

**TransPacific  
Hawaii College**

**Catalog  
2007-2008**

## **Accreditation**

TransPacific Hawaii College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard Suite 204, Novato, CA 94949, (415) 506-0234, a regional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

## **TransPacific Hawaii College At A Glance**

- Nonprofit, private 2-year college
- Focuses on development of global students
- Associate in Arts Degree program
- Liberal Studies Major
- Year-round education
- Emphasis on transfer to a 4-year university
- Transfer counseling provided through Transfer Counseling Center
- Intensive English as a Second Language program
- 16 students per class maximum
- Homestays with families arranged
- Bilingual counseling if needed
- Tutoring Service (no charge)
- Located 5 miles from downtown Honolulu
- Public bus service – The Bus (stops at college)

## **A Greeting from the President**

Aloha!

The information assembled in this catalog will assist you to better understand TransPacific Hawaii College, your college. It will also serve as the guide for all programs and services as well as the policies and procedures for which you will be accountable during your study with the college. The 2007-2008 catalog will be your catalog for the duration of your stay with TransPacific. A new version will be printed each year, but you will remain under the policies of the catalog in the year that you enrolled.

I and the other faculty and staff of TransPacific take great pride in the accomplishments of our graduates as they move on to complete their undergraduate or graduate degrees and then on to the world of work. They truly become TransPacific ambassadors to the world and it is through their achievements that the college is gaining respect on both sides of the Pacific Ocean.

The faculty at the college are selected for their excellence in teaching and their willingness to assist students to be the best that they are capable of being. We believe that the challenge of the future will come through living and working in an increasingly interdependent world. Success in this future world will depend on citizens who have an understanding of and ability in international intercultural relationships that enable them to be knowledgeable and responsible global citizens.

TransPacific Hawaii College is here to open doors and to assist you to achieve your goals but it is up to you to go through those doors. Set your goals high enough so that they force you to stretch to reach them. It is through the reaching that the greatest growth takes place.

Aloha,

John Norris, Ph.D.  
President and CEO  
TransPacific Hawaii College

## **Table of Contents**

### **General Information**

Academic Calendar.....	7
History .....	13
Location.....	13
Philosophy .....	13
Mission .....	14
Goals .....	14
The Global Student.....	14
Academic Freedom.....	15

### **Admissions/Registration/Tuition**

Admissions/Registration.....	15
Tuition, Fees and Refunds .....	16
Student Employment on Campus.....	18

### **Academic Programs**

Introduction .....	19
Assessment.....	19
Criteria for Entering AA Degree Program.....	19
English as a Second Language (ESL) Program.....	19
ESL Performance.....	20

ESL Course Descriptions.....	20
Associate in Arts Degree Program.....	24
General Education.....	24
General Education Requirements.....	24
Math Placement Exam.....	26
Course Numbering.....	26
General Education Requirements.....	27
AA Course Descriptions.....	29
Academic Policies and Procedures.....	51
Sample Transcript.....	52
Graduation Requirements.....	57

## **Support to Learning**

Center for Transfer Advising.....	58
Library.....	60
Computer Lab.....	60
Learning Resources Lab.....	60
Tutoring Programs.....	61

## **Student Life and Services**

Student Services Center.....	61
Service Learning Center.....	61
Student Activities.....	61
Student Organizations.....	62
Health Services & Overseas Insurance.....	63
Housing & Host Families.....	63
Vacations.....	64
Immigration.....	64

Student Rules of Conduct .....	64
Disciplinary Procedures.....	65
Grievances and Due Process.....	66

**Personnel**

Board of Trustees .....	70
Advisory Council .....	70
Administration.....	71
Student Services.....	71
Academic Support.....	72
Full-Time Faculty.....	73
Adjunct Faculty .....	74
Technology Support Staff.....	77
Grounds Maintenance.....	77
Notice of Nondiscriminatory Policy.....	77

**Average Expected ESL and AA  
Program Completion**

Completion of the English as a Second Language program and the Associate in Arts Degree program is dependent on the rate of English language acquisition and continuous full-time attendance. For the majority, a 24-month program is expected.

Student Entering

April, 2007  
July, 2007  
October, 2007

Expected Completion

March, 2009  
June, 2009  
September, 2009

## **ACADEMIC CALENDARS**

### **SPRING 2007**

Monday, April 2, 2007.....Begin Session  
Monday, May 28, 2007.....Memorial Day Holiday  
Thursday, June 14, 2007.....ESL Final Exam  
Thursday, June 14, 2007.....End Instruction AA  
Friday, June 15  
through  
Tuesday, June 19, 2007.....AA Final Exams  
Wednesday, June 20  
through  
Sunday, July 1, 2007.....Session Break

## **SUMMER 2007**

Monday, July 2, 2007.....Begin Session  
Wednesday, July 4, 2007.....Independence Day Holiday  
Monday, September 3, 2007 ..... Labor Day Holiday  
Friday, September 14, 2007 .....End Instruction  
Friday, September 14, 2007.....ESL Final Exam  
Monday, September 17  
through  
Wednesday, September 19, 2007.....AA Final Exams  
Thursday, September 20  
through  
Sunday, September 30, 2007 .....Session Break

## **FALL 2007**

Monday, October 1, 2007 .....Begin Session  
Monday, November 12, 2007.....Veterans' Day Holiday  
Thursday, November 22  
and  
Friday, November 23, 2007.....Thanksgiving Day Holiday  
Tuesday, December 18, 2007.....End Instruction  
Tuesday, December 18, 2007.....ESL Final Exam  
Wednesday, December 19  
through  
Friday, December 21, 2007.....AA Final Exams  
Saturday, December 22, 2007  
through  
Wednesday, January 9, 2008 .....Session Break

## **WINTER 2008**

Thursday, January 10, 2008.....Begin Session

Monday, February 18, 2008.....President's Day Holiday

Monday, March 24, 2008.....End Instruction

Tuesday, March 25, 2008.....ESL Final Exam

Tuesday, March 25  
through  
Thursday, March 27, 2008.....AA Final Exams

Friday, March 28, 2008.....Graduation

Saturday, March 29  
Through  
Sunday, April 6, 2008.....Session Break

## **SPRING 2008**

Monday, April 7, 2008.....Begin Session

Monday, May 26, 2008.....Memorial Day Holiday

Thursday, June 19, 2008.....End of Instruction

Friday, June 20, 2008.....ESL Final Exam

Friday, June 20  
through  
Tuesday, June 24, 2008.....AA Final Exams

Wednesday, June 25  
through  
Sunday, July 6, 2008.....Session Break

## **SUMMER 2008**

Monday, July 7, 2008.....Begin Session

Monday, September 1, 2008.....Labor Day Holiday

Thursday, September 18, 2008.....End of Instruction

Friday, September 19, 2008.....ESL Final Exam

Friday, September 19  
through  
Tuesday, September 23, 2008..... AA Final Exams

Wednesday, September 24  
through  
Wednesday, October 1, 2008.....Session Break

## **FALL 2008**

Thursday, October 2, 2008.....Begin Session

Thursday, November 27  
and  
Friday, November 28, 2008.....Thanksgiving Day Holiday

Tuesday, December 16, 2008.....End Instruction

Wednesday, December 17, 2008.....ESL Final Exam

Wednesday, December 17

through  
Friday, December 19, 2008.....AA Final Exams

Saturday, December 20, 2008  
through  
Wednesday, January 7, 2009.....Session Break

## **WINTER 2009**

Thursday, January 8, 2009.....Begin Session

Monday, February 16, 2009.....President's Day Holiday

Monday, March 23, 2009.....End Instruction

Tuesday, March 24, 2009.....ESL Final Exam

Tuesday, March 24  
through  
Thursday, March 26, 2009.....AA Final Exams

Friday, March 27, 2009.....Graduation

Saturday, March 28  
through  
Sunday, April 5, 2009.....Session Break

## **SPRING 2009**

Monday, April 6, 2009.....Begin Session

Monday, May 25, 2009.....Memorial Day Holiday

Thursday, June 18, 2009.....End Instruction

Friday, June 19, 2009.....ESL Final Exam

Friday, June 19  
through  
Tuesday, June 23, 2009.....AA Final Exams

Wednesday, June 24  
through  
Sunday, July 5, 2009.....Session Break

## **SUMMER 2009**

Monday, July 6, 2009.....Begin Session

Monday, September 7, 2009 ..... Labor Day Holiday

Thursday, September 17, 2009 .....End Instruction

Friday, September 18, 2009.....ESL Final Exam

Friday, September 18  
through  
Tuesday, September 22, 2009.....AA Final Exams

Wednesday, September 23  
through  
Wednesday, September 30, 2009.....Session Break

## **FALL 2009**

Thursday, October 1, 2009.....Begin Session

Wednesday, November 11, 2009.....Veterans Day Holiday

Thursday, November 26  
and  
Friday, November 27, 2009.....Thanksgiving Day Holiday

Tuesday, December 15, 2009.....End Instruction

Wednesday, December 16, 2009.....ESL Final Exam

Wednesday, December 16  
through  
Friday, December 18, 2009..... Final Exams

Saturday, December 19, 2009  
through  
Sunday, January 10, 2010 .....Session Break

## **WINTER 2010**

Monday, January 11, 2010.....Begin Session

Monday, February 15, 2010.....President's Day Holiday

Tuesday, March 23, 2010.....End Instruction

Wednesday, March 24, 2010.....ESL Final Exam

Wednesday, March 24  
through  
Friday, March 26, 2010.....AA Final Exams  
Friday, March 26, 2010.....Graduation

Saturday, March 27  
through  
Sunday, April 4, 2010 .....Session Break

## **History**

After a twenty-year history as Kansai Gaidai Hawaii College, the college changed its name to TransPacific Hawaii College in April 1998.

Kansai Gaidai Hawaii College was founded in 1977 as a branch campus of Kansai Gaidai University of Osaka, Japan. For over twenty years, the college served students from Japan who desired to study in the United States and wished to improve their English

language skills.

In 1995, major changes to the curriculum and program allowed students to transfer their credits to four-year colleges and universities in the United States. The resulting program, an intensive ESL course of study followed by the Associate Degree, continues to make maximum use of a student's time and tuition dollars.

The college accepts applications from Asian students whose second language is English and who have a goal of transferring to four-year colleges in the United States or other locations in the world.

## **Location**

TransPacific is located in a residential community of Honolulu and occupies approximately 40,000 square feet of land along the southern shore of the island of Oahu. There are four main buildings: administration/library building, multi-purpose building, classroom building, and President's Office. TransPacific houses 19 classrooms, a Student Services Center, 3 Computer Labs, a Learning Resources Lab, a Library, offices for faculty and administrative staff and lounges for students and faculty.

A shopping center within walking distance has banks, restaurants, a post office, public library, medical offices, a supermarket and other retail services. The municipal bus system provides convenient transportation to most locations on Oahu.

Centered between the United States and Asia, Honolulu (meaning "sheltered bay") is the only American city founded by a king. It is America's 35<sup>th</sup> largest city with a population of 423,475 people. Oahu, the business, political, cultural and entertainment center of the Pacific, is home to 872,478 people who live in and around the bustling city of Honolulu. Oahu has 112 miles of coastline, including two-mile long Waikiki Beach. One hundred years ago, Waikiki was mostly swamp and duck farms; today it is the center of Hawaii's \$10 billion per year tourist industry. Eighty percent of the state's residents live Oahu. The entire island is part of the City and County of Honolulu and includes 32 urban and rural neighborhoods.

## **Philosophy**

TransPacific Hawaii College promotes the development of students who will function successfully in a global environment. Through interdisciplinary methodologies, the educational focus is to assist students to see the interrelationships between disciplines and gain a basic knowledge of global interdependency.

Through the use of homestay and community volunteer experiences, students are encouraged to participate fully in their new cultural experience. These living experiences supplement and reinforce classroom instruction.

## **Mission**

TransPacific Hawaii College provides international students with the opportunity to earn an American Associate in Arts degree that prepares them for transfer to four-year colleges and universities. The program's three primary features are its liberal arts curriculum, focus on language study and commitment to providing students with international experiences. The combination of these features fosters the multicultural awareness essential to cultivating socially responsible, self-realized individuals who will both prosper in and enrich the global community of the 21<sup>st</sup> century.

## **Goals**

To fulfill its mission, TransPacific Hawaii College is committed to the following goals:

- To provide an integrated General Education program with a focus on Liberal Arts culminating in an Associate in Arts Degree;
- To improve the students' ability to succeed in an Associate Degree program by offering an intensive pre-collegiate program in English as a Second Language;
- To pursue maximum interaction across courses through joint dialogues, team teaching, and linked courses;
- To prepare and assist students to transfer to four-year colleges in the United States and other countries;
- To establish clear expectations and guidelines for students' success in their academic curricula;
- To provide constant information regarding student progress through the courses and through the program;
- To ensure that college-level credit criteria are met and that courses are rigorous and of the highest academic standards;
- To develop appropriate instruction and student services to ensure student success; an articulation process with four-year colleges and universities will assist students in transferring;
- To provide students with exposure to American culture;
- To increase the students' global awareness.

## **The Global Student**

The faculty and administration have defined the global student as follows:

Global students are students with heightened cultural and global awareness. Through the study of culture and by living abroad and acquiring foreign language competency, students come to recognize and appreciate the diversity of cultures and commonality of human interests. Through interdisciplinary studies, they also come to understand our increasingly interdependent world and its urgent global issues. It is the college's conviction that such heightened cultural and global awareness will enable students to think critically and act responsibly.

## **Academic Freedom**

The board, the administration and the faculty of TransPacific Hawaii College believe that academic freedom is necessary to the pursuit of knowledge.

Further, the college recognizes that academic freedom is inseparable from academic responsibility; this freedom, then, must not be construed to permit or excuse a breach of law.

The instructor, under the principles of academic freedom, has the right to discuss in his/her classroom all issues, however controversial, that he/she considers relevant to the nature of his/her course. This right carries with it the responsibility of considering controversial issues objectively. While the instructor has the right to present conclusions to which he/she believes the evidence points, he/she has the responsibility of acknowledging the existence of, and showing respect for other opinions.

The instructor outside the classroom has the right as a private citizen to speak and act freely on controversial issues. He/she must avoid appearing to represent the college when expressing a personal viewpoint.

The student in the classroom has the right to present ideas, however controversial, relevant to the subject of the course; he/she is free to differ responsibly with established views. The student has the responsibility for becoming aware of and showing respect for opposing opinions.

To ensure these principles of academic freedom, the administration will at all times demonstrate their support by actively maintaining and defending that freedom for the academic community.

## **Admissions and Registration**

TransPacific seeks students who demonstrate academic excellence and a commitment to the idea of a liberal arts education. The college accepts approximately 125-150 students per year who wish to transfer to a four-year college or university.

### **Procedures and Dates**

For admission consideration, students should submit an application to the following

address:       TransPacific Hawaii College  
                  Attention: Admissions  
                  5257 Kalaniana'ole Highway  
                  Honolulu, HI 96821-1884

Email: [admissions@transpacific.edu](mailto:admissions@transpacific.edu)

Applications are accepted for each session of ESL and AA degree programs (except Winter) until approximately 30 days before the start of each session. Students should submit the following items to complete the application requirements:

- Completed application form
- Application fee of \$50.00 U.S. (Postal Money Order)
- Official transcript
- Short essay written in English
- Statement of financial sponsorship
- Bank Statement

**Criteria for Admission for 2007**

Students who have met one of the following requirements are eligible to attend:

- High School graduate
- Student who possesses high school completion certificates, or provide evidence of other comparable scholastic achievement
- Transfer student from other colleges.

A TOEFL test is not required for admission, but a current score is requested on the application, if available. TOEFL testing will be administered at the college for initial placement in the ESL program and for acceptance into the Associate Degree Program. An Entrance Exam is not required. Students who score 500 or higher on the TOEFL may accelerate their ESL program with faculty permission.

