or higher in ESS 253; a grade of "C" or higher in ESS 253L.*

*Corequisite(s): ESS 215; ESS 273; ESS 280; ESS 290; ESS 294E.*

ESS 254 provides students with the physiological basis for the adaptations of the human body to exercise. The scientific principles presented in this course serve as the foundation for prescribing safe and effective exercise to apparently healthy individuals or those with a controlled disease. The competencies of ESS 254 are aligned with the knowledge, skills, and abilities of recognized and respected national certifying organization.

Upon successful completion of ESS 254, the student should be able to:

1. Analyze the unique physiological, functional, psychological, and exercise programming considerations associated with exercise for older adults.
2. Explain how research contributes to the body of knowledge in exercise science and guides safe and effective exercise programming.
3. Apply the guiding principles (e.g. specificity) in exercise science to safe and effective exercise programming for the improvement of physical fitness or improves performance in sport.
4. Provide a sound rationale for the use of pre-training exercise testing for risk stratification and safe and effective exercise prescription.
5. Explain the common theories of muscular fatigue and delayed-onset muscle soreness (DOMS).
6. Describe the anatomical and physiological features of the muscular, nervous, cardiovascular, respiratory, and endocrine systems in terms of their roles in and adaptations to exercise.
7. Recommend appropriate rehydration strategies for the maintenance of fluid and electrolyte balance during exercise.
8. Analyze the physiological response to physical activity at altitude, in different ambient temperatures, in a humid environment, in different levels of environmental pollution, and make appropriate modifications of exercise programming.
9. Summarize the bioenergetics entailed in muscle metabolism during aerobic and anaerobic exercise.
10. Analyze the advantages and limitations of various body composition techniques.
11. Describe and contrast the normal acute physiological responses and chronic physiological adaptations to cardiovascular exercise versus resistance exercise.
12. Recommend the appropriate frequency, intensity, time, and type of exercise for improving muscular strength, size, endurance, and power.
13. Apply methods of periodization to exercise programming towards the achievement of specific fitness and/or sports performance goals.
14. Contrast the physical and psychological signs and symptoms of overtraining and give recommendations for avoiding or correcting this condition.
15. Analyze the benefits and risks associated with resistance & endurance exercise for general and special populations.
16. Analyze the unique physiological, functional, psychological, and exercise programming considerations associated with exercise for children, people in various states of disease, pregnant women, and persons who are overweight or obese.
17. Analyze the unique physiological, functional, psychological, and exercise programming considerations associated with exercise for seniors.

**ESS 254L Physiological Principles for Exercise and Sport Training Lab (1)**

*3 hours lab per week*

*Prerequisite(s): ESS 100; ESS 140; ESS180; ESS 190; ESS 253; ESS 253L.*

*Corequisite(s): ESS 215; ESS 254; ESS 273; ESS 280; ESS 290; ESS 294E.*

ESS 254L (laboratory) builds upon the knowledge and understanding that students gain in ESS 254 (lecture) regarding the physiological foundations for the adaptations of the human body to exercise. The lab accomplishes this by helping students gain the technical skills needed to assess the current fitness status of physiological systems (e.g. cardiopulmonary and musculoskeletal) with the aim of using the data collected during the test to prescribe an appropriate beginning level of exercise intensity, frequency, and duration. Where ESS 254 lecture provides student with the theories for prescribing safe and effective exercise to apparently healthy individuals and those with a controlled disease, ESS 254 lab provides the tools that students use to put theory to practice.

Upon successful completion of ESS 254L, the student should be able to:

1. Calculate units of measure relating to exercise testing.
2. Demonstrate proper emergency procedures during fitness testing.
3. Monitor and document the blood pressure response to acute exercise and changes in body position.
4. Demonstrate the skill of locating anatomical landmarks for palpation of peripheral pulses.
5. Clearly describe testing procedures and obtain informed consent prior to exercise testing.
6. Demonstrate the skill of accurately measuring heart rate at rest and during exercise.
7. Demonstrate the skill of obtaining a rate of perceived exertion during exercise.
8. Demonstrate the skill of correctly locating the body surface sites and the correct orientation for the estimation of body composition using a skinfold protocol.
9. Demonstrate the skill of correctly locating the body sites for the taking of circumference measurements.
10. Select the appropriate protocols and conduct assessments of cardiovascular fitness, muscular strength, anaerobic capacity, muscular power, and muscular flexibility.
11. Interpret and clearly explain results obtained from fitness tests and apply those results to the design of safe and effective exercise.
12. Apply scientific terminology appropriately to the assessment of muscular and cardiovascular fitness.

**ESS 273 Resistance Training and Conditioning Techniques (2) Spring**

*4 hours lecture/lab per week.*

*Prerequisite(s): A grade of "C" or higher in ESS 100; a grade of "C" or higher in ESS 140, a grade of "C" or higher in ZOOL 141; a grade of "C" or higher in ESS 190; a grade of "C" or higher in ESS 253; a grade of "C" or higher in ESS 253L.*

*Corequisite(s): ESS 215; ESS 254; ESS 254L; ESS 280; ESS 290; ESS 294E.*

*Comment: Letter grade only. ESS 273 may not be audited. ESS 273 may not be taken credit/no credit. ESS 273 is offered in the spring semester only.*

The first five weeks of ESS 273 provides instruction in the methods used to evaluate a person's exercise readiness prior to beginning a new exercise routine, how to assess their current levels of muscular strength, and how to incorporate the data gathered into the design of a personalized resistance training program. The lab portion of ESS 273 will have ESS majors apply the theoretical and practical knowledge gained in the fall semester, along with the lectures delivered in other ESS courses in the spring, to the design and delivery of a resistance training program for a volunteer client. In this portion of ESS 273, ESS majors will spend 10 weeks learning about and delivering fitness training to a volunteer client.

Upon successful completion of ESS 273, the student should be able to:

1. Demonstrate the ability to assess body alignment and recognize postural abnormalities that may affect exercise performance.
2. Demonstrate leadership techniques appropriate for working with participants of all ages.
3. Demonstrate the ability to select appropriate training modalities according to the age and functional capacity of the individual.
4. Demonstrate the ability to record exercise sessions and perform periodic evaluations to assess changes in fitness status.
5. Contrast proper and improper technique in the use of resistance training equipment such as stability balls, weights, bands, resistance bars, etc.
6. Explain and implement exercise prescription guidelines for apparently healthy clients or those who have medical clearance to exercise.
7. Apply the principles of progressive overload, variation, and specificity to exercise and sport performance training.
8. Apply the risks associated with the Valsalva maneuver to the performance of resistance training exercises.
9. Apply the appropriate repetitions, sets, volume, and rest periods necessary for desired outcome goals.
10. Apply the principles of progressive overload, variation, and specificity to exercise and sport performance training.
11. Apply the risks associated with the Valsalva maneuver to the performance of resistance training exercises.
12. Apply the appropriate repetitions, sets, volume, and rest periods necessary for desired outcome goals.
13. Demonstrate basic communication and coaching techniques that foster and facilitate behavioral changes.
14. Compare the components that contribute to the maintenance of a safe exercise environment.

15. Demonstrate the skill of safely and effectively spotting a client during resistance exercise.
16. Apply respiratory risk factors or conditions to the requiring of a consultation with a medical professional before testing or training. The conditions include: asthma, exercise-induced bronchospasm, extreme breathlessness at rest or during exercise, bronchitis, and emphysema.
17. Apply metabolic risk factors or conditions to the requiring of a consultation with medical professional before testing or training. The conditions include: body weight more than 20% above optimal, BMI>30, thyroid disease, diabetes or glucose intolerance, and hypoglycemia.
18. Apply the musculoskeletal risk factors or conditions requiring consultation with medical professional before testing or training. The conditions include: acute or chronic back pain, arthritis, osteoporosis, and joint inflammation.

### **ESS 280 Nutrition for Fitness Professionals (1) Spring**

*2 hours lecture/lab per week*

*Prerequisite(s): ESS 100; ESS 140; ESS 180; ESS 190; ESS 253; ESS 253L; FSHE 185; ZOOL 141.*

*Corequisite(s): ESS 215; ESS 254; ESS 254L; ESS 273; ESS 290; ESS 294E.*

*Comment: Letter grade only. ESS 280 may not be audited. ESS 280 may not be taken credit/no credit. ESS 280 is offered in spring semester only.*

ESS 280 examines and explains the interactions between nutrition and exercise. It will provide the knowledge and skills required for fitness professionals to explain the effects that proper nutrition has on health, physical activity, and athletic performance.

Upon successful completion of ESS 280, the student should be able to:

1. Explain how lifestyle factors - including nutrition, physical activity, and heredity influence blood lipid and lipoprotein (i.e., cholesterol: high-density lipoprotein and low-density lipoprotein) profiles.
2. Analyze and compare the role of carbohydrates, fats, and proteins as fuels.
3. Apply the number of kilocalories per gram of carbohydrate, fat, protein, and alcohol to dietary food consumption.
4. Apply the kilocalories equivalent of losing one pound of body fat to weight loss/management goals.
5. Apply the guidelines for caloric intake for an individual desiring to lose or gain weight.
6. Compare the common ergogenic aids, explain their purported mechanism of action, and potential risks and/or benefits (e.g. anabolic steroids, caffeine, amino acids, vitamins, minerals, creatine monohydrate, androstenedione, DHEA).
7. Describe the health implications of variation in body-fat distribution patterns and the significance of the waist-to-hip ratio.
8. Compare the health implications of commonly used herbs (e.g. echinacea, St. John's wort, ginseng).
9. Define the following terms: obesity, overweight, percent fat, body mass index (BMI), lean body mass, anorexia nervosa, bulimia nervosa, and body fat distribution.
10. Explain the relationship between body composition and health based on epidemiological data.
11. Compare the effects of diet plus exercise, diet alone, and exercise alone as methods for modifying body composition.
12. Explain the importance of an adequate daily energy intake for healthy weight management.
13. Compare sports/exercise performance in euhydration versus dehydration before, during, and after exercise.
14. Analyze the current Dietary Guidelines for Americans, including the USDA Food Pyramid.
15. Demonstrate an understanding and awareness of the Female Athlete Triad.
16. Compare the myths and consequences associated with inappropriate weight loss methods (e.g. saunas, vibrating belts, body wraps, electric stimulators, sweat suits, fad diets).

### **ESS 290 Exercise & Sport Science Seminar (2) Spring**

*3 hours lecture per week*

*Prerequisite(s): ESS 140; ESS 190; ESS 253; ESS 253L.*

*Corequisite(s): ESS 294E.*

*Comment: Credit /no credit only. ESS 290 may not be audited. ESS 290 may not be taken for a letter grade. ESS 290 is offered in the spring semester only.*

ESS 290 Seminar in Exercise & Sport Science is a comprehensive review of the ESS curriculum using The American College of Sports Medicine Knowledge, Skills, and Abilities (KSAs) as an outline. As a course taken during the graduating semester, participation by the student in this seminar course will serve to reinforce the student's grasp of exercise science content knowledge and highlight any areas where additional study and reinforcement are needed before taking the professional certification exam.

Upon successful completion of ESS 290, the student should be able to:

1. Give examples of normal acute and chronic physiological responses to resistance exercise.
2. Explain the normal acute and chronic physiological responses to cardiovascular exercise.
3. Apply knowledge of human anatomy to the performance of exercise.

4. Evaluate the exercise readiness of potential clients using various health appraisal and risk stratification techniques.
5. Apply the theoretical principles of exercise science to the prescription of exercise intended to improve physical fitness and/or sports performance.
6. Explain basic nutritional concepts related to maintaining nutritional health, managing weight, adequate nutrition for exercise and sport, and avoiding disease conditions related to nutritional deficiencies.
7. Analyze a person's readiness for increased physical activity using physical activity behavior modification strategies.
8. Evaluate exercise, exercise facilities, and exercise equipment for safety and injury prevention.
9. Compose emergency procedures that meet fitness industry standards.
10. Summarize the professional issues included in fitness program administration, quality assurance, and outcome assessment in a fitness setting.
11. List medical and clinical considerations related to the evaluation of risk associated with beginning an exercise program.

### **ESS 294 Exercise and Sport Science Practicum (1) Spring**

*4 hours internship per week*

*Prerequisite(s): ESS 100; ESS 140; ESS 180; ESS 190; ESS 253; ESS 253L.*

*Corequisite(s): ESS 215; ESS 254; ESS 254L; ESS 273; ESS 280; ESS 290.*

*Comment: Credit/no credit grading only. ESS 294 may not be audited. ESS 294 is offered in the spring semester only. Students will be charged a professional fee for liability insurance. The wearing of professional fitness attire is required whenever a student is at an internship site.*

ESS 294 provides students with opportunities to observe and work with fitness professionals as they lead clients/residents/patients/athletes in exercise aimed at improving health, fitness, sport performance, or rehabilitation from injury. This practicum will provide the student with hands-on experience where they can apply their knowledge and skills and develop new skills and practices that can be applied to their professional careers.

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

1. Demonstrate effective communication skills and interact effectively with internship supervisors, clients, staff, and health care professionals.
2. Apply professional standards of confidentiality to their interactions with clients, supervisors, staff, and health care professionals.
3. Demonstrate that they can perform at or above the professional standards set for fitness professionals by organizations like the American College of Sports Medicine.
4. Demonstrate enthusiasm and a positive attitude while working with clients and coworkers.
5. Apply interpersonal skills that encourage exercise adherence in clients.
6. Demonstrate a willingness to accept responsibility and take initiative where appropriate.
7. Demonstrate a commitment to quality in the completion of assigned duties.
8. Demonstrate effective listening and communication skills with clients, supervisors, and staff.
9. Relate exercise and fitness information to clients clearly and professionally.
10. Demonstrate that they can respond to client or staff requests promptly and professionally.
11. Demonstrate awareness of and appropriate use of non-verbal communication.
12. Maintain appropriate interpersonal relationships with clients, supervisors, and staff.
13. Seek out constructive feedback and use the feedback to improve their professional interactions.
14. Apply exercise science concepts practically in a fitness setting.
15. Apply internship experiences and the knowledge gained from those experiences to self-assess, self-correct, and self-direct where appropriate.
16. Maintain clear documentation of their internship experience, including hours spent at each site and descriptions of the tasks performed.
17. Identify personal qualities, work habits, and attitudes that are valued as contributing positively to the profession.
18. Demonstrate the proper set up and use of each piece of exercise equipment available at each internship site.
19. Professionally represent themselves, the internship site, the College, and the program by means of their personal grooming and dress.

**ESS 294E ESS Practicum (3)**

*135 hours of work experience in health, fitness, and sport industry.*

*Prerequisite(s): A grade of "C" or higher in ESS 254; a grade of "C" or higher in ESS 254L; a grade of "C" or higher in HLTH 203; a grade of "C" or higher in HLTH 203L; a grade of "C" or higher in HLTH 290; a grade of "C" or higher in HLTH 290L; consent of ESS program coordinator.*

*Comment: Students must have liability insurance through the College's blanket policy, name tag, fitness professional attire, and sneakers.*

ESS 294E is a required course in the Exercise and Sport Science Certificate of Achievement and the AS degree in Exercise and Sport Science. The ESS student is required to document the completion of 135 hours of work experience in a selected facility in the health, fitness, and sport industry. The facility must be approved by the ESS program coordinator and practicum site mentor. This practicum will provide the student with hands-on experience in a position where they can apply their knowledge and skills and develop new skills and practices that can be applied to their professional careers.

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

1. Provide professional services as specified under the direction of the worksite mentor.
2. Exhibit proper professional behavior.
3. Identify the respective responsibilities of the student, the worksite, and college in the practicum experience.
4. Maintain documentation of their experience, including hours and the description of the tasks that they performed.
5. Explain the organizational structure of the company they worked in.
6. Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.
7. Design safe and effective exercise programs for various populations.
8. Monitor and supervise an exercise session.
9. Proper use and maintenance of equipment.
10. Relate health and fitness information to clients in a professional manner.
11. Identify the reasons for discontinuation of an exercise session.
12. Demonstrate emergency procedures (including CPR) and basic first aid.
13. Communicate with physicians and sports medicine professionals regarding a client's exercise program.
14. Refer questions one cannot or should not answer to the proper authority.
15. Show consideration of the attitudes and beliefs of the organization and their clients.
16. Demonstrate the ability to motivate and encourage clients to achieve their goals.
17. Assist and cooperate willingly with co-workers.
18. Respond favorably to constructive criticism and suggestions.
19. Recognize one's strengths and limitations.
20. Seek help if confronted with a difficult client.
21. Maintain appropriate interpersonal relationships with coworkers and clients.
22. Indicate clear understanding of one's role as an ESS professional.
23. Present a professional appearance in the assigned uniform.
24. Organize their time.
25. Accept responsibility.

**FAMILY RESOURCES**

**FAMR 230 Human Development (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

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

FAMR 230 examines the lifespan from conception to death emphasizing the interrelationships of biological, cognitive and psychosocial development in the context of a systems framework.

Upon successful completion of FAMR 230, the student should be able to:

1. Explain the interrelated aspects of biosocial, cognitive, and psychosocial development across the lifespan.
2. Apply human development theories, concepts, and research to personal, academic, occupational, and community experiences.
3. Compare and contrast fundamental theories of human development and behavior.
4. Synthesize and convey ideas, utilizing critical thought and reflection clearly in oral/sign and written communication.
5. Investigate the diversity of human development from a local, regional and global perspectives.

## FILIPINO

### **FIL 101 Elementary Filipino I (4) KCC AA/HSL**

*3 hours lecture, 2 hours lecture lab per week*

FIL 101 is designed for beginning speakers of Filipino. Students will study the basic structures of Filipino with emphasis on listening, speaking, reading and writing skills through meaningful and interactive classroom activities as well as the use of technology. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

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

1. Listen and comprehend the meaning of short, learned utterances and some sentence-length utterances, particularly where context supports understanding and speech is clear. Comprehend limited vocabulary and some simple questions/statements about topics that refer to basic personal background and needs, social conventions and routine tasks, such as telling time, using the telephone, making an appointment, and shopping.
2. Speak simple and short statements and ask simple questions, relying primarily on memorized utterance but occasional expansion through recombination of these learned elements.
3. Read and interpret written language where vocabulary and word bases have been learned. Guess meanings of new vocabulary words based on context and application of cultural/background knowledge and understanding of Filipino affixes. Understand main ideas from simple authentic reading materials in Filipino dealing with personal, social, and cultural aspects.
4. Write simple fixed expressions and limited memorized material and some recombination thereof. Fill out simple forms and documents. Write simple descriptions of people, objects, and places, as well as simple autobiography, survey reports and friendly letters.

### **FIL 102 Beginning Filipino II (4) KCC AA/HSL**

*3 hours lecture, 2 hours lecture/ lab per week*

*Prerequisite: FIL 101 with a grade of "C" or higher or instructor consent.*

FIL 102 further develops basic structures of the Filipino language with an emphasis on listening, speaking, reading and writing skills through meaningful and interactive classroom activities as well as the use of technology. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

Upon successful completion of FIL 102, the student should be able to:

1. Listen and comprehend sentence-length utterances, which consist of recombination of learned elements in a limited number of content areas, particularly if strongly supported by the situational context.
2. Comprehend limited vocabulary and some simple questions/statements about topics that refer to basic personal background and needs, social conventions and routine tasks, such as getting meals, receiving simple instructions and directions, and describing people, objects, and places.
3. Speak and handle successfully a limited number of uncomplicated task-oriented and social functions pertaining to such topic areas as those mentioned above.
4. Ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation.
5. Perform such tasks as ordering a meal, asking and giving directions and instructions, talking about likes and dislikes, extending and accepting invitations.
6. Read and interpret written language where vocabulary and word bases have been learned.
7. Guess meanings of new vocabulary words based on context and application of cultural/background knowledge and understanding of Filipino affixes.
8. Comprehend main ideas from simple authentic reading materials in Filipino dealing with personal, social, and cultural aspects.
9. Write short email messages and simple descriptions of people, objects, places, and events as well as simple autobiography, friendly letters and letters of excuse, and interview questions.

### **FIL 201 Intermediate Filipino I (4) KCC AA/HSL**

*3 hours lecture, 2 hours lab per week*

*Prerequisite(s): FIL 102 with a grade of "C" or higher, satisfactory score on language placement test, or instructor's consent.*

FIL 201 is designed to refine the basic structures learned in FIL 101 and FIL 102 in listening, speaking, reading, and writing skills through meaningful and interactive classroom activities. Students will be exposed to and experience the Filipino culture through active participation in co-curricular cultural activities and events.

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

1. Construct and carry on a conversation covering limited topic areas, such as family and friends, places, the weather, leisure activities and sports, food and diet.
2. Express compliments, complaints, feelings and reaction toward some object, event or people.
3. Read, evaluate and interpret simple texts such as letters, weather reports and other news items, flyers and ads, bus, television and other schedules, short stories and informational texts.
4. Follow directions and instructions, e.g. direction to a particular place, recipe, and other materials explaining step-by-step procedures.
5. Use common idioms and popular riddles in context.
6. Narrate an event with details about time, place, and physical location.
7. Describe and compare things, places, events, and people.
8. Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
9. Use appropriate language in specific situations, paying particular attention to cultural considerations.

### **FIL 202 Intermediate Filipino II (4) KCC AA/HSL**

*3 hours lecture, 2 hours lab per week*

*Prerequisite(s): FIL 201 with a grade of "C" or higher, satisfactory score on language placement test, or instructor's consent.*

FIL 202 is designed to refine the intermediate grammar structures learned in FIL 201 in listening, speaking, reading, and writing skills through meaningful and interactive classroom activities. Students will actively participate and experience the Filipino culture through co-curricular cultural presentations, activities and events.

