

Welcome to Chaminade University!

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

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

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

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

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

Aloha,

Bro. Bernard Ploeger, SM
President



DRAFT INTERIOR DESIGN CHANGES

Interior Design

Discipline Coordinator: Joan D. Riggs, ASID, CAPS

Internship Coordinator: Deborah Lowry, ASID

MISSION STATEMENT: The mission of the Chaminade University Interior Design Program is to graduate entry-level practitioners who embody creativity, critical thinking and character, and who are prepared to work along side interior designers, architects and related industry professionals.

Chaminade University of Honolulu offers a Bachelor of Fine Arts and an Associate of Arts degree in Interior Design.

Bachelor of Fine Arts

The Bachelor of Fine Arts degree with a major in Interior Design is structured to prepare students for a professional career in Interior Design and related fields. Interior Design majors are offered a wide range of courses, exposing them to many diverse aspects of the design profession.

The interior design curriculum emphasizes the visual arts, classic art and architecture, as well as problem solving, materials research, universal and sustainable design principles, computer skills and professional ethics and business practice. Students also learn to assess and interpret human interaction with the built environment, as well as building codes essential the health, safety & welfare of the general public. All Interior Design majors are mentored to seek creative, innovative solutions to identified design problems, developing safe, functional, and aesthetically pleasing spaces in which to work and live.

The Interior Design program begins its cohorts of study in the fall semester. Students may be accepted by the university in the spring semester, but will begin their ID pre-major requirements in the fall semester. Upon request, students may be admitted to the ID pre-major program and must pass ID 230 to become candidates for the major. Upon successful completion of the 200-level Comprehensive Exam candidates may be admitted into the major.

Pre-Major requirements - 29 credits: AR 111, AR 201 or AR 202, ID 201, ID 201L, ID 202, ID 205, ID 211, ID 216, ID 21x, and ID 230.

Pre-Major recommendation on Natural Science general education requirement: It is recommended that students take PHY 121/121L, ENV 115/115L, ENV 201/201L, or ENV 202/202L for their natural science requirements.

Major Requirements: 44 Upper Division Interior Design credits to include: ID 310, ID 311 ID 312, ID 317, ID 319, ID 321, ID 325, ID 355, ID 410, ID 415, ID 416, ID 417 and one upper division elective: ID 335, ID 380, ID 382, ID 41x, ID 480, and ID 481.

Associate of Arts

The Associate of Art Degree in Interior Design offers students the option of completing a two-year degree in Interior Design. The two-year curriculum offers the fundamental courses that provide students with a foundational understanding of the profession of Interior Design. The National Council for Interior Design Qualification (NCIDQ) recognizes a two-year degree with four years experience in the field of Interior Design as a means of qualifying to sit for the NCIDQ exam, which, upon successful completion, qualifies individuals for Professional status in the American Society of Interior Design (ASID). A student who wishes to continue in the four-year program at Chaminade may do so at any time.

Pre-Concentration requirements: AR 111. The student shall also take three credits from the Fine or Performing Arts from the following options: AR 250, AR 255, MU 185-485 (three credits total), or PAR 205 Acting I.

Pre-Concentration recommendation on Natural Sciences general education requirement: We recommend that students take PHY 121/121L, ENV 115/115L, ENV 201/201L, or ENV 202/202L to fulfill their lab science general education requirement.

Concentration Requirements: Completion of the following courses: AR 201, AR 202, ID 201, ID 201L, ID 202, ID 205, ID 211, ID 215, ID 216, ID 21x, ID 230.

BFA and AA Program Outcomes

Students will demonstrate emerging or developing competence in the program outcomes upon completion of the Associate of Arts degree. Students will demonstrate developing competency or mastery of the program outcomes upon completion of the Bachelor of Fine Arts degree. See the program outcome rubric for further information.

