

Graduate Catalog

Photos by James Rubio

GRADUATE ADMISSION POLICIES

The University of Hawai'i at Hilo is an equal opportunity institution of higher education and does not discriminate on the basis of race, gender, sexual identity, age, disability, religious affiliation, or country of origin.

Application Requirements

Note: The following requirements are the minimum requirements for any UH Hilo graduate program. Particular graduate programs' requirements may differ from the minimum. Therefore, prospective students also should check requirements of their program of interest.

Applicants applying for admission to graduate programs must submit the following items directly to the Office of Admissions:

- 1. A completed application form and appropriate fee. The application form and fee information are available online (www.uhh.hawaii.edu) or from the Office of Admissions.
- 2. One official transcript from each post-secondary institution attended. These transcripts must be sent directly from the institution or submitted by the applicant in a sealed institutional envelope if accompanying the application. Transcripts from within the UH system are not required.
- 3. Official Graduate Record Exam scores or other qualifying test scores as determined by the program (check admissions requirements in each program description). International applicants whose native language is not English, or who have not attained a baccalaureate or higher degree from an English-speaking institution, also must submit TOEFL scores.
- 4. A minimum of two letters of recommendation attesting to the academic ability or other qualifications of the applicant.
- 5. Statement of academic and/or long range Office of Admissions.
- 6. Verification of financial status (for all international students).

Non-accredited U.S. or International Institutions

Degrees from non-accredited U.S. or international institutions are not recognized automatically. Applications of prospective students with such degrees will be evaluated on a case-by-case basis.

International Applicants

In addition to the above requirements, international applicants must submit official academic records in the original language accompanied by certified English translations. These translations must bear the embossed seal or inked stamp of the issuing institution or government agency and the original signature of the translator. Translations must be complete and exact word-for-word translations of the original documents. International applicants with a Grade Point Average of less than a B (or equivalent) in their undergraduate work or less than a B in 12 or more credits of post-baccalaureate work are not eligible for admission.

Minimum Qualifications for Acceptance

Baccalaureate Degree

Each applicant must hold a baccalaureate degree or graduate degree from a regionally accredited U.S. college or university, or its equivalent from a recognized non-U.S. institution of higher learning. The standards of the degree in question must be equivalent in scholarship requirements to those maintained in the undergraduate program at the University of Hawai'i at Hilo.

Students may be required by programs to fulfill additional coursework beyond the major requirements if such courses are deemed important to the student's ability to successfully complete the course of study. These courses will be determined prior to the student's official admission notification, and will be included in the acceptance letter. Programs and program advisors are responsible for monitoring student completion of these courses.

If an applicant initially has been determined to be inadmissible based on his/her academic record, the graduate program may petition the Graduate Council on behalf of the applicant to reconsider the application. The petition must present evidence (e.g., relevant education, training, experience, publications) that the applicant is capable of successfully completing the desired graduate program.

Graduate Record Examination (GRE)

The GRE is required for all applicants for acceptance. Some programs may require a professional test specific to the program of study in lieu of the GRE for admission purposes. Minimum scores on the GRE or professional tests are set individually for each program. Applicants who have completed a graduate program at a regionally-accredited U.S. institution or its equivalent from a recognized non-U.S. institution are not required to submit GRE scores.

Test of English As A Foreign Language (TOEFL)

In addition to above requirements, an applicant whose native

language is not English must demonstrate English language proficiency as a partial admissions requirement. Evidence of proficiency in English is successful completion of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper version) or of 213 (computer version). Applicants who have baccalaureate degrees from English-speaking institutions are exempt from the TOEFL requirement.

Grade Point Average (GPA)

The applicant must have a GPA of 3.0 or the equivalent from the last 60 semester credits (or equivalent) in the undergraduate degree completed, or must hold a graduate degree with a GPA of 3.0 or better in his/her graduate program. Under special circumstances, a GPA of 2.75 or higher will be considered based on the applicant's other qualifications and subject to the petition process noted above.

Please Note: The meeting of minimum requirements does not assure acceptance into a UH Hilo graduate degree program. Acceptance into a graduate program is competitive and decided upon by each individual graduate program.

Admission Procedures

The Office of Admissions is responsible for accepting application materials for all graduate programs. Admissions professionals screen for minimum qualifications of each application and distribute completed applications to each respective program for decision of acceptance or rejection. The admissions committee within individual programs will make the final decision on applications that meet minimum university qualifications.

The application deadline for fall semester admission is February 1. The application deadline for spring semester admission is November 1. Applications received after the priority deadlines will be considered on a space available basis. Each applicant will be notified of receipt of the application. Incomplete applications will be held in the Office of Admissions until complete and ready for review by the graduate program. Applications that remain incomplete at the end of the selection process will be labeled as "incomplete," and applicants will be denied admission. Applicants will be notified of this action.

Official notification of acceptance or rejection generally is mailed by the Office of Admissions between March 1 and May 30 for fall admission. For spring admission, notification is generally mailed between November 15 and December 15. Applicants should not make definite arrangements to attend the University until they receive formal notice of acceptance from the Office of Admissions.

Evaluation of transcripts of international students and of non-traditional grading will be done at the program level if the applicant meets other minimum qualifications. The Graduate Division and Office of Admissions will help with interpreting unusual grading practices and other special cases.

Classification of Students

Regular Admission

Regular admission may be granted to applicants who hold a baccalaureate degree with a grade point average (GPA) of 3.0 or better for the last 60 semester credits (or equivalent), or who hold a graduate degree with a GPA of 3.0 or better from an accredited institution, or through the petition process noted above. Determination of acceptance, however, is made by the admissions

committees of individual programs. Students accepted by program admission committees are defined as "classified students."

Denied Admission

Students whose academic records do not meet the minimum requirements, and/or whose admission is not supported by the program and the Graduate Division, will be denied admission.

Visiting Graduate Student

Applicants who are pursuing an advanced degree in another institution and who wish to study at UH Hilo for a limited time may apply for admissions as visiting graduate students. To be eligible, applicants must be enrolled in and actively pursuing a graduate degree program at a regionally accredited institution of higher education and be in good academic standing.

Visiting graduate students register on a space available basis and only in courses for which they are judged to be eligible by the instructor of the course and the chair of the individual graduate program.

Typically, visiting graduate students enroll as "unclassified graduate students." They may be allowed to change their status from unclassified to regular status if they apply and are accepted by a graduate program at UH Hilo.

Admission as a visiting graduate student does not guarantee subsequent admission as a regularly admitted graduate student. A visiting graduate student who decides to apply for admission as a regular graduate student must apply for acceptance via the standard admissions process as do all other applicants.

Visiting graduate students who later become admitted as regular students may request to have courses taken under the visiting student status credited toward the new degree objective. They should consult with their graduate programs, which then make appropriate recommendations to the Graduate Division.

Unclassified Graduate Student

Students with documented baccalaureate degrees who do not meet the minimum requirements for admission to a program, or who for any other reason have not been formally accepted into a program, may attempt to register for selected courses. Such registration is done on a space-available basis, and is with the written consent of both the faculty teaching the course and the chair of the program. **Admission into a course as an unclassified graduate student does not guarantee admission as a regularly classified graduate student at a future date. A limit of 9 credit hours at UH Hilo may be taken at the graduate level by unclassified graduate students in their academic career.** Waivers to this rule may be granted with the permission of the instructor, graduate program chair, and chair of the Graduate Council (the latter acting on behalf of the Graduate Council).

Applicants who are sponsored by an educational institution or governmental agency and who wish to undertake a special program of study, research, or training without a degree objective may apply as unclassified graduate students. These students also are limited to 9 credit hours at UH Hilo.

All applicants for unclassified graduate student status are required to submit the following:

1. A graduate application;
2. Proof of baccalaureate degree;
3. A brief statement of objectives specific to each class in which the applicant hopes to enroll.

Unclassified graduate students are not required to submit the application fee, GRE scores, or letters of recommendation. If an

unclassified graduate student later applies, and is accepted, into a graduate program, the student may petition for acceptance of credits taken while in unclassified status, **but acceptance of the petition by the graduate program is not assured.**

Undergraduate students in their final semester of coursework before being granted a baccalaureate degree may petition to take graduate coursework for credit in the status of an Unclassified Graduate Student. Permission must be received from the student's academic advisor, course instructor, and graduate program chair. This coursework must be in excess of the requirements for the baccalaureate degree. Failure of the student to obtain the baccalaureate degree at the end of the semester in which the graduate coursework is undertaken will invalidate any graduate credits from the coursework. Students must present evidence of successful completion of the baccalaureate degree to the Graduate Division Office.

Additional Considerations

Concurrent Degrees

An applicant may apply to more than one graduate program but may enroll in only one program initially. Concurrent enrollment in more than one program is strongly discouraged. The individual programs applied for, however, will determine individually what constitutes the minimum course load, and the student (with the approval of both program chairs) may decide to attempt both programs.

Reapplication

Applicants who have been denied admission to a graduate program at UH Hilo because of failure to meet academic standards may reapply for admission after completing at least 12 semester credits of post-baccalaureate course work. The courses must be numbered 400 or above and completed with a GPA of 3.0 or above.

Completion of additional course work does not guarantee admission. To be reconsidered for admission, applicants must follow the standard application process and will be considered along with all other applicants. If admitted, no more than 12 semester credits of relevant post-baccalaureate course work may be applied toward the new degree objective.

If Admitted, But Not Enrolled

Admission may not be postponed or deferred. Newly-admitted students who do not register during the semester for which they are admitted or who withdraw from all courses before the last day to drop are considered no-shows. Their admission status will be rendered invalid. To reapply for admission, they must contact the Office of Admissions for instructions.

Returning Student

If a student has not registered continuously, that student must reapply for admission. Readmission is not guaranteed.

International Student Documents

International student documents are processed by the International Admissions Office. Visa questions will be handled only by this office.

TUITION AND FEES

Tuition for the 2007-2008

Academic Year

**Graduate Students Other Than Pharmacy
Per Credit Hour (PCH)**

Resident\$ 236.00
Nonresident\$ 544.00

Tuition for Summer, 2008

Per Credit Hour (PCH).....\$ 286.00

**Pharmacy Doctoral Students
Per Academic Year**

Resident.....\$15,000.00
Non-Resident..... \$30,000.00

Fees for the 2007-2008

Academic Year (Per Semester)

	5+ Credits	1-4 Credits
Student Activities	\$18.00	\$9.00
Student Government	18.00	9.00
Student Publications	19.00	9.50
Student Health Fee	7.00	7.00
Student Recreation	5.00	2.50
Campus Center	7.00	3.50
TOTAL	\$74.00	\$40.50

Application Fee

A \$50 fee is required for all applicants. This fee is not refundable, not transferable to another semester, and is required each time an application is submitted.

Late Registration Fee

Students will be assessed a \$30.00 fee for registering during the late registration period, which begins on the first day of instruction.

Special Fees and Charges

- Student Identification Card \$ 10.00
- Graduation Application Fee 15.00
- Transcript of Record 5.00
- Rush Transcript 15.00
- Institutional Credit by Examination 15.00
- Replacement of laboratory equipment Cost of item(s) broken or lost

REGISTRATION AND DEGREE REQUIREMENTS

Registration

Graduate students are encouraged to participate in early registration whenever possible. Graduate students must meet general guidelines and payment schedules set by the university.

Full-Time Registration Requirements for Students

Graduate students must register for six or more credits during the Fall or Spring semesters and three credits during the summer to be considered full time.

Academic Standards

A cumulative grade point average (GPA) of at least 3.0 (on a scale where A = 4.0) in courses required by the graduate program is required in order to maintain satisfactory academic standing and graduate degree certification. When the cumulative GPA falls below 3.0, the student will be placed on academic probation. Once a student is placed on probation, the student has two semesters to attain a cumulative GPA of 3.0 or higher, or the student will be dismissed.

No credit is granted for graduate courses in which a grade lower than a B- has been received. Grades lower than a B-, however, will appear on the student's transcript and will be computed into the student's GPA, although the student may NOT use the course for degree requirements.

Graduate students who do not meet other academic/program standards will be dismissed from their graduate program. This process entails a warning letter from the chair of the graduate program to the student. If the necessary academic standards are not attained within a period specified by the graduate program, the graduate program's chair recommends to the appropriate Dean that the student be dismissed from the program. Students will be notified of the intended action. Appeals of such action may be made in writing to the Vice Chancellor for Academic Affairs within ten business days.

Graduate Committees and Primary Academic Advisors

With the exception of certain professional programs, all graduate programs utilize a graduate committee system for advising and evaluating graduate students. At the Master's level, the committee is comprised of a minimum of three faculty members. One member will chair the committee and serve as the student's primary academic advisor. At least two members of a student's graduate committee must be full time tenured or tenure track faculty at UH Hilo.

For students in a non-thesis option, the graduate committee serves as an examination and evaluation body of the student's requirements as listed by the graduate program. For students utilizing a thesis option, the committee serves as the thesis committee. Acceptance or rejection of a student's work as fulfilling degree requirements is determined by a majority of the graduate committee.

Some professional programs may not utilize a graduate committee system. In these cases, a designated faculty member serves as the student's primary academic advisor. Acceptance or

rejection of a student's work as fulfilling degree requirements is determined by a majority vote of the graduate program's faculty.

Minimum Residence Credits for Degree Certification

Regardless of any previous graduate experience, a minimum of 24 credit hours must be taken at UH Hilo before a degree can be granted. This is known as the "residence requirement," and applies to all graduate degree programs at UH Hilo. Credit hours earned under courses designated as "thesis" may not be counted toward the Graduate Division's minimum residence requirement.

Minimum Credits in Graduate Level Courses

Students are required to complete a minimum of 24 credits in courses at the 600 level or higher before a degree may be granted. Specific graduate programs may require additional credits at the 600 level or higher; students are advised to read program requirements and discuss them with their primary graduate advisor.

Use of Undergraduate Courses for Graduate Credit

Graduate students may take up to six credits of course credit in 400-level classes toward their graduate degree requirements with the approval of the graduate program chair. Courses numbered 499 may not be used for graduate credit. Credits used to meet requirements for an undergraduate degree may not be used to meet graduate program requirements.

Dual Level Courses

Some courses are dually listed at the 400 and 600 level. Courses identified by graduate programs as core courses are not eligible as dual level offerings. For dual level courses, credit in the graduate course is not available to students who have received credit in the corresponding undergraduate course.

Dual level courses must be evaluated as a unit based upon their specific content, including specification of differences in expectations for undergraduate and graduate levels. Courses that have changing content from semester to semester, such as those ending in the numbers -94, -97, and -98, are not eligible for use in dual level offerings.

Overload Policy

Students may register for up to 15 credits with the approval of the graduate program chair. Any registration above 15 credits requires approval by both the graduate program chair and the Graduate Division. Students wishing to register for more than 15 credits must complete an Overload Petition. After obtaining the approval of the graduate program chair, the form must be submitted to the Graduate Division for approval. The Overload Petition must be approved before the end of the add deadline.

Incomplete Grades

An instructor may assign an Incomplete (I) when a student has done most of the course work satisfactorily, but because of unforeseen circumstances has not completed all course requirements. The Incomplete is not for the purpose of converting a

failing grade, or unsatisfactory work, to a passing grade. The student must request the Incomplete option from the instructor, but it is the instructor's decision as to whether it is appropriate or not.

Graduate students who are given a grade of "I" must complete the coursework before the due date listed in the university calendar. "I" grades that are not completed by this due date automatically are converted into "NC" grades. The instructor may set a deadline sooner than that listed in the university calendar, reflecting the instructor's availability to extend his/her commitment beyond the course. The instructor, however, cannot extend the due date unless granted a specific waiver by the college Dean or, for interdisciplinary programs that involve more than one college, the Vice Chancellor for Academic Affairs.

Some departments and programs may have more restrictive policies regarding incomplete grades. Students should confer with their academic advisors concerning departmental rules and expectations.

The incomplete policy has specific implications for students receiving tuition scholarships and other kinds of financial aid and for international students holding visas. Graduate students who receive federal or state aid may lose their eligibility if they receive Incompletes. See the Financial Aid Satisfactory Academic Progress Policy.

All courses taken by graduate students are subject to the above policy. **Incomplete grades must be resolved before students can receive a graduate degree.**

Repeating Courses for Credit

A few graduate courses (numbered 600 and above) are repeatable for credit. Examples include thesis research and courses that are approved via the curriculum review process as "repeatable for credit" (e.g. Special Topics classes).

Retaking Courses for a New Grade

With the exception of courses that are explicitly repeatable for credit (see above), graduate courses cannot be retaken unless approved by the program chair and graduate division **prior to registration**. With the permission of the graduate program chair, courses may be retaken, but not for additional credits. No more than two courses may be retaken, and no graduate level course may be retaken more than once during the student's graduate career. The grade received will be averaged with the previous grade in that course in computing the UH Hilo cumulative grade point average (GPA). For graduation purposes, however, a program grade point average may be computed which includes only the grades earned in the courses that are part of the student's graduate program. A statement which specifies the recomputed program GPA will be reflected on the student's academic records and transcript.

Continuous Registration

All students admitted to a degree-granting program must maintain continuous registration each semester for at least one credit hour. Students who do not register will be removed from the graduate program and will be required to reapply to the Graduate Division. Students do not need to maintain matriculation during the summer session unless final degree requirements are to be completed during this period. Students must be regis-

tered during the semester when the degree is granted.

Leave of Absence

Under exceptional situations, students may apply for a Leave of Absence. Students on leave are excused from the registration requirement during the period of the leave. Leaves are normally granted for six months with an extension of up to one year. A Leave of Absence is granted only in exceptional circumstances, such as illness or other unusual personal hardship, and requires detailed justification. Leaves of Absence are not granted to students who wish to absent themselves to undertake thesis or dissertation research elsewhere. If possible, requests for Leaves of Absence should be submitted one month prior to the semester for which the leave is requested. Students must complete a readmission application upon return.

Withdrawals

Students who withdraw from courses for which they are registered at the University must follow a formal withdrawal procedure if they wish their record to indicate good standing. *Absence from class does not constitute due notice of withdrawal. No grades are recorded for students who formally withdraw by the listed withdrawal date that is noted in the Catalog. Withdrawal from all classes after the listed withdrawal date may be granted, but only in exceptional circumstances, such as illness or other unusual personal hardship, and requires detailed justification. Withdrawal from classes may affect financial aid eligibility. See the Financial Aid Satisfactory Academic Progress Policy in the UH Hilo Guide to Financial Aid Handbook (www.uhh.hawaii.edu/financialaid/). For international students, student visas require that students be registered as full time, so withdrawal from courses may result in a failure to meet visa requirements.*

Transfer of Graduate Credits

Students matriculated in advanced degree programs must petition to have previously earned graduate credits from other institutions transferred toward their University of Hawai'i at Hilo graduate degrees within their first semester at UH Hilo. Using the Graduate Division's "Application For Transfer Credit" form, students submit this petition to their graduate program. A copy of the official transcript from the other institution must be on file with the Graduate Division.