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

1. Construct and carry on a conversation covering topic areas such as comparing old fashioned ways with the new ways of courtship and getting married, planning for baptism, and understanding the Filipino thoughts on "leaving the nest".
2. Express compliments, complaints, feelings and reaction toward some object, event or people integrating new and previously learned elements.
3. Read, evaluate and interpret complex texts such as letters, weather reports and other news items, flyers and ads, bus, television and other schedules, short stories and informational texts integrating new and previously learned elements
4. Follow directions and instructions integrating new and previously learned elements, e.g. direction to a particular place, recipe, and other materials explaining step-by-step procedures.
5. Use idioms and popular riddles in context integrating new and previously learned elements.
6. Narrate an event in detail and to describe and compare things, places, events and people integrating new and previously learned elements.
7. Listen to and explain radio and television announcements, talk shows and news broadcasts on limited topic areas.
8. Use advanced language in specific situations, paying particular attention to cultural considerations.

## **FOOD SERVICE & HOSPITALITY EDUCATION**

### **FSHE 185 The Science of Human Nutrition (3) KCC AA/DB and KCC AS/NS**

*2 hours lecture, 2 hours lecture/lab per week*

*Recommended preparation: Basic computer competency skills.*

FSHE 185 is an introductory biological science course that integrates basic concepts of science with the study of human nutrition. This course will provide elementary aspects of several biological sciences that are needed to understand the scope of nutrition. Emphasis is on providing a science-based nutrition background that will help students make appropriate, informed choices from the vast array of foods available in today's marketplace.

Upon successful completion of FSHE 185, the student should be able to:

1. Identify current USDA My Pyramid principles and food groups.
2. List the nutrient contributions of each food group.
3. Discuss the nine areas where dietary guidelines make recommendations.
4. Develop recipes and menus using dietary guideline recommendations, food guides, and food labels.
5. Evaluate recipes and menus using dietary guideline recommendations, food guides, and food labels.
6. Discuss characteristics, functions, and best sources of each of the major nutrients.
7. List the primary characteristics, functions, and sources of vitamins, water and minerals.
8. Describe the process of human digestion.
9. Determine energy needs based upon basal metabolic rate and exercise expenditure.

10. Discuss cooking techniques, storage principles, and portion sizes for the maximum retention of nutrients and effective weight management.
11. Discuss exchange groups.
12. Identify common food allergies and determine appropriate substitutions. (e.g. gluten, sugar, and lactose free).
13. Discuss contemporary nutritional issues (e.g. vegetarianism, heart healthy menus, and religious dietary laws).
14. Apply emerging technologies (computerization) for nutrient analysis (e.g. Internet and recipe analysis software).
15. Discuss weight management, exercise, and nutrition over the life cycle.

Within this FSHE 185 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

1. Describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention in food preparation and storage.
2. Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
3. Value ethical practices in both personal and professional situations.

**FSHE 228 Dining Room Supervision (4) (Inactive)**

*2 hours lecture, 18 hours lab per week for 8 weeks*

*Prerequisite(s): A grade of "B" or higher in FSHE 128 or consent of instructor.*

FSHE 228 focuses on the study and practice of dining room operations with emphasis on guest relations, supervision and training techniques.

Upon successful completion of FSHE 228, the student should be able to:

1. Monitor dining room reservations and coordinate dining room seating with the restaurant reservationist.
2. Assign, escort, and seat guests at tables.
3. Supervise the dining room staff.
4. Prepare job assignments and stations for the dining room staff.
5. Prepare order requests for supplies as needed.
6. Maintain standards of cleanliness, grooming, service, and atmosphere.
7. Enforce safety and sanitation regulations.

**FSHE 260 Hospitality Law (3) (Inactive)**

*3 hours lecture per week*

FSHE 260 is a study of the laws and regulations affecting the hospitality industry as they relate to guests, employees and others.

Upon successful completion of FSHE 260, the student should be able to:

1. Describe the evolution of hospitality law from English common law to contemporary American civil law.
2. Identify the hospitality manager's rights and responsibilities regarding the organization-guest relationship.
3. Describe situations in which a hospitality organization may refuse accommodations to a guest.
4. Explain the guest's legal right to privacy in a hospitality accommodation.
5. Identify legal procedures to follow in evicting a guest.
6. Identify legal procedures to follow in the event a guest dies.
7. Explain the hospitality organization's duties and limits of liability regarding the safekeeping of the person and/or property of guests or others.
8. Identify the laws and agencies which license and regulate hospitality operations.
9. Explain general contract law in relation to hospitality operations.
10. Explain the major criminal and tort laws affecting hospitality operations.
11. Explain the laws and regulations which affect the hiring, compensation, transferring, promotion, discipline, and termination of employees.
12. Identify a hospitality organization's rights and duties in relation to unions.
13. Explain the tax laws regarding employee compensation and the sale of taxable goods and services.
14. Identify legal requirements for fire safety procedures and emergency action plans.

**FSHE 281 School Food Service Recordkeeping (2) (Inactive)**

*1 hour lecture, 2 hours lecture/lab per week*

*Prerequisite(s): Credit or concurrent enrollment in FSHE 290 or consent of instructor.*

FSHE 281 involves the study of procedures and forms used by the Department of Education in School Food Service Recordkeeping.

Upon successful completion of FSHE 281, the student should be able to:

1. List the three types of U.S.D.A. (United States Department of Agriculture) programs and be able to describe them.
2. Describe the types of food services offered through the Department of Education in Hawai'i.
3. Define centralized and self-contained food service operations.
4. Calculate the quantities of food to be purchased and used for serving school meals using the U.S.D.A. and Hawai'i Buying Guide.
5. Precost recipes and menus.
6. Adjust central menus to accommodate available Federal commodities.
7. Use the forms developed for school food service recordkeeping.
8. Understand the basic principles of interpersonal relationships.

**FSHE 294 Food Service Practicum (5)**

*2 hours lecture, 26 hours lab per week for 8 weeks*

*Prerequisite(s): A grade of "C" or higher in FSHE 102 (CULN 111); a grade of "C" or higher in FSHE 103 (CULN 112); a grade of "C" or higher in FSHE 120 (CULN 115); a grade of "C" or higher in FSHE 122 (CULN 150); a grade of "C" or higher in FSHE 212 (CULN 221), or consent of instructor/program counselor/department chairperson.*

FSHE 294 provides students with a practical in-house internship experience that applies the knowledge, skill, techniques, managerial principles, and attitudes gained through prior studies to operate a food service operation.

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

1. Demonstrate the ability to organize, operate, and manage a typical food service operation.
2. Utilize information gathered through a market analysis; formulate a menu that will optimize the resources of the operation.
3. Develop a cost-effective market plan.
4. Compile high quality information required to make sound managerial decisions.
5. Analyze data gathered to forecast, budget, and to formulate corrective actions in order to maximize both guest satisfaction and return on investment.

Within this FSHE 294 course, the following student learning outcomes will have been introduced, practiced or demonstrated:

1. Apply the fundamentals of baking science to the preparation of a variety of products.
2. Use and care for equipment normally found in the bakeshop or baking area.
3. Perform mathematical computations related to foodservice operations.
4. Demonstrate quality customer service.
5. Develop skills in knife, tool, and equipment handling and apply principles of food preparation to produce a variety of food products.
6. Operate equipment safely and correctly.
7. Apply knowledge of laws and regulations relating to safety and sanitation in the kitchen.
8. Prepare for the transition from employee to supervisor.
9. Evaluate styles of leadership and develop skills in human relations and personnel management.
10. Apply the knowledge of the hospitality industry and career opportunities in the field.
11. Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
12. Apply the principles of menu planning and layout to the development of menus.
13. Apply the principles of nutrient needs throughout the life cycle to menu planning and food preparation.
14. Demonstrate the overall concept of purchasing and receiving practices in quality foodservice operations.
15. Apply knowledge of quality standards and regulations governing food products to the purchasing function.
16. Receive and store food and non-food items properly.
17. Apply the basic principles of sanitation and safety and be able to apply them in the food service operations.
18. Reinforce personal hygiene habits and food handling practices that protect the health of the consumer.
19. Value cross-cultural perspectives that will allow them to effectively function in the global community.
20. Value ethical practices in both personal and professional situations.
21. Practice standards in behavior, grooming, and dress that reflect the mature work attitude expected of industry professionals.
22. Apply the experience of service-learning to both personal and academic development by becoming involved in community service activities.

## FRENCH

### **FR 101 Elementary French I (4) KCC AA/HSL**

*3 hours lecture, 2 hours lecture/lab per week*

FR 101 introduces students to the sounds and basic structures of the French language emphasizing the acquisition of speaking, writing, reading, and listening comprehension skills for communicative proficiency, and an appreciation of the essential elements of the culture of French-speaking people.

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

1. Produce the sounds of French and read words with acceptable pronunciation.
2. Reproduce simple patterns of speech based on classroom models with acceptable pronunciation.
3. Respond orally to familiar simple conversational models to demonstrate communicative competency at a basic level.
4. Read aloud familiar materials with pronunciation comprehensible to a native speaker.
5. Write phrases in French that demonstrate appropriate use of present tense grammatical forms in familiar contexts.
6. Demonstrate knowledge of basic concepts of French culture presented in class, including important holidays, some contrastive cultural practices and the names and capitals of French-speaking countries.

### **FR 102 Elementary French II (4) KCC AA/HSL**

*3 hours lecture, 2 hours lecture/lab per week*

FR 102, a continuation of FR 101, further develops basic French sentence structure, vocabulary, reading, oral and written communication skills and an enhanced appreciation of the cultures of French-speaking people.

Upon successful completion of FR 102, the student should be able to:

1. Reproduce patterns of speech based on classroom models with acceptable pronunciation.
2. Respond orally in natural conversation to demonstrate communicative competency.
3. Read aloud familiar materials with pronunciation comprehensible to a native-speaker.
4. Write simple sentences in French that demonstrate appropriate use of grammatical forms in familiar contexts.
5. Demonstrate knowledge of basic concepts of Francophone cultures presented in class.

### **FR 201 Intermediate French I (3) KCC AA/HSL**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in FR 102, or satisfactory score on language placement test, or instructor consent.*

*Comment: If a student has taken French Language prior to enrolling into college, taking the French language placement test or talking to a French language instructor is recommended. If placed in FR 201, filling out the back credit form for French language is also recommended.*

FR 201 is a continuation of FR 102. Students will refine basic language skills acquired in FR 101-102 through reading, conversation, writing, listening, vocabulary development, and functional language structure review. Through communicative practice, articulated multimedia lab activities, interaction with peers, instructor, and native-speakers, students will gain confidence and fluency in written and oral expression. Cultural presentations will enhance knowledge and appreciation of the presence and influence of French language, and the cultures of French-speaking countries, territories, and provinces.

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

1. Discuss personal and simple social topics with more grammatical accuracy and fluency than in 1st year.
2. Respond orally during spontaneous discussions based on chapter themes and readings.
3. Read with increased understanding culture-based texts in French, including such topics as everyday life, work, family travel, etc.
4. Write compositions of 3-4 structured paragraphs based on these themes, describing and narrating in past, present and future.
5. Discuss and compare orally and in writing the cultural norms in one's own country and the French-speaking world.
6. Increase active use of vocabulary.

**FR 202 Intermediate French II (3) KCC AA/HSL**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in FR 201.*

*Comment: If a student has taken French Language prior to enrolling into college, taking the French language placement test or taking to a French language instructor is recommended. If placed in FR 202, filling out the back credit form for French language is also recommended.*

FR 202 is a continuation of FR 201. Students will refine basic language skills acquired in FR 201 through reading, conversation, writing, listening, vocabulary development, and review of functional language structure. Through communicative practice with peers, instructor, native-speakers, and articulated multimedia lab activities, students will gain confidence and fluency in written and oral expression. Cultural readings and presentations will enhance knowledge and appreciation of the presence and influence of the French language and the influence of French culture in Hawai'i and the world.

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

1. Demonstrate strategies appropriate to the audience and the ability to read and talk about short non-technical articles related to daily life and society of the cultures of French-speaking people, and our own.
2. Use language, techniques, and strategies appropriate to the audience and occasion to communicate orally in French on topics related to the daily life, society, and cultures of French-speaking people with pronunciation comprehensible to a native speaker.
3. Access and retrieve information through print and electronic media at Web sites in French-speaking countries-evaluating the accuracy and authenticity of that information.
4. Use writing to discover and articulate ideas in French using logical reasoning.
5. Identify and state problems, issues, arguments, and questions contained in a body of information in French as a basis for writing and class discussion.
6. Write and discuss in French the essentials of history, culture, thought processes, value systems, and worldview of French-speaking societies in comparison to our own.

**GEOGRAPHY****GEOG 101 The Natural Environment (3) KCC AA/DP and KCC AS/NS**

*3 hours lecture per week*

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

GEOG 101 explores the surface environment of our planet. Global and local patterns and processes of earth's atmosphere, lithosphere, biosphere, and hydrosphere are examined. Emphasis is placed on relating subject matter to Hawai'i and the Pacific.

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

1. Describe geographic patterns of earth's surface environment.
2. Explain observed environmental patterns in terms of physical and biological processes.
3. Identify interrelationships between natural systems components.
4. Assess the impact of human activities on the environment.
5. Critically analyze concepts and issues within the framework of the course.

**GEOG 101L The Natural Environment Lab (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in GEOG 101; qualification for ENG 100; qualification for MATH 24.*

GEOG 101L is a laboratory exploration of earth's atmosphere, lithosphere, biosphere, and hydrosphere. The course includes lab work, field data collection, analysis, and reporting. Emphasis is placed on relating subject matter to Hawai'i and the Pacific.

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

1. Gather and record data, analyze data, formulate conclusions, and report findings in written form.
2. Use a variety of measuring instruments to gather environmental data.
3. Apply the metric system, scientific notation, graphing, and basic statistical measurements to analysis of geographic data.
4. Demonstrate the ability to read, construct, and interpret graphs and maps.

**GEOG 102 World Regional Geography (3) KCC AA/FGB and KCC AS/SS**

*3 hours lecture per week*

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

GEOG 102 is a survey of the world's major cultural regions. Environmental, cultural, political, and economic characteristics of each region and regional interactions are explored from a geographic perspective.

Upon successful completion of GEOG 102, the student should be able to:

1. Identify the earth's major cultural regions and their distinguishing characteristics.
2. Explain how historical, social and environmental processes shape the world's major cultural regions.
3. Describe globalization and regional interactions and explain how they affect cultural, economic, political, and environmental change within regions.
4. Critically analyze concepts and issues within the framework of the course.

**GEOG 151 Geography and Contemporary Society (3) KCC AA/FGC and KCC AS/SS**

*3 hours lecture per week*

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

GEOG 151 provides a global thematic survey of human society and culture. Geographic distribution, historical development, and current issues in economic, resource, population, political, and environmental systems are examined.

Upon successful completion of GEOG 151, the student should be able to:

1. Identify major themes in human society and culture and their distribution.
2. Explain the nature, history, and diffusion of cultural and societal characteristics.
3. Synthesize cross-cultural perspectives on current issues in population, economy, politics, language, religion, customs, and conflict.
4. Critically analyze concepts and issues within the framework of the course.

**GEOG 210 Global Environmental Issues (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

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

*Recommended Preparation: ENG 100, MATH 24 or MATH 81.*

GEOG 210 explores contemporary environmental issues using geography's interdisciplinary approach to study observed environmental changes and their implications for society, culture, and nature. Perspectives on environmental change are examined from disparate viewpoints.

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

1. Identify major environmental issues, their geographic distribution, and trends in environmental change.
2. Explain how physical processes and cultural actions effect environmental changes.
3. Explore scientific evidence addressing the impact of environmental modification on people and societies.
4. Interpret within and between societies perspectives on environmental issues.
5. Critically evaluate causes and solutions for environmental issues.

**GEOLOGY & GEOPHYSICS**

**GG 101L Introduction to Geology Laboratory (1) KCC AA/DY**

*3 hours lab per week*

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

GG 101L is the study of rocks and minerals, interpretation of topographic and geologic maps, and exercises in the basic procedures of geologic investigations.

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

1. Describe basic principles of geology.
2. Identify the major rock and ore-forming minerals.
3. Classify the common igneous, metamorphic, and sedimentary rocks.

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4. Use topographic and geologic maps to study landforms, structure, and geologic history of an area.
5. Calculate quantities relevant to the subdisciplines of geology such as geomorphology, geophysics, sedimentology, and geochemistry.
6. Identify landforms and structures produced by various geologic processes.

### **GG 103 Geology of the Hawaiian Islands (3) KCC AA/DP KCC AS/NS**

*3 hours lecture per week.*

*Recommended Preparation: Qualification for ENG 100.*

GG 103 is a survey of Hawaiian geologic processes, volcanoes, rocks and minerals, landforms, groundwater and engineering problems. Field trips will be taken.

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

1. Explain basic geologic principles, including aspects of earth science, physics, chemistry and environmental science that are important in the understanding of the Hawaiian Isles and their geological processes.
2. Discuss the earth's physical processes that bear on geology of the Hawaiian Isles and Pacific Isles.
3. Explain basic geological terms, locations, concepts, theories, and methodology.
4. Recognize landforms, structures and products of volcanoes and other igneous phenomena.
5. Recognize and explain the existence of products of marine and terrestrial sedimentation in Hawaii.
6. Explain Hawaiian landforms produced by various weathering and erosion processes.
7. Discuss humans' association with the geological environment, vulnerability to geologic hazard, and dependency on natural resources such as groundwater, and environmental impacts.

## **HAWAIIAN**

### **HAW 101 Elementary Hawaiian I (4) KCC AA/HSL**

*3 hours lecture, 2 hours lecture/lab per week*

HAW 101 introduces the study of basic structures of the Hawaiian language with emphasis on the five recognized skills: listening, speaking, reading, writing, and cultural understanding.

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

1. Demonstrate the ability to respond to simple Hawaiian speech, including common demands, questions/answers about family and community, time/calendar, daily activities. (listening skills)
2. Demonstrate emerging ability to make short statements, ask simple questions, identify objects, people and places, and carry on limited conversations about daily activities; express agreement or disagreement as well as simple desires/choices such as preferred food, music, clothes, etc. (speaking skills)
3. Demonstrate ability to read beginning level stories or short paragraphs of simple language; read and follow simple instructions and standardized messages such as store prices, times/dates on schedules, etc. (reading skills)
4. Demonstrate emerging ability to write simple sentences, using memorized idiomatic phrases and use common vocabulary pertaining to daily activities; supply simple autobiographical information and information about family and community, times/dates, daily activities and so forth. (writing skills)
5. Demonstrate emerging acquisition of important Hawaiian cultural values (such as hospitality and sharing) and customs through dance, song, chant, wise sayings or stories used to greet visitors, to begin and end class and in other customary and traditional circumstances. (cultural understanding)
6. Speak Hawaiian with proper intonation and pronunciation, including place names and names of people.
7. Use a vocabulary of approximately 400 to 500 Hawaiian words and be familiar with greetings, classroom commands, and questions.

### **HAW 102 Elementary Hawaiian II (4) KCC AA/HSL**

*3 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): A grade of "C" or higher in HAW 101, or satisfactory score on language placement test, or instructor consent.*

HAW 102 focuses on basic structures of the Hawaiian language with emphasis on the five recognized skills of language acquisition: listening, speaking, reading, writing, and cultural understanding. This course is taught within the context of the contemporary culture of the Hawaiian people.

Upon successful completion of HAW 102, the student should be able to:

1. Respond to Hawaiian speech including description of places, people; instructions for simple activities; questions/answers about family and community, time/calendar, daily activities, weather, hobbies or sports. (listening skills)
2. Compose short sentences, ask and answer questions and participate in conversations about daily activities; narrate past, present, future events; express simple desires/choices such as preferred food, music, clothes, etc. (speaking skills)
3. Read simple short stories or paragraphs from modern Hawaiian language books or newspapers; read and follow simple instructions and standardized messages such as store prices, time/dates on schedules, etc. (reading skills)
4. Write a variety of beginning sentence patterns, including negation, comparison, possession; ability to narrate past, present and future events; emerging ability to use more intermediate level sentences to convey information about their family, community, and daily activities. (writing skills)
5. Demonstrate increasing acquisition of important cultural values (such as hospitality and sharing) and customs through dance, song, chant, wise sayings or stories used to greet visitors, to begin and end class and in other customary and traditional circumstances. (cultural understanding)
6. Speak Hawaiian with increasing fluency and correct intonation and pronunciation, including place names and people's names.
7. Use a vocabulary of approximately 1,000 words plus idiomatic expressions, classroom commands and questions.
8. Begin to apply appropriate cultural and language conventions and protocols at the elementary level in order to evaluate and translate symbols metaphors used in informal conversations.

#### **HAW 201 Intermediate Hawaiian I (4) KCC AA/HSL**

*3 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): A grade of "C" or higher in HAW 102, or satisfactory score on language placement exam, or instructor consent.*

HAW 201 is a continuation of HAW 102. Further development of the five recognized skills of language acquisition: listening, reading, writing, speaking, and cultural understanding in the Hawaiian language. Students will gain these five skills, attaining the Intermediate Mid level on the ACTFL-ETS (America Council on the Teaching of Foreign Languages) proficiency scale.