Admission decisions are made using the following criteria:

- a. high school transcript examination
- b. complete application
- c. essay written by the student

**Registration Packet**

After receiving notice of acceptance, applicants will receive additional information related to housing and VISA requirements. Any additional information must be completed and sent to TransPacific Hawaii College before the student attends his/her first session.

**Tuition, Fees and Refunds**

**Fees to be paid in U.S. Dollars**

Application Fee	\$ 50 (non-refundable)
Annual Student Government Activities Fee	
Students attending 6 months or less	\$ 50 (non-refundable)
Students attending more than 7 months	\$ 100 (non-refundable)

**Tuition**

Tuition fees must be paid prior to registering for the session you are planning to attend.

Payments are due as follows:

Session 1 ESL	\$ 5,500
Session 2 ESL	\$ 5,500

Session 3 ESL (if necessary)	\$ 5,500	
Session 1 and 2 AA	\$ 8,000	
Session 3 and 4 AA	\$ 8,000	
Session 5 and 6 AA	\$ 8,000	
Total Tuition for ESL and AA	\$35,000	(2 ESL)
	\$40,500	(3ESL)

(note: It is preferred for AA tuition to be paid for two sessions at a time; however, individual session tuition is also accepted.)

*If an AA student in their last session takes only 2 classes, tuition is reduced by \$1,000.  
If an AA student takes 5 (3 credit) classes in a session, additional tuition is \$500.*

**Other College Fees:**

Late tuition payments (after 1st week of class)	\$ 50	
Course Description sent with requested transcript	\$ 5	..
Fax per page	\$ 1	
Extra Catalog	\$ 10	
Copy Card	\$ 7	
Lost library books/late fees (set by library)	variable	
Make-up Exam/Retake of Examination	\$ 30	
Reissuance of Current I-20	\$ 50	
Photocopy of Expired I-20	\$ 20	
Replacement of ID Card	\$ 5	
TOEFL or Pronunciation Class	\$ 50	
PE Class Fee (after 4 classes)	\$ 50 per class	
Test of English as a Foreign Language (TOEFL) Testing Fee	\$ 80	
Syllabus	\$ 3 (per syllabus)	
Transcripts	\$ 3	
Certificate of Graduation	\$ 2	
Letter of Good Standing	\$ 2	
Computer Lab Charge (per session)	\$ 5	
University of Hawaii Library Card	\$ 80 (for 18 months)	
Plagiarism Svs Fee	\$ 15 (1 <sup>st</sup> AA Session Only)	
One Time Hotel Arrival Cost	\$ 45 per day (8 to 12 days)(app.)	

*\* The college will notify students when the respective fees are due. Fees are subject to change. Changes will be announced in advance of the change.*

*\*If a student has any outstanding fees, no official documents (i.e. transcript, diploma, certificate of graduation) will be released.*

**Mandatory Expenses** (Items not provided by the College)

Medical Insurance (2 year minimum) \$700 (approximate)

*Insurance is mandatory. If a student has adequate insurance, proof of such insurance must be presented to*

college officials upon acceptance to the college. Medical insurance may be purchased through AIU, HMSA or other major insurance companies.

### **Average Student Expenses for One Month**

Meals and Food (minimum)	\$200-300
Room only with Host Family	\$650-700
Clothing	\$ 50-100
Entertainment	\$ 20-100
Bus Pass	\$ 40
Textbooks (annual average)	\$ 800

### **Laptop Computers**

Because of course requirements, students are strongly encouraged to purchase laptop computers for their individual word processing needs.

### **Refunds**

Students who wish to receive a refund must withdraw officially from all classes by providing formal written notification of intent to withdraw to the program coordinator and the President. Any refund due to the student will be computed based on when this written notice is received by Chief Financial Officer.

Tuition will be refunded according to the following schedule:

<u>ESL Program</u>	
First week	80%
Second week	60%
Third week	40%
Fourth week	25%
After the Fourth week	0%
<u>AA Degree Program</u>	
First week	80%
Second week	60%
Third week	25%
After the Third week	0%

No refund will be available to students placed on disciplinary suspension.

### **Leave of Absence**

Students seeking a leave of absence from the college must formally request a leave from the Program Coordinator, Chief Financial Officer and the President in order to be eligible for a refund. Refunds of tuition will be paid according to the schedule given on page 16 of the catalog. Students returning from an approved leave of absence will be charged the tuition in effect for the session to which the student is readmitted.

### **Student Employment on Campus**

TransPacific employs students to work part-time in the Library and in other offices on campus. Employment applications may be obtained from the Student Services Center. Foreign student employment is subject to limitations imposed by the United States Government.

## **Academic Programs**

### **Introduction**

TransPacific Hawaii College offers a pre-collegiate English as a Second Language program and a collegiate Associate in Arts (AA) Degree program. A typical student spends the first six months at the college in an intensive English as a Second Language (ESL) program. After satisfactory completion of ESL, students matriculate into the AA program. This program allows students to receive an Associate in Arts Degree after one and one half years (six sessions) of successful coursework (see Academic Calendar). Students are enrolled continuously with only brief, one-week breaks between sessions. In each session, a typical student will take four classes. Each unit of credit is equal to approximately 16 hours of class time. At the end of six sessions, successful students will have accumulated at least sixty semester units.

U.S. visa law requires the foreign student to maintain full-time student status which requires a 12 credit course load per session. In exceptional circumstances, a special exemption may be considered by the AA program coordinator and the Director of Immigration and Housing Affairs.

### **Assessment**

Assessment is a central part of the program at TransPacific. Students are assessed upon entrance to the intensive English as a Second Language (ESL) program and continue to be assessed as they progress through the different levels of the ESL program. At the conclusion of the ESL program, students are assessed for their readiness to enter the Associate Degree program. Assessment continues across the various AA program components.

### **Criteria for Entering Associate in Arts Degree Program**

Students must meet a minimum language proficiency before being admitted into the Associate in Arts Degree program. This language proficiency is measured by accomplishment of each of the following:

- 1) Achievement of a Test of English as a Foreign Language (TOEFL) score of 450.
- 2) Demonstration of ESL course competencies.

## **English as a Second Language (ESL) Program**

The ESL program is an accelerated and intensive course of study in a series of twelve-week sessions. There is a one-week break between each session. Students attend ESL classes seven hours per day, four days a week.

When students arrive at TransPacific, they are given a placement test based on ESL course competencies. They also take an institutional TOEFL test. The results of these two tests in addition to teacher observations during the first week of classes determine student placement. The average student is expected to complete the program within six months. A typical progression for an ESL student is:

### **TERM 1**

ESL 10, Intermediate Reading/Writing	4 hours/day
ESL 11, Intermediate Listening/Speaking	1 hour
ESL 13, Intermediate Learning Resources Lab	1 hour
ESL 14, American Culture and Communication	1 hour

### **TERM 2**

ESL 20, Advanced Reading/Writing	3 hours/day
ESL 21, Advanced Listening/Speaking	1 hour
ESL 23, Advanced Learning Resources Lab	1 hour
ESL 50."x" Content Elective	2 hours

The amount of time the student spends in this intensive program of lecture, classroom discussion, audio and computer laboratories, and supervised study equals the amount of time the student would spend in a longer, less intensive program. An extensive student support system that includes counseling, academic advising, and tutoring services is available. Credits from courses numbered 1- 50 cannot be used to fulfill graduation requirements.

### **ESL Performance**

All students acquire language at a different rate. Some students may need additional preparation before being placed in courses at an intermediate level. These students will spend one session at a beginning level of ESL. A student may not be required to repeat the beginning level; however, a student may be required to repeat the intermediate or advanced level. No student may spend more than a total of three sessions in the intermediate and advanced levels of the ESL program. Students who have achieved an appropriate level of English proficiency as previously defined will progress to the Associate Degree program. Students placed in the extended ESL program may be able to graduate with their class but may graduate with fewer transferable units.

A student's TOEFL score and demonstration of ESL course competencies will be considered when recommending that a student progress to the Associate in Arts degree program or be dismissed. A student who has been dismissed for failing to complete ESL may be admitted to the AA program by achieving an official TOEFL score of 500 (173 computer based, or 61 iBT). The official score is to be mailed to the college by ETS (Educational Testing Service). A student can also reenter by earning 15 credits with a 2.0 cumulative GPA from an accredited post-secondary institution. Please consult the AA coordinator for details.

## **ESL Course Descriptions**

### **ESL 01-09 Beginning ESL**

A group of co-requisite courses for students with limited English experience who, based on placement test results, instructors' recommendations, and TOEFL scores, place below ESL intermediate courses. The goal of instruction is to prepare students to enter intermediate level courses within one session. To achieve this goal, instruction focuses on developing students' English competency by helping them to acquire skills in all basic skill areas, i.e., listening, speaking, reading, writing and grammar. It emphasizes grammar instruction, intensive general vocabulary development, extensive and intensive reading and speaking practice, listening comprehension and basic note-taking, and introduction to writing. The courses also address aspects of adjustment to American culture in general and to American academic culture specifically. These courses will not satisfy ESL program requirements.

### **ESL 10 Intermediate Reading**

An intensive reading course for students who are non-native speakers of English but who have previously studied English. Students will practice reading skills including skimming, scanning, previewing, guessing vocabulary from context, answering basic content questions about a text, and making inferences. This course includes TOEFL practice. It is taught together with ESL 10 Writing as an integrated skills course (students receive separate grades for the two skills).

### **ESL 10 Intermediate Writing**

An intensive writing course for students who are non-native speakers of English but who have previously studied English. Students will learn to employ a process approach to writing and will progress from developing paragraphs to developing academic essays employing appropriate rhetorical modes. Students will revise and edit their writing. Grammar structures will be reviewed and practiced as errors occur in writing. This course includes an introduction to the basic computer skills such as keyboarding, word processing, and email needed for college level work. It is taught together with ESL 10 Reading as an integrated skills course (students receive separate grades for the two skills).

### **ESL 11 Intermediate Listening**

A listening comprehension strategies course for students who are non-native speakers of English but who have previously studied English. The course emphasizes recognition of spoken classroom registers and instructions, and note-taking while listening to short academic lectures. It is taught together with ESL 11 Speaking as an integrated skills course (students receive separate grades for the two skills).

### **ESL 11 Intermediate Speaking**

An oral communication strategies course for students who are non-native speakers of English but who have previously studied English. The course emphasizes interpersonal techniques for group and whole class discussion, academic presentations, vocabulary expansion, and pronunciation practice. It is taught together with ESL 11 Listening as an integrated skills course (students receive separate grades for the two skills).

**ESL 13 Intermediate Learning Resources Lab**

An intensive, interactive, task-based listening and speaking course taught in conjunction with ESL 11. Students will become acquainted with a variety of computer-based audio-visual equipment and materials. Emphasis will be on pair and group work in a curriculum that addresses the goals of reception of prosodic features of American English pronunciation and comprehension, TOEFL practice and discussion and summary of main ideas and supporting details in academic and non-academic discourse.

**ESL 14 American Culture and Communication**

An introduction to particular aspects of American culture and styles of communication. ESL 14 is designed to assist students in adapting to life in the United States with an emphasis on increasing student success in the English as a Second Language and Associate in Arts degree programs, and beyond. The course focuses on helping students adjust to host family life, feel at ease in Hawaii, understand American culture in general, and become an active participant in American academic culture in particular. It offers students the opportunity to practice communication skills using real-life and academic tasks.

**ESL 20 Advanced Reading**

A reading course that builds on and refines skills learned in ESL 10 Reading. It integrates advanced-level reading and critical thinking skills. Students will select and apply appropriate reading strategies to complete academic work. This course includes TOEFL practice. It is taught together with ESL 20 Writing as an integrated course (students receive separate grades for the two skills).

**ESL 20 Advanced Writing**

A writing course that builds on and refines skills learned in ESL 10 Writing. It integrates advanced-level writing and critical thinking skills. Students will select and apply appropriate writing strategies to complete academic paragraphs and essays. Grammar structures will be reviewed and practiced as errors occur in writing. It is taught together with ESL 20 Reading as an integrated course (students receive separate grades for the two skills).

**ESL 21 Advanced Listening**

A listening comprehension strategies course that builds on and refines skills learned in ESL 11. This course emphasizes extensive note-taking from academic lectures and critical thinking skills. It is taught together with ESL 21 Speaking as an integrated course (students receive separate grades for the two skills).

**ESL 21 Advanced Speaking**

An oral communication strategies course that builds on and refines skills learned in ESL 11. This course emphasizes critical thinking skills, group and whole class discussion techniques, vocabulary expansion, oral presentation, and pronunciation practice. It is taught together with ESL 21 Listening as an integrated skills course (students receive separate grades for the two skills).

**ESL 23 Advanced Learning Resources Lab**

An interactive, task-based listening and speaking course taught in conjunction with ESL 21. Students will work with a variety of computer-based audio and visual equipment and materials. Goals for the course include production of prosodic features of American English

pronunciation, TOEFL practice, as well as comprehension, effective note-taking, and analysis, synthesis, and evaluation of presentations on topics of current public and academic interest.

### **ESL 50."x" (Content Electives)**

Content electives are courses developed and taught by ESL instructors. Content is used as a medium for ESL students to practice and refine advanced listening/speaking and reading/writing competencies. While studying the various content topics, students will apply the skills they have learned in previous and concurrent ESL courses. Students are graded not on mastery of content but on skill acquisition. Content electives are usually offered to students in their second ESL term. The number and type of electives may vary from term to term.

Content electives are numbered 50.1, 50.2, etc., receive a grade (A to F) but carry no credit.

#### **ESL 50.1 Community Involvement**

The goal of this course is to give students an opportunity to practice academic skills (research, reporting, analysis, synthesis, and evaluation) by using actual field experience as content.

Students will become familiar with the American people and an aspect of American culture through volunteering. At the same time, they will apply skills they have learned in previous and concurrent classes.

#### **ESL 50.2 The Japanese and Chinese Experience in the United States**

Interdisciplinary in scope, this course bridges history, sociology, anthropology, psychology, ethnic studies, gender studies and literature. The themes of race, culture, class and gender are analyzed as they impact Asian Americans. Their status in relation to the dominant, white society at large will be examined. From the late nineteenth century to the present, the Japanese and Chinese groups' experiences are analyzed through biographies, poetry, life/case histories and personal testimonies by Asian writers and filmmakers. While studying these topics, students will apply the academic skills they have learned in previous and concurrent classes.

#### **ESL 50.3 Environmental Studies**

The goal of this class is to practice academic skills while studying some of the current environmental problems we face today. Students will listen to presentations given by experts from various environmental organizations, participate in environmental activities, and discuss their opinions and experiences. At the same time, they will apply the skills they have learned in previous and concurrent ESL classes.

#### **ESL 50.4 Health and Wellness**

A survey class that introduces students to modern health and wellness concepts and allows them to investigate their state of wellness. While studying these topics, students will apply the academic skills learned in previous and concurrent ESL classes.

#### **ESL 50.5 Intercultural Communication**

The goal of this course is to give students the opportunity to practice academic skills, such as research reporting, analysis, synthesis, note taking and evaluation while examining the elements of interpersonal communication and culture, as the two relate to one another.

#### **ESL 50.6 Current Events**

This course introduces students to current events, with attention given to contemporary local, national, and international events. Students will learn about contemporary issues through

newspapers, magazines, television, films, and radio. This course is designed to make the student more aware of global issues, and engage in in-depth exploration of these topics. While studying these topics, students will apply the academic skills they have learned in previous and concurrent classes.

### **ESL 50.7 Introduction to Film Analysis**

This course introduces students to film analysis, with some attention given to the formulas and conventions of common (American) film genres. Students will apply the academic skills they learn in other ESL classes to explore the art and craft decisions made by filmmakers, with particular focus on exploration of America's diversity of cultures and the portrayal of these cultures through film media.

### **ESL 50.8 Travel and Tourism**

This course is an introduction to Travel and Tourism. The goal of this course is to give students an opportunity to practice academic skills (basic research, reporting, analysis, synthesis, and evaluation) and learn about travel, tourism, hospitality and careers in the industry. Students will become familiar with Hawaii, the U.S. mainland and foreign travel destinations as well as aspects of American business.

