Table of Contents

Chaminade University of Honolulu ................................................................. 5
Graduate Program .......................................................................................... 5
Accreditation ................................................................................................. 5
Western Association of Schools and Colleges ..................................................... 5
State Authorization ....................................................................................... 5
List of Memberships ...................................................................................... 6
Notice of Nondiscriminatory Policy ................................................................. 6
WELCOME MESSAGE FROM THE PRESIDENT ............................................... 7
CHAMINADE UNIVERSITY OF HONOLULU ............................................... 8
FOUNDATION AND HISTORY .................................................................. 8
FATHER WILLIAM JOSEPH CHAMINADE ...................................................... 8
THE MARIANISTS IN HAWAI’I ................................................................. 9
SISTER UNIVERSITIES ............................................................................. 9
MARIANIST EDUCATIONAL VALUES ......................................................... 9
THE CHAMINADE UNIVERSITY MISSION STATEMENT ................................ 10
CHAMINADE’S SYMBOLS .................................................................... 11
GRADUATE DEGREES .......................................................................... 12
LIST OF GRADUATE DEGREES ................................................................ 12
Graduate Certificate Programs .................................................................... 12
ADMISSIONS ......................................................................................... 13
  When and How to Apply ............................................................................ 13
  APPLICATION PROCEDURE ................................................................. 13
  APPLICATION FEE .............................................................................. 13
  OFFICIAL TRANSCRIPT(S): .................................................................... 13
  LETTERS OF RECOMMENDATION ...................................................... 14
  INTERVIEW ......................................................................................... 14
  SPECIAL REQUIREMENTS .................................................................. 14
  INTERNATIONAL APPLICANTS .......................................................... 14
HOW TO SUBMIT .................................................................................... 15
ADMISSIONS RECORD RETENTION POLICY ............................................. 15
CONTACT ............................................................................................... 15
GPA ........................................................................................................ 15
ADDITION OR CHANGING DEGREE PROGRAMS ..................................... 15
STUDENT STATUS .............................................................................. 15
COMMUNICATIONS ............................................................................... 16
ACADEMIC SUPPORT AND LEARNING RESOURCES .................................. 17
  STUDENT ACHIEVEMENT INFORMATION ......................................... 17
  ACADEMIC ADVISING .................................................................. 17
GRADES ................................................................................................................... 28
GRADE REPORT ........................................................................................................ 28
GRADE POINT AVERAGE .......................................................................................... 28
WITHDRAWALS FROM COURSES ........................................................................... 28
CLEARANCE FOR GRADUATION ............................................................................. 28
PETITION FOR GRADUATION .................................................................................. 29
COMMENCEMENT .................................................................................................... 29
INSTITUTIONAL AND ACADEMIC POLICIES .......................................................... 30
STUDENT RESPONSIBILITY ......................................................................................... 30
WRITING STANDARDS ............................................................................................... 30
ACADEMIC HONESTY ................................................................................................ 30
CLASS MEETINGS AND ATTENDANCE ..................................................................... 31
ATTENDANCE POLICY ............................................................................................... 31
LEAVE OF ABSENCE ................................................................................................ 32
REAPPLICATION AFTER DROPPING PROGRAM ...................................................... 32
REAPPLICATION AFTER DISMISSAL ...................................................................... 32
CLASSROOM POLICIES ............................................................................................. 33
FINAL EXAMINATIONS .............................................................................................. 33
TIME LIMIT .................................................................................................................. 33
ACADEMIC STANDING ............................................................................................... 33
ACADEMIC PROBATION & REPEATING A COURSE .................................................. 33
WITHDRAWALS ON TRANSCRIPT ............................................................................ 34
ACADEMIC DISMISSAL .............................................................................................. 34
FINANCIAL OBLIGATIONS ......................................................................................... 34
GRIEVANCE PROCEDURES ....................................................................................... 34
FREEDOM OF EXPRESSION ...................................................................................... 34
PRIVACY ACT (FERPA) ............................................................................................ 35
CAMPUS SECURITY .................................................................................................... 36
STUDENT CODE OF CONDUCT ................................................................................. 36
MASTER OF BUSINESS ADMINISTRATION (MBA) ....................................................... 37
MASTERS OF ARTS IN TEACHING (MAT) ................................................................ 50
MASTER OF EDUCATION (Med) .................................................................................. 57
MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY (MSCP) .......................... 72
MASTER OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION (MSCJA) ....... 87
MASTER OF PASTORAL THEOLOGY (MPT) ............................................................... 94
ACADEMIC CALENDAR ............................................................................................. 103
Chaminade University of Honolulu
Address: 3140 Waialae Avenue Honolulu, Hawaii 96816
Phone Number: 808-735-4711
Website: www.chaminade.edu
2019-2020 Graduate Catalog

Graduate Program
Phone Number: 808-739-4664
Website: https://chaminade.edu/admissions/graduate-students/

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

Western Association of Schools and Colleges
Accrediting Commissions for Senior Colleges & Universities
Address: 985 Atlantic Avenue, Suite 100, Alameda, California 94501
Phone Number: 510-748-9001
Fax Number: 510-748-9797
Email: wascsr@wascsenior.org
Website: www.wascweb.org

Chaminade University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas, USA.

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

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

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

Filing a Complaint
If a student wishes to file a complaint, they may do so with:
Hawaii Post-Secondary Education Authorization Program
Department of Commerce and Consumer Affairs
Address: 335 Merchant Street, Room 310 Honolulu, HI 96813
Website: http://cca.hawaii.gov/hpeap/
List of Memberships
American Association of Collegiate Registrars and Admissions Officers
American Association of Higher Education
American College of Education
American Montessori Society
American Assembly of Collegiate Schools of Business
Association of Catholic Colleges and Universities
Association of Governing Boards
Association of Graduate Programs in Ministry
Association of Marianist Universities
Campus Compact
Catholic College Admissions Association
CIC Network for Vocation in Undergraduate Education
Council for Advancement and Support of Education
Council for Higher Education Accreditation
Council of Independent Colleges
Faculty Resources Network of New York University
Hawaii Association of College Admissions Counselors
Hawaii Association of Independent Schools
International Assembly for Collegiate Business Education
The Leadership Alliance
National Association of College Admissions Counselors
National Collegiate Athletic Association
National Catholic Education Association
Western Association of Schools and Colleges Western College Association

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

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

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

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

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

Changes are periodically made to this publication and will be incorporated in supplements and/or new editions. Changes and updates may be accessed online at www.chaminade.edu/catalog.
WELCOME MESSAGE FROM THE PRESIDENT

On behalf of the entire faculty and staff, it is my great pleasure to welcome you to Chaminade University.

At Chaminade, we are dedicated to educating you as a whole person. Through a rich curriculum and student support services, we offer learning experiences in and out of the classroom that will help you develop personal competencies, spiritual values, and professional skills. We are confident that your time with us will not only prepare you for a rewarding career, but an inspired life of service.

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

You will enjoy small classes and many opportunities to interact informally with faculty and staff. The link between classroom and career supported by internships prepares you to be our future leaders. During your time as a student, take advantage of the variety of student clubs, NCAA Division II sports and the many cultural and recreational activities available to you in Hawai‘i.

This catalog is written for you. It describes the mission and vision of Chaminade and the programs, courses, activities, and services we offer. Our faculty, administrators and staff listed in the catalogue are here to help you have a successful experience.

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

Aloha,

Dr. Lynn M. Babington, PhD
President
FATHER WILLIAM JOSEPH CHAMINADE

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

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

The life of Father Chaminade reveals a deep sense of Providence. Filled with a compelling awareness of the Church’s mission, he was ready to adapt to ever-new situations, eager to respond to the Lord’s indications and deeply sensitive to the needs of the times. He was gifted with tenacity of purpose, a profound spirit of prayer and keen ability to discern God’s will. He wished to impress these traits on Marianists of all times.
Like social reformers before and after him, Father Chaminade saw schools as a principal means for transforming society. During his lifetime he founded over forty schools, including three teacher-training institutions. In explaining his efforts to Pope Gregory XVI, he said that by opening schools, especially for those classes of people most numerous and most abandoned, and by engaging in teacher training, he sought to counteract the anti-Christian spirit ushered in by the French Revolution and the religious indifference that resulted from it. Consistent with his fundamental apostolic insight, Father Chaminade desired that Marianist schools be true communities concerned for the education of the whole person, respecting both faith and reason as means to the truth, and preparing its graduates for both success in their careers and life and committed to service. Chaminade University is grateful to have received such a legacy and strives to be the educational community envisioned by Father Chaminade.

THE MARIANISTS IN HAWAI‘I

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

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

SISTER UNIVERSITIES

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

MARIANIST EDUCATIONAL VALUES

Educate for Formation in Faith

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

Provide an Excellent Education

In the Marianist approach to education, excellence includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.
Educate in Family Spirit
Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit”. Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

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

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

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

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

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

Commitments to Service
• To offer quality academic programs, both those leading to a degree and those focused on continuing education, in a manner responsive to the needs of our students and communities
• To graduate students who are recognized for their liberal arts learning, preparation for professional careers, facility in the use of information and communication technologies, interest in life-long learning, appreciation of diversity, sense of ethical responsibility, and commitment to leadership through service to affect positively individual lives and the common good
• To be a community that looks beyond itself and engages in public service, that enriches the life of the wider community
• To exhibit a strong social consciousness that expressly permeates all curricula
• To engage in partnerships with the Hawai’i community, our Pacific Island neighbors, the church and those with whom we share Marianist sponsorship
• To explore critically the intersections of faith and culture and, consistent with our identity, engage our students in this dialogue and participate in the processes of public learning and policy formulation and the building of a more just and peaceful society.
Commitments to the Character of Our Education Community

• To be a unified education community where members are committed to our common mission and their self-development
• To be a faculty and staff with a primary focus on student learning and the development of the whole person
• To hold an extensive view of hospitality, meaning cordiality to the ideas and talents of others; to listen with an open mind that enhances our integrity and reasserts our humanity
• To nurture a culture which honors and promotes open inquiry, reflection, critical dialogue with peers on and beyond the campus and the dissemination of our scholarship
• To be a scholarly community which explores and encourages connections between disciplines and provides the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students
• To foster an excellent multi-cultural learning environment drawing on our unique Pacific Island location
• To conduct ourselves with personal integrity, perhaps the most powerful education tool we possess; to serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner
• To be a community which stays the course through the difficult periods. Patience, self-discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties

CHAMINADE’S SYMBOLS

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

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

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

LIST OF GRADUATE DEGREES

Master of Business Administration (MBA)
Concentration or Emphasis in:
- General
- Not-for-profit Management
- Accounting
- Island Business
- Healthcare Administration
- Science and Technology Innovation

Master of Education (M.Ed)
Concentration or Emphasis in:
- Educational Leadership
- Instructional Leadership
- Child Development
- Montessori Emphasis
- Teacher Leader

Master of Arts in Teaching (MAT)
Concentration or Emphasis in:
- Early Childhood Education (PreKindergarten to 3rd grade) with Licensure
- Early Childhood Education (PreKindergarten to Kindergarten) with Licensure
- Elementary Education (Kindergarten to 6th grade) with Licensure
- Secondary Education (6th grade to 12th grade) with Licensure in Math, Science, Social Studies or English
- Special Education (Kindergarten to 12th grade) with Licensure

Master of Science in Counseling Psychology (MSCP)
Concentration or Emphasis in:
- School Counseling
- Marriage and Family Counseling
- Mental Health Counseling

Master of Science in Criminal Justice Administration (MSCJA)
Concentration or Emphasis in:
- General Online Program
- Generalist Track
- Law Enforcement Track
- Correctional Track
- Forensic Laboratory Management Track

Master of Pastoral Theology (MPT)
- General

Graduate Certificate Programs
The following certification programs are offered within specific disciplines:

BUSINESS
- Graduate Certificate in Business Administration
- Hogan Entrepreneurs Program Certificate

PASTORAL THEOLOGY
- Certificate of Pastoral Ministries
- Certificate of Spiritual Direction & Pastoral Counseling
ADMISSIONS

To inquire about our programs please visit our website: https://chaminade.edu/admissions/graduate-students/
To view the Graduate Academic Calendar, please visit our website: https://registrar.chaminade.edu/academic-calendar/

When and How to Apply
There are four terms in an academic year:
• Winter term (January to March)
• Spring term (April to June)
• Summer term (July to September)
• Fall term (October to December)

The application deadline is 30 days prior to the start date of the term.

There are four opportunities for entry throughout the year for the following programs:
• Master of Business Administration (MBA)
• Master of Education (MED)
• Master of Teaching (MAT)
• Master of Criminal Justice Administration (MSCJA)
• Master of Counseling Psychology (MSCP)

There are three opportunities for entry throughout the year for the following program:
• Master of Pastoral Theology

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

APPLICATION PROCEDURE
• Review Catalog: Choose your degree, degree concentration, and start term
• Apply Online at www.chaminade.edu
• Pay Application Fee

APPLICATION FEE
• Pay per the online application, in the “Payment Information” section.

OFFICIAL TRANSCRIPT(S):
Submit official transcripts from all previously attended institutions using the following:
• Option 1: Request the transcript to be sent directly to the Admissions Office, from the Institution.
• Option 2: Submit official transcripts to the Admissions Office in a sealed envelope from the Institution.
• Option 3: Institutions that utilize secured electronic transcript services, such as eScrip-Safe, should email the transcript access information to gradserv@chaminade.edu

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

Transcripts from Institutions outside of the U.S. must be evaluated by one of the following organizations and sent to the Admissions Office directly from the following organization:
• National Association of Credential Evaluation Services: http://www.naces.org/
LETTERS OF RECOMMENDATION

MBA
Applicants to the MBA are required to provide contact information for academic and or professional references on their application for admission.

MED, MAT, MSCJA and MSCP
Applicants to the Med, MAT or MSCP are required to provide the contact information for academic and or professional references on their application for admission.

MPT
A formatted recommendation letter is required. Formats and information on how to submit the letters can be found on the online graduate application.

INTERVIEW
Upon receipt of the completed graduate application, applicants to the MSCP and MPT are required to participate in a formal interview either on campus or virtually.

SPECIAL REQUIREMENTS

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

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

MAT
Writing Sample: 200 to 300 words essay on the topic of: “Why you want to pursue a master’s program at this point in your life”. The essay can be included in the online graduate application for admission.

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

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

1. Have a valid passport
2. Attend the school that the student is authorized to attend
3. Carry the equivalent of a full course study of at least 6 credits per term for graduate students
4. Apply for extension of stay when necessary
5. Obtain prior approval each time the student leaves to travel outside of the United States from the Enrollment Specialist
6. Follow procedures to continue from one education level to another and/or transfer
7. Obtain authorization prior to accepting any employment
8. Report immediately any change of residence to the Enrollment Specialist
In addition to regular admission requirements, international applicants who native language is not English must submit either:

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

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

**HOW TO SUBMIT**

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

Chaminade University of Honolulu
Attention: Graduate Program
3140 Waialae Avenue
Honolulu, HI 96816

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

**ADMISSIONS RECORD RETENTION POLICY**

The following application materials are retained indefinitely in electronic format only: application, essays, transcripts, and standardized test reports. Letters of recommendation are maintained only until an admissions decision has been made.

**CONTACT**

The Graduate Admission Counselor will update you when documents are received and will assist you throughout the application process. If you have any questions regarding your application, please call: (808) 739-4663.

**GPA**

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

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

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

**ADDING OR CHANGING DEGREE PROGRAMS**

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

**STUDENT STATUS**

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

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

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

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

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

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

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

UNCLASSIFIED
Non-degree seeking students may be admitted as unclassified students and are allowed to take a certain amount of credits in the program as long as the prerequisites have been met and Director has approved. These are students who meet admission requirements, but are not pursuing a degree or certificate.

After completing 12 semester hours for the MEd, MAT, MSCP and MSCJA programs or 9 semester hours for the MBA program, unclassified students must apply for degree candidacy or cease taking graduate courses. They would then be expected to complete an application for the degree program or one of the certificate programs. Graduate students must be registered for course to maintain student status.

COMMUNICATIONS
All University email communications will be sent to the Chaminade student email account. Because some communications are time-sensitive, it is recommended that students check email accounts at least three times per week.
ACADEMIC SUPPORT AND LEARNING RESOURCES

STUDENT ACHIEVEMENT INFORMATION
Student Achievement Information regarding retention and graduation rates, and evidence of program graduates achieving stated learning outcomes can be found on our website at http://www.chaminade.edu/wasc/.

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

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

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

Electronic format resources are available on- or off-campus with proper authentication as a Chaminade student, faculty, or staff member. For more information, please visit our website at http://www.chaminade.edu/library.

The library provides computer workstations equipped with a variety of software programs, as well as wireless network access. Laptops are available for use in the library. Study rooms are available for group use.

INFORMATION TECHNOLOGY RESOURCES

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

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

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

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

These values are fostered through the involvement of students, faculty, and staff in its programs. Programs include opportunities for a full liturgical and sacramental life, prayer, social outreach, community service, retreats, spiritual counseling, and a deeper involvement with the issues facing the human community. Through all its programs, Campus Ministry promotes a spirit of faith and service.
SERVICE-LEARNING
Director: Candice Sakuda
Service-Learning is an important component of the University curriculum, as it is a strategy for teaching and learning through active participation in meaningful community service. It integrates classroom instruction with reflection on the service, enriching the learning experience.

KEY ELEMENTS
At Chaminade, Service-Learning is:
- Thoughtfully organized to address true needs in the community
- Offered through specific courses
- Integrated into the academic curriculum of a course, illuminating the practical applications of the material
- Includes structured means for reflection on the service experience
- Encourages active student involvement in the learning process
- Includes 10+ service hours, although grades/course points should be earned for the learning demonstrated through reflection (not simply for hours served)

WHY DO SERVICE-LEARNING?
Service-Learning helps to bridge the “real world” and the classroom. Research shows that service-learning is effective; it helps improve students’ grades, test scores, attendance, and self-confidence. It builds critical thinking and communication skills and fosters civic engagement, while allowing students to test and apply what they are learning in the classroom.

Service-Learning is Chaminade’s Mission Statement in action. We seek to grow into Jesus’ spirit of service; His life was one of service to all humankind, with the imperative to love one another.

For more information, please visit our website: http://servicelearning.chaminade.edu/

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

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

The Silversword is a student electronic newspaper. It is written, edited, and produced by students under the direction of members of the Communication faculty and is intended to give in-depth focus on people and issues of student interest. It may be found online at www.chaminade.edu/news/pubs/silversword.

OFFICE OF ALUMNI RELATIONS
The Office of Alumni Relations of Chaminade University continues lifelong relationships with graduates through programs and services. The Office of Alumni Relations Department serves the alumni of Chaminade by planning and implementing programs to connect with alumni through a variety of interest and activities. The annual reunion is one way for our alumni to come together with classmates and re-kindle friendships and reminisce on memories. Alumni are also encouraged to share their career experiences and opportunities through Career Fairs and Career Services. The Office of Alumni Relations also serves the alumni by communicating through the university publications the goals and missions of the University.
CAREER DEVELOPMENT AND SERVICES
Career Development provides students and alumni with resources and assistance to determine and reach their career goals. Resources are provided in a variety of settings to include online assessment, individual meetings, information sessions and presentations. Seminars and workshops presented by staff, recruiters and employers cover career related topics such as job seeking and application skills, the appropriate use of social media in job searches, result and cover letter development, and mock interviews. Students seeking opportunities while attending the University have free access to job, internship and volunteer listings and on-campus recruiting events. All verified students and alumni may use ACD 12Twenty to find career & internship opportunities, post resumes and apply for jobs at no cost. The Office of Advising and Career Development in Clarence T. C. Ching Hall, Room 252, maintain current materials relevant to careers, employers, and continuing education. For more information, please call (808) 735-4815.

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

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

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

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

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

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

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

Athletic scholarships are available. Chaminade’s intercollegiate athletic programs strive to enhance the spirit, attitude and work ethic of all participants for a well-rounded student-athlete experience.
INDIVIDUAL/COUPLES COUNSELING
All Chaminade students are eligible for individual and/or couples counseling as long as all participants are currently enrolled at the university. Issues could include, but are not limited to, relationships, substance abuse, family concerns, self-esteem, depression, anxiety, etc. To schedule an appointment, please call the Chaminade Counseling Center, 808-735-4845, or stop by the office in the Student Support Services Building, Room 101.

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

RESIDENCE LIFE
Limited Housing is available for Graduate Students on campus. For more information, contact the Office of Residence Life by calling (808) 739-4648 or by sending an email to reslife@chaminade.edu

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

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

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

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

1. **Day Undergraduate Student Health Form**: available online through the Chaminade Portal under “Student Forms”. Please follow the guidelines provided therein.

2. **A Negative Tuberculin (TB) Risk Screen, Negative Test (TB skin, test, T-Spot or Quanitferon Gold In-Tube) or Positive TB test and Negative Chest X-ray** administered within 12 months of attending State of Hawaii post-secondary schooling OR on/after the 16th birthday. The lab results of this test must be signed by an MD, DO, APRN, or PA with a note certifying immunity. TB clearance not needed for students taking classes entirely online and who do not anticipate ever taking classes on any of the University campuses or satellite programs.

3. **Proof of immunity to Measles, Mumps, and Rubella with one of the following:**
   a. Records showing dates for a series of two doses of the MMR Vaccine
   b. Positive MMR blood titers (blood test). The lab results of this test must be signed by the MD, DO, APRN, or PA with a note certifying immunity.

4. **Proof Health Insurance**: All Residence Hall Students, Intercollegiate Athletes, and International Students are required to submit a copy of their current health insurance card to Chaminade Counseling Center. Students should ensure that current insurance will cover any medical needs in the state of Hawaii for the duration of their tenure at Chaminade University of Honolulu.

For More information on student health insurance options, please go to https://studentaffairs.chaminade.edu/counseling-center/health-services/ or contact Arrika Johnson at Chaminade Counseling Center at 808-739-4603.

**STUDENT AFFAIRS DIVISION**

The Office of the Dean of Students, located in Henry Hall 221, is responsible for administering and coordinating the programs, services, and operations for the following areas: Athletics, Campus Security, Counseling Services, Student Health Records/Compliance, Dining Services, Judicial Affairs, Residence Life, and Student Activities and Leadership.

The primary goal of the Division of Student Affairs is to support the mission of the University through services, programs, and student support. Student Affairs is committed to creating and fostering a vibrant and active campus, which in turn attracts motivated and qualified students who contribute positively to the campus community. To contact the Office of the Dean of Students, please call (808) 735-4710 or email deanofstudents@chaminade.edu.
TUITION AND EXPENSES

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

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

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

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

FINANCIAL RESPONSIBILITY
Tuition, fees, and room and board must be paid in full prior to the start of the semester. Financial clearance may be achieved by the settlement of all semester charges through one or more of the following methods:
- Payment in full of net amount due (see Payment Options below)
- Enrollment in a tuition payment plan via your web portal at www.chaminade.edu
  - Financial aid awards and/or loans (for more information regarding tuition support, please refer to the Financial Aid section)
- Military Education Benefits (including Tuition Assistance or VA Benefits)
- Tuition Waivers
- Third party payment

For Military Education Benefits, Tuition Waivers, and Third Party payments; please ensure official verification is submitted to the Business Office, to your Chaminade Program Coordinator, or the Chaminade School Certifying Official, prior to the first day of the term. If you are entitled to military education benefits with GoArmy, please complete your registration via the GoArmy website at www.goarmyed.com.

Registration is not complete until payment is made. Payment is due prior to the first day of class, and students who have an outstanding balance with the University by the second week of class will be administratively dropped from all classes. Students administratively dropped from classes may not be reinstated during that same term. Financial assistance that is still “pending” will not be considered as payment on an account. To prevent being administratively dropped, students will need to make financial aid arrangements early enough so that funds will be received in students’ account prior to the first day of class.

REINSTATEMENT
Once a student has been deregistered from a course due to non-payment, the following requirements must be met for course reinstatement:
- The course must be a requirement for graduation in the current term, or the course is not offered during the next term.
- The student should not have previously submitted a reinstatement request.
- The tuition, fees, and any prior account balance must be paid in full.
- The student must pay a reinstatement fee of 100 dollars.

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

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

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

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

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

There are four terms in an academic year for the Graduate program:
• Winter term (January to March)
• Spring term (April to June)
• Summer term (July to September)
• Fall term (October to December)

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

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

TUITION CHARGES
2019-2020 TUITION FOR ACADEMIC YEAR
General Tuition 1000 dollars per credit hour and Independent Study courses
MEd & MAT Tuition 825 dollars per credit hour and Independent Study courses
MBA Tuition 1035 dollars per credit hour and Independent Study courses

Fees:
Online Fee 93 dollars
Hybrid Fee 40 dollars
Science Lab Fee 85 dollars
MEd Lab Fee 55 dollars
MEd Observation & Participation Fee 55 dollars
Science Lab Fee Materials Intensive 110 dollars
PSY 606 Course Fee 9 dollars
PSY 720 Course Fee 50 dollars
Graduation Fee 215 dollars
Application Fee 80 dollars
Application Fee-Online 40 dollars
WITHDRAWAL CREDIT POLICY

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

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of instruction</td>
<td>100% refund</td>
</tr>
<tr>
<td>During the first week of instruction</td>
<td>100% refund*</td>
</tr>
<tr>
<td>During the second week of instruction</td>
<td>25% refund</td>
</tr>
<tr>
<td>During the third week of instruction and thereafter</td>
<td>No refund</td>
</tr>
</tbody>
</table>

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

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

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

FEDERAL PROGRAMS

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

Tuition Reduction Programs
- Employee Discount
- Full-Time Employee Education Benefit

WHO IS ELIGIBLE

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

SATISFACTORY ACADEMIC PROGRESS

Chaminade undergraduate students who are recipients of federal financial aid must maintain satisfactory academic progress which includes a cumulative grade point average (GPA) of a 3.0 while making satisfactory progress toward the completion of their degree requirements. The Satisfactory Academic Progress policy contains a quantitative component, meaning that students are required to make steady progress toward their degree by completing at least 50% of their attempted credit hours. A copy of this policy is available for review at the Financial Aid Office.

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

VETERANS AFFAIRS

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

MORE INFORMATION

All persons desiring more information about veterans affairs please contact the following:
Address: School Certifying Official-VA, Chaminade University of Honolulu, 3140 Waialae Avenue, Honolulu, HI 96816
Phone Number: 808-735-4722
Fax Number: 808-735-4777
REGISTRATION AND RECORDS

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

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

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

COURSE LOAD

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

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

FULL-TIME

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

PART-TIME

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

INTERNATIONAL STUDENT SERVICES

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

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

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

Once enrolled, all concerns having to do within immigration and other legal matters should be directed to the Enrollment Specialist. For other concerns, such as adjustment and cultural issues, assistance is available through the Student Affairs Division.
FINANCIAL OBLIGATIONS
Students who have not satisfied their financial obligations (including tuition, traffic and parking fines, library fines, laboratory breakage charges, etc.) may be denied further registration, release of their diploma, or transcripts of their records.