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

1. Listen and identify sentence-length utterances that consist of re-combinations of learned elements on a variety of topics.
2. Listen and identify sentences on topics that refer primarily to basic personal background and needs, social conversations and some complex tasks.
3. Listen and identify sentences on basic functions such as traveling, schooling, shopping and a diversity of instruction and directions.
4. Read consistently with increased understanding of simple connected texts dealing with basic personal and social needs, such as public announcements and short, straightforward instructions dealing with public life.
5. Read and comprehend some authentic material as it reflects similarity to specially prepared material and/or to high frequency oral vocabulary and structure.
6. Write and meet a number of practical writing needs.
7. Write simple letters which involve personal preference, daily routine, everyday events, and other topics grounded in personal experience and personal opinion.
8. Speak and handle successfully a variety of uncomplicated task-oriented and social functions pertaining to personal background and needs, social conversations and some complex tasks.
9. Perform such tasks as self-introduction, leaving a message, renting an apartment, mailing a letter, planning a vacation and making airline reservations.
10. Demonstrate increasing acquisition of important cultural values (such as hospitality and sharing) and customs through dance, song, chant, wise sayings or stories, used to greet visitors, to begin and end class and in other customary and traditional circumstances.
11. Use a vocabulary of approximately 1,500 words plus idiomatic expressions, classroom commands and questions.

#### **HAW 202 Intermediate Hawaiian II (4) KCC AA/HSL**

*3 hours lecture per week, 2 hours lecture/lab per week*

*Prerequisite(s): HAW 201.*

HAW 202 is a continuation of HAW 201. Further development of the five recognized skills of language acquisition: listening, reading, writing, speaking, and cultural understanding in the Hawaiian language. Students will gain these five skills, attaining the Intermediate High level on the ACTFL-ETS (America Council on the Teaching of Foreign Languages) proficiency scale.

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

1. Listen and sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places.
2. Read consistently with full understanding of simple connected texts dealing with basic personal and social needs about which the student has personal interest and/or knowledge.
3. Write and meet most practical writing needs and limited social demands.
4. Take notes in some detail on familiar topics and respond in writing to personal questions.
5. Write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience.
6. Develop oral proficiency to successfully respond to simple communicative tasks and social situations.
7. Initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics.
8. Demonstrate increasing acquisition of important cultural values (such as hospitality and sharing) and customs through dance, song, chant, wise sayings or stories, used to greet visitors, to begin and end class and in other customary and traditional circumstances.
9. Use a vocabulary of approximately 2000 words plus idiomatic expressions, classroom commands and questions.

### **HAW 224 Intermediate Hawaiian Reading (3)**

*3 hours lecture per week*

*Prerequisite(s): HAW 202 with a grade of "C" or higher or instructor recommendation.*

HAW 224 is an intermediate level course taught in the medium of Hawaiian language. This course will serve as a bridge course to the third year Hawaiian language classes by increasing fluency in reading, writing, and speaking in the target language.

Upon successful completion of HAW 224, the student should be able to:

1. Demonstrate increased ease and fluency in reading a variety of Hawaiian language texts including historical documents, stories, chants, songs, newspapers, fiction and non-fiction.
2. Apply pre-reading skills to Hawaiian texts in order to focus attention on the material and be able to better comprehend overall theme and major ideas without having to translate word for word.
3. Show increasing ability to read and decipher older Hawaiian language documents written without diacritical marks and understand orthographic conventions and grammar patterns unique to written Hawaiian.
4. Explain basic elements of Hawaiian literary style including the use of wise sayings, repetition, play on words, natural imagery, dualism, naming, songs of praise glorifying heroes and chiefs.
5. Demonstrate increasing ability to formulate comprehension questions, to summarize and analyze written Hawaiian materials.
6. Demonstrate increased sensitivity to the vibrant poetic, cultural heritage and distinctly Hawaiian world views embodied in Hawaiian language texts.

### **HAW 261 Hawaiian Literature in Translation: Pre-1800 Traditions (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): HWST 100 or HWST 107.*

*Recommended Preparation: HAW 101 and ENG 100.*

HAW 261 is a survey of Hawaiian narratives, chants, and proverbs from the period before Western contact (c. 1800), translated into English with reference to Polynesian and Western themes and forms.

Upon successful completion of HAW 261 the student should be able to:

1. Demonstrate knowledge of the world view that is exemplified in Hawaiian oral arts and traditions.
2. Consider works of Hawaiian oral arts and traditions as reflections of their cultural milieu and compare that milieu with his or her own.
3. Demonstrate knowledge of the forms and content of Hawaiian oral arts and traditions.
4. Discuss major themes in Hawaiian oral arts and traditions, explain their implications, and identify their basic assumptions.
5. Identify and explain figurative language and narrative, poetic, and linguistic techniques used by storytellers, chanters, and orators.
6. Express ideas and opinions about Hawaiian oral arts and traditions clearly and convincingly, both orally and in writing, using the terminology of literary and/or cultural analysis and providing textual evidence to support opinions and ideas.

**HAW 262 Hawaiian Literature in Translation: 1800 to Present (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): HWST 100, 107, or HAW 261.*

*Recommended Preparation: HAW 101; HAW 102; ENG 100.*

HAW 262 offers a survey of Hawaiian literature, featuring selected works by Hawaiian authors from the period following Western contact (c. 1800) and the introduction of writing and the printing press. While texts translated into English will be the required readings, selected Hawaiian texts may be presented for comparative purposes.

Upon successful completion of HAW 262, the student should be able to:

1. List and describe some of the major authors of Hawaiian literature.
2. Consider works of Hawaiian literature as reflections of their cultural milieu and compare that milieu with his or her own.
3. Give examples of various forms and content of Hawaiian literature.
4. Discuss major themes in Hawaiian literature, explain their implications, and identify their basic assumptions.
5. Identify and explain figurative language and narrative, poetic, and linguistic techniques used by authors of Hawaiian literature.
6. Express insights and responses to Hawaiian literature clearly and effectively both orally and in writing, using the terminology of literary and/or cultural analysis and providing textual evidence to support opinions and ideas.

**HAWAIIAN STUDIES**

**HWST 100 Introduction to Hawaiian Culture (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: HAW 101.*

HWST 100 is an introduction to Hawaiian cultural traditions, from ancient to modern times. It provides an overview of ancient concepts that still influence Hawaiian thinking today, including the intimate connection between human beings and nature, the importance of connection to a place and a genealogy, and the importance and definition of living by Hawaiian values.

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

1. Utilize a basic knowledge of the Hawaiian Language, including pronunciation and commonly used words and phrases, and the significance to Hawaiians of language and names.
2. Identify the major geographic features of the Hawaiian Islands, including but not limited to the islands, channels, traditional land divisions, and other prominent features both natural and man-made.
3. Outline the foundations of Hawaiian culture, including language, values, and metaphysical concepts; various stories of origin; and societal structures, including the Hawaiian caste and kinship systems.
4. Research and present personal genealogical information and correlate the importance of such knowledge to Hawaiian culture and society.
5. Explain the major activities and occupations of everyday life in traditional Hawaiian culture and the various factors that influenced subsequent changes, up to and including contemporary times.
6. Correlate major events in Hawaiian history with their subsequent impacts on Hawaiian culture.
7. Evaluate their own personal stake/perspective/connection to the topics and material covered in class as members of the society currently living in the islands.

**HWST 107 Hawai'i: Center of the Pacific (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week.*

*Recommended Preparation: ENG 100, ENG 160 or ESL 100.*

HWST 107 Surveys the Pacific Islands of Melanesia, Micronesia, and Polynesia; their various origins, geography, languages, religions, colonial histories and modern development, seen through the cultural lens of the Hawaiian people.

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

1. Demonstrate a knowledge of Pacific geography and the origins and patterns of migration and settlement of Melanesia, Micronesia and Polynesia.
2. Compare and contrast the cultures and histories of Pacific Islanders through the study of their languages, religious traditions, artistic accomplishments, material culture and political and economic development.
3. Describe Pacific Islanders physical environments and its role in shaping culture, as well as the effects of increasingly altered

environments in the modern period.

4. Explore the importance of land to island civilizations and to trace the cultural importance of land historically; from ancient chiefdoms, through European colonization, and contemporary problems arising through the loss of lands.
5. Show knowledge of the comparative effects of colonization on Pacific Islanders and the similarities and differences of nationalist movements throughout the Pacific.
6. Demonstrate a familiarity with a variety of texts that make up the knowledge embodied by Pacific islanders, including oral traditions, primary and secondary literature, as well as visual and tactile expressions of their cultures.

**HWST 216 History of Surfing (3)**

*3 hours lecture per week*

*Recommended Preparation: HWST 100.*

HWST 216 is a study of the traditional native sports practices of the Hawaiian people that symbolized the native people's relationship to the 'aina (land) and how such sports are significant components to understanding the Hawaiian culture, and were/are unique identifiers of the native identity.

Upon successful completion of HWST 216, the student should be able to:

1. Identify traditional sports practices of the Hawaiian and their cultural significance.
2. Demonstrate a conceptual and working knowledge of the sport through hands on construction and application.
3. Reconstruct, through archaeology, the origins and significance of native architecture associated to this practice.
4. Describe the native environment and resources, and the significance of proper management.
5. Explain the significance of native imagery and physical characteristics.
6. Analyze critically the cultural impact and the residual effects of the Western value system on the physical and spiritual world of the Hawaiian people.

**HWST 255 Introduction to the Hawaiian Kingdom (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): HWST 107 with a grade of "C" or higher.*

HWST 255 focuses on the Hawaiian Kingdom era covering two major historical periods: the first from 1810 until 1893; the second from 1893 to the present. This course focuses primarily on the first historical period, allowing the legal, political, and economic conclusions from that era to inform and provide continuity into the second historical period. Major topics addressed in this course are: unification; the Hawaiian Constitutions; recognition and nationhood in 1843; feudal and allodial land systems; the Hawaiian economy; the Hawaiian monarchs; the occupation of the Hawaiian Islands; issues and methods of de-occupation; historical, political, legal, and economic global contexts.

Upon successful completion of HWST 255, the student should be able to:

1. Trace the development of the Hawaiian Kingdom from a pre-contact feudal society to an internationally recognized Nation-State.
2. Define and contrast various legal terms used in both Domestic and International Law.
3. Compare and contrast objective versus subjective and positive versus normative interpretations of knowledge.
4. Apply methodological reasoning as analysis for discussions on various models of historical, political, and economic constructs.
5. Describe the internal workings of the various Hawaiian Constitutions, their creation, implementation, and legal authority.
6. Analyze the theory, legal basis, and import of the Mahele as a unique land tenure conversion system.
7. Explain the genealogy, historical significance, and various roles in government of the Ali'i Nui.

**HWST 270 Hawaiian Mythology (3) KCC AA/DL**

*3 hours lecture per week*

*Prerequisite(s): HWST 100, HWST 107, HAW 102, or instructor consent.*

HWST 270 is an overview of Hawaiian mythology, cosmogony, and legendary beings. HWST 270 examines mythologies as a reflection of Hawaiian culture, values, and world view.

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

1. Evaluate and analyze the relationship between Hawaiian mythologies, Hawaiian religion and Hawaiian social structure.
2. Analyze how Hawaiian mythologies illustrate and set precedents for Hawaiian cultural value.
3. Compare and contrast Hawaiian and Western concepts of history and myth.
4. Demonstrate knowledge of the major written and oral sources for Hawaiian mythologies.

5. Recount with details at least one major Hawaiian mythological epic, and illustrate familiarity with others.
6. Describe and classify different legendary beings from Hawaiian mythological sources.

## **HEALTH**

### **HLTH 110 Medical Terminology (2)**

*2 hours lecture per week*

HLTH 110 covers pronunciation, spelling, and definition of medical terms pertaining to all systems of the body and supplementary terms applicable to specialty areas of medicine and selected paramedical fields. Emphasis is on increasing professional vocabulary and proficiency in correct pronunciation and spelling of medical terms.

Upon satisfactory completion of HLTH 110, the student should be able to:

1. Spell, define, and pronounce medical words correctly.
2. Identify and use correctly prefixes, suffixes, and roots of words.
3. Recognize and correctly use medical and drug terms, specialized terminology, and commonly used medical abbreviations and symbols.
4. Correctly pronounce and spell terms pertaining to the structure, function, disorders and diseases, also surgical, treatment, and diagnostic procedures of all systems of the human body.
5. Identify and differentiate spoken medical terms.

### **HLTH 118 Therapeutic Interpersonal Skills (3)**

*3 hours lecture per week*

*Comment: Letter grade only. HLTH 118 may not be audited. HLTH 118 may not be taken credit/no credit. Students may be required to participate in service learning.*

HLTH 118 provides students with the opportunity to assess themselves, their values, and associated professional attitudes and behaviors. Characteristics of effective helpers, appropriate communication techniques, assertiveness skills, and problem-solving for ethical and cultural issues are examined. These concepts are applied in health care settings that involve individuals and groups who require intervention services.

Upon successful completion of HLTH 118, the student should be able to:

1. Define self awareness and values and their effect on human behavior and helping.
2. Discuss strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
3. Describe the effects of disability on the individual within the cultural context of family and society, as well as on occupational performance.
4. Describe how sociocultural, socioeconomic, diversity factors and lifestyle choices impact contemporary society.
5. Describe positive health behaviors and identify the importance of balancing areas of occupation with the achievement of health and wellness.
6. Give examples of effective communication techniques and application using characteristics of effective helping, cultural sensitivity and assertiveness.
7. Define professional burnout and identify stress management techniques to promote wellness.

### **HLTH 120 Introduction to the Health Professions (1)**

*1 hour lecture per week*

HLTH 120 introduces students to concepts of health and disease, health care systems, organizational structure and function of primary, tertiary, and community-based health facilities, health care ethics, and the health care team in individualized patient care.

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

1. Use electronic media to learn about the health care professions.
2. Use electronic communications effectively.
3. Identify requirements to study in selected program or occupation.
4. Explain the characteristics of community-based health care.
5. Describe the role of the health care team in providing patient care.
6. Describe the organizational structure of a hospital, health care clinic, or community-based agency.

7. Explain the differences between licensure and credentialing in health professions.
8. Describe examples of ethical concerns facing health care practitioners.

**HLTH 121 Health Care Career Shadowing (1)**

*45 hours observation and discussion*

*Prerequisite(s): A grade of "C" or higher in HLTH 120.*

*Comment: HLTH 121 may not be audited. HLTH 121 may only be taken credit/no credit.*

HLTH 121 is intended for the student who desires an in-depth opportunity to explore various health care careers and to decide which would be most appropriate to pursue.

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

1. Describe five health care occupations in terms of responsibilities, role in patient care, interaction with at least two other types of health care providers, working conditions, educational requirements, licensure or certification required, and how they might or might not serve as career options.
2. Describe the one health care occupation the student is most interested in pursuing as a possible career option in terms of the student's own interests, values, abilities, and circumstances.
3. Identify the gaps between personal skill levels in math and English and the levels required for the health care occupation of interest.
4. Identify steps to be taken to acquire the necessary education, skills, etc. required to meet the job requirements of the selected health care occupation.
5. Describe the basic requirements of the Health Insurance Portability and Accountability Act (HIPAA).

**HLTH 125 Survey of Medical Terminology (1)**

*1 hour lecture per week*

HLTH 125 builds on knowledge of prefixes, suffixes, and word roots to analyze and build medical terms. It includes definition, spelling, and pronunciation of selected medical words dealing with all human body systems as well as surgical and diagnostic procedures, and disease conditions. Commonly used medical abbreviations and pharmacological terms as well as plural endings are also covered.

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

1. Define, give examples of, and use correctly the following word parts used in building and analyzing medical terms: prefixes, suffixes, word roots, and combining forms.
2. Correctly use plural endings for medical terms.
3. Correctly define, spell, and correlate selected medical terms dealing with:
  - a. Body structure
  - b. Anatomical planes and regions
  - c. Blood and the immune system
  - d. Cardiovascular and lymphatic systems
  - e. Respiratory, digestive, urinary, and reproductive systems
  - f. Musculoskeletal system
  - g. Nervous system and psychological disorders
  - h. Integumentary and endocrine systems
4. Define and give examples of terminology used for surgical and diagnostic procedures and pathology.
5. Build medical terms by correctly putting word parts together.
6. Analyze the components of medical words and derive the meaning of the words.
7. State the meaning of common medical abbreviations and pharmacological terms.
8. Analyze and define terms dealing with various medical and dental specialties.

**HLTH 160 Study of Diseases (3)**

*3 hours lecture/discussion per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 120, BIOL 130, or both ZOO 141 and 142; a grade of "C" or higher in HLTH 110 or HLTH 125.*

*Comment: Letter grade only. HLTH 160 may not be audited. HLTH 160 may not be taken credit/no credit.*

HLTH 160 covers basic concepts and characteristics of disease processes; etiology, methods of control, and development of selected diseases from each major body system.

Upon successful completion of HLTH 160, the student should be able to:

1. Identify and discuss basic concepts, principles, and characteristics of disease processes.
2. Recognize and apply terminology pertaining to injuries and disease processes.
3. Identify and discuss the etiology of selected diseases from each of the major body systems.
4. Identify and discuss methods of external control and treatment of known diseases.

**HLTH 201 Transfers, Positioning, Mobility, and Assistive Devices (1.5)**

*4.5 hours lecture/lab per week for 10 weeks*

*Comment: Letter grade only. HLTH 201 may not be audited. HLTH 201 may not be taken credit/no credit.*

HLTH 201 provides the basic standard patient care skills and training in the use of wheelchairs, ambulatory aids, selected hospital equipment, transfers, and environmental assessment.

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

1. Identify and assess architectural barriers to mobility.
2. Communicate data and information from PT interventions in written documentation with the patient, family, significant other, PT, health care delivery personnel and others in an effective, appropriate and capable manner.
3. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
4. Present conduct and practice standards that reflect the APTA Guide to Physical Therapy Practice and are legal, ethical, and safe, a commitment to the profession of physical therapy and meet the expectations of consumers receiving health care services.
5. Implement the plan of care developed by the PT to achieve the short and long-term goals of treatment and intended outcomes.
6. Implement safe, effective and efficient competencies in selected components of PT interventions identified in the plan of care: Activities of daily living, assistive/adaptive devices, transfer skills - bed, chairs, automobile, bathroom, body mechanics, gait and locomotion training, wheelchair management skills, lifts, balance and coordination with and without assistive devices.
7. Apply problem-solving knowledge to address symptoms aggravated by activities such as respiratory and circulatory changes.
8. Measure and document patient height and weight.
9. Identify the individual's or care giver's ability to care for wheelchair, assistive, adaptive, and supportive devices in a safe manner.
10. Assess skin condition before, during and after removal of external support devices such as wheelchair fitting, assistive and supportive devices.
11. Explain and implement progression or status change with ambulation, mobility and wheelchair management status and balance.
12. Demonstrate activities by using comparison and contrasting situations, positions and postures that aggravate or relieve pain or skin sensation.
13. Communicate architectural barriers in the home or community with the patient, family, significant other, PT, health care providers and others.
14. Assess and communicate contraindications, precautions, and interventions within the plan of care in response to the patient's clinical indications to the supervising PT.
15. Report and communicate contraindications, precautions and changes of any PT intervention to the supervising PT.
16. Explain when an intervention is outside the scope of PTA practice.
17. Instruct patient, family members, significant other, care givers, and others of the plan of care and treatment regimens to enhance the rehabilitation process.
18. Demonstrate appropriate action and behavior in emergency situations.
19. Demonstrate knowledge of OSHA regulations.
20. Identify the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association by reading, locating and interpreting health care literature, documents or Internet information.

**HLTH 203 Therapeutic Exercise (3)**

6 hours lecture/lab per week

Prerequisite(s): A grade of "C" or higher in HLTH 290; a grade of "C" or higher in HLTH 290L.

Comment: Letter grade only. HLTH 203 may not be audited. HLTH 203 may not be taken credit/no credit.

HLTH 203 presents the basic principles and clinical application of therapeutic exercise and the body's response to exercise in both normal and pathological states. It will introduce the concepts of passive, assisted and active range of motion, isometric, concentric, eccentric, progressive resisted exercise, neuromuscular facilitation/ inhibition and isokinetic exercise. Indications and contraindication to exercise in the fitness and wellness settings, acute, sub acute and chronic stages of healing will be included. Use of lab simulation and role playing of actual clinical situations will develop the student's ability to problem solve, think analytically and modify exercise programs as they relate to the conditions presented and the observed physiologic responses. The use of appropriate communication skills, the ability to progress exercise programs and follow the treatment plans will be stressed.

Upon successful completion of HLTH 203, the student should be able to:

1. Describe the basic concepts of ROM and stretching exercises to include end-feel, resting length and stretch.
2. Describe the basic concepts of Progressive Resisted Exercises (PREs) to include strength, power and endurance using among others DeLorne, Oxford and Daily Adjustable Progressive Resistance Exercise (DAPRE) principles.
3. Describe the basic concepts of aquatherapy as it applies to the rehab population.
4. Describe and perform the basic concepts and skills of functional activity as it applies to the rehab population to include neuromuscular facilitation and inhibition techniques, trunk stabilization, posture and back care.
5. Identify and discuss the effects of chronic abnormal pathology and pain on the musculoskeletal system as it applies to the performance of exercise and function.
6. Use kinesiology concepts and principles for exercise intervention techniques.
7. Design and implement specific exercise programs and progressions to address goals of treatment as indicated in a treatment plans.
8. Analyze exercise programs for their efficacy and appropriateness for ROM, strength, endurance and flexibility.
9. Demonstrate competency in the presented therapeutic exercises applications. Exercise interventions may include, ROM, Stretching, Strengthening, PREs, Aerobic, Endurance, Neuromuscular facilitation and inhibition and Functional activities.
10. Explain and demonstrate competent use of various types of therapeutic exercise supplies and equipment such as Theraband, free weights, pulley systems, exercise equipment, wands, isokinetic equipment
11. Demonstrate the ability to apply safety factors, indications, contraindications, precautions, and appropriate progression suggestions for presented exercise interventions simulations.
12. Demonstrate the ability to problem solve, think analytically and modify exercise parameters as they relate to observed patient responses and conditions presented.
13. Recognize the physiological effects of the applied exercise techniques
14. Demonstrate an ability to explain and educate an exercise program to patient and families in an professional and acceptable manner being sensitive to ethical and cultural issues.
15. Document accurately the exercise programs created using approved terminology presented in the course.