### **ESL 50.9 Introduction to Hawaiian History and Culture**

This course aims to provide students with a greater understanding and appreciation of Hawaiian history and culture. Through readings, lectures and video students will be introduced to Hawaii's rich history and cultural traditions. Students will apply the academic skills they learn in other ESL classes to explore Hawaii's social, economic and political development from its beginning to the present day as well as some of the more important aspects of Hawaiian culture.

### **ESL 50.10 Introduction to the History and Cultures of Polynesia**

This course introduces students to the Polynesian region of the Pacific and develops in them an understanding of the history of the area and an appreciation for the cultures of the region. Methods of instruction will include readings, lectures, videos, field trips and group activities. Students will apply the academic skills they learn in other ESL classes to the exploration of the history of Polynesia, a survey of the cultures of Polynesian Pacific islands, and the investigation of some interesting topics in the areas of art, religion, music, politics, and lifestyle.

### **ESL 50.11 English Through Drama**

Students will explore a variety of dramatic art forms and focus on mastering paralinguistic competence in spoken interaction, including the prosodic features of pronunciation, appropriate linguistic and emotional responses to different situations, and non-verbal communication. This course is designed to facilitate students' ability to demonstrate an understanding of controversial issues through analysis and role play. Students will learn in a self-directed context to focus on individual strengths and weaknesses. While studying these topics, students will apply the academic skills they have learned in previous and concurrent ESL classes.

### **ESL 110/General Studies 110**

Seminar in Academic Skills (replaces ESL 100)

3 units 48 hours

Prerequisite: Admission to the AA program. Corequisite: A 100 level AA course.

This class integrates the reading, listening, oral communication, and critical thinking skills necessary for effective participation in college course work. It is adjunct to an AA course. The content of the AA course provides the basis for practice in selecting and applying appropriate strategies to academic work. Emphasis is on analysis and synthesis of textbook and lecture content. To fulfill the general education pattern requirement, the student must complete the course with a grade of C or better.

## **Associate in Arts (AA) Degree Program**

### **General Education**

General Education is central to the Associate in Arts Degree. It is an integrated program of courses designed to introduce students to the achievements, the methods of inquiry, and the major principles and concepts in the humanities, social sciences, natural sciences, American institutions and global and cultural issues.

General Education serves the intent of this college that students have the opportunity to develop a lasting interest in the activities of mind-inquiry, reflection and expression. Our graduates will possess a foundation of knowledge and skill for understanding their physical environment, culture and society, for understanding themselves, and for acting with effectiveness and humanity in the world.

The academic areas of the Humanities, Social Sciences, Natural Sciences, American Institutions and Global and Cultural Issues correspond roughly to the broad areas of thought and experience common to every human being. For this reason, these studies contribute to the understanding of individuals and their civilization, and in turn provide a basis for communication and understanding among people of varying interests.

While its aims are by definition broader than those of specialized or vocational education, General Education lays a foundation for growth and competence in any vocation whether or not specialized studies are undertaken at an advanced college or university level.

### **General Education Requirements**

Every attempt has been made to include General Education courses that will help fulfill a four-year degree requirement after a student transfers; however, a student may be required to take some unique General Education courses at the four-year college after transfer. Completing all the recommended General Education courses for transfer, students may increase the amount of credit they will receive upon transfer.

Following the successful completion of ESL, all students will take the following courses:

### **AA Session 1**

General Studies 100 *American Academic Life* (1 credit)  
General Studies 110/ESL 110 *Seminar in Academic Skills* (3 credits)  
AA Course (3 credits)(decided in consultation with an academic advisor)  
English 75 *Introduction to Academic Writing* (3 credits)  
or English 100 *English Composition* (3 credits) (by placement)  
Library 101 *Library and Information Literacy 1* (1 credit)

### **AA Session 2**

English 100 *English Composition* (3 credits) or English 102 *Research Writing* (3 credits)  
Philosophy 100 *Critical Thinking and Logic* (3 credits)  
AA Course (3 credits)(decided in consultation with an academic advisor)  
AA Course (3 credits)(decided in consultation with an academic advisor)

### **AA Session 3**

English 102 *Research Writing* (3 credits)  
Library 102 *Library and Information Literacy 2* (1 credit)  
AA Course (3 credits)(decided in consultation with an academic advisor)  
AA Course (3 credits)(decided in consultation with an academic advisor)  
AA Course (3 credits)(decided in consultation with an academic advisor)

If a student does not achieve a grade of C or better in ESL 110/General Studies 110, he/she has to retake the course until he/she reaches the required grade level.

Once students are enrolled in English 75, 100, or 102 they must achieve a grade of C or better to advance to the next writing course. Students in English 75 advance to English 100, those in English 100 advance to English 102 [first Writing Intensive (WI) course – see explanation in the next paragraph], and those in English 102 advance to additional WI courses in the AA program. If students do not achieve a grade of C in these courses, they may still get credit toward graduation, but they cannot advance to the next level and must repeat the course.

A writing intensive (WI) course is any course that requires 3,500-4,000 teacher assessed words of writing (excluding revisions, in-class writing, homework and creative writing) and that ends in a major research paper. If a course is not WI, it will not require a major research paper.

Students must take a minimum of 1 WI course after they complete English 102. More are recommended for students intending to transfer to U.S. colleges or universities.

### **Math Placement Exam**

During the first A.A. session, students take a math placement exam. The exam covers topics ranging from algebra to pre-calculus. Based on the results of the exam, students are placed in the most appropriate level for math as shown below:

Level I:                      Math 100 or Math 125                      Level III:              Math 250

Level II: Math 150

### **Course Numbering**

TransPacific Hawaii College courses numbered 0-50 are designed to meet various student needs and are not applicable to an Associate Degree. Courses numbered 51-99 are designated as Associate Degree level courses and students will receive credit toward graduation at TransPacific for these courses. Courses numbered 100-299 are designated as baccalaureate degree courses and are accepted by most colleges and universities. Students should contact the college's transfer advisors to determine if a specific course will transfer to a particular university.

### **General Education Requirements**

#### General Education Graduation Requirements

**General Studies 100** 1 Unit  
**General Studies 110/ESL 110** 3 Units

**Library 101** 1 Unit  
**Library 102** 1 Unit

**English Composition** 9 Units  
English 75 (if required)  
English 100  
English 102  
English 210

**Mathematics** 3 Units  
(Choice of one for graduation) (Two math courses are recommended for transfer)  
Mathematics 100, 125, 150, 200, 250

**Speech** 6 Units  
Speech 100  
Speech 125

**Analytical Thinking**  
Philosophy 100 3 Units  
(Choice of one for graduation) 3 Units  
Philosophy 125, 175

**Natural Science**  
Biology 101, 101L 3(4) Units  
(two 100 level courses and one lab course recommended for transfer)  
Biology 111, 111L

Geology 100, 100L  
Astronomy 100  
Physics 100, 100L

**Social Science** **3 Units**

*(Choice of one for graduation)*

Economics 100, 110  
Geography 110  
History 100, 150, 151, 152, 175  
Political Science 100, 150  
Psychology 100, 200, 260  
Sociology 100, 218

**Humanities** **6 Units**

*(Choice of two for graduation)*

Art 100, 101, 102, 115, 150  
\*Chinese 101, 102  
Communications 100, 101  
English 160, 165, 175, 200, 225  
\*German 101, 102  
\*French 101, 102  
Humanities 100, 150  
\*Japanese 101, 102  
Linguistics 100  
Music 100  
Philosophy 125  
Religion 150  
\*Spanish 101, 102  
Theater 200  
*\*non-native speakers only*

**American Institutions** **3 Units**

*(Choice of one for graduation)*

History 150, 175, 180  
Political Science 150

**Global and Cultural Issues** **3 Units**

*(Choice of one for graduation)*

Anthropology 100  
History 151, 152, 200  
Philosophy 250  
Political Science 100, 175  
Religion 150  
Social Science 100, 199  
Sociology 150  
Speech 150

**Business Related**

*(Recommended for transfer to specific programs – see advisor)*

Accounting 100, 110  
Computer Science 100, 157

## **Physical Education**

*(Up to 4, .5 units may be transferred)*

P.E. 100, 110, 112, 115, 124, 125, 130, 131, 132, 133, 141, 142, 144, 145, 150, 152, 156

**Total General Education Units Required:                    49 Units**

**Total Units Required for Graduation:                        60 Units**

**Total Units Recommended for Transfer:                    70 Units**

*Note: TransPacific Hawaii College course descriptions can be found on the TransPacific web site at <http://www.transpacific.edu>.*

*Note: The recommended credits for transfer will vary according to the intended major and transfer institution. It is very important that you discuss these with your transfer advisor.*

## **AA Course Descriptions**

### **Accounting 100**

Introduction to Financial Accounting

3 units 48 hours

Prerequisite: Math 100, English 100

Introduces students to the business language used to report financial information about a business firm to its present and potential investors, creditors and other interested parties. Fundamental accounting principles are introduced which include the following: the accounting cycle, classification of accounts, financial statements, inventory, internal control, receivables, depreciation, fixed assets, capital, and retained earnings.

### **Accounting 110**

Introduction to Managerial Accounting

3 units 48 hours

Prerequisite: Accounting 100 or permission of instructor

Second in the sequence in the accounting courses. It introduces the student to the business concepts and methods used to report managerial performance information to internal users and managers to assist in making sound business decisions in managing a firm. This course will help the student to understand the fundamental concepts of managerial accounting.

### **American English Pronunciation**

0 units 20 hours

A basic overview of the American English sound system. Provides extensive practice on both the segmental and suprasegmental level, with emphasis on producing intelligible speech and effective communication. The goal of the course is to assist the students in the improvement of speech sounds, patterns and rhythms of English. Attention will be given to individual problems.

**Anthropology 100**

Introduction to Cultural Anthropology

3 units 48 hours

Introduction to the theories and methods of social or cultural anthropology. This course involves an in-depth exploration of the concept of culture and different approaches to cultural analysis. The methods and theory of fieldwork and ethnology will be studied along with an analysis of both Western and non-Western cultural traditions.

**Art 100**

Asian Art History

3 units 48 hours

Introduction to the forms of Asian Art: Indian temple sculpture, Chinese bronzes and ceramics, Japanese architecture, gardens, ceramics and woodblock prints, Korean ceramics, and Southeast Asian temples and masks. The focus will be on their unique history, aesthetics, and cultural context.

**Art 101**

Introduction to the Visual Arts

3 units 48 hours

Designed for the student with little or no previous art background as well as for intended art majors. The emphasis of the course will be on developing visual literacy by critically examining the cultural role of the visual arts within societies. Students will gain critical perspectives on different approaches to finding meaning and value in diverse media by analyzing form and content within a work of art through a survey based format. Students will additionally participate in art exercises that will enrich their understanding of the course material.

**Art 102**

Introduction to Studio Arts

3 units 48 hours

A beginning visual arts studio course that introduces the student to the conceptualization of two and three-dimensional art forms. Students will learn fundamental art making techniques by experimenting with a range of media that will include drawing, painting, sculpture and digital photography.

**Art 115**

Design Basics: Introduction to 2D Composition

3 units 48 hours

A basic design studio course for the student with little or no previous art background as well as for art majors. It is intended to give students a practical introduction to the nature and application of 2 dimensional design. Students will explore ideas through art exercises and projects that will investigate how design transforms the ordinary in our

every day world.

**Art 150** (cross-listed as Humanities 150)

The Moving Image: An Introduction to Film

3 units 48 hours

A cultural and artistic exploration of film genres of the twentieth century to the present. Students will critically analyze film as an art form as well as a reflector and instigator of cultural values. Questions considered will include: How does the visual language of film affect our perception? What innovative techniques are used to convey meaning? How does film fit into the twentieth century?

**Astronomy 100**

Introduction to Astronomy

3 units 48 hours

A course in descriptive astronomy which covers the entire panorama of the universe from the origin and structure of the solar system to the properties, origin and evolution of stars, galaxies and cosmology.

**Biology 101 and 101L**

Introduction to Biology, Biology Lab

Lecture 3 units 48 hours

Lab 1 unit 48 hours

Provides an introduction into the study of general biology, starting from basic scientific concepts and processing to chemistry, physics, and the natural laws that govern life and all living things. The course continues with studies of living creatures from the tiny and simple through to the complexities of plants and animals, ending with a basic understanding of ecology and the study of population dynamism.

**Biology 111**

Marine Biology

3 units 48 hours

An introduction to the study of the marine environment, the organisms that live there, and the ecological relationships (including human) that influence the balance of this important ecosystem. Several field trips will be required.

**Chinese 101**

Elementary Mandarin I

4 units 64 hours

Introduction to spoken and written Mandarin, providing practice in listening, speaking, reading, writing, and grammar. The course will include extensive utilization of cultural material and information.

**Chinese 102**

## Elementary Mandarin II

4 units 64 hours

Prerequisite: completion of Chinese 101 with a “C” or better

Provides intermediate Chinese (Mandarin) language skill training in listening, speaking, reading, writing and basic grammar. Students will learn both Chinese language and culture through content based teaching materials and task-oriented social functions. By the end of the semester, students will be able to comprehend and engage in basic conversations; read simple authentic materials; and write sentences and paragraphs. Enhancement activities such as field trips and using the computer software will be integrated to help learning.

## **Communication 100**

Introduction to Mass Media

3 units 48 hours

Introduction to the public arts and the individual in broadcasting, journalism and advertising. Enables students to identify and analyze messages and images to which they are exposed as consumers of goods and services and as recipients of information from various sources, including print and electronic.

## **Communication 101**

College Newsletter Production

3 units 48 hours

Prerequisite/Co-requisite: Successful completion of or concurrent enrollment in English 100 or permission of instructor

Introduction to the basic practices of journalism and print production by creating a monthly English-language newsletter on topics relevant to TransPacific Hawaii College. Students will generate content for, edit and design one 4-6 page newsletter each month to be used among the college community of faculty, staff, students, parents, host families and alumni and for public relations outside this community. The course will guide students through the process of generating ideas, developing text, incorporating graphics, designing a layout and meticulously editing the proofs to produce a newsletter worthy of general circulation. Each student will choose a department in which to specialize (e.g., reporting, graphic design, photography, general editing), but all will coordinate to approve the final product.

## **Computer Science 100**

Computer Literacy & Applications

3 units 48 hours

An introductory survey of computers and their role in the modern world. Emphasis is on computer terminology, hardware and software. Opportunities for hands-on experience using micro-computer applications will be included. Software may include spreadsheets, word processing, database management system and the world wide web.

## **Computer Science 157**

## Webpage Development

3 units 48 hours

Prerequisite: Familiarity with basic computer technology including Internet browsers and word processing.

Introduction to website development. Hands-on activities will teach the student how to connect to a webserver and transfer files. Students will gain experience with a variety of technologies used to author web content to create informative, easy-to-use, well organized websites. Students prepare an individual e-portfolio.

## **Economics 100**

Introduction to Economics (Macro)

3 units 48 hours

Concentrated introductory course providing a general understanding of basic macro-economic concepts. Specifically, it acquaints the beginning student with an appreciation 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.

## **Economics 110**

Introduction to Economics (Micro)

3 units 48 hours

A concentrated introductory course providing a general understanding of basic microeconomic concepts. Specifically, it acquaints the beginning student with the study of individual consumers, groups of consumers, and firms. The course will focus on how individuals make decisions that affect their income and wealth, how firms make decisions that affect profits and production, and how government regulation affects individuals and firms.

## **English 75**

Introduction to Academic Writing

3 units 48 hours

Prerequisite: Placement

A writing workshop designed to reinforce essay composition skills and introduce students to the practice of writing for academic purposes. It will prepare students for work in English 100, English 102 and other AA-level courses in which research writing is a requirement. It introduces basic research writing skills including: conducting research, note taking, paraphrase, summary, direct quotation, positioning, and MLA or APA style citation. English 75 will place equal or greater emphasis on macro-level composition skills such as: essay structure, paragraph structure, coherence, unity; and micro-level skills such as: sentence structure, grammar, vocabulary, spelling and mechanics. A grade of C or better is required to advance.