Upon completion of a B.F.A. degree in the Interior Design Program, students will demonstrate:

1. **Professionalism:** an understanding and application of ethical design practices on a personal, project, peer, and industry wide level. (CIDA 2, 4, 8)
2. **Process:** an understanding of the complete design process from inception to installation, execute documentation supporting design decisions and effect comprehensive, creative, focused and functional design solutions. (CIDA 4, 6, 7)
3. **Principles and Priorities:** an integration of pedagogy, research, historic contexts, theory, and interdisciplinary collaboration to effectively and creative analyze, evaluate and execute best design practices resulting in functional and aesthetically inspiring design. (CIDA 3, 6)
4. **Public and Environmental Protection:** an understanding of the concepts, resources and implications of design decision relative to the human interaction, the technological impact and the ecological balance of the built environment. (CIDA 3, 4, 6)
5. **Presentation:** an understanding of design concepts and problem solving justifications through written, oral and variety of visual media. (CIDA 4, 5)

Advising Statement: Interior Design is a rigorous program requiring considerable additional hours spent outside of class for research, stimulating creativity and refining exercises, projects and written documentation. The BFA degree plan spans 4 years (8 semesters) assuming a student is full-time and not working. Due to the rigor of the program, consideration of taking summer session courses is encouraged.

Assessment Plan: Students are given an initial pre-program survey at the time they take ID 201. Each individual course is linked to the program outcomes (PO's) and provides data and course work examples in support of the skills and knowledge required in the program outcomes. A comprehensive assessment modeled on the NCIDQ national certification exam will be given to students at the completion of course work in ID 230. Students will then be assessed at the end of their junior year using an internal portfolio review to qualify for participation in the capstone studios. At the completion of their program, normally after of their final capstone studio, students must participate in a public portfolio exhibition. Data from these assessment tools will be used for program assessment at each of these critical points in the program, with ID 416 & ID 417 being the true capstone course(s) providing cumulative data for program assessment. The exam and portfolios assess the student learning process and will be also be used as indicators for the likelihood of student success in the next level of courses, admission to the major itself, or to show student readiness for successful entry into the profession after their final capstone studio.

200-Level Comprehensive Exam: Students are eligible to take this exam after the successful completion of ID 230. Students who fail the 200-level comprehensive exam, which is given in the spring semester, may not register for any further upper division ID courses until they pass the exam and are accepted into the major. They are considered to be on probation and must successfully complete the exam before enrollment in the following spring semester ID courses. It is the student's responsibility to arrange for remedial work in preparation for retaking the exam. Failure to successfully complete the exam within six months is a basis for removal from the BFA program.

Junior Year Faculty Portfolio Review: Students who have completed a minimum of 85 credit hours (with a minimum of 46 credits in the program) may apply to participate in the Junior Year Faculty Portfolio Review. This portfolio review is generally scheduled in the spring semester. This is a private review by faculty and may include selected Interior Designers who will assess whether the student is ready for the senior studios (ID 416 and ID 417.) Students who are judged not to meet the criteria set for this review will not be allowed to register for ID 416 or ID 417 until they receive a passing evaluation for their junior portfolio.

Hogan Entrepreneurial Program

Students in the Interior Design program are encouraged to participate in this program. Should an Interior Design student be accepted into the Hogan entrepreneurial program, the Interior Design Discipline Coordinator will work with the student to substitute appropriate courses to allow participation in the requirements of the program.

Course Descriptions

Interior Design (ID)

ID 201 Fundamentals of Interior Design (3)

Introduction to the theory, practice and application of Interior Designers' skill sets including the analysis and interpretation of quality design. The student reflects on the important social and cultural issues that arise as we construct living spaces appropriate to our needs in all the settings human communities exist. This course also serves as an introduction to the vocabulary, principles and theories pertinent to the core curriculum of the major, interweaving them with an appreciation of the arts and sciences behind creative thinking and problem-solving. Students learn that quality design is a personal expression or interpretation (designer), of identified problems or challenges (space/product), that meet or exceed the needs of the end-users (clients), while simultaneously providing a functional, safe, environmentally sensitive, and aesthetically pleasing experience. Concurrent registration in ID 201L required. Offered each semester.

ID 201L Fundamentals of Interior Design Lab (1)

All students are required to register for this lab when they register for ID 201. Application of knowledge learned in ID 201, emphasizing development of basic skills required of Interior Designers. Concurrent registration in ID 201 required. Offered each semester with ID 201.