**HLTH 206 Massage (1.5)**

4 hours lecture/lab per week for 12 weeks

Prerequisite(s): A grade of "C" or higher in HLTH 290; a grade of "C" or higher in HLTH 290L.

Recommended Preparation: HLTH 125.

Comment: Letter grade only. HLTH 206 may not be audited. HLTH 206 may not be taken credit/no credit.

HLTH 206 provides the basic knowledge and manual skills in therapeutic massage techniques applicable in all body areas. HLTH 206 examines the different mediums used in therapeutic massage. This course also explores other selected massage techniques for diversity and cultural appreciation.

Upon successful completion of HLTH 206, the student should be able to:

1. Competently perform a basic therapeutic massage in an appropriately applied sequence of strokes such as effleurage, petrissage and friction.
2. Choose the appropriate massage medium for the various massage techniques and outcomes.
3. Apply massage techniques safely, effectively, efficiently and appropriately to body parts in relation to the desired physiological effects.
4. Recall, assess, and report indications and contraindications for massage.
5. Demonstrate conduct that reflects the APTA Guide to Physical Therapy Practice, practice standards that are legal, ethical, and safe and a commitment to the profession of physical therapy.
6. Define Universal/Standard precautions of the CDC.
7. Observe and monitor responses to positional changes, breathing patterns, thoracoabdominal movements, respiratory and circulatory

changes affected by massage.

8. Demonstrate problem-solving skills needed to address symptoms from activities, positions, postures, and massage techniques that aggravate or relieve pain and sensation.
9. Define and distinguish normal and abnormal integumentary changes before, during and after a massage treatment.
10. Identify normal and abnormal joint movements, muscle mass and tone.
11. Accomplish entry-level massage technique skills for employment as documented on the clinical internship competency sheet.
12. Identify billing and reimbursement issues for massage.
13. Demonstrate time management skills to function as an entry level PTA practitioner.
14. Locate the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.

### **HLTH 207 Aquatherapy (1)**

*4.5 hours lecture/lab for 7 sessions*

*Prerequisite(s): A grade of "C" or higher in HLTH 203; a grade of "C" or higher in HLTH 203L; or consent of the instructor.*

*Recommended Preparation: HLTH 290; HLTH 290L; experience or knowledge in therapeutic exercise.*

*Comment: Letter grade only. HLTH 207 may not be taken credit/no credit. HLTH 207 may not be audited. Transportation is required for the attendance at a pool. Swimsuit is required for each session. Must be able to swim. Current CPR and first aid certification are required. Students must pay a pool rental fee of approximately \$25. Students must also pay a liability insurance fee of approximately \$15.*

HLTH 207 is a course specific to the therapeutic benefits of aquatic physical therapy. The course will cover topics in the design and maintenance of therapeutic pools, developing aquatic physical therapy programs and the incorporation of movement in water to physiological conditions presented in the course. Subtopics will include reimbursement issues, exercise skills, referral sources, kinesiology review, and needs assessment. The course requires demonstration of competence in the application of skills based on the theories and philosophies of aquatic physical therapy.

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

1. Design an aquatic therapy pool.
2. Develop an aquatic physical therapy program.
3. Identify indications, contraindications, and benefits of aquatic physical therapy.
4. Perform aquatic therapy skills for the program development.
5. Identify referral sources and reimbursement issues to aquatic therapy.
6. Compare and contrast therapeutic exercise in water versus gravity-resisted environments.

### **HLTH 250 Basic Cardiac Arrhythmias (3) Fall**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 130 or a grade of "C" or higher in BIOL 120, or a grade of "C" or higher in both ZOOL 141 and ZOOL 142 or a grade of "C" or higher in higher-level human anatomy and physiology course.*

*Comment: Letter grade only. HLTH 250 may not be audited. HLTH 250 may not be taken credit/no credit. HLTH 250 is offered in the fall semester only.*

HLTH 250 presents a survey of cardiac anatomy and function, electrophysiological properties of the heart, common rhythms and arrhythmias.

Upon successful completion of HLTH 250, the student should be able to:

1. Describe and diagram the electrical conduction system of the heart.
2. Identify and measure waves, intervals, rhythms and rates.
3. Identify and describe the sinus rhythms with and without atrial arrhythmias.
4. Define and identify fibrillation and cardioversion.
5. Define junctional rhythm and identify junctional arrhythmias.
6. Analyze and classify supraventricular tracings by specific names.
7. Identify atrioventricular (AV) blocks and bundle branch blocks and list common causes.
8. Diagnose active and passive ventricular arrhythmias, assess effect on cardiac output, and describe appropriate clinical response.
9. Describe and identify artificial pacemakers and their rhythms.
10. Interpret mixed tracings.

**HLTH 252 Pathophysiology (3) Spring**

*3 hours lecture/discussion per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 120, or a grade of "C" or higher in BIOL 130, or a grade of "C" or higher in both ZOO 141 and ZOO 142, or a grade of "C" or higher in higher-level human anatomy and physiology course; a grade of "C" or higher in HLTH 110 or a grade of "C" or higher in HLTH 125; a grade of "C" or higher in HLTH 160; a grade of "C" or higher in PHRM 110.*

*Comment: Letter grade only. HLTH 252 may not be audited. HLTH 252 may not be taken credit/no credit. HLTH 252 is offered in the spring semester only.*

HLTH 252 is a clinical case study approach to the study of underlying principles, manifestations, and clinical implications of disease processes and alterations of functions in body systems in all age groups.

Upon satisfactory completion of HLTH 252, the student should be able to:

1. Describe
  - a. structural and functional reactions of cells and tissues to injurious agents.
  - b. neurology dysfunction and alterations of neurologic function in adults and children.
  - c. alterations of hematologic functions in adults and children.
  - d. clinical implications of respiratory diseases in adults and children.
  - e. disorders of the musculoskeletal system in adults and children.
2. Describe genetic and environmental factors causing disease.
3. Explain the body's normal and altered responses to disease processes.
4. Identify disorders of organs and systems in clinical case studies
5. Compare clinical manifestations and treatment of cancer in children and adults to clinical cases.
6. Explain manifestations and control of alterations of hormonal regulation in adults and children.
7. Identify specific disorders and their etiologic agents and effects.
8. Describe types of alterations of cardiovascular function and effects in adults and children.
9. Explain various disorders of the urinary system in terms of structure and function.
10. Identify alterations of digestive function in adults and children and compare them to clinical cases.
11. Describe alterations and disorders of the integument in adults and children.

**HLTH 270 Aging and Rehabilitation (1)**

*1 hour lecture per week*

*Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ZOO 141 or a grade of "C" or higher or concurrent enrollment in BIOL 130 or equivalent or consent of program director.*

*Comment: Letter grade only. HLTH 270 may not be audited. HLTH 270 may not be taken credit/no credit. A service learning project is highly recommended in this course.*

HLTH 270 provides a basic overview of the aging process, age-related conditions, psychosocial issues on aging, other age-related topics and reimbursement issues. The course also discusses the current trend of the aging population and quality of life issues.

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

1. Identify the normal and abnormal changes with aging.
2. Discuss introductory concepts of geriatrics and gerontology.
3. Identify pathological changes with aging and the care-giver role in this process.
4. Discuss issues in health care and rehabilitation associated with aging.
5. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services
6. Define psychosocial and reimbursement issues facing the elderly population.
7. Effectively explain the purpose of physical therapy to clients, community and others.
8. Effectively distinguish the scope of practice between the various health care services.
9. Read, locate and interpret health care literature, documents or Internet information.
10. State and recognize ethical and professional conduct in health care.

**HLTH 280 Disease and Disability for Rehabilitation (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 130, or a grade of "C" or higher in ZOO 141, or a grade of "C" or higher in equivalent or higher-level human anatomy and physiology course.*

*Recommended Preparation: BIOL 130L or ZOO 141L.*

*Comment: Letter grade only. HLTH 280 may not be audited. HLTH 280 may not be taken credit/no credit.*

HLTH 280 investigates the study of disease and disability in the human body with emphasis on conditions commonly treated in physical therapy and other rehabilitation services. This course includes a brief review of the structures and function of the organ systems in relation to the specific pathology. The etiology, pathogenesis, clinical manifestations, prognosis, and clinical management of diseases and disabilities will be presented. HLTH 280 also focuses on the relationship of the neuromusculoskeletal system to all pathology of the human body. Discussions of physical therapy interventions and other rehabilitation services as appropriate for Physical Therapist Assistants (PTAs) and others in the patient's care are explored.

Upon successful completion of HLTH 280, the student should be able to:

1. Identify the general causes and processes of disease and disability in relation to the human body systems.
2. Discuss the clinical course, mechanism, and medical management of injuries and possible interventions for commonly seen diagnoses of the human body adhering to the sensitivity of ethnicity and cultural issues.
3. Identify the benefits of rehabilitation in the treatment of various medical conditions and trauma with a focus on neuromusculoskeletal conditions such as the selected pathologies of the spine, related soft tissues and the joints of the body.
4. Identify the relationship and role of the following organ systems to each other in selected trauma and medical conditions:
  - a. integumentary,
  - b. musculoskeletal,
  - c. cardiopulmonary,
  - d. neurological,
  - e. psychological,
  - f. genitourinary,
  - g. gastrointestinal,
  - h. obstetrics,
  - i. pediatrics.
5. Discriminate between cardiac conditions and cardiopulmonary disorders such as myocardial infarction, angina, CHF, tuberculosis, COPD and respiratory failure.
6. Define oncology, metabolic disorders such as diabetes and chronic fatigue syndrome, blood borne pathogens such as HIV, AIDS, hemophilia and other infectious diseases.
7. Identify pharmaceutical treatments for conditions presented in the course.
8. State the psychological components affecting rehabilitation to include:
  - a. schizophrenia,
  - b. paranoia,
  - c. depression,
  - d. bipolar disorder,
  - e. defense mechanisms,
  - f. death and dying,
  - g. stages of adjustment to disability.

**HLTH 290 Kinesiology (2)**

*2 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 130 or ZOO 141 or higher-level human anatomy and physiology course.*

*Corequisite(s): HLTH 290L.*

*Recommended Preparation: PHYS 100 OR PHYS 122.*

*Comment: Letter grade only. HLTH 290 may not be audited. HLTH 290 may not be taken credit/no credit.*

HLTH 290 explains the principles of kinesiology. It emphasizes the relationship of the musculoskeletal system, body mechanics, postural alignment, biomechanical principles and the nervous system to kinesiology principles for the PTA, OTA, and ESS majors. The student will be required to apply these principles in the companion course, HLTH 290L.

Upon successful completion of HLTH 290, the student should be able to:

1. Classify the joints of the body according to structure and explain the relationship between the structure and capacity for movement contributing to joint range of motion and stability.
2. Identify the structure and properties for skeletal muscles presented in this course in terms of the proximal and distal attachments, peripheral innervations, actions and lever class.
3. Classify skeletal muscle in terms of fiber arrangement as strap, rhomboidal, fusiform, triangular, unipennate, bipennate, multipennate, and relate it to its function.
4. State and group skeletal muscles and bony landmarks by body sections.
5. Define and explain kinesiology using the concepts of the orientation planes of the body and the axes of motion in relationship to the movements of the extremities and trunk and its importance to movement and activities.
6. Identify the concepts and principles of body mechanics related to postural alignment and assessment.
7. Name and identify types of muscle contraction as: concentric, eccentric, static, isometric, isotonic, isokinetic, and length-tension relationship.
8. Explain the muscle function for the muscles presented in the course in terms of prime mover, agonist, antagonist, synergist and stabilizer.
9. Identify the phases of gait and balance.
10. Demonstrate fluency in kinesiology and rehabilitation terminology and layman's terms.

### **HLTH 290L Kinesiology Lab (1)**

*4 hours lab per week*

*Prerequisite(s): A grade of "C" or higher in BIOL 130L or ZOO 141L or higher -level human anatomy and physiology course.*

*Corequisite(s): HLTH 290.*

*Recommended Preparation: PHYS 100L or PHYS 122L.*

*Comment: Letter grade only. HLTH 290L may not be audited. HLTH 290L may not be taken credit/no credit.*

HLTH 290L provides the application of kinesiological principles. Activities in body mechanics, postural alignment, musculoskeletal system function, and gait patterns will be performed. Students are required to apply biomechanical and kinesiological principles as they relate to the job performance of the PTA, OTA, or ESS majors. Students are required to apply and correlate the principles from HLTH 290 in their lab assignments and activities.

Upon successful completion of HLTH 290L, the student should be able to:

1. Identify and locate the proximal and distal attachments, peripheral innervations, musculoskeletal actions, lever class for the skeletal muscles on the human body included in this course according to fiber arrangement, and relate it to its function.
2. Identify and locate the joints of the body according to structure and explain the relationship between the structure and capacity for movement contributing to joint ROM and stability.
3. Describe and perform movements in the extremities and trunk in terms of joint structure, axes of motion, muscle contractions and interactions such as the length-tension relationship, concentric, eccentric, static, isometric, isotonic, and isokinetic.
4. Identify and demonstrate muscle action as prime mover, agonist, antagonist, synergist and stabilizer, as it relates to the concepts and principles of body mechanics, postural alignment, and the purpose of assessment.
5. Distinguish the presence or absence of muscle mass and tone.
6. Observe and palpate the musculoskeletal anatomy presented in lab such as bony prominences, muscles, tendons, ligaments, associated postures and gait variations.
7. Construct mechanical principles in terms of human movement including normal gait patterns and vicarious motions to comprehend biomechanical response motion to pathology.
8. Demonstrate fluency in kinesiology and rehabilitation terminology and layman's terms.

## **HISTORY**

### **HIST 151 World History to 1500 (3) KCC AA/FGA and KCC AS/AH**

*3 hours lecture per week*

HIST 151 explores historical narratives and global perspectives on human societies and cross-cultural interactions up to 1500. It examines the events, personalities, institutions, and ideas that shaped the major world societies.

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Upon successful completion of HIST 151, the student should be able to:

1. Analyze the role and importance of individuals in history in the context of circumstances.
2. Analyze cause and effect relationships while demonstrating a sense of historical time.
3. Describe global processes (e.g. agricultural and urban revolutions, human migration, industrialization, ecological forces, and imperialism) with respect to social, religious, political, economic, and/or technological forces among the various societies.
4. Examine the ethics and traditions of peoples in history and evaluate them in relation to one's own life and/or culture.
5. Trace the development of civilizations in their geographical settings, comparing and contrasting their characteristics and recognizing their enduring influence.

### **HIST 152 World History since 1500 (3) KCC AA/FGB and KCC AS/AH**

*3 hours lecture per week*

HIST 152 explores historical narratives and global perspectives on human societies and cross-cultural interactions from 1500 to the present. It examines the events, personalities, institutions, and ideas that shaped the modern world.

Upon successful completion of HIST 152, the student should be able to:

1. Analyze the role and importance of individuals in history in the context of circumstances.
2. Analyze cause and effect relationships while demonstrating a sense of historical time.
3. Describe global processes (e.g. agricultural and urban revolutions, human migration, industrialization, ecological forces, and imperialism) with respect to social, religious, political, economic, and/or technological forces among the various societies.
4. Examine the ethics and traditions of peoples in history and evaluate them in relation to one's own life and/or culture.

### **HIST 222 Religion and Conflict in the Modern Era (3) KCC AA/DH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or ESL 100.*

*Recommended Preparation: HIST 151, HIST 152, or REL 150.*

*Comment: HIST 222 is cross-listed as REL 222.*

HIST 222 is a historical analysis of the relationship between religion and conflict in the modern era. The course explores the ways in which religion has served to create, exacerbate, and/or legitimate violent conflict since 1800. Each semester, the course examines at least three religion-based conflicts from different parts of the world, including Asia, Africa, the Middle East, Europe, and the Americas.

Upon successful completion of HIST 222, the student should be able to:

1. Describe the historical origins and evolution of various religious conflicts in the modern era.
2. Analyze the ways in which religious myths, rituals and ethics have fueled various conflicts in the modern era.
3. Assess the essential characteristics of religious conflicts in the modern era and the implications of those characteristics for the resolution of current and future religious conflicts.

### **HIST 231 Modern European Civilization I (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100.*

*Recommended Preparation: HIST 152.*

HIST 231 is a survey of the political evolution and major economic, social and cultural development of European States, 1500-1800.

Upon successful completion of HIST 231, the student should be able to:

1. Describe the emergence of a distinctive "European" identity in counterpoise to the "Orient" and the "New World."
2. Chart the transition from a feudal system of relations in politics, society and economics to an emerging capitalist system.
3. Examine the shifting bases of authority from kingship and the Christian church to that of a more secular democratic state.
4. Explain the emergence of the industrial revolution and its various impact on Europe.
5. Trace the beginnings of European global dominance and the emergence of imperialism and colonialism.
6. Examine the art and culture of modern Europe, especially in relation to the changing social, economic and political currents across the continent.

**HIST 232 Modern European Civilization II (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week.*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100.*

*Recommended Preparation: HIST 152*

HIST 232 is a continuation of HIST 231. It is a survey of the political evolution and major economic, social and cultural development of European states from Napoleon (1800s) to the present.

Upon successful completion of HIST 232, the student should be able to:

1. Describe the emergence of a distinctive "European" identity in counterpoise to the "Orient" and the "New World".
2. Chart the transition from a feudal system of relations in politics, society and economics to a modern capitalist system.
3. Examine the shifting bases of authority from kingship and the Christian church to that of a secular democratic state.
4. Explain the development of the industrial revolution and its various impact across Europe and the world.
5. Trace the consolidation of European global dominance and the development of imperialism and colonialism.
6. Identify and explain the dominant ideologies characterizing modernity that first emerged in Europe and their impact: liberalism, romanticism, socialism, nationalism.
7. Examine the art and culture of modern Europe, especially in relation to the changing social, economic and political currents across the continent.
8. Explain the development of modern warfare and military technology and analyze their impact on Europe and the world including changing ideas on war and peace.

**HIST 241 Civilizations of Asia I (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100.*

*Recommended Preparation: HIST 151.*

HIST 241 is a survey of the major civilizations of East Asia, South Asia, and Southeast Asia from prehistoric times to 1500 AD.

Upon completion of HIST 241, the student should be able to:

1. Distinguish the major aspects of and geographical issues in China, India, Japan, Korea, and Southeast Asia.
2. Trace the development of Indian and Chinese civilizations and show their effect and influence on other Asian countries and analyze patterns of cultural borrowing.
3. Describe global processes in the region (e.g. agriculture, unification, breakthroughs in technology, empire building, statecraft, philosophy, art, religion, etc.).
4. Analyze the contacts and exchanges, conflicts and accommodations of various Asian peoples among themselves and with outside groups and explain the impact of these relationships on Asian societies.

**HIST 242 Civilizations of Asia II (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100.*

*Recommended Preparation: HIST 152.*

HIST 242 is a continuation of HIST 241. HIST 242 surveys South, Southeast, and East Asian civilizations from 1500 to the present.

Upon successful completion of HIST 242, the student should be able to:

1. Trace the development of major Asian political entities from 1500 and discuss their significance in regional and world history.
2. Identify the major developments and trends of Asian societies in the areas of art, literature, science, and technology post 1500.
3. Distinguish among and describe major Asian philosophical and religious traditions, value systems and institutions, and explain their role in the development of modern Asian civilizations.
4. Analyze patterns of contact and exchange, conflict and accommodation of various Asian peoples among themselves and with outside groups from 1500 and interpret the impact of these relationships on Asian societies.
5. Describe and evaluate Asian experiences with imperialism and colonialism and their role in the rise of nationalist movements and the emergence of independent nation states.
6. Identify and discuss major events, issues, and concepts that affect Asian national identities and Asia's place in the global community.

**HIST 252 History of Africa (3) KCC AA/DH and KCC AS/AH (Inactive)**

*3 hours lecture per week*

*Prerequisite(s): HIST 152; ENG 100, ENG 160 or ESL 100.*

*Recommended Preparation: HIST 151.*

HIST 252 is a survey of the history of Africa with emphasis on sub-Saharan Africa from the 18th century to the present.

Upon successful completion of HIST 252, the student should be able to:

1. Describe political, social, cultural, economic, and other contributions of major African civilizations.
2. Compare, contrast, and identify the importance of various political, social, and economic philosophies and their effects on Africa.
3. Analyze contemporary concerns, issues, and views held by Africans about their countries.
4. Distinguish the characteristics of Africa's human and physical geography.
5. Discuss the significance of oral history in Africa's history.
6. Evaluate historical information and express informed judgments through the development of lucid written and oral arguments.

**HIST 281 Introduction to United States History I: United States History to Reconstruction (3) Fall KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100.*

*Comment: HIST 281 is offered in the fall semester only.*

HIST 281 is an interpretive survey of United States history covering the major social, political, economic and cultural developments from European settlement to Reconstruction.

Upon successful completion of HIST 281, the student should be able to:

1. Describe and explain the impact of the arrival of the Europeans and evaluate the political, environmental and social effects created by the interaction of the two worlds.
2. Chart the major political, social and economic issues contributing to the transition of the British colonies from colonial possessions to an independent nation.
3. Examine the development of the American system of government and the American party system and discuss its significance in national and world history.
4. Describe the social, political and economic impact of slavery on American history.
5. Trace the emergence of America's industrial revolution and its regional and national impact.
6. Describe what it means to be a citizen of the United States, of the privileges and coincident duties and responsibilities that accompany such citizenship.