**English 100**

English Composition

3 units 48 hours

Prerequisite: Completion of English 75 with grade of C or better or Placement

The techniques of English composition with an emphasis on the processing of learning to write clearly and effectively and to read analytically. The class fulfills the English requirement for transfer and for the Associate in Arts Degree. A grade of C or better is required to advance.

**English 102**

Research Writing

3 units 48 hours

Prerequisite: Completion of English 100 with grade of C or better

Enables students to develop the methods of citation, conventions of style and organization, and critical thinking skills necessary for writing college-level research papers. Students select topics derived from a contemporary academic theme provided by the instructor and, applying a process approach, produce a research paper. Problems with structure and vocabulary usage are addressed individually. A grade of C or better is required to advance.

**English 160**

Introduction to American Literature

3 units 48 hours

Prerequisite: English 100

Will introduce major American writers in the genres of fiction, poetry, drama and nonfiction. Emphasis is on writing and analytical skills as these skills relate to developing a broad knowledge of American literature and a literary/critical vocabulary.

**English 165**

The American Short Story

3 units 48 hours

Prerequisite: English 100

Will introduce students to the American short story. Students will become familiar with a broad range of both major and minor American authors between 1850 and 2000. Students will further learn about short fiction as a genre and the criteria of its forms.

**English 175**

Introduction to World Literature after 1600

3 units 48 hours

Prerequisite: English 100

Introduction to major works of imaginative literature by Western and Asian authors

writing after 1600. These works are drawn from various national traditions, genres, and historical periods ranging from the pre-romantic to the post-modern.

### **English 200**

Introduction to Asian Literature

3 units 48 hours

Prerequisite: English 100

Introduction to Asian literature in English translation, focusing on representative texts by major authors in major genres from antiquity to the present. This course will emphasize the literature of China and Japan, but it will also examine the literature of other Asian cultural traditions such as those of India, Korea, and Vietnam.

### **English 210**

Critical Writing (prior to July, 2004, this course was offered as English 110)

3 units 48 hours

Prerequisite: English 102 with a grade of C or better

Focuses on critical thinking using techniques and principles of persuasive writing for academic purposes. The course emphasizes: principles of logical argument, advanced rhetorical modes, critical reasoning, critical evaluation of model texts and stylistics. It reinforces the research and citation skills acquired in English 102 and culminates with a major research paper. English 210 qualifies as a Writing Intensive (WI) course

### **English 225**

Introduction to Poetry

3 units 48 hours

Prerequisite: English 100

Introduction to poetry written in or translated into English. Students will become familiar with various forms of poetry of many different periods including Middle ages, Renaissance, 18th Century, Victorian Era, and Modern and Contemporary periods. Students will learn various methods of reading poetry and analysis of poets and poems.

### **French 101**

Elementary French I

4 units 64 hours

An introduction to spoken and written French. Through practice in listening, speaking, reading, writing, and grammar exercises, students will learn the vocabulary and grammar necessary to communicate in various situations. Cultural material about regions where French is spoken will form an integral part of this course.

### **French 102**

Elementary French II

4 units 64 hours

Prerequisite: French 101 with a grade of C or better.

Continues the introduction to spoken and written French. Through practice in listening, speaking, reading, writing, and grammar exercises, students will learn the vocabulary and grammar necessary to communicate in various situations. Cultural material about regions where French is spoken will form an integral part of this course. Emphasis will be placed on improving proficiency in oral communication, reading comprehension, and accurate writing skills.

### **General Studies 100**

American Academic Life

1 unit 16 hours (Lecture and guest speakers)

Credit/No Credit Only

Students will be introduced to the many facets of American academic life. The importance of good writing and study skills will be stressed in this introductory course. The students will be advised on a number of issues including transfer colleges and personal safety on American college campuses.

### **General Studies 110/ESL 110**

Seminar in Academic Skills

3 units 48 hours

Prerequisite: Admission to AA Program

Co-requisite: Enrollment in a 100 level AA course

Integrates the reading, listening, oral communication, and critical thinking skills necessary for effective participation in college course work. It is adjunct to an Associate in Arts (AA) degree level course. The content of the AA course provides the basis for practice in selecting and applying appropriate strategies to academic work. Emphasis is on analysis and synthesis of textbook and lecture content. A grade of C or better is required to advance.

### **Geography 110**

World Regional Geography

3 units 48 hours

Provides a survey of the world's major cultural regions. These regions will be examined in relation to various geographic aspects of contemporary economic, social and political conditions.

### **Geology 100**

Introduction to Geology

3 units 48 hours

Introduction to the basics of general geology, emphasizing the natural processes that govern and shape the Earth. Overview of the origin and interpretation of rocks and minerals, volcanism, earthquakes and plate tectonics will take place. Several required

field trips will be scheduled.

### **Geology 100L**

Introduction to Physical Geology Lab

1 unit 48 hours

Corequisite: Geology 100

Study of rocks and minerals, interpretation of topographic and geologic maps, and exercises in the basic procedures of geologic investigations.

### **German 101**

Elementary German I

4 units 64 hours

An introduction to spoken and written German. Students will learn vocabulary and grammar necessary to communicate in various situations. Topics on culture and contemporary events in regions where German is spoken will also form an integral part of this course.

### **German 102**

Elementary German II

4 units 64 hours

Prerequisite: German 101 with a grade of "C" or better

Continues the introduction to spoken and written German for students with some previous knowledge of the language and some previous coursework. The course content will include language and vocabulary used in situational contexts, and cultural and historical information about regions where German is spoken. All four basic language skills (listening, speaking, reading and writing) will be covered. Emphasis will be placed on improving proficiency in oral/aural communication and on developing reading comprehension and accurate writing skills.

### **History 100**

History of Western Civilization to 1600

3 units 48 hours

A survey of Western Civilization from prehistoric times to the 17th Century. Emphasis will be placed on the major political, economic, social, and intellectual movements that have molded the Western way of life.

### **History 150**

History of the United States to 1870

3 units 48 hours

A survey of political, economic, social and cultural history of the United States from early settlement through the Civil War. An analysis of the foundation of the federal Constitution, e.g., early court activities, the development of democracy, causes of the Civil War and an examination of Reconstruction will be included.

**History 151**

World Civilizations to 1600

3 units 48 hours

Concentrates on the development of the various political, social, economic and cultural features of the world's principal civilizations to about AD 1600. Frequent comparisons between the civilizations surveyed will also be made. The course will investigate the process of cross-cultural encounters between people of different cultural regions or civilizations. Attention is paid to migrations of peoples, the creation of long-distance trade networks, the transfer of technology, and the spread of civilization itself as effective agents of cultural change.

**History 152**

World Civilizations from 1600

3 units 48 hours

Concentrates on the processes and results of encounters between peoples of different civilizations or cultural regions from approximately AD 1600 to the present. These encounters involved the establishment of economic and trading relationships, the imposition of colonial regimes, the struggles for hegemony between peoples of different civilizations, and the massive process of de-colonization in the 20th Century.

**History 175**

History of the United States from 1870

3 units 48 hours

Study of American political, social and economic history from the Reconstruction Era. The course traces the growth of the United States after the Civil War, through the rise of industrialism, imperialism, the two World Wars and modern social and political history.

**History 180**

American Studies

3 units 48 hours

Introduction to the American experience, with particular emphasis on its significant values and institutions. The course examines the significance of social, cultural, political, economic, and environmental factors as it explores ideas of individualism, success, and national character. It also analyzes representative figures from different historical periods to understand dominant values, beliefs and myths over time.

**History 200**

Contemporary Asian Studies

3 units 48 hours

Provides students with ample opportunities to deepen their understanding of East and Southeast Asian nations through theoretical analysis and basic research. The course will clarify social, political, economical and cultural problems of the Asian nations and the origins or causes of these problems.

### **Humanities 100**

Human Values and the Arts

3 units 48 hours

Integrates the study of art, history, and literature along with philosophy, religion and other aspects of western culture. The time periods covered include: ancient Egypt, classical Greece and Rome, early Christianity, the High Middle Ages, the Renaissance and the Protestant Reformation.

### **Humanities 150** (cross-listed as Art 150)

The Moving Image: An Introduction to Film

3 units 48 hours

A cultural and artistic exploration of film genres of the twentieth century to the present. Students will critically analyze film as an art form as well as a reflector and instigator of cultural values. Questions considered will include: How does the visual language of film affect our perception? What innovative techniques are used to convey meaning? How does film fit into the twentieth century?

### **Japanese 101**

Elementary Japanese I

4 units 64 hours

The student will learn the basic structures of the Japanese language with an emphasis on listening comprehension, speaking, reading and writing. The course will emphasize vocabulary and grammar necessary for beginning communication skills. Vocabulary and grammar skills will be taught by using situational contexts.

### **Japanese 102**

Elementary Japanese II

4 units 64 hours

Prerequisite: Japanese 101 with a grade "C" or better

Continuation of the skills learned in Japanese 101 with an emphasis on advanced grammar and vocabulary. Students must have previous competency in Japanese. All four language skills of listening, speaking, reading and writing will be covered.

### **Library101**

Library and Information Literacy I

1 unit 16 hours

The student will explore the library as a source of information and recreation. Students will learn to efficiently use the public library and the TPHC library. Basic on-line sources and large academic libraries will be introduced.

### **Library 102**

Library and Information Literacy II

1 unit 16 hours

Prerequisite: Library 101

The student will extend and review course objectives from Library 101. Coursework will be integrated with the writing of a research paper in English 102. Emphasis will be placed on evaluation of sources and use of academic libraries.

### **Linguistics 100**

Introduction to the Study of Language

3 units 48 hours

A survey of the nature of language, concerning its structure (phonology, morphology, syntax, and semantics), its function (use in human life), its acquisition (learning and teaching), and its relationship with culture and society

### **Mathematics 100**

Survey of Mathematics

3 units 48 hours

Prerequisite: Math Placement Exam

Intended to fulfill the general educational requirement in mathematics. This course introduces the student to creative mathematical thinking using practical examples, topics and problem solving. Range of topics may include applications of set theory, functions and graphs, number systems, symmetry, calculus, logic probability and statistics. There is an emphasis on general problem-solving techniques and how to communicate with mathematics. It is intended to provide a sample of current mathematical techniques for the non-specialist.

### **Mathematics 125**

Algebra

3 units 48 hours

Prerequisite: Math Placement Exam

Intended to broaden mathematical knowledge and deepen the systematic and analytic thought processes of technical and non-technical students. Range of topics covered include functions and graphs, linear and quadratic equations, inequalities, polynomials, rational and irrational expressions, exponents, systems of equations, as well as exponential and logarithmic functions. There is an emphasis on problem-solving skills

and how to communicate with mathematical notation.

### **Mathematics 150**

Pre-Calculus

3 units 48 hours

Prerequisite: Math Placement Exam

Designed to prepare students for the calculus sequence. Study begins with algebraic concepts and skills: the real number system, polynomials, algebraic functions, exponents and radicals, linear and quadratic equations, inequalities, rectangular coordinate systems, lines and conic sections. Study then turns to the elementary functions and their graphs: linear, quadratic, general polynomial, rational, exponential, logarithms, and trigonometric. Also included are applications of the elementary functions.

### **Mathematics 200** (Cross listed as Social Science 200)

Elementary Statistics

3 units 48 hours

Prerequisite: Completion of Math 100 with a grade of C or better or permission of instructor

Includes a study of descriptive and inferential statistics including data analysis, correlation and linear regression, probability distributions and assorted hypothesis testing. Emphasis will be placed on applications. Current statistical computer packages will be used.

### **Mathematics 250**

Calculus I

3 units 48 hours

Prerequisite: Completion of Math 150 with a grade of C or better or permission of instructor

Begins with a review of pre-calculus concepts and skills. Study then turns to limits, continuity and derivatives. Differentiation is a major component of this course: computation of derivatives-sums, product and quotient rules; higher order derivatives; chain rule and implicit differentiation. Also included are applications of derivatives to rates of change, related into problems, Rolle's Theorem and the Mean-Value Theorem, curve sketching and optimization problems.

### **Music 100**

Music in World Culture

3 units 48 hours

Centers upon the listening experience, building a vocabulary for the discussion of musical and socio-cultural issues, and encouraging the use of shared concepts in personal self-expression. The class will feature group discussion, and the viewing of a series of videos, augmented by attending some concerts in the community.

**Philosophy 100**

Critical Thinking and Logic

3 units 48 hours

Corequisite: English 100

Teaches the application of the principles of critical thinking to evaluating and creating arguments. Critical reasoning skills are presented and practiced in the context of the construction and criticism of numerous written, extended arguments.

**Philosophy 125**

Introduction to Philosophy

3 units 48 hours

Prerequisite: English 100 or permission of the instructor.

Introduction to some of the basic philosophical problems and the various approaches to their solutions. The student will be exposed to traditional Western philosophical systems with emphasis on how these systems approach and attempt to solve the problems confronting human existence. Among the questions to be explored in the course are: What is reality? What is knowledge? Is human nature good, bad or neutral?

**Philosophy 150**

Introduction to the World's Major Religions (cross listed as Religion 150)

3 units 48 hours

Provides historical introduction to the world's major religions: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity and Islam. It is designed to create a basic understanding of the fundamental characteristics of these religions and foster an appreciation of their cultural influence throughout history.

**Philosophy 175**

Introduction to Ethics

3 units 48 hours

Prerequisite: English 100 or permission of the instructor.

Introduction to some important ethical theories including: the duty ethics of Kant; the utilitarianism of Bentham and Mill; ethical relativism and the virtue ethics of at least one of the following: Plato, Aristotle and Confucius; the course will also examine some current ethical issues. Questions considered may include: What is the good life? Do we have a moral duty to act in certain ways? Are there such things as natural human rights? Are some values more compelling than others?

**Philosophy 250**

Environmental Philosophy

3 units 48 hours

Prerequisite: English 100 and Philosophy 100

Examines the human relation to the natural world from different perspectives and explores human duty with regard to nature, as well as environmental problems. It will examine environmental issues and policies regarding concerns such as economic impact, population, biodiversity, sustainability, climate and consumption.

**Physical Education** (Note – Students may take four Physical Education courses for transferable credit. A student may take more than four courses, however, there will be an additional \$50 fee for each course taken over the four.)

**Physical Education 100**

Beginning Aquatic Fitness

Credit/No Credit Only

.5 units 10 hours

Designed for both men and women who are at the beginning swimming level. Designed to increase cardiovascular development, instill a knowledge of correctly performed aquatic stroke techniques and efficiencies, teach water safety and development of an appropriate workout program to be used as a lifelong leisure-time activity. Student will practice freestyle, breast and back stroke. May be repeated twice for credit.

**Physical Education 110**

Beginning Physical Fitness

Credit/No Credit Only

.5 units 10 hours

Designed for both men and women who are at the beginning level of physical fitness. Beginning Physical Fitness is designed as a vehicle to a personal preventative health maintenance program. Proper nutritional and safety information and a schedule of regular aerobic activity are some of the tools provided. May be repeated twice for credit.

**Physical Education 112**

Intermediate Physical Fitness

Credit/No Credit Only

.5 units 10 hours

Designed for both men and women who are at the intermediate level of physical fitness. Physical fitness is designed as a vehicle to a personal preventive health maintenance program. Proper nutrition and safety information and a schedule of regular intermediate level aerobic activity are some of the tools provided. May be repeated twice for credit.

**Physical Education 115**

Training for the Honolulu Marathon

Credit/No Credit Only

.5 unit 10 hours

Designed for students who are at the intermediate level of physical fitness. Participation in the course will help prepare the students to run a marathon. The course will involve classroom meetings, outdoor track meetings and personal training. Students will be required to maintain a running log that considers daily nutrition, personal conditioning and physical activity.