TRANSCRIPT OF PERMANENT RECORD
A transcript of the student’s permanent record is issued only with the written and signed authorization of the student or through court order.

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

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

To request a mailed transcript, complete the Transcript Request Form found on our website at https://registrar.chaminade.edu. Normal transcript processing is 7 dollars per transcript and is processed within 5 working days from the date the form is received. Rushed processing is 14 dollars per transcript and is processed within 1 working day. Please note, processing time does not include delivery time. Be sure to allow for sufficient postal time, which may be 4 to 5 days each way when mailed to and from the US mainland; more during peak mailing seasons.

At a fee of 3.25 dollars paid to Parchment Exchange, electronic transcripts can be requested through the following website https://exchange.parchment.com/send/adds/index.php?main_page=login&xs_id=5RFFY8M1oBxweSP8. The 3.25 dollar fee is additional to any applicable transcript fees charged by Chaminade University.

Prior to ordering an electronic transcript, please ensure the receiving party/person/institution is a participating member or is willing to accept the Parchment version. You will be asked to electronically provide a FERPA authorization form.

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

DIRECTED STUDY
A Directed Study is study of or research on a topic of special interest to the student electing the directed study. A faculty member in the appropriate discipline who agrees to be the student’s mentor in the work is the director of the study. The material covered in a directed study is not covered by any existing, approved course. The Provost must approve a directed study.
GRADES
Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

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

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

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

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

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

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

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

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

CLEARANCE FOR GRADUATION
A graduation clearance is an agreement between the student, the student’s faculty advisor, and the Registrar showing the courses needed to complete a degree. A minimum GPA of 3.0 is required. A clearance should be completed approximately one year, but no less than three terms, prior to graduation.
PETITION FOR GRADUATION
A petition for graduation must be filed at the Records Office no later than the deadline specified in the current academic calendar to avoid additional fees. A clearance for graduation form must be completed before the petition and graduation fees are accepted.

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

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

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

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

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

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

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

ACADEMIC HONESTY
Chaminade University provides an environment where ideas are exchanged and disseminated for the continual process of intellectual advancement. Academic integrity underpins this process.

Scholastic dishonesty is defined as an act that gives a student an unfair academic advantage. It includes cheating, collusion, falsifying academic records, unauthorized collaboration, the abuse of online resources, and multiple submissions.

In an assignment that is designed for individual assessment, sharing would be considered unauthorized collaboration.

This is the most common form of academic dishonesty because students can easily justify this behavior and assume that working together is allowed. Remember, the class norm is that each student is doing his or her work individually, and collaborative work should be specifically approved by the instructor beforehand.

At Chaminade University, plagiarism is defined as including but not limited to "the appropriation, buying, receiving as a gift, or obtaining by any other means, another's work and the submission of it as one's own academic work offered for credit". It is a serious offense and may be grounds for dismissal from the University.

The availability of Internet-based resources has helped contribute to an increasing incidence of plagiarism. It is easy to procure text out of a webpage with a click of a mouse or download entire papers and multimedia. Claiming these materials as your own is plagiarism. Students who use Internet-based resources need to properly cite all sources and give credit to the original authors.

Resubmitting a previous paper from one course in another is unacceptable. This is a violation of academic integrity and is called "multiple submission" or "self-plagiarism". A student may rework or supplement current papers with previous work only with permission of the instructor.
In addition to the guidelines of academic integrity offered by the University, there are those imposed by your chosen profession. Being associated with a project that used unethical practices may affect your reputation as a professional. Academic dishonesty taints your work, your degree, and your profession. These guidelines for academic integrity are in place to protect you and help maintain a high standard of academic excellence at Chaminade University.

**CLASS MEETINGS AND ATTENDANCE**

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

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

**ATTENDANCE POLICY**

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

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

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

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

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

**EXCUSED ABSENCES**

- Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness with verification by a doctor, or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification to the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

- In cases where excused absences constitute a significant portion of a course's meetings (e.g. more than 20% of course meetings, or a significant portion of online or hybrid courses) the instructor should refer the case to the Dean with a recommendation on how the case should be handled, whether that be by withdrawal or incomplete.
UNEXCUSED ABSENCES
Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the final grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules as described below:

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

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

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

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

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

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

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

Please note that it is the instructor’s sole prerogative to determine whether a student is:

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

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

FINAL EXAMINATIONS
Final examinations are required in all courses except such courses as directed reading, research, or seminars.

TIME LIMIT
The time limit to complete all program requirements is five years. Students who do not complete all requirements in the five years may be dismissed from the program and may subsequently mark the student absent, which could eventually affect the student's final grade. Failure on the part of the student to honor the instructor’s request to leave the classroom may result in removal of the student by the University security personnel and initiation of the University disciplinary process.

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

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

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

The time limit for a student to bring their cumulative GPA up to a 3.0 for the MBA, MEd, MAT, MSCJA, MSCP, and MPT program is two terms.
A passing grade for all courses, regardless of program, is a "B" or better. Students are placed on probation if they receive a "C" or "F" grade. If the "C" or "F" grade is for a core course, the student must repeat the course the next time it is offered and pass with a grade of "B" or better. If a student does not achieve a grade of "B" or better in the second attempt at a core or elective course, they may be dismissed from the program. Students are allowed to repeat a course only once. All students are allowed to repeat a maximum of two courses. A student who receives three grades of "C" or less on their academic record may result in dismissal from the program.

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

WITHDRAWALS ON TRANSSCRIPT
If a student withdraws from a course(s), the student must meet with his/her advisor to address the withdrawals and future academic plan. If four withdrawals are received the student will be subject to withdrawal from the Master’s program.

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

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

GRIEVANCE PROCEDURES
Questions about course conduct or grading should be addressed to the instructor. For issues that cannot be resolved, follow the grievance guidelines in the Student Handbook.

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

Students are expected to maintain the standards of academic performance articulated in course syllabi, all assignments, and academic and student life policies. The instructor is considered the normal and competent judge of academic work. Students are protected from unjust grading and evaluation by due process procedures detailed in the Academic Grievance section of the Student Handbook.
PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day Chaminade University of Honolulu (CUH) receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the school to amend a record should right the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to an appeal regarding the request for amendment. All appeals will go to the Executive Director for Compliance who will consider the appeal and relevant information before issuing a written decision.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Chaminade University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Chaminade who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the School.

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

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

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

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

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

Records office
Attention: The Registrar
3140 Waialae Avenue
Honolulu, HI 96816
All requests for withholding information are effective for one academic year. You will have to submit a new request each year. Requests must be submitted by the last day of the Add/Drop period of the fall semester. If you are an incoming student in the spring semester, you must make a request to withhold your information for the spring semester you are first enrolled in by the last day of the Add/Drop period for that spring semester and then by the last day of the Add/Drop period of every fall semester thereafter.

CUH designates the following categories of directory information:

- Name, address, CUH email address, telephone number, dates of attendance, enrollment status, and class standing such as Freshman, Sophomore, Junior, Senior, or Graduate.
- Previous institutions attended, major fields of study, awards, honors (includes Dean’s List, degrees conferred including dates), and scholarship awards.
- Past and Present participation in officially recognized sports and extracurricular activities, physical factors such as height and weight, date and place of birth, and photographs.

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

**CAMPUS SECURITY**

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

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

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

**STUDENT CODE OF CONDUCT**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is home, school, recreation center, and work, all in one. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. The University expects students to remain in good judicial standing, which is defined as a student who is not currently under a sanctioned status (i.e., disciplinary probation, suspension, or expulsion).

Chaminade University has established policies: 1. In recognition of general student rights to which the University subscribes; 2. For the purpose of establishing fair and consistent processes to the equitable resolution of concerns, difficulties or needs which might arise; and 3. In order to remain in compliance with applicable local, state and federal laws.

**Student Responsibility**

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

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

The complete Student Code of Conduct and Student Disciplinary Rights, Drug-Free Workplace & Campus Policy, Discrimination and Harassment Procedures and Resource Guide, Prohibited and Restricted Conduct, as well as other University rules, regulations, and/or policies may be found in the Chaminade University Student Handbook, located on the University website.
MASTER OF BUSINESS ADMINISTRATION (MBA)

Since 1975, Chaminade University’s MBA (Master of Business Administration) program has educated for life, service, and successful careers. We build professional competence, moral character, and a strong social conscience. We promote ethical responsibility, personal integrity, a commitment to leadership and public service, engaged global citizens, and aloha. Within this context, MBA students:

DEVELOP BUSINESS SKILLS IN:
- Economics
- Accounting
- Finance
- Marketing
- Management
- Operations
- Strategy

ACQUIRE INTERPERSONAL SKILLS IN
- Teamwork
- Leadership
- Ethics
- Communications
- Negotiation

BUILD AN ENTREPRENEURIAL MINDSET
- Identify opportunities
- Innovate
- Devise dynamic responses
- Utilize global perspectives
- Combine business & social enterprise

Our curriculum provides practical knowledge on how successful organizations conduct business and develop skills needed to manage people, projects, and systems. Graduates with Chaminade MBA degrees play leading roles in many industries in Hawai‘i, on the mainland, and internationally. We provide small classes, an engaging learning atmosphere and practical faculty guidance. Our crossroads location offers cross-cultural, multi-national business opportunities. Our Pacific cultures, East and West, combine to create a unique cosmopolitan atmosphere, extraordinary diversity, and a global perspective.

PROGRAM ACCREDITATION
Chaminade University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas, USA.

SCHEDULING

Online
- MBA-General
- MBA-Gaprate Certificate in Business Administration
- MBA-Healthcare Administration Concentration
- MBA-Science and Technology Innovation Concentration

Campus-Based
- MBA-General
- MBA Accounting Concentration
- MBA-Not-For-Profit Concentration
- MBA-Island Business
PROGRAM LEARNING OUTCOMES (P.L.O.)
P.L.O.1: Demonstrate the ability to select and use appropriate quantitative tools, including statistics and decision science to enhance organizational decision-making.
P.L.O.2: Demonstrate an understanding of issues central to financial management of an organization and the ability to use financial tools and analysis to inform business decisions.
P.L.O.3: Demonstrate an understanding of the process of value creation by an organization and the ability to use concepts and processes of marketing and management to develop a competitive advantage in specified business environments.
P.L.O.4: Demonstrate an understanding of legal obligations and the ethical dilemmas faced by organizations and the ability to use related frameworks to inform decision-making.
P.L.O.5: Demonstrate an understanding of domestic and global economic environments and the ability to use economic date to inform decision-making.
P.L.O.6: Demonstrate an understanding of leadership dynamics and the ability to identify appropriate leader actions for enhancing individual, group, and organizational effectiveness.
P.L.O.7: Demonstrate an understanding of the central components and processes of strategic management and the ability to assess and create appropriate strategy for given environments.

The MBA program requires successful completion of at least 36 credits with a minimum grade point average of 3.0. This is typically accomplished in twelve courses, eight core courses plus four elective courses.

Programs and Concentrations

FOUNDATION COURSES
Accounting and quantitative skills are prerequisites for the MBA program. These prerequisites may be waived for students who have completed undergraduate course work in financial and managerial accounting (two accounting courses) and a quantitative methods or statistics course with a grade of "B" or better. Transcripts of applicants to the MBA program are reviewed to determine whether these prerequisites have been met.

Chaminade offers three foundation courses for entering students who have not completed the required courses in accounting and quantitative methods:

- MBA 510 Financial Accounting for Managers
- MBA 520 Analytical Skills for Managers
- MBA 530 Business Foundations

Students should complete foundation course work during their first two terms in the MBA program.

CORE COURSES
Eight core courses are required. The core courses provide the common knowledge essential to preparation for management and leadership roles.

MBA 600 Leading People in Organizations
MBA 601 Economic Analysis for Managers
MBA 602 Managerial Ethics and Decision Making
MBA 610 Managerial Accounting
MBA 611 Managerial Finance
MBA 612 Managerial Marketing OR MBA 730 Services Marketing
MBA 613 Human Resource Management OR MBA 617 Operations Management
MBA 800 Strategic Management
Students with a substantial academic background in a core area (normally a major at the undergraduate level) are encouraged to request substituting a more advanced course for the core course.

**ELECTIVE COURSES**

Four elective courses are required for students who do not declare a concentration. Elective courses enable students to develop specialized knowledge and skills in one or more areas of interest. Electives may be focused in one area or may cover a variety of topics. Where a core course area offers a choice (e.g. MBA 613 or MBA 617), a student may take both and use one course to fulfill core requirements and the other to fulfill elective requirements. Foundation courses MBA 510 and MBA 520 must be taken or waived before enrolling in elective courses.

Students may select any four electives from the following list of regular course offerings. Special topics courses (MBA 780) are also offered regularly, providing additional elective choices. Students may also engage in internships (MBA 798) or directed studies (MBA 799) to fulfill elective units from the following:

**GENERAL BUSINESS**

- MBA 701  Entrepreneurship
- MBA 702  Business Law
- MBA 708  International Business Management
- MBA 722  Information Technology
- MBA 730  Services Marketing

**FINANCE**

- MBA 752  Financial Analysis and Applications
- MBA 754  Investment Management
- MBA 756  International Finance

**LEADERSHIP**

- MBA 707  Negotiation and Conflict Resolution
- MBA 761  Leading Organizational Change
- MBA 762  Project Management
- MBA 763  Professional Development

**NOT-FOR-PROFIT MANAGEMENT**

- MBA 739  Not-for Profit Organizations
- MBA 740  Social Enterprise Management
- MBA 741  Government Relations
- MBA 764  Strategic Issues in Philanthropy

**CONCENTRATIONS**

The MBA program offers five concentrations: Accounting, Island Business, Not-for-Profit Management, Healthcare Administration, and Science and Technology Innovation. If a concentration is chosen, it must be declared with the program office and will be noted on the student’s permanent record. Twelve credits within the concentration course work must be completed.

**NOT-FOR-PROFIT MANAGEMENT CONCENTRATION**

The Not-for-Profit MBA concentration prepares students for management and leadership positions in not-for-profit enterprises such as charities, hospitals, and churches. Acquiring funding and delivering services requires managers and leaders who bring business knowledge and skills to these social enterprises.

In addition to the program learning outcomes identified above for all MBA students, the Not-for-Profit Management concentration has the following student learning outcomes:

- Demonstrate an understanding of the distinguishing elements of not-for-profit organizations and their impact on organizational functions, operations, and strategy.
- Demonstrate an understanding of funding sources available to not-for-profit organizations and the processes used to effectively engage social enterprise models, government, and philanthropic organizations to develop sources of revenue.
The program of study for students with a Not-for-Profit Management concentration includes the following course work:

MBA 600 Leading People in Organizations  
MBA 601 Economic Analysis for Managers  
MBA 602 Managerial Ethics and Decision Making  
MBA 610 Managerial Accounting  
MBA 611 Managerial Finance  
MBA 612 Managerial Marketing OR MBA 730 Services Marketing  
MBA 613 Human Resource Management OR MBA 617 Operations Management  
MBA 739 Not-for-Profit Organizations  
MBA 740 Social Enterprise Management  
MBA 741 Government Relations  
MBA 764 Strategic Issues in Philanthropy  
MBA 800 Strategic Management

ACCOUNTING CONCENTRATION
The Accounting MBA is designed for students who have completed undergraduate degrees in accounting and who need additional course work to fulfill the academic requirements for taking the CPA Exam and achieving CPA certification. The concentration fulfills both the CPA requirements and requirements for an MBA. Incoming MBA students who do not have an undergraduate degree in accounting may pursue an accounting concentration but will need to complete additional undergraduate level accounting course work before taking advanced MBA accounting courses. Students may take non-accounting MBA courses while completing the undergraduate accounting courses.

PREREQUISITE UNDERGRADUATE ACCOUNTING COURSES
The following Chaminade undergraduate accounting courses, or equivalent from another accredited college or university, are required before taking advanced graduate accounting courses. Entering students with an undergraduate accounting major will have typically fulfilled the following requirements in their undergraduate program:

AC 201 Principles of Accounting I  
AC 202 Principles of Accounting II  
AC 301 Intermediate Accounting I  
AC 302 Intermediate Accounting II  
AC 306 Tax Concepts  
AC 404 Auditing

In addition to the program learning outcomes identified above for all MBA students, the Accounting concentration has the following student learning outcomes:

- Demonstrate an understanding of the principles of not-for-profit accounting and the ability to read and analyze not-for-profit financial statements.
- Demonstrate an understanding of the principles of accounting information systems with emphasis on developing documenting, and analyzing accounting systems.
- Demonstrate the ability to perform accounting research based on an understanding of GAAP and international financial reporting systems.
- Demonstrate an understanding of the principles of corporate and partnership income taxation with a focus on the preparation of related income tax returns.
- Demonstrate an understanding of the principles of consolidation accounting and partnership accounting and the ability to prepare and analyze related financial statements.
The program of study for students with an Accounting concentration include the following course work:

- **MBA 600**  Leading People in Organizations
- **MBA 601**  Economic Analysis for Managers
- **MBA 602**  Managerial Ethics and Decision Making
- **MBA 611**  Managerial Finance
- **MBA 612**  Managerial Marketing
- **MBA 613**  Human Resource Management OR MBA 617 Operations Management
- **MBA 616**  Not-for-Profit Accounting
- **MBA 770**  Accounting Information Systems
- **MBA 776**  Advanced Financial Accounting
- **MBA 778**  Corporate and Partnership Taxation
- **MBA 779**  Advanced Accounting Theory
- **MBA 800**  Strategic Management

**ISLAND BUSINESS CONCENTRATION**

Stories in the news daily alert us to the challenges facing Hawai‘i...its land, people and economy. Waste dispersal threatens the environment, the cost of living challenges our communities, and reliance on external resources challenges our economy, for example. Current business models, often reflecting continental perspectives and approaches, exacerbate these challenges. The Island Business concentration at Chaminade is designed to build on core MBA course work and prepare students to do business in and contribute, to a mature, thriving Hawai‘i or other island setting.

In addition to the program learning outcomes identified for all MBA students, the Island Business concentration has the following student learning outcomes:

- Demonstrate an understanding of the roots of the current ecological, social, and economic challenges in Hawai‘i.
- Demonstrate an understanding of the law and principles of Aloha and the ability to apply the principles to business decision-making and actions.
- Demonstrate an understanding of healthy living systems and the ability to apply systems thinking to local and global island business issues.
- Demonstrate an understanding of business as a means to foster sustainability in island environments and the ability to engage sustainability principles in developing business strategies.

The program of study for students with an Island Business concentration include the following coursework:

- **MBA 600**  Leading People in Organizations
- **MBA 601**  Economic Analysis for Managers
- **MBA 602**  Managerial Ethics and Decision Making
- **MBA 610**  Managerial Accounting
- **MBA 611**  Managerial Finance
- **MBA 612**  Managerial Marketing
- **MBA 613**  Human Resource Management OR MBA 617 Operations Management
- **MBA 786**  Island Business and Aina
- **MBA 787**  Island Business and Maka‘ainana
- **MBA 788**  Island Business and Kuleana
- **MBA 789**  Island Business and Po‘okela
- **MBA 800**  Strategic Management
HEALTHCARE ADMINISTRATION CONCENTRATION

In addition to the existing learning outcomes for the MBA core, the MBA-HCA student will:

- Understand the social, political, physical and mental determinants of health and the processes that lead to health inequity
- Understand local, regional, and national healthcare economic environments and demonstrate the ability to use economic and health informatics data to inform business and healthcare decision-making
- Understand the legal, ethical, policy and regulatory issues for contemporary healthcare organizations, and demonstrate strategies for healthcare advocacy and policy-making that respond to the rapidly changing healthcare environment
- Demonstrate specialized knowledge and an integrated understanding of the healthcare ecosystem, and applying this knowledge in a client-directed project related to a contemporary issue in healthcare

The program of study for students with a Healthcare Administration concentration include the following coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCM 700</td>
<td>Determinants of Health in Individuals and Populations</td>
</tr>
<tr>
<td>HCM 701</td>
<td>Healthcare Informatics, Data and Biostatistics</td>
</tr>
<tr>
<td>HCM 702</td>
<td>Healthcare Ethics</td>
</tr>
<tr>
<td>HCM 703</td>
<td>Healthcare Policy and Economics</td>
</tr>
<tr>
<td>HCM 704</td>
<td>Healthcare Systems Design and Leadership</td>
</tr>
<tr>
<td>HCM 705</td>
<td>Healthcare Finance and Payment Models</td>
</tr>
</tbody>
</table>

SCIENCE AND TECHNOLOGY INNOVATION CONCENTRATION

In addition to the existing learning outcomes for the MBA core, the MBA-STI student will:

- Understand the Science and Technology endeavor through frameworks of the domain sciences, desirable impacts on society and opportunities for business development
- Understand local, regional, and national S&T environments and the ecosystem of programs that seek to empower business in this sector
- Demonstrate the ability to use advanced data analytics and visualization to support all aspects of business development
- Identify each stage on the S&T continuum and design appropriate operational approaches to use cases derived from each of these stages, with particular focus on the process of technology commercialization

The program of study for students with a Science and Technology Innovation concentration include the following coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STM 601</td>
<td>The S&amp;T Endeavor: Science, technology, society and the biosphere</td>
</tr>
<tr>
<td>STM 602</td>
<td>Data Visualization and Analytics for Innovation and Business Development</td>
</tr>
<tr>
<td>STM 603</td>
<td>Regulatory and Legal Environment for S&amp;T</td>
</tr>
<tr>
<td>STM 604</td>
<td>Technology Commercialization</td>
</tr>
</tbody>
</table>

ONLINE MBA COURSES

Chaminade University MBA students may now complete their entire MBA program on campus, online, or through a combination of on-campus, and online course work. All core MBA courses are offered online at least once each academic year. Many, but not all, MBA elective courses are also offered online throughout the year. Students may take both online and on-ground classes in the program. They do not have to choose only one format. Please work with the MBA Program Manager to ensure that you are able to complete your program of study with your preferred course format(s).

GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION

To provide continuing graduate education in business, Chaminade offers a Graduate Certificate in Business Administration for professionals who want to develop a new area of expertise. The Certificate Program provides an efficient way to advance your knowledge and skills, enhance your professional network, and advance your marketability and career prospects.

The certificate requires completing 12 credits, maintaining a minimum grade point average of 3.0, and completing required course work (and any required prerequisite course work) within three years. The Graduate Certificate in Business Administration is offered with specializations in Finance, Island Business, Leadership, and Not-for-Profit Management. You may also design a customized program of study in consultation with the MBA Program Manager.
Credits earned in the Graduate Certificate Program will fulfill Chaminade MBA Program requirements should a Certificate student decide to pursue a MBA degree.

Application to the Graduate Certificate Program follows the same process as application to the MBA Program (see How to Apply). Prospective Certificate students are admitted to the Program using the same criteria as used in evaluating MBA Program applicants.

Below is a list of current certificate specializations, with associated courses. Students may choose alternate appropriate courses to include in a specialization in consultation with the MBA Program Manager.

**Graduate Certificate in Business Administration with Finance Specialization**

- MBA 611 Managerial Finance
- MBA 752 Financial Analysis and Applications
- MBA 754 Investment Management
- MBA 756 International Finance

*This specialization requires prerequisite course work in Accounting and Quantitative Methods which may be fulfilled while in the Certificate Program or through prior course work completed.

**Graduate Certificate in Business Administration with Island Business Specialization**

- MBA 786 Island Business and Aina
- MBA 787 Island Business and Maka'ainana
- MBA 788 Island Business and Kuleana
- MBA 789 Island Business and Po'okela

**Graduate Certificate in Business Administration with Leadership Specialization**

- MBA 600 Leading People in Organizations
- MBA 761 Leading Organizational Change
- MBA 762 Project Management
- MBA 763 Professional Development

**Graduate Certificate in Business Administration with Not-for-Profit Management Specialization**

- MBA 739 Not-for-Profit Organizations
- MBA 740 Social Enterprise Management
- MBA 741 Government Relations
- MBA 764 Strategic Issues in Philanthropy

**ADDITIONAL POLICIES**

**TRANSFER CREDIT POLICY**

A maximum of six credit hours may be transferred or substituted for the 36 credit hours required for the MBA degree. Students requesting to transfer or substitute credits should submit a written request to the MBA program Manager for consideration of transfer or substitution credit hours, and should include a course syllabus for each course to be evaluated. All transfer or substitution credit hours must have been earned from an accredited university of college at the graduate level with a letter grade of "B" or higher and must be approved by the MBA Program Director.

**ATTENDANCE POLICY**

Our attendance policy allows one absence per course without penalty. Students are expected to makeup work. A second absence, if permitted by the instructor, requires additional work to be completed as arranged with the instructor. A third or subsequent absence is not acceptable, the course will need to be repeated if there are three or more absences.
MBA COURSE DESCRIPTIONS

FOUNDATION COURSES

MBA 510 FINANCIAL ACCOUNTING FOR MANAGERS (3)
This course introduces students to the critical concepts and terminology of accounting, often called the language of business. The course includes the financial content typically found in a two-course undergraduate accounting sequence. **Prerequisite:** none.

MBA 520 ANALYTICAL SKILLS FOR MANAGERS (3)
Provides background in quantitative methods required for advanced MBA coursework. The course focuses on using mathematical and statistical reasoning and computation to solve organizational problems. Topics include the time value of money, present value, data organization, descriptive statistics, hypothesis testing, regression analysis, and business applications of algebraic expressions. **Prerequisite:** none.

MBA 530 BUSINESS FOUNDATIONS (3)
This course provides students with the concepts and tools to understand businesses and the environments in which they operate in preparation for graduate study in the field. Elements of business environment covered in the course include economics, business law and ethics, and global issues. Elements of organizations covered in the course include core functions (marketing and operations), resources (money, people, and information), as well as business integration and strategy. This course is designed for students entering the MBA program with undergraduate degrees in fields other than business. **Prerequisite:** none.

CORE COURSES

MBA 600 LEADING PEOPLE IN ORGANIZATIONS (3)
Provides concepts and best practices for leading individuals and groups toward working more effectively. Central issues include dealing with different personalities, motivating others, using people’s best abilities, and building social influence and personal power. Examines the impact of management culture and organizational structure on the success of individuals and teams. Attention is given to strategic and political dimensions of leadership in organizations. **Prerequisite:** none.

MBA 601 ECONOMIC ANALYSIS FOR MANAGERS (3)
Along with MBA 602, this course provides perspectives and tools to enhance managerial problem solving. The course focuses on understanding the economic context in which organizations function and the economic decision tools for bettering firm performance. Consequently, the course uses macroeconomic variables (such as national income and productivity, money and banking, and the economic role of government) to inform the microeconomic choices organizations must make to enhance their own success (such as cost determination, pricing, risk analysis). **Prerequisite:** MBA 510 and MBA 520 or equivalent.

MBA 602 MANAGERIAL ETHICS AND DECISION MAKING (3)
Along with MBA 601, this course provides perspectives and tools to enhance managerial problem solving. The course focuses on understanding the social and operational variables pertinent to making effective choices. Topics include social responsibility, organizational misbehavior, applications of moral philosophies, framing, improving creativity, hypothesis testing, utility analysis, and other quantitative and qualitative decision methods. **Prerequisite:** none.

