

COM 101: INTRODUCTION TO COMMUNICATION

Chaminade University | Fall 2026 | 3 credits
Mondays, Wednesdays, Fridays | 1:30 p.m. - 2:20 p.m.
Eiben 201

Instructor: Kim Baxter (she/her) **Email:** kimberlee.baxter@chaminade.edu
Office Hours: MF 12:30-1:20. Contact by email for an appointment outside of these hours.

Course description

Introduction to major forms of communication. Activities for students to learn effective communication skills for two-person, small groups, and public situations. Examinations and application of basic principles of message development for personal and public speech.

Course Learning Outcomes (CLOs)

After completion of Communication 101, the student will be able to:

1. Research, organize and outline an effective speech
2. Deliver a well-planned presentation of ideas through effective oral delivery
3. Use the tools and concepts covered in the textbook and lecture to create effective communication in group settings
4. Use at least three different oral communication strategies in one-on-one, group and class communication settings.

Program Learning Outcomes (PLOs)

Upon completion of the B.A. undergraduate program in Communication, students will be able to:

1. Communicate effectively, persuasively and ethically using oral, written, and technological platforms in interpersonal, small group, public, intercultural, and technological settings.
2. Apply the principles and laws of freedom of speech and press, including the right to monitor and criticize power, in order to promote service, justice and peace.
3. Actualize professional ethical principles in the pursuit of truth, accuracy, and diversity.
4. Locate, evaluate, incorporate, and properly cite multiple resources in visual and oral performances, papers, and communication campaigns.

Text

COMM7 by Sellnow, Verderber, Verderber (the 6th edition is not the most recent edition, but it is cheaper than the 7th edition and is still readily available)

In-class expectations and Attendance

Students are expected to be in the classroom with their computers open to the course-related websites and prepared to discuss that day's lesson at the start of class. Most assignments are due by the start of class, so please ensure your work has been submitted. Walking in late is disruptive and disrespectful to the professor and your fellow classmates and will be documented and penalized accordingly.

During class, students are expected to take notes and actively participate in the discussion. Students should honor diverse perspectives, though disagreements are allowed (and expected) as long as they are handled respectfully.

Your final grade will be severely hurt if you miss class. In-class assignments and quizzes cannot be made up if missed for a non-excused reason. Class participation and attendance are 10% of your final grade. You are strongly encouraged to attend every class.

The syllabus is subject to change at any time, and changes will be announced in class. If you cannot attend a class, please email the instructor about anything you might have missed. If you miss a class due to an emergency (medical or family), speak with the instructor about making up the quiz and/or assignments.

Quick Reference — Absence Thresholds:

Excused Absence	Missing class for a documented school-sponsored reason, an illness or a family emergency
Unexcused Absence	Any absence not pre-approved or documented
Warning Threshold	After 2 unexcused absences, the student will be notified.
Grade Penalty	More than 4 unexcused absences will result in a penalty of the final grade being lowered by one grade letter.
Course Failure	More than 6 unexcused absences will result in an F for a final grade.

Late Arrival / Early Departure

Arriving more than 5 minutes late constitutes a tardy. 3 tardies = 1 unexcused absence

Deadlines

Deadlines are critical. Barring an emergency, your grade will suffer for late quizzes, papers and assignments. The first missed deadline will result in one letter grade lower on that assignment than what you would have received if you had turned it in on time. (For example, if your paper would have received a 45/50 if it was turned in on time, the late paper will receive a 40/50.) The second missed deadline will result in two letter grades lower. The third missed deadline will result in a 0.

You will have **ONE WEEK** after the original deadline to turn in a late assignment. After that, the assignment – regardless of whether it is a first missed deadline or the second missed deadline – will result in a 0. If an assignment is due at the start of class, coming to class late – even by just one minute – is a missed deadline. For assignments to be turned in by email, one minute late is a missed deadline.

If you are going to miss a deadline, contact me *before* the deadline.

Barring an emergency or excused absence, in-class speeches, quizzes and exams cannot be made up if missed.

Quizzes

There will be a current events quiz **every Monday** (unless otherwise noted) to the major news of the week. Since this is a communications course, you will be expected to consume the news and other media and know what is going on locally, nationally and internationally on a daily basis. The news quizzes will be posted in Canvas.

There will be a reading quiz that will cover the assigned readings. These quizzes will be open book, although there will be a time limit. The reading quizzes will be posted in Canvas.