**Physical Education 124**

Beginning Aerobics Dance  
Credit/No Credit Only  
.5 unit 10 hours

Designed for students who are at the beginning/intermediate level of fitness. The student will maintain and improve cardiovascular fitness through the use of continuous rhythmic dance movements and strength-building exercises. May be repeated twice for credit.

**Physical Education 125**

Intermediate Aerobics Dance  
Credit/No Credit Only  
.5 unit 10 hours

Designed for both men and women who are at the intermediate/advanced level of fitness. The student will maintain and improve cardiovascular fitness through the use of continuous rhythmic dance movements and strength building exercises. May be repeated twice for credit.

**Physical Education 130**

Beginning Yoga  
Credit/No Credit Only  
.5 units 10 hours

Designed to teach the basic fundamentals of yoga to students with little or no experience. Students learn different postures and breathing techniques. All classes end with quiet relaxation. May be repeated twice for credit.

**Physical Education 131**

Intermediate Yoga  
Credit/No Credit Only  
.5 units 10 hours

Designed to teach the basic fundamentals of yoga to students with some experience. Students learn more advanced postures and improved techniques. All classes end with quiet relaxation. May be repeated twice for credit.

**Physical Education 132**

Beginning Jazz Dance  
Credit/No Credit Only

.5 units 10 hours

Designed for students who have an interest in jazz dance. The class is designed to teach stretching, across the floor movement, and jazz and hip hop dance steps and sequences, performance experience and introduction to choreography. The course is taught in progression, each week building on the previous weeks steps as the students move through the session. No previous dance training required. May be repeated twice for credit.

**Physical Education 133**

Intermediate Jazz Dance

Credit/No Credit Only

.5 units 10 hours

Prerequisite: PE 132 Beginning Jazz Dance

Designed for students as an extension of Beginning Jazz Dance. The class will be faster paced and will expect students to have an understanding of basic jazz dance. Individually created choreography will be introduced.

**Physical Education 141**

Beginning Traditional Hula

Credit/No Credit Only

.5 units 10 hours

Designed to teach basic traditional or ancient hula dance (hula kahiko) and introduce simple Hawaiian terms. May be repeated twice for credit.

**Physical Education 142**

Intermediate Traditional Hula

Credit/No Credit Only

.5 units 10 hours

Prerequisite/Co-requisite: Physical Education 141 or permission of instructor

Continues the introduction to traditional or ancient hula dance (hula kahiko) and relevant Hawaiian terms. May be repeated twice for credit.

**Physical Education 144**

Beginning Modern Hula

Credit/No Credit Only

.5 units 10 hours

Designed to teach basic modern hula dance (hula 'auana) and introduce simple Hawaiian terms. May be repeated twice for credit.

**Physical Education 145**

Intermediate Modern Hula

Credit/No Credit Only

.5 units 10 hours

Prerequisite/Co-requisite: Physical Education 144 or permission of instructor

Continues the introduction to modern hula dance (hula 'auana) and relevant Hawaiian terms. May be repeated twice for credit.

### **Physical Education 150**

Beginning Tennis

Credit/No Credit Only

.5 units 10 hours

Designed to teach the basic fundamentals of tennis to the student to increase the student's appreciation of the game's value as a life-long, leisure-time activity. Mastery of these skills will enable the student to progress to another level of tennis. May be repeated twice for credit.

### **Physical Education 152**

Advanced Beginner Tennis

Credit/No Credit Only

.5 units 10 hours

Designed to help the student gain further knowledge and mastery of the fundamentals of tennis beyond the beginning level and to increase the student's appreciation for the game's value as an outstanding life-long, recreational, leisure-time activity. May be repeated twice for credit.

### **Physical Education 156**

Intermediate Tennis

Credit/No Credit Only

.5 units 10 hours

Designed to develop skill and knowledge of tennis at the intermediate level. The class will feature advanced skill building such as advanced serves, ball spins, drop shots and team play. May be repeated twice for credit.

### **Physics 100**

Introduction to Physics

3 units 48 hours

Prerequisite: Math 125, 150, 200, or 250

Co-requisite: Physics 100L

A survey course in elementary physics, covering the basic concepts, principles and history of physics. Course topics will include selected topics in mechanics, heat, light, sound, electricity and magnetism, and modern physics.

### **Physics 100L**

Introduction to Physics Laboratory

1 unit 48 hours

Prerequisite: Math 125, 150, 200, or 250

Co-requisite: Physics 100

A laboratory course in elementary physics designed to compliment Physics 100. The course will include selected experiments in mechanics, heat, light, sound, electricity and magnetism, and modern physics

### **Political Science 100**

Introduction to Comparative Government

3 units 48 hours

Explores the government and politics of some of the major nations in the world as well as developing nations. Political structures, functions, processes and policies are compared with each other and with the United States government. Particular consideration is given to contemporary world problems with an emphasis on developing comparative analytical skills and abilities.

### **Political Science 150**

Introduction to United States Government

3 units 48 hours

Consideration of the American political process: legislative, executive, and judicial function and structure at the national level viewed in the context of political culture, political parties, pressure groups, and citizenship. Examination of various political decision-making models, such as pluralism, elitism, corporatism, and/or the iron triangle model, in the context of current issues in American politics.

### **Political Science 175**

Introduction to International Relations

3 units 48 hours

Prerequisite: Political Science 100 or 150 or Social Science 100

An introduction to contemporary analyses of international relations. Students will learn major theories of international relations and use them to understand international situations and issues in the modern world. Emphases are on clearly comprehending the relationship between international conflicts and cooperation and on recognizing the shift from "internationalization" to "globalization". Extensive use of Internet information, articles from professional journals and newspapers will enable students to update information about imminent international issues today and to think about them critically.

### **Psychology 100**

Introduction to Psychology

3 units 48 hours

Introduction to general psychology as the science of the human mind and behavior. The course will examine the different models upon which modern psychology has been built, along with such things as the history and origins of psychology, research methods, biological aspects of psychology, human development, perception,

consciousness, learning, personality theory, and psychological disorders.

**Psychology 200**

Human Sexuality

3 units 48 hours

Prerequisite: Psychology 100

An introduction to clinical, scientific, and philosophical studies of human sexuality. Emphasis will be placed on contemporary research, modern medical understanding, and psychological and phenomenological insights into human sexual experience and behavior. Topics surveyed include sexual and psycho-sexual development, sexual health and disease, romantic love and sexual desire, sexual variations, sexual dysfunction and therapy

**Religion 150**

Introduction to the World's Major Religions (Cross listed as Philosophy 150)

3 units 48 hours

Provides a historical introduction to the world's major religions: Hinduism, Buddhism, Confucianism, Taoism, Shinto, Judaism, Christianity and Islam. It is designed to create a basic understanding of the fundamental characteristics of these religions and foster an appreciation of their cultural influence throughout history.

**Social Science 100**

Global Studies: Introduction to Environmental Studies

3 units 48 hours

Designed to give students a solid intellectual foundation to prepare them to become global students. Through careful reading and research about major global issues, students will learn the intricate nature of those issues and the urgent necessity to cope with them. The course will also provide students with opportunities to analyze ample statistical information and produce a comprehensive book review.

**Social Science 199**

Methodology and Research Writing in Social Science

6 units (Lecture 48 hours; Lab 48 hours)

Prerequisite: Permission of the Instructor

Provides students with an opportunity to produce a major research paper. Through lecture and discussion students will be introduced to social and global issues from a social science perspective. Research skills such as identification of problems and solutions, use of data, and research paper writing will be covered.

**Social Science 200**

Elementary Statistics (Cross listed as Math 200)

3 units 48 hours

Prerequisite: Completion of Math 100 with grade of “C” or better or permission of the instructor.

Includes a study of descriptive and inferential statistics including data analysis, correlation and linear regression, probability distributions and assorted hypothesis testing. Emphasis will be placed on applications. Current statistical computer packages will be used.

### **Sociology 100**

Introduction to Sociology

3 units 48 hours

Systematic study of social behavior and human groups. It focuses on the influence of social relationships upon people's attitudes and behavior and on how societies are established and changed. This course provides students with both methodologies and knowledge of the study of critical social issues ranging in scope from family to global.

### **Sociology 150**

Introduction to Women's Studies (Cross listed as Women's Studies 100)

3 units 48 hours

This is an introductory, comparative, and interdisciplinary course that surveys the diverse status of women. It will examine the ways in which race, ethnicity, class, gender, and sexuality as well as society, economy, culture, and politics shape the complex experiences of women. The course will also explore the history of women's activism and participation in social and political movements. It will assess current efforts by various international groups of women to set terms for their own lives and to promote more profound transformations in society.

### **Sociology 218**

Introduction to Contemporary Social Problems

3 units 48 hours

Lab: 1 unit 30 hours of required Community Service

(Note: Service Learning Lab may not be transferable)

Prerequisite: English 102, Sociology 100

A theoretical and practical survey of selected social problems. Students will explore approaches for defining problems, explaining causes, and critiquing solutions. Emphasis is on generating questions rather than finding answers. In addition to classroom study, all students will be required to volunteer in a community organization whose mission is relevant to the issue(s) under consideration. Volunteer experience and resultant learning will comprise an integral part of the course. Topics will vary from term to term.

### **Spanish 101**

Elementary Spanish I

4 units 64 hours

Introduction to spoken and written Spanish, providing practice in listening, speaking, reading, writing, and grammar. Extensive utilization of cultural material and information.

### **Spanish 102**

Elementary Spanish II

4 units 64 hours

Prerequisite: Spanish 101 with grade of C or better

The second half of elementary Spanish. Students receive instruction in the four major aspects of communication: listening, reading, writing and speaking. They learn more complex sentence structure, idiomatic expressions and vocabulary. In addition, students will acquire a more advanced understanding of the language and cultures of the Hispanic world.

### **Speech 100**

Introduction to Speech

3 units 48 hours

Basic course in speech communication that emphasizes the fundamentals of extemporaneous speaking. Research, organization, reasoning, style and delivery of presentations, the role of the listener in oral communication, and understanding the audience-speaker relationship are stressed.

### **Speech 125**

Introduction to Interpersonal Communication

3 units 48 hours

Fundamental course introducing the concepts and theories of interpersonal communication. Topics include: process and functions of communication, relationship development, communication strategies, interpersonal language skills, listening and response skills and managing conflict.

### **Speech 150**

Introduction to Intercultural Communication

3 units 48 hours

Introduction to Intercultural Communication examines the basic elements of interpersonal communication and culture as the two relate to one another. Emphasis is given to the influence of culture on the interpretation of the communication act and to the communication skills that enhance cross-cultural communication.

### **Theater 200**

Introduction to Acting and Drama

3 units 48 hours

Experiential-based course which enables the student to gain a critical understanding of the art of acting and its relationship to dramatic art as a whole. Acting terminology, dramatic theory, and methods of analysis are introduced through participatory warm ups, theatre games, pair work, structured improvisations and the performance of scripted scenes.

### **Women’s Studies 100**

Introduction to Women’s Studies (Cross listed as Sociology 150)

3 units 48 hours

This is an introductory, comparative, and interdisciplinary course that surveys the diverse status of women. It will examine the ways in which race, ethnicity, class, gender, and sexuality as well as society, economy, culture, and politics shape the complex experiences of women. The course will also explore the history of women’s activism and participation in social and political movements. It will assess current efforts by various international groups of women to set terms for their own lives and to promote more profound transformations in society.

## **Academic Policies and Procedure**

### **Grades and Grade Points**

<b>A+</b>	<b>97% and over</b>	= 4 grade points
<b>A</b>	<b>93% - 96%</b>	“
<b>A-</b>	<b>90% - 92%</b>	“
<b>B+</b>	<b>87% - 89%</b>	= 3 grade points
<b>B</b>	<b>83% - 86%</b>	“
<b>B-</b>	<b>80% - 82%</b>	“
<b>C+</b>	<b>77% - 79%</b>	= 2 grade points
<b>C</b>	<b>73% - 76%</b>	“
<b>C-</b>	<b>70% - 72%</b>	“
<b>D+</b>	<b>67% - 69%</b>	= 1 grade point
<b>D</b>	<b>63% - 66%</b>	“
<b>D-</b>	<b>60% - 62%</b>	“
<b>F</b>	<b>Below 60% Failing</b>	= 0 grade points
<b>I</b>	<b>Incomplete</b>	= 0 grade points
	<i>(Incomplete units are not counted in GPA)</i>	
<b>CR</b>	<b>Credit</b>	= 0 grade points
<b>NC</b>	<b>No Credit</b>	= 0 grade points
<b>W</b>	<b>Withdrawal</b>	= 0 grade points

### **Grade Point Average**

GPA is computed by dividing the total units attempted (including units for courses repeated) into the total grade points. “Incompletes” are not included in the total course units attempted. Pluses or minuses are used to inform students about their performance, but do not impact the overall grade points. For example, a student who earns a grade of “A” in six units, “B+” in three units, “C” in three units, “D” in three units and “F” in two and one-half units would have a GPA of 2.4.

The computation is shown here:

$$\begin{array}{rcl}
 6.0 \text{ units A} \times 4 & = & 24.0 \text{ grade points} \\
 3.0 \text{ units B} \times 3 & = & 9.0 \text{ grade points}
 \end{array}$$

3.0 units C x 2 = 6.0 grade points  
 3.0 units D x 1 = 3.0 grade points  
 2.5 units F x 0 = 0.0 grade points

**Total: 17.5 units                      42.0 grade points**

**42.0 grade points ÷ 17.5 units = 2.4 GPA**

The GPA for the overall number of units attempted and overall number of grade points can be similarly computed and is called the cumulative GPA.

**Semester Credits** TransPacific courses earn semester credits with the average number of contact hours for a three-credit class being 2,880 minutes. The calendar is divided into four equal quarters of 12 weeks each. Three credit classes meet for 120 minutes of instruction twice per week.

**S A M P L E**  
**TransPacific Hawaii College**  
 5257 Kalaniana'ole Highway•Honolulu, Hawaii 96821•Phone (808) 377-5402• Fax (808) 373-9735  
 Official Academic Record

<b>Student *****</b>		College: College of Arts and Sciences	
Dates of Enrollment: April 5 <sup>th</sup> , 2004 - March 24 <sup>th</sup> , 2006		Degree Awarded: Associate in Arts, March 2006	
<i>Course</i>	<i>Grade</i>	<i>Credit</i>	<i>Grade Points</i>
<b>ESL Session 1: April 5 - June 23, 2004</b>			
ESL 10, Reading/Writing	B	All Credits Are Semester Credits	
ESL 11, Listening/Speaking	B	(3 Credits=Minimum of 48 Class Room Hours)	
ESL 12, Beginning Computer Lab	Pass		
ESL 13, Learning Resources Lab	Pass		
ESL 14, American Culture and Communication	Pass		
<b>ESL Session 2: July 1 - September 23, 2004</b>			
ESL 20, Reading/Writing	B		
ESL 50.5, Intercultural Communication	B		
ESL 21, Listening/Speaking	B		
ESL 23, Learning Resources Lab	Pass		
<b>AA Session 1: September 30 - December 17, 2004</b>			
ESL 110, Seminar in Academic Skills	B	3	9
History 175, History of the United States from 1870	A	3	12
Gen 100, General Studies	CR	1	
Library 101, Introduction to Library Skills	C	1	2
English 75, Introduction to Academic Writing	B	3	9
<b>Session 1</b>	<b>3.20 GPA</b>	<b>11</b>	<b>32</b>
<b>AA Session 2: January 3 - March 25, 2005</b>			
Philosophy 100, Critical Thinking and Logic	A	3	12
History 151, World Civilizations to 1600	B	3	9
English 100, English Composition	C	3	6
Mathematics 100, Survey of Mathematics	B	3	9
<b>Session 2</b>	<b>3.00 GPA</b>	<b>12</b>	<b>36</b>
<b>Cumulative</b>	<b>3.09 GPA</b>	<b>23</b>	<b>68</b>

<b>AA Session 3: April 4 - June 22, 2005</b>			
Biology 101, General Biology	C	3	6
Library 102, Library and Information Literacy II	A	1	4
Biology 101L, General Biology Lab	C	1	2
Speech 100, Introduction to Speech	B	3	9
Sociology 100, Introduction to Sociology	A	3	12
English 102, Research Writing	A	3	12
	<b>Session 3</b>	<b>3.21 GPA</b>	<b>14</b>
	<b>Cumulative</b>	<b>3.14 GPA</b>	<b>37</b>
<b>AA Session 4: June 30 - September 21, 2005</b>			
Social Science 100, Global Studies	A	3	12
English 210 (WI), English Composition/Critical Writing	A	3	12
Spanish 101, Elementary Spanish	B	4	12
Mathematics 200, Elementary Statistics	A	3	12
	<b>Session 4</b>	<b>3.69 GPA</b>	<b>13</b>
	<b>Cumulative</b>	<b>3.29 GPA</b>	<b>50</b>
<b>AA Session 5: September 29 - December 16, 2005</b>			
Spanish 102, Elementary Spanish	A	4	16
Speech 125, Intro. To Interpersonal Communication	A	3	12
Communication 101, College Newsletter Production	A	3	12
Geography 110, World Regional Geography	B	3	9
	<b>Session 5</b>	<b>3.77 GPA</b>	<b>13</b>
	<b>Cumulative</b>	<b>3.39 GPA</b>	<b>63</b>
<b>AA Session 6: January 3 - March 24, 2006</b>			
History 152, World Civilizations from 1600	B	3	9
Computer 100, Computer Literacy & Applications	A	3	12
Sociology 150, Women's Studies	B	3	9
Astronomy 100, Introduction to Astronomy	B	3	9
	<b>Session 6</b>	<b>3.25 GPA</b>	<b>12</b>
	<b>Cumulative</b>	<b>3.36 GPA</b>	<b>75</b>

*\*\*Member Phi Theta Kappa International Honor Society*

---

I certify that this information is correct.