MBA 610 MANAGERIAL ACCOUNTING (3)
Focuses on using accounting data to make management decisions. Students learn how accounting information is used to plan and control operations. Volume cost-profit analysis, cost estimation, and short and long term financial decisions are studied from a managerial perspective. **Prerequisite:** MBA 510 and MBA 520 or equivalent.

MBA 611 MANAGERIAL FINANCE (3)
Covers basic principles of financial valuation and analysis. Topics include financial statement analysis, working capital management, long-term financing decisions, and capital structure and dividend policy. **Prerequisite:** MBA 610 and MBA 520 or equivalent.
MBA 612 MANAGERIAL MARKETING (3)
Employs a case study approach for applying marketing principles to marketing management and strategy. Quantitative and qualitative approaches involve situation analysis, market analysis and targeting, strategic applications, and marketing planning. Prerequisite: none.

MBA 613 HUMAN RESOURCE MANAGEMENT (3)
Provides a strategic perspective on using human resources to increase firm success while improving employee wellbeing. Topics include recruitment, professional development, compensation and benefits, evaluation, and termination. Particular attention is given to implications of HR procedures for employee performance. Prerequisite: none.

MBA 617 OPERATIONS MANAGEMENT (3)
The Operations Management course provides students with management skills for planning, coordinating, and controlling the people and technology used to provide goods and services. It studies the production of goods and provision of services by an organization to meet the needs of its customers. The course examines operations strategy, quality management, scheduling, supply chain management, project management, and facilities design in a wide variety of industries. Prerequisite MBA 520 or equivalent.

MBA 800 STRATEGIC MANAGEMENT (3)
This capstone course gives students an opportunity to experience the many demands and managerial complexities placed on top managers. The course helps students integrate and apply what they have learned in functional business courses, as well as gain experience in using the techniques, tools, and skills of strategic analysis. Student teams engage a “live” organization in their field project and bring real world challenges they face back into the classroom. Prerequisite: This course should be taken after completing all core courses.

ELECTIVE AND CONCENTRATION COURSES
MBA 510, MBA 520 and MBA 530 are prerequisites for all elective courses

MBA 616 NOT-FOR-PROFIT ACCOUNTING (3)
Examines concepts and practices unique to non-governmental and not-for-profit entities. Topics include organization and functions, fund accounting, financial reporting, budgeting, accounting principles and standards for NPO’s, financial controls, auditing, and tax issues. Accounting concentration students only.

MBA 701 ENTREPRENEURSHIP (3)
Looks at the challenges of establishing, owning, and managing a small business. Students learn methods of identifying new business opportunities, planning for and organizing a business; marketing its good and/or services; and financial planning and control. Prerequisite: MBA 611 and MBA 612.

MBA 702 BUSINESS LAW (3)
Provides knowledge of business law needed to make informed and effective business decisions. Emphasis is on legal issues important to managers for identifying and controlling risk. Topics include contracts, torts, the Uniform Commercial Code, creditor debtor relationships, real property, and business entities.

MBA 707 NEGOTIATION AND CONFLICT RESOLUTION (3)
Deals with productivity managing conflicts to help build effective teams within and among organizations. Focuses on tactics, strategy, process, and methods of managerial negotiations with individuals and groups to optimize performance. Prerequisites: MBA 600 and MBA 602.

MBA 708 INTERNATIONAL BUSINESS MANAGEMENT (3)
Provides an overview of strategic decisions facing international firms and relevant variables in their decision-making. Particular attention is paid to management and environmental settings of multinational enterprises, including organizational, political, social, and cultural dynamics affecting business function.

MBA 722 INFORMATION TECHNOLOGY FOR MANAGERS (3)
Provides skills for choosing effective strategies and tools for information management. The course uses a hands-on approach to defining, analyzing, and, solving day-to-day management problems using information technology. Topics include hardware, software, system analysis, information systems, and databases.
MBA 730 SERVICES MARKETING (3)
Examines marketing challenges faced by organizations providing services, and strategies to enhance their marketing success. Particular attention is paid to public sector and not-for-profit organizations. The course focus includes positioning services for appropriate markets and managing the service delivery process.

MBA 739 NOT-FOR-PROFIT ORGANIZATIONS (3)
Focuses on management of not-for-profit enterprises under circumstances of increasing competition for funding and greater pressure to show efficiency and effectiveness. The course uses case studies to examine issues of organizational structure and development, governance, board relations, management of volunteers, strategic alliances, capacity building, and functional leadership.

MBA 740 SOCIAL ENTERPRISE MANAGEMENT (3)
Introduces students to the application of entrepreneurship to the advancement of social change within organizations that have a double bottom line: creating tangible social value as well as financial return. Students will use cases and examination of live organizations to develop knowledge of the strategies for and challenges of creating sustainable and successful social ventures. Issues including start-up, funding, organizing, growing, and assessing a social enterprise will be explored.

MBA 741 GOVERNMENTAL RELATIONS (3)
This course is designed to help not-for-profit managers learn how to engage the public sector effectively. Through applied research and case study, students will acquire a wide range of knowledge and action skill in such diverse areas as improving performance through organizational change, the budget process, identifying and pursuing funding opportunities and how the federal or local government’s public policy and fiscal decisions affect not-for-profit organizations’ strategic goals and operations. Particular attention is given to state and local government operations in Hawai‘i.

MBA 752 FINANCIAL ANALYSIS AND APPLICATIONS (3)
Corporate financial management is taught through case analysis of current financial problems in business. Management of cash, receivables inventories, long and short term investment, alternatives and capital sources, capital budgeting, return on investment, risk-taking, and taxation are covered. Formulating, implementing, and communicating financial strategy are stressed. Prerequisite MBA 611.

MBA 754 INVESTMENT MANAGEMENT (3)
Provides a comprehensive overview of investment management and analytic tools for evaluating investment opportunities. Topics include analysis and valuation of equity securities, fixed income securities and financial derivatives, measurement of risk and return, construction of optimal asset portfolios, and criteria for evaluation of investment performance. Prerequisite: MBA 611.

MBA 756 INTERNATIONAL FINANCE (3)
Provides a framework for making corporate financial decisions in an international context. Topics include managing foreign currency exposure, global financing, multinational capital budgeting decisions, hedging instruments, international sources and cost of capital, trade financing, and international portfolio investment. Prerequisite: MBA 611.

MBA 761 LEADING ORGANIZATIONAL CHANGE (3)
Provides concepts and skills needed to lead change and development efforts at individual, team, and systems levels. Focus is given to diagnosis of organizational events and creation of interventions to improve them. Emphasis is on using consulting models and applying behavioral science knowledge and techniques to improve performance of people and organizations. The course includes structural process and human resource interventions. Prerequisite: MBA 600.

MBA 762 PROJECT MANAGEMENT (3)
Provides perspectives and processes use in effective project management from conception through evaluation. Employs hands-on learning to prepare students to develop project planning and oversight systems, identify and implement best practices, and establish operational inks between project and organizational objectives. Focuses on use of project management in accomplishing strategic organizational goals.
MBA 763 PROFESSIONAL DEVELOPMENT (3)
This graduate level seminar focuses on developing participants' self-knowledge, professional perspectives, and personal skills for personal and professional success. Emphasizes tools for effective self-management and career charting. Topics include time management, effective presentations and interpersonal communication, stress management, and conflict resolution. The course employs experiential learning and guest presenters. Prerequisite: MBA 600.

MBA 764 STRATEGIC ISSUES IN PHILANTHROPY (3)
Examines planning and development of funding acquisition and use of not-for-profit organizations. Enables students to construct funding strategies to improve organizational performance, solicit support from donors, and demonstrate effectiveness to key stakeholders. Topics include donor-centered fundraising, management of campaigns, marketing and public relations in philanthropic ventures, managing information, and professional ethics in philanthropy.

MBA 770 ACCOUNTING INFORMATION SYSTEMS (3)
Helps participants design, analyze, and use accounting information systems. Provides conceptual frameworks for understanding information systems as well as practical experience in using real-world accounting information software. Emphasis is on system development and accounting applications design. Accounting concentration students only.

MBA 776 ADVANCED FINANCIAL ACCOUNTING (3)
Provides advanced study of concepts and issues in financial accounting. Topics include business combinations and consolidations, inter-company transactions, partnership accounting, and international accounting. Accounting concentration students only.

MBA 778 CORPORATE AND PARTNERSHIP TAXATION (3)
Examines tax laws and regulations as applied to formation, operation, dissolution of corporations and partnerships. Emphasis on conducting research related to complex tax issues. Accounting concentration students only.

MBA 779 ADVANCED ACCOUNTING THEORY (3)
Provides advanced study of conceptual framework of financial accounting emphasizing theoretical concepts, accounting standards, and procedures. Focuses on sources of Generally Accepted Accounting Principles, including industry pronouncements, opinions, and bulletins. Also includes techniques using FASB’s financial Accounting Research System. Accounting concentration students only.

MBA 780 SPECIAL TOPICS (3)
Selected topics may be offered on any aspect of business. Topics will be announced. Examples of current special topic offerings include: Fraud and Forensic Accounting, Cross-Cultural Management, Leaders in Practice, Family Business Management, Risk Management, Leading from a Hawaiian Place, and Master Learning skills for Managers.

MBA 786 ISLAND BUSINESS AND ‘AINA (3)
This course provides a strategic perspective on living systems and the relationship between ecology and effective business practice in island environments. The principles of the Ahupua’a system are introduced and used as a framework for examining issues in related industries, such as agriculture, energy, and waste management.

MBA 787 ISLAND BUSINESS AND MAKA’AINANA (3)
This course provides a strategic perspective on human systems and the relationship between community and effective business practice in island environments. Hawaiian cultural beliefs and practice are introduced and used as a framework for examining related industries such as government, health care education and housing. Prerequisite: none.

MBA 788 ISLAND BUSINESS AND KULEANA (3)
This course provides a strategic perspective on the role of business in fostering a healthy island economy. Both macroeconomic and microeconomic variables are considered. Focus is on the economy as a support for community and ecological sustainability. Topics include open and closed systems, enhancement and extraction economies, and shareholder versus stakeholder models. Prerequisite: none.
MBA 789 ISLAND BUSINESS AND PO’OKELA (3)
This course provides strategic perspective and tactical guidance for leading effectively in island organizations. Focus is given to issues of personal presence and capacities related to facilitating the effectiveness of people, projects, and whole businesses. Topics include developing skills in observation, dialogue, mentoring, and leading for business resilience and impact. Prerequisite: MBA 786.

MBA 798 INTERNSHIP (1 to 3)
Professional internship is provided with guidance of a faculty member. Arrangements for a supervised internship are made through the MBA Program Office.

MBA 799 DIRECTED STUDY (1 to 3)
Individualized study on a chosen subject under supervision of a faculty member. Participation in directed study is arranged through the MBA Program Office.

HCM 700 DETERMINANTS OF HEALTH IN INDIVIDUALS AND POPULATIONS (1)
Introduces the social, economic, biological, behavioral, political and racial determinants of health in individuals and populations. Identifies the processes and practices that lead to healthcare inequity and injustice. Explores definitions of health and wellness from a biomedical, behavioral and cultural perspective.

HCM 701 HEALTHCARE INFORMATICS, DATA AND BIOSTATISTICS (1)
Study of the health informatics domain, including emergence of the discipline, health information systems design and implementation, clinical data standards theory and development, and electronic record integration into the healthcare system. Overview of public health data collection and common statistical measures of health and disease.

HCM 702 HEALTHCARE ETHICS (1)
Examination of the ethical and social issues surrounding the practice of medicine, the delivery of healthcare across the lifespan and the making and implementation of healthcare practice and policy. Complex socio-medical and medico-legal issues will be reviewed through case studies.

HCM 703 HEALTHCARE POLICY, AND ECONOMICS (3)
Health policy is examined from an economic perspective. Basic economic theories and their relationships to the structure and function of the U.S. healthcare system are explored. Alternative healthcare systems and healthcare reforms are also evaluated. A microeconomic view will emphasize key economic concepts that health economists use to analyze health and healthcare market. Effect of system design on cost, quality, efficiency and equity of medical services will be evaluated via case studies.

HCM 704 HEALTHCARE SYSTEMS DESIGN AND LEADERSHIP (3)
Presents the evolution, structure and current issues in the healthcare system. Examines the unique features of healthcare as a product, and the changing relationships between patients, physicians, hospitals, insurers, employers, communities, and government. Overview of health delivery systems, organizational theory, and the conceptual basis of traditional managerial and executive leadership roles in healthcare facilities.

HCM 705 HEALTHCARE FINANCE AND PAYMENT MODELS (3)
Presents financial management of healthcare organizations, planning and decision-making in healthcare. Payer-payee models are presented, with emphasis on financing and healthcare reimbursement.

STM 601 THE S&T ENDEAVOR: SCIENCE, TECHNOLOGY, SOCIETY AND THE BIOSPHERE (3)
Presents historical, contemporary and futurist perspectives on domains sciences, the role of technology in society, impacts on the natural world. Reviews the connectivity between economics, science and technology, and prosperity.

STM 602 DATA VISUALIZATION AND ANALYTICS FOR INNOVATION AND BUSINESS DEVELOPMENT (3)
Presents R and Python-based basic data analytics, reviews statistical underpinnings of data presentation and interpretation. Familiarizes students with the data science lifecycle, and explore the use of data to support all aspects of business development. Includes project-based work on data sets from sectors of particular interest to students’ career pathways.
STM 603 REGULATORY AND LEGAL ENVIRONMENT FOR S&T (3)
Intellectual property protection, regulatory and legal frameworks for entrepreneurship and start-ups are reviewed. The ecosystem of enabling organizations and initiative for start-ups are presented and case studies will develop real-world connections to this infrastructure for students.

STM 604 TECHNOLOGY COMMERCIALIZATION (3)
The process of technology commercialization ideation to tech transfer will be reviewed in stages and as a continuum. Processes and decision-making paradigms appropriate to each stage will be reviewed and students will develop a commercialization strategy for their own project or a client-directed use case.
MASTERS OF ARTS IN TEACHING (MAT)

The mission of the Education Division of Chaminade University is to foster the professional development of teachers and educational leaders through programs based in the liberal arts tradition, Catholic Marianist values, current research, and best practice.

The Master of Arts in Teaching provides state-approved teacher education programs leading to initial licensure for teachers in the state of Hawai‘i in five areas: Elementary, Secondary, Special Education, Prekindergarten to Kindergarten (PK-K), and Prekindergarten to Grade 3 (PK-3).

If not seeking a Hawai‘i state teaching license, teacher candidates may want to find out the teaching requirements for their state of choice.

PROGRAM ACCREDITATION
The Hawai‘i Teacher Standards Board (HTSB) has approved Chaminade’s teacher licensure programs in Elementary, Secondary, Special Education, PK-K, and PK-3. Hawai‘i State Licensure is recognized in 48 other states through reciprocal agreements.

SCHEDULING
Online
- MAT-Elementary Education with Licensure (Kindergarten to 6th grade)
- MAT-Special Education with Licensure (Kindergarten to 12th grade)
- MAT-Secondary Education with Licensure (6th grade to 12th grade)

Campus Based
- MAT-Early Childhood Education Montessori with Licensure (PK-K)
- MAT-Early Childhood Education with Licensure (PK-3)

In teaching licensure programs, students have required field experiences at school sites.

DIVISION CONTACT
Phone Number: (808) 739-4684
Fax Number: (808) 739-4607
Email: edu-advising@chaminade.edu

PRAXIS REQUIREMENT
This requirement applies only to Master of Arts in Teaching Programs. It does not apply to Master of Education Programs. The Hawai‘i Teacher Standards Board (HTSB) requires that all applicants must successfully pass the PRAXIS I Exam or complete a Bachelor’s Degree from a regionally accredited institution before being admitted into any State Approved Teacher Education Program (SATEP). Test information and passing scores can be found on the HTSB website at www.hawaiiteacherstandardsboard.org.

In order to verify that you have completed PRAXIS I, an official score report must be submitted to our Division office. Our institution code for PRAXIS is 4105, Chaminade University of Honolulu. If you need PRAXIS I information, please contact an Education Division advisor, or you can register for the test online by visiting www.ets.org/praxis/hi/requirements.

Elementary, Secondary, and Special Education teacher candidates must take the PRAXIS II required exams or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines prior to student teaching. The Special Education Praxis is in Mild and Moderate Disabilities.

For more information on PRAXIS and Hawai‘i state licensure requirements, please visit www.ets.org and www.hawaiiteacherstandardsboard.org to view state requirements, test information, and materials.
FIELD EXPERIENCE/OBSERVATION & PARTICIPATION

Various methods courses require an Observation and Participation (O&P) practicum in an approved educational setting. These field experiences are arranged through the Field Services Director. (See the course descriptions for O&P courses) All education course work including O&P hours must be completed prior to student teaching. Please refer to the Field Experiences Manual on the Education Division website at www.chaminade.edu/education.

Placement for all Observation and Participation field experiences are contingent upon the following:
1. Registration for O&P course(s)
2. Contact Field Services for information pertaining to your placement for O&P
3. Submit the following documents:
   - The completed Field Experience Manual FAQ sheet
   - Observation and Participation Request form
   - TB Clearance
   - Active SNEA Membership (liability insurance)
   - Criminal History Check

STUDENT TEACHING

Student teaching is offered twice a year (July/August to December or January to May/June). Student teaching semester dates are set by Chaminade University’s Education Division, Field Services, and coincide with the Hawai’i State Department of Education calendar. Student teaching is full-time, unpaid work completed under the supervision of a Cooperating Teacher and a University Supervisor in a public or private school. Eligibility to student teach is dependent on the quality of course work and student disposition over the duration of the program. As student teaching is equivalent to full time employment as a teacher; any outside commitments (athletics, outside employment, etc.) which will compromised a student’s ability to meet the time and work requirements of student teaching are strongly discouraged.

Student Teaching requirements include:
- Student teaching application
- Three student teaching recommendations from education faculty
- Completion of all course requirements, including O&P assignments
- Excellent O&P evaluation from all methods courses
- No student disposition problems reported by course instructors
- At least a 3.0 GPA in all courses (course grades below “B” must be repeated)
- Verification of passing PRAXIS I or a Bachelor’s degree, and either passing PRAXIS II scores or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines
- Submission of Graduation Clearance form
- TB Clearance
- Criminal History Check
- Active SNEA Membership
- No active KSD referrals that are unresolved

SCHOOL PLACEMENT

The Field Services Director, in conjunction with local principals, makes and confirms all placements for field experiences. Students are not to seek their own placements. Listed below are the criteria used by Field Services for placement.

Candidate Criteria
1. Verify PRAXIS requirements (or equivalent) are met before placement
2. All required documents are submitted (see Forms section)
3. Verify previous placements; Identify upper/lower grade level (Elementary/SPED) and subject area (Secondary); Ensure varying SES and cultural diversity; Student was given ample opportunities to observe and participate in each classroom setting (Student and teacher O&P Evaluations)
4. Collaboration with principals and school districts
5. O&P Teacher qualifications are met
Cooperating Teacher Criteria
1. Recommendation by the principal as an effective teacher as indicated by the state measurement of student performance
2. Recommendation by the principal as a capable mentor (or receiving mentor training)
3. Have a minimum of licensure and a BS/BA degree in the applicable teaching area
4. Have a minimum of three years of experience

Off-Island Placement
The Chaminade University policy statement regarding placements via another University is as follows:
1. CUH student inquires with the Field Services Director about placement on the mainland.
2. The student will find a University with an accredited Teacher Education Program willing to supervise and place the student as a courtesy. If the University will not do a courtesy placement, the student will seek out an acceptable placement by directing his/her inquiry to the school district desired.
3. The student reports the results of the findings and gives contact information to Field Services.
4. Upon approval of meeting placement requirements for the pre-service teacher, the student completes all placement requirements at the given school and may have to pay tuition at the host university covering any additional costs for supervision.
5. The University and mentors must meet all requirements expected of them for placement which will include taking responsibility for the evaluation of the pre-service teacher’s performance and professional behavior.
6. Upon completion of the placement, the university and/or mentor teacher submits the evaluation of the student’s performance and dispositions to CUH Field Services.
7. A fee payable to Chaminade may apply in order to participate in placements on the mainland. See Field Services for details.

Neighbor Island Placement
Students requesting placement on a neighbor island, follow the same procedures of applying for placement off island. In addition, students may be responsible for:
1. Attendance for all on-ground on hybrid course(s) offered on Oahu
2. Additional fees associated with compensation for mentor teacher and/or supervision

Currently Employed Teacher Placement
Licensure candidates who are currently employed as full-time classroom teachers in a public or private school may submit a request for validation/in-service student teaching. To be considered, candidates must have been teaching in their concentration area for at least one entire semester (six months) and have approval from the school principal and Chaminade University. An application and all requirement materials are still required for those who are applying for validation/in-service student teaching by the due date posted.

PORTFOLIO
During student teaching, a student teaching seminar course will also take place, and teacher candidates will finalize a portfolio that documents achievement of specific skill competencies aligned with Hawai‘i State Teacher Performance and Licensing Standards. Successful completion of student teaching is contingent upon successful completion of the seminar and review of the portfolio.

PROGRAM LEARNING OUTCOMES (P.L.O.)
The Master of Arts in Teaching (MAT) provides graduates with both a Master’s degree and recommendation for a state-approved teaching credential in one of five areas: Elementary, Secondary, Special Education, PK-K, and PK-3. Over the course of their graduate education, candidates will take additional licensure courses and complete field experience/Observation and Participation (O&P), PRAXIS II exams (or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines), and student teaching requirements appropriate to the area of licensure. Candidates in the initial teaching licensure programs are expected to be able to draw upon their previous education and life experience in their preparation to teach. The licensure program is designed to enable teacher candidates to develop the professional and pedagogical content knowledge, skills, and dispositions necessary to help all students learn.
Successful teacher candidates must meet relevant professional, state, and institutional standards through meeting the following Program Learning Outcomes:

**P.L.O. 1:** Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts (Content Knowledge)

**P.L.O. 2:** Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning (Developmentally Appropriate Practice).

**P.L.O. 3:** Knowledge of how to teach subject matter to students and the application of a variety of instructional strategies that are rigorous, differentiated, and focused on the active involvement of the learner (Pedagogical Content Knowledge).

**P.L.O. 4:** Knowledge and application of appropriate technology for students learning (Technology).

**P.L.O. 5:** Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning (Assessment).

**P.L.O. 6:** Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe, positive, caring, and inclusive learning environments (Diversity).

**P.L.O. 7:** Skills in the planning and design of meaningful learning activities that support and have a positive impact on student learning and are based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology (Focus on Student Learning).

**P.L.O. 8:** Professional disposition professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues (Professional & Ethical Dispositions and Communication).

**Programs and Concentrations**

**MAT ELEMENTARY EDUCATION WITH LICENSURE (39 CREDITS) (K to 6)**
The Master of Arts in Teaching in Elementary Education provides teacher candidates with the opportunity to develop skills in practice theory, leadership, scholarship, and communications skills as applied to the K-6 learner. In addition to the courses below, candidates must complete additional licensure requirements (For additional information on Hawai‘i State Licensure requirements please visit [www.hawaiiteacherstandardsboard.org](http://www.hawaiiteacherstandardsboard.org)).

**MAT ELEMENTARY REQUIRED COURSE WORK**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 630</td>
<td>History and the Profession of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 631</td>
<td>Psychological Foundations of Education and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 632</td>
<td>Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 633</td>
<td>Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 610</td>
<td>Elementary Language Arts Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 612</td>
<td>Elementary Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Elementary Math Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 618</td>
<td>Elementary Social Studies Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 686</td>
<td>Teaching Seminar: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 687</td>
<td>Elementary Student Teaching</td>
<td>6*</td>
</tr>
</tbody>
</table>

In addition, students must complete two Education Division elective courses (6).

*Candidates must pass the PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines in their licensure area prior to the student teaching application deadline.*

**MAT SECONDARY EDUCATION WITH LICENSURE (39 CREDITS) (7 to 12)**
The Master of Arts in Teaching in Secondary Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship, and communication skills as applied to the learner in grades 7 to 12. In addition to the courses below, candidates must complete additional licensure requirements (For additional information on Hawai‘i State Licensure requirements please visit [www.hawaiiteacherstandardsboard.org](http://www.hawaiiteacherstandardsboard.org)).
MAT SECONDARY REQUIRED COURSE WORK
Note: Teacher candidates in the MAT Secondary Program must select a concentration area in Math, English, Science or Social Studies.

EDUC 630 History and the Profession of Education (3)
EDUC 631 Psychological Foundations of Education and Development (3)
EDUC 632 Learning Environments (3)
EDUC 633 Diverse Learners (3)
EDUC 621 Secondary Math Methods (3)*
EDUC 622 Secondary English Methods (3)*
EDUC 624 Secondary Methods I: Science (3)*
EDUC 625 Secondary Methods I: Social Studies (3)*
EDUC 627 Secondary Methods II (3)
EDUC 628 Secondary Methods III (3)
EDUC 684 Teaching Seminar Secondary (3)
EDUC 685 Secondary Student Teaching (6)**

In addition, students must complete three Education Division elective courses (9).

*Candidates take one of these 4 courses depending on their subject concentration

**Candidates must pass the PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines in their licensure area prior to the student teaching application deadline

MAT SPECIAL EDUCATION (MILD/MODERATE) WITH LICENSURE (39 CREDITS) (K to 12)
The Master of Arts in Teaching in Special Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, research, and scholarship skills as applied to learners with the mild/moderate disabilities.

Students in the Masters of Teaching with a Special Education emphasis have 3 options to choose from at Chaminade University. Students can focus on Special Education Elementary (K to 6 grades) or Special Education Secondary (6 to 12 grades). Both the Special Education K to 6 and 6 to 12 grade levels include a single student teaching placement. A third option is a Special Education K to 12 emphasis which requires two student teaching placements one at the K-6 level and the other at the 6 to 12 level. In addition to the courses below, candidates must complete additional licensure requirements (For additional information on Hawai‘i State Licensure requirements please visit www.hawaiiteacherstandardsboard.org).

MAT SPECIAL EDUCATION REQUIRED COURSE WORK
EDUC 630 History and the Profession of Education (3)
EDUC 631 Psychological Foundations of Education and Development (3)
EDUC 632 Learning Environments (3)
EDUC 633 Diverse Learners (3)
EDUC 662 SPED: Assessment, Planning and Computer Technologies (3)
EDUC 665 SPED: Mild/Moderate Disabilities (3)
EDUC 667 SPED: K-12 Math Methods (3)
EDUC 668 SPED: K-12 Language Arts and Methods (3)
EDUC 669 Special Education Leadership (3)
EDUC 733 SPED: Issues in Special Education (3)
EDUC 688 Teaching Seminar-Special Education (3)
EDUC 689 SPED: Student Teaching (6)*

*Candidates must pass the PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines in their licensure area prior to the student teaching application deadline.
The Master of Arts in Teaching in Early Childhood Education provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship, and communications skills as applied using the Montessori approach to the Pre-K to Kindergarten learner. This program provides requirements to be recommended for American Montessori Society (AMS) credential at the Early Childhood level as well as licensure in PK-K level. In addition to the courses below, candidates must complete additional licensure requirements (For additional information on Hawai'i State Licensure requirements please visit www.hawaiiteacherstandardsboard.org).