Credit-hour policy

This is a three-credit-hour course requiring at least 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about:

**35 hours in the classroom

**21 hours preparing for the weekly current events quizzes (1.5 hours per week)

**16 hours taking the eight reading quizzes

**1 hour preparing for the Introductory Speech

**2 hours preparing for the first Impromptu Speech

**25 hours preparing for the Informative Speech (topic, research, outline, writing, editing, practicing)

**25 hours preparing for the Persuasive Speech (topic, research, outline, writing, editing, visual aids, practicing)

**10 hours studying for the two exams

TOTAL: 135 hours

Academic integrity

Fabrication, plagiarism and cheating will not be tolerated. All assignments should be original work done by the student for this class. Use of work that is not credited to the original source, or use of someone else's speech or written material is a serious academic offense and will not be tolerated. Communication Department policy requires that, on the first offense, plagiarized assignments will be given an automatic 0 and the student's final grade will be reduced by one letter grade. A second offense will result in an automatic failure of the class.

Generative Artificial Intelligence use policy

Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the [university's Academic Honesty Policy](#).

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. See the catalog section [Student Use of Artificial Intelligence in Academic Work](#) for further information.

Generative AI is artificial intelligence that can create new content like text, images, video, audio and code. The use of generative AI tools like ChatGPT, Claude, Google Gemini, Grammarly AI, to create work that is not your own **will be considered cheating that will result in a 0 on the assignment**.

Generative AI can be used as a tool to help gather information, assess arguments and provide feedback but should never be a substitute for your own thinking, creative work and voice.

Acceptable uses of AI include:

- brainstorming ideas for assignments or projects
- generating outlines or organizational structures
- improving grammar, spelling, and clarity of your writing.
- receiving feedback on drafts.
- research assistance, provided all facts and sources are independently verified.

AI may not be used to:

- generate assignments (or even pieces of those assignments) that you submit as your own work.
- fabricate citations, research, interviews, or production data.
- replace the critical thinking, observation, or creative decision-making expected in this course.

Students remain fully responsible for the accuracy, originality, and integrity of all submitted work. The majority of every assignment should demonstrate your own work, thinking, and creative decision-making. The purpose of this policy is not to discourage the use of emerging technologies but to help guide students in understanding how to ethically use these resources while developing the critical thinking, analytical, and creative skills that are essential to communication.

GRADING

ASSIGNMENT	LEARNING OUTCOME	POINTS	TOTAL POINTS
Class participation & attendance	2, 4		50
Current events quizzes		10 X 10 points each	100
Reading quizzes	1-4	8 X 10 points each	80
Speeches:			
• Introductory	1, 2		10
• Impromptu	2-4	4 X 15 points each	60
• Informative	1, 2, 4		120
— Outline		10	
— Speech		100	
— Critiques		10	
• Persuasive	1, 2, 4		230
— Outline		10	
— Speech		200	
— Critiques		20	
Exams	1-4		
**Exam #1			50
**Exam #2			50
TOTAL:			750

BREAKDOWN

All grades will be determined using the following points scale:

675 – 750 points : **A** : Outstanding scholarship and an unusual degree of intellectual initiative

600 – 674 points : **B** : Superior work done in a consistent and intellectual manner

525 – 599 points : **C** : Average grade indicating a competent grasp of the subject

450 – 524 points : **D** : Inferior work of the lowest passing grade, not satisfactory for the fulfillment of prerequisite course work

Less than 450 points : **F** : Failed to grasp the minimum subject matter; no credit given

What's a "Grade?"

"A" students do not miss classes during the semester. They read and critically engage all the assigned readings before class on their own, and with classmates and the instructor. All assignments are not only complete but go beyond more than just the minimum requirements. Their oral presentations are delivered on time, exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are outlined precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students always keep up with current news events, both locally and globally.

"B" students miss a few classes during the semester. They usually read the assigned readings before class. Their speeches exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students usually keep up with current events.

"C" students miss several classes during the semester. They complete the assigned readings before exams. Written assignments and exams usually exhibit proper style and formatting, but do not always integrate strategic planning and targeting, and are not always well organized or written precisely and concisely. All speeches are presented on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

"D" students miss four or more classes during the semester and skim assigned readings. Assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting, and are often not well-organized, or written precisely and concisely. Speeches are not always presented on time and only some rewrite opportunities are used. They don't keep up with current events.

"F" students fail to attend class consistently, miss exams and speeches, written assignments; don't use rewrite opportunities.

Grades of "Incomplete"

Incomplete grades are reserved for cases of illnesses and other emergencies that cause a student to be unable to complete the course by the due date. In such cases, the instructor has the option of issuing an "incomplete" grade at the end of the semester. Requests for an "incomplete" must be accompanied by substantive documentation.