\_\_\_\_\_  
 Rachel Fukumoto  
 Vice President, TransPacific Hawaii College

April 23, 2007  
 Date

## Final Examinations

Final examinations are held at the end of each session in all courses. Permission to be absent from a final examination is granted only under exceptional circumstances. The instructor must approve the request to be absent and the work must be made up prior to a grade for the course being issued. Final examination dates are listed in the Academic Calendar.

## Reporting of Grades

The grade reports for the AA classes are disseminated to students after final exams. ESL students receive grade reports once each twelve-week session.

## Change of Grade

A change of grade is permitted only in cases of instructor error in the computation of the final grade. Grades cannot be changed by submitting additional work after the semester is completed.

## Academic Renewal

A. The purpose of the academic renewal is to disregard student's previously recorded substandard academic performance, when such work does not reflect their currently demonstrated ability. Academic renewal encourages students to continue efforts toward their educational objectives. Therefore, academic renewal allows

students the benefits of their current level of ability and performance and does not permanently penalize them for poor performance in the past.

- B. Students who wish to request academic renewal must petition the President. Academic renewal will be applied only under the following conditions and with the following limitations:
  - 1. Academic renewal may be requested for up to 15 units of previous unsatisfactory course work in which grades of “D”, “F”, or “NC” have been recorded. The course work for which the renewal is requested must be identified in the application and must be recorded in no more than two consecutive semesters in each of which the student’s semester grade point average (GPA) was below 2.0
  - 2. Prior to the application for academic renewal, a period of at least two years must have elapsed subsequent to the semesters for which renewal is requested, during which period the student must have completed 15 units with a GPA of at least 2.5 or 30 units with a grade point average of at least 2.0.
  - 3. Academic renewal may only be granted once.
  - 4. Academic renewal is irreversible.
- C. It is highly recommended that currently enrolled students discuss educational objectives with an academic advisor and develop an appropriate Educational Plan.
- D. Academic renewal granted by TransPacific Hawaii College does not guarantee that other institutions will approve or honor such actions. The determination will be made by the respective transfer institutions.
- E. Effect of Academic Renewal on the Academic Record
  - 1. When a student is granted academic renewal for a class, the student’s permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a complete and true record of all academic work.
  - 2. Course work approved for academic renewal will not apply toward an AA degree.
  - 3. GPA computation for graduation with honors and other awards uses all work including course work approved for academic renewal.

### **President’s Honor Roll**

The President’s Honor Roll, announced at the end of each session, recognizes students who have maintained high standards of scholarship through earning a 3.60 GPA or higher. Students graduating with honors are recognized at the graduation ceremony.

### **Incomplete Grades**

A student may be awarded the grade of “I” (Incomplete) only under exceptional circumstances. The “I” grade signifies that the student has enrolled and has attended classes throughout the school term, only a minimal amount of the course work has been completed in the prescribed time period due to unforeseen (but fully justified) reasons, and there is still a possibility of earning credit.

Incomplete work not made up within one year will be assigned the default grade recorded by the instructor.

### **Course Attendance Policy**

Students are expected to attend courses every day as scheduled and are responsible for course work whether present or not. Students absent twice must meet with the A.A. coordinator for academic advising. Multiple absences will result in a lower grade. Lab attendance or absence will be counted in the corresponding classes. Students with six or more absences will not pass a course, regardless of the reason for the absences.

### **Deficiency Notification**

This form notifies students when they are at risk of failing a class. Students must immediately make an appointment with their instructor and academic advisor to discuss strategies for improvement. Students will receive deficiency notices at midterm if their performance is below the grade of C.

### **Failing a Course**

If a student receives a failing grade in a course, the student may retake it. The course may be retaken at TransPacific Hawaii College if it is offered during a subsequent session and fits into the student's schedule. The student may also retake an equivalent course at a local community college if it is not offered in a subsequent session at TransPacific Hawaii College. The student may elect to graduate without taking the course and enter the transfer institution at less than junior status.

### **Academic Probation**

At the conclusion of each session, the academic records of all students are reviewed by the President and the AA program coordinator(s). Students whose work does not meet the requirements of a Grade Point Average of 2.0 or better are placed on academic probation and must meet with an academic advisor.

Students will be placed on probation if their session GPA is below 2.0. Students on probation for two consecutive sessions will be asked to leave the college.

### **Repetition of a Course**

- A. All courses taken at TransPacific Hawaii College for which substandard academic performance is recorded (D,F, NC), may be repeated once for credit.
- B. Repeated courses must be available in the course schedule and must have seat space available to accommodate students who wish to repeat. Students who have not taken the course previously will have registration priority.
- C. The most recent grade earned will determine the grade points earned. Additional units attempted will not be recorded unless the most recent grade is higher than the previous grade.

### **Credit/No Credit**

Some courses at the college are offered for Credit/No Credit. Credit (CR) is equivalent to "C" grade or better. Units earned by students who receive a Credit (CR) are recorded on the transcript, but the cumulative Grade Point Average (GPA) is not affected.

A student may choose to take CR/NC in the courses that allow it until the end of the fourth week of a session.

### **Change in Requirements**

Students who do not remain in continuous enrollment are subject to all academic policies and requirements as stated in the college catalog in effect at the time the student re-enrolls.

### **Withdrawal from a Course**

Students may withdraw from a class prior to the third week and receive no notation on their transcript. If they withdraw from the third to the seventh week, they will receive a grade of “W”. A “W” grade carries no connotation of quality of student performance and is not used in the calculation of grade point average. After the seventh week of instruction, no withdrawals are permitted except for unusual or extenuating circumstances beyond the control of the student. These withdrawals require the consent of the AA program Coordinator and the President. Careful attention must be given to the total number of credits due to visa issues.

If a student does not officially withdraw, an “F” or “NC”, as appropriate, will be awarded by the instructor in place of a passing grade.

### **Withdrawal from College**

If a student withdraws from the college before the end of the third week of a session, courses will not be listed on the transcript. When withdrawal from the college occurs between the end of the third week and the end of the seventh week, the student receives a “W” (for Withdrawal) for the courses in which they were enrolled. After the end of the seventh week, the grade will be determined by the instructor.

### **Leave of Absence**

Any student may elect to take a leave of absence from the College during any session up to the end of the seventh week of classes. With a leave of absence, a student elects to stop all course work and return to his/her home country with the intention of returning to the College after a period of time. Through the end of the third week of classes, no grade will be recorded on the student’s transcript for that session. If the leave occurs between the end of the third week and the end of the seventh week, a grade of W (withdrawal) will be recorded on the transcript. Students seeking such a leave must formally apply for the leave through the Program Coordinator, Chief Financial Officer and the President of the College. Up through the seventh week, a leave of absence may be taken with no reason given. When the student returns he/she will repeat the session during which the leave of absence was taken. If the student is in ESL, the session will not count against the three-session maximum as described in the College Catalog under “ESL Performance.”

Following the end of the seventh week, a Leave of Absence will only be granted for extreme, emergency situations. Documentation of the reason for the leave of absence request will be substantial. In the event of a medical problem, a doctor’s written statement will be required stating that the student is unable to finish the session due to medical reasons. If the student is in ESL, the session will count and the student will have to repeat the session (only if they are eligible). If the student is in AA, an

incomplete grade will be given and the student will have one year in which to make up the missed work and finish the class. If the incomplete is not removed by the end of a one-year period, the incomplete will automatically become an F. Exceptions to these policies can only be granted by the President and will only be given under extreme circumstances.

### **Returning Students**

The readmission of any student who has previously withdrawn is at the sole discretion of the President.

### **English Language Policy**

Students who enroll in TransPacific Hawaii College do so out of a desire to become fully bilingual and then to use the English language skill to study at an American institution. It is in the students' best interest to move into using English as soon as possible. In order to accomplish this task, TransPacific has a policy for the usage of English that is called **English First**. It is designed to promote the use of English on the campus without being punitive.

Using **English First**, the following practices will be a part of the culture of the college:

1. All formal business by students and staff is to be conducted in the English language, e.g. assemblies, student organization meetings, college committees, classes, etc.
2. All posters, signs and announcements are to use the English language, with efforts being made to use correct English language.
3. In public settings, bilingual staff are requested to use the English language.
4. In private meetings between a student and bilingual staff, or in special situations, the staff and students are requested to use English first, and then if necessary for understanding, move into the second language.
5. Students are requested and encouraged to use English first in their interpersonal communications, particularly while on campus.

## **Graduation Requirements**

### **Unit Requirement**

A minimum of 60 semester units in courses numbered 51-299. Courses numbered 1-50 are not applicable to the Associate Degree. Transfer courses are numbered 100-299.

### **General Education Requirement**

A minimum of 49 units of General Education courses must be completed for graduation.

### **Scholarship Requirement**

Students must achieve a minimum cumulative GPA of 2.0 ("C") or better in graded units that the college accepts toward a degree.

### **Elective Courses**

Completion of 11 units (exclusive of any other units offered in satisfaction of the

Associate Degree requirements) in the Liberal Arts are required.

### **Proficiency Requirement**

Mathematical proficiency is determined by a passing grade of “C” or better in Math 100, Math 125, Math 150 or Math 250. English proficiency is determined by a passing grade of “C” or better in the English Composition (English 100) course.

### **Graduation**

There is a formal college graduation ceremony held once a year at the end of the winter session for TransPacific students completing their studies in Hawaii. All graduates are invited to attend graduation along with their friends, relatives, and host parents. Students will be mailed official diplomas after the graduation ceremony.

Students who graduate in other sessions prior to the formal graduation may choose to return to the college for the graduation ceremony.

A student who will graduate at the end of the spring or summer session may participate in the ceremony. Students who graduate at the end of the fall session will participate in the next year’s ceremony.

Graduation does not necessarily entitle the student to enter a four-year college or university. Only students who complete the necessary requirements of the college to which they intend to transfer and who complete appropriate applications and who meet other admission standards may transfer to a four-year college. The receiving college makes the final determination regarding admission of a student and acceptance of transfer units.

## **Center for Transfer Advising**

### **Student Records/Transcripts**

All information relating to a student’s academic career is kept in the Student Records Office on the second floor of the administration building. Grades, TOEFL scores and other information are maintained in a computer database. The Student Records Office generates grade reports and transcripts. Students may review their academic records or request transcripts for transfer colleges or prospective employers.

### **Academic Advising**

Academic Advising for ESL students is provided by the ESL Coordinators. Academic Advising for AA students is provided by the AA Coordinator for faculty and students.

### **Center for Transfer Advising (CTA)**

TransPacific Hawaii College provides transfer advising and assistance to students through the Center for Transfer Advising (CTA). Choosing a college, determining the major and obtaining information about that major is the primary responsibility of the student. However, advisors at the center will assist students with completing application

materials and interpreting major requirements. Students are encouraged to use the services of the center and are required to schedule an appointment with an advisor no later than the end of their third AA term.

### **Center for Transfer Advising Staff**

Shungo Kawanishi

Transfer Advisor/Vice President for Global Affairs

Richard Crandall

Transfer Advisor

Heather Simmons

Transfer Advisor

### **Transfer Institutions**

TransPacific students are being accepted for transfer to many fine colleges and universities including:

#### USA

Alliant International University

Arizona State Univ.

Bemidji State Univ.

Bridgewater Univ.

Brigham Young Univ.

California State Univ.

(Fresno, Hayward, Long Beach, Los Angeles, Sacramento, San Diego, San Francisco)

City Univ. of New York

(Hunter, Queens, Baruch, Brooklyn)

College of Charleston

College of William and Mary

Colorado College

Colorado State Univ.

Design Institute of San Diego

Eastern Washington Univ.

Eckerd Univ.-Florida

Eastern Michigan Univ.

Eastern Oregon Univ.

Embry-Riddle Aeronautical Univ.

Fashion Institute of Technology

Florida International Univ.

Florida State Univ.

Florida Institute of Technology

Golden Gate Univ.

Hawaii Pacific Univ.

Indiana Univ. Bloomington

James Madison Univ.

Goldey-Beacon College

Maryville College

Michigan State Univ.

Mills College

Monterey Institute of Int'l Study

Niagara Univ.

Northern Arizona Univ.

Northern Missouri Univ.

College of Notre Dame

Oregon State Univ.

Ohio State Univ.

Pennsylvania State Univ.

Rutgers Univ.

Shippensburg Univ.

Smith College

Southern Illinois Univ.

Southern Oregon Univ.

State Univ. of New York

Suffolk Univ.

Univ. of Arizona

Univ. of California

(Berkeley, Santa Barbara, Santa Cruz, Irvine, Davis)

Univ. of Central Florida

Univ. of Colorado

Univ. of Georgia

Univ. of Hawaii at Manoa

Univ. of Illinois at Chicago

Univ. of Iowa

Univ. of Massachusetts,  
Amhurst

Univ. of Massachusetts,  
Lowell

Univ. of Minnesota

Univ. of Nebraska, Lincoln

Univ. of Minnesota

Univ. of New Mexico

Univ. of Northern Illinois

Univ. of North Carolina

Univ. of North Texas

Univ. of Nevada

(Las Vegas, Reno)

Univ. of Oklahoma

Univ. of Oregon

Univ. of Rhode Island

Univ. of San Francisco

Univ. of South Florida

Univ. of Southern Illinois

at Carbondale

Univ. of Texas at Austin

Univ. of Tennessee

Univ. of Utah

Univ. of Washington

Univ. of West Florida

Univ. of Wisconsin, Madison

Washington State Univ.

Western Michigan Univ.

Western Oregon Univ.

#### AUSTRALIA

James Cook Univ.

Univ. of Queensland

#### CANADA

Simon Fraser Univ.