Credits petitioned for transfer must be relevant to the student's UH Hilo degree program, must have been earned at a regionally accredited university, must not have been used to satisfy the requirements of another degree, and must have been earned in graduate-level courses for which the student earned at least a B. Credits for courses in which the student received no letter grade cannot be transferred.

Credits earned through correspondence courses or through courses or experiences offered under the auspices of proprietary schools, business or industrial training programs, or schools conducted by federal agencies such as the Department of Defense normally are not considered for transfer.

Courses taken more than five years prior to matriculation in the Graduate Division are accepted only when the graduate program chair attaches a statement justifying the transfer.

The graduate chair in the student's program forwards all approved petitions to the Vice Chancellor for Academic Affairs or designee for final approval. Approved transfer credits will be included on the student's official Graduate School transcript as

a single entry of total credits accepted in transfer. Letter grades from transfer credits are not considered in the determination of grade-point average.

Limitations on the number of credits acceptable in transfer are set in the first instance by the minimum residence requirement of 24 credit hours for any advanced degree; transfer credits cannot be applied toward the residence requirement. For example, for a master's program requiring a minimum of 30 credit hours, no more than six transfer credits may be applied toward the degree. When graduate programs require more than 30 credit hours, the VCAA or designee may accept a correspondingly larger number of transfer credits.

Policy Prohibiting the Awarding of a Second Degree in the Same Field

The UH Hilo policy is that a second degree at the same level (master's or doctoral) can be awarded only when a significant amount of additional coursework in a very different field is completed. Normally students who have already earned a master's or doctoral degree in a given discipline at either a foreign or U.S. institution may not earn a second degree in a similar field at the same level from UH Hilo.

Transcript Notations of Approved Concentrations Within a Major Program

For each advanced-degree recipient, approved concentrations, or specializations, may be listed on the official graduate transcript, along with the graduate major. Such listings are limited to two concentrations. In addition to the titles of approved and satisfactorily completed majors and concentrations, official graduate transcripts show the titles of doctoral dissertations and master's theses. All such special transcript listings are made only at the time of completion of final degree requirements.

Courses Taken in Other Graduate Programs at UH Hilo

Graduate students may take courses offered by other graduate programs at the university with the consent of the course's instructor. These other courses may count toward the student's degree program only with the authorization of the student's graduate program, and this authorization must be obtained before the student registers for the course.

Waiver of Regulations and Requirements

Some Graduate Division regulations and/or program requirements may be waived by the Vice Chancellor for Academic Affairs or designee in exceptional individual instances. A petition for waiver must be endorsed by the student's program graduate committee or graduate chair, who append their reasons for believing that the waiver request would not breach the spirit of the specified regulation or requirement.

REQUIREMENTS FOR ADVANCED DEGREES

Candidates for Master's Degrees

Advising and Guidance From the Graduate Committee

At the beginning of a student's work toward the master's degree, the chair of the student's graduate program, in consultation

with the student, designates a primary advisor. The primary advisor may be the chair of the graduate program or another faculty member. This advisor also may serve as chair of the student's graduate committee. The graduate committee, when required by the program, will consist of a minimum of three members who meet periodically with the student to discuss his or her progress.

Requirements for a Master's Degree

The Catalog stipulates the specific requirements for a master's degree in each program of the University. The minimum requirements include the following:

1. Students must maintain continuous registration, including the semester in which the degree is awarded.
2. Students must complete at least 24 credit hours of graduate coursework in residence, exclusive of a thesis. A minimum total of 30 credit hours of graduate coursework is required for all master's degrees. A maximum of six hours of transfer credit is allowed for programs requiring 30 credit hours; additional credit hours may be accepted for transfer in programs that require more than 30 credit hours, as long as the 24 credit minimum in residence is maintained.
3. Graduate students must maintain at least a B average in courses approved by the program or graduate committee and presented for the degree.
4. Students must fulfill all departmental or school course requirements. (No credit is granted for graduate courses in which a grade lower than a B- has been received).
5. Students must complete all other requirements as listed by the specific graduate program.
6. Students must complete all requirements, including thesis if required by the program, within five years after admission to the Graduate Division.

Examination

If a general examination is required for the student's master's degree, the examination may be written, oral, or a combination of both. The decision for pass or fail shall be by majority vote of the graduate committee in programs that utilize a graduate committee. In programs that do not use graduate committees, the program faculty by majority vote shall determine whether the student has passed or failed.

Thesis

Evaluation

If a thesis is required for the student's master's degree, the graduate committee, or the program faculty in programs that do not use graduate committees, will supervise and approve the thesis. Programs may designate additional examiners for the master's thesis beyond the student's graduate committee.

Preparation and Typing

Master's theses should conform to *Style and Policy Manual for Theses and Dissertations* available at the following web site:

<http://www.hawaii.edu/graduate/download/manuals/tdstylepolicy.pdf>

Submission and Binding

The student should obtain "Requirements and Guidelines for Graduate Theses and Dissertations" from the UH Hilo Library for

detailed instructions. Two print copies of the dissertation must be presented by the student to the Library by the due date listed on the University calendar. One copy will be bound and returned to the student; the other will be bound and added to the Library's collection. There is a fee for binding of the student's copy and for copyright.

Note: This section is under construction. It is anticipated that students will be required to provide, at minimum, one hard copy of the thesis with original signature page, and one electronic version.

Annual Review Form

The primary academic advisor will submit an annual review form for each graduate student under her or his charge to the chair of the graduate program, using the form provided by their graduate program. This form will include data concerning number of credits earned; progress toward meeting other requirements such as papers, projects or theses; GPA; and other specific requirements for the graduate degree.

Awarding of the Degree

When a student has satisfied the requirements for a master's degree, the chair of the student's graduate program submits a "Recommendation for Award of Doctoral/Master's Degree" form to the Graduate Division by the required deadline. If submitting a thesis, this form should be submitted with the thesis when possible.

Deadlines

Degree completion dates will be posted on the university calendar. Those who have not completed all degree requirements by the established deadlines will be required to register the following semester.

Degree Conferral and Commencement

Degrees are conferred three times each year: December, May, and July. Students who complete degree requirements late in the summer or in the fall semester are awarded degrees in December. Students who complete degree requirements in the spring semester are awarded degrees in May. Students who complete degree requirements in early summer are awarded degrees in July.

To participate in the commencement ceremony, the student's graduate program must submit the "Recommendation for Award of Master's Degree" form to the Graduate Division by the required deadline. Commencement exercises are held only in December and May.

Completion Letter

Students who complete all requirements for the degree well in advance of the award of the degree may, upon request, receive a statement from the VCAA or designee certifying that all requirements for the degree have been completed.

Checklist for Completion of Degree Requirements Master's Degree (non-thesis option):

- Graduate program: Appoints primary academic advisor and, where appropriate, graduate committee, in consultation with the student.
- Student maintains continuous enrollment in program.
- Student: Completes coursework required for the degree.
- Student: Completes any other program requirements.
- Student: Registers for semester in which degree requirements will be completed.
- Student: Submits "Application for Graduation" form to the Business Office by the required deadline.
- Student: Passes final examination, and/or passes requirements for papers or projects as specified by the graduate program.
- Student: Completes all other requirements specified by the graduate program
- Graduate program: Submits "Recommendation for Award of Master's Degree" form to the Graduate Division by required deadline.

Master's Degree (thesis option)

- Graduate program: Assigns primary advisor and committee.
- Student maintains continuous enrollment in program.
- Student: Completes coursework required for the degree.
- Student: Completes any other program requirements.
- Student: Passes general examination if required.
- Student: Registers for semester in which degree requirements will be completed.
- Student: Submits "Application for Graduation" form to the Business Office by the required deadline.
- Student: Completes thesis.
- Graduate program: Submits "Recommendation for Award of Master's Degree" form to the Graduate Division when student submits thesis by required deadline.
- Student: Submits original copy of thesis (with signatures) and an electronic version to the Graduate Division by required deadline. [pending specifics from the library]

Candidates for Doctoral Degrees

Admission to Doctoral Work

For masters' degree candidates intending to continue into the doctoral program in the same graduate program, the student's graduate committee, at a designated time near the completion of the student's masters' work, decides whether or not to admit the student to the doctoral program. This will be indicated on a form submitted to the Graduate Division by the program. For entry into a UH Hilo doctoral program from a masters' program at another university, or from a masters' program in a different discipline at UH Hilo, students follow the regular graduate application and admission procedures.

Beginning the Program

At the beginning of the student's doctoral work, the chair of the graduate program appoints a faculty advisor or graduate committee (whose chair is the principal advisor). The initial advisor assists the student in planning coursework and in understanding the program structure and requirements; the advisor has primary responsibility for monitoring the progress of the student's work. The advisor may or may not become the student's graduate committee chair at a later stage in his or her studies. The initial advisor should meet with the student at least once each semester.

Requirements for a doctoral degree

The Graduate Catalog stipulates the specific requirements for the doctoral degree in each program. The requirements include:

1. Maintenance of at least a B average in courses approved by the program's graduate committee and presented for the degree.
2. Fulfillment of all program course requirements (no credit is granted for graduate courses in which a grade lower than B- has been received).
3. Completion of at least 24 credit hours in residence regardless of any previous graduate coursework elsewhere. Students continuing their studies for a doctoral degree in the same UH Hilo program from which they earned their masters' degree need not fulfill a second residence requirement.
4. Continuous registration including the semester in which final degree requirements are completed (this does not include summer terms).
5. Demonstration to the graduate committee by means of a comprehensive examination (written and/or oral) of familiarity with basic hypotheses and techniques of the discipline and competence in applying them.
6. Fulfillment of any research skills requirements.
7. Submission of a dissertation on a topic approved by the department or school, embodying the results of original research and giving evidence of high scholarship.
8. Successful defense of the dissertation at a final oral examination.
9. Completion of any other requirements specific to the graduate program.

Research Skills Requirements

Each graduate program establishes foreign language reading competency or equivalent research skills for its students. The graduate program determines the method(s) to be used to fulfill these requirements. Graduate students may register for research skills courses that have been established in each program.

Comprehensive Examination

A comprehensive or proficiency examination is used to test candidates' specialized knowledge in the discipline and to demonstrate that they are qualified to undertake advanced-level dissertation work. The comprehensive examination may be written and/or oral.

The student's graduate committee serves as the examination committee, and this body determines the outcome of the examination. The student may repeat all or part of the comprehensive

examination only once without prior approval from the Vice Chancellor for Academic Affairs (VCAA) or designee. The student has five years to complete the doctorate after passing the comprehensive examination.

Dissertation Planning

After the student passes the comprehensive examination, the student's graduate committee will oversee the dissertation work. The committee will include an additional member chosen from a field outside the graduate program or from a similar field but from a different university, appointed by the VCAA or designee. Based on the student's recommendations, the committee is appointed by the chair of the student's graduate program. Two of the three regular members of the committee must be full time faculty at UH Hilo.

Committees are formed and modified (if necessary) by mutual agreement between the student and the faculty. The principal dissertation supervisor serves as chair of the graduate committee. Faculty are not required to serve on a particular dissertation committee if they do not wish to, and they are entitled to withdraw from a dissertation committee for reasonable cause. Faculty members from outside the student's own department or school may serve on the dissertation committee, but they do not replace the outside examiner, who is appointed by the VCAA before the final oral examination is scheduled.

Visiting, adjunct, and research faculty of UH Hilo (not holding the rank of Professor, Associate Professor, or Assistant Professor) may be appointed to a dissertation committee by the VCAA or designee upon recommendation of the program for a period not to exceed their term appointment at UH Hilo. If such term appointment is renewed, the member may continue to serve on the student's graduate committee.

Prospectus

The prospectus functions to identify the topic to be undertaken in the dissertation and to formalize the approval of the project by a faculty committee. The timing, format, length, and conventions governing the prospectus are set by each graduate program. If the student's program requires a prospectus, the student should submit it within six months after being admitted to candidacy; the prospectus must first be approved by the dissertation committee. In a conventional prospectus, a student is asked to identify a topic, to summarize relevant backgrounds, and to explain the approach. Some programs substitute for the prospectus another means of ensuring that the student's project has been identified clearly and has received written approval by each member of the committee.

Before approving the dissertation project, the chair of the graduate committee is encouraged to arrange a conference with the student and the other committee members for the purpose of discussing the research topic. Each program must inform doctoral students of its expectations, standards, and procedures regarding the prospectus or other approval of dissertation projects and must provide access to samples of accepted proposals or prospectuses. Graduate programs should include specific information about their expectations for a prospectus in advising manuals for graduate students.

Admission to Candidacy

After the student has passed the comprehensive examinations and met all research skills and coursework requirements, as certified by the program's submission of the "Recommendation for Admission to Candidacy for Doctoral Degree" form, he or she will be officially admitted to candidacy for the doctoral degree by the VCAA. Intra- and inter-program majors and minors should be declared at this time where applicable.

At least two semesters normally elapse between admission to candidacy and the granting of the degree. Doctoral candidates must complete all requirements for the degree, including the dissertation, within five years after admission to doctoral candidacy.

Declaration of Candidacy

In the semester that the student plans to complete the dissertation, he or she must submit a "Declaration of Candidacy for a Graduate Degree" form to the Graduate Division by the required deadline.

Preparation and Typing

Doctoral dissertations should conform to *Style and Policy Manual for Theses and Dissertations* available at:

<http://www.hawaii.edu/graduate/download/manuals/tdstylepolicy.pdf>.

Submission and Binding

The student should obtain "Requirements and Guidelines for Graduate Theses and Dissertations" from the UH Hilo Library for detailed instructions. Two print copies of the dissertation must be presented by the student to the Library by the due date listed on the University calendar. One copy will be bound and returned to the student, the other will be bound and added to the Library's collection. There is a fee for binding (of the student's copy) and copyright.

Dissertation Defense

The graduate committee has direct charge of all matters pertaining to the dissertation. The student's dissertation must have the unanimous approval of his or her dissertation committee and of the chair of the graduate program before arrangements are made for the final examination for the degree. Members of the student's graduate committee serve as the examination committee.

Outside Examiner

The VCAA or designee, upon recommendation from the graduate program, adds an outside examiner to the examination committee as the representative of the faculty. The outside examiner is either a UH Hilo faculty member from a related area outside the student's graduate program or someone from a related discipline outside the University. Normally, the outside examiner will have no involvement in the supervision of the student's dissertation. The outside examiner's function on the examination committee is to render an independent judgment and to assure that the dissertation satisfies Graduate Division standards. An outside examiner is supposed to serve the Graduate Division and, therefore, must have substantial experience evaluating the scholarship/research of doctoral students (e.g., by being part of a

graduate program, on graduate committees, supervising graduate research).

In special circumstances, particularly when a student would benefit from early counsel from a faculty member outside UH Hilo, the department chair or director of graduate studies can petition the VCAA or designee to appoint an outside examiner while the dissertation is still being written. If the nominee is from another institution, the program officer should forward the nominee's academic credentials, including a vita, to the VCAA or designee to be evaluated. The VCAA or designee then invites the nominee or another faculty member to serve as outside examiner.

Final Oral Exam (Dissertation Defense)

After the student's program has been notified of the appointment of an outside examiner, the program director, in conjunction with the chair of the examination committee, may proceed to schedule the final oral examination.

Because of the time required to give adequate consideration to the student's research, the student should submit the dissertation to the graduate committee well in advance of the final oral defense. Normally, two months is recommended; the student should consult the committee.

The final oral examination is open to any person wishing to attend. Members of the graduate committee must be given sufficient time to question the candidate about the dissertation. The final defense is a public examination, however, and the committee chair is responsible for the conduct of an open and impartial examination, including reasonable participation by observers. At the conclusion of the examination, it is customary for the chair to request that everyone except the graduate committee leave the room, so that the members may reach a decision. This procedure should not be invoked at any other time during the examination and should not preclude any questions from either committee members or outside observers.

No member of a graduate committee can be expected to participate in a dissertation defense if that member has not had at least two weeks to read and consider the dissertation beforehand.

At the final examination, the student will be required to respond to examiners' questions concerning the dissertation and to defend the validity of the dissertation. To pass, the student must receive no more than one dissenting vote from the total graduate committee present. All members of the graduate committee who accept the dissertation in partial fulfillment of requirements for the doctorate shall so attest by their signatures on the "Recommendation for Award of Doctoral Degree" form. If the outside examiner does not signify approval in this manner, he or she should give the reason for dissent by submitting a separate memorandum to the VCAA or designee within three days of the examination.

If at the final examination the examiners generally approve of the dissertation but require significant changes and are not yet prepared to sign the "Recommendation for Award of Doctoral Degree" form, the chair of the graduate committee will coordinate with other members of the committee to compile all required changes and will inform the student of the scope and substance of those changes. The committee will establish how the changes will be reviewed and approved.

Following the oral exam and approval of the dissertation, the chair of the graduate program submits to the Graduate Division

the signed "Recommendation for Award of Doctoral Degree" form, indicating that the student has now fulfilled all academic requirements for the doctoral degree and has successfully defended the dissertation. Members of the dissertation committee sign the signature page in the original copy of the dissertation; the outside examiner does not sign the signature page.

Remote Participation

Normally, all members of the graduate committee and the outside examiner are present at the defense. At the discretion of the program, with the unanimous consent of all members of the graduate committee and the student, committee members or the outside examiner may participate in the defense via real-time teleconferencing or real-time videoconferencing. In all cases, the chair and at least one other member of the dissertation committee must be physically present.

If in exceptional circumstances one member of the graduate committee cannot be present (*either physically or virtually*), they may submit questions and comments in writing. Such arrangements must be approved in advance by the program and must have the unanimous consent of all other members of the graduate committee and the student.

Filing the Accepted Dissertation

Submission

By the deadline published for each semester, the student is required to submit the dissertation to the Library along with payment of the appropriate fees. Details on these requirements may be found at the Library.

The dissertation should include the acceptance (signature) page with original signatures indicating approval by the dissertation committee (see sample below).

Abstract (Mandatory)

The acceptable length for an abstract to be published in Dissertation Abstracts International (DAI) is 350 words. An abstract within the dissertation need not be limited. The student may prepare a lengthy abstract for inclusion in the dissertation and a more concise summary for publication in DAI. The abstract is expected to give a succinct account of the student's dissertation so that a reader can quickly learn the essential contents and results. A typical abstract includes a statement of the problem, an account of procedure or methods followed, and an account of main results and conclusions.