**HIST 282 Introduction to United States History II: Since 1865 (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100, ENG 160 or ESL 100.*

HIST 282 is a survey of American history from Reconstruction to the present, covering the rise of the United States as an economic power up through its role as the world hegemon.

Upon successful completion of HIST 282, the student should be able to:

1. Discuss the development and beliefs of American political, economic, social, and cultural movements.
2. Analyze the industrial revolution in America and be able to identify the cultural, technological, social, and political changes that accompanied this major shift in the American mode of production.
3. Examine the emergence of the United States first as an imperial power and later as one of the world's superpowers and explain U.S. foreign policy goals as they evolved in the 20th century.
4. Identify the role of the U.S. in the post-cold war world as a means of demonstrating an understanding of events in the contemporary world.
5. Elaborate on the development and value of diversity in American society describing the contributions of a variety of ethnic and racial groups which have served to shape and expand worldview of the American people.

**HIST 284 Hawaiian History (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100.*

*Recommended preparation: HIST 152, HAW 101, HWST 100, or HWST 107.*

HIST 284 will survey the origins and evolution of ancient Hawaiian society and culture, the changes during the monarchial period, and the transformation of Hawai'i as an American territory and state.

Upon successful completion of HIST 284 the student should be able to:

1. Trace the origins and migrations of ancient Polynesians, culminating in their discovery and settlement of Hawaii.
2. Describe the evolution of Hawaiian society; explain the mythological foundations for the ancient Hawaiian world view; and describe the meaning of pono as a fundamental value of Hawaiian culture.
3. Analyze the role that population collapse and foreign influences played in the destruction of Hawaiian cultural practices.
4. Describe the cultural, social, political and economic changes that took place during the monarchial period of Hawaiian history.
5. Explain how and why the Hawaiian monarchy was overthrown, and how Hawaii became a territory of the United States.
6. Trace significant developments of the Territorial era, and explain the significance of World War II in Hawaiian and Pacific history.
7. Express informed judgments and illustrate an historical understanding of issues in writing such as the Hawaiian Renaissance, recent land struggles and Hawaiian sovereignty.
8. Communicate an understanding of the common themes in Hawaiian and Pacific islands history.
9. Write coherent essays describing, analyzing and explaining specific material from the course.
10. Access and retrieve information using electronic media.

**HIST 288 Survey of Pacific Islands History (3) KCC AA/DH and AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160 or ESL 100.*

*Recommended Preparation: HIST 151, HIST 152, or PACS 108.*

HIST 288 is a survey introduction of Pacific Islands history that traces events from first settlement to modern times.

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

1. Identify Pacific island locations and give examples of the impact of the environment upon history.
2. Discuss orally and in writing issues and themes in Pacific Islands history.
3. Explain themes in the settlement of Oceania and in the ancient history of its regions.
4. Distinguish between culture contact among Native peoples and between Natives and outsiders.
5. Discuss the impact of missionary activity upon life in the Pacific Islands.
6. Articulate an understanding of the complexity of cultural change and cultural persistence in island communities.
7. Describe the process of colonization and decolonization for various Pacific Island nations.
8. Examine contemporary issues in Oceania.
9. Access and retrieve information using electronic media.

**HONORS**

**Honors sections of courses (3)**

*3 hours lecture per week, identical to the regular courses*

*Prerequisite(s): Admission to the Honors program.*

Honors sections of courses are special sections of required general education/area requirement courses for qualified honor students. The honors section course description is identical to that of the general education course. To distinguish it from the regular course, the class section will have the word "Honors" before the course title. One or more honors section courses may be offered each semester and the courses would be offered in the general education/area requirements for the AA and AS degrees. An addendum to the existing general education course outline will be reviewed and approved by the Honors Advisory Committee.

Upon successful completion of an Honors section, the student should be able to:

1. Demonstrate ability to think and read critically by: distinguishing between verifiable facts and value claims; determining the reliability of a claim or source; determining the accuracy of a statement; distinguishing between warranted and unwarranted claims; distinguishing relevant from irrelevant information, claims or reasons; detecting bias; identifying unstated and stated assumptions; identifying ambiguous or equivocal claims or arguments; recognizing inconsistencies in logical reasoning; determining the strength of an argument; evaluating and utilizing knowledge to form valid conclusions and solutions.
2. Develop communication (written and oral) abilities in both individual and group situations by: showing capacity to communicate either in a formal speech or in interpersonal discussion with appropriate diction, choice of ideas and information, and organization; learning to listen, communicate and tolerate opposing viewpoints; communicating effectively within the context of the seminar; for example, writing effectively, expressing one's opinions and be able to express the opinions of others; analyzing research topics and researching primary resource materials; leading a seminar, if required, presenting an assigned topic, which one has researched and organized as well as execute cogent oral presentations; exhibiting skills in critical analysis and persuasive discussion, arriving at possible solutions and establishing a viewpoint that is defensible as evidence accumulates; demonstrating thinking that is clear, constructive and critical in writing and speaking.
3. Exhibit decision-making skills and abilities by: defining a goal; identifying obstacles to achieving the goal; identifying alternatives; analyzing alternatives; ranking alternatives; choosing the "best" alternative; implementing decision; evaluating results.
4. Exhibit the ability to learn in both independent and cooperative activities by studying independently and cooperatively with the guidance of the instructor.
5. Begin to develop skills for lifelong learning by: exhibiting a value for continuous inquiry by voluntary participation in small group discussions or additional voluntary reading; taking personal responsibility for one's own creations, assertions, decisions, and values; illustrating growth toward a self concept and confidence in expression in written and spoken form; displaying a sense of self direction in the pursuit of knowledge and ideas.
6. Exhibit problem solving skills and abilities by: defining the problem, formulating hypotheses, testing hypotheses, drawing conclusions about hypotheses, interpreting findings.
7. Examine values and value systems (one's own and others) by: relating values of others to one's own personal belief system; understanding the effect of technology, science and the dynamics of contemporary life on the quality of life; recognizing the commonality, interrelatedness, tensions and affirmations of human existence.

### **HON 150 Honors Seminar (3)**

*3 lecture hours per week*

*Prerequisite(s): Admission to the Honors program.*

*Comment: HON 150 may be repeated for a maximum of nine credits.*

HON 150 is designed to address the exemplary student group of the College. Participants in the seminar will examine a different topic each semester. Emphasis will be on the student's ability to evaluate information, integrate the perspectives of more than one field of learning, relate in-depth knowledge of a specific subject to a larger value system, and to develop critical thinking, problem solving, decision making and lifelong learning skills.

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

1. Demonstrate ability to think and read critically.
2. Develop communication (written and oral) abilities in both individual and group situations.
3. Exhibit problem solving and decision-making skills and abilities.
4. Exhibit the ability to learn in both independent and cooperative activities.
5. Examine values and value systems (one's own and others).
6. Begin to develop skills for lifelong learning.

### **HOSPITALITY & TOURISM**

#### **HOST 100 Career and Customer Service Skills (3)**

*2 hours lecture, 2 hours lecture/lab per week*

HOST 100 focuses on the strategies and skills related to career success and customer satisfaction in the Hospitality and Tourism industry.

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

1. Identify career opportunities in the hospitality and tourism industry.
2. Create a career path to fit his/her interests and needs.

3. Utilize job-hunting strategies and techniques, such as writing a resume and answering job interview questions.
4. Utilize computer technology to create a paper based Career Portfolio and ePortfolio.
5. Practice workplace behaviors that display professionalism, such as teamwork, appropriate dress, and business etiquette.
6. Identify Hawaiian Values, their importance in the workplace, and create a work philosophy based on these values.
7. Explain the ethical principles associated with the hospitality and tourism industry and determine behaviors consistent with those ethical principles.
8. Identify methods of handling dissatisfied customers and exceeding customer expectations.
9. Explain how hospitality and tourism organizations win customer loyalty.

### **HOST 101 Introduction to Hospitality and Tourism (3)**

*3 hours lecture per week*

HOST 101 provides an overview of the travel industry and related major business components. Analysis of links between hotel, food, transportation, recreation, and other tourism-related industries will be addressed.

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

1. Differentiate the products and services offered by various sectors of the hospitality and tourism industry, and describe how the sectors are interrelated.
2. Distinguish the organizational and operational characteristics of transportation, lodging, food-service, and recreation businesses and organizations.
3. Identify and compare the career opportunities in the various sectors of the hospitality and tourism industry.
4. Analyze the impact of tourism on the society of a destination, and explain the benefits of developing sustainable tourism practices.
5. Identify the hospitality and tourism market's needs and motivations.
6. Describe the tourism systems and services designed to serve the leisure travel market.
7. Describe the tourism systems and services designed to serve the business travel market, including meetings, conventions, and expositions.
8. Explain the sales and marketing activities utilized in the hospitality and tourism industry.

### **HOST 150 Housekeeping Operations (4)**

*3 hours lecture / 2 hours lecture/lab per week*

HOST 150, Housekeeping Operations is the study of the professional management of housekeeping operations including the planning, organizing, staffing and control techniques required to assure quality service.

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

1. Identify the tasks and responsibilities carried out in various housekeeping positions.
2. Describe the interrelationships between the housekeeping department and other departments of a hotel.
3. Identify the personal attitudes, characteristics, and work practices essential in providing excellence in housekeeping guest service.
4. Demonstrate safe, sanitary, and efficient cleaning procedures for various housekeeping tasks.
5. Identify effective housekeeping equipment selection, storage, maintenance, and control procedures.
6. Describe the housekeeper's role in the renovation and restoration of facilities.
7. Describe linen room operations and control techniques.
8. Describe laundry room operations and control techniques.
9. Describe the use of computers in housekeeping operations.
10. Identify techniques for recruiting, selecting, training, scheduling, and motivating housekeeping employees.
11. Describe the budgeting, record keeping, and reporting requirements of a housekeeping department.

### **HOST 152 Front Office Operations (4)**

*3 hours lecture, 2 hours lecture/lab per week*

HOST 152 is the study of the philosophy, theory, equipment and current operating procedures of a hotel front office. This course will concentrate on the human relation skills necessary for effective guest and employee relations and the technical skills necessary to operate a manual, mechanical or computerized front office operation.

Upon successful completion of HOST 152, the student should be able to:

1. Identify the tasks and responsibilities carried out in various front office positions.
2. Describe the interrelationships between the front office and other departments of a hotel.
3. Identify the personal attitudes, characteristics, and work practices essential in providing excellence in front office guest service.

4. Demonstrate computer proficiency in reservations, check-in, posting, settlement, and night audit functions of the front.
5. Demonstrate accurate application of guest accounting procedures.
6. Identify controls for cash collection, check cashing, and the acceptance and processing of credit cards.
7. Demonstrate effective complaint handling procedures.
8. Demonstrate effective telephone call handling techniques.
9. Produce and analyze management reports.
10. Identify staffing requirements of a front office.

#### **HOST 154 Food and Beverage Operations (4)**

*3 hours lecture, 2 hours lecture/lab per week*

HOST 154 introduces students to the principles of marketing, menu planning, service styles, nutrition, sanitation and safety, purchasing, and control systems as they apply to food and beverage management in an operational setting. Food and Beverage Operations includes the study and practical application of food and beverage management techniques to effectively manage resources: money, personnel, food and beverage products, and time.

Upon successful completion of HOST 154, the student should be able to:

1. Assess quality service to guests.
2. Define recent trends in the hospitality industry and apply them to the food and beverage sector.
3. Assemble a marketing plan for a food and/or beverage operation.
4. Apply sound nutrition principles in menu planning that meets the wants/needs of today's guests.
5. Design a sanitation and safety program as it pertains to guests, employees, equipment and facilities.
6. Illustrate the appropriate processes, policies and safeguards in the purchasing, production, and service of food and beverage operations.
7. Demonstrate the basic accounting techniques as they apply to food and beverage operations.
8. Compose the equipment layout of a food and beverage operation that meets the standards of operational efficiency and profitability.
9. Calculate and assess the various cost, revenue, and profit ratios that are essential in the successful operation of a food and beverage establishment.
10. Develop a menu that applies principles of sound costing and pricing, meets guest interests and, is consistent with current trends.
11. Propose programs and processes that are applicable within the food and beverage industry that represent the best practices of sustainability.

#### **HOST 168 Tour Directing (3)**

*3 hours lecture per week*

HOST 168 is designed to prepare students for a career in tour escorting, conducting, guiding, managing, directing, travel planning, and customer service positions in the travel and hospitality industry who book tours for their guests. This course incorporates skills which enable the student to deliver tour information in an accurate and engaging fashion; manage group relations and behavior; and handle unexpected challenges and emergencies while conducting a tour. Students are prepared for the Professional Hawai'i Tour Driver/Guide certification which embodies Hawaiian values, language, history, culture, and points of interest.

Upon successful completion of HOST 168, the student should be able to:

1. Identify career opportunities in the Travel and Tourism Industry
2. Profile the traits and skills needed to be a successful tour leader.
3. List the role and function of various types of Guides, including multi-day Tour Leaders.
4. Discuss strategies for managing tour group behaviors.
5. Interact with tour suppliers (airlines, hotels, ground operators) to assure that guest expectations and reservation arrangements are met.
6. Outline procedures for dealing with unexpected challenges (lost, damaged, or stolen client property; flight delays or cancellations; client illness, accidents, or deaths; hotel fires; and other emergencies).
7. Describe the principles for creating a successful tour itinerary
8. Review industry publications as reference material in tour escorting.
9. Prepare industry tour forms for lodging, food, transportation, and attractions.
10. Provide interesting and accurate information about the language, history, culture and sites of Hawai'i.
11. Demonstrate the ability to conduct walking and bus tours.

### **HOST 170 Selling Destinations (3)**

*3 hours lecture per week*

HOST 170 is designed to familiarize students with major domestic and international tourist destinations. This course will prepare students with knowledge of travel destinations as they construct itineraries and Passenger Name Records (PNRs). The students will analyze major domestic and international destinations as defined by the International Air Transport Association (IATA). The focus will be on IATA 1 (North American, Central American, Caribbean, and South American), IATA 2 (Europe, Middle East, and Africa) and IATA 3 (Eastern Russia, Asia and the Pacific). Emphasis on these tourist destinations will include regional weather, major attractions, gateways, airlines, routes, and IATA airline and airport codes.

Upon successful completion of HOST 170 the student should be able to:

1. Explain how travel and tourism industry careers require familiarity with destination information.
2. Explain the geographic routing direction for the major tourism destination areas within IATA 1 (North America, Central America, Caribbean, and South America), IATA 2 (Europe, Middle East, and Africa) and IATA 3 (Eastern Russia, Asia and the Pacific).
3. Define the major attractions in IATA regions 1, 2, and 3 and explain their significance to tourism.
4. Identify the major industry suppliers for IATA regions 1, 2, and 3 including IATA airline codes.
5. Identify the capitals and major cities in each country in IATA regions 1, 2, and 3, including IATA airport and city codes.
6. Explain climatic differences in IATA regions 1, 2, and 3 and how they affect tourism.
7. Interpret the cultural patterns unique to major foreign destinations.
8. List motivational factors that encourage a traveler to visit major destinations.

### **HOST 171 Airline Reservations and Ticketing (3)**

*2 hours lecture and 2 hours lecture/lab per week*

*Prerequisite(s): Credit or concurrent enrollment in HOST 170.*

HOST 171 is designed to prepare students with the necessary knowledge and skills needed to develop domestic and international itineraries. Students will calculate and construct fares by interpreting and applying the Airline Tariff Publishing Company (ATPCO) tariff rules and the International Air Transport Association (IATA) standards. Students will have the ability through Apollo and Viasinc simulated software to construct, modify and fare passenger name records (PNRs) for a variety of airlines.

Upon successful completion of HOST 171, the student should be able to:

1. Define types of air journeys (one-way, round trip, circle trip, and open jaw) used to create travel itineraries.
2. Define types of flight services (direct, non-stop, and connecting) used to create travel itineraries.
3. Explain fare basis codes and fare rules.
4. Retrieve and identify an airline flight availability display.
5. Identify the five mandatory parts of a Passenger Name Record (PNR).
6. Construct Passenger Name Records (PNR) on Viasinc and live Apollo to include faring, seat assignments, special needs request and frequent flyer numbers.
7. Memorize IATA airport and airline codes.
8. Access information on the Airline computer reservation systems.
9. Explain how the history of the Domestic Airline Industry shaped the transportation industry including the impact of the Civil Aviation Bureau (CAB) and the Airline Reporting Corporation (ARC).
10. Critique deregulation's success or failure.
11. Explain the history and development of international air travel to include government regulations and treaties.
12. Elaborate on the role of IATA (past, present and future) in regulating international travel.
13. Differentiate between government subsidized and free enterprise airlines.
14. Analyze the impact that the "open skies" and freedoms of the air have on the international airline industry.
15. Create international fares using the routing and mileage systems and neutral units of construction principles.
16. Research all domestic and international airlines that service Hawaii.
17. Research visa and health requirement for international travel using TIMATIC, an electronic version of the Travel Information Manual (TIM).

### **HOST 265 Hospitality Accounting (3)**

*3 hours lecture per week*

HOST 265 is an introduction to basic accounting and finance principles and the budgeting function as applied to hospitality operations. This course includes accounting for expenses, purchasing, inventory, sales, and the preparation and analysis of financial statements and management reports.

Upon successful completion of HOST 256, the student should be able to:

1. Define basic accounting principles, terminology and concepts.
2. Analyze the various forms of business formation.
3. Prepare and analyze financial statements.
4. Create a Business Plan for an operating hospitality department.
5. Identify expense accounting and controls used in travel/hospitality/food and beverage operations.
6. Develop an operations budget for a housekeeping operating department.
7. Analyze controls procedures and activities for Labor, Supplies, Materials, Inventory.
8. Describe the accounting procedures for the various profit and support centers of a hospitality operation.
9. Synthesize budget preparation using zero-based and incremental techniques, and value analyses.
10. Justify cost variances for environmentally friendly products and activities.

#### **HOST 258 Hospitality Marketing (4)**

*3 hours lecture and 2 hours of lecture/lab per week*

*Prerequisite(s): HOST 101 with a grade of "C" or higher.*

*Recommended Preparation: Students should have completed at least 2 semesters of study in the Hospitality and Tourism programs.*

HOST 258 is a study of modern marketing techniques and concepts for the hospitality industry, including human factors, consumer demand, and planning.

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

1. Explain what marketing is; the unique nature of marketing with the manufacturing of service as the product of Hospitality and Tourism; and why marketing should be viewed as a philosophy not just a business function.
2. Illustrate best practices of organizations within Hospitality and Tourism that demonstrate effective strategies to address the challenges of producing service as a product.
3. Select relevant trends in the macro-environments that are influencing the strategic directions of organizations within Hospitality and Tourism.
4. Create a marketing research plan, including defining the problem and research objective, implementing the plan, and interpreting and reporting findings.
5. Distinguish the major characteristics affecting consumer behavior, and apply some of the specific cultural, social, personal, and psychological factors that influence consumers in promotional initiatives.
6. Distinguish the major group markets that comprise the Hospitality and Tourism industry and assess the positive attributes of each market.
7. Differentiate the various strategies to used segment markets; select specific markets based on the appraisal of the appropriate targeting strategies; and, apply the best positioning strategy that would provide a competitive advantage.
8. Separate the various product levels (core, facilitating, supporting, and augmented) that combine to deliver the holistic experience of the product to the guest.
9. Detect the key aspects and conditions that define successful hospitality and tourism brands.
10. Calculate the price elasticity of demand and assess the level of quality and brand strength associated with the various services and products in the hospitality and tourism industry.
11. Calculate pricing for services and products in hospitality and tourism based on generally accepted industry pricing approaches.
12. Compose a channel of distribution that would include the appropriate marketing intermediaries to connect/distribute hospitality and tourism services to the customer.
13. Distinguish effective strategies in advertising, including creating goals, objectives and budgets; creating the advertising message; selecting advertising media, and evaluating advertising effectiveness.
14. Design a comprehensive public relations effort that involves the various public relations activities: press relations, product publicity, corporate communications, lobbying, counseling, and crisis management.
15. Elaborate on the various strategies and steps for the effective representation and selling of service products in the hospitality and tourism industry: prospecting, qualifying, presenting, overcoming objections, closing and follow through.
16. Illustrate how hospitality and tourism organizations have responded to the internet and other technologies with databases, direct and online marketing strategies.

#### **HOST 261 Events Management (3)**

*3 hours lecture per week*

*Prerequisite(s): HOST 101 with a grade of "C" or higher.*

HOST 261 prepares students to plan and administer successful functions, special events, meetings, and conventions. Students explore topics such as marketing, sales and service, channels of distribution, service functions, floor plans, organization as well as catering and meeting technology.

Upon successful completion of HOST 261, the student should be able to:

1. Identify the role of the Catering and Convention Services Manager.
2. Explain how to effectively promote and market events.
3. Perform the steps of servicing functions, special events, and conventions.
4. Create effective meeting manifests, event resumes, and banquet event orders.
5. Identify the necessary support requirements.
6. Analyze the coordination of multimedia and technology.
7. Analyze the complexity of the jobs of meeting planners and convention service managers.
8. Synthesize all of the components required to plan and administer successful events.
9. Demonstrate the techniques of making floor plans and table settings.
10. Select appropriate decorations that are environmentally friendly and reflect the host culture.