Univ. of Alberta

#### JAPAN

Civil Aviation College

Ehime University

### BRITAIN

Oxford Brooks University  
Univ. of Birmingham  
Univ. of Surrey  
Univ. of Portsmouth  
Univ. of Westminster

Univ. of British Columbia  
Univ. of Calgary  
Univ. of Toronto  
Univ. of Victoria

Kansai University  
Kansai Gaidai University  
Kobe College  
Kwansei Gakuin Univ.  
Nagasaki University  
Obirin University  
Oita University  
Osaka Univ. of Foreign Studies  
Osaka Prefectural Women's U.  
Ritsumeikan University  
Ritsumeikan Asia Pacific Univ.  
Shimane University  
Sophia Univ.  
Tokyo Univ. of Foreign Studies  
Tezukayama Gakuin

### Library

The TransPacific Hawaii College Library serves the college as a gateway to the world of information resources. The library has a collection of 2,000 print and non-print items that support the curriculum. Up-to-date technology allows library access to virtual information anywhere in the world. The library has computer access to information databases through high-speed Internet connections. Multi-media information on DVD and CD-ROM are also available.

Students have convenient access, across the street from the college, to the Hawaii State Library holdings with over one million adult non-fiction titles. An approximate thirty-minute bus ride to the University of Hawaii campus is a regular trip for many students writing research papers. An agreement with the UH Library provides the TransPacific student with borrowing privileges to this large collection. The UH library has over 2 million volumes and more than 38,000 periodicals.

The TransPacific Library is user-oriented, with individual carrels, a reading corner, open stacks and computers to access information. Library services include reference assistance as well as instruction in library use, search strategies and computers to support student and faculty research.

### Computer Lab

The Computer Lab provides computers, software, classroom instruction, and support to all academic users within the TransPacific Hawaii College community.

All students have access to the facilities whether or not they are enrolled in a course requiring the use of the computer. Training is offered in the ESL program on topics ranging from introductory keyboarding and word processing to using electronic mail and searching the World Wide Web. Specialized workshops are also developed as the need

arises.

Although computers are available, they may not always be accessible when students need them. Therefore, the college recommends that students purchase laptop computers for their individual word processing needs.

### **Learning Resources Lab**

The TransPacific Learning Resources Lab is a place for students to practice and improve their listening/speaking skills.

The lab is equipped with computer stations, audio-cassette recorders, TV/VCR and a DVD player. Videos in DVD format are provided to increase listening/speaking skills. New videos are continually being acquired for student use.

Students in the ESL program are required to spend an hour a day in the Learning Resources Lab to enhance pronunciation, listening comprehension, speaking ability, and TOEFL test-taking skills.

### **Tutoring Program**

The Tutoring Center provides free, individualized tutoring assistance to ESL and AA students. Tutoring Center staff members assist students in developing their English and academic skills in many areas including, but not limited to, written work, reading, oral presentations, conversation practice, pronunciation and adjustment to American college life.

## **Student Life and Services**

### **Student Services Center**

The Student Services Center provides the following services at TransPacific Hawaii College.

- Immigration Services
- Student Housing
- Student Government Advising
- Club Activity Coordination
- Service Learning Center

### **Student Services Staff**

Karl Kinoshita

Director of Immigration and Housing Affairs

Jeff Anderson

Director of Student Activities

Sharon MacQuoid

Director of Service Learning Center

The Student Services Center is open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Students have access to computers. The Center is also used for student assemblies, student mail, college-wide parties, and various other student gatherings.

## **Service Learning Center**

Students report that volunteering in the Honolulu community helps them communicate with local people and improve their English speaking ability as they help those in need. Approximately 82 percent of the student body is involved in volunteering. TransPacific students have contributed more than 20,000 hours of service, and more than 126 students have received the Presidential Award from the President of the United States since 2002. Information about service opportunities is available at the Service Learning Center.

## **Student Activities**

Through participation in Student Government, clubs, and student activities, TPHC students are exposed to a wide variety of co-curricular opportunities. These new experiences develop leadership, problem-solving, critical thinking and social skills while fostering a sense of belonging and providing a social, recreational, and physical balance to academic life. This participation also instills a sense of college community and camaraderie.

## **Student Organizations**

### **Student Government**

The goal of Student Government is to provide the student with practical knowledge of how society works as a whole and to instill critical thinking skills as well as social skills necessary to be a responsible individual. Student Government also prepares members for any future organizational and committee involvement at a four year institution, or later in life, by providing a basic understanding of committee protocol, rules and etiquette by the introduction and use of Robert's Rules of Order. Members acquire hands on knowledge and skills in the areas of budgeting, evaluating programs, public relations, advertising, planning, meeting deadlines, brainstorming, campaigning, and crisis management.

Student Government addresses issues of concern to all students, meets regularly with the college administration and funds various student activities on campus. A co-curricular program of the college, it serves as an opportunity for students to develop leadership skills and participate in the democratic process. These activities provide a cultural, social and recreational use of free time in a cooperative setting.

Some of the annual traditional events that Student Government has historically organized include Sports Day, Summer Camp, and Halloween festivities. Students also nominate and hold annual Student Government elections in November. The newly elected officers take office in April.

### **Clubs**

At TPHC joining a club is greatly encouraged. Being a member of a club serves as an opportunity for students to develop leadership skills and participate in and learn the organizational decision making process. These activities provide a cultural, social and recreational use of free time in a cooperative setting. Other benefits include:

- giving students an opportunity to socially interact outside of the classroom;
- offering students who get involved the opportunity to learn how to get things done and see a project through from start to finish;
- allowing students the opportunity to make new friends through club participation;
- providing a network of social and professional contacts that will possibly benefit students for the rest of their lives;
- providing opportunities for students to get involved with community service projects;
- giving students a chance to learn new skills and undergo new experiences.

The following clubs are currently active:

Badminton Club	Baseball Club	Chess Club
English Club	Hula Club	Men's Indoor Soccer Club
Media Club	Men's Basketball Club	Music Club
Tennis Club	Women's Basketball Club	Women's Soccer Club
Volleyball Club		

More than 90% of the student population has been involved in a club activity. Clubs meet once a week for two to three hours. Each club must have at least five members and have a faculty/staff advisor in order to be recognized as an official club eligible for support funds and practice areas.

#### Phi Theta Kappa Honor Society

TransPacific Hawaii College is home to the Beta Kappa Phi chapter of Phi Theta Kappa, the international honor society of the two-year college. Members of the honor society strive to develop leadership, scholarship, fellowship, and service at their college and in their community.

#### **Health Services & Overseas Insurance**

The college staff headed by the Director of Immigration and Housing Affairs will refer students to appropriate health services. Students are encouraged to go to the doctor on their own. All Students should carry their health insurance card and a copy of passport at all times. If students are unable to take the bus, a cab can be called for them to get to the doctor. If students are severely sick, call 911.

Students are required to enroll in an overseas insurance program written in English prior to their arrival in the United States. A proof of such insurance must

be presented to college officials upon acceptance to the college.

### **Housing & Host Families**

The Director of Immigration and Housing Affairs assists students in finding appropriate housing by arranging for interviews and appointments with host families.

The host family program supports the mission of the college by providing students with international experiences to help them foster multicultural awareness. It provides each student with the opportunity to develop and use their English in real-life settings outside of the classroom and to gain a well-rounded understanding of international culture in Hawaii. By requiring each student to live with a host family for their first year, the program introduces them to daily family life in America and encourages them to function independently and responsibly. With placement, orientation and assistance from the program, the student can form interpersonal relationships with people of other cultures and progress to becoming a global person.

All host families are interviewed by the Director of Immigration and Housing Affairs, or a faculty housing liaison assistant. The college considers the host family experience an integral part of the learning program.

College arranged hotel accommodations may be necessary for new students until host family placement occurs. In most cases, host families will be arranged within the first two weeks of instruction. Specific policies of the host family program will be presented upon arrival into Honolulu.

### **Vacations**

Vacation homestays are available during session breaks. Arrangements with host families for room and board on the mainland U.S. and other countries can be made by the International Hospitality Center of Honolulu. During the Christmas break, arrangements may also be made by the Christmas International House, a mainland U.S. organization affiliated with the Presbyterian Church. Contact the Director of Immigration and Housing Affairs if you are interested.

### **Immigration**

The U.S. Immigration and Naturalization Service (INS) requires that the college have on file proof of financial support before the I-20 documentation needed to obtain a visa can be issued. The INS also requires the college to have on file, the current resident address of all current students.

College publications provide students with information regarding U.S. Immigration and Naturalization Service requirements and TransPacific procedures to implement these requirements. The Director of Immigration and Housing Affairs is available to assist

students with all immigration and travel issues.

### **Student Rules of Conduct**

- A. Students must be honest in their intellectual life. Dishonest behavior includes cheating, plagiarism, or knowingly furnishing false information to the college.
- B. Students may not forge or alter official college documents.
- C. Students may not obstruct or disrupt teaching; administration, disciplinary procedures, college activities, or other authorized activities on the college campus.
- D. Students may not physically or verbally abuse any person on college owned property or engage in conduct, which threatens or endangers the health and safety of such persons.
- E. Students may not engage in behavior that threatens the safety of others in the college environment.
- F. Students may not steal or damage college property or property belonging to another student, an employee or visitor to the college.
- G. Students may not smoke in areas of the college campus where smoking is prohibited.
- H. Students may not use facilities or supplies without authorization.
- I. Students may not use, possess, sell or distribute narcotics, hallucinogenic drugs or substances, alcohol or any poison on college property or at any college sponsored event or appear on campus after illegal use of narcotics, dangerous drugs or intoxicants.
- J. Students may not possess indecent or obscene material or engage in indecent or obscene conduct on college owned property.
- K. Students may not be disruptive, exhibit habitual profanity or vulgarity, or engage in open and persistent defiance of authority.
- L. Students may not possess or use a deadly weapon or threaten persons with such a weapon on college property.
- M. Students may not assault or engage in any form of violence against another student(s) or college staff.
- N. Students may not engage in sexual assault or related physical abuse.
- O. Students must observe precautions that the college deems necessary to ensure the safety of everyone on the college campus.
- P. Students may not operate or park a motor vehicle on the college campus. The college strongly recommends that students do not bring a motor vehicle to Hawaii or purchase one while a student at the college..
- Q. Students must live in a host family for the first year of their program at TransPacific Hawaii College.
- R. A student who is charged with a violation of law may also face appropriate disciplinary action at the college.

### **Disciplinary Procedures**

The following forms of discipline may be imposed by college officials on a student who

is guilty of misconduct:

- A. *Reprimand*: Statement that a student's conduct in a specific instance does not meet college standards and that continued misconduct may result in a more serious disciplinary action. This may be delivered verbally and/or in writing.
- B. *Probation*: Official notice that the student found in violation of the college standards may continue to be enrolled under stated conditions, violations of which may be cause for more serious disciplinary action.
- C. *Restitution*: Reimbursement for damage to or misappropriation of property that may take the form of appropriate service to repair or otherwise compensate for damages. Restitution may be imposed in combination with any other penalty.
- D. *Suspension*: Denial of the right to attend a particular class or all classes for a specific length of time.
- E. *Expulsion*: Removal from the college by the President of TransPacific Hawaii College for an indefinite period of time. Includes loss of all college privileges, including the grade of Fs in all courses in which currently registered, and the privilege of entering any portion of the campus except by written authorization from the President. Expulsion can be imposed only by the President. Re-admission is contingent upon approval by the President.
- F. *Appeals*: If a student believes they have been wrongly accused, they have the right to appeal an action through a written notification to the President. In this action, the student is encouraged to seek the advice of a member of the faculty or staff. Following an appeal, the decision of the President is final.

## **Grievances and Due Process**

### **A. Notice of Discipline**

1. *Charges*: Disciplinary charges may be initiated against a student by another student, staff member or a non-campus person. A complaint must be in writing, signed and presented to the counselor or advisor who may also initiate disciplinary action on behalf of the college.
2. *Notice*: A student charged with misconduct shall be given notice in person or by certified return receipt mail to meet with the counselor or advisor at a specific time, date, and place for a conference regarding a charge of misconduct. In the case of a minor student, such notice shall also go to the parent or guardian.

Failure on the part of the student to meet with the counselor or advisor as requested may result in a decision being made in the student's absence, and the student will be notified of this decision by certified return receipt mail or in person. Processing of all student records, registration and transcript detail may be held in abeyance until the student complies with a Notice to Appear.

3. *Conference with the counselor or advisor*:
  - a. The student shall discuss the charges with the counselor or advisor and be given a written statement of the charges.
  - b. The student shall be asked to make a written response to the charges within two school days.
  - c. The counselor or advisor shall inform the student of the decision with

respect to the charges and recommended disciplinary action. If requested by the student, a date and time shall be set for another meeting for further discussion of the recommended disciplinary action. The student may request the presence of a faculty/staff to assist in understanding the charges and actions to be taken..

- d. The counselor or advisor may:
- 1) dismiss the charges
  - 2) reprimand the student
  - 3) order restitution
  - 4) recommend probation to the President
  - 5) recommend suspension to the President
  - 6) recommend expulsion to the President
- (Note: The student has the right to make a written appeal to the President if he/she disagrees with the recommended disciplinary action.)

**B. Suspension by a Faculty Member:**

A faculty member may suspend a student from class for a definite period regardless of the length or type of class.

Prior to suspension, the faculty member shall meet with the student, inform him/her of the cause of the suspension and allow the student to present his/her side of the matter. The student may request the presence of a faculty/staff to assist in understanding the charges and actions to be taken. The faculty member shall inform the counselor or advisor who will inform the parents of the student, if the student is a minor. Prior to suspension, the faculty member will meet with the President or designee to explain the reasons for the proposed action.

**C. Suspension by the President:**

1. If the counselor or advisor recommends suspension from the college, he/she shall notify the student of the student's right to a hearing before the President and specify the time and place of the hearing. The student may, in writing, waive his/her right to a hearing.
2. The President shall conduct the hearing at which the counselor or advisor shall present the basis for his/her recommendation of suspension and the student shall present his/her defense. The student may request the presence of a faculty/staff to assist in understanding the charges and actions that may be taken.
3. The President may dismiss the charge or impose one or more of the following sanctions:
  - a. a reprimand of the student
  - b. an order for restitution
  - c. an order for probation
  - d. suspension of the student
4. The President may suspend a student for the period prior to the hearing to protect lives or property and to ensure maintenance of order provided that the hearing is to be held within ten (10) days after the suspension is imposed.
5. If the suspension of a minor is ordered by the President, he/she or his/her designee shall notify the parent or guardian in writing by certified return receipt mail.

#### **D. Expulsion by the President**

If expulsion is recommended, the counselor or advisor shall notify the student of his/her right to a hearing before a Board of Review and the need to request a hearing in writing addressed to the President. The student may request the presence of a faculty/staff to assist in understanding the charges and actions that may be taken:

1. *Composition:* The Board of Review shall be composed of two (2) instructors and one (1) administrator appointed by the President, the President of the Student Government, and one (1) student who is not a member of the Student Government.
2. *Jurisdiction:* The Board of Review shall review a disciplinary recommendation of expulsion only upon written request of the student for whom expulsion is recommended. The finding of this review shall be communicated by the Board of Review Chairperson to the President in the form of a recommendation to uphold or lessen the disciplinary action recommended. The Board of Review is not a court of law but is a lay body whose sole function is to investigate, reach a conclusion, and make a recommendation to the President.
3. *Action:* Following careful review of the recommendations of the Board of Review, the President shall make a final determination.

#### **E. Special Procedures for Plagiarism**

Plagiarism is the appropriation of the whole or a part of an author's work without appropriately paraphrasing, summarizing or quoting directly and citing the source. Plagiarism includes the use of an author's ideas, phrasing and/or organization. Examples of plagiarism include reproducing, in whole or part, a published article, a chapter of a book, a paper from a friend or text from an internet source. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that a student submits as his or her own. The college employs Turnitin.com as an aid to instruction about plagiarism and as a tool to identify instances of plagiarism.

If plagiarism is suspected, the burden of proof lies with the student who may be asked to produce notes or prior drafts of the work in question. If there is still a question, administrative action may be initiated.

The deliberate use or reproduction of the words or statements of another as one's own without proper citation, is a serious violation of academic standards and the college code of conduct. Plagiarism will be consistently dealt with within a course and within the college as a whole.

If instructors determine that a student has committed plagiarism, they may require the redoing of the work, or may give the student a failing grade on the assignment and not allow the redoing of the work. Special care should be taken by the instructor to be certain that the student understands clearly the nature of the problem and the student's responsibility in submitting work under their name.