Abstracts must be prepared carefully, since they are published in DAI without editing or revision. Abstract copy must be typed on one side of the paper and should be double-spaced. Symbols and foreign words and phrases must be printed clearly and accurately.

To remain within the 350-word limit, the following method for counting is recommended:

There is a maximum of 2,450 typewritten characters per abstract. Count the number of characters, including spaces and punctuation, in a line of average length and multiply by the number of lines. An average abstract will have about 70 characters per line with a maximum of 35 lines.

The original abstract is deposited with University Microfilms International, Ann Arbor, Michigan, and is listed and indexed in Dissertation Abstracts International. This constitutes publication.

However, publication in University Microfilms does not copyright material.

Agreement Form

At the time the student submits the dissertation to the Library, he or she will be asked to complete the required University Microfilms Agreement Form. Students are encouraged to contact the Library for these forms prior to submitting their dissertation. Those students who will be mailing their dissertations should request that this form be mailed to them.

Copyright

To protect the right of authorship by copyright, it is only necessary under current law to affix a notice of copyright to the page following the title page. The copyright notice should give the full legal name of the author, as follows:

© Copyright by Suzette M. Doe 2000

All Rights Reserved

Unless a dissertation is copyrighted in this way, it becomes part of the public domain as soon as a copy of it is placed on the library shelves.

The Graduate Division also urges students to register their dissertations with the federal copyright office. The advantage of taking this step could be considerable. In the case of plagiarism, for example, the author may bring an action against the guilty party and recover damages. In the case of scholarly work, proving and recovering damages may be difficult, if not impossible. But if the work bears a notice of copyright and has also been registered with the copyright office, statutory damages may be awarded, and may include attorney's fees incurred in prosecuting the suit. Registration of the dissertation with the copyright office entails signing the appropriate section of the University Microfilms Agreement Form and payment of a \$45 fee. However, even without registering the dissertation with the copyright office, the copyright notice on the page following the title page is sufficient to effect a copyright for the author.

Survey of Earned Doctorates

When the student submits the dissertation to the Graduate School, he or she will be asked to complete a "Survey of Earned Doctorates" form, which will be forwarded to the National Opinion Research Center in Chicago, Illinois. Students are encouraged to contact the Graduate Division for this form prior to submitting their dissertation.

Deadlines

Degree completion deadlines are noted in the University Calendar.

Degree Conferral and Commencement

As noted under Master's degree requirements.

Completion Letter

Students who complete all degree requirements well in advance of the awarding of the degree may, upon request, receive a statement from the VCAA or designee certifying that all requirements for the degree have been completed.

Checklist for Completion of Degree Requirements of Doctoral Degree:

Graduate program : Assigns principal advisor and graduate committee.

Student : Satisfies residence and course requirements.

Student : Passes research skills examinations (if required).

Graduate program : Arranges comprehensive examination.

Student : Takes comprehensive examination.

Student : Writes a prospectus.

Graduate program : Submits "Recommendation for Admission to Candidacy for Doctoral Degree" form to the Graduate Division.

Student : Maintains appropriate registration for dissertation credit each semester, including semester in which all degree requirements will be completed.

Student : Submits "Declaration of Candidacy for a Graduate Degree" form to the Graduate Division by the required deadline.

Student : Completes dissertation.

Graduate program : Nominates outside examiner by memo to the VCAA or designee.

VCAA or designee : Appoints outside examiner and so notifies the graduate program.

Student : Passes final oral examination.

Graduate program : Submits "Recommendation for Award of Doctoral Degree" form to the Graduate Division.

Student : Submits dissertation (with fees) to the Library, and completes the "UMI Microfilming Agreement Form" and the "Survey of Earned Doctorates." [details provided by Library]

STUDENT RIGHTS AND RESPONSIBILITIES**Policy on Academic Dishonesty**

Graduate students are subject to the policies and procedures governing student conduct as described in the UH-Hilo Student Conduct Code. This includes acts of academic dishonesty, including, but not limited to, plagiarism, cheating, and falsifying data. Students can find these policies in the chapter of the Undergraduate Catalog entitled "Academic Regulations" under the section "Academic Dishonesty."

Policy on Conduct Violations Other than Academic Dishonesty

Instances in which graduate students are alleged to have violated the UH-Hilo Student Conduct Code in areas other than academic dishonesty will be handled following the procedures described in the Student Conduct Code. These procedures are described in the chapter of the Undergraduate Catalog entitled "Other Important Policies & Procedures" under the section "Student Conduct Code."

Conduct and Removal of Financial Support

All other recommendations to dismiss a student from the Graduate Division or one of its programs, or to break a student's assistantship contract or to revoke a fellowship, tuition scholarship, or other source of financial support, are made to the VCAA, accompanied by appropriate documentation. The student will be informed of the basis for any such decision. The student may appeal the decision by using first the grievance procedure of the

student's program and then, if needed, the appeals procedures of the Graduate Council Grievance Committee. Action on a recommendation to remove support from or to dismiss a student in good academic standing will await the outcome of the grievance procedure.

Academic Complaints

The process for handling academic complaints by graduate students will follow the same general procedure as utilized for undergraduate students at UH Hilo. This procedure is outlined in the University of Hawai'i at Hilo Student Academic Complaint Policy found at www.uhh.hawaii.edu/uhh/accreditation/StudentRights.php. The following exception is made for graduate students:

Under Part III (Procedures for the Resolution of Academic Complaints Filed During the Regular Academic Year) Letter B (Complaint of Academic Impropriety), for complaints relating to academic impropriety involving post-baccalaureate students, the Dean shall refer the written complaint to the UH Hilo Graduate Council (Academic Complaints Committee) for timely review and recommendation (10 calendar days) before taking action.

MASTER OF ARTS (M.A.) IN CHINA-U.S. RELATIONS

Program Chair:

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Program Purpose

The Master of Arts in China-U.S. Relations at UH Hilo is a 30-credit-hour program designed to provide students with an interdisciplinary, liberal arts background in Chinese culture and its relation to the United States' role in Pacific affairs. It will prepare students for a broad spectrum of professions such as international education, business and tourism, government, cultural exchange, and international service in China and the Pacific region.

The program aims to promote China-U.S. cultural communication. It provides a forum for dialogue and understanding between the United States and the Chinese people. United States' students will study various aspects of Chinese civilization and see the United States from a Chinese perspective, while Chinese students will learn about United States' culture and see China from a Pacific Rim perspective.

Program Emphasis

The program emphasizes three key areas of study:

1. United States' Perceptions of China's Historical and Cultural Traditions
 - While considerable emphasis is placed on China's turbulent modern history, students also study, in depth, China's cultural, philosophical, and religious traditions. Students learn about China from Confucianism, Taoist, and Buddhist, as well as modern, perspectives. This learning provides a context for review of prevailing perceptions of China held by the United States in the decades prior to and after the Second

World War, perceptions which have helped shape U.S. policies toward China.

2. United States' Role in China's Economic Reform
 - The focus is on China's evolution from a highly-centralized, planned economy to its mass mobilization for market socialism—or capitalism with Chinese characteristics. Students examine how China has adopted market liberalization and the resulting tension with state political structures. The importance of economic relations between China and the U.S. in terms of trade and investment, and how these relations may evolve, is a main aspect of study. Related study is China's need for technological and educational advancement and the United States' role in helping it achieve those ends.
3. Government and Public Policy in China
 - Students examine China's elaborate institutional structure for the party and state, and how China's leaders have attempted to move party-state organizations toward modernity. A related aspect of study involves analysis of the military's role in policymaking, especially on issues such as Taiwan, democratic reform, dissent, human rights, and the environment. These issues influence ongoing Sino-American relations.

Distinctive Features

China Summer Tour

- Students study at both UH Hilo and Peking University in China. The program welcomes international students.

Multidisciplinary Approach

- Students enroll in interdisciplinary courses in religion, philosophy, history, business, economics, political science, anthropology, geography, and languages of China. Core courses within the program are designed and taught from an interdisciplinary approach.

China-U.S. Encounter

- This summer program promotes China-U.S. cultural communication. A special emphasis is placed on the study of Chinese culture and its relationship to United States' values. To provide a forum for dialogue and understanding between the American and Chinese people, the experience will consist of a mix of Asian, Pacific, and American students.

Pacific Focus

- Students explore the cultural, social, political and economic relationships between China, the United States, and other nations in the Pacific region. Specifically, American students will see the United States from the Chinese perspective, while Chinese students will comprehend China within the Pacific Rim context.

Year-Round Schedule

- Courses will be offered during the traditional academic year (Fall/Spring) as well as summer and winter sessions. Full time graduate students can finish their degrees more quickly, and professionals, especially schoolteachers, can use their summers for advanced education.

Application Process

General Procedures:

Applications to the program will be examined beginning March 1 for admission the following Fall semester. After March 1 applications will be considered on a space available basis until July 1.

Applications and supporting documents should be sent to the Graduate Office of Admissions, UH Hilo, 200 West Kawili Street, Hilo, HI 96720. This office maintains applications through final notification to applicants. If you do not hear from the Graduate Office of Admissions within 30 days of submission of your application, please contact the office at 808-974-7414.

Applications that meet the initial requirements are forwarded to the China-U.S. Admissions Committee for a comprehensive review. The names of graduate candidates selected by the committee are forwarded to the Graduate Office of Admissions which sends final notification to the applicant.

Application Requirements:

- A. A completed application form and appropriate fee. The application form and fee information are available online (www.uhh.hawaii.edu) or from the Graduate Office of Admissions.
- B. One official transcript from each post-secondary institution attended. These transcripts must be sent directly from the institution or submitted by the applicant in a sealed institutional envelope if accompanying the application. Transcripts from within the UH system are not required.
- C. Official Graduate Record Exam scores are required unless other qualifying test scores are required by a specific program (check admissions requirements in each program description). International applicants whose native language is not English, or who have not attained a baccalaureate or higher degree from an English-speaking institution, also must submit TOEFL scores.
- D. A minimum of three letters of recommendation attesting to the academic ability or other qualifications of the applicant.
- E. Statement of academic and/or long range goals.
- F. Verification of financial status (for all international students).

Admission Status:

The applicant's admission status is valid for only the semester to which the student is accepted. Applications for those who do not register or who withdraw from the University are voided but retained for a period of one year. Students may reapply for admission the next year by notifying the Graduate Office of Admissions and submitting another application fee.

Minimum Criteria for Admission:*

An applicant must:

1. have earned a baccalaureate degree from a regionally-accredited U.S. college or university or its equivalent from a

recognized non-U.S. institution of higher learning;

2. have earned a cumulative grade point average of 3.0 or higher (on an A = 4.0 scale);
3. have taken and submitted General Graduate Record Exam (GRE) scores;
4. have ensured that three letters of recommendation have been submitted by references who have observed or supervised the applicant's performance and can attest to the academic ability of the applicant to pursue graduate study or other qualifications of the applicant;
5. have earned a TOEFL score of 550 or higher (paper version) or 213 or higher (computer version) if she or he is a non-native speaker of English or has attained a baccalaureate or higher degree from a non-English speaking institution;
6. have submitted a personal statement of academic and/or long range goals.

Please Note: A minimum of one year of college-level Chinese language or its equivalent is recommended for non-native speakers of Chinese.

Transfer of Credits:

Requests for transfer of graduate credits must be made during the first semester in which the student is enrolled in the program. Courses which may be eligible for transfer will be reviewed by the CHUS program to determine program credit. Only classes with a grade of B (3.0) or higher from accredited universities or colleges will be considered for transfer. Transfer credit hours must have been completed within five years preceding the date upon which the advanced degree is to be conferred by UH Hilo.

International Credentials:

A statement describing minimum academic qualifications expected of international application may be obtained from the Graduate Office of Admissions. These qualifications must be completed prior to enrollment.

Graduation Requirements

1. Completion of at least 30 semester credits;
2. Minimum of 24 semester credits in courses numbered 600 or above. Remainder of credits may be taken from courses numbered at 400 or above at the discretion of the China-U.S. Relations program chair. Courses numbered 499 may not be used for graduate credit. Also, credits used to meet requirements for an undergraduate degree may not be used to meet graduate program requirements.
3. Completion of the program with a GPA of at least 3.0;
4. Minimum of two semesters of full time study beyond the baccalaureate degree;
5. Successful completion of a thesis (Plan A) or a series of papers (Plan B);
6. Successful completion of a thesis oral examination (Plan A) or an exit oral examination (Plan B).

Frequently Asked Questions

1. How long does it take to complete the program? The program is designed to be completed in 3-4 semesters, or 2-3 semesters including summer sessions, with additional time needed for writing the thesis (Plan A).
2. Do I need to write a Master's Thesis? Plan A requires 24 semester credits of course work and a thesis of original research. Plan B requires 30 semester credits of course work and research papers.
3. What are the entrance requirements? See section entitled Minimum Requirements for Admission.
4. Do I have to take the GRE? Yes. Applicants are required to submit official General GRE scores to UH Hilo.
5. Can I transfer credits? Yes, subject to program approval (see section entitled Transfer of Credits).
6. How much will it cost to live in Hilo? In-state students should budget approximately \$13,000 per year for tuition, books, housing, food, and personal expenses; out-of-state students should budget approximately \$18,000.
7. Is financial aid available? Contact the UH-Hilo Financial Aid Office for information (808-974-7323).
8. Do I need a computer? Yes, or at least daily access to one.
9. Are summer graduate courses available? Yes. UH Hilo and Peking University co-sponsor the Summer Institute in Chinese Thought and Chinese Culture. The program includes lectures on Chinese culture as well as field trips to various historical sites, ancient cities, and cultural centers in China.
10. Do I have to know Chinese in order to be admitted to the program? At the discretion of the program Admissions Committee, students with no formal Chinese language training may be admitted to the program. See Chinese Language Requirement below.

Program Curriculum

Total Semester Credit Hours Required: 30

- At least 24 semester hours must be in courses numbered 600 or higher.
- Up to 6 semester hours in 400-level courses can be used to meet the required 30 credits.

Required Core Courses (9 credits):

- CHUS 600 (3) Approaches & Perceptions: Understanding China and America
- CHUS 610 (3) Problems and Issues of Contemporary China
- CHUS 695 (3) Seminar: Comparative Study of China and the U.S.

Required Area Courses (9 credits selected from the following):

- CHUS 621 (3) Seminar in Chinese Philosophy
- CHUS 622 (3) Chinese Religions and the West
- CHUS 623 (3) Chinese Immigrants in the United States
- CHUS 624 (3) Ethnography of Modern China
- CHUS 630 (3) Comparative Study of Business Ethics in China and US
- CHUS 640 (3) Chinese & U.S. Economies: A Comparative Approach
- CHUS 641 (3) Seminar: U.S.-China Environmental Issues
- CHUS 643 (3) Advanced Graduate Study on Contemporary Chinese Politics
- CHUS 650 (3) Intercultural Communication: China and the United States
- CHUS 661 (3) Comparative Political Economy: U.S. and Greater China
- CHUS 670 (3) Chinese Literature in the United States
- CHUS 680 (3) Chinese Culture Study Tour

Electives: In addition to the 18 semester hours required in the core and area courses above, students need a minimum of 12 semester hours in electives.

Chinese Language Requirement: Non-native Chinese speakers are required to take two semesters of Chinese language courses or the equivalent with approval of the Program Chair. Credits in Chinese language earned at other institutions are transferable to meet this requirement. Credits in Chinese language **DO NOT** count toward the required 30 semester hours for the Program.

Plan A: Thesis required (in addition to 30 semester hours of credit and the Chinese language requirement)

Plan B: Exit oral examination required (in addition to 30 semester hours of credit and the Chinese language requirement)

MASTER OF ARTS (M.A.) IN COUNSELING PSYCHOLOGY**Program Chair:**

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Program Description:

Counseling psychology as a psychological specialty aims at facilitating personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns.

Through the integration of theory, research, and practice, and with a sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives.

Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders. (Counseling Psychology Division of the American Psychological Association, <http://www.div17.org/Students/whatis.htm>)

Mission Statement:

The mission of the Master of Arts program in counseling psychology is to provide cross-cultural, student-centered, graduate training in counseling psychology. The program is designed to train students to become knowledgeable, skillful, ethical counselors who will be able to help people in need of professional counseling services. The program assigns a high priority to meeting the educational and personal needs of its students.

Program Goals:

- To provide students with the knowledge and skills to counsel clients from different ethnic, socio-economic, and educational backgrounds;
- To provide students with a broad understanding of general counseling theory and practice;
- To provide students with the knowledge of the social, psychological, health, and economic problems that citizens of Hawai'i face along with the professional skills to help people cope with and manage these problems in the future;
- To prepare students for the academic requirements of a doctoral degree in counseling psychology or a related field.

Prospects for Graduates:

Graduates of the program will be able to seek employment as professional counselors. Graduates who later obtain a doctoral degree in counseling or clinical psychology will be able to seek employment as professional psychologists. Employment

prospects for professional counselors are good in Hawai'i and in many other areas of the United States. Currently a shortage of qualified counselors exists, and employment opportunities in this field are expected to grow at a faster than average rate over the coming years. Professional counselors may find employment in a wide variety of settings, including the following:

- Community mental health clinics
- Public and private elementary and secondary schools
- Colleges and universities
- Correctional facilities
- Vocational rehabilitation centers
- Job training and career counseling centers
- Residential care facilities
- Drug and alcohol rehabilitation programs and agencies
- Private practice settings
- Mental hospitals and psychiatric wards
- General medical hospitals and other healthcare facilities
- Employee Assistance Programs
- Child welfare and other family assistance agencies
- Military settings

See the program Website for detailed information about employment opportunities and for information about professional licensure.

Admission Requirements:

To be eligible for admission to the Master of Arts in Counseling Psychology program, students must meet the following minimum requirements:

1. A baccalaureate degree from a regionally-accredited institution;
2. A cumulative GPA of 3.0 on a 4.0 scale;
3. A strong background in psychology or a closely-related field, with a minimum of 15 semester hours of course work in psychology; strongly recommended are an introductory or survey of psychology, statistical techniques, research methods, and at least two 300-level or higher psychology courses. For these 15 semester hours, similar courses in closely-related fields of study may also be acceptable;
4. At least one 3-credit course in statistics and one 3-credit course in research methods from any discipline;
5. A score of 550 on the TOEFL (required of applicants for whom English is not their native language and whose undergraduate degree was earned in a non-English speaking country).

Meeting the minimum requirements does not guarantee admission. Eligible applications are reviewed by the Psychology Graduate Admissions Committee which uses multiple criteria for the assessment of applicants. Admission is selective. Priority will be given to students applying for full-time enrollment. Depending on program needs, a few outstanding applicants for part-time enrollment may be admitted.