ID 202 Introduction to Drafting (3)

Introduction to drafting and mechanical drawing tools and techniques used in the field of Architecture and Interior Design. Students will review working drawings in the form of blueprints and production drawings such as floor plans, elevations, sections and details for the purpose of learning to execute these drawings to create their own designs. Offered Fall and Spring semesters. (Studio Course – 6 hours per week)

ID 205 Color For Interiors (3)

Extensive study and experimentation of the use and application of color in interior environments, including color notation, the psychology of color and human response and application of color . . (Studio Course – 6 contact hours per week) Offered Annually. .

ID 211 Textiles (3)

Research into fibers, detailed construction methods and the practical application of textiles and their uses in the field of contract and residential environments. Testing methods will be examined to determine the appropriate use of textiles in commercial and residential interiors and furnishings. Offered Annually. .

ID 215 Professional Practice-Internship (3)

Students research career opportunities in their area of interest in the interior design profession and seek available job opportunities. Student's portfolios, resumes, and business stationery are assessed on an individual basis to determine readiness to enter the workforce. Students are required to complete 85 hours of documented work experience in cooperation with the firm of their choice. This course may be waived if a student is already working in an interior design (or related) position or requests to substitute the Hogan Entrepreneurial Program . Compensation is determined by the employer. Offered each semester. Prerequisite: ID 201, ID 202, ID 21x or permission of ID Internship Coordinator.

ID 216 Design Principles and Interior Composition (3)

Analysis and interpretation of the theoretical principals and the physical elements of design through visual design projects, sketching, applied design, and the interpretation of design aesthetics Elements and principals that are fundamental to all the visual arts is stressed through visual compositions and handling of media. Cross listed as AR 103. Offered Each Semester. .

ID 217 Introduction to Computer Aided Design (3)

Introduction to computer aided design using AutoCAD Lt software. Working drawings such as floor plans, furniture plans, elevations, and sections used in interior design and architecture. Offered each Semester. (Studio Course – 6 hours per week). Prerequisites: ID 201, ID 202 or consent of instructor.

ID 230 Building Systems and Interior Materials (4)

This course is designed to give students an understanding of designing within the context of building systems and how to specify appropriate materials and products. Students will examine building systems, flooring systems, and acoustics. Installation and material maintenance will be examined as well as codes associated with building systems and material selections. This course explores a wide variety of decorative materials and examines sustainable environmentally friendly products and building practices. Offered Each Semester (Studio Course – 6 contact hours per week) Prerequisites: ID 201, ID 202, ID 211, and AR 201or AR 202.

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

ID 310 The History of Furniture & Interior Design (3)

A survey of Interior Design from prehistory to the present tracing architectural styles and historical interior furnishings. Offered. Each Semester Prerequisites: ID 201or permission of instructor.

ID 311 20th Century Architecture & Design (3)

Study of post industrial revolution interior design and architecture in the United States including profiles of architects and designers and their impact on modern interior design and architecture. Offered annually. Prerequisites: ID 201or permission of instructor.

ID 312 Presentation Methods (4)

Study of the materials and techniques used in the preparation of presentations for interior design and architectural projects. Perspective drawing, orthographic and volumetric drawing techniques will be reviewed and exercised with an emphasis on the illustration of three-dimensional space. Sketching skills are developed using various media: graphite, ink, marking pens, colored pencils and watercolor. The design and assembly of models, material boards and portfolios will also be examined. (Studio Course – 6 contact hours per week). Offered Every Semester. Prerequisites: AR 111, ID 201 & ID 202.

ID 317 Universal Design (3)

Universal Design focuses on personal independence and equity of use of both the built environment and products for daily living. This course investigates design challenges which address ADA requirements in commercial design, aging in place in residential, retirement community and long-term care design, effectiveness of evidence based design in healthcare design and wayfinding as a universal design concept for all environments. An appreciation for and sensitivity toward person's with varying abilities will be explored through videos, site visits, interviews, projects and student experimentation with mobility, vision and hearing disability role playing. Appropriate use of finish materials for various interior environments will also be reviewed. Projects may include residential, commercial and/or product design. Offered annually. Prerequisites: ID 230. Requires admission to the major.