**MAT EARLY CHILDHOOD MONTESSORI PK-K REQUIRED COURSE WORK**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 608</td>
<td>Montessori Child Development (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 649</td>
<td>Montessori Philosophy (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 764</td>
<td>Culturally Appropriate Practice &amp; Montessori Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 765</td>
<td>Developments of the Senses &amp; the Montessori Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 766</td>
<td>Language Arts &amp; Montessori Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 767</td>
<td>Math &amp; Montessori Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 770</td>
<td>Integrated Curriculum &amp; Montessori (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 772</td>
<td>Advanced Leadership &amp; Montessori (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 781</td>
<td>Student Teaching Montessori Early Childhood (3)*</td>
<td></td>
</tr>
<tr>
<td>EDUC 782</td>
<td>Seminar Montessori Early Childhood (3)*</td>
<td></td>
</tr>
<tr>
<td>EDUC 783</td>
<td>Student Teaching Montessori Early Childhood (3)*</td>
<td></td>
</tr>
<tr>
<td>EDUC 784</td>
<td>Seminar Montessori Early Childhood (3)*</td>
<td></td>
</tr>
</tbody>
</table>

*Candidates must pass the PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines in their licensure area.

**MAT EARLY CHILDHOOD EDUCATION PK-3 (39 CREDITS) (PRE-KINDERGARTEN TO GRADE 3 EDUCATION)**

The Master of Arts in Teaching in Early Childhood PK-3 provides teacher candidates with the opportunity to develop skills in practice, theory, leadership, scholarship, and communication skills using Montessori approach as applied to the PK-3 learner. In addition to the courses below, candidates must complete additional licensure requirements (For additional information on Hawai'i State Licensure requirements please visit www.hawaiiteacherstandardsboard.org).

**MAT EARLY CHILDHOOD PK-3 REQUIRED COURSE WORK**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 608</td>
<td>Montessori Child Development (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 649</td>
<td>Montessori Philosophy (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 770</td>
<td>Integrated Curriculum &amp; Montessori (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 772</td>
<td>Advanced Leadership &amp; Montessori (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 764</td>
<td>Culturally Appropriate Practice &amp; Montessori Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 765</td>
<td>Developments of the Senses &amp; the Montessori Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 766</td>
<td>Language Arts &amp; Montessori Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 767</td>
<td>Math &amp; Montessori Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 610</td>
<td>Elementary Language Arts Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Elementary Math Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 690</td>
<td>Seminar: PK-3 (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 691</td>
<td>Student Teaching PK-3 (6)*</td>
<td></td>
</tr>
</tbody>
</table>

*Candidates must pass the PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines in their licensure area.
FIVE-YEAR INTEGRATED BACHELOR AND MASTER OF ARTS IN TEACHING PROGRAM (MAT)
The Five-Year Integrated Bachelor and Master of Arts in Teaching Program is for students who have completed an undergraduate degree with a Minor in Education and taken EDUC 630 from Chaminade University. Students with the Minor in Education (with grades of B or better) may apply to the Dean to have the following three MAT graduate courses waived:

EDUC 631 Psychological Foundations of Education & Development (3)
EDUC 632 Learning Environments (3)
EDUC 633 Diverse Learners (3)
In addition, students applying to the MAT program should have completed EDUC 630 History and the Profession of Education (3) while an undergraduate.

Additional Policies

TRANSFER CREDIT POLICY
A maximum of six credit hours may be transferred in for the credit hours in the program. Submit a written request to the Department for consideration of transfer or substitution, credit hours and include a course syllabus for each course to be evaluated. All transfer or substitution credit hours must be from an accredited university or college and must be approved by the Program Director or Dean. All transfer or substitution credit hours must be at the graduate level and must have been earned with a letter grade of "B" or higher.

KNOWLEDGE/SKILL/DISPOSITION (K.S.D.) REFERAL SYSTEM
Any instructor can initiate a Knowledge/Skill/Disposition (K.S.D.) referral to the Dean at any time and for any candidate taking an educational course where there is a documented need for remediation that would prevent a candidate from completing a program. Upon referral, the candidate will meet with the Dean of the program department to set up a remediation plan. Monitoring will be ongoing until the remediation is completed to the satisfaction of the Dean and referring instructor.

STATE APPROVED TEACHER EDUCATION PROGRAM (SATEP)
Students follow the program as outlined in the catalog for the term in which the student is accepted into the Education Division. The catalog information is descriptive and does not constitute an irrevocable contract between the student and Chaminade University; the University reserves the right to make changes in catalog contents of the documented course of study. Once accepted, students are expected to complete all licensure/certification program requirements within three years. State Approved Teacher Education Program (SATEP) teacher candidates are expected to student teach within one semester after completing their education course work.
MASTER OF EDUCATION (MEd)

The mission of the Education Division of Chaminade University is to foster the professional development of teachers and educational leaders through programs based in the liberal arts tradition, Catholic Marianist values, current research, and best practice.

The Master of Education programs provide advanced training for experienced educators in five areas: Instructional Leadership, Educational Leadership, Child Development, Montessori Emphasis, and Montessori Credential. All programs are aligned with state and professional standards appropriate to the field of study.

PROGRAM ACCREDITATION
The Montessori Credential program is accredited by the Montessori Accreditation Council of Teacher Education (MACTE) and is affiliated with the American Montessori Society (AMS).

SCHEDULING

- **Online**
  - MEd-Instructional Leadership
  - MEd-Child Development
  - MEd-Montessori Emphasis
  - Med-Teacher Leader
  - MEd-Teach for America (special cohort)

- **Campus-Based**
  - MEd-Educational Leadership (special cohort)
  - MEd-Early Childhood Education with Montessori Credential
  - MEd-Catholic School Leadership Program (special cohort)

DIVISION CONTACT
Phone Number: (808) 739-4684
Fax Number: (808) 739-4607
Email: edu.advising@chaminade.edu

PROGRAM LEARNING OUTCOMES (P.L.O.)
The Master of Education provides enriched learning experiences for educational professionals who already have a Bachelor’s degree and who want to extend their knowledge and professional qualifications in the field of education. Candidates in Med programs are expected to be able to draw upon their Bachelor’s degree and life experience while acquiring advanced professional knowledge and skills.

- **P.L.O. 1:** Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (Reflective Practice).
- **P.L.O. 2:** Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical, and conceptual studies (Theory).
- **P.L.O. 3:** Apply research-based practice characterized by caring and mutual respect for diverse populations (Diversity).
- **P.L.O. 4:** Design and assess learning activities that allow for the construction of meaning and promotion of self-responsibility for learning (Design).
- **P.L.O. 5:** Critique and analyze academic literature and research methodologies (scholarship).
- **P.L.O. 6:** Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (communication).
- **P.L.O. 7:** Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (Leadership).

Programs and Concentrations
All MEd candidates with the exception of those in the Education Leadership Program, are required to take the prerequisite course: EDUC 600, Introduction to the Master’s Degree. Degree candidates who do not receive credit for EDUC 600 or receive a grade lower than “B” in EDUC 701 may be required to retake and pass the course before registering for other courses.
MED INSTRUCTIONAL LEADERSHIP (30 CREDITS)
This MEd program serves teachers and other educational practitioners who want advanced knowledge of leadership and classroom practice, but who do not currently aspire to become principals or administrators. It is designed to meet the needs of educators through direct application of their studies to the settings in which they work through a self-designed action research project.

Note: This program does not lead to teacher licensure.

MED INSTRUCTIONAL LEADERSHIP REQUIRED COURSE WORK (15 CREDITS)
EDUC 790   Issues of Peace, Justice, & Educational Reform (3)
EDUC 795   Education Research I: Introduction to Education Research (3)
EDUC 796   Education Research II (3)
EDUC 797   Education Research III (3)
EDUC 798   Education Research IV (3)

In addition to the required courses listed above, candidates will select advisor-approved electives to reach a minimum of 30 credits total.

MED CHILD DEVELOPMENT (30 CREDITS)
The Master of Education in Child Development prepares candidates for a wide range of professional objectives by offering the advanced study of development theory, research, and application. Graduates of the program are expected to be lifelong learners and advocates for children, with excellent preparation in research, theory, and practice in diverse, multicultural settings. The MEd program prepares graduates for professional employment in a variety of settings, including working directly with infants, children, and their families, teaching at the community and college level, and preparing for additional study toward a doctoral degree in child development or a related field.

MED CHILD DEVELOPMENT REQUIRED COURSE WORK (15 CREDITS)
EDUC 790   Issues of Peace, Justice, & Educational Reform (3)
EDUC 795   Education Research I: Introduction to Education Research (3)
EDUC 796   Education Research II (3)
EDUC 797   Education Research III (3)
EDUC 798   Education Research IV (3)

MED CHILD DEVELOPMENT EMPHASIS COURSE WORK (9 CREDITS)
EDUC 722   Cognitive Development Theory to Practice (3) Prerequisite: EDUC 701
EDUC 723   Language Development: Theory to Practice (3) Prerequisite: EDUC 701
EDUC 724   Social-Emotional Development: Theory to Practice (3) Prerequisite: EDUC 701

MED CHILD DEVELOPMENT ELECTIVE COURSE WORK (6 CREDITS)
Select four courses from the following with advisor approval

EDUC 608   Montessori Development (3)
EDUC 649   Montessori Philosophy (3)
EDUC 652   Multicultural Education and Diversity (3)
EDUC 660   Introduction to Exceptional Children (3)
EDUC 712   Learning Styles and Learning Theories (3)
EDUC 726   Children’s Literature (3)
EDUC 764   Culturally Appropriate Practices & Montessori Methods (3)
EDUC 765   Development of the Senses & Montessori Methods (3)
EDUC 766   Language Arts & Montessori Methods (3)
EDUC 767   Math & Montessori Methods (3)
EDUC 768   Place-Based Education for the Young Child**(3)
EDUC 769   Nurturing the Spirit of the Child**(3)
EDUC 770   Integrated Curriculum & Montessori (3)
EDUC 771   Advanced Leadership & Guidance in Education*(3)
EDUC 772   Advanced Leadership & Montessori* (3)
EDUC 773   Child Development in Cultural Context (3)
MED MONTESSORI EMPHASIS (18 CREDITS WITH MONTESSORI CREDENTIAL OR 30 CREDITS)
The Master of Education with Montessori Emphasis is for students who already have a Montessori Credential from a free-standing MACTE accredited institution. If you already have a Montessori Credential, you can transfer 12 credits toward your degree.

MED MONTESSORI EMPHASIS REQUIRED COURSE WORK (15 CREDITS)

EDUC 790 Issues of Peace, Justice, & Educational Reform (3)
EDUC 795 Education Research I: Introduction to Education Research (3)
EDUC 796 Education Research II (3)
EDUC 797 Education Research III (3)
EDUC 798 Education Research IV (3)

MED MONTESSORI EMPHASIS ELECTIVE COURSE WORK (15 CREDITS)
Select seven courses from the following with advisor approval.

EDUC 608 Montessori Development (3)
EDUC 649 Montessori Philosophy (3)
EDUC 652 Multicultural Education and Diversity (3)
EDUC 660 Introduction to Exceptional Children (3)
EDUC 712 Learning Styles and Learning Theories (3)
EDUC 722 Cognitive Development Theory to Practice (3)
EDUC 723 Language Development: Theory to Practice (3)
EDUC 724 Social-Emotional Development: Theory to Practice (3)
EDUC 726 Children’s Literature (3)
EDUC 764 Culturally Appropriate Practices & Montessori Methods (3)
EDUC 765 Development of the Senses & Montessori Methods (3)
EDUC 766 Language Arts & Montessori Methods (3)
EDUC 767 Math & Montessori Methods (3)
EDUC 768 Place-Based Education for the Young Child** (3)
EDUC 769 Nurturing the Spirit of the Child** (3)
EDUC 770 Integrated Curriculum & Montessori (3)
EDUC 771 Advanced Leadership & Guidance in Education* (3)
EDUC 772 Advanced Leadership & Montessori* (3)
EDUC 773 Child Development in Cultural Context (3)

*Courses transferred from Castle Colleague credits.

**Courses transferred from Montessori Summer Institute credits.

Special Cohorts

MED EDUCATIONAL LEADERSHIP (30 CREDITS)-CERTIFICATION INSTITUTE FOR SCHOOL LEADERS (CISL)
The MEd in Educational Leadership is designed as a cohort program for educators aspiring to administrative roles. The formation of the cohorts occur when there are at least ten students applying to either the non-DOE cohort or the Hawai’i Department of Education (HIDOE) Certification Institute for School Leaders (CISL) program cohort. The CISL program is an administrator preparation program and the students in this cohort have been selected by the HIDOE. By the end of the program, successful candidates will acquire leadership skills in financial management, education law, managerial communications, personnel issues, effective decision-making, and group dynamics. Candidates will demonstrate their ability to be effective change agents by incorporating core leadership concepts to solve critical issues in education.

Note: Contact the Education Division for information on the next intake for the Certification Institute for School Leaders (CISL) cohort program. Completed applications must be received no later than 30 days prior to the beginning of the program.

*Courses transferred from Castle Colleague credits.

**Courses transferred from Montessori Summer Institute credits.
MED IN EDUCATIONAL LEADERSHIP PROGRAM LEARNING OUTCOMES (P.L.O.)

P.L.O. 1: Demonstrate knowledge of the impact of socio-economic, legal, and cultural factors on schools, teachers, and students.

P.L.O. 2: Demonstrate the knowledge of organizational life in schools and organizational change processes, and connections to the development of positive school cultures that promote the learning and social development of students.

P.L.O. 3: Demonstrate ability to conduct systematic inquiries into programs and policies that are relevant, integral, and essential to the success of children, schools, and school leaders.

P.L.O. 4: Develop skills in facilitating collaboration and communication among schools, school communities, families, other educational and service agencies, and professional organizations.

P.L.O. 5: Develop knowledge and skills in managing personnel.

P.L.O. 6: Demonstrate understanding of the ethical, moral, and caring dimensions of educational leadership.

P.L.O. 7: Demonstrate ability to use informed scholarship to analyze and offer solutions for school policies and problems.

P.L.O. 8: Produce a vision for the school, district, or organizational context in which the participant works that reflects the dimensions of #1 to 7.

This is a cohort program and as such 1) a student must have been accepted into the program to enable registration in any of the courses listed, and 2) the seven required courses must be taken in the recommended sequence:

MED EDUCATIONAL LEADERSHIP CORE COURSE WORK (21 CREDITS)

EDUC 741 Introduction to Educational Administration (3)
EDUC 742 Leadership for Educational Administrators (3)
EDUC 743 Education Law (3)
EDUC 744 Managing Communication & Personnel Issues (3)
EDUC 745 School Community Relations (3)
EDUC 746 Financial Management for School Administrators (3)
EDUC 747 Curriculum Administration (3)

MED EDUCATIONAL LEADERSHIP REQUIRED COURSE WORK (9 CREDITS)

Beyond the seven core courses, the three courses listed below are courses required to meet the MEd Educational Leadership requirements:

EDUC 749 Research for Educational Leadership (3)
EDUC 790 Peace, Social Justice, & Educational Reform (3)
EDUC 794 Culminating Experience (3)

MED INSTRUCTIONAL LEADERSHIP TEACH FOR AMERICA (TFA)

Each year in partnership with Teach for America – Hawai‘i Program, Chaminade offers course work leading to certification within the Master of Education program. Licensure is available through TFA in Elementary, Secondary, and Special Education, and this program is open only to TFA corps members. For information and applications to this special program, go to the TFA website: www.hawaiiteachforamerica.org.

MED IN INSTRUCTIONAL LEADERSHIP WITH ELEMENTARY & SECONDARY COURSE WORK – TFA COHORT (30 CREDITS)

Required Licensure Courses (8 credits)
EDUC 635 Long and Short Range Planning (3)
EDUC 636 TFA Seminar I (1)
EDUC 637 TFA Seminar II (1)
EDUC 660 Introduction to Exceptional Children (3)

Required Graduate Core
EDUC 701 Educational Research and Design (3)
EDUC 790 Issues of Peace, Social Justice, & Educational Reform (3)
EDUC 794 Culminating Experience (3)
Elective Courses
Choose from any of the following courses* to fulfill the remaining credit requirements to reach 30 graduate hours:

EDUC 630 History and the Profession of Education (3)
EDUC 631 Psychological Foundations of Education (3)
EDUC 632 Learning Environments (3)
EDUC 633 Diverse Learners (3)
EDUC 665 SPED: Mild/Moderate Disabilities (3)
EDUC 712 Learning Styles and Learning Theories (3)
EDUC 714 Integrated Curriculum (3)
EDUC 717 Principles of Project-Based & Design-Based Learning (3)
EDUC 718 Mobile and Online Learning Technologies (3)
EDUC 719 Leadership in Learning Seminar (3)
EDUC 726 Children’s Literature (3)
EDUC 747 Curriculum Administration (3)
EDUC 780 Special Topics in Education (1 to 3)

*Prior approval by the Dean of Education or the Divisional Advisor is required before taking any electives that are not listed.

MED EDUCATIONAL LEADERSHIP (CATHOLIC SCHOOL LEADERSHIP PROGRAM)
In partnership with the Office of Catholic Schools of the Diocese of Honolulu, Chaminade’s Education Division offers a leadership program for Catholic school principals, education administrators, or teachers, aspiring to administrative roles. The Catholic School Leadership Program is designed to ground administrators and teachers in a philosophy of education rooted in the Catholic understanding of the human person and the human community before God. It draws from historical and contemporary Catholic and non-Catholic thought to help the student shape a coherent understanding of the vocation of Catholic schools for the Church and the wider society. Second, the program trains students in the skill of good school leadership. Courses in the program address the general issues of contemporary educational leadership and the more specific issues facing Catholic education in the United States today. This is a cohort program and admission offered biennially for each new cohort. When a new cohort is authorized, all Catholic school principals are notified of a request for new candidates for this program. In this cohort program, degree candidates generally take all courses together in sequence, one course per term.

CATHOLIC SCHOOL LEADERSHIP PROGRAM: MED- IN EDUCATIONAL LEADERSHIP (30 CREDITS)
Required Core Courses:
EDUC 652 Multicultural Education and Diversity (3)
EDUC 701 Understanding Educational Research & Design (3)
EDUC 746 Financial Management for School Administrators (3)
EDUC 751 Foundations of Catholic Education (3)
EDUC 753 Catholic and Private School Law (3)
EDUC 754 Development for Catholic Schools (3)
EDUC 756 Special Topics in Leadership for Catholic Schools (3)
EDUC 757 Curriculum Leadership for Catholic Schools (3)
EDUC 790 Issues of Peace, Social Justice, & Educational Reform (3)
EDUC 794 Culminating Experience (3)

MED IN TEACHER LEADER PROGRAM
The M.Ed. in Teacher Leader program was developed for teachers seeking formal or informal non-administrative leadership roles that support teaching and learning. The Teacher Leader program is designed for teachers interested in improving their skills and knowledge in positions such as resource teachers, instructional specialists, curriculum specialists, learning facilitators, mentors, data coaches, and grade-level or department chairs. Upon completion of the program, successful candidates will be able to demonstrate proficiency in the domains outlined by the Teacher Leader Model Standards adopted by HTSB.

Program Structure
The M.Ed. in Teacher Leader program will be delivered online and include a total of 10 courses (30 credits).
Required Courses
EDUC 633  Diverse Learners (3)  
EDUC 701  Educational Research and Design (3)  
EDUC 703  Introduction to Action Research (3)  
EDUC 712  Learning Styles and Learning Theories (3)  
EDUC 714  Integrated Curriculum (3)  
EDUC 740  Current Issues in Education (3)  
EDUC 745  School Community Relations (3)  
EDUC 747  Curriculum Administration (3)  
EDUC 790  Peace, Social Justice, and Educational Reform (3)  
EDUC 794  Culminating Experience (3)  

Additional Policies

TRANSFER CREDIT POLICY
A maximum of six credit hours may be transferred in for the credit hours in the program. Submit a written request to the Department for consideration of transfer or substitution, credit hours and include a course syllabus for each course to be evaluated. All transfer or substitution credit hours must be from an accredited university or college and must be approved by the Program Director or Dean. All transfer or substitution credit hours must be at the graduate level and must have been earned with a letter grade of "B" or higher.

KNOWLEDGE/SKILL/DISPOSITION (K.S.D.) REFERAL SYSTEM
Any instructor can initiate a Knowledge/Skill/Disposition (K.S.D.) referral to the Dean at any time and for any candidate taking an educational course where there is a documented need for remediation that would prevent a candidate from completing a program. Upon referral, the candidate will meet with the Dean of the program department to set up a remediation plan. Monitoring will be ongoing until the remediation is completed to the satisfaction of the Dean and referring instructor.

STATE APPROVED TEACHER EDUCATION PROGRAM (SATEP)
Students follow the program as outlined in the catalog for the term in which the student is accepted into the Education Division. The catalog information is descriptive and does not constitute an irrevocable contract between the student and Chaminade University; the University reserves the right to make changes in catalog contents of the documented course of study. Once accepted, students are expected to complete all licensure/certification program requirements within three years. State Approved Teacher Education Program (SATEP) teacher candidates are expected to student teach within one semester after completing their education coursework.
MEd/MAT COURSE DESCRIPTIONS

EDUC 600 INTRODUCTION TO THE MASTER’S DEGREE PROGRAM (1)
The course prepares candidates for success in the Master’s programs at Chaminade. Includes overview of the Master’s program. Students will be exposed to reading and writing at the graduate level and to a number of information-based and technological tools to facilitate the graduate learning process. By the end of this course, candidates should have a thorough grasp of the criteria necessary to formulate a blueprint for their graduate experience.

EDUC 608 MONTESSORI CHILD DEVELOPMENT (3)
This course examines psychological theories including Montessori’s planes of development. In addition, observation strategies and prepared environment for positive classroom management are discussed. Requires Observation.

EDUC 610 ELEMENTARY LANGUAGE ARTS METHODS (3)
This course focuses on the philosophy and rationale for the teaching of K-6 language arts. Content knowledge and pedagogical strategies that support the optional development of oral language, reading, and writing are emphasized. The influence of culture in language and methods for developing a language-rich environment that meets the needs of all learners included, as well as a study of children’s literature. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 612 ELEMENTARY SCIENCE METHODS (3)
This course focuses on helping the teacher uncover big picture concepts through inquiry-based science activities, then planning dynamic science units for the elementary classroom based on these understandings. Successful candidates will acquire an understanding of big ideas in physical life, earth, learn how to plan and teach meaningful units and lessons for K-6 students. Requires 5 hours of Observation and Participation. Observation and Participation fee applies.

EDUC 614 ELEMENTARY MATH METHODS (3)
Philosophy and rationale for teaching math to young children. General math theory and concepts are demonstrated through the use of math materials and other manipulatives. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 615 ADVANCED MATHEMATICS AND GEOMETRY (3)
Elementary level mathematics concepts are demonstrated in this course with advanced manipulations; students practice with materials, place value, decimals, percentage, ratios, fractions, critical thinking, problem-solving; and plane and solid geometry. Prerequisite: EDUC 614.

EDUC 616 MUSIC, ART, AND CREATIVE MOVEMENT (3)
Analysis and experience with a variety of classroom activities that help children develop appreciation of vocal and instrumental music and movement on the physical, cognitive, and emotional development of children. Study of theories of discipline-based art and of research delineating creative development in children are also course fundamentals. Hands-on exploration of art media are provided along with strategies for classroom application. Includes a field-based service-learning component. Additional fee applies.

EDUC 618 ELEMENTARY SOCIAL STUDIES METHODS (3)
This course focuses on strategies and methods for teaching social studies in the K-6 classroom. Over the course of the semester, students will analyze the role of the teacher in the social studies classroom, study diverse methods of delivering instruction, and develop curriculum focused on social justice issues and grounded in students’ experience and interests. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 620 TEACHING IN AREA OF SPECIALIZATION (3)
Demonstrates a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context for instruction and presenting strategies for reading, writing, studying, and translating information gained into practice. Requires Observation and Participation. Observation and Participation fee applies.
EDUC 621 SECONDARY MATH METHODS (3)
In this course, teacher candidates learn a variety of instructional methodologies and approaches that are workable in the secondary mathematics classroom. Concepts to be covered include establishing context for instruction, presenting strategies for reading, writing, and studying, and translating information gained into practice. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 622 SECONDARY ENGLISH METHODS (3)
In this course teacher candidates learn a variety of instructional methodologies and approaches appropriate in the secondary English classroom. It includes a survey of theory, practice, and trends in adolescent literacy and English language instruction; the role of culture in language learning and multimodal literacy and technology; the challenges and possibilities in teaching reading, writing, speaking, listening, viewing, and thinking in Hawaiian secondary schools. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 624 SECONDARY METHODS I: SCIENCE (3)
A survey of research-based STEM instructional practices. Students will participate as students in several of these research-based practices as well as explore the research that investigates their effectiveness. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 625 SECONDARY METHODS I: SOCIAL STUDIES (3)
Demonstrates a variety of instructional methodologies and approaches that are workable in the social studies classroom. Concepts to be covered include establishing a context for instruction; presenting strategies for reading, writing, and studying, and translating information gained into practice. Requires Observation and Participation. Observation and Participation fee applies.

EDUC 627 SECONDARY METHODS II (3)
This course demonstrates a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include Establishing a context for instruction; presenting strategies for reading, writing, and studying; and translating information gained into practice. This course requires Observation and Participation. Observation and Participation fee applies.

EDUC 628 SECONDARY METHODS III: CURRICULUM DEVELOPMENT/PLANNING (3)
In this course students will create original curriculum. Students will apply what they know about their subject matter specialty and effective teaching strategies by developing instruction materials.

EDUC 630 HISTORY AND THE PROFESSION OF EDUCATION (3)
This course covers the general history, standards, and professionalism in education with an overview of the philosophical, legal, current trends in education theory, and multi-cultural issues in education.

EDUC 631 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION AND DEVELOPMENT (3)
This course examines psychological theories of learning and development to focus on their application to the classroom. Theories of learning human information processing, constructivism, motivation, and cultural transmission are examined as well as social and state theories of development. All students are required to create, appropriate problem solving activities as a means of demonstrating their understanding of theory and appropriate practice.

EDUC 632 LEARNING ENVIRONMENTS (3)
This course will explore current research, theory, and best practices related to classroom management. Topics will include establishing effective rules and procedures, classroom management systems, managing individual student behavior, developing relationships with staff members and parents, and managing behavior in a variety of instructional formats such as cooperative learning groups, learning centers, project-based learning, etc. as well as whole group instruction. Requires 10 hours of Observation and Participation. Observation and Participation fee applies.