Application Procedure:

The application deadline for Fall admission is February 1. Applications received in the UH Hilo Graduate Office of Admissions after the deadline will be considered only on a space available basis by the program. Students who submit applications after the February 1 deadline may be ineligible for certain types of financial aid.

Complete applications that meet the minimum admission requirements will be forwarded to the Psychology Department's Graduate Admissions Committee which will review each application. Admission decisions will be made by this committee and forwarded to the UH Hilo Graduate Office of Admissions.

The UH Hilo Graduate Office of Admissions receives applications and supporting documents and maintains the applications through final notification. In general, for applications received by the priority deadline, Admissions will notify each applicant of acceptance or rejection by March 15.

Applicants must submit all of the following items:

1. UH Hilo Graduate application form;
2. Application fee;
3. Official transcripts from all colleges or universities attended (must be received directly from the institution or in a sealed envelope if submitted with your application);
4. Personal statement (see the program website);
5. Resume;
6. Three professional recommendation letters, which may use the special recommendation forms (not required, however) included with the application materials. The recommendations should be sent directly to the UH Hilo Graduate Office of Admissions by the referees;
7. GRE general test scores (sent to UH Hilo directly by the testing service).

In addition, international applicants must submit the following items:

- Supplementary Information Form for Foreign Students (<http://www.uhh.hawaii.edu/forms/index.php>);
- TOEFL scores (if English is not the applicant's native language);
- Official college transcripts in the original language accompanied by official translations into English.

Applications will be considered only when all of the above documents have been received. For more detailed information and to download application forms, students may use the program website. Application forms also may be obtained from the UH Hilo Graduate Office of Admissions:

UH Hilo Graduate Office of Admissions

Student Services Building

200 West Kawili Street

Hilo, HI 96720-4091

TEL: (808) 974-7414 or (808) 897-4456

FAX: (808) 933-0861

uhhadm@hawaii.edu

<http://www.uhh.hawaii.edu/studentaffairs/admissions/>

Transfer of Credits:

Requests for transfer of credits must be made during the first semester in which the student is enrolled in the program. Students will need to obtain departmental approval for all credit transfers. Only credit hours with a grade of B or better from accredited universities are transferable. Credit hours for practicum and internship courses are not transferable. Transfer credit hours must have been completed within five years prior to admission.

Program Curriculum:

Total semester hours required: 60

Required courses (50 semester hours):

- PSY 601 (4) Applied Multivariate Statistics
- 602 (3) Research Methodology and Program Evaluation
- PSY 603 (3) Psychological Assessment
- PSY 604 (3) Professional Identity, Ethics, and Legal Issues
- PSY 611 (3) Lifespan Human Development
- PSY 612 (3) Career Development
- PSY 613 (3) Psychopathology over the Lifespan
- PSY 620 (3) Counseling Theory
- PSY 622 (4) Group Work and Counseling
- PSY 623 (3) Social and Cultural Foundations
- PSY 624 (3) Counseling Skills
- PSY 640 (6) Counseling Practicum
- PSY 659 (9) Internship

Electives (10 semester hours required):

- PSY 614 (3) Family System
- PSY 641 (3) School Behavior, Adjustment, and Problems
- PSY 642 (3) Educational and Vocational Assessment
- PSY 643 (3) School and Career Guidance and Consultation
- PSY 651 (3) Theories of Family Counseling
- PSY 652 (3) Couple Counseling
- PSY 694 (3) Advanced Topics
- PSY 699 (3) Directed Studies
- PSY 700 (3) Thesis Research (repeatable)

MASTER OF EDUCATION**Program Chair:**

Richard L. Biffle III, Ph.D.

Office: University Classroom Building 326, (808) 974-7582

Web Page: www.uhh.hawaii.edu/academics/cas/other/education.php**For Information Contact:**

Madeline Sehna, Education Department

sehna@hawaii.edu

TEL: 808-974-7582

FAX: 808-974-7737

Faculty:**Professors:**

Nina K. Buchanan, Ph.D.

Jan L. Zulich, Ph.D.

Associate Professors:

Richard L. Biffle III, Ph.D.

Jeanine Hirtle, Ed.D.

Manulani Aluli Meyer, Ed.D.

Assistant Professors:

Douglas Carothers, Ed.D.

Michele Ebersole, Ph.D.

Darius Kalvaitus, Ph.D.

Pamela B. Thompson, Ph.D.

Program Description:

The Master of Education degree (M.Ed.) is a 33-semester-hour program designed to foster professional growth and renewal of licensed teachers. It is a cohort program that requires five semesters and two summers to complete. Courses are offered in the evening and/or on Saturdays. While the teaching force on Hawaii Island is a natural target population, the M.Ed. also is designed for licensed teachers throughout the state and in select areas of the countries of the Pacific Rim. The program promotes teacher leaders who will engage in school renewal and reform through curriculum development, school decision-making, and community outreach.

The M.Ed. is a generalist degree designed to address the unique professional development needs of Hawaii Island teachers who choose neither to relocate nor to enroll in a specialized degree program. It is designed to be broadly useful and is, therefore, interdisciplinary. The curriculum focuses on philosophical, psychological, and curriculum foundations. It emphasizes research and teaching tools including technology, assessment, research methodology, and advanced instructional strategies to facilitate instructional school-based leadership.

M.Ed. Graduates Will Be Able To:

1. Analyze and apply current trends and issues in education including school change initiatives, reform movements, infusion of technology throughout schools, and methods of addressing the needs of diverse student populations;
2. Engage in critical and reflective analysis enabling them to integrate and apply a variety of research-based methods, materials, and processes in their classrooms;
3. Conduct and report action research which will enable them to contribute to the positive intellectual climate of their schools and to assume instructional leadership roles.

Admission Requirements:

Admission is based upon previous preparation and requires previous completion of a baccalaureate degree and evidence of eligibility for the initial basic license to teach as defined by the UH Hilo Education Department. Generally, an applicant must have earned a minimum grade point average of 3.0 (4.0=A scale) or the equivalent in the last four semesters or approximately 60 semester credits of his/her undergraduate record and in all post-baccalaureate work. Applications and a detailed description of requirements are available from the Education Department or from the UH Hilo Graduate Office of Admissions. Interested potential students may contact the Education Department at 808-974-7582 for more information.

Following are the major requirements for admission:

1. Baccalaureate degree from an accredited institution;
2. A cumulative grade point average (GPA) of 3.0 (4.0 = A scale) or the equivalent in the last four semesters or approximately 60 semester credits of the undergraduate record and in all post-baccalaureate work;
3. Evidence of eligibility for an Initial Hawaii Basic License to teach;*
4. Three letters of recommendation from references who have observed or supervised the applicant's performance and are able to comment on the quality of the applicant's teaching experience, ability to pursue graduate study, and general character.

*Applicants who do not hold a license to teach should meet with an Education Department Advisor (808-974-7582 for appointment) prior to submitting documentation of eligibility for an initial basic license. These applicants will be considered for acceptance into the program on a case-by-case basis. Applicants must submit evidence of their eligibility by documenting the following:

1. Development of knowledge, skills, and dispositions described in the Hawaii Teacher Standards Board's Teacher Performance Standards;
2. Experience teaching;
3. Ability to participate in the study of education at the level of sophistication required in a graduate program.

The UH Hilo Education Department M.Ed. Admissions Committee will evaluate above evidence submitted as one of the components in the M.Ed. application.

Application packets will be reviewed only when they are complete. International applicants also must provide verification of financial status. An official TOEFL score report may be required for international applicants.

Course and Graduation Requirements:

M. Ed. Course Requirements

- ED 600 (3) Education of Ethnic Groups in Hawai'i
- ED 602 (3) Technology in Education
- ED 608A, B, C (3) Fundamentals of Educational Research
- ED 610 (3) Foundations of Education
- ED 611 (3) Advanced Educational Psychology
- ED 616A, B, C (3) Assessment and Evaluation in Education
- ED 620 (3) Individual Differences: Learner Characteristics
- ED 622 (3) School Curriculum
- ED 625 (3) Seminar in Teaching Field
- ED 635 (3) Advanced Instructional Strategies
- 600+ Elective in Content Area

M. Ed. Graduation Requirements

- Students must complete all program courses, including the elective content-area course.
- To remain eligible for continuance in the M.Ed. and to be awarded the graduate degree, students must maintain progress toward completion of the program and must have a B average (3.0 GPA) for all courses completed in the program.
- Each student must complete a culminating experience; this is an independent project that integrates what he or she has learned during the five semesters of the program. The project must be completed independently of any course and will not be associated with program course credit.

Cohort and Other Requirements

- Students enroll in the M.Ed. program as members of a cohort which is expected to complete all requirements in five semesters and two summers.
- So that students can continue to teach while pursuing the degree, courses are offered during the evening and/or on Saturdays.
- Typically, all students in a cohort will take courses together and in the sequence prescribed by the department.
- New cohorts will be established based on student demand and available resources.

Faculty Advising and Guidance:

Each student will be assigned a faculty advisor who will meet with the individual student to review, approve, and provide guidance for the culminating project.

Coursework:

Courses in the M.Ed. program are taught by Education faculty and occasionally faculty from other departments.

COLLEGE OF HAWAIIAN LANGUAGE KA HAKA 'ULA O KE'ELIKÖLANI**POST-BACCALAUREATE CREDENTIAL/
LICENSING PROGRAMS**

For information on any post-baccalaureate program, please contact:

Director Kalena Silva, Ph.D. (kalena_s@leoki.uhh.hawaii.edu)
Kanaka'ole Hall 235
200 W. Kāwili Street
Hilo, Hawai'i 96720-4091
(808) 974-4342
Fax (808) 974-7736
Or visit **Website:** www.olelo.hawaii.edu/khuok/

**CERTIFICATE IN INDIGENOUS LANGUAGE
AND CULTURE REVITALIZATION**

This certificate program is approved but has not yet been implemented. Contact the Director of the Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language for anticipated opening of the certificate program in the future.

**KAHUAWAIOLA INDIGENOUS TEACHER
EDUCATION PROGRAM**

Director: Keiki Kawai'ae'a
Associate Director: Makalapua Alencastre
Programs Assistant: Ku'ulei Kapa'a
Faculty:
Makalapua Alencastre, M.A.
Alohalani Houseman, M.Ed.
Keiki Kawai'ae'a, M.Ed.

The program is also assisted by other faculty drawn from Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language and by experts in Hawaiian language and culture from outside the college.

For More Information about Kahuawaiola or to request an application packet, please contact:

Kahuawaiola Indigenous Teacher Education Program, PB12-1
Ka Haka 'Ula O Ke'elikōlani College
University of Hawai'i at Hilo, 200 West Kāwili Street, Hilo,
Hawai'i 96720-4091
phone: (808) 974-7796; fax: (808) 974-7797
e-mail: noi_kahuawaiola@leoki.uhh.hawaii.edu
or visit: <http://www.kahuawaiola.org>

Program description:

The Kahuawaiola Indigenous Teacher Education Program is a three-semester post-baccalaureate program, delivered primarily through the medium of Hawaiian, specifically designed to prepare *Mauli Ola Hawai'i* (Hawaiian identity nurturing) teachers of the highest quality to teach in Hawaiian language medium schools, Hawaiian language and culture programs in English medium schools, and schools serving students with a strong Hawaiian cultural background. Kahuawaiola is accredited through the State Approval of Teacher Education Programs (SATE). Upon successful completion of the program, candidates will have satisfied one of the requirements for initial licensure from the Hawai'i Teachers Standards Board. (See Graduation Requirements section for additional requirements for recommendation to the HTSB.)

Based on the Hawaiian concepts *Ma ka hana ka 'ike* (Knowledge

comes from direct experience), and *Ma mua ka hana, ma hope ka wala'au* (Direct experience comes first, discussion comes second), Kahuawaiola places a high value on on-site learning and practicum experience with high performance outcomes. Academics are integrated in a spiraling sequence and holistic indigenous approach utilizing the classrooms and outside environment for a balance of theory and applied learning situations. The four areas of teacher preparation throughout the program include, 1) Hawaiian language, culture, and values; 2) pedagogical skills; 3) knowledge of content; and 4) development of professional qualities.

Kahuawaiola is delivered through a Hawaiian cultural framework of four *pale*, or phases. The first *pale*, *Wana'ao*, requires that students accepted into the program have previous experience in teaching and/or curriculum development through the medium of Hawaiian. (See Entrance Requirements section for complete description of work experience requirement.)

The second *pale*, *Kahikole*, takes place during the summer. During this foundation phase of teacher training, principles of learning and teaching are integrated with state standards and general educational theory through a philosophy of education, *Ke Kumu Honua Mauli Ola*, based on Hawaiian traditions. Students learn to integrate Hawaiian culture and Hawaiian pedagogy into all phases of the curriculum and content areas including differential learning strategies, lesson planning, assessment, classroom management, and other skills necessary for practical application in the third *pale*. Students carry a total course load of 13 credits during the summer session.

Teacher candidates then invest two full semesters of student teaching experience at Hawaiian medium school locations around the state. Students are encouraged to return to their home communities for the practicum phases and are supported by a cooperating teacher, and regular site visits from clinical faculty, and professional development workshops where students are given the opportunity to interact with practicing Hawaiian immersion professionals throughout the state. Students are expected to commit full-time to the practicum experience, which also includes a discussion seminar held on Saturdays via HITS (Hawai'i Interactive Television System). The third *pale*, *Kahikū*, takes place during the fall semester and focuses on developing teaching skills but includes discussion of broader issues as appropriate. Students carry a total course load of 12 credits during the fall semester which includes both the practicum and seminar.

The fourth *pale*, *Kaulolo*, takes place during the spring semester and focuses on mastery of teaching skills and professionalism through extended teaching experiences and seminar support. The seminar focuses on hypothetical situations and long range goals rather than practical day-to-day situations, although these are also covered when appropriate. In this *pale*, students acquire the higher level planning and conceptualization skills necessary for the growth of Hawaiian medium education. During the spring semester, students again carry a total course load of 12 credits which includes both the practicum and seminar.

Evaluation of Hawaiian language proficiency is delivered through a battery of tests that evaluate the level of fluency in six areas: 1) reading comprehension; 2) aural comprehension; 3) use of standard orthography in adapting older materials; 4) translation from English; 5) composition; and 6) oral language skills demonstrated in an interview.

Program Requirements

The Kahuawaiola Indigenous Teacher Education Program is a program provided, as mandated by law, through the medium of the state's official Hawaiian language and community-based culture at the University of Hawai'i at Hilo's College of Hawaiian Language, Ka Haka 'Ula O Ke'elikōlani. Core course work for the program begins in the summer; therefore, admittance into the program shall be granted prior to the summer session only. Kahuawaiola will be of special interest to those planning to teach in Hawaiian medium schools, Hawaiian language and culture programs in English medium schools, and schools serving students with a strong Hawaiian cultural background.

All interested persons with a B.A. or B.S. degree from an accredited college or university with an approved major requiring a minimum of 120 credits, 45 of which are at the 300 level or above, may be accepted if they meet the Hawaiian language and culture course work requirements of the program.

Admission Requirements

Applicants will be evaluated on the following criteria:

1. Completion of the application packet.
2. B.A. or B.S. degree from an accredited college or university, in a major approved by the Hawaiian Studies Division.
3. A minimum GPA of 2.75 in both the major and cumulative record.
4. Four years of Hawaiian language with a minimum GPA of 2.75 for the third and fourth years, or permission from the Hawaiian Studies Division based on an evaluation of fluency.
5. Successful completion of one of the following: Hwst 111, 211, 213; or permission from the Hawaiian Studies Division based on an evaluation of Hawaiian cultural knowledge and skills.
6. Successful completion of one of the following: Hwst 205, 471, 472, 473, 474; or permission from the Hawaiian Studies Division based on an evaluation of Hawaiian cultural knowledge and skills.
7. Successful completion of Haw 490 Base-Level Fluency for Hawaiian Medium Education.
8. 50 hours of (paid or volunteer) teaching experience through the medium of Hawaiian, OR 30 hours of (paid or volunteer) teaching experience through the medium of Hawaiian AND 30 hours of (paid or volunteer) experience in Hawaiian medium curriculum development.
9. Passing scores on the Praxis I exams (reading, writing, and mathematics), AND on Praxis II (Subject Assessments) Content Area Exercises relevant to secondary level licenses for which the applicant will seek from the Hawai'i Teacher Standards Board.
10. Interview with Kahuawaiola faculty.

Applying to the Program

Applications will be evaluated on submission of the following required documentation in a timely manner. (Application deadline January 31st)

1. University of Hawai'i Application for Admission (including processing fee).
2. Kahuawaiola Admission Application.
3. Statement of interest.
4. Work Experience Verification form.
5. Three letters of recommendation.

6. Official college/university transcripts (for EACH post-high institution previously attended).
7. Official Praxis I/II scores.

Applicants accepted into the program will be required to complete additional documentation prior to the start of the summer session, including but not limited to a criminal background check and fingerprinting as required by the state prior to classroom teaching. For more information, contact the Kahuawaiola office.

Graduation Requirements

Graduation from the program is based on the successful completion of the following requirements:

1. 9 courses totaling 37 credits:
 - KEd 620 (3) Foundations for Hawaiian Medium Education
 - KEd 621 (3) Language Arts in Hawaiian Medium Education
 - KEd 622 (2) Math and Science in Hawaiian Medium Education
 - KEd 623 (2) Social Studies in Hawaiian Medium Education
 - KEd 624 (3) Technology, Arts, and Physical Education in Hawaiian Medium Education
 - KEd 641 (9) Hawaiian Medium Field Experience I
 - KEd 642 (3) Hawaiian Medium Field Experience I Seminar
 - KEd 643 (9) Hawaiian Medium Field Experience II
 - KEd 644 (3) Hawaiian Medium Field Experience II Seminar
2. Minimum grade of 3.0 in all teacher training courses requiring grades.

Candidates complete "requirements" on two levels:

- **LEVEL ONE - "CERTIFICATE COMPLETER"** - Upon completion of all Kahuawaiola course requirements, candidates graduate and receive the Certificate in Indigenous Education from UH-Hilo. (Application for Gradation required.)
- **LEVEL TWO - "PROGRAM COMPLETER"** - Candidates complete all Kahuawaiola course requirements, graduate and receive the Certificate in Indigenous Education from UH-Hilo, and become "Certificate Completers". Candidates ALSO complete remaining Praxis exams (PLT and Praxis II Subject Assessment Pedagogy exams/Elementary Education exams) required for licenses for which they will seek from the Hawai'i Teacher Standards Board (HTSB). Only after successful completion of Praxis exams are candidates recommended by Kahuawaiola to the HTSB for licensure. Only "Program Completers" are eligible to apply for teaching licenses from the HTSB.