Please note: This syllabus is not set in stone and is subject to change. It is imperative you attend class as changes will often be announced in class. Please contact the instructor with any questions.

SCHEDULE OF ACTIVITIES

WEEK 1

Monday, Aug. 17 : Introductions, review the syllabus

****Assignment:** Write an introduction (300-400 words) about yourself on Canvas. Include a photo so that I can get to know you. **DUE:** By the start of class on Wednesday, Aug. 19

Wednesday, Aug. 19 : How to use AI ethically.

Friday, Aug. 21 : What is news? Fake news? Media literacy. Start working toward Introductory Speech.

****Reading:** Chapter 1. **Reading quiz.** **DUE:** By the start of class on Monday, Aug. 24

****Assignment:** Prepare a 90-second to 2-minute Introductory Speech. What makes *you* unique? **DUE:** In class on Aug. 26-28

WEEK 2

Monday, Aug. 24 : Communication Process. Speech exercises.

Wednesday, Aug. 26 : Deliver Introductory Speeches.

Wednesday, Aug. 28 : Deliver Introductory Speeches. Writing/communication tips.

****Assignment:** Critique the Introductory Speeches in Canvas. **DUE:** By the start of class on Monday, Aug. 31

****Reading:** Chapters 11-12, 16. **Reading quiz.** **DUE:** By the start of class on Monday, Aug. 31

WEEK 3

Monday, Aug. 31 : Debrief Introductory Speeches, start discussing Informative Speeches.

****Assignment:** Send proposals for your top 3 Informative Speech topics. **DUE:** By 11:59 p.m. on Tuesday, Sept. 1

Wednesday, Sept. 2 : Informative Speeches and topics

****Assignment:** Final Informative Speech topic. **DUE:** In Canvas by the start of class on Friday, Sept. 4

****Reading:** Chapter 15. **Reading quiz.** **DUE:** By the start of class on Wednesday, Sept. 9

Friday, Sept. 4 : Start working toward your research. Research and work on Informative Speeches. Informative Speech outlines. Discuss delivery.

****Assignment:** Prepare a literary passage or reading from a book to present to class next week. 1:30-2 minutes. The goal is to focus on your delivery. Practice it several ways, but note how your speech can change based on your delivery. You DO NOT need to memorize the speech. But be familiar with it so the focus can be on your delivery and not reading. You must submit your passage in Canvas before the start of class or you cannot deliver the speech.

WEEK 4

Monday, Sept. 7 : LABOR DAY – No school

Wednesday, Sept. 9 : Impromptu speech #1 (Delivery)

****Reading:** Chapters 2-6. **Reading quiz.** **DUE:** By the start of class on Monday, Sept. 14

****Assignment:** Informative Speech outline. Rough draft **DUE:** In Canvas on Friday, Sept. 20 by the start of class

****Assignment:** Submit your research. **DUE:** In Canvas on Monday, Sept. 16 by the start of class

Friday, Sept. 11 : Research and creating your speech

****Assignment:** Submit your research. **DUE:** In Canvas on Monday, Sept. 14 by the start of class

****Assignment:** Informative Speech outline. Rough draft **DUE:** In Canvas on Monday, Sept. 21 by the start of class

WEEK 5

Monday, Sept. 14 : Delivery debrief. Perception, culture.

****Reading:** Chapter 14. **Reading quiz.** **DUE:** By the start of class on Monday, Sept. 21

Wednesday, Sept. 16 : Perception, culture.

Friday, Sept. 18 : Perception, culture.

****Assignment:** Rough outline for Informative Speech. **DUE:** In Canvas on Monday, Sept. 21 by the start of the one-on-one meeting

****Assignment:** Submit your research. **DUE:** In Canvas on Monday, Sept. 21 by the start of class

****Assignment:** Final outline in Canvas. **DUE:** In Canvas on Monday, Sept. 28 by the start of class

WEEK 6

Monday, Sept. 21 : One-on-one meeting with professor

Wednesday, Sept. 23 : One-on-one meeting with professor

****Assignment:** Final outline in Canvas. **DUE:** In Canvas on Monday, Sept. 28 by the start of class

Friday, Sept. 25 : Introduce Impromptu Speech #2 topic

****Assignment:** Final outline in Canvas. **DUE:** In Canvas on Monday, Sept. 28 by the start of class

****Assignment:** Exam #1 on Wednesday, Oct. 7

WEEK 7

Monday, Sept. 28 : Review for Exam #1

****Assignment:** Start writing/creating your Informative Speech. Finish by Friday, Oct. 9.

Wednesday, Sept. 30 : Impromptu Speech #2

Friday, Oct. 2 : Attention getters, transitions, ending

WEEK 8

Monday, Oct. 5 : Debrief Introductory Speeches, start discussing Informative Speeches.