### **HOST 265 Tourism Destination Development and Planning (3)**

*3 hours lecture per week*

*Recommended Preparation: HOST 101.*

HOST 265 exposes students to planning, developing, implementing and managing tourism within a destination. This course presents tourism development as a process with its own organizational structures and its own responses to the economic cycle of supply and demand. Students study various destinations in order to analyze and identify the components of successful tourism programs.

Upon successful completion of HOST 265, the student should be able to:

1. Elaborate on the definitions of tourism as presented by the principle agencies, associations and organizations that define and develop tourism policy.
2. Compare and contrast the costs and benefits of tourism, economically, environmentally, and socially/culturally in context of the various stakeholders (residents, visitors, owners/operators and government) of tourism.
3. Calculate and assess the multiplier factor and economic impact of tourism for various destinations.
4. Distinguish the various factors that contribute to the motivation and propensity of individuals to travel.
5. Describe the various associations and organizations that comprise the development and management of tourism internationally, nationally, regionally, and locally and explain the mission, goals and activities of each.
6. Distinguish the key aspects that define the structure, elements and processes of developing policies that guides tourism.
7. Using a regression formula, and applying the appropriate factors, assess the strength of the correlation of the dependent variables to forecast demand for travel.
8. Illustrate successful examples of planning and development for tourism.
9. Detect the various trends affecting the future and progress of tourism.
10. Propose the principles, components and approaches that go into the development of resorts.
11. Elaborate on the social/cultural and environmental impacts, both positive and negative of tourism on a destination.
12. Distinguish the concepts and principles of sustainability (economic, environmental, and social/cultural) and appraise the best practices of destinations, resorts, and tourism operations.

### **HOST 275 Computer & Information Technology for the Hospitality Industry (4)**

*3 hours lecture per week, 2 hours of lecture/lab per week*

*Prerequisite(s): HOST 101, ICS 100 or ICS 101 .*

HOST 275 presents an introduction to the business applications and technology in the tourism industry. Students review the history of computers and technology and the impact they have had on the development and evolution of service, systems and products in the visitor industry. Students have a hands-on opportunity to work with current software and systems in use in the industry. Students explore future trends and have an opportunity to develop on-line applications utilizing the Internet.

Upon successful completion of HOST 275, the student should be able to:

1. Describe the evolution of computers and technology in their application in all phases of the visitor industry.
2. Explain the role, functions, and importance of information and technology within the tourism business.
3. Create on-line applications utilizing the internet.
4. Demonstrate knowledge of the applications of telecommunication systems.
5. Evaluate the tools and techniques of system development.
6. Demonstrate knowledge in correctly selecting and implementing operating systems.

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7. Analyze the components of an effective POS system.
8. Describe trends and future developments and analyze the impact and potential for the visitor industry.

### **HOST 278 Travel and Tour Operations (3)**

*2 hours lecture, 2 hours lecture/lab per week*

*Prerequisite(s): HOST 101 with a grade of "C" or higher, HOST 170 with a grade of "C" or higher, HOST 171 with a grade of "C" or higher.*

HOST 278 is designed to introduce the student to the operations of travel companies. These companies will include travel agencies, tour and cruise companies. This course explains the requirements for appointment and membership by the Airline Reporting Corporation (ARC), International Air Transport Association (IATA), Cruise Line International Association (CLIA), and United States Tour Operations Association (USTOA). Basic travel agency operations, Internet agencies and preferred suppliers will be presented. The history and operation of the tour and cruise business and selling techniques of its products will be covered.

Upon successful completion of HOST 278, the student should be able to:

1. Outline the requirements which must be met by travel agencies, for ARC and IATA appointments.
2. Analyze the product lines of suppliers for retail and wholesale travel and explain the concept of preferred suppliers.
3. Demonstrate professional and personable telephone etiquette and client service and to determine the travel wants and needs of the client.
4. Assess the impact the role of automation and internet presence has had on agency operations.
5. Construct and sell Amtrak, air segments, hotel, and cars on a computer reservations system.
6. Assess the components of a tour and sell tour and cruise itineraries.
7. Describe the Legal Aspects of Operating a Travel Company.
8. Assemble product lines, travel products and packages that are appropriate for the wants and needs of the client.
9. Apply the components of a complete sales cycle from qualifying the client to closing the transaction.

### **HOST 290 Hospitality Management (3)**

*3 hours lecture per week*

*Prerequisite(s): CULN 111 with a grade of "C" or higher, HOST 101 with a grade of "C" or higher.*

HOST 290 is the study of the management process in hospitality operations, focusing on the managerial functions of planning, organizing, coordinating, staffing, directing, controlling and evaluating to bring about organizational effectiveness. Scenarios, case studies and role playing exercises typical of the hospitality industry have been developed to reinforce principles.

Upon successful completion of HOST 290, the student should be able to:

1. Define fundamental supervisory responsibilities.
2. Identify the steps supervisors can take to communicate effectively on the job.
3. Plan an orientation and training session.
4. Forecast business volume using the base adjustment forecasting method and the moving average forecasting method.
5. Describe the important laws and legal concerns that affect hospitality supervisors.
6. Explain conflict management styles and evaluate situations when to apply them.
7. Analyze time usage to create more effective procedures and reduce time robbers.
8. Describe actions that supervisors can take to minimize employee resistance to change.
9. Explain the importance of, and develop a personal career advancement plan.
10. Relate Hawaiian values in management practices.
11. Explain leadership styles, factors affecting them, and how to apply them in a hospitality organization.
12. Explain various motivational theories.
13. Differentiate between management and leadership, and describe issues supervisors should be aware of as they assume the role of a team leader.
14. Describe the process of effective employee recruitment and selection.
15. Explain the different approaches to performance evaluation and describe appropriate situations to apply to each approach.
16. Define the components of a progressive disciplinary program and determine the appropriate responses to various infractions.
17. Describe the role unions play within the hospitality industry and define what strategies and actions are appropriate or inappropriate during union organizing activities and how to manage in a union environment.

**HOST 293E Hospitality Internship (3)**

*2 hours seminar and 20 hours fieldwork per week (300 internship hours in total)*

*Prerequisite(s): HOST 100, CULN 111, or departmental approval.*

HOST 293E is a supervised field experience that is related to the student's major or career goals. The experience will enable the student to apply knowledge and skills learned in coursework to the work environment.

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

1. Apply job readiness skills to obtain an internship.
2. Describe the technical and human skills required of workers in the hospitality industry.
3. Identify the personal qualities, attitude and work habits required of guest-contact employees.
4. Apply classroom knowledge and skills in the workplace.
5. Perform duties at the internship site according to industry standards.
6. Analyze the inter-relationships of the various departments at internship site.
7. Describe methods of quality assurance used in the industry.
8. Explain the importance of lifelong learning in the constantly changing hospitality industry.
9. Create career goals and aspirations.
10. Assess how sustainable tourism concepts are applied at an internship site.

**HUMANITIES**

**HUM 269 Study Abroad (Designated Region, Variable Credit) KCC AA/DH and KCC AS/AH**

*Various number of hours lecture/lab per week*

*Recommended Preparation: One or more semester course(s) in the language, history, or culture of the designated country or region.*

HUM 269 is an on-site study of designated society's values, arts, and culture.

Upon successful completion of HUM 269 , the student should be able to:

1. Demonstrate understanding of and sensitivity to the peoples and cultures of the society(s) visited.
2. Demonstrate awareness of internationalism and an interdependence of cultures.
3. Compare cultural values and methods of coping with our changing world.
4. Discuss, orally and in writing, ways in which the humanities enrich daily life in the societies visited, and in his or her own society.

**INFORMATION & COMPUTER SCIENCES**

**ICS 100 Computing Literacy and Applications (3) KCC AS/NS**

*3 hours lecture per week*

*Recommended Preparation: Keyboarding; basic computer use; qualification for ENG 22; qualification for MATH 24.*

ICS 100 introduces students to computers and their role in the information world emphasizing computer terminology, hardware, and software. Opportunities for 'hands-on' experience using applications software may include spreadsheets, word processing, presentations, communications, and databases.

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

1. Utilize the basic features of computer applications to communicate effectively in the work environment.
2. Produce documents in a variety of formats.
3. Create, edit, and format electronic spreadsheets using simple formulas, functions, and charts.
4. Create and organize a variety of electronic slides using templates, background styles, graphics, and animation effects.
5. Utilize operating system interfaces to manage computer resources effectively. Utilize online resources for research and communication.
6. Define, explain, and demonstrate proper computer terminology usage in areas such as hardware, software, and communications.
7. Describe ethical issues involved in the use of computer technology

**ICS 101 Digital Tools for the Information World (3)**

*3 hours lecture per week*

*Recommended Preparation: Keyboarding experience; credit in or qualification for ENG 100, ENG 160 or ESL 100; credit in or qualification for MATH 103 or higher level mathematics.*

ICS 101 provides hands-on computer instruction with an emphasis on producing professional-level documents, spreadsheets, presentations, databases, and Web pages for problem solving. This course includes concepts, terminology, and a contemporary operating system.

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

1. Utilize the appropriate computer applications to produce professional-level documents, spreadsheets, presentations, databases, and web pages for effective communication (major content area)
2. Produce documents in a variety of formats.
3. Create, edit, and format electronic spreadsheets using formulas, functions, and charts.
4. Utilize a database with queries and reports that display required data.
5. Create and organize a variety of electronic slides using templates, background styles, graphics, photos, and animation effects.
6. Create web pages that contain hyperlinks and images that are suitable for publication.
7. Utilize operating system interfaces to manage computer resources effectively.
8. Extract and synthesize information from available Internet resources using intelligent search and discrimination.
9. Define, explain, and demonstrate proper computer terminology usage in areas such as hardware, software, and communications to effectively interact with other computer users and to prepare for higher-level computer courses.
10. Describe ethical issues involved in the use of computer technology.

**ICS 110 Introduction to Object Oriented Visual Programming (3)**

*3 hours lecture per week*

*Recommended Preparation: Keyboarding experience; MATH 25; ENG 22; ICS 101.*

ICS 110 is an introduction to programming with user-friendly software (e.g., Android Application Inventor). Students use storyboarding design strategies to create mobile device animations and/or simple games with objects using block coding methods. These projects promote an understanding of basic object oriented programming constructs through the use of a drag and drop interface that manipulates device resources and readily available APIs (Application Programming Interfaces). Introductory projects based on contemporary and personal interests for students with or without programming experience will be emphasized.

Upon successful completion of ICS 110, the student should be able to:

1. Add components to a project.
2. Master fundamentals of programming terminology.
3. Use "looping."
4. Gather form data.
5. Use variables.
6. Access phone sensors.
7. Use event handlers.
8. Move sprites on phone using drag and drop.
9. Connect to a database.
10. Use phone camera resource.
11. Use phone bluetooth resource.

**ICS 111 Introduction to Computer Science I (3) KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for MATH 135 or consent of instructor.*

*Recommended Preparation: ICS 101 or equivalent.*

*Comment: Students are expected to provide their own USB compatible high density electronic storage media of minimum size of 4 GB or as specified by instructor.*

ICS 111 is intended for computer science majors and all others interested in a first course in programming. ICS 111 is an overview of the fundamentals of computer science emphasizing problem solving, algorithm development, implementation, and debugging/testing using an object-oriented programming language.

Upon successful completion of ICS 111, the student should be able to:

1. Use an appropriate programming environment to design, code, compile, run and debug computing programs.
2. Solve basic problem by analyzing problems, modeling a problem as a system of objects, creating algorithms, and implementing models and algorithms in an object-oriented computing language.
3. Illustrate basic programming concepts such as program flow and syntax of a high-level general purpose language.
4. Identify relationships between computing systems, programming and programming languages.
5. Use primitive data types, strings and arrays.

**ICS 141 Discrete Mathematics for Computer Science I (3) KCC AA/FS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for MATH 135 or consent of instructor.*

*Recommended Preparation: ICS 101 or equivalent.*

*Comment: ICS 141 provides the general mathematical foundation for the appreciation and understanding of computer science concepts. It is intended for Computer Science majors and others interested in learning about the mathematics for Computer Science.*

ICS 141 includes logic, sets, functions, elementary number theory, matrices, algorithmic concepts, mathematical reasoning, recursion, counting techniques, and probability theory.

Upon successful completion of ICS 141, the student should be able to:

1. Solve problems in propositional logic, work with truth tables, and use Venn diagrams.
2. Prove theorems using mathematical induction.
3. Use recursive algorithms.
4. Perform general analysis of algorithms.
5. Solve problems in elementary set theory.
6. Use the formulas for permutations, combinations, and binomial coefficients.
7. Solve elementary problems of relations.
8. Explain the concept of functions.
9. Solve basic matrix operations.
10. Solve problems in elementary probability.

**ICS 211 Introduction to Computer Science II (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "B" or higher in ICS 111 or consent of the instructor.*

*Comment: ICS 211 is the successor course to ICS 111. Students are expected to provide their own USB compatible high density electronic storage media of minimum size of 4 GB or as specified by instructor.*

ICS 211 reinforces and strengthens problem-solving skills using more advanced features of programming languages and algorithms such as abstract data types, recursion, pointers, and memory management. ICS 211 emphasizes the use of data structures such as arrays, lists, stacks, queues, and trees.

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

1. Use and implement data structures such as arrays and linked lists.
2. Use and implement abstract data types such as lists, stacks and queues
3. Select the appropriate searching or sorting algorithm based on the algorithm's behavior or complexity.
4. Develop recursive algorithms and programs.

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5. Use standard libraries or packages as well as advanced object-oriented programming techniques such as (polymorphism, inheritance, and encapsulation).
6. Produce robust programs using exception handling and extensive program testing.

### **ICS 212 Program Structure (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "B" or higher in ICS 211 or consent of instructor.*

*Comment: Students are expected to provide their own USB compatible high density electronic storage media of minimum size of 4 GB or as specified by instructor.*

ICS 212 focuses on program organization paradigms, programming environments, implementation of a module from specifications, C and C++ programming languages.

Upon successful completion of ICS 212, the student should be able to:

1. Complete programming exercises involving complex algorithms.
2. Use Emacs, a debugger, the Unix utility "make", and the compiler in the Unix environment.
3. Write programs using the features of C that are similar to Java, and in particular using character variables that require programs of 50 to 200 lines.
4. Use pointers in C, C structures, linked data structures, and recursion.
5. Use the C++ features that are similar to Java, including classes and inheritance.
6. Write a program in C++ that involves linked data structures and recursion.
7. Use overloading of operators by writing a non-trivial program that involves overloading of operators.
8. Use memory management by writing a non-trivial program that requires memory management (constructors, destructor, and overloading assignment).
9. Use standard C++ strings by writing a non-trivial program using standard C++ strings.
10. Use the STL Library by writing a program that uses some other facilities provided by the C++ STL library, such as STL lists.

### **ICS 241 Discrete Mathematics for Computer Science II (3) KCC AA/FS**

*3 hours lecture per week*

*Prerequisite(s): ICS 111; ICS 141, or consent of instructor.*

ICS 241 includes program correctness, recurrence relations and their solutions, divide and conquer relations, graph theory, trees and their applications, Boolean algebra, introduction to formal languages and automata theory.

Upon successful completion of ICS 241, the student should be able to:

1. Use boolean algebra to realize logic circuits.
2. Use graphs, paths, cycles and trees.
3. Solve simple recurrence relations.
4. Explain the concept of formal languages and finite-state machines.
5. Use concepts and techniques in program correctness to perform simple program validation.

## **INTERDISCIPLINARY STUDIES**

### **IS 103 Introduction to College (3)**

*3 hours lecture per week*

*Recommended Preparation: Instructor recommendation, or qualification for or concurrent enrollment in ENG 22 or ESOL 94.*

IS 103 serves as an introduction to the college experience for first year and returning college students. Students identify their short and long-range personal, college and career goals, while writing and revising an educational plan. Students document their daily activities as they develop self-management, critical thinking and learning skills.

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

1. Identify short and long-range personal and college goals, and prepare an educational plan to meet those goals.
2. Re-evaluate and revise short and long-range personal and college goals and their educational plan to meet those goals.
3. List college facilities, policies, programs and services that can assist in achieving educational goals.

4. Use college level note-taking, critical reading, test taking, memory and concentration techniques.
5. Use time management, personal organization, stress management and study skills.
6. Identify and use academic support areas of the college.
7. Become actively involved in campus and/or community activities.
8. Use appropriate technology for conducting research and conveying ideas.
9. Communicate effectively in writing and speaking.
10. Find information from library, Internet, and other sources.
11. Research occupations and use decision-making processes in selecting a career.
12. Use strategies to complete out-of-class work efficiently and effectively.

**IS 105B Career Decision Making (2) KCC AS/SS**

*3 hours lecture per week for 10 weeks*

*Recommended Preparation: ENG 22 or higher level English.*

IS 105B is designed to assist students in making a tentative career choice and related educational decision. The course will focus on exploring interests, skills, values, and understanding the world of work. It also emphasizes learning the career/life development process, which, once learned will prepare students to cope with additional career/life decisions in later life.

Upon successful completion of IS 105B, the student should be able to:

1. Describe the process of career development.
2. Discuss the role their self-concept plays in career decision making.
3. Identify and prioritize their own interests, skills, personality traits, and values.
4. Demonstrate the ability to use values clarification, decision making, and time management techniques in developing an individual career/life plan.
5. Reduce their career interests to a few options for continued exploration.
6. Describe the changing roles of men and women in the work force.
7. Explain federal laws regarding age, sex and other discriminations.
8. Discuss the numerous resources available to them for engaging in career exploration.
9. Define in class discussion and written examinations the terms and concepts relevant to career/life exploration and planning.
10. Explain why career decision making is a lifelong process.

**IS 105C Job Search Skills (1) KCC AS/SS**

*3 hours lecture per week for 5 weeks*

*Recommended Preparation: ENG 22 or higher level English.*

IS 105C is designed to assist students in developing job readiness skills. It includes skills identification, resume preparation, and interview techniques.

Upon successful completion of IS 105C, the student should be able to:

1. Describe the process of career development.
2. Discuss the role their self-concept plays in career decision making.
3. Identify transferable skills and skills needed for a specific career.
4. Assess work environment that relates to the student's own interests, values, and attitude.
5. Utilize the decision making process in selecting a job for which the student will be interviewed.
6. Describe the changing roles of men and women in the work force.
7. Explain federal laws regarding age, sex and other discriminations.
8. Demonstrate awareness of the non-traditional career opportunities available in Hawai'i and the nation.
9. Identify and use standard and electronic sources of career information.
10. Understand the importance and purpose of writing a resume.
11. Demonstrate knowledge of appropriate job interview techniques.

**IS 107 Student Success (1)**

*1.5 hours lecture per week for 10 weeks*

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

IS 107 is a comprehensive student success course designed to promote effective academic strategies and the importance of personal responsibility in college and life success.

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

1. Develop and apply academic study skills in areas such as the following: Manage personal time, practice effective listening comprehension skills, take organized and meaningful notes from lectures and texts, practice effective textbook reading skills, identify different types of learning styles and be knowledgeable about own learning styles/preferences, prepare to successfully complete exams, identify and effectively manage stress/stressors and incorporate personal balance to enhance college success.
2. Identify personal values in relation to life planning and goal setting.
3. Explain the value and importance of personal responsibility in academic and life success.
4. Identify resources, relationships, and survival skills that facilitate academic and life success.
5. Realistically assess challenges of, and progress toward meeting, academic and life goals.
6. Monitor and take ownership of individual academic progress.
7. Communicate effectively on academic and individual matters with instructors, counselors, and peers.
8. Organize information, plan, solve problems, and think critically in academic and life situations/contexts.

### **IS 109 – Na Wa'a: A Learning Odyssey (3) KCC AA/DH, KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 22 or ESOL 94 or instructor approval*

IS 109 celebrates students' transition to college and focuses on learning experiences that encourage the exploration of identity, culture, and community in a context of place-based Hawaiian values. It is based on strategies for creating success in college and in life. While honoring the integrity of individual cultural knowledge, it provides readings and activities that develop the students' connections with self, with each other, with place, and with community. Based on their insights and discoveries, students will develop a personal learning plan which will help to support and direct their educational and career goals, build support networks, and employ technology to share their awareness. This course promotes a positive attitude that will make it possible and exciting for students to "kulia i ka nu'u" and go forward confidently toward their highest vision with optimism, courage, and hope.

Upon successful completion of IS 109, the intended student learning outcomes are:

1. Articulate an awareness of self by identifying and acknowledging personal strengths, values, interests, and cultural influences.
2. Set tentative short and long range personal and career goals.
3. Explore the relevance of selected college resources and academic support services for attaining educational and career goals.
4. Communicate the importance and provide evidence of social connections and relationships with the community.
5. Identify artifacts that reflect personal growth and insights achieved through participation in the course, college and community-based activities.
6. Define issues and discuss the connection between individual responsibility and community in both a local and global context.
7. Use technology for learning, research, reflection and sharing.
8. Use self-expression to develop self-determination in social and community environments.

### **IS 114 Career Exploration in Education through Tutoring (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; TB clearance.*

*Comment: Students enrolled in the course must have a current (within the past 12 months) TB clearance and be willing to submit to background checks for security reasons.*

IS 114 provides students with information about English and math literacy tutoring from pre-kindergarten through college levels. Students will be required to tutor at a school in the grade level of their choice.

Upon successful completion of IS 114, the student should be able to:

1. Identify causes and effects of illiteracy.
2. Cite current local and national statistics on illiteracy.
3. List strategies to enhance brain development in children from 0-3 years of age.
4. Identify developmental milestones for students from 0-18 years of age.
5. Create an informal inventory for measuring students' literacy.
6. Demonstrate techniques for successful English and Math tutoring.
7. Identify learning styles and their implications for creation of lesson to be used in tutoring.
8. Apply the problem-solving process in tutoring situations.
9. Establish effective tutoring relationships.
10. List his/her own strengths and weaknesses in communication and relating to students and set goals for improving areas of weakness.
11. Identify skills needed by pre-kindergarten and primary, middle and secondary, and college-level tutors.