Academic Status, Progression, and Readmission Policies

Kahuawaiola students are expected to complete the program in three consecutive semesters while also maintaining full-time status. Students are also expected to fully devote their energies and efforts to the course work, field experiences, and other requirements of the program. There are no elective courses.

Unless designated "credit/no credit," Kahuawaiola courses may not be taken on a "credit/no credit" basis. A 3.0 GPA must be maintained in all Kahuawaiola courses. A student whose GPA falls below 3.0 may be dismissed from the program. Likewise, a student may be removed from a field experience if it is determined by Kahuawaiola faculty that the student is not making satisfactory progress toward meeting the requirements of the program. Such removal may result in complete dismissal from the program.

MASTER OF ARTS (M.A.) IN INDIGENOUS LANGUAGE AND CULTURE EDUCATION

Director: Keiki Kawai'ae'a

Associate Director: Makalapua Alencastre

Programs Assistant: Ku'ulei Kepa'a

Faculty:

Makalapua Alencastre, M.A.

Alohalani Houseman, M.Ed.

Keiki Kawai'ae'a, M.Ed.

The program is also assisted by other faculty drawn from Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language and by scholars with a national and international reputation in indigenous language and culture education from outside the college.

For information contact:

Ku'ulei Kepa'a

Ka Haka 'Ula O Ke'elikōlani College

University of Hawai'i at Hilo, 200 West Kāwili Street, Hilo,

Hawai'i 96720-4091

phone: (808)974-7796; fax: (808)974-7797

e-mail: ma_naauao@leoki.uhh.hawaii.edu

or visit: http://www.olelo.hawaii.edu/khuok/ma_naauao.php

Program Description:

The Master's of Arts (M.A) in Indigenous Language and Culture Education is designed for indigenous language and culture education practitioners such as teachers, administrators, and culture resource specialists. The setting at Ka Haka 'Ula O Ke'elikōlani College with its Kahuawaiola Indigenous Teacher Education Program, curriculum development center, consortium with the 'Aha Pūnana Leo, and P-12 laboratory school, baccalaureate, and graduate Hawaiian medium education programs provides unique resources for understanding indigenous language and culture education.

The M.A. in Indigenous Language and Culture Education offers only a non-thesis Practicing Track, which requires students to simultaneously pursue the Kahuawaiola Indigenous Teacher's Education Certificate. Actual use of an indigenous language in the majority of Practicing Track courses provides students with the tools to carry out indigenous language and culture education at a high level in their language of focus.

Students accepted into the master's program must have met requirements for study and fluency in their indigenous language and culture of focus which will be their point of reference throughout the program. The level of fluency required in the language of focus will depend on the status of that language, in terms of relative health or endangerment, and will be supplemented by courses in Indigenous Studies, Anthropology, Linguistics, Languages (including English), Folklore, and other related areas where appropriate.

Admission Requirements:

1. Bachelor's degree from an accredited college or university with a minimum 3.0 grade point average in an approved field of study, e.g., Indigenous Studies, Ethnic Studies, Education, Languages (including English), etc.;
2. Three letters of recommendation at least one of which must focus on background in a particular language and culture of an indigenous people and service to that indigenous community;

3. 30 credits of study in a chosen indigenous language of focus or a program approved combination of that indigenous language and a metropolitan language, Anthropology or Linguistics with no grade lower than a "B" and a 3.5 average;
4. 9 credits of study in the culture of a chosen language of focus or a program approved combination of indigenous culture and related social science courses such as Anthropology and Sociology with no grade lower than a "B" and a 3.5 average;
5. Teaching experience either paid or volunteer;
6. Complete taped interview either in person or by telephone;
7. Passing scores on the GRE as determined by the College;
8. Passing scores on the TOEFL as determined by the College or other evidence of English fluency where appropriate; and
9. Prior completion of the Kahuawaiola Indigenous Teacher Education Program or current enrollment in that program. (Note that enrollment in the Kahuawaiola program requires that the student has previously passed HAW 490 Base-level Fluency for Hawaiian Medium Education.)

Further information on the details of fulfilling admission requirements are available from the Program. Such details take into account the status of different endangered languages relative to community use, revitalization status, and stage of academic study. The College, may under some circumstances, provisionally accept students to the Program.

Graduation Requirements:

Practicing Indigenous Education Track (Non-thesis) (31 credits)

- I. 3 credits in KEd 630 Research Methods in Indigenous Language and Culture Education
 - II. 10 credits in group specific indigenous language medium education
 - KEd 620 Foundations for Hawaiian Medium Education (3)
 - KEd 622 Math and Science in Hawaiian Medium Education (2)
 - KEd 623 Social Studies in Hawaiian Medium Education (2)
 - KEd 624 Technology, Arts, and Physical Education in Hawaiian Medium Education (3)
 - III. 3 credits in KEd 621 Language Arts in Hawaiian Medium Education
 - IV. 6 credits in field study
 - KEd 642 Hawaiian Medium Field Experience I Seminar (3)
 - KEd 644 Hawaiian Medium Field Experience II Seminar (3)
 - V. 6 credits in appropriate 600 level education, multilingual societies or linguistics electives taken from any two of the following:
 - HAW 632 Teaching Hawaiian as a Second Language
 - KEd 660 Indigenous Culture-Based Education in Theory and Practice
 - KEd 661 Curriculum Development in Maoli Ola-based Schools
 - KEd 662 Cultivating Native Well-being Through Education
 - VI. 3 credits in KEd 693 Applied Research In Indigenous Education
 - VII. Completion of the Kahuawaiola Indigenous Teacher Education Program
 - KEd 641 Hawaiian Medium Field Experience I
 - KEd 643 Hawaiian Medium Field Experience II
- Passing scores on required PRAXIS examinations

MASTER OF ARTS (M.A.) IN HAWAIIAN LANGUAGE AND LITERATURE

Program Leader and contact person:

Charles Langlas, Ph.D.
 Kanaka'ole Hall 269
 University of Hawai'i at Hilo
 200 W. Kāwili Street
 Hilo, HI 96720
 808-974-7454
 langlas@hawaii.edu

Faculty:

Charles Langlas, Ph.D.
 Kalena Silva, Ph.D.
 William H. Wilson, Ph.D.
 Jason Cabral, M.A.
 Keola Donaghy, M.A.
 Kauano'e Kamana, M.A.
 Larry L. Kimura, M.A.
 Hiapo Perreira, M.A.

Program Description:

The M.A. in Hawaiian Language and Literature was UH Hilo's first graduate program and the first focusing on a Native American language in the United States. The program draws upon the tremendous wealth of Hawaiian literary resources from the 19th and 20th centuries—regarded by some scholars as the largest repository of any indigenous people in the world.

The M.A. seeks to produce graduates prepared to meet the increasing demands for in-depth knowledge of Hawaiian language and literature in all sectors of contemporary life in Hawaii. With government promotion of the language mandated by the Hawaii State Constitution, Hawaiian is the language area of greatest need in Hawaii's public schools. The only language other than English used as a full medium of instruction in the public schools, Hawaiian is presently the medium through which a full academic curriculum is delivered to nearly 2,000 children on all islands except Lanai. In addition, Hawaiian language-learning programs throughout the University of Hawaii system and in high schools enjoy large enrollments and, by constitutional mandate, are a part of the education of all elementary public school children. The substance, stability, and growth of such programs will depend heavily upon individuals with graduate level training in Hawaiian language and literature.

Entrance Requirements

- B.A. or B.S. degree from an accredited college or university;
- 30 upper division credits in HAW or HWST courses with no grade lower than a "B" and a minimum 3.5 grade point average;
- Three letters of recommendation;
- Successful completion of an examination in Hawaiian language and culture;
- Interview by Hawaiian Studies faculty;
- Graduate Record Examination scores.

Graduation Requirements

Complete all eight of the following requirements for a total of 36 semester hours:

1. Earn 12 semester hours from the following 4 courses: HAW 630, 631, 654; and HWST 663.
2. Earn 3 semester hours from HWST 661 **or** 662.
3. Earn 3 semester hours from HWST 664 **or** 665.
4. Earn 3 semester hours from either HAW 690 **or** HWST 699V (course must be approved by program chair). Students typically study for at least six weeks with another endangered language community outside Hawai'i.
5. Earn 6 semester hours in HAW 700.
6. Earn 9 semester hours in upper division and graduate Hawaiian Language or Hawaiian Studies courses from the following list, with not more than 6 hours at the 400 level:
7. HAW or HWST 400-498, 600-699V (except HAW 490); KED 600-699V (except KEd 641-644); KANT 486; Kind 601-602.
8. Earn no grade lower than a "B."

Under certain circumstances a student may request a transfer from the Masters in Hawaiian Language and Literature to the Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization after completing a minimum of 18 credits of graduate work.

DOCTOR of PHILOSOPHY (PH.D) IN HAWAIIAN AND INDIGENOUS LANGUAGE AND CULTURE REVITALIZATION

Program Leader and contact person:

William H. Wilson
 234 Kanakaole Hall
 University of Hawaii at Hilo
 200 W. Kawili Street
 Hilo, HI 96720
 808-974-7454
 pila_w@leoki.uhh.hawaii.edu

Faculty:

Charles Langlas, Ph.D.
 Kalena Silva, Ph.D.
 William H. Wilson, Ph.D.

Program Description:

Hawai'i, and Hilo in particular, is the site of the most advanced effort within the United States, and indeed the North Pacific Basin in indigenous language revitalization. Concentrated in Hilo is a preschool through graduate school Hawaiian medium educational system and the key support offices providing administrative, curricular, language planning, and technological support to programs throughout the Hawaiian islands. In addition, Ka Haka 'Ula O Ke'elikōlani provides government sponsored outreach services of indigenous language support throughout the Polynesian countries and the United States.

The Doctorate in Hawaiian and Indigenous Language and Culture Revitalization is designed first to serve the needs of the State of Hawai'i for advanced academic training and scholarly research in the Hawaiian language. An additional goal is to use the internationally recognized successful model of Hawaiian

language revitalization to provide other indigenous scholars and language educators with graduate level education relevant to the revitalization of their own languages and cultures. By providing a forum for the exchange of ideas and research on the many issues faced in efforts to revitalize indigenous languages and cultures elsewhere, Hawaiian revitalization will also be further strengthened.

All students in the doctoral program are required to speak an indigenous language - their "language of focus" - and further develop their knowledge of that language in courses that explore the similarities and differences among such languages. In addition, students will choose two specializations from among the four systematic fields offered in the program. Those fields are a) Indigenous Language and Culture Education, b) Indigenous Language and Culture in Society, c) Language Planning, and d) Hawaiian Language and Culture. Indigenous language students from outside Hawai'i will thus have the three areas a), b), and c) from which to choose their two areas of specialization. Students whose language of focus is Hawaiian may substitute for one of these in depth study of Hawaiian language and culture, i.e., d) for either a), b), or c.)

There are a number of paths into the doctoral program from other universities, including the master's in Indigenous Studies, Anthropology, Languages (including English), and Linguistics. For those with a strong interest in Hawaiian, the College itself provides the Master of Arts in Hawaiian Language and Literature, the first master's in an indigenous language in the United States. In addition, the College provides a pathway for non-Hawaiian language specialists through the Master of Arts in Indigenous Language and Culture Education. The two master's are described on pages 286 & 287.

Admission Requirements:

1. Master's degree from an accredited college or university with a minimum 3.0 grade point average in an approved field of study (e.g., Hawaiian Language and Literature, Indigenous Studies, Anthropology, Languages, etc).
 2. Exceptional level fluency and academic knowledge demonstrated in the student's indigenous language of focus (Hawaiian or some other language).
 3. Three letters of recommendation at least one of which must focus on background in a particular language and culture of an indigenous people and service to that indigenous community.
 4. A sample of written work (usually the master's thesis).
 5. A statement of research interest.
 6. A statement of diversity experience concerning the contemporary status of an indigenous or threatened language and culture in addition to the student's language of focus. The social and political environment should be different from that of the student's language of focus. For a student whose language of focus is not Hawaiian, this diversity experience must be with a second language other than Hawaiian.
 7. A statement of experience in educational service to the Hawaiian speaking community (or to the community of one's language of focus if different from Hawaiian).
 8. Course work of at least 6 credits in general linguistics, linguistic analysis, and sociolinguistics
 9. Complete taped interview either in person or by telephone.
 10. Passing scores on the GRE as determined by the College.
11. Passing scores on the TOFEL as determined by the College, or other evidence of English fluency where appropriate.
 12. Further information on the details of fulfilling admissions requirements are available from the Director of the Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language. Such details take into account the status of different endangered languages relative to community use, level of revitalization, and stage of academic study. Under some circumstances the College may provisionally accept students into the Program.

Graduation Requirements:

1. KIND 730 (3) Research Methods In Hawaiian And Indigenous Language And Culture Revitalization
2. **Eight Credits** in Advanced Study in One's Language of Focus. These credits are directed toward improved analytical and fluency skills in the student's language of focus and its culture. KLAN 701/702 are seminars taken by all students to develop common understandings. Building upon these common understandings are KLAN 703/704 which are specific to Hawaiian or other indigenous languages depending on student interests:
 - KLAN 701 (1) Semantics And Pragmatics In Indigenous Languages
 - KLAN 702 (1) Stylistics And Domains In Indigenous Languages
 - KLAN 703 (3) Semantics And Pragmatics Of An Indigenous Language
 - KLAN 704 (3) Stylistics And Domains Of An Indigenous Language
3. Additional Language Requirement:
 - For students whose language of focus is Hawaiian, the additional language requirement will be met by demonstrated fluency and academic knowledge of any approved second language equivalent to the 102 level as taught at UH-Hilo.
 - For students whose language of focus is other than Hawaiian, the additional language requirement will be met by demonstrated fluency and academic knowledge of Hawaiian equivalent to the 102 level as taught at UH-Hilo.
4. Two Areas of Specialization:
 - Students will focus on **TWO** of the four areas of specialization provided in the program: (a) Indigenous Language and Culture Education, (b) Indigenous Language and Culture In Society, (c) Language Planning, and (d) Hawaiian Language and Culture. Specific research themes to be addressed within these broad areas are diverse in order to allow maximum application to student dissertation interests. Examples of such areas are literacy in indigenous languages, indigenous language media, spirituality and religion in traditional Hawaiian thought, lexicon development, indigenous language testing and evaluation, colonialism and neocolonialism as factors in indigenous language and culture revitalization, technology in indigenous language revitalization, diversity in indigenous languages and societies, ecological planning for indigenous language and culture survival, etc.
 - Total course work in the two areas of specialization is

dependent on the student's Graduate Committee. The Graduate Committee determines when the student is prepared sufficiently to take comprehensive examinations in the two areas. (Note courses and prerequisites listed below:)

- KED 794 (3) Indigenous Language and Culture Education (pre: KED 660, 662 or equivalent)
 - KIND 794 (3) Indigenous Language and Culture In Society (pre: KIND 601, 602 or equivalent)
 - KLIN 794 (3) Language Planning (pre: KInd 601, 602 or equivalent)
 - HWST 794 (3) Hawaiian Language and Culture (pre: HAW 631, 654, HWST 663, 665 or consent of instructor)
1. Completion of all graduate courses with a grade no lower than "B."
 2. Successful completion of a comprehensive examination consisting of oral and/or written questions, after the student's Graduate Committee determines the student has had sufficient preparation in the field of study to begin work on the dissertation.
 3. Successful completion of a dissertation, with enrollment in a minimum of six credits of KIND 800(V) during the writing of the dissertation.
 4. A final oral examination in defense of the dissertation upon completion of the dissertation.

MASTER OF SCIENCE IN TROPICAL CONSERVATION BIOLOGY AND ENVIRONMENTAL SCIENCE

Program Chair:

Donald Price, Ph.D.

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Tracy Wiegner, Ph.D., Marine Science, wiegner@hawaii.edu

Program Description

The primary purpose of the Master of Science in Tropical Conversation Biology and Environmental Science is to provide graduate training in conservation biology and environmental science to those with baccalaureate degrees and those currently working in the field. The program will utilize the extraordinary biological, physical, and cultural complexity of the island of Hawai'i as a focus of investigation and study. The program will prepare students for technical positions and for entry into Ph.D. programs in related fields.

Program Objectives:

- Foster knowledge of current trends and issues in conservation biology and environmental sciences including basic and applied research and natural resource problems;

- Provide participants with experiences in conceptual and technical research in ecology, evolutionary genetics, geographic analysis, environmental monitoring and assessment in marine and terrestrial environments;
- Promote research and scholarly activities that will enable participants to enter the scientific research community.

Graduates Of The Program Will Be Able To:

- Perform scientific research in the interdisciplinary field of conservation biology and environmental science;
- Develop skills in natural resource and protected area management;
- Use advanced technological equipment, perform quantitative analysis, and interpret complex data;
- Present scientific results in oral and written publications;
- Interpret and critique professional scientific literature.

Application Process

Applications will be examined beginning February 1 for admission the following Fall semester. After February 1 applications will be accepted on a space available basis until May 1. The UH Hilo Graduate Office of Admissions receives applications and supporting documents and maintains the applications through final notification. If you do not hear from the Graduate Office of Admissions within 30 days of submission of your application, please contact the office at 808-974-7414.

Applications that meet the requirements will be forwarded to the Tropical Conservation Biology and Environmental Science Admissions Committee for a comprehensive review. Admission decisions made by the committee will be forwarded to the Graduate Office of Admissions which sends the final notification to the applicant.

Admission Status: The applicant's admission status is valid only for the semester to which the applicant is accepted. Applications for students who do not register or who withdraw from the University are voided but retained for a period of one (1) year. Students may reapply for admission to the next year by notifying the Graduate Office of Admissions and submitting the application fee.

Admission Requirements

1. A baccalaureate degree from a regionally-accredited U.S. institution or from a nationally-recognized foreign institution.
2. Communicate with a potential advisor(s) from the list of participating faculty with similar research interests (see Internet Web Site). In the personal statement, list advisor(s) from the TCBES faculty who agrees to sponsor the application and to serve as primary advisor upon acceptance to the program.
3. A minimum combined verbal and quantitative score of 1000 on the General Graduate Record Exam (GRE).
4. Three letters of recommendation submitted by references who have observed or supervised the applicant's performance and are able to comment on the quality of the applicant's academic achievement, ability to pursue graduate study, and general character.

5. Grade point average of 3.0 (on a scale where A = 4.0) or the equivalent in the last four semesters of approximately 60 semester credits of undergraduate work and/or in all post-baccalaureate work.

Note: In special circumstances acceptance may be granted at the discretion of the selection committee for those students who meet some, but not all, the above requirements.