EDUC 633 DIVERSE LEARNERS (3)
Students will examine theories of race, culture, and socio-economic status and their implications for teaching. Culturally responsive teaching methods, with emphasis on Hawaiian students and diverse groups living in Hawai‘i, will be researched. Students will learn about the characteristics of Exceptional Learners and classroom strategies to address their unique learning needs in the classroom.
EDUC 635 LONG & SHORT RANGE PLANNING (3)
This course is designed for students in the Teach for America program. It addresses course design, unit planning, lesson planning, and assessment. Students study and implement a curricular design framework to be incorporated within their K to 12 Teach for America placements.

EDUC 636 TFA SEMINAR I (1)
To fulfill credential requirements, Teach for America corps members are required to pass Seminar in Transformational Leadership and Teaching 1 and 2 during their first year in the corps. Corps' members standing in this course depends upon regular attendance, engagement in the sessions, and successful completion of the course work. This course will develop corps members' competencies in the Teaching as Leadership (TAL) framework, content pedagogy, and our developing understanding of transformational teaching. More specifically, it will ensure that all corps members are proficient in: vision setting for transformation outcomes; use of data to communicate student progress to goals and to continually improve effectiveness; classroom execution to transformation outcomes, aligned to best practices in content area instruction; professional dispositions expected of all teachers oriented to social justice for students.

EDUC 637 TFA SEMINAR II (1)
To fulfill credential requirements, Teach for America corps members are required to pass Seminar in Transformational Leadership and Teaching 1 and 2 during their first year in the corps. Corps' members standing in this course depends upon regular attendance, engagement in the sessions, and successful completion of the course work. This course will develop corps members' competencies in the Teaching as Leadership (TAL) framework, content pedagogy, and our developing understanding of transformational teaching. More specifically, it will ensure that all corps members are proficient in: vision setting for transformation outcomes; use of data to communicate student progress to goals and to continually improve effectiveness; classroom execution to transformation outcomes, aligned to best practices in content area instruction; professional dispositions expected of all teachers oriented to social justice for students.

EDUC 640 EDUCATIONAL TECHNOLOGY IN THE CLASSROOM (3)
The goal of this course is to foster an understanding of educational technology and to develop competence in integrating it in the classroom. To meet this goal, the course provides applications of numerous technological strategies.

EDUC 643 HAWAIIAN CULTURE AND LANGUAGE (3)
Examines the following topics: major phases of Hawaiian history, diversity of cultures in Hawaii, and cultural/political significance of indigenous languages in the Pacific. Students will become familiar with indigenous teaching models of education and will be able to construct culturally sensitive lessons for diverse students.

EDUC 649 MONTESSORI PHILOSOPHY (3)
This course examines Montessori's holistic approach to life and philosophy of education. In addition, observation strategies and prepared environment for positive classroom management are discussed. Requires three observations.

EDUC 660 SPED: INTRODUCTION TO EXCEPTIONAL CHILDREN (3)
Overview of the laws governing Special Education and student categories served in special education. This includes students with learning disabilities, emotional and behaviorally challenged, attention deficit hyperactivity disorders speech and language impairments, physical or health impairments, visually and hearing impaired, autism spectrum disorders as well as English language learners and gifted and talented.

EDUC 662 SPED: ASSESSMENT, PLANNING & COMPUTER TECHNOLOGIES (3)
Quantitative and qualitative assessment of students referred to or enrolled in special education programs. Major topics include behavioral observation, psychometric properties of tests, cognitive test of ability, perceptual-motor tests, and measures of social and emotional functioning.

EDUC 665 SPED: MILD/MODERATE DISABILITIES (3)
Overview of learning, behavioral, and personality characteristics of students diagnosed with special needs. Important issues in the field are presented along with service delivery options and assessment and intervention strategies for the classroom teacher. Requires Observation and Participation. Observation and Participation fee applies.
EDUC 667 SPED: K-12 MATH METHODS (3)

EDUC 668 SPED: K-12 LANGUAGE ARTS AND METHODS (3)
Overview and application of language arts instructional approaches, strategies, techniques, and assessment methods for students with mild/moderate disabilities (K-12). Requires Observation and Participation. Observation and Participation fee applies.

EDUC 669 SPECIAL EDUCATION LEADERSHIP (3)
This course is designed to provide a working knowledge of IDEA 2004 and its procedural requirements. Topics include special education instructional environments/placements, inclusion challenges, differentiation and co-teaching models. Community collaboration and communication strategies with families of exceptional children, including culturally diverse populations, will be reviewed.

EDUC 681 SUPERVISED FIELD EXPERIENCE (2)
Provides supervision and mentoring to new teacher candidates already serving in classrooms prior to student teaching in order to increase their effectiveness and the quality of their instruction during their initial teaching period.

EDUC 684 TEACHING SEMINAR: SECONDARY (3)
Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 685). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 685 STUDENT TEACHING: SECONDARY (6)
Provides supervised student teaching in approved secondary schools. (Must be taken in conjunction with EDUC 684). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 686 TEACHING SEMINAR: ELEMENTARY (3)
Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 687). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 687 STUDENT TEACHING: ELEMENTARY (6)
Provides supervised student teaching in approved elementary schools. (Must be taken in conjunction with EDUC 686). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 688 TEACHING SEMINAR: SPED (3)
Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 689). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 689 STUDENT TEACHING: SPED (6)
Supervised student teaching in an approved special education classroom. (Must be taken in conjunction with EDUC 688). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 690 TEACHING SEMINAR: PK-3 (3)
Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 691). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.
EDUC 691 STUDENT TEACHING: PK-3 (6)
Provides supervised student teaching in approved PK-3 schools. (Must be taken in conjunction with EDUC 690. Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

EDUC 701 EDUCATIONAL RESEARCH AND DESIGN (3)
Provides experiences to foster systematic and thoughtful inquiry into educational research and practice. Candidates explore relevant educational research strategies, qualitative and quantitative research methods, and licensure related to their area of emphasis. The emphasis of the course is upon using these understandings to critically read academic literature and write a pilot student that includes the (1) Introduction (2) Review of Literature, & (3) Methods chapters.

EDUC 703 INTRODUCTION TO ACTION RESEARCH (3)
This course extends the principles and methods of research learned in the Educational Research and Design course to action research in an instructional setting. A focus will be on using research skills to foster systematic and thoughtful inquiry into instructional practice. Practitioners explore relevant educational practice issues through writing reflections, experimenting with action research strategies, and sharing their work in a collaborative setting.

EDUC 712 LEARNING STYLES AND LEARNING THEORIES (3)
Examination of key learning theorists and learning styles for application to teaching and learning. Students are given an opportunity to examine their own learning style and how this is formative in their teaching.

EDUC 714 INTEGRATED CURRICULUM (ELEMENTARY) (3)
Utilizing “Understanding by Design” principles, facilitates the development of an integrated curriculum unit that applies student-centered learning, and appropriate instructional processes, assessment, and technology in a thematic unit of study that draws upon at least three content areas.

EDUC 716 CREATIVE AND CRITICAL THINKING (3)
This course is a survey of the current research and best practices that facilitate student’s development of creative and critical thinking skills.

EDUC 717 PRINCIPLES OF PROJECT-BASED & DESIGNED BASED LEARNING (3)
This course focuses on project design with an emphasis on projects that take full advantage of digital learning environments. Both teacher-designed projects and student-designed projects (challenge-based learning) are covered with strategies for content integration, student grouping, timeline development, student ownership, and assessment rubrics.

EDUC 718 MOBILE AND ONLINE LEARNING TECHNOLOGIES (3)
This course investigates digital learning environments and how best to facilitate learning both when using mobile digital devices within a normal classroom space as well as when the classroom itself is a digital space. eBooks, FlexBooks, podcasts, interactive whiteboards, blended learning, flip-teaching, ePortfolios, and other digital tools and strategies will be covered.

EDUC 719 LEADERSHIP IN LEARNING SEMINAR (3)
This course examines the many forms of both formal and informal teacher leadership in learning environments, in their institutions and in their communities. It considers the various barriers to individual teacher leadership that result from the structure of school facilities and policies, the service worker mentality of teacher culture, and the unreasonable demand that teachers be assessed according to a continually changing list of social cultural, political, and community developmental needs. And it explores the roles that teachers should be playing as adult learners, peer coaches, and thought leaders in education reform.

EDUC 722 COGNITIVE DEVELOPMENT: THEORY TO PRACTICE (3)
Designed to familiarize students with key theoretical and empirical research approaches to understanding how cognitive processes develop from infancy through adolescence. Major topics include brain, perceptual, memory, language, and conceptual development. Also focuses on the implications of research in the area of cognitive development as it affects the education of children and the application of the cognitive developmental concepts in classroom settings. Prerequisite: EDUC 701.
EDUC 723 LANGUAGE DEVELOPMENT: THEORY TO PRACTICE (3)
This course focuses on the investigation of the development of language and its relationships to school learning, cognitive development, and social development. Also stressed will be the differences between English and other languages that impact to acquisition of English literacy and the effective instruction in linguistically diverse children. Prerequisite: EDUC 701.

EDUC 724 SOCIAL AND EMOTIONAL DEVELOPMENT THEORY TO PRACTICE (3)
This course covers the theoretical, empirical, and applied issues in children’s interpersonal, emotional, and personality development. Specific topics addressed will include attachment, personality, temperament, aggression, and motivation with consideration of biological and environmental influences. Prerequisite: EDUC 701.

EDUC 725 SCIENCE AND ENVIRONMENTAL EDUCATION (3)
This course illustrates the history of our planet and its inhabitants and interdisciplinary science studies relating zoological, botanical, geological, and cultural studies to the classroom. Additional fees applies.

EDUC 726 CHILDREN’S LITERATURE (3)
Examination of criteria for selecting and using literature at various stages of child development; in-depth study of literary genres; a focus on teaching in a literature-based program, practical uses of child and adolescent literature throughout the curriculum, and application of a culturally responsive pedagogy through literature.

EDUC 727 SUPPORTING STRUGGLING READERS/WRITERS (3)
This course is designed to prepare educators to work with students who are experiencing difficulty in reading and writing. The course is taught with daily application in an elementary school.

EDUC 728 DEVELOPING FLUENT READERS/WRITERS (3)
Development of graduate student’s expertise in teaching literacy. This course is taught with daily application in an elementary school followed by an on-campus class.

EDUC 732 SPED: PLANNING AND IMPLEMENTING PROGRAMS FOR GIFTED STUDENTS (3)
Concentrations on the planning and implementing of gifted programs in both public and private school settings for pull-out and inclusive classrooms. The areas of concentration include assessing school needs, identification procedures, program planning, and formative and summative evaluation of programs.

EDUC 733 SPED: ISSUES IN SPECIAL EDUCATION (3)
Examination of major issues and challenges in the special education field; emphasis on such topics as nonbiased assessment, mainstreaming, non-categorical vs. categorical special education, and evaluation programs. Includes special education referral and delivery system, individual educational plans, legislation affecting special education.

EDUC 734 SPECIAL EDUCATION LAW (3)
Survey course that gives an exploration of the laws that govern schools, disabilities, and special education, Provides background knowledge in laws and court cases involving public and private education, student and family rights, teacher rights, tort and school district liability, the individuals with Disabilities Education Act, Act 504, and case law pertinent to Hawai‘i, such as the Felix Decree. Case studies, personal reading reflections, and debates will be used to enhance the course content areas.

EDUC 740 CURRENT ISSUES IN EDUCATION (3)
Covers key issues in education, focusing on the role of the teacher and the principal in studying the issues and developing strategic plans for response.

EDUC 741 INTRODUCTION TO EDUCATIONAL ADMINISTRATION (3)
This course is an introduction to the field of educational administration and leadership. The focus is on understanding schools as complex adaptive social systems, with the principal as the central administrator and change leader. The course also provides an introductory overview of effective school management processes, including management of human resources, finance, and legal and ethical issues.
EDUC 742 LEADERSHIP FOR EDUCATIONAL ADMINISTRATORS (3)
Designed to provide guidelines for the principal as manager and leader of change through decision-making, motivation, group dynamics, and co-empowerment with the teacher.

EDUC 743 EDUCATION LAW (3)
Examines dimensions of law as they impact educational institutions. Discussion will center on local and national laws and how they impact the delivery of courses, students, faculty, and staff, and the community.

EDUC 744 MANAGING COMMUNICATION AND PERSONNEL ISSUES (3)
Focuses on communicating effectively as a manager. Students will increase their application of the vital role of managerial communication in managing personnel through a series of exercises and assignments.

EDUC 745 SCHOOL COMMUNITY RELATIONS (3)
This course examines principles, techniques, policies, and organizations to promote and sustain vibrant positive, and dynamic school-community relations. This includes the study of marketing strategies and processes; successful models of school, family, business, community, government, and higher education partnerships, and the identification and evaluation of current school partnerships.

EDUC 746 FINANCIAL MANAGEMENT FOR SCHOOL ADMINISTRATORS (3)
Examines the role of principal as financial manager, institutional planner, and fiscal developer, and covers community and financial accountability.

EDUC 747 CURRICULUM ADMINISTRATION (3)
This course is designed to provide education leader candidates with the skills and knowledge to effectively undertake curriculum and instructional leadership in the schools. This includes an overview of basic concepts and theories underlying curriculum development within the context of state policies; provides basic tools for administrators to use in analyzing and selecting curriculum, and explores effective strategies to implement curriculum successfully on a school-wide basis.

EDUC 749 RESEARCH FOR EDUCATIONAL LEADERSHIP (3)
This course introduces participants to the purposes, methods, and practices of educational research applied to contemporary issues in educational leadership and administration. The course begins with an introduction to the fundamentals of educational research, covering different purposes and types of research, varieties of research strategies including mixed methods, authenticity and ethics in research, and tools used in carrying out research. Participants will critically review a series of research articles throughout the course, while referencing the research methods used in those reports.

EDUC 751 FOUNDATIONS OF CATHOLIC EDUCATION (3)
This survey course introduces the student to the history of Catholic education in the United States. Using primary documents the class investigates the principles that have shaped the character, quality, and direction of the church’s ministry of education. (This course is open to Catholic Cohort only).

EDUC 753 CATHOLIC AND PRIVATE SCHOOL LAW (3)
The course introduces the student to the legal framework under which Catholic schools operate. Geared toward the practical needs of administrators, the course investigates such issues as student and faculty handbooks, hiring practices, special needs education, and athletic programs in Catholic schools. (This course is open to Catholic Cohort only).

EDUC 754 DEVELOPMENT FOR CATHOLIC SCHOOLS (3)
The course introduces students to the vision, skills, and organization needed for building adequate development programs in Catholic schools. It is a hands-on course that helps administrators create programs of institutional advancement from the ground up. (This course is open to Catholic Cohort only).

EDUC 756 SPECIAL TOPICS IN LEADERSHIP FOR CATHOLIC SCHOOL ADMINISTRATORS (3)
This course is designed to expand administrators’ knowledge and skills in such areas as communication, personnel management, and community leadership for Catholic schools. (This course is open to Catholic Cohort only).

EDUC 757 CURRICULUM LEADERSHIP FOR CATHOLIC SCHOOLS (3)
This course is designed to expand administrators’ knowledge and skills in curriculum management, curriculum development, and assessment. (This course is open to Catholic Cohort only).
EDUC 764 CULTURALLY APPROPRIATE PRACTICE AND MONTESSORI METHODS (3)
This course examines development of order, concentration, coordination and independence in children from age two-and-a-half to age six. Includes appropriate models, inclusion of practical living activities, and relationship to other content areas. Montessori practical life lessons are presented and practiced. Cosmic and art lessons are included in this course. Required course for Montessori Credential.

EDUC 765 DEVELOPMENT OF SENSES AND MONTESSORI METHODS (3)
This course examines development of neuromotor function and the senses in children age two-and-a-half to age eight. Content explores the influence of culture on brain development, activities for developing the senses and sensory-motor function, and the relationships to other areas such as reading and math. Montessori sensorial lessons are presented and practiced. Cosmic and music lessons are included in this course. Required course for Montessori Credential.

EDUC 766 LANGUAGE ARTS & MONTESSORI METHODS (3)
This course focuses on the development of language skills of children age two-and-a-half to age eight with attention to the influence of culture in language. Content includes how to develop a model for a language rich environment at the early childhood level using Montessori methods and materials. Montessori language arts lessons are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential.

EDUC 767 MATH & MONTESSORI METHODS (3)
This course introduces the philosophy and rationale for the teaching of math to young children. General math theory concepts are demonstrated with Montessori early childhood education materials and other manipulatives. Montessori math methods are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential.

EDUC 768 PLACE-BASED EDUCATION FOR THE YOUNG CHILD (3)
This course focuses on developing a place-based curriculum for children ages three to six, which utilizes the child’s own physical and cultural environment as a framework for learning experiences in all curriculum areas.

EDUC 769 NURTURING THE SPIRIT OF THE CHILD (3)
This course focuses on developing learning environments that cultivate the spiritual nature of the young child, encouraging children to be peaceful within themselves, caring with others and responsibly respectful toward their environment.

EDUC 770 INTEGRATED CURRICULUM & MONTESSORI (3)
This course examines the broad aims on education with a focus on the inquiry approach to learning science using the Montessori sequence. Emphasis is placed on writing a science-based curriculum across the content areas and on preparing learning center materials.

EDUC 771 ADVANCED LEADERSHIP AND GUIDANCE IN EDUCATION (3)
This course provides experienced educational leaders with the knowledge and skill to facilitate, guide, and coach school level administrators to effect the requisite transformational and systematic changes in schools to increase student achievement.

EDUC 772 ADVANCED LEADERSHIP & MONTESSORI (3)
Offered in a specially designed Education Leadership Cohort program only. Please contact the Education Division to inquire about future cohort options. Requires Observation.

EDUC 773 CHILD DEVELOPMENT IN CULTURAL CONTEXT (3)
Focuses on child development in cultural perspectives by evaluating the role of culture in the physical, cognitive, social, and emotional development of children. Special attention will be on the approach and implication of cross-cultural studies of child development.

EDUC 780 SPECIAL TOPICS IN EDUCATION (1 to 3)
Course of special interest are given on an occasional or trial basis in the Master of Education (MED) programs.

EDUC 781/783 STUDENT TEACHING MONTESSORI ECE (3/3)
Provides supervised teaching in approved early childhood schools. Must be taken in conjunction with EDUC 782/784. Required course for Montessori Credential.
EDUC 782/784 SEMINAR MONTESSORI ECE (3/3)
Student support seminar is required with all student teaching courses. Student completes MACTE Competencies and Standards-based Exit Portfolios. Must be taken in conjunction with EDCU 781/783. Required course for Montessori Credential.

EDUC 787 MONTESSORI PERFORMANCE FINAL (1)
This course provides an opportunity for students to review and practice Montessori pedagogy to prepare for the final performance exam and the written exam to be recommended for Montessori Society. Required course for Montessori Credential.

EDUC 790 ISSUES OF PEACE SOCIAL JUSTICE AND EDUCATIONAL REFORM (3)
Exploration of influences on educational change at classroom, school, community, state, and national levels. Focus on critical examination of peace and justice theories, principles, and research related to educational reform.

EDUC 791 ACTION RESEARCH PROPOSAL (3)
In this course practitioners will write a proposal for an action research project, conduct a small pilot project, and collect baseline data in preparation for completing an action research project. Prerequisite: EDUC 793.

EDUC 793 ACTION RESEARCH PROJECT AND REPORT (3)
Practitioners will conduct the action research project proposed in the Action Research proposal course, analyze the data, and present the results in writing. Prerequisite: EDUC 701, 703 & 791.

EDUC 794 CULMINATING EXPERIENCE (3)
Capstone course that draws upon principles, methods, and content acquired throughout the Master’s experience. The purpose behind the course is to produce an original work that demonstrates one’s ability to analyze and synthesize major ideas and principles gained in the core and emphasis courses, thereby providing the necessary framework to help candidates succeed in producing a graduate level culminating product. Note: EDUC 794 must be taken after completion of all course work except student teaching, and seminar, may be taken concurrently with one other MEd course.

EDUC 795 EDUCATION RESEARCH I: INTRODUCTION TO EDUCATION RESEARCH (3)
Survey of educational research aligned with a student’s selected topic of interest. In this first course in the M.Ed. Education Research series, students will read critically and evaluate education literature resulting in a synthesis of ideas focused on one topic of interest within educational research.

EDUC 796 EDUCATION RESEARCH II (3)
Survey of educational research methodologies aligned with a student-selected topic of interest. In this second course in the M.Ed. Education Research series, students will (1) examine the ethical issues of conducting Human Subject research, (2) analyze different education research designs, (3) develop procedures, instruments, and methods for data collection and analysis that are aligned with a topic of interest. Prerequisite: EDUC 795

EDUC 797 EDUCATION RESEARCH III (3)
This course was designed to support the data collection and analysis of participant created education research investigations. In this third course in the M.Ed. Education Research series, students will (1) execute data collection and analysis of research proposed in the Education Research II course; and (2) complete preliminary analysis and interpretation of data. Prerequisite: EDUC 796

EDUC 798 EDUCATION RESEARCH IV (3)
In this fourth and final course of the M.Ed. Education Research series, students will complete their research investigation and present their findings. Students will also reflect on how the findings from the research and what they learned from the M.Ed. program will impact their practice. Prerequisite: EDUC 797
MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY (MSCP)

This catalog serves as an overview of the Master of Science in Counseling Psychology program. The detailed program manual, “Master of Science in Counseling Psychology: Description, Policies, and Procedures,” will be sent upon receipt of the application.

The Master of Science in Counseling Psychology (MSCP) program at Chaminade University of Honolulu (CUH) was developed, based on a 1978 needs assessment survey, to prepare counselors for the community. The MSCP program was designed to be consistent with the humanistic and Marianist Educational Values of Chaminade University. Given the needs assessment and considerable discussion about program structure and logistics, the MSCP program was established in January of 1985 with one emphasis: Human Services (renamed Community Counseling in 2001, renamed Mental Health Counseling in 2011). The MSCP program currently has three emphases: School Counseling, Mental Health Counseling and Marriage and Family Counseling. The School Counseling emphasis was given provisional approval by the State of Hawai’i Department of Education (DOE) in the fall of 1987. The Chaminade Behavioral Sciences Division Counseling Psychology Program/School Counseling emphasis was granted full approval by the Hawai’i Teacher Standards Board effective January 2010. The Marriage and Family Counseling emphasis official began in the Fall 2000.

The degree of Master in Counseling Psychology is designed to prepare students as counselors in order to work in the community and in the schools in a manner consistent with the Mission and Strategic Plan of Chaminade University, and with the University’s Humanistic, Marianist Educational Values. Chaminade University’s mission and strategic plan offer its students an education in a collaborative learning environment that prepares them for life, work, and service. Essentially, this preparation results in general student learning outcomes relative to assisting children, youth, and adults in adapting, cognitively, emotionally and behaviorally to various interrelated interpersonal, educational, familial, community, organizational, and societal environments.

The vision of the MSCP program is consistent with Chaminade University’s Strategic Plan. Essentially, the vision is to educate counselors to be successful in the community and, in the process of educating, establish and strengthen partnerships in the community.

HONOR SOCIETY
PSI CHI INTERNATIONAL HONOR SOCIETY
Psi Chi International Honor Society in Psychology recognizes scholastic excellence by undergraduate and graduate students majoring in Psychology. Graduate students must be of good character, have successfully completed 15 semester hours in the MSCP Program, have a cumulative GPA of 3.7, and have completed a minimum of ten hours in verified community service or service learning prior to induction.

Membership in Psi Chi is an earned honor that is for life. For further information about Psi Chi or to download an application, visit the website www.psychi.org. For questions, please contact psichi@chaminade.edu or the MSCP program office at (808) 735-4751.

SCHEDULING
Campus-Based
• MSCP-School Counseling Emphasis
• MSCP- Mental Health Counseling Emphasis
• MSCP-Marriage and Family Counseling Emphasis

DIVISION CONTACT
Director, Master of Science in Counseling Psychology
Chaminade University of Honolulu
Address: 3140 Waialae Avenue
Honolulu, HI 96816
Phone Number: (808) 735-4751
PROFESSIONAL ORGANIZATION MEMBERSHIP
Joining a professional organization is part of developing as a professional and learning the benefits of joining a national organization. These organizations provide workshops and continuing education for students and licensed professionals. Membership in one of the organizations for the counseling profession must be obtained prior to starting class and maintained throughout the student’s enrollment in the MSCP program.

Professional identification is important to the individual. As a student, state, and national professional organizations provide a bridge between the transition from student to clinical professional.

COHERENCE
The framework for conceptualizing issues, providing coherence, direction, and integrating curriculum, instruction, clinical experience and assessing student learning outcomes regarding the preparing and development of counselors in the MSCP program at CUH is derived from, and aligned with, various sources including:

- Faculty input
- The Standards of the National Board for Certified Counselors (NBCC)
- The Standards of masters in Psychology and Counseling Accreditation Council (MPCAC)
- The American School Counseling Association (ASCA)
- The American Counseling Association (ACA)
- The American Association for Marriage and Family Therapy (AAMFT)
- The State of Hawai‘i Licensure Standards for Marriage and Family Therapy
- The State of Hawai‘i Licensure Standards for Professional Counselors
- The Western Association of Schools and Colleges (WASC)
- Hawai‘i Teacher Standards Board (HTSB)
- The Hawai‘i State Department of Education Six General Learner Outcomes
- The community-based MSCP School Counseling Advisory Board
- The community-based MSCP Mental Health Counseling Advisory Board
- The community-based MSCP Marriage and Family Counseling Advisory Board
- The Chaminade University Mission and Strategic Plan
- The Five Marianist Educational Values of Chaminade University

Coherence among curriculum, instruction, clinical experience, and assessment across a candidate’s program is established in several ways, including the foundational use of NBCC and MPCAC standards.

The MSCP program at Chaminade University utilizes the Standards of the NBCC and MPCAC as the framework for curricular experience and demonstrated knowledge of the common core areas that are required of all students across each of the three emphasis: School Counseling, Mental Health Counseling, and Marriage and Family Counseling.

The MSCP program is structured so that all students have a strong theoretical foundation and basic counseling skill development before they enter the clinical portion of the program. The clinical portion of the program occurs during the last three terms of the program. Thus, students move from common foundation courses through common core courses and emphasis specific courses.
MSCP COMMON CORE STUDENT LEARNING OUTCOMES

Students will demonstrate an understanding of:

- Human growth and development
- Social and cultural foundations
- Career and life-style development
- Counseling theories and skills
- Professional issues and ethics
- Appraisal
- Research and evaluation Group work

The MSCP program at CUH also utilizes the Standards of MPCAC as the framework for the clinical instruction that is required of all students in the program. All students are required to complete:

A 100-hour supervised practicum in the specific emphasis:
- Practicum: PSY 646S (School)
- Practicum: PSY 646H (Mental Health)
- Practicum: PSY 646M (Marriage and Family)

A 600-hour supervised internship in two phases in their specific emphasis:
- Internship A/B PSY 671/672 (School)
- Internship A/B PSY 673/674 (Mental Health)
- Internship A/B PSY 677/678 (Marriage and Family)

PROGRAM/EMPHASIS STUDENTS LEARNING OUTCOME FOR CLINICAL INSTRUCTION

Student will demonstrate an integrative understanding and application of clinical skills and competencies in both the classroom and clinical setting. Assessment, by faculty, of student learning occurs in all classes. In addition, site supervisors assess student learning at the program (or cumulative) level during Practicum, Internship A, and Internship B. Student learning at the program (or cumulative level is also assessed with a comprehensive examination, currently given during the fieldwork phase of the program.