ID 319 Advanced Computer Aided Design (4)

Computer aided design course to learn advanced applications and techniques in computer aided design. Student will utilize on line catalogues and CD ROM technology to insert products into existing floor plans and presentation. Three dimensional drawing and rendering techniques will also be introduced. (Studio Course – 6 contact hours per week) Offered annually. Prerequisite: ID ID 21x Requires admission to the major, or consent of instructor.

ID 321 Programming & Space Planning (4)

Study of the process of designing an environment beginning with Program analysis and moving to the synthesis of information resulting in a comprehensive Space Plan and support documentation. The process guides students through information gathering and organization, as well as problem identification, providing a framework for problem solving and design decision-making. Research and application of building and fire codes, universal design concepts (including ADA standards) and human factors relative to the designed environment address health, safety and welfare issues, integral to best design practices. Through structured exercises and projects, students create commercial and/or residential environments, which fulfill client-generated requirements with creative, innovative and environmentally conscious design solutions. Offered Every Semester (Studio Course – 6 contact hours per week) Prerequisites:, ID 230 Requires admission to the major.

ID 325 Introduction to Lighting Design (3)

This course is designed to provide students with an introduction to the specialized field of lighting design. History of lighting advancements and industry terminology will be researched and various products and new technology discussed. Qualitative and quantitative measures of lighting will be explored as well as effective use of lighting in expressing problem-solving design concepts. Offered annually. Prerequisites: ID 230. Requires admission to the major. .

ID 335: Socio-Cultural Aspects of Design (3)

The purpose of this course is to provide students with a background in cross-cultural aspects of both exterior and interior design. The main emphasis will be on the use of space and symbolism as forms of communication within a cultural and ritual context, often without the conscious understanding of the inhabitants. Areas of discussion will be: symbolic and cultural templates on residential layout; concepts of the home in different societies; geomantic/feng shui logic in exterior and interior layout in different cultures (specifically Hawai'i, Japan and China); and cultural aspects to interior design both in layout and furnishings. The major areas of regional emphasis from which examples will be taken from are the Americas (both pre-contact and Euroamerican), East Asia and the Pacific.

General Course Objectives: To increase your awareness of how pervasive cultural aspects of design, especially spatial and symbolic, are in most societies, including contemporary American society; To sensitize you to the need to accommodate cultural logic in design decisions; To develop a more comprehensive understanding of the basic logic underlying some geomantic systems and feng-shui principles and their application in design decisions; To enhance the ability to "read" symbols and icons, both physical and spatial, and be able to interpret their meaning. Fulfills interdisciplinary course requirement. Cross-listed as GE 335. Offered annually.

ID 355/AR 355 Intermediate Sculpture & 3D Design (3)

Intermediate techniques in sculpture and 3D design as it relates to spatial concepts and human scale in the built environment. Interior Design students will focus on conceiving, producing and justifying 3D conceptual objects within the context of interior spaces. Offered every semester. Cross-listed as AR 355. Prerequisites: AR 255 or ID 230 or consent of instructor.

ID 380 Special Topics (3)

Selected topics in interior design to be announced. Prerequisites: Requires admission to the major.

ID 382 Introduction to Historic Preservation (3)

Introduction to the philosophy and techniques of preservation currently practice in America today. Field studies, walking tours, and research of current structures are assessed to examine current practices of preservation and adaptive reuse. Offered only in the Summer.. Prerequisites: ID 230 or permission of instructor.

ID 410 Interior Design Business Principals and Practices (3)

Basic principals of Interior Design business management, professional ethics and practice are examined to prepare students for the professional working environment. Professional resumes and business cards are also prepared. Offered annually. Prerequisite: admission to the major or permission of instructor.

ID 415 Professional Practice-Internship (3)

Students research career opportunities in their specialized area of the interior design profession and seek job opportunities available. Student's portfolios, resumes, and business stationery are assessed on an individual basis to determine readiness to enter the workforce. Students are required to complete 85 hours of documented work experience in cooperation with the firm of their choice. This course may be waived if student is already working and wishes to replace with Hogan entrepreneurial program or upper division elective. Compensation is determined by the employer. Offered each semester. Prerequisite: Admission to the major, or permission of the Internship Coordinator.