Note: Recommended Baccalaureate Courses for Admission to the Program:

- 2 years of chemistry
- 1 year of calculus
- 1 course in geographic information or remote sensing
- 1 course in statistics
- 2 courses in life sciences
- 2 additional courses in physical sciences

Transfer of Credits

Requests for transfer of graduate credits must be made during the first semester in which the student is enrolled in the program. Only credit hours with a grade of B or better from accredited universities are transferable. Transfer credit hours must have been completed within five years preceding the date upon which the advanced degree is to be conferred by UH Hilo. The TCBES program will decide which credits will be transferred.

International Credentials

A statement describing minimum academic qualifications expected of international applicants may be obtained from the Graduate Office of Admissions. These qualifications must be completed prior to enrollment.

M.S. TCBES Check List (Reminder: Priority application deadline is February 1):

- Completed UH Hilo Graduate application form
- Personal statement of objectives
- Application fee
- Official transcripts from all colleges or universities (must be received directly from the institution, or in a sealed envelope if submitted with your application)
- General Test, Graduate Record Exam
- Three Letters of Recommendation received at UH Hilo by February 1
- Official TOEFL score report, if required
- Verification of financial status (for international applicants) [www.uhh.hawaii.edu/forms/index.php]

Frequently Asked Questions

1. How long does it take to complete the program? The program is designed to be completed in 3-4 semesters, with additional time needed for writing the thesis or completing the internship.
2. What are the entrance requirements? See Check List and Admission Requirements sections.
3. Do I have to take the GRE? Yes. Applicants are required to submit General GRE scores to UH Hilo.

4. Can I transfer credits? Yes, subject to program approval.
5. How much will it cost to live in Hilo? In-state students should budget approximately \$13,000 per year for tuition, books, housing, food, and personal expenses; out-of-state students should budget about \$18,000.
6. Is financial aid available? Contact the UH-Hilo Financial Aid Office for information (808-974-7323). Teaching and research assistantship positions are sometimes available. Contact Dr. Price: (donaldp@hawaii.edu)
7. Do I need a computer? Yes, or at least daily access to one.
8. Is there a website for the program? Yes, the website has information on faculty research interests as well as other pertinent program information: <http://www.tcbes.uhh.hawaii.edu>
9. Do I need to identify an Academic Advisor in the program? Yes. It is required that you contact individual faculty members whose research interests are similar to your own. Faculty information can be found on the TCBES Program website.
10. Do I need to write a Master's Thesis? Plan A requires course work and a thesis of original research. Plan B requires course work, an internship, and research papers.

Program Curriculum

- Total Credits Required:
- Plan A = 30 credits
- Plan B = 36 credits

Core Courses (8) credits required for all M.S. TCBES students):

- CBES 600 (3) Conservation Biology and Environmental Science
- CBES 601 (3) TCBES Field and Laboratory Methods
- CBES 602 (1) Research Seminar in TCBES
- CBES 603 (1) Natural Resource Management Seminar

Elective Courses*:

- Plan A: 16 elective credits of 600-level CBES courses.
- Plan B: 25 elective credits of 600-level CBES courses.
- *A maximum of 6 credits of 400-level courses may count toward these elective credits.
- CBES 610 (3) Environmental Chemical Analysis
- CBES 615 (3) Global Environmental Change
- CBES 620 (3) Research Techniques in Molecular Conservation Biology
- CBES 630 (3) Near shore Monitoring and Analysis
- CBES 633 (3) Biodiversity
- CBES 635 (3) Physical Environment of Ecosystems
- CBES 640 (3) Advanced Remote Sensing and Digital Image Processing
- CBES 645 (3) Applying Social Science to Marine and Coastal Resource Management
- CBES 650 (3) Oceanographic Monitoring and Analysis
- CBES 655 (3) Ecological Physiology
- CBES 660 (3) Molecular Ecology
- CBES 665 (3) Environmental Toxicology
- CBES 670 (3) Advanced Techniques in Geographic Information Systems

- CBES 675 (3) Conservation Genetics
- CBES 680 (3) Advanced Statistical Analysis and Research Design
- CBES 685 (3) Behavioral Ecology and Evolutionary Analysis

Other Courses

- CBES 690 (3) Internship (Plan B: 3 credits required)
- CBES 694 (1-3) Special Topics in Tropical Conservation Biology and Environmental Sciences
- CBES 699 (1-3) Directed Research
- CBES 700 (1-6) Thesis Research (Plan A: 6 credits required)

COLLEGE OF PHARMACY DOCTOR OF PHARMACY (PHARM.D.)

Program Dean:

John M. Pezzuto, Ph.D.

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Executive Administrative Specialist:

Dyanne D. Affonso, Ph.D.

Professors:

Edward Fisher, Ph.D., R.Ph., Associate Dean, Academic Affairs

Mark P. Okamoto, Pharm.D., R.Ph., Chair, Department of Pharmacy Practice

John M. Pezzuto, Ph.D., Dean of College

Associate Professors:

Robert P. Borris, Ph.D., FLS, Associate Dean, Research

Anthony Wright, Ph.D., Chair, Department of Pharmaceutical Sciences

Assistant Professors:

Leng Chee Chang, Ph.D.

Ghee T. Tan, Ph.D.

Instructor:

Anita E. Ciarleglio, Ph.D., R.Ph.

Clinical Coordinator:

Carolyn Ma, Pharm.D., BCOP, CHTP/I

Director of Student Services:

Elizabeth A. Seese, B.A.

Pharmacy/Health Sciences Librarian:

Amy Knehans, M.L.I.S.

Laboratory Manager:

Tamara Kondratyuk, Ph.D.

Program Description

The University of Hawai'i at Hilo College of Pharmacy is a four-year educational and experiential program through which students pursue the Doctor of Pharmacy (Pharm.D.) degree. The UH Hilo-CoP's Pharm.D. program prepares the student for entry into the pharmacy profession. During the four years at UH Hilo-CoP, students will complete a total of 148 semester hours of credit; 95 hours in required courses, 9 credit hours in elective professional courses, and 44 credit hours in clinical/experiential education

Mission Statement

The mission of the University of Hawai'i at Hilo College of Pharmacy is to prepare competent pharmacy practitioners who are committed to patient care, who reflect humanistic values, who embrace change, and who contribute to the renewal of the profession. The College of Pharmacy embodies a spirit of community, in which cooperation, trust and mutual respect are valued.

Inherent in this education is the acquisition by students of a relevant knowledge base as well as professionally related experi-

ences, capabilities, understandings, skills, attitudes and values. It is the mission of the College of Pharmacy to build and deliver a quality, multidisciplinary health professions program, in which role models teach the student to learn and adopt the application of that knowledge throughout our environment.

Program Goals

1. Implement academic curricula that lead to a flagship Pharm.D. program, which produces graduates committed to serving people via science-based practice.
2. Accountability to the Institute of Medicine's core competencies for the health professional workforce.
3. Conduct research that advances pharmaceutical sciences and makes a difference for humanity inclusive of effects on global health.
4. Cultivate culturally competent, intellectually inquisitive, self-directed, caring pharmacists who are critical thinkers, problem solvers and life-long learners in a changing healthcare environment.

Prospects for Graduates

Graduates of the Pharm.D. program at the University of Hawai'i at Hilo will be able to seek employment as pharmacists in a variety of professional settings. Their professional duties may include, but are not limited to, distribution of drugs prescribed by physicians and other health care practitioners, providing information about prescriptions and their use to their patients and customers, advising health care professionals on the prescription and interaction of drug therapies, compounding, pharmaceutical research, hiring and supervision of staff, business operations of pharmacies, administering of vaccinations, etc. The job outlook for pharmacists is extremely good nationwide and in Hawai'i. There is currently a shortage of community, clinical and research pharmacists. It is expected that the field of pharmacy will grow at a "faster than average" rate over the next decade (www.bls.gov/oco/ocos079.htm). In order to practice as a registered pharmacist (R.Ph.), state licensure is required.

Admission Requirements

To be eligible for admissions into the University of Hawai'i at Hilo College of Pharmacy, students must meet the following requirements:

1. A minimum overall GPA of 2.8 on a 4.0 scale. A minimum science GPA of a 2.9 on a 4.0 scale.
2. Completion of the prerequisite courses including:

Course	Credits
Human Anatomy & Physiology	8
Biology with lab	8
Microbiology with lab	4
General Chemistry with lab	8
Organic Chemistry with lab	8
Quantitative Reasoning/Math/Calculus	3

English Composition	3
World Cultures	6
Humanities	9
Social/Behavioral Sciences	9
Total Credits	66

Please Note: the most current listings of prerequisite courses can be found on our website (<http://pharmacy.uhh.hawaii.edu/>).

Prerequisites are subject to change at the end of each application cycle.

3. Completion of the PCAT (www.pcatweb.info) and submission of official scores to PharmCAS (www.pharmcas.org).
4. Completion and submission of the PharmCAS application (www.pharmcas.org) and completion and submission of the supplemental application to be sent by UH Hilo-CoP to applicants meeting the minimum qualifications.
5. International Applicants must also complete a minimum of 30 semester hours of coursework in the United States at any regionally-accredited college or university. Of the 30 require semester hours, 15 semester hours must be allocated to non-remedial science courses.

Note: Meeting the minimum qualification requirements does not guarantee admission. All eligible applications are reviewed by the UH Hilo-CoP Admissions Committee which applies multiple criteria for the assessment of applications and selection of candidates to be interviewed.

UH Hilo-CoP annually accepts 80 students for Fall admissions.

Application Procedure

UH Hilo-CoP operates on a competitive, rolling application basis. In order for students to be eligible for consideration, the students must meet the minimum requirements listed above and complete the following application procedure.

1. Students complete, or are in the process of completing, their prerequisite coursework.
2. Students take the PCAT. UH Hilo-CoP suggests that students take the PCAT at least the year prior to seeking entry. Please note that PCAT scores must be processed by Harcourt and submitted to PharmCAS in time to meet the designated application deadline.
3. Students complete and submit the PharmCAS application and fee(s) (www.pharmcas.org) along with official transcripts from all attended regionally-accredited colleges and/or universities, two (2) letters of recommendation, and PCAT scores by the designated application deadline posted on the PharmCAS website.
4. Students who meet the minimum requirements will receive a supplemental application from UH Hilo-CoP. The supplemental application must be completed and returned along with the supplemental application fee.

Upon submission of all required application components, the complete file and applicant profile will be reviewed by the CoP Admissions Committee. At said time, the committee will decide to invite the candidate for an interview, place the candidate on hold for further review, or reject the applicant. All candidates who are invited for an interview will be contacted via mail and email. After the personal interview, the applications and interview scores are presented to and reviewed by the Admissions Committee for final admissions decisions.

Program Curriculum

First Professional Year (P-1)

Fall Semester (16 semester hours)

PHPP 501(1)	Introductory Pharmacy Practice Experiential (IPPE) I
PHPP 511(1)	Inter-professional Health Care
PHPP 512 (2)	Culture and Pharmaceutical Care I
PHPS 501 (4)	Biochemistry I
PHPS 503 (1)	Pharmaceutical Calculations
PHPS 504 (3)	Pharmaceutical Immunology
PHPS 505/L (4)	Pharmaceutics/Drug Action I

Spring Semester (17-18 semester hours)

PHPP 502 (1)	Introductory Pharmacy Practice Experiential (IPPE) II
PHPS 502 (4)	Biochemistry II
PHPS 506/L (4)	Pharmaceutics/Drug Action II
PHPS 508 (3)	Statistics
PHPS 509 (3)	Pathophysiology I
ELECTIVES (2-3 semester hours)	

Summer

First Professional Year IPE Forum: IOM Core Competency - Patient-centered Care and Patient Safety

Second Professional Year (P-2)

Fall Semester (17-18 semester hours)

PHPP 503 (1)	Pharmacy Practice Experiential (PPE) I
PHPP 514 (2)	Evidence-based Medicine and Critical Literature Review
PHPP 515 (4)	Integrated Therapeutics I
PHPS 507 (3)	Pharmaceutics/Drug Action III
PHPS 510 (3)	Pathophysiology II
PHPS 511 (3)	Pharmacokinetics I
ELECTIVES (1-2 semester hours)	

Spring Semester (17-18 semester hours)

PHPP 504 (1)	Pharmacy Practice Experiential (PPE) II
PHPP 516 (6)	Integrated Therapeutics II
PHPP 519 (1)	Patient Interviewing, Assessment, and Education
PHPS 512 (3)	Pharmacokinetics II
PHPS 520 (3)	Pharmacy Law and Ethics
PHPS 521 (3)	Applied Pharmaceutical Care
ELECTIVES (0-1 semester hours)	

Summer

Second Professional Year IPE Forum: IOM Core Competency - Interdisciplinary Healthcare Team and Inter-professional Education

Third Professional Year (P-3)**Fall Semester (16-18 semester hours)**

PHPP 505 (1)	Pharmacy Practice Experiential (PPE) III
PHPP 513 (2)	Culture and Pharmaceutical Care II
PHPP 517 (6)	Integrated Therapeutics III
PHPP 522 (2)	Pharmacy Practice Management
ELECTIVES (5-7 semester hours)	

Spring Semester (17-18 semester hours)

PHPP 506 (1)	Pharmacy Practice Experiential (PPE) IV
PHPP 518 (6)	Integrated Therapeutics IV
PHPP 523 (2)	Wellness, Prevention, and Disease Management
PHPP 524 (2)	Health Economics and Outcomes Assessment
PHPP 525 (2)	Marketing of Professional Services
PHPS 513 (2)	Parenteral Products and Pharmaceutical Compounding
ELECTIVES (2-3 semester hours)	

Summer

Third Professional Year IPE Forum: IOM Core Competency—
Evidence-based Practice and Utilizing Informatics

Fourth Professional Year (P-4)**Fall, Spring, and Summer Semesters**

Advanced Professional Practice Experiences: 42 weeks for a total of 35 semester hours

PHPP 507 (5)	Advanced Pharmacy Practice Experience (APPE)—Ambulatory Care
PHPP 508 (5)	Advanced Pharmacy Practice Experience (APPE)—Community
PHPP 509 (5)	Advanced Pharmacy Practice Experience (APPE)—Medicine
PHPP 510 (5)	Advanced Pharmacy Practice Experience (APPE)—Specialty
ELECTIVE (5)	
ELECTIVE (5)	
ELECTIVE (5)	

Professional Electives: Students must complete a minimum of 12 semester hours of elective credits. Examples of options available are as follows:

Academic Pharmacy
Cardiology
Critical Care
Culture & Pharmacy
Drug Information
Emergency Medicine
Geriatrics (Long-term Care)
Health Outcomes
Home Health
Infectious Disease
Industry
Neonatology
Nuclear Pharmacy
Nutritional Support
Oncology

Patient Safety
Pacific Islanders & International Pharmacy
Pediatrics/Child Health
Pharmacy Management
Plant/Natural Products Drug Discovery
Poison Prevention/Control
Prescription Benefit Management
Psychiatric/Mental Health/Psychological Behavioral Health
Diseases
Research

Graduate Courses



CHINA – U.S. RELATIONS: MASTER OF ARTS

CHUS 500 Graduate Studies (1) (S) Used for continuous enrollment purposes. Must be taken as C/NC. Does not count toward fulfillment of degree requirements. Pre: Master's or doctoral candidacy and consent of instructor.

CHUS 600 Approaches & Perceptions: Understanding China and America (3) (Y) Critical analysis of issues and problems in American studies of China and Chinese perceptions of America. Also historical and comparative survey of traditional Chinese culture and American civilization.

CHUS 610 Problems and Issues of Contemporary China (3) (Y) Multidisciplinary examination of problems and issues affecting lives and institutions of contemporary China: economic development, population growth, urbanization, political and social change.

CHUS 621 Seminar in Chinese Philosophy (3) (AY) Examines major philosophical ideas in the development of Chinese culture from the modern and the post-modern perspectives and studies their impact upon the life of peoples in the Pacific and the United States.

CHUS 622 Chinese Religions and the West (3) (AY) Exploration of the ways Chinese religious/philosophical traditions have influenced/been influenced by Western religious, philosophical, and scientific thought. Emphasis on traditions of Confucianism and Taoism, with some attention to Buddhism.

CHUS 623 Chinese Immigrants in the United States (3) (AY) Examines the experience of Chinese immigrants in North America. Studies the formation of Chinese immigrant communities and basic processes of ethnic self-identification.

CHUS 624 Ethnography of Modern China (3) (AY) An attempt to understand the culture of China by reference to ethnographic description of the everyday lives of average Chinese in rural settings. Kinship and family, religious belief and practice, agriculture and economic adaptation, and community relations in historical context. Emphasis on the lives of peasants in the ethnographic present, with attention to regional variability.

CHUS 630 Comparative Issues in Business Ethics (3) (AY) This course will explore differences and similarities between Eastern and Western approaches to ethical decision-making, particularly with regard to improving governance of relationships among business, government, and civil society. Special emphasis will be placed on the compatibility of Eastern holistic moral philosophies with system-based management concepts and practices such as sustainable development, corporate social responsibility,

global corporate citizenship, multi-stakeholder dialogue, social and environmental auditing, and triple bottom line accountability.

CHUS 640 Chinese & U.S. Economies: A Comparative Approach (3) (AY) This course provides for and focuses on an economic analysis of the Taiwanese, the People's Republic of China, and the United States economies. The economic analysis is supplemented by utilizing a historical, comparative, and interdisciplinary approach.

CHUS 641 Seminar: U.S.-China Environmental Issues (3) (AY) United States and Chinese environmental attitudes and policies in comparative context. Comparative domestic policies over a wide range of environmental issues and bilateral cooperation and conflict in international environmental affairs. Pre: GEOG 326 or graduate standing.

CHUS 643 Advanced Graduate Study on Contemporary Chinese Politics (3) (AY) Examines contemporary Chinese political issues and problems in the post-Deng transitional period for China. Focus of the course is on informal-elite politics, institutional development, erosion of ideology, military role, central-provincial tension, and regionalism. This course may be repeated once for credit, with a total of 6 credits possible. Pre: POLS 351.

CHUS 650 Intercultural Communication: China and the United States (3) (AY) This course provides an overview of major theories of intercultural communication between the Chinese and U.S. Americans and engages in theory-based comparisons of culture and communication in Chinese and U.S. societies.

CHUS 661 Comparative Political Economy: U.S. and Greater China (3) (AY) The political economy of the United States, people's Republic of China, Hong Kong, and Taiwan. Emphasis will be on U.S. and Greater China economic relations and the effect of the political relations on international trade of these two countries.

CHUS 670 The Chinese and "Chinese" Literature in America (3) AY This course will evaluate and analyze the image of the Chinese in America, especially in literary and film representation. The class will begin with images from the turn of the 19th century (i.e. posters, cartoons, advertisements) and such works as Harte and Twain's play Ah Sin. We then will move on to how Chinese American writers themselves engaged in portraying their own culture and people here in the United States, including novels about immigration and Chinatown.