****Assignment:** Send proposals for your top 3 Informative Speech topics. **DUE:** By the start of class on Thursday, Jan. 23

Wednesday, Oct. 7 : Exam #1 on the reading material (closed book)

Friday, Oct. 9 : Group communication.

****Assignment:** Practice the finished speech -- start to finish -- at least 10 times before you deliver your speech. Document your practice sessions and turn in these to Canvas before you deliver your speech.

****Reading:** Chapters 9-10. Reading quiz. **DUE:** By the start of class on Wednesday, Oct. 11

****Reading:** Chapter 17. Reading quiz. **DUE:** By the start of class on Wednesday, Oct. 11

WEEK 9 – WELLNESS WEEK

Monday, Oct. 12 : INDIGENOUS PEOPLES' DAY – No school

Wednesday, Oct. 14 : TBD

Friday, Oct. 16 : TBD

WEEK 10

Monday, Oct. 19 : Deliver Informative Speeches.

Wednesday, Oct. 21 : Deliver Informative Speeches.

****Assignment:** Critique your classmates' Informative Speeches and your own speech. **DUE:** In Canvas by the start of class on Friday, Oct. 23

Friday, Oct. 23 : Debrief Informative Speeches. Start discussing Persuasive Speeches, group communication

****Assignment:** Submit your top 3 Persuasive Speech topics. **DUE:** By 11:59 p.m. on Sunday, Oct. 25

WEEK 11

Monday, Oct. 26 : Persuasive Speeches

****Assignment:** Send final topic. **DUE:** By the start of class on Wednesday, Oct. 28

Wednesday, Oct. 28 : Making persuasive arguments

****Reading:** Chapter 13. **Reading quiz.** **DUE:** By the start of class on Wednesday, Oct. 30

Friday, Oct. 30 : Discuss presentational aids, create presentational aid in class

****Assignment:** Submit Persuasive Speech research in Canvas by the start of class on Monday, Nov. 4

WEEK 12

Monday, Nov. 2 : Group communication

Wednesday, Nov. 4 : Group communication

Friday, Nov. 6 : Impromptu Speech #3

****Assignment:** Rough outline for Persuasive Speech and research. **DUE:** By the start of class on Monday, Nov. 9

****Assignment:** Persuasive Speech questions. **DUE:** By the start of class on Monday, Nov. 9

WEEK 13

Monday, Nov. 9 : Exam #2 review

Wednesday, Nov. 11 : VETERANS DAY – No school

Friday, Nov. 13 : Impromptu Speech #4

****Assignment:** Final Persuasive Speech outline. **DUE:** By the start of class on Monday, Nov. 16

WEEK 14

Monday, Nov. 16 : First Amendment

****Assignment:** Start writing/creating your Persuasive Speech. **DUE:** By the start of class on Monday, Nov. 23

Tuesday, Nov. 18 : First Amendment

Thursday, Nov. 20 : Exam #2

WEEK 15

Monday, Nov. 23 : Review speeches

****Assignment:** Start practicing your Persuasive Speech. Practice at least 10 times and submit your practice sessions in Canvas before delivering your speech.

Wednesday, Nov. 25 : Impromptu Speech #5.

Friday, Nov. 27 : THANKSGIVING BREAK – No school

WEEK 16

Monday, Nov. 30 : Final thoughts, prep for Persuasive Speech

Wednesday, Dec. 2 : Deliver Persuasive Speech

Friday, Dec. 4 : Deliver Persuasive Speech

****Assignment:** Critique your classmates' Persuasive Speeches and your own speech. **DUE:** In Canvas by 11:59 a.m. on Tuesday, Dec. 8.

FINALS WEEK

No meeting this week. Just submit your critiques on the Persuasive Speeches by 11:59 p.m. on Tuesday, Dec. 8.

Please note: This syllabus is not set in stone and is subject to change. It is imperative you attend class as changes will often be announced in class. Please contact the instructor with any questions.

Important Information

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

COM 101, through its discussion of current events and focus of speeches around current events and issues, emphasizes Marianist values #4 and #5.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values		X		X
PLOs	X	X	X	X
Native Hawaiian Values		X	X	X
Gen Ed Outcomes(if applicable)	X	X		X

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#).

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is

used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them.

Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.