Programs and Concentrations

EMPHASES

The program has three areas of emphasis: School Counseling, Mental Health Counseling, and Marriage and Family Counseling.

SCHOOL COUNSELING EMPHASIS (60 CREDIT HOURS)

The School Counseling emphasis is designed to prepare students as counselors within school settings K to 12 for the purpose of promoting and enhancing the learning process relative to helping K to 12 students learn to help themselves in adapting to their various interrelated environments. This emphasis promotes and enhances the learning process within the context of academic development, career development, and personal/social development. This learning process, relative to these three contexts, promotes and enhances growth in such areas as the K to 12 student becoming a self-directed learner, a community contributor, a complex thinker, a quality producer, an effective communicator, and an effective and ethical user of technology.

The vision of the MSCP School Counseling emphasis is to prepare school counselors to be successful in the educational community and, in the process of their educational preparation, to establish and strengthen partnerships with the DOE, independent educational institutions, and interrelated environments supportive of the educational process.

Students will be placed in schools, at both elementary and secondary levels, for the required Practicum and Internships. At least one of these schools will be a Hawai’i Department of Education and public school. The program provides considerable opportunity to observe and practice counseling skills under supervision of both a Hawai’i Teacher Standards Board approved site supervisor and University personnel.
**PRAXIS EXAMS**
The Hawai‘i Teachers Standards Board (HTSB) approved the following options for verifying basic skills and content knowledge for licensure.

Basic skills may be verified by one of the following options:
- Passing Scores on the PRAXIS I, Pre-Professional Skills Test (PPST)
- Bachelor’s degree awarded by an accredited institution of higher education

Content knowledge may be verified by successful passing the PRAXIS II Professional School Counselor content exam.
- It is a program requirement that all School Counseling emphasis students must successfully verify meeting the HTSB Basic Skills requirement prior to taking any School Counseling courses.
- It is a program requirement that all School Counseling emphasis students must successfully complete the Praxis II Professional School Counselor Exam and provide official documentation of the passing score, prior to entering Internship A. Students who complete the program requirements for the emphasis in School Counseling will be eligible for the K-12 School Counseling license by the Hawai‘i Teacher Standards Board.
- Students will only be eligible to enter Internship A once the Basic Skills and Content Knowledge requirements have been successfully completed and verification submitted to the program office.

For more information about the PRAXIS exams please refer to the following website: [www.ets.org/praxis](http://www.ets.org/praxis). Please review the PRAXIS exams information on this site. There are links to a variety of information, including Hawai‘i state requirements, passing scores, test sites, test dates, registration and fees, codes, etc.

For Praxis test prep, visit this website [www.ets.org/praxis/prepare/webinars](http://www.ets.org/praxis/prepare/webinars). Candidates can find information and register here for test prep. Registration usually opens about one week prior to the webinars.

For more information about being licensed as a School Counselor in the State of Hawai‘i, please refer to the following website: [www.hawaiiteacherstandardsboard.org](http://www.hawaiiteacherstandardsboard.org).

**THE EXAMS YOU ARE REQUIRED TO PASS ARE:**
- **PRAXIS I – PPST**, or submit an official undergraduate transcript with confirmation of a Bachelor’s degree from a regionally accredited college or university to the MSCP program office.
- **PRAXIS II** – subject assessment: Professional School Counselor exam.

The student learning outcomes for the School Counseling emphasis are based on the National Board Certified Counselors content requirement for school counseling and the Hawai‘i Teacher Standards Board. The School Counseling emphasis is approved by the Hawai‘i Teacher Standards Board.

School Counseling emphasis students will demonstrate:
- Declarative knowledge (e.g., the foundation, theory, and concepts) of an effective school counselor
- Procedural knowledge (e.g., ability to apply the skills) of an effective school counselor

**MENTAL HEALTH COUNSELING EMPHASIS (60 CREDIT HOURS)**
The Mental Health Counseling emphasis is designed to prepare students as counselors in order to help children, adolescents, and adults help themselves in adapting cognitively, emotionally and behaviorally, to various interrelated interpersonal, educational, familial, community, organizational, and societal environments.

The vision of the MSCP Mental Health Counseling emphasis is training mental health counselors to be successful in the community and in the process of training, establish and strengthen partnerships with the various interrelated educational, familial, community, organizational and societal environments.

Students will be placed under the supervision of either a licensed Mental Health Therapist, licensed Clinical Social Worker, licensed Psychologist, licensed Marriage and Family Therapist, licensed Advanced Practice Registered Nurse with a specialty in mental health, or physician with a specialty in Psychiatry for the required practicum and internships.
The Mental Health Counseling emphasis can be individualized by the selection of elective courses suited to individual needs and career goals. The program provides considerable opportunity to observe and practice counseling skills under supervision by both site and University personnel.

The Student Learning Outcomes for the Mental Health Counseling Emphasis are based on the National Board for Certified Counselors content requirement for professional counseling and the State of Hawai‘i Licensure Standards for the Mental Health Counselor.

Mental Health Counseling emphasis students will demonstrate an understanding of:
- Foundations of mental health counseling
- Contextual dimensions: mental health counseling
- Knowledge and skills for the practice of mental health counseling

MARRIAGE AND FAMILY COUNSELING EMPHASIS (60 CREDIT HOURS)

The Marriage and Family Counseling emphasis is designed to prepare students in family systems therapy and relational/systemic philosophy through the integration of theory, practice, and research, to provide a foundation for clinical practice in varying community and clinical settings with diverse populations and different client configurations such as with children, adolescents, adults, couples, and families.

The vision of the Marriage and Family Counseling emphasis is training Marriage and Family Counseling counselors to be successful in the community and, in the process of training, establish and strengthen partnerships with the various, interrelated educational, familial, community, organizational, and societal environments.

Students will be placed under the supervision of a licensed Marriage and Family Therapist for the required practicum and internships. The program provides considerable opportunity to observe and practice counseling skills under supervision of both site supervisor and University personnel.

The Student Learning Outcomes for the Marriage and Family Counseling emphasis are based on the standards of the American Association for Marriage and Family Therapy and the State of Hawai‘i Licensure Standards for Marriage and Family Therapy.

Marriage & Family Counseling emphasis students will demonstrate an understanding of:
- Foundations of marriage and family counseling
- Contextual dimensions: marriage and family counseling
- Knowledge and skills for the practice of marriage and family counseling.

ASSIGNED ADVISOR

Applicants who are accepted into the MSCP program either as a provisional or classified student are assigned an advisor. The advisor is a designated member of the MSCP full-time faculty or staff.

BENCHMARK COURSES

Introduction to Counseling Skills (PSY 603), Group Processes (PSY 611, and Practicum (PSY 646) are benchmark courses in which the MSCP faculty are able to observe the development of interpersonal skills and competencies of the students. Student must pass these experiential courses to proceed through the MSCP program.
DEGREE REQUIREMENTS

REQUIREMENTS FOR COMPLETION OF THE PROGRAM
The student will receive the degree upon completion of the following:

1. Maintains a grade of “B” or better in all foundation, core, and elective requirements.
2. Passes a core and emphasis-specific multiple-choice comprehensive examination, currently given after the completion of Internship A. All foundation and core courses must be successfully completed prior to taking the comprehensive exam.
3. Successfully completes the Practicum and Internship courses with a minimum of 700 on-site internship hours, as per program specifications.

The expected sequence of courses for all incoming fully classified Degree and Provisional students is as follows: Foundation courses, Core courses (Foundation and Core courses can be mixed), special requirements, Practicum/Internship sequence. Electives may be taken concurrently with Foundation, Core and the Practicum/Internship sequence. Prior to entering Practicum, all students must be fully classified, have a minimum GPA of 3.0 and have successfully completed all foundation course and most of the core courses. Prior to entering Internship, all students must have successfully completed all core courses.

SCHOOL COUNSELING EMPHASIS-VERIFICATION OF BASIC SKILLS
School Counseling emphasis students will only be allowed to register for School Counseling courses after verification of Basic Skills as defined by the Hawai‘i Teacher Standards Board (HTSB). Verification options includes (1) passing scores on the PRAXIS I Pre-Professional Skills Test, which includes three tests—Reading, Writing, and Mathematics, or (2) confirmation of a bachelor’s degree from regionally accredited institution of higher education. In addition, School Counseling emphasis students will only be allowed to register for PSY 671 Internship A after verification of Content Knowledge as defined by HTSB. Verification can only be accomplished by submitting a passing score on the PRAXIS II Professional Counselor Exam. For more information about the PRAXIS exams please refer to the following website: www.ets.org/praxis.

Students who successfully complete all of the program requirements, which include verification of Basic Skills and Content Knowledge, will be eligible for the Hawai‘i Teacher Standards Board K-12 School Counseling license. For more information about being licensed as a School Counselor in the State of Hawai‘i please refer to the following website: www.hawaiiteacherstandardsboard.org.

FOUNDATION COURSES
The Foundation courses set the knowledge base for the core and elective courses. Foundation courses count as part of the program. Students are expected to complete them within the first three terms.

Students entering the program should take the two Foundation courses (Abnormal Psychology and Personality), as well as Ethical and Professional Issues in Counseling, and Introduction to Counseling Skills during the first three terms. After the student has completed these four courses, the student may choose from all other courses contingent upon prerequisites and other stipulations noted in the MSCP policy which requires written approval from the student’s advisor or the Program Director.

Certain graduate courses have specific prerequisites which must be met by Unclassified, Re-specializing, Provisional, and Degree students in the program. (See Core Courses)

CORE COURSES
The Core courses prepare the student for the Practicum/Internship series. The Practicum/Internship series synthesizes the material from the Foundation, Core, and Elective courses with supervised field experience by a Masters or Ph.D level counselor in the community. All degree-seeking students are required to take the MSCP Core Courses.

SPECIAL COURSE REQUIREMENTS
Depending upon the emphasis chosen, students are required take courses specific to their area of interest.

PROGRAM OF STUDY BY EMPHASIS
The following are the required courses for each emphasis. Any required prerequisites for a course are identified in parentheses.
SCHOOL COUNSELING (60 CREDIT HOURS)

FOUNDATION COURSES
PSY 521  Personality
PSY 524  Abnormal Psychology

School counseling students must take additional foundation course work in:
PSY 500  School Counseling and Exceptional Children
PSY 501  The School Counselor in an Educational Context

These courses count as part of the 60-hour program.

CORE COURSES
PSY 601  Ethical and Professional Issues in Counseling
PSY 602  Life Span Development
PSY 603  Introduction to Counseling Skills
PSY 606  Psychological Tests and Measurements
PSY 611  Group Processes (PSY 603)
PSY 616  Statistics, Research, and Evaluation
PSY 627  Career Development
PSY 636  Counseling Theories (PSY 521, 524, 601)
PSY 736  Cross-Cultural Counseling
PSY 751  Health, Stress Management, and Counseling

PRACTICUM/INTERNSHIP COURSES
PSY 646S  Practicum in Counseling Techniques School Counseling (PSY 611, 636, 771)
PSY 671  Internship A (PSY 646S, PRAXIS I & II)
PSY 672  Internship B (PSY 671)

SPECIAL COURSE REQUIREMENTS
PSY 720  Psychological & Educational Testing (PSY 500, 501, 606)
PSY 771  School Counseling (PSY 500, 501)
PSY 776  Crisis Counseling: Schools

MENTAL HEALTH COUNSELING (60 CREDIT HOURS)

FOUNDATION COURSES
PSY 521  Personality
PST 524  Abnormal Psychology

CORE COURSES
PSY 601  Ethical and Professional Issues in Counseling
PSY 602  Life Span Development
PSY 603  Introduction to Counseling Skills
PSY 606  Psychological Tests and Measurements
PSY 611  Group Processes (PSY 603)
PSY 616  Statistics, Research, and Evaluation
PSY 627  Career Development
PSY 636  Counseling Theories (PSY 521, 524, 601)
PSY 736  Cross-Cultural Counseling
PSY 751  Health, Stress Management, and Counseling

PRACTICUM/INTERNSHIP COURSES
PSY 646MH  Practicum in Counseling Techniques-Mental Health Counseling (PSY 611, 636, 741)
PSY 673  Internship A (PSY 646MH)
PSY 674  Internship B. (PSY 673)
SPECIAL COURSE REQUIREMENTS
PSY 741 Mental Health Counseling
PSY 775 Crisis Counseling Mental Health in the Community
Three MSCP elective courses

ELECTIVE COURSES
In an effort to provide greater flexibility for students, the MSCP program offers elective courses in psychology. Elective courses must be approved in advance by the student’s advisor or the Program Director, and the prerequisite/s must have been met. Some of these courses are not offered on a regular basis and may be offered only once or twice a year. Contact the program office for information. Elective Course (prerequisite/s in parentheses).

PSY 705 Forensic Psychology
PSY 710 Drug Abuse Counseling
PSY 712 Alcohol Abuse Counseling
PSY 720 Psychological & Educational Testing (PSY 500, 501, 606)
PSY 740 Advanced Psychopathology (PSY 521, 524, 601)
PSY 741 Mental Health Counseling
PSY 756 Marriage and Family Counseling (PSY 521, 601)
PSY 757 Family Systems Approach to Counseling (PSY 756)
PSY 758 Solution Focused Family Counseling (PSY 756)
PSY 759 Family Abuse: Sex and Violence (PSY 756)
PSY 760 Relationship Counseling (PSY 756)
PSY 771 School Counseling (PSY 500, 501)
PSY 773 Spiritual Dimensions of Counseling
PSY 775 Crisis Counseling Mental Health in the Community
PSY 776 Crisis Counseling Schools
PSY 777 Existential/Phenomenological Intervention
PSY 779 Psychology of Depression
PSY 780 Special Topics

MARRIAGE AND FAMILY COUNSELING (60 CREDIT HOURS)

FOUNDATION COURSES
PSY 521 Personality
PSY 524 Abnormal Psychology

CORE COURSES
PSY 601 Ethical and Professional Issues in Counseling
PSY 602 Life Span Development
PSY 603 Introduction to Counseling Skills
PSY 606 Psychological Tests and Measurements
PSY 611 Group Processes (PSY 603)
PSY 616 Statistics, Research, and Evaluation
PSY 627 Career Development
PSY 636 Counseling Theories (PSY 521, 524, 601)
PSY 736 Cross-Cultural Counseling
PSY 751 Health, Stress Management, and Counseling

PRACTICUM/INTERNSHIP COURSES
PSY 646M Practicum in Counseling Techniques – Marriage & Family Counseling (PSY 611, 636, 756)
PSY 677 Internship A (PSY 646M)
PSY 678 Internship B (PSY 677)

SPECIAL COURSE REQUIREMENTS
PSY 756 Marriage and Family Counseling (PSY 521, 601)
PSY 758 Solution Focused Family Counseling (PSY 756)
PSY 761 Advanced Theories and Models in Marriage and Family Therapy (PSY 756)
PSY 759 Family Abuse: Sex and Violence (PSY 756)
Plus one of the following:
PSY 757  Family Systems Approach to Counseling (PSY 756)
PSY 760  Relationship Counseling (PSY 756)

Plus one of the following:
PSY 710  Drug Abuse Counseling
PSY 712  Alcohol Abuse Counseling

Additional Policies

TRANSFER CREDIT
Credits from other colleges or universities are generally not accepted as transfer classes. However, if prior to acceptance, a student entering the MSCP program has completed graduate courses that are not more than five years old at another college or university that are similar to the MSCP core courses, the student may, within the student’s first term of course work, petition to have those courses transferred in. The petition must be accompanied by the syllabus or course description. If the course is accepted, the student must make up the credits (3) with an elective from the MSCP elective courses. No more than two courses will be considered for transfer/substitution.

RE-SPECIALIZATION
Applicants who have a Masters in Counseling Psychology degree from Chaminade University or another accredited university (with clinical training) may apply to acquire an additional area of specialization in Chaminade University’s MSCP program.

Acceptance is determined by the MSCP Program Director. Upon acceptance, student must meet with the Clinical Director of the area of re-specialization.

If accepted, the re-specializing student is required to complete the following:
Any current MSCP core course requirements that were not previously completed, courses specific to the re-specialization emphasis, a 100-hour practicum and the Practicum course (only for those who did not receive previous clinical training or are seeking licensure), a 600-hour supervised internship, and Internship A and Internship B courses, and the emphasis specific Comprehensive Examination.

Re-specializing students for the Marriage and Family Counseling emphasis must also take PSY 646M Practicum – MFT to meet the State of Hawaii requirement for MFT licensure.

PROBATION
If the “C” or “F” grade is in an Elective course, the student may either repeat the same elective or choose another MSCP elective and pass with a “B” or better.

MSCP COURSE DESCRIPTIONS

PSY 500 SCHOOL COUNSELING AND EXCEPTIONAL CHILDREN (3)
The scope of this course will be an examination of learning disabilities, emotional impairment, speech language disabilities, behavioral disturbances, mental retardation, physical and health impairments, visual and hearing disorders, early childhood learning impairments, child abuse, and alcohol/substance abuse within the K-12 educational context. The specific focus will be on the role of the counselor interventions, the special educational referral and diagnostic process, and the program evaluation.

PSY 501 THE SCHOOL COUNSELOR IN AN EDUCATIONAL CONTEXT (3)
The scope of this course will be the development of skills and techniques for a counselor to assist teachers and students within a learning context, kindergarten to grade 12; assist teachers in classroom management; design, assess, implement and evaluate a school counseling and a school guidance program; create a curriculum for a school guidance program; and assess, evaluate, and interpret students’ performance on tests within a K-12 educational environment.
PSY 521 PERSONALITY (3)
This course provides the study of personality and its theoretical development, including assessment, major theories, history, and continuity and change. The focus is on understanding personality and its relationship to counseling theory and techniques.

PSY 524 ABNORMAL PSYCHOLOGY (3)
This course provides the study of psychological disorders with an emphasis on DSM-5 categories. Biological and environmental determinants of abnormal behavior, symptomatology, assessment, and intervention strategies are also covered in course material. The course focuses on understanding psychological disorders relative to the counseling context, with special emphasis given to the DSM-5 diagnostic process through the format of case studies.

PSY 601 ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING (3)
This course examines ethical, legal, and professional issues central to the practice of community counseling, school counseling, marriage and family therapy, and group work. Development of professional identity, ethical responsibilities and legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations. Note: It is a program requirement that all students in PSY 601 obtain membership in a professional organization to be maintained throughout their time in the program.

PSY 602 LIFE SPAN DEVELOPMENT (3)
This course is an in-depth study of the biosocial, cognitive, and psychosocial aspects of development across the span of life beginning with prenatal growth and ending with death. The life-span perspective will focus on relevant counseling issues and concerns, discussing how development and counseling interrelate.

PSY 603 INTRODUCTION TO COUNSELING SKILLS (3)
First Benchmark Course
PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.

PSY 606 PSYCHOLOGICAL TESTING AND MEASUREMENTS (3)
This course analyzes various kinds and uses of tests, gives a history and background for each, discusses their strengths and weaknesses, and develops the student’s understanding of the quantitative measurement foundations of tests. Evaluation, selection, and interpretation of psychological tests for guidance and the use of psychometric data in counseling are also covered topics. As part of the course requirement, students will administer, score, and interpret tests. Lab fee applies.

PSY 611 GROUP PROCESSES (3)
Second Benchmark Course
PSY 611 is the second benchmark class where the MSCP faculty continues to observe the actual interpersonal skills and competencies of the students. This course explores the theoretical nature of groups and the application of group theory to the group counseling process. In examining and applying theories of group counseling, the student counselor gains self-understanding of peer behavior, group dynamics, and the group building process as a function of participation in the group process. Prerequisite PSY 603.

PSY 616 STATISTICS, RESEARCH, AND EVALUATION (3)
This course covers the fundamentals of research design, statistical analysis, and evaluation of research results within the counseling context. Computer applications for statistical analysis are utilized.

PSY 627 CAREER DEVELOPMENT (3)
This course reviews theories of vocational development, types, sources, and uses of occupational and educational information in career counseling and decision making processes in the local, national, and international job market.

PSY 636 COUNSELING THEORIES (3)
An overview of the theoretical background and practical application of selected contemporary approaches to counseling, with an emphasis on demonstration and participation. Prerequisite: PSY 521, 524, 601.
PSY 646S PRACTICUM IN COUNSELING TECHNIQUES, SCHOOL COUNSELING (3)
Third Benchmark Course
Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed school counselor. Prerequisite: PSY 611, 636, 771.

PSY 646MH PRACTICUM IN COUNSELING TECHNIQUES MENTAL HEALTH COUNSELING (3)
Third Benchmark Course
Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed mental health therapist. Prerequisite: PSY 611, 636, 741.

PSY 646M PRACTICUM IN COUNSELING TECHNIQUES, MARRIAGE AND FAMILY COUNSELING (3)
Third Benchmark Course
Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed marriage and family therapist. Prerequisite: PSY 611, 636, 756.

PSY 671 INTERNSHIP A – SCHOOL COUNSELING (3)
This course offers the student an opportunity to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. However, given the environment and site needs, the requirement for Internship A should be a “reasonable” amount of hours to be able to meet course and program requirements to proceed to Internship B, at which time the remainder of the 600 hours will be completed. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in both an elementary and a secondary school setting where they will counsel under supervision of a licensed school counselor. Prerequisite: PSY 646S, PRAXIS I Exam - Content (School Counseling and Guidance).

PSY 672 INTERNSHIP B – SCHOOL COUNSELING (3)
This course offers the student an opportunity to continue to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. During Internship B the remainder of the 600 hours started during Internship A will be completed in both an elementary and a secondary school setting where the student will counsel under supervision of a licensed school counselor. Prerequisite: PSY 671.

PSY 673 INTERNSHIP A – MENTAL HEALTH COUNSELING (3)
This course offers the student an opportunity to practice counseling in a supervised mental health counseling setting. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised mental health setting with a variety of populations including individuals, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. However, given the specific environment and site needs, the 300 hour requirement for Internship A is flexible but should include a “reasonable” number of hours which will enable the student to meet course and program requirements. During Internship B, the remainder of the 600 hours will be completed. Supervision will be with a licensed mental health therapist. Prerequisite: PSY 646MH.
PSY 674 INTERNSHIP B – MENTAL HEALTH COUNSELING (3)
This course offers the student an opportunity to continue to practice counseling in a supervised mental health counseling setting, under the supervision of a licensed marriage and family therapist. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised mental health setting with a variety of populations including individuals, couples, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. During Internship B, the remainder of the 600 hours started during Internship A will be completed. Supervision will be with a licensed mental health therapist. **Prerequisite:** PSY 673.

PSY 677 INTERNSHIP A MARRIAGE AND FAMILY COUNSELING (3)
This course offers the student an opportunity to practice family systems approaches to counseling in a mental health counseling setting, under the supervision of a licensed marriage and family therapist. In Internship A, students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in a supervised mental health setting with a variety of populations including individuals, couples, groups, children, adults, and/or families working with problems and issues as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. The total internship experience requires students to complete 600 hours (300 direct service hours, 300 administrative hours) of counseling related duties, which are distributed between Internships A and B. Ideally, there will be an equal distribution of these hours during each term. However, given the specific environment and site needs, the 300 hour requirement for Internship A is flexible, but should include a “reasonable” number of hours which will enable the student to meet course and program requirements. During Internship B, the remainder of the 600 hours will be completed. **Prerequisite:** PSY 646M.

PSY 678 INTERNSHIP B – MARRIAGE AND FAMILY COUNSELING (3)
This course offers the student an opportunity to continue to practice family systems approaches to counseling in a supervised mental health setting with a variety of populations including individuals, couples, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living, under the supervision of a licensed marriage and family therapist. Internship A requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between A and B. Ideally, there would be an equal distribution for each term. During Internship B, the remainder of the 600 hours started during Internship A will be completed. **Prerequisite:** PSY 677

PSY 705 FORENSIC PSYCHOLOGY (3)
The study of criminal behavior from a psychological perspective, which looks at the criminal offender as embedded in and influenced by multiple systems within the psychosocial environment. The course will review contemporary research, theory, and practice concerning the psychology of crime and psychopathy. It reviews current research that focuses on the cognitive aspects of criminal offenders, delving into their perceptions, reasoning, beliefs, decision making, and attitudes. Aspects of prevention, intervention and treatment will be discussed along with important topics as profiling, terrorism, criminology, and forensics. *This course is cross-listed as CJ 705.*

PSY 710 DRUG ABUSE COUNSELING (3)
This course is designed to increase the student’s understanding of drug abuse assessment and counseling. The course emphasizes the goals, strategies, and skills needed to be effective.

PSY 712 ALCOHOL ABUSE COUNSELING (3)
This course is designed to give the student an in-depth examination of one of the most pressing social problems of our times. The course will examine the drug itself, the environment in which it is taken, influencing factors in its abuse, the effects of abuse and addiction, the disease that it becomes, and how to treat it.

PSY 720 PSYCHOLOGICAL AND EDUCATIONAL TESTING (3)
This course is designed for persons working in a school or clinic who have the responsibility for selecting, administering, and interpreting tests. This course includes review of (1) the principles of test reliability and validity; (2) survey of ability, achievement, and personality tests; and (3) practice in administering, scoring, and interpreting educational and psychological tests. The primary focus of this course is the administration, scoring, interpretation, and application of individual IQ, achievement, personality tests within a school counseling context. This is a required course for the School Counseling emphasis. **Prerequisite:** PSY 500, 501, 606. *Lab fee applies.*
PSY 736 CROSS-CULTURAL COUNSELING (3)
This course will be an examination of the theory and processes of counseling persons in mental health, school, and marriage and family contexts from the perspectives of clients from diverse cultural backgrounds by counselors of equally diverse cultural backgrounds. The focus of the course will be on the impact of the counselor’s prejudices, biases, values, ethics, and social/cultural expectations on the counselor from a culturally diverse background. The client must be seen as part of an integrated system of mutually reciprocal components (family, environment, school, social structure, friends, culture, etc.). The counseling context will be viewed from a holistic, integrative perspective rather than an individual perspective.

PSY 740 ADVANCED PSYCHOPATHOLOGY (3)
Familiarizes the student with concepts and philosophies related to psychopathology. Covers the DSM-5 classification and the different formulations which determine the development of psychopathology. Review of current assessment skills to include psychological intake, mental status exam, and the use of psychopharmacology, diagnosis/differential diagnosis, prognosis, psychological formulation, and treatment plan. Prerequisite: PSY 521, 524, 601.