CHUS 694 Special Topics in China-U.S. Relations (1-3) Advanced topics chosen by the instructor. The course content will vary. May be repeated for credit, provided that a different topic is studied. Pre: To be specified when course is offered.

CHUS 695 Seminar: Comparative Study of China and the U.S. (3) (Y) Comparative study of Chinese and American cultures employing perspectives arising out of two basic core course: focus may be on past or current events, ancient or modern texts, or some other phenomena. This course may not be repeated for credit.

CHUS 699V Directed Research (1-3) (repeatable)

CHUS 700V Thesis Research (1-6) (repeatable) Graduate level thesis research, theoretical development, and writing. Students may register for 1 to 6 credit hours per semester for a maximum of 6 credits for M.A. Plan A. Pre: consent of instructor, thesis committee, and program chair; completion of "Thesis Form for Master's Degrees" CHUS 700.

COUNSELING PSYCHOLOGY: MASTER OF ARTS

PSY 500 Graduate Studies (1) (S) Used for continuous enrollment purposes. Must be taken as C/NC. Does not count toward fulfillment of degree requirements. Pre: Master's or doctoral candidacy and consent of instructor.

PSY 601 Applied Multivariate Statistics (4) (Y) Advanced statistical techniques used in psychological research and assessment. Strategies of multivariate data screening, transformation, analysis, and interpretation. Computerized statistical packages designed for multivariate analyses.

PSY 602 Research Methodology And Program Evaluation (3) (Y) Basic research methodology including quantitative, qualitative, action research, and context-based research. Theoretical knowledge and practical experience in program design and evaluation. Strong emphasis will be given to the importance of research and program evaluation and the opportunities and difficulties encountered when conducting these in the counseling profession. Pre: PSY 601

PSY 603 Psychological Assessment (3) (Y) Principles of psychological assessment. Historical perspective on psychological assessment. Assessment methods. Scales used in psychological assessment: Assessment of personality, abilities, achievement, interests, and values. Assessment of environment. Quality of assessment. Assessment design and implementation. Interpretation of the assessment results. Cross-cultural aspects of assessment. Legal and ethical issues. Pre: PSY 601

PSY 604 Professional Identity, Ethics And Legal Issues (3) (Y) Ethical issues in counseling and psychological research. Ethical decision making, confidentiality, and ethical obligations. Research ethics and psychologists in the legal system. Ethical standards and guidelines.

PSY 611 Lifespan Human Development (3) (Y) Psychological, social, and physical development over the life span. Interaction among genetic make-up, human activity, and context in the process of development. Stages and mechanisms of development. Normative development and deviations from the norm. Theories of development. Research on developmental processes in various domains. Cross-cultural perspective on human development. Current research issues.

PSY 612 Career Development (3) (Y) Work and work-related behavior over the life span. Relationships between life style and career development. Theories of vocational development. Career development of women and minorities. Occupational information and decision making. Impact of changing technology and job market. Application to career counseling with diverse populations.

PSY 613 Psychopathology Over The Lifespan (3) (Y) Abnormal development across the lifespan. DSM-IV classification of disorders and methods of appraisal. Etiology, diagnosis and treatment of child, adult, and geriatric disorders.

PSY 614 Family System (3) (IO) Family as an open system. Family structure, processes, and context. Family dynamics. Interaction among psychological, social, economic, and biological aspects of family functioning. Reciprocal relationships in the family. Interaction between families and their contexts. Cross-cultural differences in family organization and functioning. Problems in the family and ways of coping.

PSY 620 Counseling Theories (3) (Y) A pre-practicum course designed to help students gain an in-depth understanding of various counseling theories. Through reading, discussions, in-class exercises, and homework assignments, students will learn the theories.

PSY 622 Group Work And Counseling (4) (Y) Group purpose, type, development, dynamics; leadership and diversity; group work and counseling theories, methods and skills; evaluation of group work and counseling; application of group work and counseling in family, school and workplace settings. Students participate in an experiential learning group over the course of the semester.

PSY 623 Social And Cultural Foundations (3) (Y) Interaction between society and the individual. Socio-economic status, ethnicity and culture as determinants of behavior. Characteristics of multicultural and diverse societies and their effects on individual and group behavior.

PSY 624 Counseling Skills (3) (Y) A pre-practicum course designed to help student develop effective counseling skills. Through reading, discussions, in-class exercises, and homework assignments, students will learn therapeutic skills.

PSY 640 Counseling Practicum (6) (Y) Supervised experience in community practice counseling settings, including 100 hours of supervised client contact. Repeatable if different field placement. Pre: PSY 602,603, and consent of instructor.

PSY 641 School Behavior, Adjustment, And Problems (3) (IO) School adjustment in children at all school levels. Factors contributing to academic success and effective social interaction. At-risk children. Coping processes. School adjustment among culturally diverse children and children with special needs. The role of school, family, and community in the child's academic performance and school behavior. Prevention and intervention strategies.

PSY 642 Educational And Vocational Assessment (3) (IO) Principles and goals of educational and vocational assessment and counseling applications. Assessment settings, populations, and procedures. Educational assessment methods. Vocational assessment methods. Interpretation and use of the assessment results. Cross-cultural, social, legal, and ethical issues. Pre: PSY 601, 603.

PSY 643 School And Career Guidance And Consultation (3) (IO) History, principles, and goals of guidance and consultation in educational and work settings. Academic and career guidance. Individual and group guidance. Problem-specific, cultural, and developmental approaches to guidance and consultation. Guidance settings, populations, and procedures. School guidance and K-12 curriculum. Career services. Computerized guidance systems. Social, legal, and ethical issues. Pre: PSY 612, 641, or consent of the instructor.

PSY 651 Theories Of Family Counseling (3) (Y) Theoretical approaches used by systemic family therapists to assess and treat family problems.

PSY 652 Couple Counseling (3) (IO) Theory, research and practice in couple counseling from a systems perspective. Counseling process and outcome in distressed and dysfunctional couples, including cultural factors.

PSY 653 Treating Families In Crisis (3) (IO) Historical roots of family stress theory and basic theoretical approaches used by family therapists to assess and treat family stress and its symptoms.

PSY 654 Gender And Cultural Issues In Families (3) (IO) Gender and cultural issues in the family system; historical aspects of gender; gender systems; gender issues related to marriage and family therapy; development of culture; cultural similarities and differences in human development; multi-cultural and multiracial families.

PSY 655 Systemic Sex Therapy (3) (?) Human sexuality from the systems perspective. Common sexual attitudes and behavior problems. Analysis and intervention with sexual dysfunctions. Sex therapy with diverse populations of clients.

PSY 659 Internship (9) (Y) Supervised clinical experience in community practice counseling settings, including 200 hours of supervised client contact. Pre: PSY 640 and instructor's consent.

PSY 694 Advanced Topics (3) (IO) Advanced-level topic chosen by the instructor, with course content varying with each offering. May be repeated for credit provided that a different topic is studied.

PSY 699 Directed Studies (3) (IO)

PSY 700 Thesis Research (?) Supervised research, data analyses, literature review, and writing up of an original empirical study designed to

develop and demonstrate the ability to do research and competence in scholarly exposition. Students are expected to work on their thesis under the supervision of their faculty and have their work reviewed by their thesis committee.

EDUCATION: MASTER OF EDUCATION

ED 500 Graduate Studies (1) (S) Used for continuous enrollment purposes. Must be taken as C/NC. Does not count toward fulfillment of degree requirements. Pre: Master's or doctoral candidacy and consent of instructor.

ED 600 Education of Ethnic Groups in Hawai'i (3) (AY) Survey of social-psychological learning characteristics, heritage, identity problems of Hawai'i ethnic groups, study of prejudice and inter-ethnic hostilities as related to education and teaching.

ED 602 Technology in Education (3) (AY) Selection, evaluation and utilization of instructional materials for systematic achievement of curriculum, goals, investigation of innovative technological advances for use in teaching and training. Pre: acceptance into the M.Ed. program or consent of instructor.

ED 608A Fundamentals of Educational Research I (1) (AY) Systematic study of the purposes of educational research, evaluation and use of research, and introduction of research design principles with emphasis on classroom applications. Pre: acceptance into the M.Ed. program or consent of instructor.

ED 608B Fundamentals of Educational Research II (1) (AY) Principles of research design, methodology, and analysis as applied to field research. Pre: successful completion of ED 608A or consent of instructor.

ED 608C Fundamentals of Educational Research III (1) (AY) A synthesis and application of research skills which culminates in an original research proposal. Pre: successful completion of ED 608A & B or consent of instructor.

ED 610 Foundations of Education (3) (AY) Social and intellectual history of education. Historical and contemporary relationships between schools and society. Foundations of the major philosophies of education. Contemporary educational theory and practice as related to major historical, philosophical and social factors in American culture. Pre: acceptance into the M.Ed. program or consent of instructor.

ED 611 Advanced Educational Psychology (3) (AY) Foundations of educational psychology through the vehicle of an exploratory study. Inquiry approach stresses learning theory, measurement techniques, and research skills in education. Pre: acceptance into the M.Ed. program or consent of instructor.

ED 616A Assessment and Evaluation in Education I (1) (AY) Systematic study of the theory and technology of measurement, assessment and evaluation in educational settings, emphasizing the development and use of traditional techniques. Pre: acceptance into the M.Ed. program or consent of instructor.

ED 616B Assessment and Evaluation in Education II (1) (AY) Systematic study of the theory and technology of alternative assessment and evaluation in educational settings with emphasis on field-based applications. Pre: successful completion of ED 616A or consent of instructor.

ED 616C Assessment and Evaluation in Education III (1) (AY) Synthesis and application of measurement, assessment and evaluation in the use, adaptation, and/or creation of appropriate techniques in an original research proposal for a project or thesis. Pre: successful completion of ED 616A and B.

ED 620 Individual Differences: Learner Characteristics (3) (AY) Systematic study of the conceptual framework of inclusive education which consists of special education, gifted and talented education and compensatory programs. Emphasis will be placed upon individual student characteristics and strategies for effective instruction. Pre: acceptance into the M.Ed. program or consent of instructor.

ED 622 School Curriculum (3) (AY) Development and improvement of curriculum. Explanation of contemporary curricular issues which impact teaching and learning in the classroom. Emphasis on school reform and renewal. Pre: acceptance into the M.Ed. program or consent of instructor.

ED 625 Seminar in Teaching Field (3) (AY) Study in trends, research, and problems of implementation in interdisciplinary teaching. Pre: acceptance into the M.Ed. program.

ED 635 Advanced Instructional Strategies (3) (AY) An examination of various instructional strategies including information processing, social interaction, and personal development. Theory and research in the development, selection, implementation and evaluation of instructional models. Pre: acceptance into the M.Ed. program or consent of instructor.

ED 694 Special Topics in Education (arranged) Selected topics in education curriculum chosen by the department. The course content will vary. Course may be repeated provided a different topic is studied. Pre: Consent of instructor.

ED 699 Directed Studies (arranged) Statement of planned reading or research required. Pre: Master's candidacy and consent of instructor.

KA HAKA 'ULA O KE'ELIKŌLANI GRADUATE AND POST-BACCALAUREATE PROGRAMS:

- Hawaiian Language (Kahuawaiola) Indigenous Teacher Education Certificate Program
- Hawaiian Language and Literature: Master of Arts
- Indigenous Language and Culture Education: Master of Arts
- Hawaiian and Indigenous Language and Culture Revitalization: Doctor of Philosophy

HAW 500 Graduate Studies (1) (S) Used for continuous enrollment purposes. Must be taken as C/NC. Does not count toward fulfillment of degree requirements. Pre: Master's or doctoral candidacy and consent of instructor.

HAW 630 Research Methods in Hawaiian Language (3) Seminar in which students explore and choose thesis topics. Pre: Concurrent enrollment in HAW 631.

HAW 631 History of Hawaiian Language and Literature (3) Hawaiian language and literature since contact with Europeans. Styles of language and types of literature. Relationships between Hawaiian and other languages, especially Hawaii Creole English. Recommended Pre: LING 331.

HAW 632 Teaching Hawaiian as a Second Language (3) Teaching Hawaiian to speakers of other languages, particularly Hawaii Creole English. Problems faced by students in acquiring native-like fluency. History of Hawaiian language teaching. Pre: HAW 453, 454. Recommended: HWST 431, LING 351.

HAW 654 Advanced Hawaiian Grammar (3) Advanced aspects of Hawaiian grammar. Pre: HAW 453,454; LING 321.

HAW 690 Study in the Hawaiian Speaking Community (3) Off-campus field work experience. Pre: HAW 453, 454, and 631. See Graduate Program Chair for overseas minority language study option substitute for this course.

HAW 694 Special Topics in Hawaiian Language (3) Specialized topics at the graduate level. Course content will vary; may be repeated for credit provided a different topic is studied. Pre: HAW 454.

HAW 699V Directed Studies in Hawaiian Language (3) Study outside regular classroom under faculty direction. Permission of instructor and statement of planned reading or research required.

HWST 794 Topics in Hawaiian Language and Culture Revitalization (3) Research seminar on topics and issues in Hawaiian language and culture, e.g., oratory, religious expression, art, literature, etc.: Repeatable when the topic is different. (Pre: HAW 631, 654, HWST 663, 665)

KED 601 Multilingual Societies And Multilingual Education (3) An introduction to the linguistic, psychological and sociological issues surrounding multilingualism and discussions of a variety of bi/multilingual educational programs (transitional, maintenance, immersion, etc.) around the world.

KED 602 Methods And Materials In Indigenous Language And Culture Education (3) Approaches to indigenous languages and cultures as areas of study and as media of educational delivery. Challenges faced by small

languages and cultures whose social circumstances are dramatically different from those of metropolitan languages and cultures.

KED 620 Foundations for Hawaiian Medium Education (3) Goals of Hawaiian medium education and their cultural, philosophical, historical, and legal bases. Basic tools for planning, developing, delivering, and evaluating instruction of Hawaiian-speaking children, including techniques for management and age-appropriate development from a Hawaiian cultural base. Conducted in Hawaiian. Pre: permission from division.

KED 621 Language Arts in Hawaiian Medium Education (3) Literacy in Hawaiian and associated comprehension and speaking skills. Teaching other languages, including English, to Hawaiian-literate students. Use and teaching of oral and written literature in dramatized presentations. Conducted in Hawaiian. Pre: permission from the Division.

KED 622 Math and Science in Hawaiian Medium Education (2) Mathematical and scientific concepts within a Hawaiian cultural and environmental framework. Techniques for teaching content, problem solving, and critical thinking to Hawaiian-speaking children. Conducted in Hawaiian. Pre: permission from the Division.

KED 623 Social Studies in Hawaiian Medium Education (2) Major global and local social processes that affect the lives of Hawaiian-speaking children and their families. Integration of social studies and practical arts with a Hawaiian historical and cultural perspective. Conducted in Hawaiian. Pre: permission from the Division.

KED 624 Technology, Arts, and Physical Education in Hawaiian Medium Education (3) Group and individual expression to convey thoughts and emotions through various media including music, fine arts, dance, multimedia technology and communications, and physical education. Understanding and appreciation of such expressions and their integration in Hawaiian tradition. Conducted in Hawaiian. Pre: permission from the Division.

KED 630 Research Methods In Indigenous Language And Culture Education (3) Seminar in which students explore research methods and choose a thesis topic or applied project topic.

KED 641 Hawaiian Medium Field Experience I (9) Practical experience and application of teaching methods and strategies in content areas in Hawaiian medium schools. Must be taken credit/no credit. Conducted in Hawaiian. Pre: completion of KED 351, 352, 353, 354, 355; concurrent enrollment in KED 452 and permission from the Division.

KED 642 Hawaiian Medium Field Experience I Seminar (3) Problems in application of theory in the delivery of instruction in Hawaiian medium classrooms. The interface between the Hawaiian medium and English medium classrooms of an individual school. Must be taken credit/no credit. Conducted in Hawaiian. Pre: concurrent registration in KED 451 and permission from the Division.

KED 643 Hawaiian Medium Field Experience II (9) Supervised teaching in Hawaiian medium schools. Must be taken credit/no credit. Conducted in Hawaiian. Pre: concurrent registration in KED 454 and permission from the Division.

KED 644 Hawaiian Medium Field Experience II Seminar (3) Issues in the delivery, administration, and support of Hawaiian medium education. Must be taken credit/no credit. Conducted in Hawaiian. Pre: concurrent registration in KED 454 and permission from the Division.

KED 650 Cooperating Teacher Seminar in a Maui Ola Setting (2) Indigenous teacher education issues for providing effective professional leadership for new teachers. Content focuses on teacher development and support strategies, assessment of performance, and conducting effective conferences for the student teacher. Must be taken credit/no credit. Conducted in Hawaiian. Pre: teaching license with a minimum of one year Hawaiian language immersion, Hawaiian studies, or Hawaiian language teaching experience; minimum of three years college-level Hawaiian language course work; and permission from the Division.

KED 654 Maui Ola Approaches to Learning and Teaching (4) A systematic approach to develop, implement, and assess culture-based learning and teaching for the maui ola environment. Content includes understanding of the natural learning cycle; lesson design and delivery; application, alignment, infusion, and assessment of standards; and curriculum cohesiveness. Conducted in Hawaiian.

KED 660 Indigenous Culture-based Education (3) (AY) Understanding appropriate education of indigenous peoples, through a review of practices that have been described and theories that have emerged from a variety of sources.

KED 661 Curriculum Development for Maui Ola-based Schools (3) (AY) Seminar in the development of an integrated curriculum from the earliest to the highest levels of Hawaiian language medium schooling, using international research and standards of excellence within a Hawaiian language and culture context and world view.

KED 662 Cultivating Native Well-being Through Education (3) (AY) Psychological perspectives on promoting native identity in the educational setting to enhance native well-being and improve learning success.

KED 694 Special Topics in Indigenous Language and Culture Education (3) Specialized topics. Course content varies with semester. Repeatable when the topic is different. Pre: Permission of instructor.

KED 699 Directed Study in Indigenous Language and Culture Education (1-3) Study at the master's level outside the regular classroom under faculty direction. Permission of instructor and statement of planned reading or research required. Repeatable for credit.

TROPICAL CONSERVATION BIOLOGY AND ENVIRONMENTAL SCIENCE: MASTER OF SCIENCE

CBES 500 Graduate Studies (1) (S) Used for continuous enrollment purposes. Must be taken as C/NC. Does not count toward fulfillment of degree requirements. Pre: Master's or doctoral candidacy and consent of instructor.