ID 416 Senior Studio–Commercial (4)

Creation and presentation of individualized commercial interior design projects for the purpose of applying all previous course work and showcasing student's individual creativity and problem solving capabilities. Three design scenarios will be completed to include: healthcare, hospitality, store planning, and restaurant design. Instructor will offer mentoring and direction toward meeting project requirements. (Studio Course – 6 contact hours per week) Offered annually. Prerequisite: Requires admission to the major; ID 312 , ID 321; and successful completion of the Junior Year Portfolio Review

ID 417 Senior Studio – Residential (4)

This studio concentrates on the creation and presentation of individualized residential interior design project(s) for the purpose of applying all previous course work and showcasing student's individual creativity and problem-solving capabilities. Various design scenarios will be completed to include remodeling of an existing structure and new construction. The culmination of this studio exhibits the student designer's ability to cohesively and comprehensively express their design solutions thus demonstrating their readiness to enter the Interior Design profession. Instructor will offer individualized direction to assist individual student needs of meeting project requirements. (Studio course – 6 contact hours per week) Offered annually. Prerequisites: Requires admission to the major; ID 312 , ID 321; and successful completion of the Junior Year Portfolio Review

ID 480 Special Topics (3)

Selected topics in interior design to be announced. Prerequisites: upper division standing and approval of program advisor.

ID 481 Kitchen and Bath Design (3)

Explores design scenarios in the residential design sub-specialty of kitchen and bath design. Development of construction documentation (including working drawings, finish schedules and material specifications) to complete design solutions for installation in a residential environment.(Studio Course – 6 hours per week) Not regularly offered. Prerequisite: ID 312, ID 321, and ID major with senior standing.

Chaminade University of Honolulu



Father William Joseph Chaminade

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

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

The life of Fr. Chaminade reveals a deep sense of Providence. Filled with a compelling awareness of the Church's mission, he was ready to adapt to ever-new situations, eager to respond to the Lord's indications and deeply sensitive to the needs of the times. He was gifted with tenacity of purpose, a profound spirit of prayer and a keen ability to discern God's will. He wished to impress these traits on Marianists of all times.

Like social reformers before and after him, Fr. Chaminade saw schools as a principal means for transforming society. During his lifetime he founded over forty schools, including three teacher-training institutions. In explaining his efforts to Pope Gregory XVI, he said that by opening schools, especially for those classes of people most numerous and most abandoned, and by engaging in teacher training, he sought to counteract the anti-Christian spirit ushered in by the French Revolution and the religious indifference that resulted from it. Consistent with his fundamental apostolic insight, Fr. Chaminade desired that Marianist schools be true communities concerned for the education of the whole person, respecting both faith and reason as means to the truth, and preparing its graduates for both success in their careers and life and committed to service. Chaminade University is grateful to have received such a legacy and strives to be the educational community envisioned by Fr. Chaminade.

The Marianists in Hawai'i

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

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

1. Educate for Formation in Faith

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

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

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

5. Educate for Adaptation to Change

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

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

The Chaminade University Mission Statement

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

Statement of Core Commitments

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

Commitments to Service

- to offer quality academic programs, both those leading to a degree and those focused on continuing education, in a manner responsive to the needs of our students and communities;
- to graduate students who are recognized for their liberal arts learning, preparation for professional careers, facility in the use of information and communication technologies, interest in life-long learning, appreciation of diversity, sense of ethical responsibility, and commitment to leadership through service to affect positively individual lives and the common good;

- to be a community that looks beyond itself and engages in public service, that enriches the life of the wider community;
- to exhibit a strong social consciousness that expressly permeates all curricula;
- to engage in partnerships with the Hawaii community, our Pacific Island neighbors, the church and those with whom we share Marianist sponsorship;
- to explore critically the intersections of faith and culture and, consistent with our identity, engage our students in this dialogue and participate in the processes of public learning and policy formulation and the building of a more just and peaceful society.

Commitments to the Character of Our Educational Community

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

Chaminade's Symbols

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

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

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

Undergraduate Study

Undergraduate study at Chaminade University is structured in three parts:

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

All baccalaureate degrees require a minimum of 120 credit hours of course work with a minimum of 45 hours in upper division courses. Within these basic guidelines, the individual student, with the help of an advisor, selects a program of studies appropriate to personal aspirations and interests.