PSY 741 MENTAL HEALTH COUNSELING (3)
This course will examine counseling psychology within the mental health environment. The general focus of the course will be on preventative counseling within the mental health context. Models of service delivery, the impact of the environment, cross cultural concerns, ethics, the history of mental health, research, and counselor competencies will be explored. The course will specifically examine alcohol and substance abuse, physical and sexual abuse, stress management, health psychology, managed care, the relationship between economics status and mental health, delinquency and criminality, crisis counseling gerontology, consultation, social support, mental health agencies and programs, and legal and social policies related to adult individual, children, and families.

PSY 751 HEALTH, STRESS MANAGEMENT AND COUNSELING (3)
This course is an examination of counseling an individual from a holistic perspective. The course explores the relationship between health and psychological moods in such areas as stress management, diet, exercise, sleep, mind/body relations, support groups, humor, faith, responsibility, interpersonal relationships, and choice. The emphasis will be on preventative psychology. Students will participate in Taijiquan, Qugong, relaxation exercises, meditation, and visualization as part of the course.

PSY 756 MARITAL AND FAMILY COUNSELING (3)
A basic introduction to the history, development and theories of the field of family therapy. Focus is on the major theoretical models of family therapy, their similarities and differences, and conceptual foundations. Students will develop a basic understanding of family therapy concepts as applied in clinical practice, and begin to formulate their own personal framework through integration across theoretical models. Course work will also review current issues and sample recent developments in family therapy. Prerequisite: PSY 521, 601.

PSY 757 FAMILY SYSTEMS APPROACH TO COUNSELING (3)
A study of the family as a system of interactive elements, with a focus on the therapeutic implications of treating patterns of behavior rather than personalities. Course work combines readings, simulations, and videotaped role-plays to increase understanding of the complexities and intricacies of a family system. Students will examine basic differences between individual problems and family problems, individual maladaptive behaviors compared to family maladaptive behaviors, and individual consequences versus family consequences as these impact treatment design and interventions. Prerequisite: PSY 756.

PSY 758 SOLUTION FOCUSED FAMILY COUNSELING (3)
Treatment planning and interventions for family counseling from a solution-focused perspective. As an alternative to traditional counseling approaches that focus on family problems and weaknesses, students will develop an understanding of and practice counseling approaches based on family solutions and strengths. Course work also combines readings, simulations, and videotaped role-plays to examine the role of the counselor as facilitator rather than as an “expert”. Prerequisite: PSY 756.
PSY 759 FAMILY ABUSE: SEX AND VIOLENCE (3)
An in-depth examination of the problem of family abuse designed to facilitate an understanding of the complexities of family abuse patterns, their causes, and effects. Special attention is given to the roles sex and violence play in destructive family behavior. Course work also combines readings, simulations, and videotaped role-plays to develop student understanding of the practice with systemic interventions strategies employed in cases involving family abuse. Prerequisite: PSY 756.

PSY 760 RELATIONSHIP COUNSELING (3)
Theories and associated techniques of couples, marital or relationship counseling will be explored. Course work combines readings, simulations, and videotaped role-plays to increase understanding of the complexities and intricacies of relationship counseling. Developmental issues, societal factors and cultural diversity aspects of relationships will be explored. Prerequisite: PSY 756.

PSY 761 ADVANCED THEORIES AND MODELS IN MARRIAGE AND FAMILY THERAPY (3)
This course builds on the foundations of Family Systems theory and the classical theoretical models, and will introduce advanced and contemporary therapy models within the Marriage and Family Therapy field. Students will develop an understanding of how to conceptualize couple and family relationships using the concepts of the advanced models, how to critically assess and cohesively synthesize family models, and how to utilize current evidence-based research to formulate a personal framework to work with couples and families. Prerequisite: PSY 756.

PSY 771 SCHOOL COUNSELING (3)
Examination of the most important concepts, principles, and techniques of guidance and counseling at different educational levels. This is a required course for the School Counseling emphasis. Prerequisite: PSY 500, 501.

PSY 773 SPIRITUAL DIMENSIONS OF COUNSELING (3)
For some people, spirituality has been called the fifth force in counseling psychology. This course will explore the nature, meaning, and significance of human spirituality and religion, especially as they relate to the counseling experience. To facilitate discovery, the course will employ self-examination, sharing of experiences, reading, lecture, various exercises, projects, research, and guest speakers.

PSY 775 CRISIS COUNSELING: MENTAL HEALTH IN THE COMMUNITY (3)
Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises within the community and determine appropriate interventions for each. This is a required course for the Mental Health Counseling emphasis.

PSY 776 CRISIS COUNSELING SCHOOL (3)
Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises and determine appropriate interventions for each. This is a required course for the School Counseling emphasis.

PSY 777 EXISTENTIAL/PHENOMENOLOGICAL INTERVENTION (3)
This course explores the fundamental components of human existence relative to the therapeutic context. Such areas as anxiety, death, isolation, meaninglessness, freedom, responsibility, and choice are examined.

PSY 778 ORGANIZATIONAL PSYCHOLOGY (3)
The focus of this course is an examination of the impact/interaction of individual processes, group processes, and organizational processes upon productivity, job satisfaction, absenteeism, and turnover. The course will focus on psychology and organizations, motivation, attitudes, social behavior in organizations, leadership, stress management, analyzing work, performance appraisal and feedback, staffing, communications, groups and teams, decision making, designing effective organizations, managing change in organizations and the organizational culture.

PSY 779 PSYCHOLOGY OF DEPRESSION (3)
Depression may be a normal human emotion, a response to loss, disappointment, or failure. Some depressions, however, are biological diseases and need treatment on a biological, cognitive, and psychosocial level. Seven out of 10 persons in America will suffer a depression (of this sort) during the course of their lives. Looking at depression, causal factors, treatments (both traditional and alternative), and outcomes is the focus of this course.
PSY 780 SPECIAL TROPICS (3)
Special topics in psychological counseling.

PSY 799 DIRECTED STUDY (3)
Individualized study in counseling or related areas are arranged through the MSCP Program Director.
MASTER OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION (MSCJA)

The Master of Science in Criminal Justice Administration program at Chaminade University of Honolulu is designed to prepare individuals to assume leadership and management positions by providing students with a sound foundation in management, personnel administration, program evaluation and research methods.

HONOR SOCIETIES

ALPHA PHI SIGMA HONOR SOCIETY

Alpha Phi Sigma is the national honor society for criminal justice. The society recognizes scholastic excellence by undergraduate and graduate students in the criminal justice sciences. Students who have completed 12 credit hours of MSCJA courses, have a cumulative 3.4 GPA, and are recommended by a local chapter advisor or faculty member, qualify for membership.

SCHEDULING

Online
- MSCJA- General

Campus-Based
- MSCJA-Generalist Track
- MSCJA-Law Enforcement Track
- MSCJA-Correctional Track
- MSCJA-Forensic Laboratory Management Track

DIVISION CONTACT

Assistant to the Director
Master of Science in Criminal Justice Administration
Phone Number: (808) 735-4703

PROGRAM LEARNING OUTCOMES (P.L.O.)

All assessment is based upon the program learning outcomes. Upon successful completion of Chaminade University’s Master of Science in Criminal Justice Administration degree, graduates will have achieved the following learning outcomes:

P.L.O.1: The student demonstrates a practical knowledge of the inherent complexities and day-to-day operations of the American Criminal Justice System.

P.L.O.2: The student has a command of and can apply a comprehensive, integrated model of criminal justice administration theory and practice, stressing conceptual methodological and contextual knowledge of development and application.

P.L.O.3: The student can solve the problems associated with ethical administrative decision-making.

P.L.O.4: The student formulates and carries out plans used in the operation of a criminal justice agency.

P.L.O.5: The student demonstrates knowledge of how to maintain efficient criminal justice standards without infringing on the basic rights guaranteed to each individual both by state and federal constitutions and laws.

P.L.O.6: The student is prepared for a career in the administration of criminal justice.

P.L.O.7: The student demonstrates an understanding of how issues of race and ethnicity, gender and social class affect the criminal justice system and can explain the need to understand social causes of crime in order to reduce crime.

The MSCJA program is assessed using three types of evidence: (1) direct, (2) indirect, and (3) descriptive.

DIRECT EVIDENCE
- Signature Assignments at the conclusion of selected courses
- A Research Paper
- A Final Case Study
- Exit Assessment
INDIRECT EVIDENCE

- Student Feedback Surveys
- Student focus groups
- Alumni surveys

DESCRIPTIVE EVIDENCE

- Grades earned
- Attendance
- Student GPA
- Student attrition

The Direct and Indirect Evidence are used to develop curriculum adjustments. The Descriptive Evidence provides context for the analysis.

MSCJA Programs and Concentrations

The MSCJA degree requires a total of 36 credit hours.

MASTER OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION

The goals of the Master of Science in Criminal Justice Administration (MSCJA) program are to enable the student to develop critical thinking skills, the ability to review, analyze, and disseminate applied and theoretical knowledge pertaining to criminal justice administration. In addition, the MSCJA program prepares the student for instructional positions within the academic community as well as admission to other graduate programs.

The MSCJA degree is recommended for those individuals who are pursuing careers or furthering their education in the following:

- Federal, State, County, and Municipal Law Enforcement
- Homeland Security and leadership development
- Private Security and Investigation
- Probation, parole, and community corrections
- Law School

MSCJA Online Program

The MSCJA Online program is designed to meet the educational needs of all individuals who are unable to attend classes on the main campus of Chaminade University of Honolulu. The MSCJA Online degree requires a total of 36 credit hours of course work. The curriculum for the MSCJA Online program is as follows:

CJA 602 Agency Administration
CJA 604 Constitutional Law
CJA 605 Criminology
CJA 606 Research Methods
CJA 610 Law Enforcement
CJA 708 Terrorism and Justice
CJA 740 Community Corrections, Probation and Parole
CJA 766 Ethics in Criminal Justice and Public Administration
CJA 770 Hostage Negotiations
CJA 780 Criminal Evidence
CJA 790 Survey Research Methods and Statistics
CJA 791 Capstone

The MSCJA Online program is offered in a ten-week format, with a minimum of two classes offered per term. Students participating exclusively in the MSCJA Online program are required to successfully complete the online curriculum described above.
MSCJA Campus-Based Tracks

GENERALIST TRACK
The Generalist Track is a composite of courses designed to give the interested student a look into the inter-workings of the entire criminal justice system including law enforcement and corrections.

LAW ENFORCEMENT TRACK
The Law Enforcement Track, with a leadership and management curriculum, is designed for those working in law enforcement on the federal, state, and local level and for those seeking advancement into leadership positions within those agencies.

CORRECTIONAL TRACK
The Correctional Track is primarily directed toward meeting the needs of the Department of Public Safety as well as Federal, State, and County correctional personnel.

FORENSIC LABORATORY MANAGEMENT TRACK
The Forensic Laboratory Management Track is designed for those working or intending to work in a supervisory position within a crime laboratory.

MSCJA TRACK CORE COURSES
The core courses are structured to provide strong foundations in legal systems, criminal justice management, research methods, and program planning and evaluation.

THE REQUIRED CORE COURSES ARE:
The MSCJA program is offered in a ten-week format. The below core courses apply only to the following concentrations: Generalist track, Law Enforcement track, and Correctional track.

CJA 602 Agency Administration
CJA 604 Constitutional Law
CJA 605 Criminology
CJA 606 Research Methods
CJA 766 Ethics in Criminal Justice and Public Administration
CJA 770 Hostage Negotiations
CJA 790 Survey Research Methods and Statistics
CJA 791 Capstone

MSCJA GENERALIST TRACK (18 CREDIT HOURS)
One of the following from each pair:

CJA 610 Law Enforcement
CJA 706 Managing Criminal Investigations
CJA 708 Terrorism & Justice

CJA 722 Inmate Rights
CJA 740 Community Corrections, Probation, & Parole
CJA 760 Contemporary Issues in Corrections

CJA 780 Criminal Evidence
CJA 781 Courtroom Evidence
MSCJA LAW ENFORCEMENT TRACK (12 CREDIT HOURS)
CJA 610    Law Enforcement
CJA 706    Managing Criminal Investigations
CJA 708    Terrorism & Justice
CJA 780    Criminal Evidence

MSCJA CORRECTIONAL TRACK (12 CREDIT HOURS)
CJA 612    Correctional Management & Administration
CJA 722    Inmate Rights
CJA 740    Community Corrections, Probation, & Parole
CJA 760    Contemporary Issues in Corrections

MSCJA FORENSIC LABORATORY MANAGEMENT TRACK (39 CREDIT HOURS)
CJA 602    Agency Administration
CJA 604    Constitutional Law
CJA 706    Managing Criminal Investigations
CJA 766    Ethics in Criminal Justice and Public Administration
CJA 780    Criminal Evidence
CJA 791    Capstone
FS 600    Forensic Sciences I
FS 601    Forensic Sciences II
FS 620    Laboratory Management
FS 650    Forensic Anthropology
FS 675    Management of Chemical Instrumentation and Analysis
MBA 600    Leading People in Organizations
MBA 602    Managerial Ethics and Decision Making

Additional Policies

TRANSFER CREDIT POLICY
A maximum of six credit hours may be accepted as transfer or substitution for the 36 credit hours for the MSCJA degree. Students must submit a written request to the MSCJA Program Director for consideration of transfer or substitution credit hours. The student must also submit a course syllabus for each course to be evaluated. All transfer or substitution credit hours must be from an accredited university or college graduate program and must be approved by the Program Director. All transfer or substitution credit must be at the graduate level. Only graduate course work in which the student received a letter grade of “B” or higher may be considered for acceptance as valid transfer or substitution credit hours, including those from any other Chaminade University Graduate program.

PROGRAM CHANGE
A student must receive advisor approval and, upon approval, a new advising sheet will be generated, and will follow the program from the time the requested change in the program or emphasis was approved.

PROVISIONAL ACCEPTANCE
To obtain provisional admission, the applicant must meet the minimum graduate admission requirements as well as one of the following (1) a cumulative undergraduate GPA of 2.8 or higher (2) an undergraduate GPA of 3.20 or higher in the last 45 hours of course work; or (3) a cumulative graduate GPA of 3.0 or higher. In addition, provisional status may be granted (at the discretion of the Program Director) based on the applicant’s work experience and exceptional accomplishments within a criminal justice or military profession.
ACADEMIC DISHONESTY CONSEQUENCES

REMEDIES AVAILABLE TO INSTRUCTORS:
A single instance of academic dishonesty may result in the instructor not counting that exercise as part of the semester grade, which can result in failure of the course.

A single instance of academic dishonesty may result in the student receiving a grade of “F” for the submitted work, which can result in failure of the course.

REMEDIES AVAILABLE TO THE MSCJA PROGRAM DIRECTOR:
An aggravated instance of academic dishonesty supported by evidence provided by the instructor may result in the student being dropped from the course.

A single instance of serious academic dishonesty supported by evidence provided by the instructor may result in dismissal from the MSCJA Program.

A second instance of academic dishonesty supported by evidence provided by the instructor will result in a final dismissal from the MSCJA Program.

All actions taken in response to a breach of academic integrity (academic dishonesty) are subject to the appellate process described in the Graduate Student Handbook.

MSCJA COURSE DESCRIPTIONS

CJA 602 AGENCY ADMINISTRATION (3)
Survey of concepts and methods of management as applied to provide administration and criminal justice system agencies. Offered every third term.

CJA 604 CONSTITUTIONAL LAW (3)
Survey of criminal law, including development of substantive criminal law under the U/S. Constitution. Examination of judicial opinions related to the criminal justice process. Offered every third term.

CJA 605 CRIMINOLOGY (3)
Covers multiple factors associated with crime and criminality, organized and integrated by explanatory scientific theories. Offered during the Winter and Summer terms.

CJA 606 RESEARCH METHODS (3)
Examines research methods applicable to resolving issues in public administration and criminal justice system components; focuses on applying social-scientific and scientific approaches to problem solving. Offered during Spring and Fall terms and should be completed within the first two terms of admission to the program.

CJA 610 LAW ENFORCEMENT (3)
Examines historical development, current changes, and future trends regarding police procedures and practices with some attention to relationships with other public agencies. Emphasis on critical issues and applying technology to police service and various related agencies. Offered during Winter and Spring terms.

CJA 612 CORRECTIONAL MANAGEMENT AND ADMINISTRATION (3)
Examines basic elements of correctional administration, management, and treatment of corrections. In-depth look at correctional management, its many components and day-to-day operations. Addresses budget constraints, personnel, inmate health, the effect of the Disability Act on prison design, jails as satellite prisons, rehabilitation, and corrections in the community and other issues. Offered every Winter term.

CJA 640 UNDERWATER FORENSICS INVESTIGATION (3)
Focuses on the scientific protocol that can and should be applied to “underwater crime scenes”. Methods and techniques for the location, recovery, and handling of submerged evidence will be covered. Dive certification is not required to participate in this class but it is required for those who wish to participate in the diving portions of the course.
CJA 680 SPECIAL TOPICS IN CRIMINAL JUSTICE AND CRIMINOLOGY (3)
Seminar on selected issues concerning public administration, offenders, victims, and/or the criminal justice system.

CJA 698 SPECIAL STUDY – INDIVIDUAL RESEARCH (3)
Advanced individual research on a selected topic. Full graduate student status plus approval of instructor and Program Director required. Credit/No credit grading. May be repeated a maximum of 6 credits.

CJA 704 FORENSIC SCIENCE (3)
Examines role of scientific and medical specialists in analysis of criminal evidence, conducting scientific criminal investigations, drug detection, and violent unnatural deaths.

CJA 705 FORENSIC PSYCHOLOGY (3)
Study of criminal behavior from a psychological perspective, looking at the criminal offender as embedded in and influenced by multiple systems within the psychosocial environment. Review of contemporary research, theory, and practice concerning the psychology of crime and psychopathy. Focuses on cognitive aspects of criminal offenders, delving into their perceptions, reasoning, beliefs, decision making, and attitudes. Aspects of prevention, intervention and treatment discussed along with topics such as profiling terrorism, criminology, and forensics. Cross-listed with PSY 705.

CJA 706 MANAGING CRIMINAL INVESTIGATIONS (3)
Description and analysis of historical, contemporary and projected future techniques and procedures used in apprehending criminals. Emphasis on administrative techniques for managing large-scale investigations that involve multiple agencies.

CJA 708 TERRORISM AND JUSTICE (3)
Examines terrorist organizations, activities, threats posed to free societies, guerillas, national and international organizations. Focuses on applying knowledge to policy choices and implications for justice system agencies.

CJA 722 INMATE RIGHTS (3)
This course is an examination of the laws focusing on the process whereby a defendant is sentenced to and incarcerated in the correctional systems of the United States.

CJA 740 COMMUNITY CORRECTIONS, PROBATION AND PAROLE (3)
Analysis of current techniques for probation, parole, after-care supervision and related services. Offered every Fall term.

CJA 760 CONTEMPORARY ISSUES IN CORRECTIONS (3)
Study of current criminal justice or public administration issues selected by the instructor.

CJA 766 ETHICS IN CRIMINAL JUSTICE AND PUBLIC ADMINISTRATION (3)
Examines values expressed in the criminal justice system and public administration through customs, laws, and practices, and their impact on the quality of justice. Offered every third term.

CJA 770 HOSTAGE NEGOTIATIONS (3)
Provides basic theory and practice of crisis negotiation. Explores psychological underpinnings of crisis situations and the role of responding law enforcement personnel.

CJA 780 CRIMINAL EVIDENCE (3)
Covers criminal evidence rules pertaining to kinds and degrees of evidence, procedures for admitting or excluding evidence, witnesses and privileged communications, the hearsay rule and its exceptions, and judicial notice, burdens of proof and presumptions. Emphasis on rules of evidence governing the admission of justice process. Prerequisite: CJA 604.
CJA 790 SURVEY RESEARCH METHODS AND STATISTICS (3)
Advanced methods and statistics for use in survey research. Emphasis on sampling, development and analysis of questions, scales and indexes. Offered during Winter and Summer terms and should be taken by the second term in the program. Prerequisite: CJA 606.

CJA 791 CAPSTONE (3)
Students will complete an array of assignments that integrate contemporary knowledge and understanding of criminal justice agencies with course work completed within the student’s chosen track. As an integral part of the capstone experience, students will complete an exit assessment. Prerequisite: completion of all CJA Core Courses.

THE FOLLOWING COURSE DESCRIPTIONS APPLY ONLY TO THE MSCJA FORENSIC LABORATORY MANAGEMENT TRACK:

FS 600 FORENSIC SCIENCES I (3)
A survey of the forensic sciences focusing on the legal system, professional and ethical conduct, pattern evidence, crime scene investigation, and medicolegal death investigation. Includes the management of human, technological and informational resources.

FS 601 FORENSIC SCIENCES II (3)
A survey of the forensic sciences focusing on biological and chemical evidence. Includes the management of human, technological, and informational resources.

FS 620 LABORATORY MANAGEMENT (3)
Examines organization and role of the manager, leadership and communications, problem solving, decision-making and time management. Also includes manager’s function in training, research and development, case prioritization, evaluation, budgeting, planning and laboratory design. Laboratory security and safety stressed. Explores employee concerns including motivation, morale, stress management, discipline, complaints, grievances, hiring, job descriptions, and laboratory protocols.

FS 650 FORENSIC ANTHROPOLOGY (3)
This course will provide students with the skills to develop a biological profile on examination of human remains. The biological profile includes age at death, ancestry, sex, stature, trauma, dental and skeletal x-rays, basics of bone remodeling (healing), mtDNA, osteometrics, and personal identification from bones and teeth. Other topics of discussion include human variation, testifying as an expert witness, buried and surface scattered remains, evidence handling, taphonomy, and introduction to archaeology. A portion of the semester will be devoted to students examining remains, writing reports of findings, and presenting their findings to the class each week.

FS 675 MANAGEMENT OF CHEMICAL INSTRUMENTATION AND ANALYSIS (3)
Introduction to the application of analytical instruments commonly employed in forensic science and criminalistics with a focus on managing instrument performance, quality assurance, data collection and treatment, calibration methods, and sample preparation techniques. Forensic science ethical issues will be integrated into lecture and discussions.

MBA 600 LEADING PEOPLE IN ORGANIZATIONS (3)
Provides concepts and best practices for leading individuals and groups toward working more effectively. Central issues include dealing with different personalities, motivating others, using people’s best abilities, and building social influence and personal power. Examines the impact of management culture and organizational structure on the success of individuals and teams. Attention is given to strategic and political dimensions of leadership in organizations. Prerequisite: none.

MBA 602 MANAGERIAL ETHICS AND DECISION MAKING (3)
Along with MBA 601, this course provides perspectives and tools to enhance managerial problem solving. The course focuses on understanding the social and operational variables pertinent to making effective choices. Topics include social responsibility, organizational misbehavior, applications of moral philosophies, framing, improving creativity, hypothesis testing, utility analysis, and other quantitative and qualitative decision methods. Prerequisite: none.
MASTER OF PASTORAL THEOLOGY (MPT)

Master of Pastoral Theology courses are scheduled as part of the Diocese of Honolulu Diaconate Education program. When the student applies, the Director will develop a degree plan for the student. The cycle of courses generally requires a minimum of three years to complete the program requirements.

Students and faculty in the Master of pastoral Theology (MPT) program strive to create a community of learners who focus on nurturing a practical foundation in Christian theology and practice. Grounded in the Catholic and Marianist traditions, the program promotes effective service within the various ministries of the Church, while enhancing the students’ understanding of their personal faith journeys.

The program also provides a series of concentrations for further study that will enhance the skills and broaden student perspectives on issues and ideas affecting the church and society. Among the current concentrations are the diaconate education track, leadership within a service-oriented context, religion and society, opportunities for developing skills in pastoral counseling and spiritual direction. Some of the concentrations have courses that are cross-listed with the other graduate programs at Chaminade University. The course of study is designed to foster partnerships with those graduate programs and with other community institutions.

The MPT program awards certificates of study for each of the concentrations.

SCHEDULING
Campus-Based
- MPT – General
- MPT – Certificate of Pastoral Ministries
- MPT – Certificate of Spiritual Direction & Pastoral Counseling

You may choose to receive the degree and the certificate, or you may choose to receive the degree or the certificate.

DIVISION CONTACT
Director, Academic Program of Diaconate Formation and Graduate Programs in Theology
Phone Number: (808) 739-8341

PROGRAM LEARNING OUTCOMES (P.L.O.)
The Master of Pastoral Theology provides graduate education in theology and practice to students interested in applying their learning to educational and other ministries of service within the Christian community, while nurturing their own faith journeys through study, participation in a community of learners, and theological reflection.

Graduates of the Master of Pastoral Theology will demonstrate:
P.L.O. 1: An understanding of Catholic theology, its contemporary expression within a Vatican II framework, its historical development and its context within the broader Christian tradition.
P.L.O. 2: An ability to apply theological reflection to issues, needs, and concerns of various pastoral contexts within and for communities of Hawai‘i, Asia, and the Pacific.
P.L.O. 3: An ability to compare and contrast theological positions, and values within the Christian community.
P.L.O. 4: An understanding of the Marianist tradition of education for service, peace and justice that responds and leads to active participation within changing local and global environments.

Programs and Concentrations

The MPT program is a non-thesis graduate program. The course of study requires a minimum of 34 graduate credits. The preference for entry into the program is an undergraduate degree in theology or religious studies with an emphasis in Christian studies. Applicants without such preparation will be required to take the prerequisite foundation courses or their equivalent. Although students are taking these courses for credit, they do not apply to the minimum number of credits required for completion of the degree program.