CBES 600 Principles of Tropical Conservation Biology and Environmental Science (3) Fundamental principles of tropical ecology, with an emphasis on the conservation and management of tropical ecosystems. The course discusses the various physical and biological factors that affect and shape tropical ecosystems, such as climate, topography, biogeography, biodiversity, productivity, and nutrient cycling. Tropical marine and terrestrial ecosystems around the world are compared, with a special focus on Hawai'i. Specific conservation and management challenges in each system are discussed. Restoration strategies for tropical ecosystems are also included.

CBES 601 Field and Laboratory Methods in Tropical Conservation Biology and Environmental Sciences (3) A practically oriented course introducing students to a range of laboratory and field methods and techniques used by practitioners in conservation biology and environmental sciences. A second goal of this course is to familiarize students with the biological and environmental diversity of the Island of Hawaii. Training in techniques is provided that can be used in thesis and internship projects. Students are introduced to methods used for studying, monitoring and experimenting upon plants and animals in a variety of habitats and measuring environmental variables in these habitats. Emphasis is placed on the choice of techniques for data collection, followed by rigorous analysis of results; training is given in the application of appropriate statistical techniques to ecological data. The data and information collected in this course will be more fully analyzed in CBES 605.

CBES 602 Research Seminar in TCBS (1) A research seminar course in tropical conservation biology and environmental science. Presentations will focus on research that is related to conservation biology and environmental science topics. Following the seminar there will be an open question-and-answer discussion session with the seminar speaker and students. Students also will give short presentations of their research or internship projects. These seminars will be critiqued by the instructor and the students for both the content of the project and presentation style.

CBES 603 Natural Resource Management Seminar (1) Seminars to be given by the TCBS faculty, visiting scientists from other universities, federal, state, and non-profit agency personnel working in fields related to TCBS. The seminars will focus on natural resource management issues. Following the seminar there will be an open question-and-answer discussion session with the seminar speaker and students. Students also will give short presentations of their research or internship projects. These seminars will be critiqued by the instructor and the students for both the content of the project

CBES 610 Environmental Chemical Analysis (3) Basic concepts of chemical measurements in environmental media. Analysis of environmental matrices with emphasis on water, in addition to soil, air and tissue. Topics include basics of instrument calibration and measurement, sample collection, sample lability, chemical interferences, matrix effects and reporting analyses of chemicals in the environment. Pre-req: CHEM 124, 125 with labs and CHEM 241 or equivalent, or permission of instructor. CHEM 330 and 330L recommended.

CBES 615 Global Environmental Change (3) Discusses the natural and anthropogenic processes that regulate the function of the Earth system. The basic understanding of the history and mechanisms of global change processes and the means by which human activities alter Earth system function at local to global scales will be examined, along with potential consequences of and solutions to global change. Course will focus on interrelationships of the atmosphere, hydrosphere, geosphere and biosphere and will provide students an understanding of the role that multidisciplinary science and technology have on research of the earth system.

CBES 620 Research Techniques in Molecular Conservation Biology (3) Major advances in molecular biology important to conservation studies are examined. Collection and molecular genetic analysis of plant and animals will be performed. Molecular techniques that are applied to conservation studies are performed including: PCR, RFLP, AFLP, DNA sequencing, and microsatellite analysis. Data analysis is examined including a number of popular genetics software packages that enable pairwise comparisons of large data sets and the construction of genetic distance matrices and networks. Pre-req: BIOL 357L and BIOL 481L or equivalent, or permission of instructor.

CBES 625 - Tropical Ecosystem Analysis and Management (3) This course is an introduction to concepts of ecosystem management and exploration of how those concepts apply to the tropics in general and Hawai'i in particular. The focus is on terrestrial and near coast marine ecosystems. The course explicitly recognizes that ecosystem management demands an integrated view of possible types of land use, with the appropriate mix being a function of societal objectives and scientific evaluation of what best meets those objectives. Pre-req: CBES 605 or permission of instructor.

CBES 630 Nearshore Monitoring and Analysis (4) The purpose of this course is to provide graduate students with a venue to learn techniques used to study the coastal environment in order to assess ecosystem health and/or quantify coastal impacts. Topics to be cover include, but are not limited to, species diversity, organism abundance, nutrient concentrations, sedimentation processes, sediment-water interface dynamics, and benthos quantification (i.e., percent cover). Students will learn how to collect field samples/data, conduct laboratory analysis, execute statistical analysis, and practice data interpretation. Pre-req: MARE 350/350L, CBES 605, or consent of instructor.

CBES 633 Biodiversity (3) (AY) This lecture and discussion course will examine the primary theories and evidence for the origin and maintenance of species richness in hyper-diverse communities, using tropical rainforests and/or coral reefs as model systems. Topics will include historical biogeography, speciation, co-evolution, neutral vs. non-neutral models for the maintenance of species richness, and biodiversity conservation. Methodological approaches also will be discussed.

CBES 635 (3). Physical Environment of Ecosystems (3) Examination of the influences of climate, hydrology, geology, and soils on terrestrial and aquatic ecosystems. Emphasis on mechanisms of change, anthropogenic impacts, and monitoring networks. Pre-req: GEOL 100, 111, or GEOG 101; BIOL 251 or GEOG 309 or equivalent, or permission of instructor.

CBES 640 Advanced Remote Sensing and Digital Image Processing (3) Digital image processing of satellite-derived remotely sensed data for earth resource analysis and applications. Specific applications include image enhancement, classification, post classification analysis, special transformations, and multi-temporal analysis for land cover change detection. Pre-req: GEOG 470 or equivalent, or permission of instructor.

CBES 645 Applying Social Science to Ecosystem Resource Management (3) Social science methods for profiling natural resource dependent communities and assessing the social and economic impact of ecosystem management and regulation. Coverage of terrestrial resources with some emphasis on marine fisheries in the Pacific region. Relevant laws, policies and management agencies. Public input, best science, and the reali-

ties of management conflict and compromise. NEPA, social impact assessment. Case studies and public and professional roles in management.

CBES 650 Oceanographic Monitoring and Analysis (4). The purpose of this course is to provide graduate students with a venue to learn techniques used to study the oceanic environment in order to assess ecosystem health and/or quantify anthropogenic impacts. Topics to be cover include, but are not limited to, species diversity, organism abundance, nutrient concentrations, sedimentation processes, water column stratification/mixing dynamics, and benthic regeneration/coupling. Students will learn how to collect ship-based field samples/data, conduct land-based and ship-based laboratory analysis, execute statistical analysis, and practice data interpretation. Pre-req: MARE 350/350L, CBES 605, or consent of instructor.

CBES 655 Ecological Physiology (3) Physiological adaptations to environmental variation including physiological and biochemical mechanisms for food acquisition and digestion, thermal energetics, respiratory gas exchange, activity metabolism and osmoregulation.

CBES 660 Molecular Ecology (3) (Y) This lecture and discussion course will examine the molecular genetic applications in current ecological research. Topics will include the fundamentals of molecular biology as they pertain to ecological systems. Theoretical background of modern molecular genetic techniques also will be discussed. The format of the course will include student-led seminar discussions of recent primary literature in molecular ecology. Some genetics background is necessary.

CBES 665 Environmental Toxicology (3) Biochemical basis for toxicity. Chemical distribution and fate in the body, and molecular mechanisms and effects of toxic action. Emphasis is on environmental toxicants. Pre-req: BIOL 410 and BIOL 443 or equivalent, or permission of instructor.

CBES 670 Advanced Techniques in Geographic Information Systems (GIS) (3) Advanced techniques in GIS including database creation and management, complex geographic data analysis and modeling, and benefits and limitation to methodology. Projects are drawn from Earth resource management, conservation and ecological studies, hazards, and cultural landscapes. Pre-req: GEOG 480 or equivalent, or permission of instructor.

CBES 675 Conservation Genetics (3) Basic concepts of population genetics and molecular evolution as it applies to Conservation Biology. Specific topics include population dynamics and inbreeding depression, and population genetic structure related to ecological parameters and requirements of an organism. Pre-req: BIOL 357 and BIOL 481 or equivalent, or permission of instructor.

CBES 677 Quantitative Ecology (3) (Y) This course will consist of weekly lectures and computer-based in-class exercises. It will explore multiple regression; General Linear Models, including Logistic and Poisson regression; mixed effects models; and various other analysis of variance approaches, including repeated measures designs. Diagnostics and model selection procedures such as Akaike's Information Criteria (AIC) will be emphasized. By the end of the course, students should have an understanding of the ways to design, analyze, and model many types of biological data sets.

CBES 680 Advanced Statistical Analyses and Research Design (3) An advanced examination of statistics and research design in conservation biology and environmental science. Emphasis is placed on specific applications and underlying assumptions, design of experiments, and observational schemes for research project. Extensive computer analysis is employed including MINITAB and SAS statistical software. Pre-req: CBES 605 or permission of instructor.

CBES 690 Internship (3) An internship for Plan B Masters Students in conservation biology and environmental science with a federal, state or non-government agency with projects in Hawai'i or other Pacific Islands. The internship project will be developed and carried-out in consultation with the host agency. The graduate committee in CBES must approve the internship project. The development of the internship is formalized through a written proposal, periodic written reports and meetings with the graduate advisor and host agency representative. A final report and oral presentation is required at the end of the internship.

CBES 694 Special Topics in CBES (1-3) The course content will vary as topics are chosen by the instructor. The course may be repeated for credit, provided that a different topic is studied.

CBES 699 Directed Research for Plan B Students (1-3) Research in conservation biology and environmental sciences for Plan B Masters Students. The development of the research project is formalized through periodic written reports and meeting with the graduate advisor. A final report and oral presentation is required at the end of the research project.

CBES 700 Thesis Research (1-6). Research in conservation biology and environmental sciences for Plan A Masters Students. The development of the research project is formalized through periodic written reports and meeting with the graduate advisor. A final thesis and oral presentation is required at the end of the research project.

PHARMACY: DOCTOR OF PHARMACY

PHPP 501 Introductory Pharmacy Practice Experiential I (1) First Year pharmacy student will spend a semester in either the retail pharmacy setting or hospital pharmacy setting to observe pharmacy practice. Graded: P/NP Fall Semester.

PHPP 502 Introductory Pharmacy Practice Experiential II (1) The second course in the IPPE sequence will build on the skills and knowledge of PHPP 501 to develop pharmaceutical care practice. Graded: P/NP Spring Semester.

PHPP 503 Introductory Pharmacy Practice Experiential III (1) PY2 students will begin to develop their patient interview, chart gathering, case development, and presentation skills. Students will spend one semester in community health care clinics and on semester in a long-term care facility. Students will present actual patient care cases in a seminar format throughout the semester. Graded: P/NP Fall Semester.

PHPP 504 Pharmacy Practice Experiential (PPE) II (1) Spring Semester, Year 2.

PHPP 505 Pharmacy Practice Experiential (PPE) III (1) Fall Semester, Year 3.

PHPP 506 Pharmacy Practice Experiential (PPE) IV (1) Spring Semester, Year 3.

PHPP 507 Advanced Pharmacy Practice Experience (APPE)—Ambulatory Care (5) Year 4.

PHPP 508 Introduction to Biostatistics (3) This course serves as the structural framework for a career that relies heavily on the ability to understand, evaluate, and communicate medical information. The student will learn better statistical and epidemiologic skills critical for the evaluation of medical literature and for conceptualizing what constitutes truly evidence-based medicine. Spring Semester.

PHPP 509 Advanced Pharmacy Practice Experience (APPE)—Medicine (5) Year 4.

PHPP 510 Advanced Pharmacy Practice Experience (APPE)—Specialty (5) Year 4.

PHPP 511 Culture and Interprofessional Health Care (2) The concept of health care teamwork is not new but also not well understood. The purpose of this course is to provide a framework for optimizing teamwork in health care. Examples of how team conflicts can be minimized or avoided will be discussed. In addition, the impact of culture on pharmaceutical care and teamwork will be discussed, stressing the importance of recognizing potential differences between individuals. Fall semester.

PHPP 512 Culture and Pharmaceutical Care I (2) The richly multicultural state of Hawaii will serve as a practical laboratory for students to begin practicing the skills necessary for pharmaceutical care. Students will discover and discuss health care disparity issues and relate them to everyday experiences in the community.

PHPP 513 Culture and Pharmaceutical Care II (2) Fall semester, Year 3.

PHPP 514 Evidence-based Medicine (4) In this course students will learn about research methods and biostatistics necessary for the critical evaluation of medical literature. Students will be exposed to descriptive statistics, inferential statistics, probability, Type I and Type II errors, bias and confounding, sample size and statistical power, absolute and relative risk, intention-to-treat analyses, number needed to treat, and confidence intervals. Students will learn how to critically evaluate medical literature and recognize errors in study design or statistical methodology and determine the internal and external validity of published research trials. Fall Semester.

PHPP 515 Integrated Therapeutics I (7) This is the first course in a sequence of four courses. Pathophysiology, medicinal chemistry, pharmacology, and therapeutics will be integrated into one discipline in this course that will examine pharmacotherapy based on organ systems of the body. Students will learn to blend their factual knowledge of the basic sciences and apply this knowledge to drug treatment of specific disorders in disparate patients. Beginning in this course the pharmacotherapy of all major disease states covered by organ system. Fall Semester.

PHPP 516 Integrated Therapeutics II (6) Spring semester, Year 2.

PHPP 517 Integrated Therapeutics III (6) Fall semester, Year 3.

PHPP 518 Integrated Therapeutics IV (6) Spring semester, Year 3.

PHPP 519 Patient Interviewing, Assessment, and Education (1) Spring semester, Year 2.

PHPP 522 Pharmacy Practice Management (2) Fall semester, Year 3.

PHPP 523 Wellness, Prevention, and Disease Management (2) Spring semester, Year 3.

PHPP 524 Health Economics and Outcomes Assessment (2) Spring, Year 3.

PHPP 525 Marketing of Professional Services (2) Spring semester, Year 3.

PHPP 550 History of Pharmacy (2) This elective is of value to appreciate the origin of pharmacy, and the manner in which ancestors of the field practiced their art. These historical aspects will be described, as well as techniques, tools, symbols, and art in pharmacy. Spring Semester elective.

PHPS 501 Biochemistry - Biomolecules (3) This course will lay the biochemical foundation for the understanding of medicinal chemistry, pharmaceuticals, pharmacology, and pathophysiology. The course will cover protein, DNA and RNA function, in addition to their regulation and repair. The ultimate goal of this course is to present principles critical for understanding the biochemical basis for disease states and drug action. Fall semester.

PHPS 502 Biochemistry II (2) This course will delve deeper into metabolism and bioenergetics. Principles of cell molecular biology will form the basis for understanding topics such as programmed cell death, cancer and the biochemistry of hormones. Spring Semester.

PHPS 503 Pharmaceutical Calculations (2) In this course, students will learn the fundamentals of pharmaceutical calculations, including use of the SI System of Units, methods of measurement, and expressions of concentration. In addition, they will learn what constitutes an accurate, legal, understandable prescription or medication order. Through a series of lectures and exercises based on intensive problem solving, students will learn to perform the calculations required for the preparation of a range of pharmaceutical dosage forms as well as for their proper administration to the patient. Emphasis will be placed on accuracy and prevention of medication errors. Fall semester.

PHPS 504 Pharmaceutical Immunology (3) Basic concepts of immunology, including innate immunity, antigen recognition, lymphocyte development, and adaptive immunity will lay the groundwork for understanding immunity in a clinical context. The student will learn the role of the immune system in allergy, autoimmune disease, graft rejection, and tumor immunogenicity. Methods of manipulating the immune system pharmacologically will be discussed as well as biotechnology applications. Fall semester.

PHPS 505 Pharmaceuticals I (3) Students will be introduced to issues, theory, and practice involved in the rational choice of drugs, dosage forms, and drug delivery systems, and the legal and professional issues in drug compounding. Discussion of Good Manufacturing Practices and Good Compounding Practices will carry over into the lab portion of the class. Students will become comfortable with equipment, procedures, and records used in the compounding of various dosage forms, and will practice clinical dispensing skills vital to shaping a truly professional pharmacist. Fall semester.

PHPS 506 Pharmaceuticals/Drug Action II (4) In this continuation of pharmaceuticals, students will be exposed to more advanced dosage forms and concepts such as therapeutic variability and the basis for drug

interactions. Practical labs will provide hands-on experiences. Spring semester.

PHPS 507 Foundation of Integrated Therapeutics and OTC Drugs

(3) This course serves as an introduction to the integrated therapeutics sequences of courses. The integrated therapeutics series is the core of the pharmacy curriculum. Material presented will emphasize topic areas that are foundational to the integrated therapeutics sequence of courses. Additionally, an in-depth review of over-the-counter medications will be presented. Fall semester.

PHPS 508 Statistics (3) This course serves as the structural framework for a career that relies heavily on the ability to understand, evaluate and communicate medical information. The student will learn basic statistical and epidemiologic skills critical for the evaluation of medical literature and for conceptualizing what constitutes truly evidence-based medicine. As stated by the authors of the textbook... "the goal is to provide students with the tools and skills they will need to be smart users and consumers of medical statistics." Spring semester.

PHPS 509 Pathophysiology (4) This course will begin with a review of basic physiological topics that are of special importance to pharmacy (e.g. the autonomic nervous and cardiovascular system). Following this will be an introduction to the discipline of pathology. Spring semester.

PHPS 510 Pathophysiology II (3) Fall semester.

PHPS 511 Pharmacokinetics (3) In this course students will learn about the time course a drug occupies in the human body. Topics to be covered include drug bioavailability, drug absorption, distribution, metabolism and elimination, pharmacokinetics of various dosage forms, routes of administration, and drug effects over time. The effects of patient weight, gender, and age on drug pharmacokinetics will be discussed along with the therapeutic variation that occurs with these patient parameters. Students will use pharmacokinetic calculations to be able to solve problems in clinical pharmacokinetics. Emphasis will be placed on using pharmacokinetic principles to decrease the risk of toxicity and improve therapeutic outcomes using a variety of commonly used medications. Fall semester. Fall semester, Year 2.

PHPS 512 Introduction to Pharmaceutical Sciences (2) This course is designed to introduce first year pharmacy students to the areas in pharmaceutical sciences. Areas that will be presented are introduction to Pharmacology, Medicinal Chemistry, and Pharmacognosy. This course will allow student to transition successfully into the integrated therapeutics series of courses. Fall semester.

PHPS 513 Parenteral Products and Pharmaceutical Compounding (2)
Spring semester, Year 3.

PHPS 520 Pharmacy Law and Ethics (3) Spring semester, Year 2.

PHPS 521 Applied Pharmaceutical Care (3) Spring semester, Year 2.

PHPS 550 Genetics in Medicine (2) This elective course will introduce the student to the basics of genetics and molecular mechanisms of inheritance as they apply to the treatment of disease and to the response of patients to drug therapy. Spring semester elective.