Chaminade University is committed to a broad liberal education for its students because such an education provides the foundation for lifelong personal growth, a foundation for a career which may include many job changes as the workplace changes, and the background which will allow students to rise to leadership positions in their chosen professional fields and in their communities. Outstanding professional training at Chaminade is complemented by continued reflection on questions of meaning, purpose, and value.

Degrees

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

Undergraduate Programs

Chaminade University offers 23 majors in:

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

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

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

Undergraduate Certificate Programs

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

Graduate Programs

Master's degrees are offered in the following disciplines:

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

Professional Certificate Programs

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

Special Programs

Campus Ministry

Director: Kristina Stone

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

These values are fostered through the involvement of students, faculty, and staff in its programs. Programs include opportunities for a full liturgical and sacramental life, prayer, social outreach, community service, retreats, spiritual counseling, and a deeper involvement with the issues facing the human community. Through all its programs, Campus Ministry promotes a spirit of faith and service.

Service Learning

Coordinator: Candice Sakuda

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

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

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

First Year Experience Seminar (CUH 100)

Chaminade University realizes the importance of supporting students in their transition from high school to college. Therefore, all first-year students are enrolled in CUH 100, the First Year Experience Seminar. CUH 100 is a one-semester-hour seminar course, open only to incoming students, which provides an introduction to the nature of a university education, the distinctive features of Chaminade, and a general orientation to the functions and resources of the University. The course is designed to help first time college students adjust to the university, gain a better understanding of the learning process, and develop critical thinking skills. The course provides a support group for students in their critical first year by examining problems common to the first year experience. CUH 100 is conducted in small groups by either faculty or administrative personnel accompanied by a peer leader.

Study at Chaminade's Sister Universities

Chaminade University students have the opportunity to study for a semester at either of the other Marianist universities in the United States: the University of Dayton in Ohio or St. Mary's University in San Antonio, Texas.

Students wishing to study at the University of Dayton or St. Mary's University are responsible for meeting those universities' registration requirements and paying the home institution's tuition and fees. Chaminade's institutional scholarship is portable when used at the University of Dayton in Dayton, Ohio or St. Mary's in San Antonio, Texas. Chaminade will give full credit for approved courses taken at the University of Dayton or St. Mary's University. Courses taken at the University of Dayton or St. Mary's University will be counted as Chaminade resident hours and included in the GPA calculations. Chaminade students must obtain course approvals in advance from their academic advisors at Chaminade to ensure that courses will count toward their majors and/or graduation requirements. For more information on study at Chaminade's sister universities, students can visit http://www.chaminade.edu/student_exchange/index.php on Chaminade's website.

Study Abroad

At Chaminade, we believe that studying in a foreign country is a highly desirable part of a 21st century education. Chaminade offers study abroad programs in over 20 different countries to students through various partnerships. Students can choose from either summer or semester programs. Students must have completed a minimum number of credits and be in good academic standing to be eligible. The costs vary depending on the program, but study abroad is affordable, and financial aid may be available. For further information, contact the Academic Advising and Retention Center in Clarence T.C. Ching Hall, Room 252.

Pre-professional Programs

Most professional schools such as law, medicine, or dentistry, recommend that applicants acquire a broad background in liberal arts subjects emphasizing critical thinking as a preparation for specialized study. For the areas of law, medicine, and dentistry, most of the students admitted to professional schools have completed a bachelor's degree. Students intending to apply to a specific school should tailor their programs to meet the entrance requirements of that school. Faculty members of the various disciplines can be of great assistance in the choice of courses. It is advisable for students to work toward the completion of a bachelor's degree in the event that they are not successful in gaining entry to a professional school.

Pre-Engineering Computer/Electrical

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

Pre-Law

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

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

Pre-Health Sciences

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

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

Pre-Nursing Program

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

Other Pre-Health Science Programs

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

Internship Programs

All fields of study at Chaminade encourage their students to apply their academic study to on-the-job experience. Faculty may ask students to work with a specific organization or students may develop internship possibilities on their own. Policies of each discipline as confirmed by faculty advisors determine the suitability of an internship and the amount of academic credit to be granted within the following University guidelines:

Purpose and Objectives:

- To provide an opportunity for students to apply their knowledge and skills in a professional environment.
- To provide an opportunity for students to perform professional duties.
- To provide students with professional supervision and criticism.
- To provide an opportunity for students to develop contacts and references for future careers.