Master of Pastoral Theology students are admitted to cohorts that begin degree work with the summer intensive. 500-level courses and other preparation work can be completed prior to the beginning of candidate’s cohort.
MPT PREREQUISITE FOUNDATION COURSES
Required:
RE 501  Foundations of Biblical Theology (2)
RE 502  Foundations of Systematic Theology (2)

Recommended based on academic and/or professional background:
RE 500  Research Methods (1)
RE 503  Historical Theology (1)
RE 504  Moral Theology (1)
RE 515  Introduction to New Testament (3)
PH 550  Philosophy of Thomas Aquinas (2)

MPT MASTER OF PASTORAL THEOLOGY (34 CREDIT MINIMUM REQUIRED)

CANON LAW (3 CREDITS REQUIRED)
RE 731/406  Code of Canon Law (3)

MPT SCRIPTURE STUDIES (15 CREDITS REQUIRED)
RE 600/401  Prophets and Writings (3)
RE 606/400  Pentateuch and Historical Books (3)
RE 607  Synoptic Gospels and Acts (3)
RE 608  Pauline Corpus and Catholic Epistles (3)
RE 609  Johannine Writings and Revelation (3)

MPT SYSTEMATIC THEOLOGY (9 CREDITS REQUIRED)
RE 637  Christology and Trinity (3)
RE 642  Ecclesiology Its Nature and Mission (3)
RE 643  Sacramental Theology and Practice (3)

MPT MORAL THEOLOGY REQUIREMENT (3 CREDITS REQUIRED)
RE 664 Moral Theology: Fundamental and Applied (3) OR RE 629 Catholic Social Teaching (3)

MPT REQUIRED CAPSTONE COURSE (1 CREDIT REQUIRED)
RE 790  Pastoral Theology Seminar (1)

MPT ELECTIVE CHOOSE ONE COURSE (3 CREDITS MINIMUM)
RE 616  History and Theology of Vatican II/Catholic Catechism (3)
RE 621  History of the Early Church (3)
RE 622  Interreligious Dialogue/Ecumenical Ministry (3)
RE 626  Theological Anthropology: Sin and Grace (3)
RE 628  New Evangelization: Small Christian Communities (2)
RE 647  Theology of Liturgy (3)
RE 661  Approaches of Morality (3)
RE 662  Contemporary Moral Problems (3)
RE 680  Special Topics in Systematic Theology (1 to 3) variable credit course
RE 730  Homiletics (3)
RE 740  Mary in the Christian Tradition (1 to 3) variable credit course

MPT Pastoral Counseling and Spiritual Direction
Students will explore the foundational issues underlying effective counseling, particularly as it impacts on pastoral counseling and spiritual direction in a multicultural environment. This certificate requires a minimum of 24 credits. MSCP courses may require prerequisites, and the required courses may not be offered during a single academic year. However, the two Religion courses (RE 685 and RE 687) will be offered to cohorts on consecutive summers. The MSCP program recommends that students in the certificate program take PSY 524 Abnormal Psychology if they do not have a course in the area in their academic history. While learning the basics of pastoral counseling and spiritual direction, one of the outcomes of this program is a clear understanding of when and to whom referrals must be made in the context of everyday lay ministry.
MPT MSCP CORE (18 CREDITS)
PL 670/PSY 521 Personality (3)
PL 671/PSY 601 Ethical and Professional Issues in Counseling (3)
PL 673/PSY 603 Introduction to Counseling Skills (3)
PL 675/PSY 611 Group Processes (3)
PL 771/PSY 736 Cross-Cultural Counseling (3)
PL 775/PSY 773 Spiritual Dimensions of Counseling (3)

MPT SUMMER INTENSIVE I
RE 685 Pastoral Counseling (3)

MPT SUMMER INTENSIVE II
RE 687 Spiritual Directions (3)

PROGRAM LEARNING OUTCOMES (P.L.O.)
P.L.O. 1: An understanding of the foundational issues and skills in the profession of counseling.
P.L.O. 2: An understanding of the principles of managing counseling sessions within a cross-cultural setting and recognize cultural clues essential for understanding the client’s situation.
P.L.O. 3: An understanding of the spiritual dimensions within the counseling encounter and suggest strategies for successful integration of these dimensions into pastoral counseling.
P.L.O. 4: An understanding of the relationship between theological reflection and psychological theory and how psychology approaches the religious experience and consciousness.
P.L.O. 5: Basic counseling skills and understanding of when a client requires professional care beyond this basic care.
P.L.O. 6: Basic strategies in spiritual direction through in-class role playing.
P.L.O. 7: Integration of basic theories of spiritual direction with her or his own personal spiritual reflection and journey.
P.L.O. 8: A model of pastoral counseling and spiritual direction that integrates prayer and active engagement with their faith communities.

PERMANENT DIACONATE EDUCATION TRACK (64 CREDITS)
The Diaconate Education Track is a cohort program specifically designed to meet the requirements for ordination of permanent deacons in the Roman Catholic Church. While it accomplishes the aspirations of the MPT degree, it allows for more depth of reflection and specific applications to the ministry of the permanent deacon in the Church. Students in the Diaconate Formation Program may opt for either the Diaconate Education Track, the traditional MPT degree, undergraduate credit (not applicable to the graduate degree), or for a non-credit Certificate in Pastoral Ministries.

DESCRIPTION OF THE COURSE OF STUDY WITHIN THE MPT
The Master of Pastoral Theology Permanent Diaconate Education Track is designed to provide the academic preparation that is required for ordination of a permanent deacon in the Roman Catholic Church. The course of study will provide a strong foundation in Scripture studies, theology and philosophy, as well as provide training in the homiletic, counseling, stewardship skills that are necessary for success in the role of a permanent deacon serving in this diocese. The scope of study greatly expands the normal requirements for the Master of Pastoral Theology degree, but remains consistent with the general learning outcomes of that degree. Because of the varying academic preparations of the candidates and their wives (who also are required to attend the deacon preparation program), the academic program is set up to award graduate, undergraduate, or continuing education credits, based on three distinct levels of requirements in the courses.

Courses for this track are offered as part of the formation program for permanent deacons. In order to match the structure of the overall program that prepares candidates for ordination to the permanent diaconate, the course of study is scheduled in three trimesters that run from January to March, March to May, and September to November each year. Courses are set up in Hybrid format included face-to-face and online instructional experiences. Instructors meet with students during each three month trimester at the scheduled formation weekends. Candidates seeking graduate or undergraduate credit continue the education process online during the three month session.

In addition to the overall Program Outcomes for the MPT degree, the Diaconate Education Track includes two further program outcomes.
Students completing the MPT Diaconate Education Track will demonstrate:

- An understanding of the western philosophical themes and movements and how they impacted theological thinking in the Christian community
- An understanding and application of skills required for successful ministry as a permanent deacon.

**PREREQUISITE COURSES (6 CREDITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 501</td>
<td>Foundations of Biblical Theology</td>
<td>2</td>
</tr>
<tr>
<td>RE 502</td>
<td>Foundations of Systematic Theology</td>
<td>2</td>
</tr>
<tr>
<td>PH 550</td>
<td>Philosophy of Thomas Aquinas</td>
<td>2</td>
</tr>
</tbody>
</table>

**MINISTRY SPECIFIC CORE (6 CREDITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 731/406</td>
<td>Code of Canon Law</td>
<td>3</td>
</tr>
<tr>
<td>RE 730/404</td>
<td>Homiletics</td>
<td></td>
</tr>
</tbody>
</table>

**SCRIPTURE STUDIES (15 CREDITS REQUIRED)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 600/401</td>
<td>Prophets and Writings</td>
<td>3</td>
</tr>
<tr>
<td>RE 606/400</td>
<td>Pentateuch and Historical Books</td>
<td>3</td>
</tr>
<tr>
<td>RE 607</td>
<td>Synoptic Gospels and Acts</td>
<td>3</td>
</tr>
<tr>
<td>RE 608</td>
<td>Pauline Corpus and Catholic Epistles</td>
<td>3</td>
</tr>
<tr>
<td>RE 609</td>
<td>Johannine Writings and Revelation</td>
<td>3</td>
</tr>
</tbody>
</table>

**PHILOSOPHY (3 CREDITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 650/481</td>
<td>Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

**SYSTEMATIC THEOLOGY (24 CREDITS REQUIRED)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 616/416</td>
<td>History and Theology of Vatican II/Catholic Catechism</td>
<td>3</td>
</tr>
<tr>
<td>RE 621/411</td>
<td>History of the Early Church</td>
<td>3</td>
</tr>
<tr>
<td>RE 622/422</td>
<td>Interreligious Dialogue/Ecumenical Ministry</td>
<td>3</td>
</tr>
<tr>
<td>RE 628/428</td>
<td>New Evangelization/Small Christian Communities</td>
<td>2</td>
</tr>
<tr>
<td>RE 637/408</td>
<td>Christology and Trinity</td>
<td>3</td>
</tr>
<tr>
<td>RE 642/405</td>
<td>Ecclesiology: Its Nature and Mission</td>
<td>3</td>
</tr>
<tr>
<td>RE 643/407</td>
<td>Sacramental Theology and Practice</td>
<td>3</td>
</tr>
<tr>
<td>RE 647/417</td>
<td>Theology of Liturgy</td>
<td>3</td>
</tr>
<tr>
<td>RE 740/418</td>
<td>Mary in the Christian Tradition (1 to 3) variable credit course</td>
<td></td>
</tr>
</tbody>
</table>

**MORAL THEOLOGY REQUIREMENT (6 CREDITS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 664</td>
<td>Moral Theology: Fundamental and Applied</td>
<td>3</td>
</tr>
<tr>
<td>RE 629</td>
<td>Catholic Social Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**CAPSTONE COURSE (1 CREDIT REQUIRED)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 790</td>
<td>Pastoral Theology Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
PROGRAM ASSESSMENT PLANS
1. Alumni and diocesan surveys are used to assess needs and effectiveness of the program in preparing students to meet those needs.
2. Faculty use indirect and direct evidence assessment tools for each class. The tests are based on the learning outcomes for the course, which are in turn linked to the program learning outcomes. Results of the tests are collected to give an overview of the on-going learning process in the program and to track effectiveness in reaching each of the program learning outcomes. Rubric-based assessment tools are designed to track the relative attainment of the learning outcomes as indicated in the program matrix. Assessment tools will include a variety of formats appropriate to the knowledge or skill area being assessed.
3. Diaconate Education Track students will prepare an electronic portfolio for the program that they will present for assessment by the Program and to the leadership of the Diocesan Permanent Diaconate Program. The portfolio will contain representative work from each of their courses as evidence of their attainment of each program outcome as well as an integrative essay.
4. Students will also complete exit surveys prior to their ordination to access their overall perception of the experience, and participate in a comprehensive assessment exam that will be used for evaluation of the program and part of the evaluation of the candidate’s readiness for ordination.

Additional Policies

TRANSFER CREDIT POLICY
Students may apply for acceptance into the program and request consideration for transferring credits from another accredited program. The Director will determine the acceptability of credits and apply them to the program requirements. The decision of the Director in this regard is final. Transfer students will be expected to complete at least half of their total credit within the MPT program, including the completion of PL/RE 601, PL/RE 603 and RE-790.

MPT COURSE DESCRIPTIONS

PH 550 PHILOSOPHY OF THOMAS AQUINAS (2)
This prerequisite course provides a study and overview of the major themes of philosophy as represented in the work of Thomas Aquinas and his impact on Western Thought. It will examine representative philosophers for these themes from each of the periods of philosophical history and provide the basis for more in depth examination of the role of philosophy in theology.

PH 650 PHILOSOPHY I (3)
Examines the philosophy of the Classical and Medieval periods with particular attention to how Christian thinkers like Augustine and Thomas Aquinas adopted the philosophical principles of Plato and Aristotle to the Christian theological tradition.

RE 500 RESEARCH METHODS (1)
Students will be introduced to the resources and skills required for effective research and writing in graduate-level study in theology.

RE 501 FOUNDATIONS OF BIBLICAL THEOLOGY (2)
Students will be introduced to the historical, literary, and religious aspects of the Bible as scripture and a record of a people’s faith journey. Historical data for each of the books of the Bible, story narratives, source theories, interpretive styles, and critical methodologies will be covered so that students will have a foundational understanding of the way the texts have been used within the relevant communities of faith.

RE 502 FOUNDATIONS IN SYSTEMATIC THEOLOGY (2)
Students will be introduced to the major topics within systematic theology and will study each of the topics with a variety of relevant methodologies. They will become acquainted with the theological discipline, its terms and central concepts, and the ways each church and denominational tradition influences the reading of theology and its meaning for the faith communities.
RE 503 FOUNDATIONS IN HISTORICAL THEOLOGY (1)
Students explore and engage the representative texts in the related fields of church history, history of Christianity, and historical theology. Through a process of reading, writing and discussion of specific texts, students will probe the historical narratives through which authors have communicated their vision of the people, events, and institutional realities that have shaped the story of Christianity.

RE 504 FOUNDATIONS IN MORAL THEOLOGY (1)
Students will explore the development of moral theology in the Christian tradition, and its relationship to moral philosophy and ethics. Emphasis will be on clarifying Catholic Moral Theology, its historical development in relation to emerging theological stances in the Christian tradition and moral discourse in the wider society.

RE 515 INTRODUCTION TO THE NEW TESTAMENT (3)
Students will explore the development of the New Testament within the context of early Christianity. The major exegetical tools will be applied to an understanding of historical-critical meaning that leads to contemporary application.

RE 602 RETREAT: SPIRITUAL JOURNEYS (1) (REPEATABLE)
Students will share an intensive 15 hour residential retreat focused on prayerful reflection of their own spiritual journey. They will explore the relationship between their personal spiritual journeys, the study of theology, and service to the Church and community. The retreat will include structured prayer and group reflections, the role of theology in Church and society, as well as experimental learning connecting theology and pastoral ministry. This is a requirement for graduation and is offered in alternative years, generally in conjunction with PL 601 Theology of Leadership. It may be repeated.

RE 600/401 PROPHETS AND WRITINGS (3)
Students will explore the Major and Minor Prophets and Writings, including Psalms, Ruth, Lamentations, and Daniel, 1 and 2 Chronicles and Wisdom Literature.

RE 606/400 PENTATEUCH AND HISTORICAL BOOKS (3)
Studies the distinct theological traditions found in the first five books of the Bible and surveys the historical books. Students will examine the four great traditions relative to their historical period, and the other traditions with which each is joined. Emphasis on exegesis of selected passages in the Pentateuch and the Historical Books.

RE 607/413 SYNOPTIC GOSPELS AND ACTS (3)
Provides general survey of Matthew, Mark and Luke/Acts. Examines the particular religious issues, cultural background and needs of the different communities from which these Gospels were written. Enables students to understand the distinct theological vision of each on the synoptic gospels and Acts.

RE 608/415 PAULINE CORPUS AND CATHOLIC EPISTLES (3)
Introduces St/ Paul, his writings, and other significant epistles in the New Testament. Students will explore what can be known about Paul's life from his own writings and from other witnesses. Also looks at the other major epistles developing their themes in relation to the Pauline letters.

RE 609/414 JOHANNINE WRITINGS AND REVELATION (3)
Introduces the Gospel of John and the Revelation of John (Apocalypse). Explores the content and context of these New Testament scriptures and discusses their relevance for contemporary Christian worship and spirituality.

RE 616/416 HISTORY AND THEOLOGY OF VATICAN II AND THE CATHOLIC CATECHETICISM (3)
The course studies the significant ecclesial renewal confirmed by the Second Vatican Council; the People of God, the universal call to holiness, privileges, and responsibilities of the baptized community of disciplines in mission, the role of ordained and lay faithful. It presents the foundational images of the Church as described by the Second Vatican Council. It familiarizes the student with Catholic Doctrine and belief as presented in the Catechism of the Catholic Church.

RE 621/411 HISTORY OF THE EARLY CHURCH (3)
This course surveys in depth the history of the Church: from its historical, and theological beginnings through the Middle Ages, Renaissance, and Reformation. Specific consideration will be given to: apologetic and patristic literature, theological and conciliar tracts, struggles between orthodoxy and heresy, schools and monasteries, the politics and polities of the institutional church.
RE 622/422 INTERRELIGIOUS DIALOGUE/ECUMENICAL MINISTRY (3)
The student will study efforts to recover the unity of all Christians as the gift of Christ and the work of the Holy Spirit, the common spiritual values shared by all believers and non-believers, the similarities and differences among the Catholic tradition and other Christian traditions, Jewish faith and tradition and other non-Christian religious traditions and the gifts they bring to humankind.

RE 626/426 THEOLOGICAL ANTHROPOLOGY SIN AND GRACE (3)
The student will learn basic aspects and principles of Christian anthropology; incarnation, grace, sin, redemption, resurrection, the sacredness of human life, etc. The course will also look at issues in eschatology: death, particular judgement, purgatory, hell, heaven, last judgement, and the hope of the new heaven and the new earth.

RE 628/428 NEW EVANGELIZATION SMALL CHRISTIAN COMMUNITIES (1 to 3)
The student will learn the theological and scriptural foundations of Catholic evangelization and catechesis, develop an appreciation for strategies for evangelization in the United States in Go and Make Disciples, skills in adult catechesis, the nature and purpose of Small Christian Communities in the contemporary Church.

RE 629/RE 429 CATHOLIC SOCIAL TEACHING (3)
RE 629/RE 429 is part of the Diaconate Education Program. We will explore Catholic Social Thought, community and the common good. We will discuss the impact of Catholic Social Thought on the Church and society as Christians work toward a more peaceful and just society within a pluralistic secular world. Our work will include a detailed look at discussion within the Church on the nature and meaning of Catholic Social Teaching and how this is lived by the Church in the contemporary world.

RE 637/408 CHRISTOLOGY AND TRINITY (3)
The course examines approaches taken by contemporary theologians in discussing Jesus the Christ and his significance for the Christian faith. It looks at God as unity and trinity, God’s self-revelation in the person of Jesus, traditional, and contemporary Christological issues relating to Jesus life, death, and resurrection. Prerequisites for RE 637; either RE 607, 608 or 609: Prerequisite for RE 408 in the diaconate program is RE 501 or permission of the instructor.

RE 642/405 ECCLESIOLOGY - THE NATURE AND MISSION OF CHURCH (3)
Vatican II invited the Roman Catholic community to renew its understanding of the nature and mission of the Church in the world today. In this course, students will examine how the Church today is invited to understand itself in light of its ongoing journey, its assumption of a sacramental perspective and worldview, and its relationship with other Christian communities and global faiths.

RE 643/407 SACRAMENTAL THEOLOGY AND PRACTICE (3)
Detailed study of the principle of sacramentality and of the individual sacrament, stressing the historical development of each and its contemporary renewal.

RE 661 APPROACHES TO MORALITY (3)
The student will explore and discuss the foundations of Christian morality, consisting of a historical survey of approaches and developments from the New Testament period to the present.

RE 662 CONTEMPORARY MORAL PROBLEMS (3)
An open approach to contemporary moral issues within theological perspectives.

RE 664/410 MORAL THEOLOGY: FUNDAMENTAL AND APPLIED (3)
Within an ecumenical and inter-religious discourse, the student will apply contemporary moral and ethical reasoning to the various personal and social issues encountered in contemporary society.

RE 680 SPECIAL TOPICS IN SYSTEMATIC THEOLOGY (1 to 3)
Special Topics are theme courses that are offered on an irregular basis. They include modern theological movements, God and human existence, ecumenical theology and dialogue, theology of ministry, politics of the sacred, religion and science, religion and art, theology and film. This course is repeatable. This is a variable credit course.
RE 685/412 PASTORAL COUNSELING (3)
Study of contemporary methods of counseling in use today with specific emphasis on major concerns faced by counselors in the pastoral area.

RE 687 INTRODUCTION TO SPIRITUAL DIRECTION (2 to 3)
This introductory course will enable the student to explore the process of Spiritual Direction. It will involve one, in the skills needed to help others with their religious experience, including prayer. Basic listening and counseling skills will be practiced. Selected related topics including the theological contexts of spirituality, integration, ministry, and professional ethics as related to Spiritual Companioning and Spiritual Direction, the difference between Spiritual Companioning, Spiritual Direction, and Pastoral Counseling, and the complex issue of when and how to refer to counseling will be discussed.

RE 689 RETREAT SPIRITUAL-DIRECTION/COMPANIONSHIP (1)
This retreat will enable participants to strengthen their understanding of Spiritual Accompaniment/Companionship. They will practice the skills of listening and accompanying/companioning another within the context of prayer, explore the importance of the "contemplative posture", practice helping the other to "notice" God's presence, inviting God into one's experience, and sharing that experience with a Spiritual Companion/Director. Finally, participants will discuss the importance of professional boundaries and the delicate question of when and how to refer to counseling or Spiritual Direction. May be repeated for credit.

RE 730/404 HOMILETICS (3)
Students will learn the form and structure of homily, techniques for research and presentation, and its context within the Eucharistic celebration. Emphasis on application of techniques of presentation during shared class time.

RE 731/406 CODE OF CANON LAW (3)
Students will explore the role and meaning of Canon Law in the Church. General principles of interpretation, history and its relationship to theology and pastoral praxis will be discussed. The class will focus on selected topics relevant to those in ministry.

RE 740/418 MARY IN THE CHRISTIAN TRADITION (1 to 3)
Our subject is the person and role of the mother of Jesus in religion and culture. We will examine the Scriptural teaching on Mary and continue with the historical developments in the patristic medieval, reformation and modern periods. Our course continues with anthropological considerations of Marian legends, devotions, and apparitions through depth psychology and art. This is a variable credit course.

RE 790 PASTORAL THEOLOGY SEMINAR (1)
Designed as the closure experience for practitioners, students will participate in a Capstone Seminar devoted to integration of their program studies and the outcomes of the program. Prerequisite: admission to candidacy, completion of at least one summer retreat.

PL 670/PSY 521 PERSONALITY (3)
This course provides the study of personality and its theoretical development, including assessment, major theories, history, and continuity and change. The focus is on understanding personality and its relationship to counseling theory and techniques.

PL 671/PSY 601 ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING (3)
This course examines ethical, legal, and professional issues central to the practice of community counseling, school counseling, marriage and family therapy, and group work. Development of professional identity, ethical responsibilities and legal responsibilities, and liabilities are discussed within the context of professional ethical codes and relevant state regulations.

PL 673/PSY 603 INTRODUCTION TO COUNSELING SKILLS (3)
First Benchmark Course
PSY 603 is the first benchmark class in which the MSCP faculty observes the actual interpersonal skills and competencies of the students. This course is designed to introduce students to the study of the profession of counseling and to provide systematic training in basic counseling skills. It provides an overview of the core MPCAC (Masters in Psychology and Counseling Accreditation Council) curriculum areas, with extensive emphasis on basic counseling skills development.
PL 675/PSY 611 GROUP PROCESSES (3)
Second Benchmark Course
PSY 611 is the second benchmark class where the MSCP faculty continues to observe the actual interpersonal skills and competencies of the students. This course explores the theoretical nature of groups and the application of group theory to the group counseling process. In examining and applying theories of group counseling, the student counselor gains self-understanding of peer behavior, group dynamics, and the group building process as a function of participation in the group process. Prerequisite PSY 603.

PL 772/PSY 736 CROSS-CULTURAL COUNSELING (3)
This course will be an examination of the theory and processes of counseling persons in mental health, school, and marriage and family contexts from the perspectives of clients from diverse cultural backgrounds by counselors of equally diverse cultural backgrounds. The focus of the course will be on the impact of the counselor’s prejudices, biases, values, ethics, and social/cultural expectations on the counselor from a culturally diverse background. The client must be seen as part of an integrated system of mutually reciprocal components (family, environment, school, social structure, friends, culture, etc.). The counseling context will be viewed from a holistic, integrative perspective rather than an individual perspective.

PL 775/PSY 773 SPIRITUAL DIMENSIONS OF COUNSELING (3)
For some people, spirituality has been called the fifth force in counseling and psychology. This course will explore the nature, meaning, and significance of human spirituality and religion, especially as they relate to the counseling experience. To facilitate discovery, the course will employ self-examination, sharing of experiences, reading, lecture, various exercises, projects, research, and guest speakers.
ACADEMIC CALENDAR

MAY 2019
27, Monday Graduate Program registration begins

JUNE 2019
3, Monday (tentative) Graduate Summer Institute begins
14, Friday (tentative) Graduate Summer Institute ends
15, Saturday Spring Graduate Program ends
20, Thursday Graduate Summer Institute/Spring Graduate Program grades due

2019 Summer Graduate Semester – July 8, 2019 to September 14, 2019

JULY 2019
8, Monday Graduate Program begins
16, Tuesday Graduate Program registration ends

AUGUST 2019
26, Monday Graduate Program deadline to Withdraw from classes. Withdrawal requests must be submitted by 4:30 pm. (close of business)
26, Monday Graduate Program registration begins

SEPTEMBER 2019
6, Friday Deadline to submit Clearance for May 2020 Graduation
14, Saturday Summer Graduate Program ends
19, Thursday Summer Graduate Program grades due

2019 Fall Graduate Semester – October 7, 2019 to December 16, 2019

OCTOBER 2019
7, Monday Graduate Program begin
15, Tuesday Graduate Program registration ends
<table>
<thead>
<tr>
<th><strong>NOVEMBER 2019</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25, Monday</strong></td>
<td>Graduate Program deadline to Withdraw from classes. Withdrawal requests must be submitted by 4:30 pm. (close of business)</td>
</tr>
<tr>
<td><strong>28, Thursday</strong></td>
<td>Thanksgiving Day holiday (no evening classes; offices closed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DECEMBER 2019</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2, Monday</strong></td>
<td>Graduate Program registration begins</td>
</tr>
<tr>
<td><strong>16, Monday</strong></td>
<td>Fall Graduate Program ends</td>
</tr>
<tr>
<td><strong>20, Friday</strong></td>
<td>Fall Graduate Program grades due</td>
</tr>
<tr>
<td><strong>24-January 1, Tuesday-Wednesday</strong></td>
<td>Campus offices close at 12 noon Dec. 24, 2019 and re-open on January 2, 2020</td>
</tr>
</tbody>
</table>

**2020 Winter Graduate Semester – January 6, 2020 to March 14, 2020**

<table>
<thead>
<tr>
<th><strong>January 2020</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6, Monday</strong></td>
<td>Graduate Program begins</td>
</tr>
<tr>
<td><strong>14, Tuesday</strong></td>
<td>Graduate Program registration ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FEBRUARY 2020</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7, Friday</strong></td>
<td>Deadline to submit Petition for May 2020 Graduation</td>
</tr>
<tr>
<td><strong>24, Monday</strong></td>
<td>Graduate Program deadline to Withdraw from classes. Withdrawal requests must be submitted by 4:30 pm (close of business)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MARCH 2020</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2, Monday</strong></td>
<td>Graduate Program registration begins</td>
</tr>
<tr>
<td><strong>14, Saturday</strong></td>
<td>Winter Graduate Program ends</td>
</tr>
<tr>
<td><strong>19, Thursday</strong></td>
<td>Winter Graduate Program grades due</td>
</tr>
</tbody>
</table>

**2020 Spring Graduate Semester – April 6, 2020 to June 13, 2020**

<table>
<thead>
<tr>
<th><strong>APRIL 2019</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6, Monday</strong></td>
<td>Graduate Programs begin</td>
</tr>
<tr>
<td><strong>9, Thursday</strong></td>
<td>Holy Thursday (no Online &amp; Military Base Undergraduate/Graduate classes on campus after 5:00 pm)</td>
</tr>
</tbody>
</table>
### APRIL 2019

10, Friday  
Good Friday (no Day Undergraduate classes; no Online & Military Base Undergraduate/Graduate classes on campus until after 5:00 pm; offices closed)

13, Monday  
Graduate Program registration ends

### MAY 2020

11, Monday  
Commencement

25, Monday  
Graduate Program registration begins

26, Tuesday  
Graduate Program deadline to Withdraw from classes. Withdrawal requests must be submitted by 4:30 pm (close of business)

### JUNE 2020

1, Monday (tentative)  
Graduate Summer Institute begins

12, Friday (tentative)  
Graduate Summer Institute ends

13, Saturday  
Spring Graduate Program ends

18, Thursday  
Spring Graduate Program grades due

### JULY 2020

6, Monday  
Graduate Program begins