12. Demonstrate understanding of changes required in tutoring needed to support the needs of students whose first language is not English.
13. Demonstrate understanding of changes required in tutoring to support students with special educational needs.
14. Demonstrate knowledge of a tutor's role, responsibility, and liability.
15. Communicate effectively with teachers or professors and school administrators.
16. Define reading and the reading process.
17. Identify, demonstrate understanding of, and become proficient in the use of various tutoring strategies.
18. List key differences in primary, secondary, and college- level tutoring.
19. Demonstrate group leadership ability in primary, secondary or college educational settings.
20. Identify and use various sources to obtain age appropriate reading material.
21. Identify and use various web sites, which provide current literacy information.

### **IS 161 Introduction to Creative Thinking (3) KCC AA/DA**

*3 hours lecture per week*

IS 161 introduces students to the skills and strategies of creative thinking. Designed for students in all majors, the course will examine creativity as a fundamental component for innovation and success in any field, from art to science, technology to business. We will explore the creative process from various theoretical perspectives as well as the influences of education, culture and the environment on creative thinking. Creativity will be seen as a natural process that not only allows for greater adaptability, idea generation and problem solving, but which also adds an increased dimension of richness and meaning to our lives. Students will have the opportunity to develop and apply these skills in real world contexts, and to experience the value of creativity in developing a well rounded, flexible and adaptive approach to an increasingly complex world.

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

1. Employ basic creative strategies including: synthesizing ideas, images or expertise in original ways, generative thinking, divergent thinking, and perceiving alternative perspectives.
2. Identify and analyze the personal, social and environmental influences of creativity.
3. Describe and analyze various theoretical perspectives on creativity.
4. Analyze the relation of creativity to critical thinking and intelligence.
5. Investigate the role of experimentation and risk taking in the creative process.
6. Apply different evaluative criteria to specific problems.
7. Exemplify trusting one's own decisions, insights and perceptions during the creative problem-solving process.
8. Examine and evaluate the need and value of creativity in the contemporary world.
9. Identify and analyze the myths and assumptions most often associated with creativity and creative people.

## **INFORMATION TECHNOLOGY**

### **ITS 124 Small Business Networking (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 22 or ESOL 94 or higher; qualification for MATH 24 or higher.*

*Recommended Preparation: Previous computer experience.*

*Comment: ITS 124 may require hardware/software supplies for hands-on activities up to \$50.00.*

ITS 124 provides students with an overview of essential networking concepts, terminology and skills. The course gives students a fundamental understanding of the technological, business and legal issues related to a networked organization. Certification competencies related to the Windows desktop operating system will be covered. The course further introduces the student to security concepts such as cryptography, digital signatures, key management and authentication.

Upon successful completion of ITS 124 the student should be able to:

1. Work effectively in teams.
2. Manage networking projects.
3. Identify the elements of, and uses for, a computer network in a small business.
4. Identify the prominent networking standards organizations.
5. Use desktop operating systems typically used in small business environments.
6. Identify the characteristics of popular networking protocols such as TCP/IP, IPX/SPX, NetBIOS and AppleTalk.
7. Use addressing schemes of popular networking protocols.
8. Explain the benefits and limitations of different networking media.
9. Install network cabling in various topologies using industry-standard practices.

10. Use common network tools such as packet analyzers, traceroute, ping, DNS query tools, etc.
11. Discuss issues relating to network maintenance, integrity and security.
12. Define Intranets, Extranets, and Virtual Private Networks.
13. Identify the business and legal principles related to an electronic commerce transaction.
14. Discuss information security technologies such as cryptography, digital signatures, key management and authentication.

**ITS 128 Introduction to Problem Solving (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 22 or higher; qualification for MATH 24 or higher.*

ITS 128 is an introductory course in the development of problem solving and logical skills used in a business computing environment. Step-by-step logic are diagrammed into flowcharts and implemented in computer programs in a language deemed most appropriate for this course. Emphases are on valid solution designs and correct language syntax usage. Basic programming structures and concepts, common to all programming languages, are major components of this course.

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

1. Identify flowcharting and programming as problem-solving processes
2. Describe the steps in the development of a solution to a computing problem
3. Implement the basic constructs (sequence, decision, and looping) of a structured solution to solve a problem
4. Develop logic in the form of block flowcharts to solve a problem
5. Analyze block flowcharts for validity
6. Translate the block flowchart into a program using a programming language appropriate for the course
7. Debug programs to ensure accurate results
8. Design system flowcharts
9. Write effective documentation

**ITS 129 Introduction to Databases (3)**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 22 or ESOL 94 or higher; qualification for MATH 24 or higher.*

ITS 129 is an introduction to databases. The course covers the tools needed to query and modify database objects. The course also introduces the student to database design concepts. A substantial part of the course involves the understanding of the relationship between databases, tables, records and fields. The course includes hands-on use in a computer environment that provides the students with experience designing, creating, and manipulating a database using the appropriate information technology tools.

Upon successful completion of ITS 129, the student should be able to:

1. Define a relational database
2. Define common database terminology such as tables, records, fields, keys, views and relationships
3. Describe the database design process
4. Define advantages of good database design
5. Define a database and describe the main logical differences between traditional files and databases
6. Define a database management system (DBMS) and describe relationships of DBMS to a database and to users
7. Use Structured Query Language to manipulate data
8. Identify SQL standards
9. Design simple relational database with proper documentation
10. Create a database schema
11. Work effectively in teams
12. Manage projects.

**ITS 144 Business PC System Maintenance, Support and OS Installation (3)**

*6 hours lecture per week for 8 weeks or 3 hours lecture per week for 16 weeks*

*Prerequisite(s): Qualification for ENG 22 or ESOL 94 or higher; qualification for MATH 24 or higher level mathematics.*

*Recommended Preparation: ICS 101.*

*Comment: ITS 144 may require hardware/software supplies up to \$50.00 for hands-on activities.*

ITS 144 provides PC operating system and hardware concepts and hands-on activities relating to the following topics: PC computer architecture, operating system theory, current PC operating systems, hard drive formatting and partitioning, operating system installation and upgrading, peripheral device drivers, network connectivity, resource sharing over a network, construction, installation, upgrading, troubleshooting, and maintenance of hardware and software components of microcomputer systems. Course will cover specification, selection, installation and configuration of hardware components including memory, floppy disk drives, microprocessors, hard drives, DVDs/CDs and DVD/CD-writers, video cards, NIC cards, sound cards, monitors and printers as related to a business environment.

Upon successful completion of ITS 144, the student should be able to:

1. Describe the types of operating systems currently in use by small businesses.
2. Describe the functions of operating systems.
3. Define general operating system terminology.
4. Describe the basic features and characteristics of PC processors and their operating systems.
5. Install an operating system.
6. Demonstrate basic functions and features of specific operating systems currently in use in small business environments.
7. Upgrade to a new operating system.
8. Install peripheral devices and device drivers.
9. Assemble, maintain, and troubleshoot various PC hardware components
10. Perform file system and disk maintenance.

**ITS 148 Visual Basic I (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 128 or consent of instructor or BE department chair.*

ITS 148 is an introductory course in using the programming language Visual Basic .NET to provide viable computing solutions in a business environment. It is assumed that the student is familiar with computing programming. Applications with forms, controls, and code are developed in an IDE (Integrated Development Environment) and run to test their validity. Introductory object oriented programming concepts are emphasized and realized through the creation of user defined classes and their properties and methods. Data validation and general procedure development are also components of this course.

Upon successful completion of ITS 148, a student should be able to:

1. Explain the concept of event-driven programming
2. Explain the basic concepts of objects in programming
3. Solve business application problems using event-driven programming and objects
4. Write, test, and debug event-driven programs
5. Document event-driven programs.

**ITS 149AD Database Administration I (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 129 or consent of the instructor or BE department chair.*

ITS 149AD is designed to give students a firm foundation in basic database administration. In this class, students learn how to install and maintain a database server. They will gain a conceptual understanding of database server architecture and how its components work and interact with one another. They will also learn how to create an operational database and properly manage the various structures in an effective and efficient manner including performance monitoring, database security, user management, and backup/recovery techniques.

Upon successful completion of ITS 149AD, the student should be able to:

1. Install the Database
2. Back up and Recover Data
3. Administer Users
4. Transport Data between Databases

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5. Manage Data
6. Configure the Network

### **ITS 224 Help Desk Support Practices (3)**

3 hours lecture per week

*Prerequisite(s): ITS 144 or consent of the instructor or BE department chair.*

ITS 224 Help Desk Support Practices introduces the Information Technology student to the key concepts and skills of Help Desk operation. Students will study what a Help Desk is, characteristics of its users, common problems, and tools. Students will learn about how a Help Desk fits into an organization's structure and mission. Students will learn about the protocol and processing of incidents, the different support levels and methods. Students will learn about knowledge, asset and security management and how important these are to an organization's integrity. Students will have opportunities to both study and practice Help Desk operations in a controlled setting.

Upon successful completion of ITS 224, the student should be able to:

1. Manage a task
2. Educate and train others
3. Provide efficient and effective customer service
4. Solve problems and troubleshoot by analyzing situations
5. Manage a project
6. Document problems and solutions
7. Install and maintain hardware and software

### **ITS 227 Web Site Development (3)**

3 hours lecture per week

*Recommended Preparation: ITS 124; ITS 129; ITS 148.*

ITS 227 introduces the student to the Internet and its effects on modern society. Students will review its history, concepts, and terminology. Hands-on activities will include how to connect to and navigate the Internet, create World Wide Web pages, and develop World Wide Web sites. A variety of Internet resources will be demonstrated and subsequently explored by students.

Upon successful completion of ITS 227, the student should be able to:

1. Discuss the history of the Internet.
2. Define the Internet.
3. Use the terminology of the Internet.
4. Explain how the Internet works.
5. Describe the e-commerce use of information technology
6. Access the Internet through different protocols.
7. Work with the operating systems to connect to the Internet
8. Navigate through various Internet resources to process e-mail, access information, and communicate with other networks
9. Design, develop, and update World Wide Web pages.
10. Write HTML tags from scratch and by using Rapid Development Tool
11. Write CSS selectors inline, embedded, and external both from scratch and by using Rapid Development Tool
12. Write basic Javascript code from scratch and by using Rapid Development Tool.
13. Modify and use complicated Javascript code
14. Publish Web pages to a web server
15. Disseminate information on the Internet
16. Explain the social impact of the Internet.
17. Describe current problems of the Internet.
18. Assess the future potential of the Internet.

**ITS 228 Visual Studio.NET Programming II (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 148 or consent of the Business, Legal, and Technology department chairperson, program coordinator, or instructor.*

*Comment: ITS 228 - Visual Studio.NET Programming II was formerly known as ITS 151 - Applied Database Programming Using Visual Basic. Information Technology majors must take all ITS courses for a grade. The Kapi'olani CC course catalog states, "In place of a grade, credit/no credit (CR/NC) is an option provided the course is not part of the general education and major requirements". An ITS major cannot use a "grade" of CR for ITS 228 to fulfill the degree requirements of the AS in Information Technology, but other students may elect the CR/NC or audit grading options.*

ITS 228 is an advanced-intermediate course in using the Visual Studio.NET Integrated Development Environment (IDE) to provide viable computing solutions in a business environment. It is assumed that the student is familiar with Visual Studio.NET. Enhanced user interfaces, especially those used in multi-form applications are covered. Also included in this course are the development and processing of XML documents. Object oriented programming concepts regarding inheritance are emphasized and realized through the creation of user defined derived classes that overload and override base classes. Database application development is also a component of this course.

Upon successful completion of ITS 228, the student should be able to:

1. Use structured program design and methodologies.
2. Develop multiform applications.
3. Manage structures and files.
4. Develop object oriented programs.
5. Develop database programs.

**ITS 229AD Database Administration II (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 149AD or consent of the instructor or BE department chair.*

ITS 229AD advances students' knowledge of database administration. In this class, students will learn how to configure a database server for multilingual applications. They will practice various methods of recovering the database using RMAN and Flashback technology. Database performance monitoring tools will be covered, in addition to the steps to take to resolve common problems and improve performance. Students will also learn how to administer a database efficiently by using database technologies such as the Resource Manager, the Scheduler, Automatic Storage Management (ASM), and VLDB features. They will set up a secure database using Virtual Private Database, and learn how to efficiently move data from database to database.

Upon successful completion of ITS 229AD, the student should be able to:

1. Use RMAN to create and manage backup sets and image copies.
2. Recover the database to a previous point in time.
3. Use Oracle Secure Backup to backup and recover a database.
4. Use Oracle's Flashback technology to recover your database.
5. Detect block corruptions and take appropriate measures to correct them.
6. Use the various Database advisors and views to monitor and improve database performance.
7. Control database resource usage with the Resource Manager.
8. Simplify management tasks by using the Scheduler.
9. Review database log files for diagnostic purposes.
10. Customize language-dependent behavior for the database and individual sessions.
11. Administer a VLDB.
12. Implement a secure database.
13. Transport data across platforms.

**ITS 293 Information Technology Program Internship (3)**

*1 hour lecture, 8 hours practicum per week*

*Prerequisite(s): Consent of Business Education department chairperson, Information Technology program coordinator, or instructor.*

*Comment: ITS 293 is repeatable for a maximum of nine credits; however, only three credits can be applied towards the fulfillment of requirements for the AS degree in Information Technology.*

ITS 293 is a cooperative internship education course involving the student and an employer or the college that integrates classroom learning with supervised, structured practical experience. Students' interests, ITS program content and the availability of jobs are considered when making practicum assignments. It offers the opportunity to develop workplace soft skills as well as technical skills.

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

1. Perform activities in a cooperative work environment involving such areas as routine tasks, problem or crisis situations, creative suggestions or initiatives, personal development, work attitudes, and other competencies as determined by the instructor and the employer.
2. Analyze or describe the job assignment in relationship to principles, concepts or procedures covered in the field of study to demonstrate practical work place experience and relate that experience to the ITS course of study.
3. Meet industry standards for the ITS course of study as evidenced by workplace ethics, behavior, team work and interpersonal relations.
4. Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.

### **ITS 324 PC & Network Security and Safeguards (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ITS 224, consent of the Business Education Department Chairperson, program coordinator, or instructor.*

ITS 324 centers on the principles of PC & Network security in small and home businesses. The course covers both hardware and software security issues and solutions, both peer-to-peer and server networks, network and Internet security as well as internal business security, data content, email, and physical security. Preventive security and disaster recovery are addressed. Common risk assessment strategies are developed with adaptations for various business situations to assist the student in developing security plans for various business situations. Common security tools are explored. The course covers basic communication security, infrastructure security, cryptography basics, computer forensics, common security issues faced by computer users with hands on labs to reinforce many of the security tools covered.

Upon successful completion of ITS 324, the student should be able to:

1. Implement network security measures.
2. Create a secure computer networking environment applying commonly used network and PC security principles .
3. Authenticate and log attacks and malicious code that may be used against a network.
4. Employ countermeasures for e-mail threats including digital identification.
5. Employ common Web security applications.
6. Perform remote access using remote desktop, remote management software and protocols, accessing servers through firewalls.
7. Secure file and print services.
8. Employ various security topologies.
9. Evaluate appropriate technologies for providing secure communications channels such as VPN or virtual private networking, PGP.
10. Secure internet-working devices and network media.
11. Deploy intrusion detection systems.
12. Implement firewalls, both hardware and software.
13. Implement physical security concepts and create a physical risk assessment plan for a small business.
14. Create security policies.
15. Prepare a disaster recovery plan.
16. Evaluate computer security using techniques such as computer forensics, tracking and logging.
17. Manage and troubleshoot security technologies.

### **ITS 327 Dynamic HTML (3)**

*3 hours lecture/ per week*

*Prerequisite(s): A grade of "C" or higher in ITS 227, consent of the Business Education Department Chairperson, program coordinator, or instructor.*

*Comment: Work will be done using a flat ASCII editor such as Notepad or Simple Text as well as an HTML editor/management tool such as Microsoft Expression or Adobe Dreamweaver.*

ITS 327 expands on the Information Technology students' earlier acquired skill set on HTML, CSS (Cascading Style Sheets), and Javascript. ITS 327 focuses on streamlined coding for design, dynamic content, and interactivity. Students will learn how to create Cascading Style Sheets that both control the layout and design of entire websites using a minimal amount of code, as well as, create Dynamic HTML (DHTML) that changes both the content and format of Web pages depending on user input.

Upon successful completion of ITS 327, the student should be able to:

1. Convert an existing Web page without CSS to one that uses CSS.
2. Style public Web documents, such as a Press Release or an Events Calendar, for a business.
3. Style documents for print.
4. Style attractive input forms.

5. Style for multicolumn layouts.
6. Place various elements on a Web page that overlap to achieve various stylistic effects.
7. Create and debug Javascripts for Web pages.
8. Use the DHTML Object Model.
9. Create DHTML Web pages based on the end user's input and environmental variables.
10. Hide and show Web page elements depending on the end user's input using CSS and Javascript.
11. Insert, modify, and delete Web content dynamically using CSS and Javascript.
12. Scale content in Web pages.
13. Animate elements on a Web page.
14. Define, enter, bind, format, display, and modify XML data within HTML.

**ITS 328 Advanced Database Programming with VB .NET (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ITS 228, consent of the Business Education Department Chairperson, program coordinator, or instructor.*

ITS 328 Advanced Database Programming with VB .NET develops the technical skills a programmer needs to design, develop, and implement multi-layer client/server database applications. Topics include advanced programming with the Visual Basic .NET language, client-server applications, and databases.

Upon successful completion of ITS 328, the student should be able to:

1. Describe the client/server system model.
2. Execute complex database queries using SQL.
3. Access data using ADO.NET technology.
4. Design and build multi-layer client/server database applications.
5. Describe VB .NET provided query languages such as LINQ.
6. Describe .NET Framework data transfer management tools such as Entity Framework.
7. Implement data validation and error-trapping.
8. Implement, explain, and discuss appropriate measures to address issues of performance and security.
9. Analyze and debug programs to ensure correct results.
10. Collaborate with peers in design, development and deployment of a multi-layer database application.

**ITS 344 Small Business Server Administration (3)**

*Prerequisite(s): A grade of "C" or higher in ITS 224, consent of the Business Education Department Chairperson, program coordinator, or instructor.*

*Comment: This course may require hardware/software supplies for hands-on activities up to \$50.00.*

ITS 344 provides network business server operating system administration concepts and hands-on activities. Installation, configuration and maintenance will be covered in the context of a small business. This course will cover the following topics: overview of Windows and UNIX/Linux servers, installation and configuration including automated installation, remote installation, file systems, hard disk management, NTFS, VMFS, EXT3, ZFS, security, active directory, organization units, containers, user and group account administration, group policies, network printers, network protocols, TCP/IP networking topics, DHCP, static and dynamic IP addressing, WINS, DNS, RRAS, Security, PKI, backup and disaster recovery, resilience, redundancy, and fault tolerance, network management, consoles, applications servers, web environment, FTP, web servers, IIS, terminal services, remote administration, physical environment considerations, server virtualization concepts, system monitoring tools, documentation, and application of industry best practices.

Upon successful completion of ITS 344, the student should be able to:

1. Describe the types of small business server operating systems currently in use.
2. Describe the functions of server operating systems.
3. Define general server terminology.
4. Describe the basic features and characteristics of PC processors and their operating systems.
5. Demonstrate basic features of Windows and UNIX/Linux based servers.
6. Install a server operating system and manage a network domain.
7. Install and configure networked printers and other shared peripherals.
8. Create user accounts and groups.
9. Describe basic server security.
10. Administer group policies.
11. Describe various server based services.
12. Perform administrative duties on a server.

13. Summarize server virtualization concepts, features and considerations
14. Determine an appropriate physical environment for server location
15. Describe the importance of documentation and industry best practices
16. Describe backup and disaster recovery concepts

### **ITS 347 Active Server Pages.Net--Web Development (3)**

*3 hours lecture per week*

*Prerequisite(s): ITS 227 with a grade of "C" or higher; ITS 327 with a grade of "C" or higher in; ITS 228 with a grade of "C" or higher; or consent of the Business Education Department Chairperson, program coordinator, or instructor.*

ITS 347 teaches students the back end of Web processing using Active Server Pages (ASP.Net) on a contemporary Windows Server (currently 2008) and a .NET framework (currently 3.5). ASP pages bring various contemporary technologies together; web technologies, databases, and programming converge in the design and development of dynamic websites.

Upon successful completion of ITS 347, the student should be able to:

1. Describe the Active Server Pages Object Model.
2. Design Web Pages using Active Server Pages to handle processing on the Server.
3. Send information from the client machine to the server for processing.
4. Connect and interface with a simple database such as Microsoft Access or MS SQL.

### **ITS 381B Topics in Information Technology: Web Applications for Mobile Devices (3)**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ITS 224, a grade of "C" or higher in ITS 227, a grade of "C" or higher in ITS 228, a grade of "C" or higher in ITS 229AD; a grade of "C" or higher in all prerequisites of the same topic; or consent of the Business Education Department Chairperson, program coordinator, or instructor.*

*Recommended Preparation: HTML Coding and Web Site Development experience or completion of ITS 227; Java Programming experience or completion of ICS 211.*

The Google Web Toolkit used in ITS 381B is an emerging technology that facilitates the integration of the powerful tools available for the Java platform into the interactive web world. The toolkit consists of tools that compile Java code into a combination of HTML and Javascript code; using Java tools such as the Eclipse IDE. In this course, students will learn about the Google Web Toolkit, including the philosophy behind the toolkit, the GUI framework that it provides, and the methods available for interaction with remote services to create rich Web 2.0 applications for mobile devices.