Advising

Students in the internship program will have both a faculty advisor and a professional supervisor. The faculty advisor confers with the professional supervisor and determines the grade for the internship. While the specific duties of each internship will vary, the faculty advisor is responsible for ensuring the academic value of the work performed. The professional supervisor ensures that the student works in a professional atmosphere. The supervisor also guides, advises, and evaluates the intern's work, attitude, skills, knowledge, and training.

Prerequisites

Policies of each discipline as confirmed by the faculty advisor will determine the necessary prerequisites for a particular internship. Normally the intern should have at least junior level standing, but in special cases sophomores will be considered. Because each student who enters the internship program represents Chaminade in the community, the faculty advisor ensures that students who participate in the program have the academic training and dispositions necessary for the positions they will fill.

Minimum Requirements

Policies of each discipline as confirmed by the faculty advisor will determine the minimum requirements for an internship, including the number of on-duty internship hours. Generally, however, students who participate in the program for academic credit will be expected to analyze their experience in a paper or journal and have regular meetings with their faculty advisor.

Academic Credit

Policies of each discipline as confirmed by the faculty advisor decides the number of on-the-job hours required for academic credit. Also depending on the policies of each discipline as confirmed by the faculty advisor, the internship may be completed for a grade or for a Credit/No Credit option. Depending on the organization with which they work, students may or may not receive a salary for their internship experience.

Setting up an Internship

Students interested in Chaminade's internship program should contact their program advisor or the internship coordinator in the Career Services Office.

Early Childhood Lab School

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

Developmental Skills Program

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

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

Publications

Chaminade University publishes the *Chaminade Quarterly*.

Student Publications

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

The ***Silversword*** is a 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 at <http://www.chaminade.edu/news/pubs/silversword/>

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

Office of Alumni Relations

The Office of Alumni Relations of Chaminade University continues life long relationships with graduates through programs and services. The Office of Alumni Relations Department serves the alumni of Chaminade by planning and implementing programs to connect with alumni through a variety of interests and activities. The annual reunion is one way for out alumni to come together with classmates and re-ignite friendships and reminisce (the yesteryears). Alumni are also encouraged to share their career experiences and opportunities through Career Fairs and Career Services. The Office of Alumni Relations also serves the alumni by communicating through the university publications the goals and mission of the University.

Honor Societies

Delta Eta Chapter of Pi Lambda Theta, founded in 1910, is an international honor society and professional association in education that honors excellence and fosters leadership skills and values. Membership is open to students and professionals who have met specific academic requirements (3.5 gpa) or who have achieved certification by the National Board for Professional Teaching Standards. Members can draw on a network of colleagues for professional support and friendship -- before graduation, throughout a career, and after retirement.

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

Iota Gamma Chapter of Alpha Phi Sigma, a national honor society for criminal justice, recognizes exceptional scholarly ability among students who have declared a major or minor in a criminology or criminal justice discipline. To be eligible, a candidate must have completed one-third of the credit hours required for graduation with a minimum of four courses in criminology and criminal justice, a 3.2 GPA, and rank in the top 35% of his or her class.

Iota Xi Chapter of Sigma Tau Delta, the national English honor society, has as its motto, "Sincerity, Truth, Design," bespeaking purposeful dedication in life to the attainment of excellence. To be eligible, students must show excellence in written expression, have declared a major or minor in English, express through written work the ideals of truth and beauty, and rank in the upper third of their class.

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

Lambda Phi Chapter of Phi Alpha Theta, a national honor society for men and women majoring in history, recognizes and encourages excellence in the study of history. To be eligible, students must have junior standing or better, must rank in the upper 35 percent of their class, and must have had at least 12 semester hours in history with an average of B-plus in history courses and an average of B in two-thirds of their other courses.

Psi Alpha Chapter of Gamma Sigma Epsilon, a national honor society in chemistry, recognizes superior scholastic achievement of students majoring in Forensic Sciences, Biology, and Pre-Med, (in addition to) a minor in chemistry.

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

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

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

Chaminade Center for Lifelong Learning

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

Chaminade's Commitment to Lifelong Learning

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