If an instructor finds cases of very extensive, deliberate plagiarism or if there are multiple incidents involving the same student, the instructor should notify their respective

coordinator. Following discussion of the particulars of the case, the coordinator and instructor will make a decision as to whether a formal charge of plagiarism needs to be made against the student.

If there is a formal charge against the student, an academic disciplinary committee will be formed within two weeks of the charge. The committee will consist of three full-time college personnel (at least two faculty) appointed by the president, giving preference to faculty who have not previously had the student (if possible).

Following consultation with a counselor or advisor, the student may request a non-involved faculty member to act as an advocate for the student as well as facilitating communication between the student and the committee.

At a meeting of the committee, the instructor bringing the charge of plagiarism will first describe the incident(s) to the committee and the student and his/her advocate. The student will then respond to the accusation in the absence of the accusing instructor. Following private discussion, the committee will recommend to the president an appropriate course of action, which may include:

- Dismissal of the charges
- Academic probation
- Addition of an incident report to the student's permanent file
- Academic suspension
- Expulsion from the college

The president will consider the recommendation and render a judgment. If the student wishes to appeal the president's decision, the student and advocate may then present the case to a called meeting of full-time faculty. Following the presentation, the full-time faculty will present a recommendation to the president who will then make a final, binding decision.

#### **F. Grievance Procedure:**

The college recognizes the right of students to challenge a decision by the college or a course grade for any course taught at TransPacific. Prior to challenging, a student must have discussed the issue with the individual making the decision or the course instructor. If there is not agreement and the student wishes to challenge, then he/she is required to file a written grievance with the President in the form of a personal essay stating the nature of the grievance, the pertinent details and steps already taken to seek satisfaction. The President may request a rewrite or further information before acting on the grievance.

Following the receipt of a grievance, the President will ask a member of the college staff to act as an ombudsman and examine the complaint through discussing the issue with the student and with the involved college personnel. If the college personnel wishes to change the decision or the student acknowledges that the decision is acceptable, the complaint is dismissed and a notation by the ombudsman of the outcome is attached to the grievance with a copy to the president, the instructor and the student.

Following the discussion, if either the college personnel or the student is not satisfied, an

appeal can be made to the President who will appoint a Grievance Committee composed of at least two instructors and a student. The committee will hear testimony from the student, the involved personnel and the ombudsman and will:

- Request further information in order to continue deliberations;
- Uphold the original decision; or
- Decide in favor of the student that the decision was not warranted and recommend to the involved personnel that a change should be made accordingly and the same reported to the President. It should be noted that in the case of a course grade, the instructor of the course is the only individual who can change a grade for the course.

The committee's decision will constitute a final decision.

## **Board of Trustees**

### **Eiko Tanimoto**

Chairperson of the Board of Trustees, TransPacific Hawaii College  
Vice Chairperson of the Board of Trustees, Kansai Gaidai University  
LHD Hon., Morningside College  
LHD Hon., Pacific University  
D.H.C. Universidad Tecnologica de Santiago (Republica Dominicana)

### **Yoshitaka Tanimoto**

Trustee, TransPacific Hawaii College  
M.A. Laws, Doshisha University  
B.A. Laws, Doshisha University

### **Karl J. Kinoshita**

Trustee, TransPacific Hawaii College  
M.A. Asian Studies, University of Hawaii at Manoa  
B.A. Buddhism, Koyasan University

## **Advisory Council**

### **Yoshiharu Satoh, Chair**

B.A. Laws, Tokyo University

**Wayne Iwaoka**

Post-Doctoral Position in Analytical Food Toxicology, Massachusetts Institute of Technology  
Ph.D. Food Chemistry, University of Illinois  
B.S. Soil Science, University of Hawaii at Manoa

**Blair Odo**

Ph.D. University of Oregon  
M.Ed. University of Hawaii at Manoa  
B.A. University of Hawaii at Manoa

**Patricia Pedersen**

M.Ed. University of Hawaii at Manoa  
B.Ed. University of Hawaii at Manoa

**Administration**

**John M. Norris, President/Chief Executive Officer**

Ph.D. Educational Curriculum and Instruction, Texas A&M University  
M.Ed. Science Education, The University of Texas at Austin  
B.S. Biology, Southwest Texas State University

**Donna A. Prather, Vice President for Academic Affairs, Chief Academic Officer,  
Professor**

M.A. English as a Second Language, University of Hawaii at Manoa  
M.U.S. Urban Studies, Old Dominion University  
B.A. French, University of Louisville  
B.A. Teaching English as a Second Language, Hawaii Pacific University

**Shungo Kawanishi, Vice President for Global Affairs, Professor**

Ph.D. Political Science/Industrial Sociology, University of Georgia  
M.A. Political Science/Global Policy Studies, University of Georgia  
B.A. Political Science, Keio University

**Rachel Fukumoto, CPA, Vice President for Administrative Services, Chief Financial**

**Officer**

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

**Leayne Downing, Administrative Assistant, President's Office**

M.A. French Literature and Language, University of Hawaii at Manoa

B.A. French Literature and Language, University of Hawaii at Manoa

**Douglas Masada, Executive Assistant, Vice President for Academic Affairs,  
Language Resource Laboratory Support/Classroom/Audio/Video Technician**

**Michiyo Nakayama, Consultant**

B.A. Philosophy, Keio University

B.A. Economics, Keio University

**Student Services**

**Yue-Ching (Petra) Chen, International Admissions-Taiwan**

Ph.D. Educational Psychology, Loyola University, Chicago

M.Ed. Community Counseling, School Administration & Supervision, Loyola  
University, Chicago

M.Div. Pastoral Theology, Fu-Jen Theologate

B.A. Philosophy, Fu-Jen University

**Miki Karukaya, Psychological Counselor**

LSW, QCSW, CSAC

M.S.W. University of Hawaii at Manoa

B.A. Nanzan University

**Karl J. Kinoshita, Director of Immigration and Housing Affairs**

M.A. Asian Studies, University of Hawaii at Manoa

B.A. Buddhism, Koyasan University

**Akiko Tyler, Director of International Services**

B.S. Travel Industry Management, University of Hawaii at Manoa

A.A. Kansai Gaidai Hawaii College

**Saowapha Wethi, International Admissions-Thailand**

M.S. Information Systems, Hawaii Pacific University

B.A. Industrial Management, Rangsit University - Thailand

**Academic Support**

**Richard Crandall, Transfer Advisor, Associate Professor**

M.A. Psychology, Western Michigan University

B.A. Psychology, English and Education, Lawrence University

**Nicole Ernst, Director of Tutoring Center, Assistant Professor**

M.A. TESL, Hawaiian Pacific University

B.A. Anthropology, Hawaiian Pacific University

**Carl Feucht, Assistant Librarian**

M.S. Library and Information System, University of Hawaii at Manoa

B.S. Tropical Agriculture, University of Hawaii at Hilo

**Roderick Gammon, Institutional Research Consultant**

Ph.D. East Asian Languages and Literatures (Chinese) University of Hawaii at Manoa

M.A. East Asian Languages and Literatures (Chinese) University of Hawaii at Manoa

M.A. Eastern Classics (Classical Chinese) St. John's College, New Mexico

B.A. Asian Studies and Philosophy St. Andrews Presbyterian College, North Carolina

**Maiko Kawanishi, Book Store Manager, Tutor**

B.A. European History, University of Michigan, Ann Arbor

**Sharon MacQuoid, Director of Service Learning Center**

TESL Certificate, Hawaii Pacific University

B.A. Education, University of California at Los Angeles

**Richard Miles, Librarian**

B.A. Computer Science, University of Hawaii at Manoa

**Shea Nakamura**

M.A. Teaching, Willamette University

**Alice Nitta, Tutor**

M.A. English as a Second Language, University of Hawaii at Manoa

B.A. Linguistics, University of California, Berkeley

**Russel Nitta, Tutor**

B.A. International Business, University of Hawaii at Manoa

**Heather Simmons, Transfer Advisor, Assistant Professor**

M.S. International Relations-Concentration in Asian Affairs, Troy State University

B.A. Modern Languages-Spanish, Kansas State University

**Dorothy Wheeler, Tutor**

M.A. English as a Second Language, University of Hawaii at Manoa

B.A. English as a Second Language, University of Hawaii at Manoa

**Full-Time Faculty**

**Robert Boom, Assistant Professor**

M.A. English as a Second Language, University of Hawaii at Manoa

B.A. Teaching English as a Second Language, Hawaii Pacific University

B.A. English, University of Hawaii at Manoa

**Mark Brasher, AA Program Coordinator for Curriculum and Program, Associate Professor**

Ph.D. Philosophy, Catholic University of Leuven, Belgium  
M.A. License in Philosophy, Catholic University of Leuven, Belgium  
B.A. Philosophy, Catholic University of Leuven, Belgium

**Abigail Brown, Assistant Professor**

M.A. English as a Second Language, University of Hawaii at Manoa  
B.A. Liberal Studies, Indo-Pacific Languages, University of Hawaii at Manoa

**Adrienne C. Cochran, Associate Professor**

Ph.D. Philosophy, University of Hawaii at Manoa  
M. Div. Philosophy, Boston University  
B.A. History and Religion, Texas Christian University

**Yoneko Kanaoka, ESL Program Coordinator, Associate Professor**

M.A. English as a Second Language, University of Hawaii at Manoa  
B.A. English, Yale University

**Ann Stamp Miller, AA Program Coordinator for Faculty and Students, Associate Professor**

Ph.D. History, University of Hawaii  
M.A. German Language and Literature, University of Hawaii  
B.A. History and German, College of Wooster

**Kevin Nitta, Assistant Professor**

M.A. English as a Second Language, University of Hawaii at Manoa  
B.A. English as a Second Language, University of Hawaii at Manoa

**Barbara Voigt, Associate Professor**

M.A. Intercultural Education, TESOL, Universidad de las Americas, Puebla, Mexico  
B.A. Social Science Multidisciplinary, Michigan State University

**Jennifer Wharton, ESL Program Coordinator, Associate Professor**

M.A. Asian Studies/China, University of Hawaii at Manoa  
M.A. Teaching English as a Second Language, University of Massachusetts  
B.A. Political Science, College of the Holy Cross

**Adjunct Faculty**

**Carl Ackerman**

Ph.D. Late Modern European History, University of California, Berkeley  
M.A. Russian-Soviet History, University of Hawaii, Manoa  
M.A. Education, Research and Administration, University of California, Berkeley  
B.A. History, University of California

**Samantha Cosentino**

M.A. English, University of Hawaii at Manoa  
B.S. Exercise and Sport Science, Psychology, University of San Francisco

**Lori Domingo**

RSA Teaching Certificate, International House, Rome, Italy  
State of California Teaching Credential, Adult Education in ESL, Cal State  
University, Los Angeles  
B.S. Social Welfare, Loma Linda University, Riverside, California

**Leayne Downing**

M.A. French Literature and Language, University of Hawaii, Manoa  
B.A. French Literature and Language, University of Hawaii, Manoa

**Evangeline Dunbar**

M.A. Asian Studies-Japanese Language & Culture, University of Hawaii at Manoa  
B.A. Linguistics, University of California at Berkeley

**Michael Egan**

Ph.D., M.A. Fitzwilliam College, Cambridge University  
B.A. English, Fitzwilliam College, Cambridge University  
B.A. Political Science, Witwatersrand University

**Jean Evers**

M.A. Cultural Geography, University of Hawaii at Manoa  
B.A. Anthropology, Hawaii Pacific University

**Sanford Friedman**

D.M. Management, University of Phoenix  
M.B.A. Marketing, University of Hawaii at Manoa  
B.B.A. Finance, University of Michigan

**Christine Hansen**

M.A. English, San Francisco State University  
M.A. Linguistics, University of Hawaii at Manoa  
B.A. Philosophy, University of California at Santa Cruz  
A.A. Journalism, Foothill College

**Geoffrey Haywood**

Ph.D. Marine Biology/Marine Physiology, University of Capetown  
M.S. Oceanography/Marine Biology, University of Southampton  
B.A. Biology, University of Lancaster

**Rosalina D. Holmes**

Studied and taught under Kumu Hula Maiki Aiu Lake

**Monique Hwang**

M.A. Linguistics, University of Hawaii at Manoa  
B.A. Sociology, National Taiwan University

**Kawika Kaula**

M.A. Chinese-US Relations, University of Hawaii at Hilo  
B.A. History, University of Hawaii at Hilo

**Kaipoholialani Kurch**

M.B.A. Business Administration, Chaminade University  
B.A. Business/Anthropology, Hawaii Pacific University

**David Lani**

Ph.D. Educational Psychology, University of Hawaii at Manoa  
M.Ed. Educational Psychology, University of Hawaii at Manoa  
M.A. Mathematics, University of Hawaii at Manoa  
B.A. Mathematics, University of Hawaii at Manoa

**Jacqueline Lee**

M.F.A. Art, University of Hawaii at Manoa  
B.A. Fine Arts in Ceramics, University of Hawaii at Manoa

**Suling Len**

B.A. Political Science, New York University

**Tina Leong**

M.A. Education, Columbia University, New York  
B.A. Human/Child Development/Education, Simmons College, Boston

**Tijana Manigoda**

M.A. TESL, Hawaii Pacific University  
B.A. Spanish, University of British Columbia

**Leslie McLees**

M.A. Geography, University of Hawaii at Manoa  
B.S. Zoology, Washington State University

**Jan McNeil**

Ph.D. Multilingual/Multicultural Education, Florida State University  
M.A. English, University of Memphis  
M.A. Speech, Memphis State University  
B.S. Speech and Journalism, Louisiana State University

**Amy Miner**

M.A. English, University of South Dakota  
B.A. Communication Arts, Mount Marty College

**Sean Moroney**

Ph.D. Engineering Mechanics, University of Illinois at Chicago  
D.C. Chiropractic, Western States Chiropractic College  
M.S. Physics, New York University  
B.S. Physics, Manhattan College

**Derek Otsuji**

M.A. English, Brigham Young University  
B.A. English/Japanese, Brigham Young University

**Melissa Rivera**

M.A. Art and Design Teaching Education, Rhode Island School of Design  
B.F.A. Industrial Design, Rhode Island School of Design

**Kent Sakoda**

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

**Stuart Scott**

M.S. Computer and Information Science, University of Florida  
B.A. Math and Computer Science, Columbia University

**Michael Shapiro**

Ph.D. English and American Literature, Brandeis University  
M.A. English, University of California Davis  
B.S. Natural Resources, Cornell University

**Bonnie Traymore**

Ph.D. Recent U.S. History, University of Hawaii at Manoa  
M.A. History, University of Hawaii at Manoa

**Technology Support Staff****Sheldon Tomas, Information Technology Coordinator**

A.S. Information and Computer Science, Leeward Community College  
Comp TIAA-A+ Certification

**Brian Hirata, Information Technologist**

A.A. Liberal Arts, Kapiolani Community College, MSCE, Comp TIAA-A+  
Certification  
A.S. Computing, Electronics Networking

**Grounds Maintenance****Chuck McKeon**

B.S. Education, Northern Illinois University

**James Lee**

**John Baraglia**  
**Travis Lee**

**Notice of Nondiscriminatory Policy**

TransPacific Hawaii College admits students of any race, color, handicap, national and ethnic origin to all the rights, privileges, programs and activities available to students at the college. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admission policies, scholarships and loan programs, athletic, and other school administered programs.

It is the policy of TransPacific Hawaii College to provide equal educational opportunities for all regardless of race, color, creed, age, sex, sexual orientation, national origin, marital status, handicap, veteran status, status with regard to public assistance, familial status, and other things which may not be included, or that may be added in the future. TransPacific complies with all applicable federal, state, and local nondiscrimination laws in the administration of its educational programs and services and in its employment relationships.

*The content of this document is accurate at the time of printing, but is subject to change from time to time as deemed appropriate by the college in order to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.*