Upon successful completion of ITS 381B, the student should be able to:

1. Demonstrate proficiency in the history of wireless communication and mobile Internet, including comparisons of Asia/Europe/Americas in business models, protocols and standards, and successes and failures.
2. Discuss topics with a command of history, nomenclature and comparisons of underlying wireless networking technologies, mobile internet services, social networks, and location-based services.
3. Formulate appropriate design choices with respect to evolving history and comparisons of markup languages targeted for mobile devices, including design issues for mobile web sites.
4. Create and develop a working professional portfolio.
5. Develop a working professional portfolio that encapsulates and exhibits research, presence, experience and communication in a professional capacity.
6. Maintain a professional engineering weblog including: A repertory of open source code from the class projects using a web-site based versioning code repository.
7. Create and maintain a set of technical documents that support both users and developers using the code base.
8. Demonstrate skills in the following technologies: Object Oriented Design & Programming, Abstract Data Types, Design Patterns, Java Programming Language including the Java Class Libraries, Google Web Toolkit Development including UI Design using the GWT Interface Components, Java Servlet Programming and Tomcat Deployment for RPC, RESTful web services design and protocol, Integrated development environments (Eclipse IDE) and code versioning (Subversion)
9. Practice communication skills through online social networking, class discussions and making class presentations.
10. Develop and refine group collaboration skills, personal communication skills, project management skills and delegation of duties.
11. Use current software engineering strategies for developing software, including socio-coding strategies such as extreme programming.
12. Practice problem solving skills through software design and implementation using a developing technology.

13. Practice decision-making skills by identifying a target problem, designing a solution and choosing appropriate supporting technology to target a business environment.
14. Design and develop software solutions for mobile application environments by employing appropriate problem solving strategies by analyzing the user needs and environmental issues present in ubiquitous computing scenarios and identify, design, and develop appropriate information technology solutions through feature rich web applications and paired web services.

### **ITS 381F Topics in Information Technology: Computer Forensics and Investigations (3) Spring**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ITS 224; a grade of "C" or higher in ITS 227; a grade of "C" or higher in ITS 228; a grade of "C" or higher in ITS 229AD; or consent of the Business Education Department Chairperson, program coordinator, or instructor.*

*Recommended Preparation: AS degree in Information Technology or related field, or equivalent related course work in Information Technology.*

*Comment: For hands-on activities ITS 381F may require hardware and/or software supplies costing up to \$150. ITS 381F is offered in the spring semester only.*

ITS 381 teaches that computers are being used for an ever-growing variety of purposes in our lives, including increasingly for espionage and crime. ITS 381F will cover the ethics of computer use and misuse, how to obtain, secure, and preserve digital evidence, how to correctly conduct computer investigations, and the legal issues involved in computer investigations.

Upon successful completion of ITS 381F, the student should be able to:

1. Use correct terminology related to computer forensics and investigations.
2. Discuss the ethical issues involved in computer crime and investigations.
3. Discuss the applicable laws and legal issues involved in computer crime and investigations.
4. Use computer forensics tools to acquire a forensic image of a computer in accordance with the requirements and best practices of digital evidence.
5. Describe the differences in acquiring and analyzing data from Macintosh, Windows, Linux/UNIX, and mobile devices.
6. Use compute forensics tools to acquire and analyze digital evidence in a controlled environment.
7. Describe the importance and methods of live acquisition of data.
8. Discuss the types of evidence available in graphics files.
9. Discuss the types of evidence available from email.
10. Write a forensic investigation report.
11. Discuss methods of and issues related to network forensics.

## **INTERPRETING and TRANSLATION**

### **IT 101 Introduction to Interpreting (2)**

*4 hours lecture per week for 8 weeks*

*Prerequisite(s): ENG 100; ASL 202 or equivalent, or instructor consent.*

*Comment: IT 101 is an 8-week course.*

IT 101 is an introductory course focusing on the process of becoming an interpreter in educational and other settings. To explore interpreting as a viable career option, the basic principles and practices involved in interpreting are covered extensively. Historical and current issues, terminology, ethical considerations, the interpreter's roles and responsibilities, and the skills necessary to work in this field are also emphasized.

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

1. Explain the interpreter's roles and responsibilities in and out of the classroom.
2. Describe relevant interpreting codes of ethics and discuss their underlying principles and how they affect an interpreter's decision-making.
3. Analyze the evolution of the models of interpretation and the history of the ASL/English interpreting field.
4. Describe current issues facing interpreters in educational settings and other venues.
5. Discuss the possible challenges interpreters encounter in educational settings.
6. Compare and contrast ASL/English interpreters and spoken language interpreters.
7. Identify the settings where and the participants with whom interpreters work.
8. Identify and analyze the skills and knowledge successful interpreters possess.
9. Describe the process of becoming an interpreter, including national certification and state credentialing.
10. Compare and contrast interpreting in educational, medical, community, and law-related settings.
11. Compare and contrast how Deaf consumers and interpreters view interpreters, their roles and responsibilities.
12. Analyze how different interpreters approach their work.

13. Identify important organizations for interpreters and demonstrate knowledge of relevant terminology.
14. Discuss the power and intercultural dynamics that are present in interpreting situations.
15. Provide feedback and evaluations to classmates during small group activities.

### **IT 102 Interpreting Readiness Skills (2)**

*4 hours lecture per week for 8 weeks*

*Prerequisite(s): ENG 100; ASL 202 or equivalent, IT 101 or instructor consent.*

*Comment: IT 102 is an 8-week course.*

IT 102 focuses on the foundational skills interpreters require that will enable them to identify the speaker's main point, details and reason for speaking, and hold that information in their memory along with the message so they can effectively convey it in English or ASL. This course provides the theoretical knowledge and the practical strategies interpreting students need to perform this series of tasks.

Upon successful completion of IT 102, the student should be able to:

1. Describe and practice the Process Interpreting & Sociolinguistic Models.
2. Identify and explain the possible types of text goals/intentions a speaker may use.
3. Analyze a source language message for the speaker's goal and intention.
4. Decode, represent, and organize source language information according to text type.
5. Paraphrase accurately messages rendered in ASL and English.
6. Shadow messages rendered in ASL and English on the lexical, phrasal, sentential and textual levels.
7. Identify the main goal of various texts in English and ASL.
8. Identify the supporting points of various texts in English and ASL.
9. Predict the conclusion of a partially presented message.
10. Perform cloze skills in English and ASL on the lexical, phrasal, sentential and textual levels.
11. Analyze a variety of messages for gender, age and regional differences.
12. Analyze ("Four-Fold") a message for the speaker's perspective, main points, details, and omitted information/perspectives.
13. Demonstrate auditory and visual discrimination skills at 80-100% accuracy.
14. Participate in various verbatim and semantic memory enhancement exercises.
15. Demonstrate an improved score on speed reading comprehension checks.
16. Compare and contrast ASL and English linguistic features on an introductory level.
17. Provide structured feedback and evaluations to classmates during small group activities.

### **IT 111 ASL/English Comparative Linguistics (2)**

*4 hours lecture per week for eight weeks*

*Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 102; or instructor's consent.*

*Recommended Preparation: LING 102.*

*Comment: IT 111 is an 8-week, modular course.*

IT 111 compares the major linguistic features of American Sign Language and English. Basic similarities and differences in the morphology, phonology, syntax, and semantics of these two languages are examined. The course introduces students to how each language represents various communicative functions and to the process of analyzing those functions.

Upon successful completion of IT 111, the student should be able to:

1. Describe the importance of comparative linguistics to interpreters.
2. Compare and contrast basic phonology and morphology for ASL and English.
3. Compare and contrast how ASL and English use nouns and verbs to organize events.
4. Compare, contrast and demonstrate how ASL and English describe people, places, and things.
5. Demonstrate pronominalization and role-shifting in ASL and English.
6. Compare and contrast how ASL and English describe actions.
7. Demonstrate various verb forms in ASL and English.
8. Compare and contrast how each language asserts, negates, and questions.
9. Demonstrate basic sentence types (assertions, negations, queries, conditionals, rhetorical, etc.) with equivalent meanings in ASL and English.
10. Demonstrate appropriate non-manual grammatical markers in ASL.
11. Compare and contrast how ASL and English indicate spatial arrangements and proximities.
12. Demonstrate various ASL classifiers (Body, Body-part, Instrument, Semantic, Locative, etc.).
13. Compare, contrast and demonstrate how each language pluralizes.
14. Demonstrate how topicalization is handled in ASL and English.

15. Demonstrate the process of expansion and compression on an introductory level.
16. Compare, contrast and demonstrate how metaphors, idioms and colloquialisms are handled in both languages.
17. Compare and contrast how conversations and extended narratives are opened and closed in ASL and English (greetings, introductions, leave-taking, etc.).
18. Participate in small group activities that utilize selected linguistic features in both languages.
19. Provide structured feedback and evaluations to classmates during small group activities.
20. Demonstrate expanded ASL and English vocabularies.

#### **IT 112 ASL/English Translation Techniques (2)**

*4 hours lecture per week for eight weeks*

*Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 111; or instructor's consent.*

*Comment: IT 112 is an 8-week, modular course.*

IT 112 focuses on analyzing, processing, and translating various texts in American Sign Language and English without the immediate time constraints typically encountered while interpreting. Strategies for obtaining message equivalence between the two languages are discussed and practiced while using texts drawn from materials typically found in educational settings. Various translated works are examined to illustrate the differences in the organization of information in ASL and English.

Upon successful completion of IT 112, the student should be able to:

1. Analyze source language texts for content, context, affect, and register.
2. Analyze a source text for gender, age and regional differences.
3. Compare and contrast ASL and English vocabulary, syntax, and other linguistic features during the translation process.
4. Identify and explain the goals/intentions a source text has and how they affect a given translation.
5. Demonstrate strategies for finding the equivalent message in the source and target languages.
6. Incorporate the appropriate ASL and English linguistic and cultural features into translations.
7. Discuss various language models and translations in both ASL and English.
8. Produce transcriptions of texts translated into ASL.
9. Produce translations of various texts in ASL and English.
10. Demonstrate sight translation of selected English texts.
11. Discuss the purpose of back translation and demonstrate its use.
12. Identify and analyze aspects typically found in children's literature.
13. Translate children's stories into ASL that can be incorporated into K-12 settings.
14. Display a portfolio of various translated stories and texts.
15. Participate in translation activities and produce individual and group translations.
16. Provide structured feedback and evaluations to classmates during small group activities.
17. Demonstrate expanded ASL and English vocabularies by 3-5 lexical items per week.

#### **IT 200 ASL/English Consecutive Interpretation (4)**

*9 hours lecture per week for six weeks*

*Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 112; or instructor's consent.*

*Comment: IT 200 is a 6-week, intensive course.*

IT 200 builds on the knowledge and practices gained in IT 112, Translation Techniques and focuses on concepts related to consecutive interpretation. Various texts are examined and practiced to further illustrate the differences in the organization of information in American Sign Language and English. Strategies are practiced for obtaining message equivalence in the target language. Interpreting theory, team-interpreting practices, text analysis and feedback strategies are applied to situations which allow for sufficient processing time. Discussion about how and when these are applied in educational settings is included.

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

1. Analyze source language texts for content, context, affect, cultural considerations, and register using mind-mapping and other types of non-verbal representations.
2. Compare and contrast ASL and English vocabulary, syntax and other linguistic features between the source and target languages.
3. Demonstrate strategies for finding equivalent messages between the source and target languages.
4. Shadow messages in ASL and English on lexical, phrasal, sentential and textual levels.
5. Discuss various language models, translations and consecutive interpretations in both ASL and English.
6. Practice the Process Interpreting Model in a consecutive mode.
7. Diminish the amount of processing time needed to produce a successful consecutive interpretation.

8. Apply the appropriate interpreting techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval) required for consecutive interpretations.
9. Discuss when consecutive interpretation is desirable and appropriate in educational and other settings.
10. Discuss the “demands” evident in a situation and the “controls” that are available to the interpreter to produce an effective interpretation.
11. Participate in individual and small group activities that require consecutive interpretation strategies.
12. Provide structured feedback and evaluations to classmates during small group activities.
13. Demonstrate expanded ASL and English vocabularies while working with materials drawn from K-12 classrooms.

### **IT 201 ASL/English Simultaneous Interpretation (2)**

*4 hours lecture per week for 8 weeks*

*Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 200; or instructor’s consent.*

*Comment: IT 201 is an 8-week, modular course.*

IT 201 builds on the knowledge and practices gained in IT 200 and focuses on concepts related to simultaneous interpretation. This course introduces the theory, strategies and information necessary to interpret in a simultaneous mode. The depth of processing skills and processing speed needed to clearly produce an equivalent message from one language to another across a variety of registers and situations in this mode are developed through guided practice. Semantics, register, text analysis, process management, “demand control”, team interpreting, and feedback strategies as they pertain to educational settings and other venues are discussed and practiced.

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

1. Analyze source language texts for content, context, vocabulary, syntax, affect, cultural considerations, and register.
2. Demonstrate strategies for finding equivalent messages between the source and target languages.
3. Demonstrate on an introductory level the ability to simultaneously interpret messages into the target language on lexical, phrasal, sentential and textual levels.
4. Discuss various language models and their simultaneous interpretations in both ASL and English.
5. Practice the Process Interpreting Model in a simultaneous mode.
6. Diminish the amount of processing time needed to produce a successful consecutive interpretation.
7. Apply the appropriate interpreting techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval, expansion, compression, etc.) required for simultaneous interpretations.
8. Discuss and demonstrate when simultaneous interpretation is desirable and appropriate in educational and other settings.
9. Discuss the changes in the educational interpreter’s role based on grade level.
10. Discuss the “demands” evident in various situations and the “controls” that are available to the interpreter to produce an effective interpretation.
11. Participate in individual and small group activities that require simultaneous interpretation strategies.
12. Provide structured feedback and evaluations to classmates during small group activities.
13. Demonstrate expanded ASL and English vocabularies while working with materials drawn from K-12 classrooms.

### **IT 202 ASL/English Simultaneous Interpretation II (2)**

*4 hours lecture per week for 8 weeks*

*Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 201; or instructor’s consent.*

*Comment: IT 202 is an 8-week, modular course.*

IT 202 builds on the knowledge and practices gained in IT 201 and focuses on a deeper understanding of the concepts and techniques required for accurate simultaneous interpretations. The processing skills and processing speed needed to clearly produce an equivalent message from one language to another across a variety of registers, situations, and discourse (monologic /narrative, dialogic/interview, and group) in this mode are developed through guided practice. Semantics, register, text analysis, process management, “demand control”, team interpreting, and feedback strategies as they pertain to educational settings and other venues are discussed and practiced.

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

1. Analyze source language texts for content, context, vocabulary, syntax, affect, cultural considerations, and register.
2. Demonstrate intermediate level strategies for finding equivalent messages between the source and target languages.
3. Demonstrate the ability to simultaneously interpret messages into the target language on lexical, phrasal, sentential and textual levels.
4. Discuss various interpreting models and their simultaneous interpretations in both ASL and English.
5. Practice the Process Interpreting Model in a simultaneous mode.
6. Apply the appropriate interpreting techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval, expansion, compression, etc.) required for simultaneous interpretations.

7. Interpret monologic/narrative, dialogic/interview, and group discourse at a level appropriate for a second year student.
8. Discuss and demonstrate situations in which simultaneous interpretation is desirable and appropriate in educational and other settings.
9. Discuss the changes in the educational interpreter's role based on grade level and situation.
10. Discuss the "demands" evident in situations and the "controls" that are available to the interpreter to produce an effective interpretation.
11. Participate in individual and small group activities that require preparation, vocal control, sign articulation, simultaneous interpretation, and teaming strategies.
12. Provide structured feedback and evaluations to classmates during small group activities.
13. Demonstrate expanded ASL and English vocabularies while working with materials drawn from K-12 classrooms.

### **IT 211 Transliteration (2)**

*4 hours lecture per week for eight weeks*

*Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 202; or instructor's consent.*

*Comment: IT 211 is an 8-week, modular course.*

IT 211 focuses on developing the knowledge and skills to understand a source message or represent a target message that resembles English. Current theories about transliteration and contact language varieties are presented and transliteration strategies are developed through guided practice. Prepared and spontaneous texts from K-12 classrooms are used to reinforce the concepts presented in class. Information about the role of facial grammar, processing, finger-spelling, and mouth movements is discussed. Language policy issues and how these policies in public schools influence the choices interpreters/ transliterators make are also covered.

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

1. Analyze source language texts for content, context, vocabulary, syntax, affect, cultural considerations, and register.
2. Discuss how various Signed English systems influence transliteration.
3. Demonstrate strategies for finding dynamic equivalency between the source and target messages.
4. Transliterate messages consecutively or simultaneously into Signed English or spoken English on lexical, phrasal, and sentential levels for a minimum of 15 minutes.
5. Compare and contrast transliterations executed by various models.
6. Practice the Process Model as it applies to transliteration.
7. Apply the appropriate techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval, expansion, compression, etc.) required for successful consecutive and simultaneous transliterations.
8. Transliterate monologic/narrative, dialogic/interview, and group discourse with at least 75% accuracy on performance exams.
9. Discuss and demonstrate when manual transliteration or transliteration is desirable and appropriate in educational and other settings.
10. Discuss and demonstrate the role of facial grammar, lexical borrowings, finger-spelling, contact language, and mouth movements in transliterations.
11. Discuss the changes in the educational interpreter's role based on a school's language policy, student's grade level and the educational situation.
12. Discuss the "demands" evident in various situations and the "controls" that are available to the interpreter to produce an effective transliteration.
13. Participate in individual and small group activities that require transliteration strategies.
14. Provide structured feedback and evaluations to classmates during small group activities.
15. Demonstrate an increase, by 3-5 lexical items per week, in Signed English and English vocabularies while working with materials drawn from K-12 classrooms.

### **IT 212 Interpreters at Work (2)**

*4 hours lecture per week for eight weeks*

*Prerequisite(s): ENG 100; ASL 202 or equivalent; IT 211; or instructor's consent.*

*Comment: IT 212 is an 8-week, modular course.*

IT 212 builds on the knowledge and practices gained throughout the IT series and is a companion to the DEAF 294 Practicum course. Focus is on understanding the logistics involved in negotiating, booking, preparing for and completing an interpreting assignment. Content/context specific vocabulary, semantics, register, text analysis, process management, ethics, "demand-control" issues, team interpreting, and feedback are addressed through the use of live and mock monologic and dialogic discourse taken from educational and related settings.

Upon successful completion of IT 212, the student should be able to:

1. Identify effective business practices for working interpreters.
2. Identify the current business issues facing working interpreters.
3. Negotiate, accept, prepare for, participate in and submit billing for an interpreting assignment.

4. Develop a business card and billing form.
5. Demonstrate the appropriate professional behavior, dress, and demeanor for various interpreting assignments.
6. Identify resources, strategies and support mechanisms to remain active in the field.
7. Successfully interpret monologic/narrative, dialogic/interview, and group discourse in school-related contexts that involve diverse consumers.
8. Develop appropriate negotiation strategies for various interpreting assignments and settings.
9. Consecutively or simultaneously interpret messages into the target language on lexical, phrasal, sentential and textual levels.
10. Apply the appropriate techniques (comprehension, representation, text analysis, discrimination, cloze, prediction, retrieval, expansion, compression, etc.) required for consecutive or simultaneous interpretations and transliterations.
11. Discuss the “demands”, challenges, ethical issues, and logistics faced in various educational and related settings and the “controls”, strategies, resources and solutions that are available to the interpreter to produce an effective interpretation or transliteration.
12. Identify the educational interpreter’s role and responsibility according to grade level and situation/assignment.
13. Interpret or transliterate monologic/narrative, dialogic/ interview, and group discourse for a minimum of 20 minutes with 75% accuracy.
14. Practice appropriate monitoring, feedback and teaming techniques.
15. Participate in individual and small group activities that require preparation, vocal control, sign articulation, consecutive/simultaneous interpretation, and teaming strategies.
16. Provide structured feedback and evaluations to classmates during small group activities.
17. Demonstrate ASL and English vocabularies for specific content areas and grade levels and expand vocabulary by 5 lexical items weekly.

**IT 294 Interpreting Practicum (3)**

*8 hours lecture, 150 hours practicum experience*

*Prerequisite(s): DEAF 201; IT 202; or instructor’s consent.*

*Corequisite(s): IT 211 and IT 212; or instructor’s consent.*

*Comment: Before enrolling in IT 294, students should obtain fingerprint and TB test clearance as required by the schools.*

IT 294 provides students with an overview of interpreting in academic and related settings and provides an opportunity to work directly with students and faculty. Practicum students will be encouraged to participate in as much “hands-on” experience as is appropriate to the particular situation. After initial observation, the students will interpret with the on-site interpreter in a variety of classes and activities; provide support and work with individuals, and small and large groups.

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

1. Interpret instructional activities including tutoring with individual students or small groups, with a mentor’s direction and supervision.
2. Accept mentor’s and on-site interpreter’s (if appropriate) guidance and feedback during practicum assignment.
3. Apply principles of process interpreting, effective decision-making and teaming strategies while interpreting.
4. Interpret clearly in ASL, Contact Varieties of English and English.
5. Demonstrate appropriate behavior according to the setting, classroom activities and needs of the participants.
6. Interact effectively with students, staff, and parents (when appropriate).
7. Demonstrate professional and ethical behaviors appropriate to the environment.
8. Document practicum assignments, summarize and analyze experiences in Practicum Notebook.